

CHAPTER 1

INTRODUCTION

This chapter describes a set of research rationalizations starting from the background of the problem, research urgency, research objectives, and the importance or significance of the research.

1.1 Background of Problem

In the era of globalization, every country needs a competent young generation for country development. In order to increase the individual competence, education can be used as a long-term investment for our nation. Thus, it is essential for educational staff to create effective learning models and sets of competencies that are important for Indonesian's students to achieve, especially in learning English. Based from the researcher's observation, some teachers tend to use a traditional learning method in the teaching process which is less effective to use. In some cases, students tend to be less active in the classroom, they barely taking notes, asking or answering questions from their teacher. This is in line with student behavior that often appears in the teacher-centered learning method. Students tend to feel bored and find it difficult to focus on understanding the material being studied. The contribution of students in this method is too low, even if there are questions occurred, it usually come from the teacher alone without involving the students to express their opinion or questions regarding to the material. Problem-Based Learning (PBL) can be a solution to this problem, PBL provides real problems for the students at the beginning of the learning process and it is resolved through investigation with a problem-solving method. In contrast to the teacher-centered model which does not involved the students in the learning activity, PBL gives the students an opportunity to participate in the learning process.

PBL was popularized by Barrows and Tamblyn in 1980 and has been proven to increase the students' understanding of the material and assist students in achieving learning goals in various countries. Therefore, the researcher wants to find out how effective this method is when used on the students in Indonesia who until now are still receiving learning through the LBL (Lecture Based Learning) method especially in the English classroom. In applying the LBL method or teacher-centered learning, students only receive the material and information to be memorized. However, by using the PBL method, students will be able to understand the concept of the material being studied and they will memorize it for a long-term. Students will understand the material independently through the activity of observing and analyzing a problem, asking questions related to the material, or working in a small group.

Although in some cases, PBL is not always giving the best outcomes compared to LBL or a traditional learning method. According to Imran et al., (2015), PBL has proved to be less effective than LBL from research in China, but in the other case, PBL was equal to LBL in delivering knowledge among postgraduate students in the Netherlands. Hence, the author has to investigate the outcomes of using the PBL method among high school students in particular.

In the learning process, students are required to achieve several components referred to as learning outcomes. According to Harden (2002), learning outcomes emphasize the broad picture of what is expected of students and identify the main areas that must be mastered by students. Besides changing students' responses and behavior, PBL is also considered to have succeeded in improving students' learning outcomes. PBL exposes students to a problem to be solved or conceptually solved so that the students will be more engaged and involved in the learning activity.

As come to this day, studies on the PBL method in English courses are still few, we often find it in other courses, but in fact, most of the research objectives are aimed at knowing student learning outcomes using PBL. So it means that, PBL study is focused on the learning outcomes such as acquiring knowledge, information, and

skills, or experiencing positive development and communicating skill. Behold from the other studies or subjects, e.g., mathematics learning outcomes (Mulyanto et al., 2018), improving students' learning outcomes (Qomariyah, 2019), and a problem based learning versus lecture based learning (Imran et al., 2015). PBL implementation was not focusing on the knowledge development only but also the students' language competence, collaborative learning, critical thinking skills, and active learning. In PBL method, the process is as important as the learning outcomes so that's why the teacher often take a lead as a facilitator for the students. The teacher may create groups of the student for the problem solving activities and schedules the presentation then by the end of the activities, the teacher will give them the evaluation.

The performance of a teacher in mastering and explaining the material, and the ability to manage a class will be improved by using PBL. Therefore, PBL is a great option to improve students' learning outcomes, especially in the English classroom which really require the teacher's skills to engage their students in the learning process. Because in reality, there are still many students who think that learning English is difficult. So, the teacher must use the most effective approaches to change the students' perspective on this subject.

1.2 Urgency of the Research

Problem-Based Learning (PBL) has been carried on different courses outside clinical studies. It starts to make an expansion in other educational subjects to give the students a proper learning outcomes and experiences. With reaching the effectiveness of this method, PBL will be able to enhance the medical students' critical thinking skills and attitudes (Sayyah et al., 2017). Hence, every educational subject should start providing this learning method to develop learning materials, problem solving skills of the students, and life performances.

The implementation of using a Problem-Based Learning (PBL) method has been conducted in several courses. However, the effectiveness of this method has not

proven enough in this country, especially in English subjects, there's only few studies talking about PBL effects on the students' English skills development. Therefore, this research is needed to find out the effectiveness of using the PBL method in English classes and how PBL improves students' abilities and performance in learning English.

1.3 Objectives of the Research

a. Research Questions

1. How does the Problem-Based Learning affect the students' behavior?
2. What impact does the Problem-Based Learning have on the students' learning outcomes?

b. Research Aims

1. To find out the influence of Problem-Based Learning toward the students' behavior.
2. To find out the impact of Problem-Based Learning toward the students' learning outcomes.

1.4 The Significance of Research

The following are the benefits obtained from conducting present study:

a. For the teachers

1. Would be a brand new strategy in teaching and learning activity to generate a high quality learning approach in the English classroom.
2. As an interactive and meaningful teaching method to achieve the goals of student learning process.

b. For the students

1. Improve the students' communication skills through group projects, discussions or presentations.
2. Serving real life experiences and information to the students by using PBL method.

3. Improving the students' critical thinking skills in identifying problems given by the teacher.

c. For the researcher

1. To figure out the outcomes of Problem-Based Learning (PBL) implementation in the English classroom.
2. Offer several benefits such as insight and real experiences as a future teacher to decide an appropriate learning method that can be implemented.