THE IMPLEMENTATION OF PROBLEM BASED LEARNING MODEL IN IMPROVING EFL STUDENT'S ACTIVENESS AND ACADEMIC ACHIEVEMENT

BY:

ISTIANI NURUL AIN

STATE ISLAMIC INSTITUTE OF PALANGKARAYA
2022 CE/1444 H

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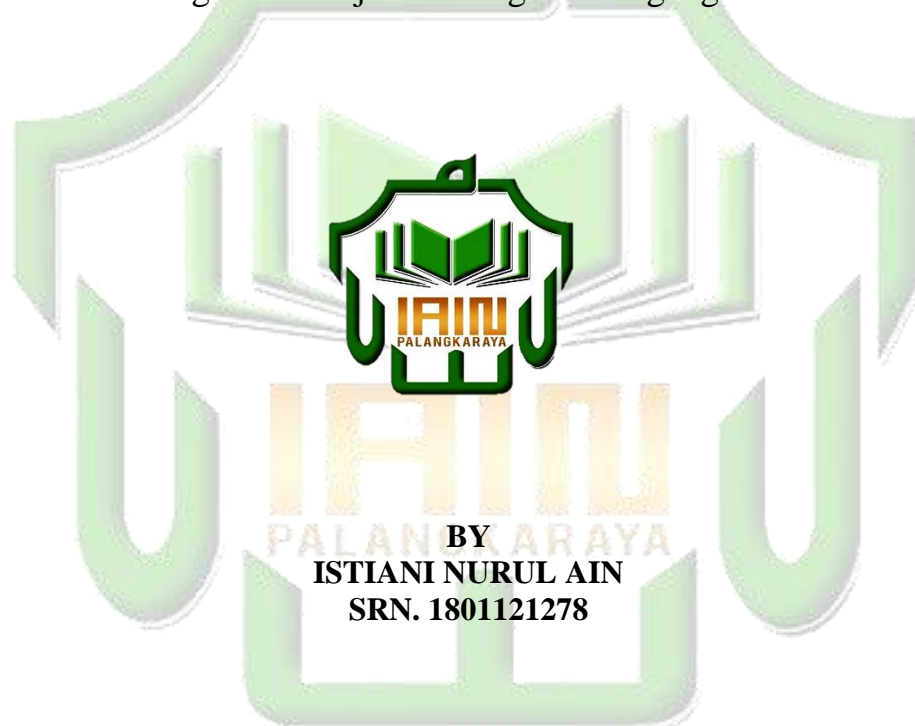## THESIS

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In Partial fulfillment of the requirements
For the degree of Sarjana in English Language Education

BY
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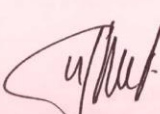
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Assalamu'alaikumWr. Wb.

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Thesis Title : **The Implementation of Problem Based**
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Activeness and Academic Achievement in MTs
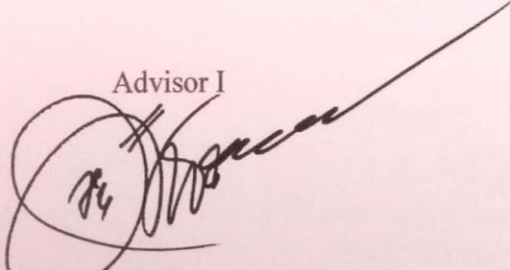**Darul Amin Palangka Raya**

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v

MOTTO AND DEDICATION

"Everyone becomes a teacher and every house becomes a school"
(Ki Hajar Dewantara)

This Thesis is dedicated to:

My beloved parents for their support, prayer and sacrifice

My beloved grandfather and grandmother who always pray and give lots of love for me.

DECLARATION OF AUTHORSHIP

Herewith, I:

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declare that :

1. This thesis have never been submitted to any other tertiary education intitution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequenses that may be imposed to me.

Palangka Raya, 10 October 2022
Yours Faith Fully

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ABSTRACT

Istiani Nurul Ain. 2022. *The Implementation of Problem Based Learning Model in Improving EFL Student's Activeness and Academic Achievement.* Thesis, Department of Language Education, Facuty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, S.S., M. Hum, (II) Akhmad Ali Mirza, M. Pd.

This research departs from the K13 curriculum instruction which emphasizes the EFL student's activeness in learning activities to construct the competence of graduation, namely problem solving skill, creative and critical thinking and communication skill both oral and written. One of the learning models that support students involvement in learning activities is a problem based learning model. Problem based learning model is a learning activity structure contains a teacher's strategy to allow students involved in learning activities to solve problems. Thus, the student involvement in solving problems indicates can improve students' academic achievement.

This study aims to describe: (1) how the teacher improves EFL students participation in implementing problem based learning, (2) how the EFL student academic achievement in implementing problem based learning models, and (3) finding EFL students' obstacles when attending class of problem based learning model that implemented to eighth grade students in MTs Darul Amin Palangka Raya.

This research used descriptive qualitative approach. In this qualitative reseacrh, the data collection technique used observation recorded with field observation notes, interview was conducted structured interview guide and documentation of interviews, observations and other relevant documents. The data were collected from informants namely an english teacher and eighth grade A students in MTs Darul Amin Palangka Raya. The informants were choose according to purposive sampling that student have to active and passive attitudes. Then, the data analyzed used data reduction method and validate the data used source triangulation and method triangulation.

The results of the study showed that (1) the problem based learning model succeeded in improve all students more active by giving problems to each individual. Thus, it appears that both active students and passive students were motivated to be involved actively to solve the problems. (2) In addition, students' academic achievement has increased in terms of students' cognitive, affective and psychomotor. (3) However, the students' obstacles have been found in the implementation of problem based learning model, namely intelligence, vocabulary mastery, the availability of dictionaries as source of learning and students' self-confidence that still needs to be built.

Keyword: The Implementation of Problem Based Learning Model, student's Activeness, students Academic Achievement

ABSTRAK (Indonesian)

Istiani Nurul Ain. 2022. *Implementasi Model Pembelajaran Berbasis Masalah dalam Meningkatkan Keaktifan Siswa EFL dan Prestasi Akademik*. Skripsi Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, S.S., M. Hum, (II) Akhmad Ali Mirza, M. Pd.

Penelitian ini berangkat dari instruksi pada kurikulum K13 yang menekankan keaktifan siswa EFL dalam aktivitas pembelajaran untuk membangun kompetensi lulusan, yaitu kemampuan pemecahan masalah, kemampuan berpikir kritis dan kreatif serta kemampuan berkomunikasi baik oral maupun tertulis. Salah satu model pembelajaran yang mendukung keterlibatan siswa adalah model pembelajaran berbasis masalah. Model pembelajaran berbasis masalah adalah struktur aktivitas pembelajaran yang didalamnya terdapat strategi guru untuk mengajak siswa terlibat dalam kegiatan pembelajaran untuk memecahkan masalah. Jadi, teterlibatan siswa dalam memecahkan masalah dianggap dapat meningkatkan prestasi akademik siswa.

Penelitian ini bertujuan untuk mendeskripsikan: (1) bagaimana guru meningkatkan partisipasi siswa EFL dalam implementasi model pembelajaran berbasis masalah, (2) bagaimana prestasi akademik siswa EFL didalam pengimplementasian model pembelajaran berbasis masalah, dan (3) menemukan kendala siswa EFL pada implementasi model pembelajaran berbasis masalah yang diimplementasikan kepada siswa kelas delapan di MTs Darul Amin Palangka Raya.

Penelitian ini menggunakan pendekatan deskriptif kualitatif. Dalam penelitian kualitatif, teknik pengumpulan data digunakan ialah observasi yang direkam dengan lembar observasi lapangan, wawancara dengan instrumen pedoman wawancara terstruktur dan dokumentasi wawancara, observasi dan dokumen yang relevan. Data utama dikumpulkan dari infroman yang dipilih berdasarkan purposif sample yaitu guru bahasa inggris kelas delapan dan siswa kelas delapan A yang memiliki sikap aktif dan pasif di MTs Darul Amin Palangka Raya. Kemudian, data dianalisis menggunakan metode reduksi data dan divaliditas menggunakan triangulasi sumber dan triangulasi metode.

Hasil penelitian ini menunjukkan bahwa (1) model pembelajaran berbasis masalah berhasil meningkatkan keaktifan semua siswa melalui pemberian masalah secara individu. Jadi, terlihat bahwa siswa aktif dan siswa pasif termotivasi untuk terlibat secara aktif melalui kesempatan untuk memecahkan masalah. (2) Disamping itu, prestasi akademik siswa juga mengalami peningkatan secara kognitif, afektif dan psikomotorik. (3) Bagaimanapun, terdapat kendala siswa yang ditemukan pada pengimplementasian problem based learning model yaitu kecerdasan, penguasaan kosakata, ketersediaan kamus sebagai sumber belajar siswa yang terbatas dan kepercayaan diri siswa yang masih perlu dibangun.

ACKNOWLEDGMENTS

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LIST OF ABBREVIATION

PBL   : Problem Based Learning

MTS   : Madrasah Aliyah Negeri

K13   : 2013 Curriculum

EFL   : English Foreign Language

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is a systematic conscious effort to change human behaviour to have career abilities through teaching (Sardiman, 2011: 12). Consequently, with the current development, the workforce needs are changing. According to the partnership of 21st-century skills, it has been identified that the abilities that learners must possess in the 21st-century are career abilities such as critical thinking, problem-solving, communication skill, information and communication technology, information literacy and media literacy.
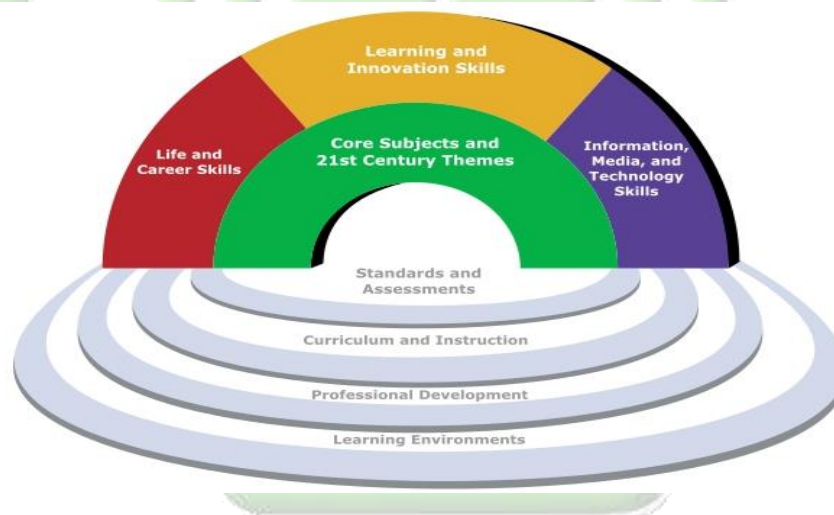
Figure 1.1 Framework for 21st Century Learning.

Based on the figure above, to realize career abilities, there need to be changed in teaching and assessment standards, professional development, learning environments and curriculum and instructions through changes in teaching systems, assessments, curriculum and instruction as needed to develop the potential and skills needed by students.

Furthermore, education is a tool for the government to develop the country by developing human resources. Therefore, the government has been concerned about the education and demands of globalization. It can be seen through the current teaching system, assessment and curriculum developments and changes.

First, English learning in the past focused on teacher-centred learning. Teacher-centred learning is generally considered a monotonous, unpleasant, ineffective teaching system. Consequently, students are more passive in learning activities. This is different from the current teaching system. The current teaching system is more emphasizes on student-centred learning. In student-centred learning, the learning process is by involving students understanding the material actively through activities that stimulate students to be active in participating activities.

Student's activeness is vital in learning activities. Students who actively participate in learning activities, e.g. solving a problem, are indicated to be better at building their knowledge and can remember 90% of the lesson material (Warsono & Hariyanto, 2013:5). Therefore, EFL students who actively participate in learning activities easily understand and apply English learning.

Second, the assessment is still crucial in learning activities. The assessment is obtained from a test conducted by teachers to measure students' understanding and abilities after carrying out learning activities. Therefore, assessment can't be separated from learning activities and has been referred to as learning objectives.

Besides, in the teaching and learning activities, students' academic achievement is a determinant of the success of student learning activities. The teaching process that the teacher used to do made students not understand what they are learning. This means that the learning process is very important in determining the success of learning objectives. This is in line with the statement that a good learning process produces good learning objectives (Sardiman, 2011:49). Learning objectives describe the achievement of aspects of knowledge, skills and attitudes obtained by students after participating in learning activities, better known as academic achievement.

Third, the curriculum developments and changes are intended to create more effective outcomes and provide more efficient learning models, such as the K13 curriculum. In the K13 curriculum, graduate competency standards are based on current needs related to globalization and the shift in the economy, which requires graduates to have communication skills, problem-solving, think creatively and be intelligent so that they can have a role in society (Komara, 2014: 83).

The demands for graduates with good communication skills, problem-solving, creative thinking and intelligence raise learning models that support these competencies. The learning model acts as a structure for learning activities that are designed and applied systematically, including strategies, methods and techniques to achieve students learning competencies. The learning models recommended by the K13 curriculum are learning models that require students to be more actively involved in learning to build knowledge through observing,

reasoning, discussing and presenting. This learning model is different from learning in the past, which has been deemed not to support the demands of graduate competence. The Learning models in the present are considered more efficient for supporting graduate competencies.

Therefore, the curriculum currently used is the K13 curriculum which emphasizes students centred learning. Students are emphasized to be active in learning in students centred learning. This is in line with the curriculum objectives; namely, learning occurs by encouraging students to ask questions, observe, reason, communicate and present what they know about learning material (Komara, 2014: 84). It means that learning must encourage students to be active in learning activities.

Learning is considered to occur when students are actively involved in learning activities (Sinar, 2018: 17). Students' activity is the main element that is imperative in determining the success of learning because, through students' activity, students get a meaningful learning experience from the reconstruction of knowledge with their observations and investigations. Students get information from the teacher and various other sources and then process it to become knowledge. Then this student activity provides a meaningful learning experience in the process and learning achievement. It is also explained that academic achievement and knowledge can be achieved through students' activity (Sinar, 2018: 10).

In the process of good teaching has been explained in the *Interaksi dan Motivasi Belajar Mengajar* book as follows (Sardiman, 2011: 13); there are goals

achieved, there are learning materials, active students, teacher who teach, learning methods, situations in the learning process and an assessment of the result of learning interactions. Based on this, learning occurs when teaching occurs, involves students in learning activities, and there is an assessment.

In terms of encouraging students to be active in learning activities, the K13 curriculum recommends several learning models, one of which is the problem based learning (Komara, 2014: 106). Problem based learning model is a learning structure designed to present real problems that are used to stimulate students to become active, and they can solve these problems (Komara, 2014:108). This learning model provides opportunities for students to express their ideas to solve problems and show their ideas in the classroom. Therefore, Problem based learning can encourage students' activeness in the classroom.

Moreover, the problem based learning model can increase student's thinking ability to solve the problem (Setroyini et al., 2011:53). On previous research stated that problem based learning was able to improve inquiry skills (Nariman & Chrispeels, 2016:3). Inquiry skills are skills to obtain information through observation, critical and logical thinking to solve problems. Therefore, through inquiry skills, students can improve their achievements.

Furthermore, the problem based learning model has been implemented at MTs Darul Amin Palangka Raya. This is in line with one of the school's missions, namely providing quality education in achieving academic achievement. The effort to provide quality education follows the applicable curriculum. In the K13

curriculum programs, a problem based learning model is one of the learning models that can be implemented.

The implementation of problem based learning in MTs Darul Amin Palangka Raya is most often applied. Problem based learning model is implemented to involve students in the activities actively. The problem based learning model's teaching process to eighth-grade students in MTs Darul Amin Palangka Raya is to ask questions in general and individually. This teaching process allows students to build knowledge by actively participating in learning activities such as expressing opinions and answers as problem-solving. It effectively builds an understanding of that knowledge so that students can achieve an increase in academic achievement.

Based on that background, the researcher is interested in researching more deeply how the problem based learning model's teaching process can increase student participation and academic achievement and find obstacles when implementing the problem based learning model.

B. Related Studies

The first previous research was created by the journal Fitriani, Nurhuda and Ade In Ina in 2021. This journal is entitled Improving Student's Activeness and Critical Thinking Skill Through Problem Based Learning. This research journal analyzed students' activity and thinking skills in the first semester of accounting education after implementing problem based learning. Based on observation data on classroom actions for two cycles, test and documentation, it was found that there was an increase in students' activity and critical thinking

skills. In the first cycle reached 74,5% (fair category) and in the second cycle was 86% (good category) in the activeness of students. Besides, the result of critical thinking measurement was 77% (fair category) in the first cycle and 86% (good category) in the second cycle. Nevertheless, some students still wanted to avoid participating in learning activities. Still, implementing a problem based learning model in the long term can motivate students to be confident to participate actively.

The second previous research was created by Semra Sungur, Caren Tekkaya, and Omer Geban in 2006 and entitled Improving Achievement Through Problem Based Learning. This research discussed comparing students who applied the problem based learning method with those taught using traditional methods in their achievement of biology subject. Students who applied problem based learning could use relevant information to solve problems by interpreting information with principles to judge objectively. The research was carried out on 10th-grade students. The number of students is 61, divided into two groups, namely the control group and the experimental group. The experimental group used a problem based learning model, whereas the control group did not. The method used in this research was quantitative research method with the pre/post-human excretory system achievement test (HESAT). The test includes 25 multiple choice and one essay to measure students' achievement. Based on the test, it was found that to answer questions that contain definitions, such as questions in multiple-choice tests, can be answered. Still, control group students have difficulty organising and integrating knowledge and biological concepts. The

control group got 48% correct responses. This is different for the experimental group students, who could answer almost all questions with the ability to answer 93,3% of the correct answers.

The third previous research is Factors Affecting Performance of Tutors During Problem Based Learning Implementations written by Ozlem Ates and Ali Erylmaz in 2010. Problem based learning is an instructional format that impacts students' activeness in their learning activities by researching a series of problems to solve problems. Therefore, this research discussed the perceptions of students and teachers related to implementing problem based learning to find the factors that affect tutors' performance. The method of this study was qualitative with a descriptive research method. Observation and interviews to collect data. The participants consist of 22 tutors and 284 undergraduate students. Then, 14 students were taught by four tutors. Through observation and interviews, it was found that participants were satisfied with problem based learning. Still, there are obstacles in practice, such as tutors did not teach according to problem based learning principles and a lack of understanding of problem based learning. The following are factors that affect the effectiveness of teacher performance during problem based learning implementation, namely the motivation of tutors and students, good preparation, number of tutors, learning organization, level of adaptation to problem based learning, level of understanding of problem based learning principles and mastery of learning content.

The fourth previous research is The Effective of Problem Based Learning Supported with Computer Simulations on Reasoning Ability, written by Ozlem

Koray and Abdullah Koray in 2013. Type this research was an experiment that focussed on the effect of problem based learning as a context for the inquiry process on reasoning abilities. This indicates higher-order thinking skills of students in eighth-grade classes of public middle schools in Turkey. The experiment conducted was a quasi-experimental group with two groups: the control group and the experimental group. Participants in the experimental group are taken randomly. This experiment was measured by the pre and post-test of logical thinking (TOLT) developed by Roadrangka, Yeany and Padilla in 1982. That test consisted of 18 multiple-choice and three open-ended items. Based on the data collected, it was found that students with problem based learning treatment had higher reasoning abilities than students who did not receive problem based learning treatment or, in other words, traditional methods. This is because problem based learning is an opportunity to improve active learning and critical thinking skills, which are part of higher thinking skills. This is in line with Piaget's thinking that the ability to reason is another type of higher thinking skill. Moreover, problem based learning combined with computer instruction allowed students to observe real-world experiences and interact with them.

The fifth previous research is *Peningkatan Kemampuan Pemecahan Masalah dan Keaktifan Siswa Melalui Model Problem Based Learning (PBL) dengan Penungasan Berstruktur* written by Wachrodin in 2017. This research discussed the effect of problem based learning on the increased student activity, learning outcomes and problem-solving skills on each structured biology task. The participants of this research were 12th-grade students of SMKN 1 Tegal. The

method used in this research is a mixed research method, namely qualitative and quantitative research methods. The data obtained by these methods are non-tests and tests. The non-test consisted of questionnaires, observations and interviews to measure problem-solving ability and student activity. At the same time, the test was the test to measure the students' problem-solving skills. The research was conducted for five months by dividing the implementation into two cycles. Then, based on the data collected, it was found that there was an increase of about 50,56% in students' activeness and 80% in problem solving ability. In the first cycle, some students still wanted to avoid participating in learning and depend on their friends. But in the next cycle, there was an increase in the number of students participating in learning and solving problems. This increase occurs because problem based learning is considered a learning model designed to help develop problem-solving, critical thinking, and intellectual skills through students involvement in problems so that students can learn independently.

The sixth previous research is Student's and Teacher's Experiences with the Implementation of Problem Based Learning at a University Law School written by Marit Wijnen, Sofie M.M. Loyens, Guus Smeets, Marteen J. Kroeze and Henk T. Van der Molen in 2017. This research discussed the experience and perception of students and teachers regarding the problem based learning program implemented at the Erasmus School of Law Program. The implementation of problem based learning in the Erasmus School of Law Program used the seven jump method, which contains the clarification of the problem, formulation of the problem statement, brainstorming, problem analysis, formulation of the learning

issues, self-study phase and reporting phase. Based on data obtained from the Likert questionnaire, which was a response from students and teachers related to their experiences and perceptions, it was found that problem based learning is a complex method and requires a lot of time. Still, problem based learning was able to give great student learning outcomes. Some students become actively involved in learning, studying regularly and stimulating students to study. However, some negative responses, such as problem based learning, have not been able to prepare students to work professionally, and problem based learning programs have no difference in student knowledge acquisition.

The seventh previous research is PBL in the Era of Reform Standards: Challenges and Benefits Perceived by Teachers in one Elementary School, written by Nahid Nariman and Janet Chrispeels in 2016. This research was a single exploratory case study that examines teachers' efforts in implementing problem based learning schools to prepare students to become students who are in line with the Next Generation Science Standards (NGSS). Therefore, this study discussed the challenges and benefits of teacher instruction: the teacher's efforts and collaborative teamwork in elementary schools in Southwestern United. Before the summer school session, the teacher received professional development (PD) to make teachers understand problem based learning more deeply. The research data were collected by semi-structured interviews with 1 to 5 grade teachers, classroom observation, and student pre- and post-survey on teamwork and documents. So, this research found pros and cons regarding the challenges and benefits of teamwork and teachers' efforts in teaching instruction. Almost all teachers think

that technology/tools and internet sites help students understand the material more easily. However, some teachers felt uncomfortable using technology and the internet site. In addition, the challenge for teachers is time management to make students explore the material. Although, the teacher was very enthusiastic about problem based learning because it was in line with curriculum standards. Besides, the challenge of teamwork felt by the teacher in making all students participate in doing the assigned tasks individually and collectively. But only one or two students did the task. It makes it very difficult for teachers to let go of their control over the class. However, based on the students' side, teamwork makes them share ideas and information to complete tasks. Students should listen to the opinions of others, communicate opinions, explain, divide tasks, and help their classmates. Still, it is acknowledged that cooperative learning involves all students in learning through pair-share, round-robin sharing and mixed grouping. Teamwork allowed students to internalize their learning and retain it longer.

Thus, the previous research is focused more on the influence, perception and experiences of teachers and students in implementing problem based learning. Therefore, researchers tried to examine how the the teacher's improves EFL student's participation in implementing problem based learning model, the improvement of academic achievement in implementing problem based learning model at MTs Darul Amin Palangka Raya and finds the EFL student's obstacles in implementing problem based learning model.

C. Research Focus

This study focuses on implementing a problem based learning model in the eighth A class of English at MTs Darul Amin Palangka Raya. Thus the informants in this study were an English teacher who implemented this learning model and EFL students who studied English as a foreign language in eighth A class.

Furthermore, this study described the student's activeness and academic achievement. The activity of students considered in this study is the activity of student participation in solving problems which also performs visual, verbal, writing, listening and mental activities. Besides the student's activeness, this study is measured through three domains: cognitive, affective and psychomotor.

D. Research Problem

Based on the background of the study above, the researcher determines the research problem as follows:

1. How does the teacher improve students participation in implementing problem based learning model?

2. How is the students academic achievement in implementing problem based learning model class?

3. What are the students' obstacles when attending a problem based learning model class?

E. Objective of the Study

Based on research problem above, this research aims to determine:

1. To describe how the teacher improves students participation in implementing problem based learning model.

2. To describe how the students academic achievement in implementing problem based learning model class.

3. To find out students' obstacles when attending a problem based learning model class.

F. Significance of the Study

Based on background of study and research problem above, this research provide benefits in theoritically and practically as follows:

1. Theoritically

This research is expected to be a source of information that can add insight to readers and as a reference source for developing science and problem based learning model research.

2. Practically

Practically this research is useful for researcher, teacher and further research related to problem based learning as follows:

a. This research can be used as a means for researcher to research related to the implementation of problem based learning model and provide a meaningful learning experience.

b. The research is expected to assist teacher in practicing problem based learning in learning activities and provide a real describe of the situation in the teaching process in the classroom.

c. The results of this study can also be used as a basis for further research related to the implementation of problem based learning.

G. Operational Definition

In order to clarify the key terms used in this study, some definitions are put forward:

Problem based learning model: Structure of learning activities in which there are strategies gesigned so that students can participate actively in learning activities to solve problems through collect information from various source and achieve high academic achievement.

Student's Activeness: Students activeness is the action of students in the learning process where students are actively involved in the earning process by answering, asking questions, coveying their ideas and opinions regarding the material taught by the teacher.

Student's Academic Achievement: Student's academic achievement is students learning outcomes obtained after carrying out the learning process.

H. Systematic Writing

The writing of this thesis consist of five chapters. Where each chapter is divided into the following sub-sections:

Chapter I: the first chapter, contains an introduction, describes the background of the study, related studies, research focus, formulation of the problem, objective of the study, significance of the study, operational definition and systematic writing.

Chapter II: next, the second chapter contains theoritical studies related to implementation of problem based learning model, students activeness and academic achievement.

Chapter III: the third chapter, on research methods contains research design, subject of the study, source of data, research instrument, data collection procedure and data analysis procedure.

Chapter IV: fourth chapter, contains research results by explaining the the implementation of problem based learning model in improving students activeness and academic achievement and discussion about it.

Chapter V: the fifth chapter, the closing contains conclusion, namely brief presentation of the reserch results and followed by suggestions.
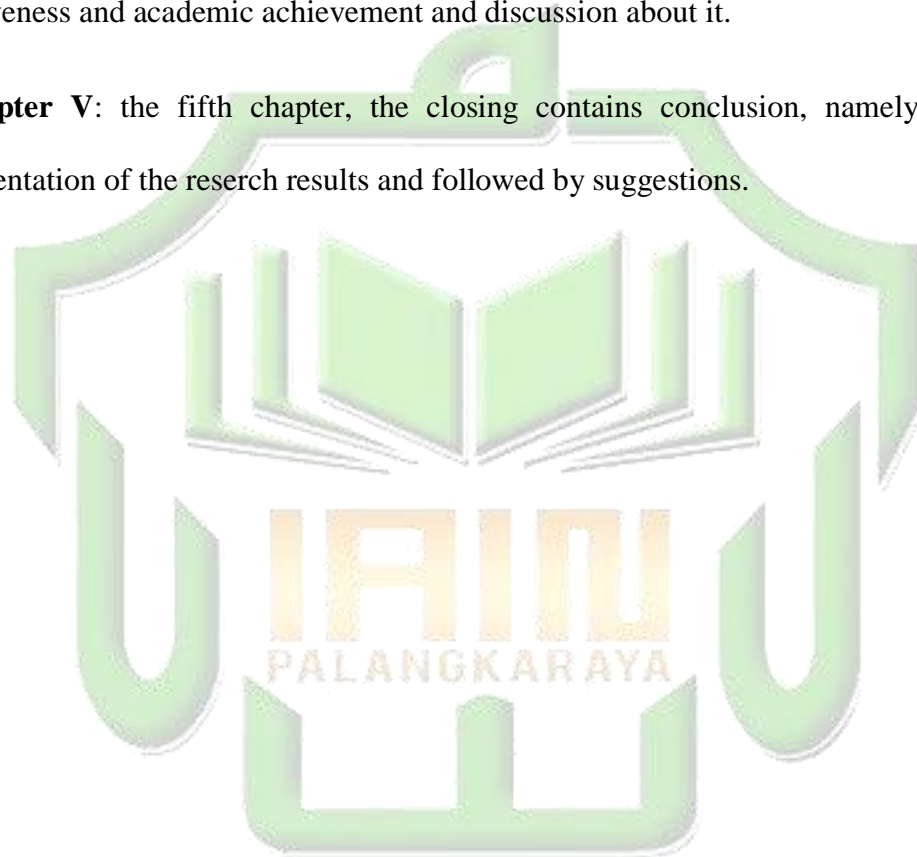
CHAPTER II

THEORITICAL REVIEW

A. Theory Description

This study focused on student participation, students academic achievement in implementation of problem based learning model and the students' obstacles when attending problem based learning classes. Therefore, the researcher has collect the theory related to implementation of problem based learning model, student's participation, student academic achievement, and the factors that affect student participation and academic achievement, as follows:

1. Problem Based Learning Model

It was argued that problem based learning model can improve students' participation in learning activities and student academic achievements. The problem based learning model is the structure of activities that contain an instructional format that requires students to participate and teamwork to solve the problem, which creates interaction between students and teacher (Ates & Erylmaz, 2010: 2326). The interactions that occur make students more active, improve students' higher-level thinking skills and improve communication skills or use of language based on the context. These abilities can make increase learning achievement.

Problem based learning is not a new learning model. Historically problem based learning model began to be used in medical science. However, in its development, problem based learning model has also been used in other fields of science. This learning model is widely applied in the study of science, law,

biology, and medical and language lessons. The implementation of problem based learning in English lessons provides benefits, namely language skills, communicative skills and critical thinking skills that it can use in writing, speaking and reading skills (Othman & Shah, 2013: 126).

The problem based learning model is usually used during learning activities by allowing students to solve problems so that students are actively involved in these activities. Therefore, in implementing a problem based learning model, there are things that must be considered, namely prior knowledge and facilities. Prior knowledge is the knowledge that students have obtained from previous learning experiences. This prior knowledge has an important role in learning effectively and efficiently with the implementation of a problem based learning model. The role of prior knowledge is to reconstruct new knowledge through interactions that stimulate the prior knowledge, such as brainstorming, discussion and problem context in problem based learning model (Harsono, 2010:4). Another thing that must be considered is the facilities used in learning activities. Facilities that can be used in problem based learning in English lessons are facilities that can assist in finding information to support problem-solving such as textbooks, internet sites, articles, dictionaries, etc.

Problem based learning model that uses real problems that arise in everyday life to be solved by students. Therefore, problem based learning model's task is to solve problems by collecting information from possible sources (Othman & Shah, 2013: 126). Students are asked to solve problems the teacher has given through deep searching and thinking. Solving these problems is

discussed through discussion during learning. It is possible to give rise to other new problems, so it is possible to continue to come up with new solutions. So this problem based learning takes a long time to get in-depth problem solving results. In principle, this problem based learning model is oriented towards real problems that must be solved to gain knowledge that is not only remembering but also able to understand, apply, analyze and evaluate.

Thus, in implementing problem based learning, the teacher has the role of a facilitator (Wijnen et al., 2017). The teacher's role as a facilitator is very important because the teacher regulates the course of the teaching process. It has been explained that the teacher facilitates the learning process and prepares evaluations (Othman & Shah, 2013: 126). In the learning process, the teacher provides real problems to students, motivates students to be active, stimulates prior knowledge, encourages students to collect information from various sources, solves problems, and asks in-depth questions so that students can gain in-depth knowledge. After that, the teacher provided an evaluation of the results of the problem-solving presented by students. The evaluation for students problem-solving can be in the form of an evaluation from themselves, and their peers or the teacher directly provides an evaluation (Othman & Shah, 2013: 126).

Moreover, problem based learning models have standard structures used in learning activities. The standard structure of the activity is called the seven jump methods (Schmidt,1983). Then, it was adapted by journal articles Students' and Teachers' Experiences with PBL in Law School, created by Wijnen, M., Loyen,

S. M., Smeets, G., Kroeze, M. J., & Van der Molen, H. T. Based on the seven jump methods, the researcher adapted this method in this study, as follows:
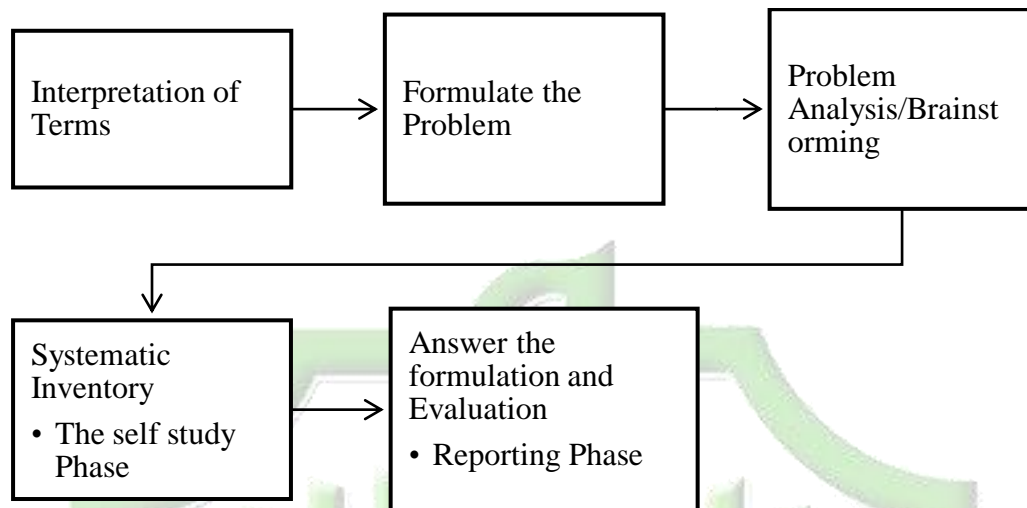
Figure 2.1 The Seven Jump Methods In The Problem Based Learning Model

The following is an explanation regarding the figure above:

a. Several core activities were carried out as follows:

   1) Interpretation of terms in problems that are not known by students.

   2) Formulate the problem by asking questions that encourage students to seek information to solve the problem.

   3) Problem analysis by students to be able to answer questions and students have to solve this problem through their answer.

   4) Systematic inventory is various explanation of the problems so as to produce a systematic scheme.

   5) Answers to the formulation of the problem to gain deeper knowledge.

b. The self-study phase is a phase where students collect information from various sources to gain knowledge in order to solve problems.

c. The reporting phase is carried out in various ways such as written reports, audiovisual etcetera. In this phase, there is also evaluating the information submitted so as to allow new problems that have a more in-depth discussion.

Based on these steps, the implementation of problem based learning is regulated, supervised and facilitated by the teacher, both from the problems presented and the discussion. The problem aims at developing students' abilities. The problem based learning model can improve students' activeness by optimizing student activities in the discussion and facilitating students to reconstruct students knowledge and abilities.

2. Students Activeness

The teaching process is aimed at changing behaviour and achieving educational goals. One of the changes in behaviour and goals is student activeness. The student's activeness is manifested through interactions with individuals and the surrounding environment, and it is the main element and the nature of learning (Warsono & Hariyanto, 2013:7). These interactions can occur between teachers and students which contain interactions that build student's participation actively involved in learning activities such as providing problems and solving problems.

In addition, there are active and passive students in student participation. Active student participation in learning activities such as doing assignments, being involved in problem-solving activities, looking for relevant information to solve problems, have an interest in the topic so that if they don't understand the

topic, students have to ask the teacher and classmates and apply what has been learned even in different situations (Sudjana, 2010:61).

Moreover, on the principle that the characteristics of students, students are active learners (Suwardi & Daryanto, 2017:30). Therefore, the fact that there are no students who are truly passive without doing any activities. Students must carry out activities in learning activities even though small activities. Thus, the forms of students activities have been classified by Paul B. Diedrich (Sardiman, 2011: 101), as follows:

> As active learners, students do a visual activity (e.g. reading, observing and demonstration), verbal activity (e.g. expressing opinions, giving suggestions, interviews, discussions and interruptions), listening activity (e.g. listening to the conversation, discussion and listening description of material), writing activity (e.g. writing story, report, and test), drawing activity (e.g. make a chart, maps, diagram and pattern), motor activity (e.g. experiment, building construction, etc.), mental activity (e.g. solving problems, remembering, reflection and making a decision) and emotional activity (e.g. happy, frustrated and interested).

> However, in terms of participation, students not only have to listen and record all material but are also called students who don't participate in learning activities. Whereas students are called active students are students who respond to problems and stimuli given by the teacher, asking about related to the topic when they don't understand and seeking information from various sources to fulfil their curiosity about the material being taught.

Moreover, students were divided into four types: participation in full integration, participation in circumstances, marginal interactions and silence observation (Liu, 2001). Actively participating in full integration is students who participate in discussions and have sufficient knowledge to engage in discussions and occur spontaneously. Other actively participating student is students who

participate when influenced by cognitive and affective. In comparison, passive students in participation are grouped into two categories: marginal interaction and silence observation. In the first category, students act more as listeners and recorders rather than actively participate in discussions to convey their ideas. In the second category, students take notes on all material without rejection and questions. These types of students tend to avoid verbal participation.

Besides, a student's activeness based on the characteristics above arises from several factors that influence it, as follows (Syah, 2012: 146):

a. Students' internal factors are factors that come from within students. These internal factors affect student activity, namely physical condition, level of intelligence, attitude, talent, interest and motivation. First, a healthy physical condition supports students' enthusiasm for learning activities. Second, the level of student intelligence greatly determines student activity that can occur. The high level of student intelligence allows students to be willing to participate. Third, students' attitudes are about how students respond to the problem stimuli given by the teacher. The fourth talent is the potential that has existed since birth which determines the achievement of student achievement. The fifth interest is a great desire in students for an object. The five motivations are psychological conditions that encourage students to do something.

b. External factors are factors from outside, such as from the social environment such as the influence of teachers, parents and classmates.

c. The learning approach factor as the strategy used by the teacher to support student activity.

Student activity is students' behaviour during learning activities in which students are involved in learning, for example, asking questions, expressing opinions, doing assignments and cooperation. Student activity is useful for stimulating and developing critical thinking and problem-solving skills. There are two forms of student activity, namely physical and intellectual (Warsono & Hariyanto, 2013:24). Physical activity is the behaviour of students who move their bodies, such as playing and writing. Whereas mental activity is behaviour that emphasizes mental activities that function in learning, such as thinking.

Based on the above aspects, students' activeness can be seen in activities carried out by students such as visual, oral, listening, writing, drawing, motor, mental and emotional activities. All these activities are important for students to do in the learning process. However, only some activities can be carried out in implementing problem based learning in English. Some activities can be carried out as needed in the learning process.

In implementing the problem based learning model, The teacher provides unlimited access for students to express their ideas regarding the problem given by the teacher (Joshi et al., 2020:955). Problem based learning model facilitates communication and collaboration between the people involved. In learning activities, by applying problem based learning, students not only receive their knowledge but also share their knowledge. Students discuss the problem with

other students so that communication and collaboration occur (Dole et al., 2017:6).

The teacher acts as a facilitator and guide in problem based learning model. As a facilitator, the teacher is responsible for providing real problems to students and encouraging them to be active in interaction, collaboration and managing the information they get and then sharing it.

3. Students Academic Achievement

Achievement is the result that someone has achieved in carrying out learning activities. In other words, achievements are the result of effort. Academic achievement in the form of numbers or symbols, which are student's learning outcomes within a certain period obtained after achieving the objectives of the activities carried out, for example, learning activities and test.

Student academic achievement is obtained through an assessment process of student activities during learning and tests. The current assessment is the assessment recommended by the K13 curriculum, namely authentic assessment. Authentic assessment is an assessment approach that accurately assesses student learning development related to cognitive, affective and psychomotor. Authentic assessment involves students in performance tasks, projects, observation, portfolios, presentations and discussions.

This is reaffirmed in Article 25 (4) of Government Regulation No. 19 of 2005 concerning national education standards explains that graduate competence includes the assessment of affective (attitudes), cognitive (knowledge) and psychomotor (skills). It requires students to achieve high academic achievement

by fulfilling the cognitive, affective and psychomotor aspects. Furthermore, national education standards use a taxonomy bloom classification of academic achievement. Academic achievement includes cognitive, affective and psychomotor. The cognitive aspect is an assessment of one's knowledge, the affective is an assessment of one's attitude, and the psychomotor is an assessment of one's skill.

The assessment is divided into three, namely the assessment of cognitive, affective and psychomotor. In assessing knowledge, the teacher usually gets the score through tests conducted to test how far mastery of the lesson is. The method used in cognitive assessment is different from affective. In affective assessment, teachers usually make observations during and outside learning activities to get student attitude scores. At the same time, psychomotor assessment is obtained from practical tests that require students' skills to finish the task, for example, demonstrating, doing projects and solving problems.

a. Cognitive Domain

In this case, the assessment of cognitive domain focuses on knowledge. According to Bloom, cognitive domain is divided into six taxonomy: remembering, understanding, applying, analyzing, evaluating and creating.

Figure 2.2 Bloom's Taxonomy of Cognitive

In the taxonomy above, it can be explained that remembering is the most basic cognitive ability to remember an object as the basis for absorbing knowledge. The first taxonomy is remembering an object as the basis for absorbing knowledge. Then, the next taxonomy is understanding. Students can understand the meaning and interpretation of problems at an understanding. In applying, students can apply ideas, theories and procedures. At analyzing, students can divide information into small parts and can distinguish cause and effect. In evaluating, students can assess an idea using standard criteria. The creating is the highest taxonomy in cognitive. students can create and evaluate something from their knowledge.

Based on six cognitive taxonomy, the teacher at the implementation stage of problem based learning only focused on remembering, understanding, applying, analyzing, evaluating and creating. Therefore, students are required to be able to do the following:

1) Students can explain using their own words.

2) Students can apply or use learning materials appropriately.

3) Students can analyze problems and produce systematic schema.

4) Students can relate the information obtained with the problem.

5) Students can check and respond to other opinion.

6) Students can conclude learning.

7) Students can create something from the lesson material.

b. Affective Domain

Learning success in cognitive and psychomotor is influenced by affective conditions, namely values, attitudes and interests. First, value is a person's belief in something. Second, attitude is the form of someone's actions towards an object. Third, interest is someone's desire that arises after experiencing something. Und_____ students responded in the form of attitudes and _____ 189). These three conditions are d_____ The affective domain, according to Bloom, includes five levels, namely receiving, responding, valuing, organization and internalizing values.
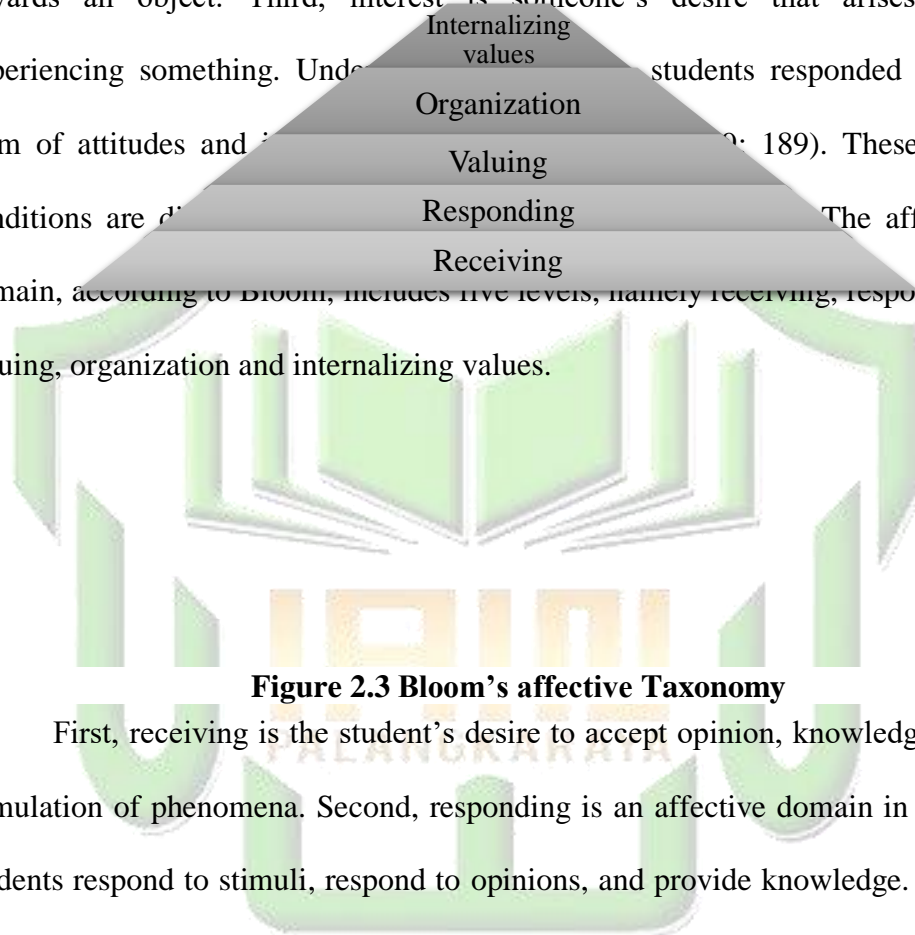
Figure 2.3 Bloom's affective Taxonomy

First, receiving is the student's desire to accept opinion, knowledge, and stimulation of phenomena. Second, responding is an affective domain in which students respond to stimuli, respond to opinions, and provide knowledge. Third, valuing assesses a given stimulus and response. In other words, students understand that every object has value. Fourth, the organization is to compare and synthesize the values obtained. Fifth, in internalizing values, the students already have a value system that controls their behavior, such as showing self-confidence (Basuki & Hariyanto, 2014: 186).

Based on the five taxonomy above, students should show the attitude, as follows:

1) Students are able to be sensitive to the problems presented by the teacher.

2) Students have the desire to solve problem.

3) Students are able to value information.

4) Students are able to respect the opinions of others.

c. Psychomotor Domain

Other domains that are assessed in other authentic assessments are psychomotor. The psychomotor domain is assessed when learning is in progress, such as practice and test psychomotor. The assessment of academic achievement in the psychomotor is the achievement of skills through manipulation skills that involve muscles and physical strength. Thus, psychomotor assessment is argued for assessing a subject involving. However, psychomotor assessment in language learning is also important to measure the understanding and apply language elements.

Psychomotor assessment of students in language learning prioritizes the fulfillment of understanding and application of language systems, language structure, and vocabulary to achieve language skills such as writing, speaking, reading, and listening (Nurwati, 2014:387). Language skill mastery is very important, especially in the language-learning process. Therefore it is necessary to carry out psychomotor, cognitive, and affective assessments. Thus, at the psychomotor assessment, students are divided into the stage of imitation, manipulation, precision, articulation, and naturalization.

Naturalization

Articulation
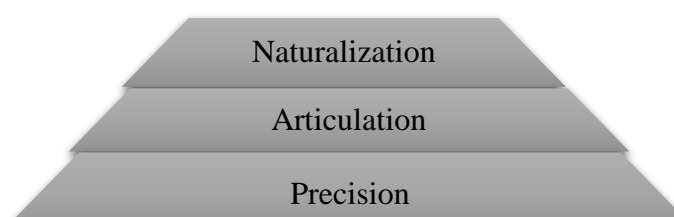
Precision

Figure 2.4 Bloom's Psychomotor Taxonomy

Based on the psychomotor above, there are five taxonomy: imitation, manipulation, precision, articulation, and naturalization. First, at the imitation, students imitate the actions or behaviors that have been demonstrated. Second, the manipulation is a continued of skills to be proficient. Third, the skill has reached speed, accuracy, and fluency at the precision. Fourth, the skill has been developed and modified according to the situation at the articulation. Fifth, the naturalization is the highest, which can create new actions by manipulating material and developing skills (Fatmawati, 2016:125).

Although psychomotor usually measure body movement skills, the psychomotor in the K13 curriculum also measures students' language skills, such as speaking and writing (Rini Fatmawati, 2016:126). Based on that statement, this study provides indicators in English lessons as follows:

1) Students are able speak with right language element

2) Students are able write with right language element.

Thus, students must meet the criteria of these three domain. To fulfill the criteria for these three domains, students must study hard and regularly. However, only some students study regularly. But, through implementing a problem based learning model, students are required to study more regularly (Marit Wijnen et al.

2017:6). This is because students have to participate in the discussion of the material and solve a problem.

In academic achievement, students are divided into two categories: high achievers and low achievers. A high achiever is a student who gets a score above the standard of completeness criteria; conversely, a low achiever is a student who gets a score under the standard of completeness criteria. The high achiever and low achiever are influenced by the following factors (Basri, 2015:51-53):

1) Individual Factor

Individual factor is students' internal factor, including physical conditions, intelligence, attitudes, interests, talents, and motivations. Students' physical condition is an important subfactor for students to be able to achieve high academic achievement. Students' physical condition, which includes healthy sensory conditions, can help students see and hear the subject matter better. The next internal factor is student intelligence. To achieve high academic achievement, students also need a high level of intelligence.

On the other hand, a low level of intelligence is very difficult to achieve high academic achievement. Another factor is the attitude of students toward the subject matter. This attitude arises from the influence of the environment and one's personality factors. So that it raises a response in the form of a positive or a negative attitude toward an object. Another factor is student talent. Talent is the potential ability of a person, which, when trained, the talent can lead students to achieve high achievements. Talent is a means for a person to absorb knowledge according to his talent. High student interest can affect the quality of one's

learning. Interest is a person's passion for something. Students interested in something will give all their efforts and attention to master in the English language.

Motivation is a person's encouragement to take action. In this case, motivation is divided into four: motivation to get appreciation and avoid consequences, called instrumental appreciation. The motivation to complete a given task is called social motivation. Motivation is called achievement motivation, and motivation is his own desire to do something. It is called intrinsic motivation (Suwardi and Daryanto, 2017:82)

2) Social Factor

Social factors, also known as external student factors, include social and national environments. In the social environment, teachers, classmates, and parents are the determining factors for the success of student's academic achievements. This social environment provides an example for students of how students should behave to achieve high levels of achievement. In an environment on a national scale, there are learning facilities and infrastructure, and study time.

3) Structural Factor

Structural factors include learning models used by teachers and students in learning activities. Learning models suitable for students help students achieve high academic achievement. Therefore, problem based learning model can also help students fulfill aspects of cognitive and psychomotor (Sungur et al., 2006:157). Students of problem based learning have knowledge and

information that has been obtained and apply it efficiently to solve problems. This gives a student's advantage in higher-order thinking.

B. **Conceptual Framework**

This study focused on how the teacher improves EFL students' participation and academic achievement in implementing problem based learning model. besides that, this study also focused on the EFL student's obstacles when attending the problem based learning class. Thus, the reseracher reserach the implementation of problem based learning where carried out on eighth students at MTs Darul Amin Palangka Raya.

In the K13 curriculum recommended problem based learning model as learning model. The implementation of problem based learning model has been identified stimulate students activity, communication skill and higher academic achievement (Fitriani et al., 2021:24; Wachrodin, 2017:90; Sungur, et. al, 2006:157; Akinaglu & Tandogan, 2007: 80; Othman & Shah, 2013: 127). This is based on that problem based learning model has an activity structure designed for students to solve problems given by the teacher through collecting the information and analyzing problems. It means that students must participate in visual, verbal, writing, listening, and mental activities to solve the problems.

Based on that student's activities in solving problems, students can be catagorized into students who are active in full integration, actively participating in circumstances, actively marginal interaction and actively in silence observation (Liu,2001). This students activity is fully engaged in all problem solving activities, sensitive to problems, gathering information to solving the problem and

confidently conveying problem solving. This students as known as the active students. In comparison actively participating in circumstances is students participation influenced by factors of learning model. Besides, students partcipation tends to writing, visual and listening activities in marginal interaction and silence observation. Therefore, in this study the researcher observed the active behaviour of EFL students in the eighth grade A of MTs Darul Amin Palangka Raya when the teacher implemented problem based learning model.

Besides the observation, the researcher interviewed active students and students who were known as passive students in learning activities to answer the problems of this research related to students participation, students academic achievement in implementing problem based learning model and students obtacles when attending problem based learning class. Moreover, the researcher does documentation on research activities and collect important supporting documents.

Thus, this study found that problem based learning model was able to improve the participation of students in full integration and many students were active in participation in circumstances. This is because the problem based learning model that has been designed by the teacher is different from the problem based learning model in general. The teacher designed the problems given for each students. So that students can participate in visual, verbal, writing, listening and mental activities. There were still obstacles that hinder students achieve high academic achievement. These obstacles came from internal factors of students, namely intelligence and self-confidence of students.

Sudents academic achievement in the implementation of problem based learning model authomatically increases even though there were still obstacles that hinder students achieve high academic achievement. These obstacles came from individual namely intelligence, lack of vocabulary, and available of dictionary.
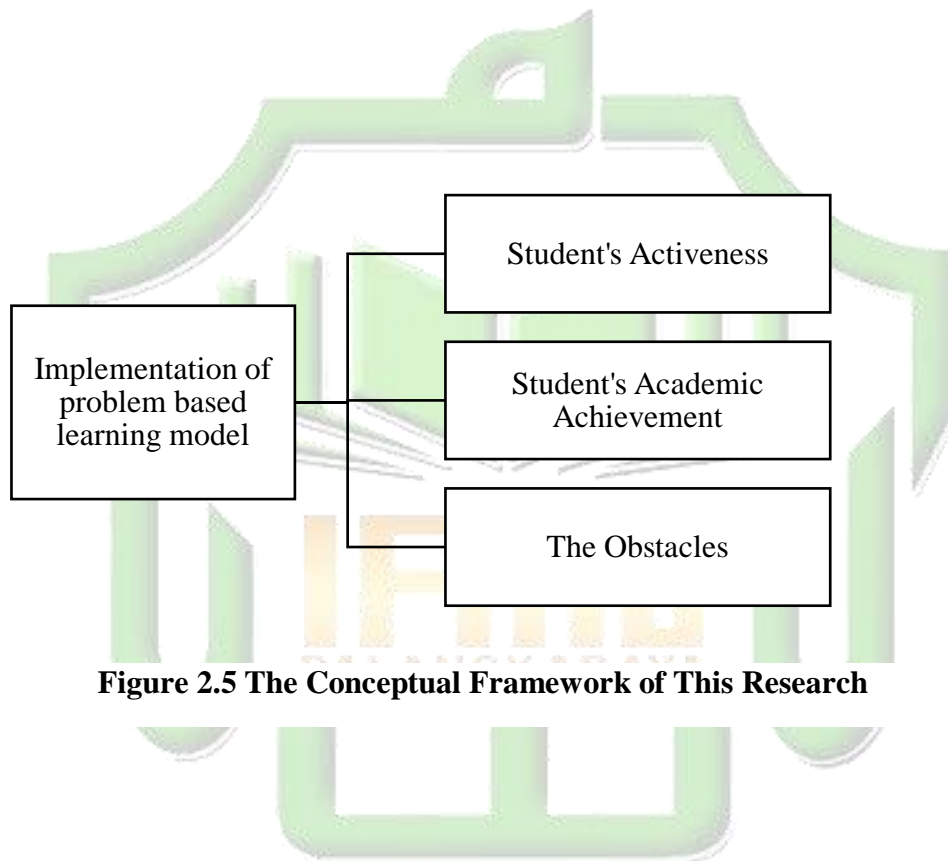
Figure 2.5 The Conceptual Framework of This Research

CHAPTER III

RESEARCH METHOD

A. Reasons for Using Qualitative Methods

The qualitative research method is a post positivistic and interpretative research (Sugiyono, 2013:7). It can be explained that the research using the qualitative method examines a phenomenon along with the causative factors that determine the effect and the data is interpreted based on data in the field. This qualitative research also emphasizes observation as the main data collection technique and uses various other techniques, such as interviews and documentation.

In addition, the type of qualitative research is qualitative descriptive research. The qualitative descriptive uses natural observations that aim to explain a phenomenon as deeply as possible through the data collected by triangulation. On the other hand, descriptive research aims to describe and explain in more detail by studying an individual, group, event or activity as much as possible. Therefore, This research produced results on how to implement problem based learning model in 8th grade A, whether students can increase their activeness in participating when teachers implements the problem based learning model in learning activities, how is students' academic achievement in implementing problem based learning model and student obstacles when attending the problem based learning model class.

The researcher used the qualitative descriptive method because the researcher describes the phenomena in the field more transparently and in-depth.

This study attempts to describe EFL student's participation in implementing a problem based learning model in eighth grade A, student academic achievement of EFL Students in eighth grade A and identify student obstacles when the teacher implements the problem based learning model.

B. **Research Time and Place**

1. Research Place

This research was conducted at MTs Darul Amin Palangka Raya. MTs Darul Amin Palangka Raya is located on Jalan G. Obos Jakut I, Pahandut, Menteng, Jekan Raya sub-district, Palangka Raya City.

2. Research Time

The allocation of research time on the implementation of the problem based learning model in grade eight A at MTs Darul Amin Palangka Raya was carried out for two months starting from July 22nd, 2022 to September 22nd, 2022. The details of the activities in this study can be seen in the following table of research implementation:

Table 3. 1 Research Time

No	Activity	Month/Year		
		July 2022	August 2022	September 2022
1.	Interview	-	√	
2.	First Observation	-	√	
3.	Second Observation	-		√
4.	Third Observaton	-		√
5.	Documentation	-	√	√

C. **Source of Data**

Data sources are divided into two, namely primary sources and secondary sources. The primary source is to give prominent data relate to the research

problems. In this research, the researcher used observations and interviews as the primary source to get information..

Observation is the process of observing the behaviour and actions of an individual or group. Those observations provide the required information. In the observation, the researcher observed how the teacher improved student participation in the implementation of the problem based learning model, academic achievement in the cognitive, affective and psychomotor domains of students and the constraints of eighth-grade EFL students during the implementation of the problem based learning model.

Another primary data source used in this research interviews. The interview is a question-and-answer activity between the interviewer and the informants. In this study, the researcher acted as the interviewer and the eighth-grade English teacher as the first informant. The second informant was several active EFL students who participated in learning activities. A third informant is a group of EFL students who passively participate in learning activities.

Sampling in the interview was based on a purposive sampling technique. Purposive sampling is a sampling technique for data sources with certain considerations. Therefore, the first informant is the teacher as the actor who implements the problem based learning model and has information that is relevant to this research. Meanwhile, active and passive student informants are students who already have experience implementing problem based learning models while attending MTs Darul Amin Palangka Raya. So that the active and passive students

of grade eight A provide relevant information for this study from different perspectives.

The active students are always present in English lessons and participate in learning activities. Active students tend to participate in learning activities such as, in this case, solving problems. The students always express their ideas, discuss them, and seek information to solve the problem. In addition, the following are indicators of active students in learning activities (Sudjana, 2004:61):

1. Students can express opinions and respond to the material in a discussion.
2. Students can ask questions.
3. Students can answer questions.
4. Students can optimize the surrounding environment as a learning resource.
5. Students can solve problems given by the teacher.
6. Students can evaluate existing information and conclude the material of learning.

Besides, passive students are students who do not want to participate in solving problems contained in learning activities. Passive students tend to follow learning activities but need more curiosity. Thus in problem-solving activities, students tend to be silent and not try to solve problems..

Based on the indicators above, students who match these indicators are informants in this study. This is because the active students provided information relevant to this research. In contrast, passive students provide other important information from a different perspective. This should add information related to problems in implementing a problem based learning model. Therefore, the

English teacher teaching English in eighth grade and some eighth-grade students in MTs Darul Amin Palangka Raya who meet the criteria become informants.

Likewise, the primary source, the secondary source also needed in this research. The secondary source is an additional source to get the data. The additional sources are used in the form of documentation. This documentation is provided in the form of information from previous research, documentation of observations and interviews, and other necessary documents such as student score documents. The documentation of interviews and observations is used to support interviews and observations in this study by presenting evidence. Besides, the student's score document is important for identifying academic achievement.

D. Reasearch Instrument

Research instruments are tools used to collect data. The tools depend on how the data is collected. The researcher used observation notes and an interview guide in this study. The following are the research instruments:

1. Observations Note

Observation is the open-ended observations made with recorded activities in the field (Creswell, 2014:254). Observation made by the researcher is a direct observation, so it only requires a sheet of observations to record all activities. The sheet of observation is called field notes. Field notes contain an overview of the events to be observed. In terms of recording techniques, researchers use informative, descriptive notes. This informative, descriptive recording technique records the observations in detail and clearly. This aims to minimize bias in observation and record more information. Besides that, another tool used in this

study is mechanical devices. A mechanical device is a tool used to record certain events from informants. The mechanical device used in this study is the camera to take photos related to implementing a problem based learning model.

In addition, the researcher observed student's report cards to obtain data related to student's academic achievement by analyzing documents. Documents can be important data for the qualitative researcher. The document analyzed in this study is the student's report card. The researcher analyzed the students' scores when the teacher implemented the problem based learning model. Researcher use document analysis notes to record the analysis results. This is done to get data about students' academic achievement after the teacher implements a problem based learning model.

2. Interviews Guide

Interviews are face-to-face questioning and answering activity that is open-ended to bring up the perspectives and opinions of the participants. The interview recording tools the researcher used were voice recordings, interview guides, and interview notes. The type of interview was in-depth and structured interviews with an English teacher and eighth-grade students. Therefore, the researcher has compiled an interview guide instrument that is used to get answers to research problems. The researcher arranged interview guidelines used in this study to find out what related to the problems in this study. The questions are about how to implement problem based learning, the extent of student's participation in learning, the increase in students' academic achievement, and obstacles faced during learning.

E. Data Collection Technique

The data collection procedure is a series of steps in obtaining the required qualitative data. The data collection procedure is very important in qualitative research. Its role is as a step in collecting the required data, and the data must be valid and reliable to produce a valid conclusion. There are various research methods in this procedure, one of which is triangulation. Triangulation is a data collection procedure that characterizes qualitative descriptive research. Triangulation is one of the approaches taken by researchers to explore and collect data from various data collection techniques and sources. Therefore, triangulation has several types, namely data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. In this research, the researcher used methodological triangulation. Methodological triangulation is carried out by collecting data from various research methods to obtain the validity of the data. There are several methodological triangulation, namely observation, interviews, and documentation.

1. Observation

Observation is the activity of watching or observing the behaviour and actions. Observations made by the researcher were carried out through direct observation and open observation. Direct observation is made of the object during the event at the place, so the researcher is in the same place as the object being investigated. Therefore, observations were carried out during the teaching

and learning process and implemented openly so that students and teachers know the learning activities being studied.

Besides, The observation was used by non-participant observation. Non-participant observation is uninvolved in the subject under study and only focuses on observations. Instead, the researcher focused on observation and recorded the studied object in more detail.

This researcher observed students' actions when learning with a problem based learning model occurs. This observation examines whether students become active, how to implement problem based learning in the classroom, and whether problem based learning can positively influence student's academic achievements. Then the observations were recorded using field notes and mechanical devices. Field notes contain events occurring in the field and the researcher's personal interpretation related to the object of research (Morissan, 2017:103). The field notes wrote in an informative and descriptive method. This method provides more details about each event and behaviour at the study time. In comparison, the mechanical device was used to photograph activities. Both recording methods were used in direct observation to obtain data related to student's participation, academic achievements, problem based learning implementation and obstacles.

Another observation was the observation of document analysis. The document is data that contains essential information that can be analyzed. These documents can be in the form of public and private documents. Public documents contain information that can be shared with the public. In contrast, a

private document is a document containing private information. In this study, the researcher used private documents to form students' scores for analysis. Students' scores were analyzed to describe how the students improve their academic achievements in implementing problem based learning.

2. Interview

The interview is an activity involving the interviewer and interviewee where the interviewer gives some questions to be answered by the interviewee. This interview aims to obtain detailed information and complete the observations. Therefore, The researcher conducted interviews to obtain complete information. The interview was in-depth interviews with an English teacher and some eighth-grade students with two types of criteria. The first criterion was active student participation in the learning activities and high academic achievement. The second criterion was a passive student in participation and sufficient academic achievement.

An in-depth interview is a process of obtaining in-depth information related to the research problems. An in-depth interview was conducted face-to-face with a list of questions. The questions related to how the teacher improves student's participation in implementing problem based learning, student's academic achievements, and the obstacles in implementing problem based learning model. Then, the interviews were documented using a tape recorder, camera and notes.

The interviews were conducted at different places and times. The first interview was conducted with an English teacher, once face to face and

conducted outside of learning time. The second interview was conducted with active students in participation, face to face and outside of learning time before the observations. The third interview was conducted with passive students in participation, face to face and outside of learning time before the observation.

3. Documentation

Documentation can be written, and pictures can be used to obtain information. The function of documentation is to make the result of observation, questionnaire and interview credible. In the documentation method, the researcher provided research journals, books, field notes of observation, notes of the interview, students' score data and other documents related to implementing problem based learning model in MTs Darul Amin Palangka Raya.

F. **Data Validation Technique**

The qualitative research requires data validity, transferability and reliability. Therefore this research was necessary to test the credibility, transferability, and reliability of the collected data. Validity is the strength of qualitative research because it contains an effort to check the accuracy of research results with predetermined procedures or validity strategies (Cresswell, 2014:269). The transferability test tests the findings on generalization or transferability to other contexts and settings. In comparison, the reliability test is a test of the consistency of the measurement tool used to produce data that remains the same. Thus, the researcher used triangulation as the validity, transferability and reliability test.

Triangulation is a technique for checking data from various sources, methods, and times to get complete information. First, the researcher used source triangulation. This study compared and checked the data collected from various sources. The triangulation from different data sources examined the evidence from these sources. This evidence is examined to establish a coherent justification for the topic. The various participants and perspectives can increase the validity of the research. The researcher used triangulation of source data, namely the English teacher who teaches, eighth-grade active students, eighth-grade passive students and report card scores. This can be done by:

1. Compared data from interviews between teachers, active students and passive students.
2. Compared the result of interviews with the result of observations.
3. Compared the results of interviews with the contents of related documents.

Second, the researcher also carried out the triangulation method. The Method triangulation uses various data collection methods to explore similar data. Therefore, the researcher used method triangulation in this study, namely Interviews, observations and documentation. The strategies were researcher used observation to check the truth of the statement obtained in interviews, and the researcher used different informants to check the truth of the information. Through various perspectives, the results of the research became valid.

G. Data Analysis Technique

The data analysis technique used in this study was data reduction. Data reduction was introduced by Miles and Huberman. Data reduction was used to

obtain the necessary data during direct observation and interviews. Data reduction is simplifying, classifying and removing unnecessary data so that data can produce meaningful information and conclusion. The following are the components of data analysis:
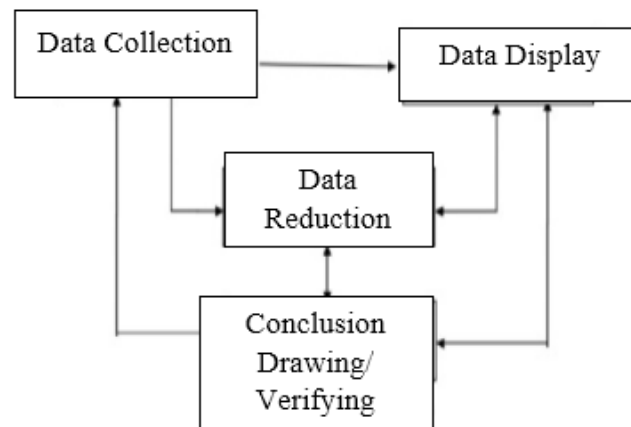
Figure 3. 1 Components of Data Analysis: Interactive Model

Data reduction is an activity to analyze data by focusing on simplifying and transforming the data in field notes during the research (Miles and Huberman, 1994: 10). the Analyzing data reduction method has flow after the data collected, namely data reduction, data display and conclusion drawing or verifying. In this study, the researcher focused on data relevant to this research by selecting the data that has been collected and organizing the data to obtain valid and reliable conclusions.

Another component is display data. The data display helped the researcher to understand the content of the data and analyze the data so that data could be concluded (Miles and Huberman, 1994: 11). The data was displayed in the form of narrative text in field notes and charts.

The component of drawing conclusions and verification are the results of the analysis. First, this conclusion tested for data validity. These drawing conclusions step aimed to find the meaning of the data collected by looking for relationships, similarities or differences as answers to problems of this study. After that, the researcher verified the data to be objective and precise.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher has described about the results of the data. The data includes how the teacher improves students participation in impelemting problem based learning model, how the academic achievement in implementing problem based learning model and the obstacles in implementing problem based learning model. That data obtained through observations, interviews, and documentation.

The following are findings of the research about implementation of problem based learning model in MTs Darul Amin Palangka Raya:

1. The Teacher Improves Students Participation in Impelementing Problem Based Learning Model

The problem based learning model is a learning activity structure that contains strategies for providing real problems form of instructions intended to make students solve the problems and be involved in learning activities. This problem based learning in the structure of its activities is in the form of giving endless questions that are getting deeper knowledge. Therefore, this learning model is intended to explore every aspect of the material being studied, such as knowledge and skill. The interviews and observations showed that many students actively participated in learning activities implementing the problem based learning model.

The problem based learning model has been implemented for EFL students so that students become active in participating and building an understanding of

learning English. Besides building an understanding of the material, it also trained students to use verbal and written communication. Therefore, in implementing problem based learning for eighth-grade EFL A students, the observations were found that almost all EFL student participation in learning activities included the category of participation circumstances. Participation circumstances are student participation that occurs when students get influenced by learning models, cognitive and affective. However, some students have been included in the full integration participation.

The observation results showed that many students participate in circumstances in line with interviews with teachers who stated that students become more active because problem based learning provides opportunities for students to be active by giving problems to each student. Still, some students seem to participate in full integration. Students who participate in full integration have sensitivity to problem stimuli, have fun and enthusiasm to solve problems and often solve problems on problems that are intended for individuals and problems that are intended for the public. That result was supported by the statements of some active students who stated they were enthusiastic about solving problems. Another student also stated that problem based learning made him participate more actively because his learning model had a challenging effect. Meanwhile, one student also said she participated in English class because she liked learning English.

Nevertheless, the number of student participation with circumstances and full inclusion differ greatly. The number of students who participate in

circumstances is more than students who participate fully in learning activities. In the first observation, five active full integration students answered the questions directly with oral activity in the open and closing learning activities. Four students asked the teacher when they didn't understand the lesson material. In the second observation, there was full integration of 4 active students who answered the questions by saying the answer directly, and two students asked the teacher when they didn't understand the lesson material. In the third observation, there was full integration of 9 active students who answered the questions directly verbally, and one student asked the teacher when they didn't understand the lesson material.

Therefore, The problem based learning model focuses on problems to allow all students to participate in solving the problem. In general, the problem is given to each small group, but it triggers the omission of passive students. So the problem based learning model in the eighth grade A in MTs Darul Amin Palangka Raya is carried out by giving problems to each student. In the observations, at the core of the activity, the teacher provided problems for each individual, and all students could actively participate in learning activities by solving problems. Students solved the problems through discussion with their classmates and opened a dictionary for those who had. In the reporting phase, students answered the problem in writing on the whiteboard. Thus all students, both active students and passive students, could participate in solving problems. Thus, in the core activities, all students got an opportunity to participate in solving problems.

In addition to providing individual problems that increase student's participation actively, the implementation of problem based learning supported

student's activeness by submitting opinions and ideas to answer problems. The problem based learning model is indeed a learning model designed for students to reconstruct their knowledge through interaction in learning activities and self-regulated learning. It could motivate students to have actively participated in learning activities. However, according to the observation and interviews, the level of a student's activeness depends on the student's confidence and cognitive students. The following is the attitude of the eighth-grade students at MTs Darul Amin Palangka Raya follows:

a. Students understood the lesson material but but needed to be more confident in conveying the problem solving.

b. Students didn't understand the lesson material so they were not confident in conveying the problem solving.

c. Students understood the lesson material so they were confident in conveying the problem solving.

Confident students tended to be more active than students who were not confident, while less confident students showed passivity in learning activities. In the first observation was found that students were active in learning activities without encouragement from instructions for each individual, there were nine students. In the second observation, there were six students, and in the third observation, there were ten students. While other students still need motivation to be actively involved in learning activities. Thus, the implementation of problem based learning model that uses individual problems makes all students, both active and passive students, became actively participate in learning activities because of

the structure of activities that reconstruct knowledge, practice confidence and motivate students to continue to be active in learning activities.

In the interview, the teacher also mentioned that students' self-confidence determines student participation. Students with self-confidence are more daring to solve problems verbally and in writing. This is different from students who do not have self-confidence. However, this type of student tends to be passive, so the teacher is aware that it is necessary to encourage students to participate despite the participation circumstances actively.

In addition to the student participation that occurred in implementing problem based learning model in the eighth grade, there was a form of student participation in learning activities by implementing problem based learning model. The student activities seen in this problem based learning were student activity in the form of visual, verbal, writing, listening, mental and emotional. All these activities students in problem-solving have a relationship with the seven-jump method. The following are student activities in participating in problem based learning activities based on observations follows:

The first student activity was seen visually and listening when the teacher started learning activities by explaining the material being taught verbally and written on the blackboard. The teacher's explanation regarding the interpretation of terms from the English material was about nominal simple present tense sentences. The teacher's strategy in explaining the simple present tense provided problems that students must solve. Therefore, the student activities were visual, listening, mental and verbal actions.

At the core of learning, the teacher gave problems to each student. At this step, students try to solve problems by collecting information. First, the visible student activities were visual and mental activities to collect information through reading, discussing and thinking to solve problems. This activity includes the self-study phase, which consists of a systematic inventory. The following is a documentation of students who are in the self-study phase:

Figure 4.1 The Self Study Phase

In observation, the material being taught was about the simple present tense, so the reading materials that students needed were in the form of dictionaries and textbooks. In the observations made, the researchers found that all students have learning facilities that support the availability of textbooks except dictionaries. Besides, almost all students discussed with their friends to solve problems, and a few students read dictionaries to solve problems.

Furthermore, the next activity was the report phase or answering the problems. Students have two types of activities in this activity: verbal and written. Verbal activity to convey problem-solving was only carried out by a few students who seemed to be actively participating. Still, in the writing activity, all students

participated in solving the problems.In the implementation of the problem based learning model, The teacher called students' names one by one to move front the class to presented their problem solving. At this problem reporting stage, students carry out problem solving writing activities given by the teacher.

At the end of the learning activity, the teacher gave problems to test their understanding. Thus teacher gave questions to a small group. However, the results of observations found that students who solved problems were the group's representative. The group's representatives are some active students, besides the passive students tend to be silent. In the first observation, four students could answer four problems given by a teacher, and two students could answer two problems presented by the teacher in the second observation. Three students could answer three problems given by the teacher in the third observation.

Based on the results of field notes during observations, the problem based learning model was implemented by providing problems individually. The problem based learning model was more effective in making students actively participate in learning activities. Student participation is prominent in visual, verbal, listening, mental and writing activities. Furthermore, Student's responses during learning were positive. Students were enthusiastic about learning activities. Some students actively answered when a teacher asked questions even without being called, and some students needed to be called to answer questions. In this case, problem based learning model was able to make students more active, even passive students were allowed to participate in learning activities.

2. The Students Academic Achievement in Implementing Problem Based Learning Model Class

The problem based learning model was found the problem based learning model could to improve students' academic achievement in the cognitive, affective and psychomotor domains. This statement has also been stated by an English teacher who teaches in the eighth grade that academic achievement automatically increases depending on students' intelligence level. Some students experienced improvement by implementing a problem based learning model. This statement was also supported by data on student scores as long as the teacher implements the problem based learning model, as follows:

Table 4.1 Student Score Data

Students' Name	Students' Score		
	Positive Sentence	Negative Sentence	Introgative Sentence
	Day 1	Day 2	Day 3
AMS	80	100	
ASS	40	80	30
APYS	60	60	80
CPA	20	90	
FDR	80	60	90
FAP	60	100	80
GR	80	100	100
KR	80	100	30
LA	20		60
MDZM	100	70	90
MRS	20	80	20
MFR	80	60	90
MSAF	100	50	100
MHA	40	80	20
MM	80	40	40
MR	80	100	70
MRW	20	70	50
MRF	20	60	20

MAF	40	100	40
NA	100	100	100
NF	60		60
NAZ	80	50	90
NAL	20	100	90
R	80	90	90
RF	20		80
RA	40	60	30
RZ	80	100	80
RDS	20	80	20
SR	80	90	70
T	-	-	-

In addition, the minimum completeness criteria for English is 70. Based on the minimum completeness criteria, students are divided into two catagories, namely complete catagories for students who get scores above 70 and incomplete catagories for students who get scores under 70. The students who were included complete catagories because students understood the material. In contrast, incomplete catagories have two causes, namely the lack of student understanding and some students did not get scores because they were absent from the learning activities on that day

On the first day, 16 students got a score under 70, 11 students got above 80 and 3 students scored above 90. On the second day, 12 students score under 70, 2 students get about 70, 4 students get above 80, and 12 students get above 90. On the third day, 15 students get scores under 70, 2 students above 70, 4 students above 80, and 9 students above 90. Based on that description, in every meeting in English lessons, the number of students who get high scores continues to increase. As a result of the implementation of a problem based learning model every day and the repetition of lesson material in every meeting.

Besides the result of observation in students' scores data, field observation found that most active and passive students who got scores above the standard of completeness criteria. In comparison, most of the other passive students got scores below the standard of completeness criteria because passive students didn't understand, have lack of confidence in conveying their problem-solving, were lazy to read other important and relevant information for their context, lacked the vocabulary to apply in English grammar in the form of sentences. Consequently, they couldn't achieve high academic achievement, even cognitive, affective and psychomotor. Nevertheless, some passive students achieved high academic achievement because they understood the context of the lesson material, but they lack confidence in conveying their problem-solving verbally.

Active students still tend to be more confident than passive students in responding to problems given by a teacher, both verbally and in writing. This is due to the influence of students' intelligence in capturing knowledge. The captured knowledge was tied to a cognitive taxonomy and manifested in psychomotor taxonomy. Otherwise, the active students often asked the teacher if they had difficulty understanding the lesson material. Thus active students have higher academic achievement in implementing a problem based learning model.

Moreover, based on the theory that problem based learning model could improve cognitive and psychomotor academic achievement, almost all students get scores above the standard of completeness criteria. The student reaches the cognitive level of creating and the psychomotor students in terms of writing sentences in English, reaching the correct grammar and vocabulary.

Nevertheless, some students reach the remembering cognitive level. While applying the lesson material, students need help. This is due to student's lack of confidence to ask if they have difficulty understanding the material, and students had different levels of absorption with active students and the ability to recall vocabulary.

a. Cognitive Domain

The student score data above is the student score data taken by the teacher in a test of understanding and application of simple present tense. In other words, the student's score data also includes students' cognitive. On the student score data above, in the first meeting, 50% of students achieved high scores above the completeness standard criteria in English lessons. It increased at the second meeting by 10% more than in the first. In the first meeting, 60% of students achieved high scores above completeness standard criteria in English lessons. At the third meeting, the number of students who got a high score above the completeness standard criteria was still the same as in the first meeting, which was around 50%.

Moreover, some students score below the completeness standard criteria of English lessons. In the first meeting, about 50% of students score below the completeness standard criteria of English lessons. In comparison, about 40% of students score below the completeness standard criteria in the second meeting. About 50% of students in the third meeting scored below the completeness standard criteria. The following is the diagram of the comparison of scores of all eighth graders follows:

Students' Scores on the First Meeting

■ Alpha (0) ■ <69 ■ 70-79 ■ 80-89 ■ 90-100
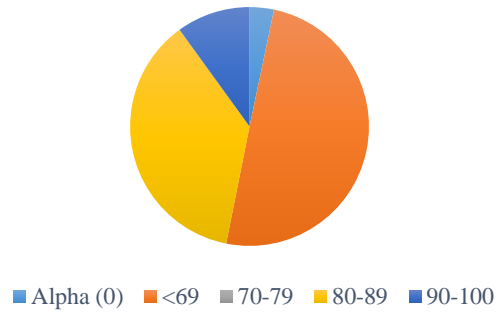
Figure 4.2 Students' Score on the First Meeting

Students' Scores on the Second Meeting

■ Alpha (0) ■ <69 ■ 70-79 ■ 80-89 ■ 90-100
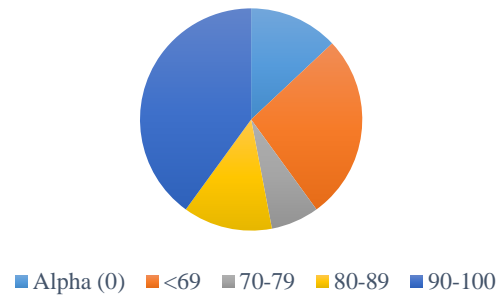
Figure 4.3 Students' Scores on the Second Meeting

Students' Scores on the Third Meeting

■ Alpha (0) ■ <69 ■ 70-79 ■ 80-89 ■ 90-100
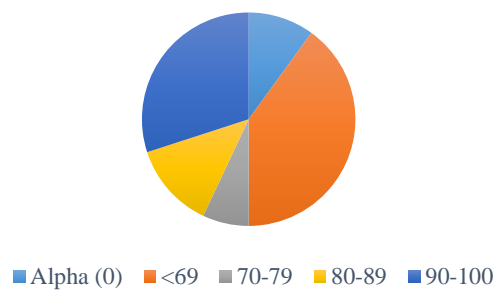
Figure 4.4 Students' Score on the Third Meeting

Based on that score, problem based learning effectively improved student academic achievement, especially in remembering, understanding, applying, analysing, evaluating and creating. Students who got scores below the completeness standard need help to understand the material being taught. In contrast, students who score above 70 to 100 have reached the cognitive taxonomy of bloom to understanding to create. That means students could remember, remember and understand the material to apply it.

The statement supported the interview with the teacher, which stated that in the problem based learning model, students understood the subject matter more quickly and could apply the language because they were trained to practice it. This statement is also supported by active students who state that the direct practice of activities in problem based learning models makes it easier to understand the material and apply the material being taught.

In addition, the data on student scores show that most students could achieve high academic achievement in the cognitive domain. The observation found that the problems given by the teacher stimulated students to achieve cognitive levels from remembering to creating, as follows:

Table 4.2 Cognitive Catagory In Impelementation of PBL Model

Catagory	Problems
C1 (Remembering)	• what was the material that was explained last week?
C2 (Understanding)	• what is the formula for positive sentence in simple present tense? • what is formula for negative sentence?

	• what is a negative sentence?
	• what is the difference between positive and negative sentences in simple present tense?
	• What the meaning of dia tidak tampan?
	• What the difference between positive and negative sentences?
	• What is nominal introgative sentence in simple present tense?
	• What the answer if i asked you "am i student"?
	• What the formula for introgative sentence?
C3 (Applying)	• what is the correct answer?
	• "who are you?" and students answered "I am a student"
	• Translate these sentences into Indonesian!
	• Translate these sentences into English!
	• Please, change the positive and negative sentences that i wrote on the whiteboard into introgative sentences!
	• Answer the question that have been written by your friends, please!
C4 (Analysing)	• Why if the question in the interrogative sentence is aimed at me then the answer must use "you"?
	• Students are able to analyze the instruction of problems and analyze their answers.
	• Students understand how to solve the problems by looking in dictionary and discussing with their peer.
	• what is the correct answer?
C5 (Evaluating)	• is this right or wrong? Why can it be right/wrong?
	• what is the correct answer?
C6 (Creating)	• please, make nominal positive sentence!
	• please, make nominal positive sentence and negative sentence!"
	• Could you give me one example of nominal positive and negative sentences?
	• Please, make a nominal positive sentence and a negative sentence for examples!
	• Please, change the positive and negative sentences that i wrote on the whiteboard into introgative sentences!
	• Answer the question that have been written by your friends, please!

The table above showed that the teacher had given problems that stimulated students' cognition from remembering to creating. Therefore, students who receive this problem stimulus with the desire to solve it have the opportunity to reach the cognitive level of remembering, understanding, applying, analyzing, evaluating and creating.

b. Psychomotor Domain

EFL students learning this language must apply simple present-tense grammar in the form of written and verbal communication skills. Therefore, the student assessment data above describes writing and verbal skills in simple present tense grammar.

In problem based learning, it was found that students were able to write simple present-tense grammatical sentences correctly and precisely according to the instructions given by the teacher. Students' writing abilities have reached precision in the bloom taxonomy. While solving problems displayed verbally, students could pronounce simple present tense grammar, re-explain the meaning and convey this formula has reached a taxonomy on psychomotor from imitation to precision.

c. Affective Domain

The results of observations also found that increase in students' academic achievement in implementing a problem based learning model was not only in the cognitive and psychomotor aspects but also in the affective aspects. Achievements of cognitive and psychomotor students influenced by affective students. Affective was divided into three, namely values, interests and

attitudes. Based on the three types of affective raises a hierarchy of the affective, which consists of receiving, responding, organizing, valuing, and internalizing value. This is the results of the first observation to the third observations as follows:

Table 4.3 The Results of Observation in Affective

Receiving	:	Many students were sensitive to stimuli in form of problems given by teacher during brainstorming, interpretation of terms and problem formulating sessions. Students also seemed enthusiastic about receiving the lesson that day. Students showed enthusiasm for receiving lesson material by say greeting to teacher, preparing stationary and textbooks.
Responding	:	Students have respond to the problems is given by teacher. They showed the respond by answering the problems in form oral and written. in the brainstorming session, there are two students gave their answers by saying it directly and with confidence. In the core of activity, there are 4 students asking about the lesson material and some students have question about vocabulary. After that, all student gave their answers as their respond for the problems. They written their answer on the whiteboard. They get their turn to move foward one by one. Some students wrote their answers confidently and some are hesitant with their answers. In the conclusion session, there are 4 students gave their conclusion by answers the problems.
Valuing	:	Students assess the information obtained from the teacher's explanation by reviewing it again and if they don't understand, they asked to the teacher. There are 4 students who asked about what they didn't understand. in addition, students were respectful of opinions of their friends.
Organization	:	They organize their views about the lesson material and the learning model at the time. Thus, it is manifest with their attitudes such as enthusiastic.
Internalizing Values	:	Students have an attitude of responsibility for the tasks given because as a consequence of receiving teaching, students are confident in answering because they understand, students are confident bacuse they accept the motivation, students are hesitant to answer because they don't undertsand, students are hesitant to answer

bacause they have lack of self-confidence. However, all students complete the tasks/problems because they have responsibility and dicipline.

It can be concluded that the first observation to the third observation showed that students' affective academic achievement has value and interest in learning so that students were disciplined, responsible and confident to receive and respond to the problems. Although all students responded to the problems, some responded with a lack of confidence. In the first observation, 19 students responded confidently, and 10 responded with no confidence. In the second observation, 19 students responded confidently, and 10 responded with no confidence. Finally, in the third observation, 21 students responded confidently, and 8 responded with no confidence. Thus, students' confidence in responding to problems continues to increase significantly due to continuous problems from time to time.

Furthermore, students, after getting a learning experience through problem based learning model have an interest in learning which is then shown in students' attitudes. Students' attitude was formed in receiving and responding to the teacher in learning English by implementing a problem based learning model. Student response to learning English by implementing a problem based learning model was positive. Many students were actively involved in learning activities and increasing student's academic achievement.

The interview results showed that active students tend to be interested in English. So that students show an enthusiastic attitude during learning and

looking for information related to English. This was said by one of the active

students as follows:

"*I love and eager to learn it. So I involved in learning activities like the teacher ask something, if I can and I understand, I will answer. So it is has an impact on my scores* " (Interview with NA on 1st August 2022, one of the active students)

The following passive students also said:

"*I'm not confident in convey my answers, so i'm mostly silent and just ask my friends if there's something i don't understand*" (interview with NAF on 1st August 2022)

These two statements described attitudes. Active students tend to answer

more often so that students could tie their knowledge to the cognitive level of

creating and practising language skills. At the same time, passive students

tend to be more silent. Passive students have problems with self-confidence

making students slower in mastering material and skills.

3. Students Obstacles When Attending Problem Based Learning Model Class

There were four obstacles to implementing the problem based learning

model in English in MTs Darul Amin Palangka Raya: vocabulary,

intelligence, lack of confidence of students and dictionaries as a source of

important information. These constraints are factors that cause students to be

unable to be active in full integration and prevent students from achieving

high student academic achievement.

Students become passive caused of the lack of self-confidence of

students. The observation found that student activity only reached the type of

circumstant activity caused by the leading cause being a lack of student self-

confidence. This is in line with interviews with teachers who stated that the

obstacle is that some students lack self-confidence. They can, but they need

more confidence to convey their answer. The supporting cause is the intelligence of students. This student's intelligence also provides obstacles to student activity in full integration. Intelligent students can understand the material faster so that when the teacher gives a problem, the student can solve the problem. However, some intelligent students are passive because they are not confident. This is in line with interviews with active students who stated that they could answer the teacher's questions because they understood the topic asked by the teacher. This is different from passive students, who say they rarely solve problems because they do not know how to solve them and are not confident to answer them. So the teacher needs to call his name to solve the problem.

Another obstacle that hinders students' academic achievement is vocabulary. Students lack the vocabulary to enrich the sentences made. This is also based on the results of interviews with one of the students, namely ASS and NAZ, who said that:

"*Vocabulary and dictionaries to increase in sentence that i will make and i feel lack of confidance*" (Interviews with ASS and NAZ, two students of eighth grade in MTs Darul Amin Palangka Raya on Monday, 1st August 2022)

It was supported by teacher's statment in interviews:

"*Actually to achieve high academic achievement, students are able but it depend on the level of student difficulty. Many students still don't have much vocabulary and lack confidence. This is due when they were in elementary school, they have not learned English. so they difficulty in vocabulary. Then, they couldn't answer questions if they have not vocabulary. But there were some students who were in elementary school, there is already learning English. It is make easier for them during problem method. Another obstacle is that some students lack self-confidence. They can but they don't have the*

confidence to convey their answer. In addition, the dictionary is also an obstacle. Dictionary is a source of knowledge, especially in vocabulary. They have problems in vocabulary but many students do not have dictionaries, only few have it." (Interviews with Ma'am Ina Asmiati, S. Pd. I, English teacher who teaches eighth grade on Monday 1st August 2022)

B. Discussion

1. The Implementation of Problem Based Learning Model in Improving Students' Participation.

Problem based learning as a learning model has an activity structure that includes teacher strategies to achieve the learning objectives. For example, the learning objective in implementing problem based learning in the language field is language skills. These language skills can be achieved through teaching that involves students actively so that students can understand the teaching material quickly. This students' understanding makes students able to achieve high academic achievement.

Therefore, implementing the problem based learning model in the eighth-grade class in MTs Darul Amin Palangka Raya has a different strategy from implementing problem based learning model in general. Problem based learning model is implemented by giving problems to groups (Koray & Koray, 2013: 2746; Major & Mulvihill, 2017: 2). However, in fact, many studies argues that giving problems to groups is not effective in making all students actively participate in learning activities (Ju et al., 2016: 8; Fitriani et al., 2021: 24) The English teacher who teaches the eighth grade at MTs Darul Amin Palangka Raya stated that all students could actively participate in learning activities by giving problems to each student. In giving problems to each individual, each student

participated in active and passive learning activities. As for the observations, active students more often answer than passive students. The passive students only answer the problems given if their names are called.

Thus, implementation of problem based learning model can improve student participation. This is also in line with previous research that implementation of problem based learning can make students actively involved in learning activities. Students' activeness has increased and evenly occurs due to the teacher's strategy in implementing problem based learning model. Active and passive students were allowed to participate in learning activities by solving problems.

2. Implementation of problem based learning in improving students' academic achievement

The implementation of Problem based learning model could improve students' academic achievement. This academic achievement was based on student activities in the form of verbal, writing, and mental activity in Problem-solving. This statement is in line with the statement that Problem based learning improved student academic achievement because problems in Problem based learning model were designed to stimulate students to involve mental activities, namely critical thinking to solve problems and seek information to gain new knowledge so that students could achieve higher order thinking and get great learning outcome (Koray & Koray, 2013: 2753; Marit Wijnen et al., 2017:9). Problem based learning model gave impact on students academic achievement than traditional learning model (Akinaglu & Tandogan, 2007: 80), especially in

cognitive and psychomotor (Sungur et al., 2006:157). However, assessment in Problem based learning model also involves affective assessment.

a. Cognitive

The problem based learning model designed to give students the ability to think critically, problem-solve, and intellectually (Wachrodin, 2017:90), especially in the language (Othman & Shah, 2013, 125). students have to understand the elements and structure of language. The academic achievement in taxonomy bloom consists of remembering, understanding, applying, analyzing, evaluating, and creating.

In this study, according to taxonomy bloom, students who implemented problem based learning models could reach a cognitive level from remembering to creating. This is in line with the statement that problem based learning models made students achieve a high level of cognitive hierarchy (Nurtanto & Herminarto, 2015:357). Many students who have good knowledge capture, they able to bind knowledge from the stage of remembering to creating. But otherwise, students need to give the same problem repeatedly to reach the level of understanding to create.

b. Psychomotor

Students as language learners have language skills mastery (Othman & Shah, 2013: 125). Students were required to understand the lesson material and must be able to apply it and create sentences in the form of speech and writing.

In language learning, psychomotor assessment is the main aspect of measuring students' language skills with proper use of language elements.

In implementing a problem based learning model, students' Psychomotor can increase in line with students' cognitive. It means that students' academic achievement increased in implementing problem based learning. It can be seen from students' scores that it has increased every test the teacher takes at the core of learning activities. The following is a students' cognitive and psychomotor assessment from every cycle during the test at the core of problem based learning model:
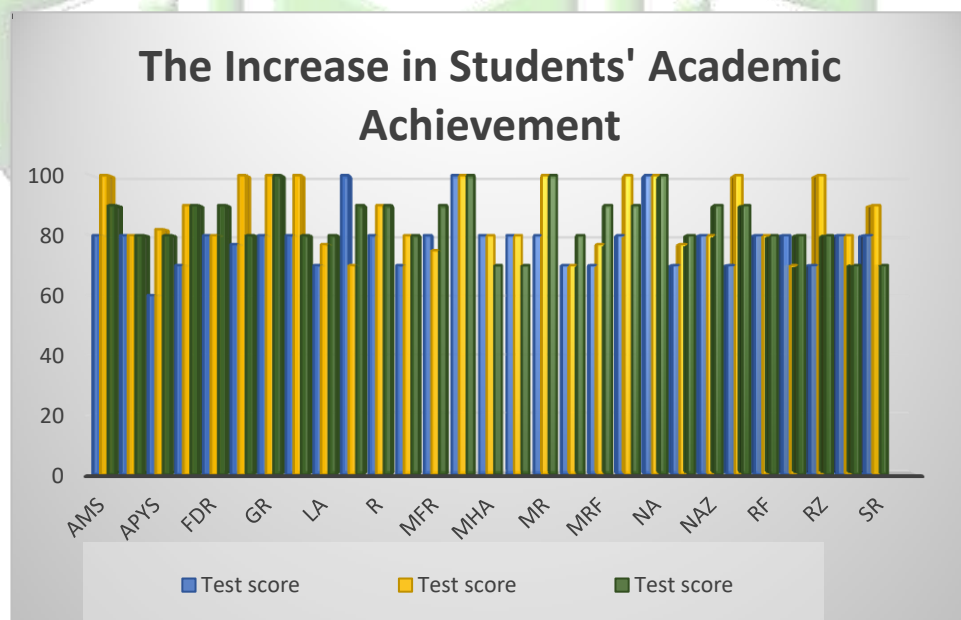
Figure 4. 5 The Improving Academic Achievement of Eighth Graders

Students could answer almost all the problems given by the teacher and write down the answer correctly. In this case, problem assessment was based on learning students' cognitive and psychomotor skills. Assessed aspects of the implementation of problem based are cognitive and psychomotor. This is in line

with the statement that the most visible aspects of implementing a problem based learning model are cognitive and psychomotor (Sungur et al., 2006:157). Students' scores in each learning cycle have increased for both active students and passive students.

c. Affective

According to the affective aspect, the student's academic achievement assesses student attitudes. However, according to findings in interviews and observations, students are interested in implementing problem based learning model teaching strategies. Students enjoy learning activities, feel allowed to participate, and are motivated to learn. That feeling is what makes students active and excited. It was argued that the problem based learning model's simplicity motivates students in their learning and predicts students' academic achievement (Rontgans & Schmidt, 2012: 10)

Affective student attitudes have stages that can be seen from their behavior: receiving, responding, valuing, organizing, and internalizing value. According to students' attitudes, students showed positive responses, such as being actively involved in learning activities and confident in expressing their ideas. While some passive students showed a lack of confidence to express their ideas and were responsible for the problems assigned to them.

3. Obstacles in Implementation of Problem Based Learning Model

The main obstacle in learning English is also an obstacle that arises from internal factors. One of these internal factors is student self-confidence (Susanthi,

2021: 67). Most passive students experience this student confidence for various reasons. The first reason is that even though they understand the material being taught, they still need to be more confident in delivering problem-solving, especially verbally. The second reason is that students were not confident because students needed to understand the material being taught, and didn't want to ask questions if they didn't understand. In this case, it means that there are problems related to student intelligence and student self-confidence. Therefore, it is necessary to do some effort. First, students need to be accustomed to continuously solving problems to configure students self-confidence. It is in line that the activities in the implementation of problem based learning model can be an exercise to build students' self-confidence (Fitriani et al., 2021:29). Second, students need confidence and repetition of material with a problem based learning model to achieve high academic achievement.

Another obstacle is vocabulary (Megawati, 2016: 153), even though it is very important because of its role in language. Vocabulary has a two-sided role, namely helping understand the text's content and the context that is heard (Putri, 2018: 117). On the other hand, while the role s to assist in producing English sentence sentences, implementing the problem based learning model in English subject matter certainly requires vocabulary skills. However, students experience vocabulary difficulties when conveying a context in spoken and written English. Students must remember and know some of the vocabularies that appear during learning, so the teacher must use two languages to deliver question instructions. In addition, in giving problems, the teacher must limit the sentence's vocabulary. The

vocabulary limit in the sentence is a vocabulary that had previously been memorized in seventh grade. This is done as an adjustment to students' vocabulary skills.

However, this vocabulary problem can be solved by the availability of a dictionary. Unfortunately, the availability of dictionaries is also an obstacle in the eighth grade A of MTs Darul Amin Palangka Raya. Only a few students provide a dictionary during the learning activity. The availability of dictionary is very important for EFL students as a source information in learning English that implements a problem based learning model. the dictionary provides more vocabulary, it help student to create sentences with lot of vocabulary. So that many students learn vocabulary in this eighth grade, e.g., by solving problems.
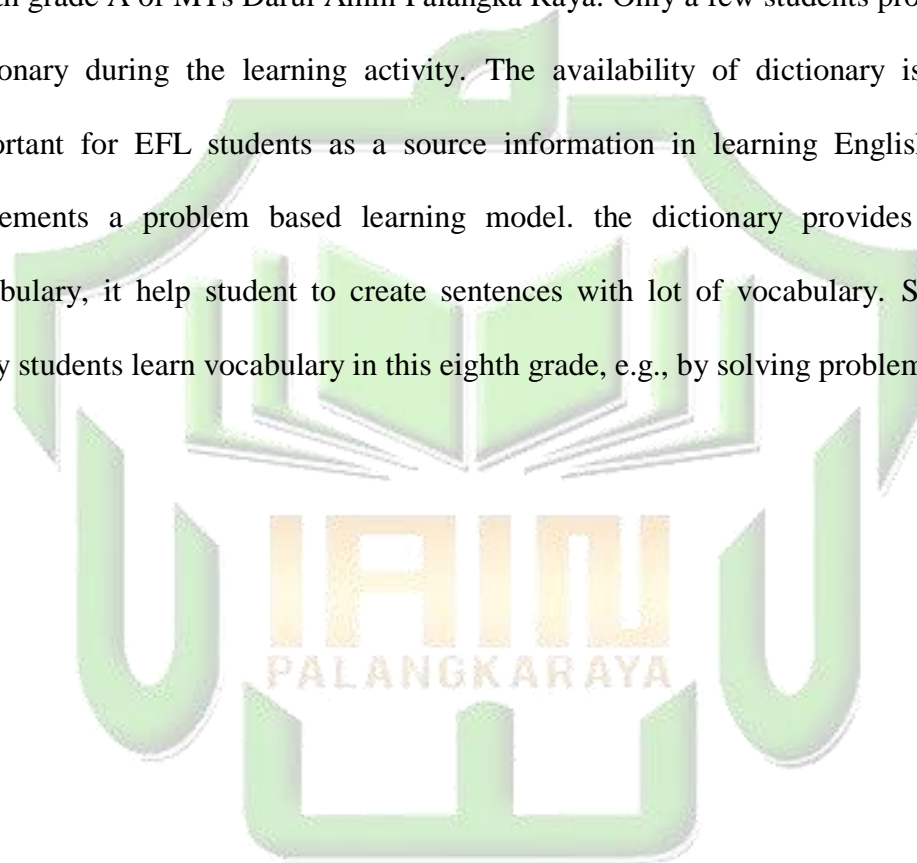
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research that has been done about implementing problem based learning model to eighth grade students in MTs Darul Amin Palangka Raya, the researcher concludes that:

1. Problem based learning model can improve students activeness through provide problems/questions for each students. Thus both active students and passive students can participate in learning activities to solve problems.

2. Students' academic achievement also increases in implementation of problem based learning model. First, improvement in cognitive aspects, students can achieve the highest cognitive level that is creating. Second, academic achievement in the affective aspect, students can reach the level of internalization of value by showing an active attitude, curiosity, confidence and responsibility. But some passive students still need motivation to achieve the internalization of value, especially in self-confidence. Third, academic achievement in psychomotor aspect, students have English writing skills using the correct language structure.

3. Based on interviews and observations that have been made, it was found that the obstacles in the impelementation of problem based learning model were students intelligence, limited vocabulary mastery, students

have lack of self-confidence and the lack of availability of dictionaries as the main source of information in English lessons.

B. Suggestion

Based on the conclusion of the study, the researcher would like to give some suggestion as follows:

1. For the students

    Students should try to increase self-confidence. Therefore, this problem based learning model, students are trained and motivated to confidently express their opinions and ideas. In addition, on the obtacles is limited vocabulary mastery, students should provide dictionaries so that problem can be solved.

2. For the teacher

    The implementation of problem based learning model by provide problems in individual is effective to allow all students involved in learning activities. However, the teacher can try to implement the problem based learning model by giving problems in groups. Besides, the teacher also can give problems to make sentences that more varied, especially those are varied in vocabulary for increase students' vocabulary.

3. For the next researcher

    This research has not covered more deeply the issues related to students activeness and academic achivement in implementing problem based learning. Therefore, the researcher hope for the next researcher can develop a more in-depth and thorough discussion of these issuess.

The next researcher who conduct similar topic research can use this research as reference for their study. The next researcher can also develop various topics related to implementation of problem based learning model such as impact of problem based learning to students' thinking skill, factors that effect students activeness in impelementation of problem based learning model, factors that effect students' academic achievement in problem based learning model, students preception about problem based learning model, the use of learning media in the implementation of problem based learning model, how are students cognitive, affective and psychomotor when the teacher implements the problem based learning model etc.
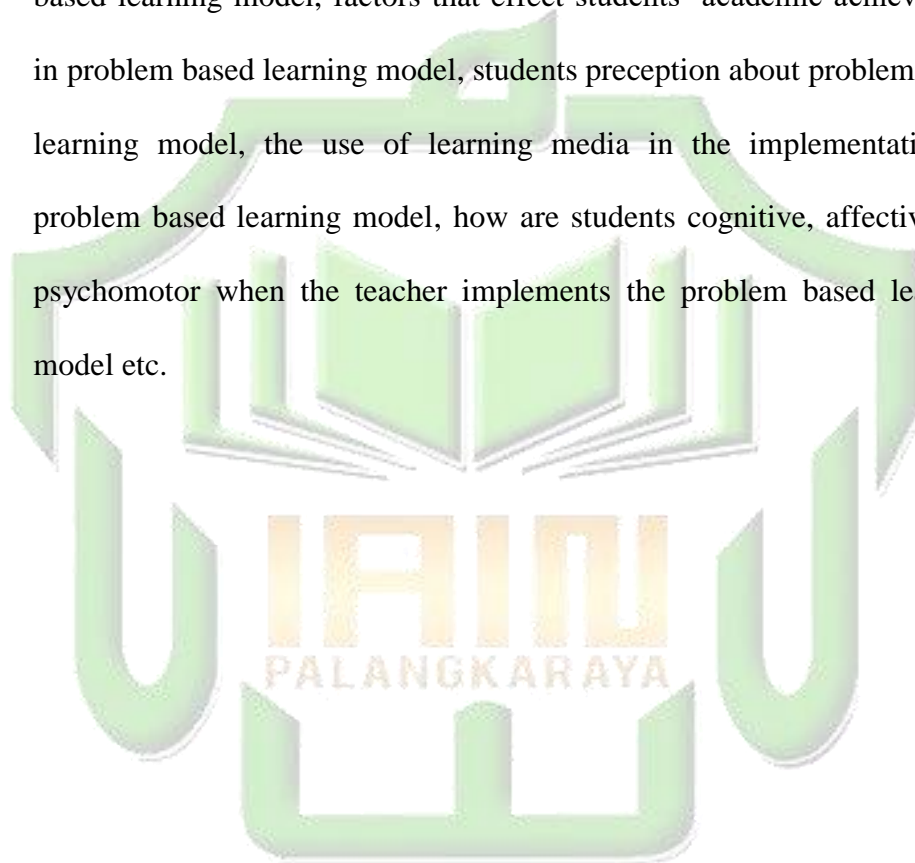
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