

## THE EFFORTS TO IMPROVE STUDENT LEARNING ENGLISH OUTCOMES THROUGH PROBLEM BASED LEARNING (PBL) STRATEGY

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### ABSTRACT

*This study uses classroom action research using PBL Method. The sample is Madrasah Aliyah Mambaul Ulum Megaluh Jombang. Consisting of 30 Students, 14 male students and 16 female students. The study was conducted in two cycles; one cycle was carried out twice. Techniques used for data collection include observation sheets and test sheets during the action and documentation of learning activities. The results of this study indicate the initial ability test of students who completed 20%. Furthermore, acted on cycle I with PBL method that student learning outcomes in English Subject Congratulations matter can be known as many as 56.67% declared complete Then through post-test cycle II proved that student learning outcomes in English subject matter Congratulations as much as 80% were declared complete. Based on the comparison of these numbers, it can be stated that the acquisition of the results of the post-test cycle II experienced completeness in student learning outcomes. This proves that it is not necessary to take corrective action through the implementation of the next cycle.*

**Keywords: English Learning Outcomes, Problem Based Learning (PBL)**

### ABSTRAK

Penelitian ini menggunakan penelitian tindakan kelas dengan menggunakan Metode PBL. Sampel adalah Madrasah Aliyah Mambaul Ulum Megaluh Jombang. Yang terdiri dari 30 orang 14 siswa laki-laki dan 16 siswa perempuan. Penelitian dilakukan dalam dua siklus, satu siklus dilaksanakan sebanyak dua kali tindakan. Teknik yang digunakan untuk pengumpulan data antar lain, lembar observasi dan lembar tes selama tindakan dan dokumentasi kegiatan pembelajaran. Hasil penelitian ini menunjukkan tes kemampuan awal siswa yang tuntas 20%. Selanjutnya ditindakan siklus I dengan metode PBL bahwa hasil belajar siswa pada Mata Pelajaran Bahasa Inggris materi Congratulations dapat diketahui sebanyak 56.67% dinyatakan tuntas Kemudian melalui post-test siklus II membuktikan bahwa hasil belajar siswa pada mata pelajaran Bahasa Inggris materi Congratulations sebanyak 80% dinyatakan tuntas. Berdasarkan perbandingan jumlah tersebut maka dapat dikemukakan bahwa perolehan hasil post-test siklus II mengalami ketuntasan pada hasil belajar siswa. Hal ini membuktikan bahwa tidak perlu dilakukan tindakan perbaikan melalui pelaksanaan siklusberikutnya.

**Kata Kunci: Hasil Belajar Bahasa Inggris, Problem Based Learning (PBL)**

## INTRODUCTION

In education that is the process of learning English is very determining the success of children in the future, to show positive changes so that the final stage will be able to skills, intelligence and new knowledge. So that in learning English students should be given the broadest opportunity to construct their own knowledge learned and actively interact with their environment.

Therefore, in learning English, an independent attitude of learning is needed for students. So, by having the independence of learning, students will have clear goals, can assess themselves, have high confidence in their abilities, and can participate during the learning process. Thus, independence needs to be present in the attitudes of every student, but unfortunately the facts found in the field contradict with expectations, where there is still a lack of student independence while participating in learning activities so as to result in a low average grade of students in English learning.

Based on observations at Madrasah Aliyah Mambaul Ulum Megaluh Jombang, it was found that students were less able to understand teaching material. This situation can be seen from the observation that there are several obstacles that can higher the low learning outcomes including the majority of students not being able to independently find, recognize, detail the opposites, and arrange questions that arise from the problem. Students only accept what is presented by the teacher and are very dependent on the teacher so that the effort to find information from other media is very lacking. Then also found that there are different conditions in the field, where the learning process is done by the lecture method. These conditions cause the learning process to be one-way, passive, and monotonous.

In addition, factors that influence the low value of student learning outcomes due to lack of media used by teachers so that students feel bored in the learning process. And there is an assumption that learning English is one of the difficult lessons. Causing low student learning outcomes. Students do not know the purpose and benefits of the learning activities they have done, as result students become lazy in learning, easily bored, difficult to concentrate, and unable to design their own learning

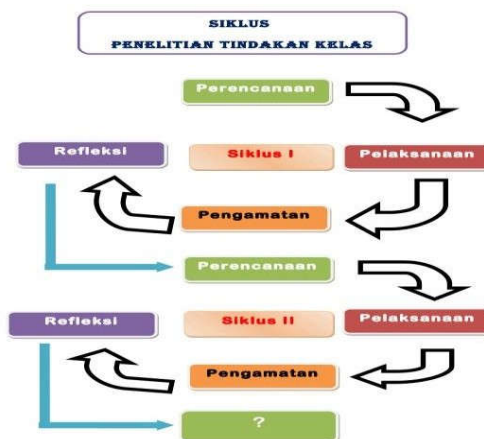
activities. So, in addressing these problems, recovery of English learning is needed with strategies that can improve student learning outcomes, one of which is by using PBL strategies. PBL Strategy is a model through

contextual approach learning activities become more active, meaningful, and real. So, this strategy is accordingly applied in learning English to improve student learning outcomes.

Based on the description above, the researcher is interested in conducting class action research with the title "Efforts to Effectiveness Learning Model Based Learning Outcomes of 10th grade students in Madrasah Aliyah Mambaul Ulum Megaluh Jombang.

## METHOD

In this study, the model used is the Classroom Action Research (CAR) model; the teacher will take direct action to students in carrying out English learning activities for 10th grade students in Madrasah Aliyah Mambaul Ulum Megaluh Jombang. Classroom Action Research is research that actively involves the role of teachers and students in various actions. The CAR model can be said to be a repeated or continuous experiment research, although this is not always the case. If the teacher is not satisfied with the results of his learning, and he wants to change the learning with a new model so he tries it. Try it not just once, but repeatedly so that research is called classroom action research.



## RESULTS AND DISCUSSION

### Results

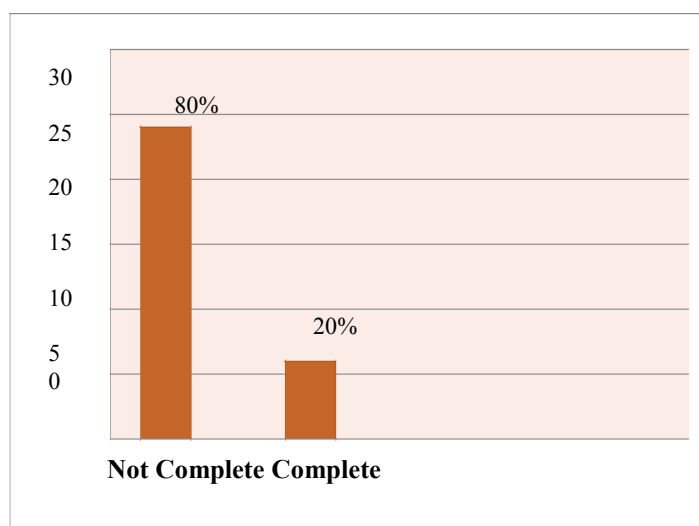
**Table 1. The level of mastery of the initial test (pre-test)**

Mastery Learning Level	Category	Frequency	Percentage
(86 – 100)%	Sangat Tinggi	2	6.66%
(76 – 85)%	Tinggi	4	13.33%
(60 – 75)%	Cukup	8	26.66%
(55 – 59)%	Rendah	0	0%
(0 – 54)%	Sangat Rendah	16	53.33%
<b>Jumlah</b>		<b>30</b>	<b>100%</b>

Based on the table above, it was found that students who had very high categories were 2 students (6.66), students who had High categories there were 4 students (13.33%), who had Enough 8 students (26.66%), were low (0%) and there are 16 students with the Very Low category (53.33%). This shows that the ability of students is still in the category of very low in understanding the matter of Congratulations.

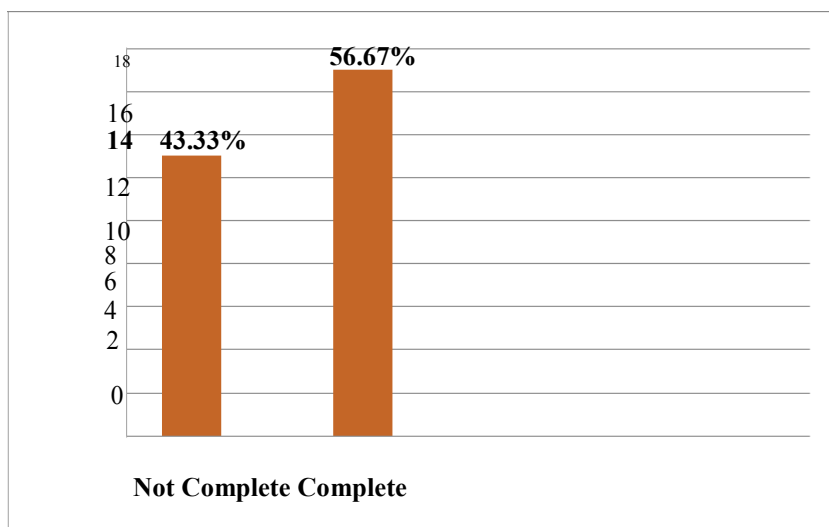
Based on the level of learning success of students on the initial test (pre-test) can be described in graphical form as follows:

**Figure 1. Student Learning Outcomes in the pre-action (Pre test)**



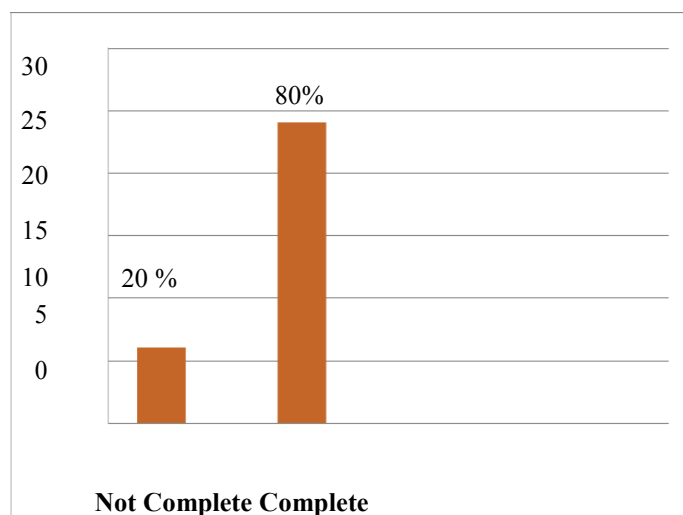
Based on the results of the evaluation through the Post-test proved that student learning outcomes in English Subject Congratulations material can be known as many as 17 students (56.67%) declared complete and as many as 13 students (43.33%) declared incomplete. Based on the comparison of these numbers, it can be stated that the acquisition of students' initial ability test results on the English Subject Congratulations matter was not complete. Thus, it can be concluded that in the first cycle students did not achieve mastery learning so it needs to be corrected through the implementation of the second cycle.

**Figure 2. Student Learning Outcomes in Post Test (Cycle I)**



Based on the results of the evaluation through the post-test Cycle II proved that student learning outcomes in the English subject matter Congratulations can be seen that as many as 6 students (20%) were declared incomplete and as many as 24 students (80%) were declared complete. Based on the comparison of these numbers, it can be stated that the acquisition of the results of the post-test cycle II experienced completeness in student learning outcomes. This proves that it is not necessary to take corrective action through the implementation of the nextcycle.

**Figure 3. Student Learning Outcomes in Post Test (Cycle II)**



Based on the results of the evaluation of learning in the pre-test, post-test cycle I, and post-test cycle II there was a significant increase with the application of PBL methods in 10th grade students in Madrasah Aliyah Mambaul Ulum Megaluh Jombang with Congratulations material can be stated that student learning activities increase and students are more active in the learning process. The following can be seen student learning outcomes from starting pre-test, post-test cycle I, and post-test cycleII.

**Table 2. Research Data Learning Outcomes of English 10th grade students in Madrasah Aliyah Mambaul Ulum Megaluh Jombang (Pre-Test, Post Test Cycle I, Post Test Cycle II)**

No	Test results	Percentage		Average	Information
1	Pre Test	Complete	20%	53	Not Complete
		Not Complete	80%		
2	PosTest SiklusI	Complete	56.67%	74	Not Complete
		Not Complete	43.33%		
3	PosTest SiklusI	Complete	80%	85	Complete
		Not Complete	20%		

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Based on research conducted, conclusions can be drawn including:

1. Before using PBL method in English Congratulations in 10th grade students in Madrasah Aliyah Mambaul Ulum Megaluh Jombang from 30 students who attended and took the pre-test conducted an average of 53 with a percentage of 20% complete or in words others did not reach KKM 80.
2. After using PBL method in English Congratulations in 10th grade students in Madrasah Aliyah Mambaul Ulum Megaluh Jombang there is an increase in eachcycle.

Data on the results of research on the initial conditions showed that an increase in student learning outcomes, namely at the beginning of the pre-action learning outcomes of students who reached 20% completeness with an average of 53. Then after taking action obtained student learning outcomes in the post test (Cycle I) which is equal to 56.67%, an average of 73.67 with a total of 17 students who completed or had passed the KKM 80 score, while students who did not complete reached 43.33% with a total of 13 students who did not achieve a KKM 80 value. Then in the second cycle has increased, there are 24 students reaching grades 80 and above with a percentage of 80% and an average value of 85.

3. By using PBL method in 10th grade students in Madrasah Aliyah Mambaul Ulum

Megaluh Jombang student learning is improved by seeing from an increase in student learning outcomes, i.e. at the beginning of the pre-action student learning outcomes reach 20% completeness. Then after the post-test (cycle I) the learning outcomes reached 56%. Furthermore, in the post-test (cycle II) student learning outcomes reached 80%. Can be seen from the learning before and after it is done by PBL method, student learning outcomes have increased. In the process of learning English on Congratulations material by using the PBL method, students are more active, and students can find problems related to Congratulations. Then students can find ways to express words in communicating with others and students are able to thinkcritically.

Thus, it can be concluded that the PBL method in learning can improve student learning outcomes in English subject matter Congratulations in 10th grade students Madrasah Aliyah Mambaul Ulum MegaluhJombang

### Suggestion

Based on the research findings presented, it is recommended:

1. Theoretical:

Can be used as information material in the development of knowledge about the role of the use of teaching aids on improving English learning outcomes Congratulations material, and can be used as a guide for furtherresearch.

2. Practical

- 1) To the principal of Madrasah Aliyah Mambaul Ulum Megaluh Jombang, in order to utilize learning media such as teaching aids to improve student learning outcomes. Schools also need to provide various supporting facilities in the learning process so that the learning process becomes better.
- 2) For teachers, it is better to improve the teaching and learning process by using PBL methods and varied learning methods by adjusting the level of students' ability to understand subject matter especially in English subject matter Congratulations.
- 3) For other researchers who will conduct research and readers, in using the PBL method and this learning media can be used as an alternative in the teaching and learning process especially in English subject matter Congratulations

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