

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Foreign language learning has been going on for a long time in Indonesia. Foreign languages have been taught in schools in Indonesia since the colonial era, and only exist in certain schools which are reserved for people in the upper socio-economic class. However, currently learning foreign languages in Indonesia is no longer elitist (which is only for the elite or respected circles). Because now everyone can learn foreign languages easily without any assumption that learning foreign languages is only for the elite.

Currently the foreign languages taught in Indonesia consist of English, German, Arabic and Mandarin. Thus the position of foreign languages gets a strategic place in Indonesia. For the following can be used to explain how foreign language acquisition is implemented at different educational levels. First, knowledge of English or other foreign languages will enable the Indonesian people to absorb scientific breakthroughs or distribute knowledge that is developing in Indonesia as the majority of science and technology in all fields are published in these languages. Second, with the development of communication and transportation technology, modern society has developed into a global society that is no longer limited by space and time. The global community is transformed into a global civilization without borders. The key for Indonesian people to participate in global society is to have language skills. One of the impacts of this globalization is the need to learn and teach

English and other foreign languages from elementary to tertiary level (Nurming Saleh et.al, 2018).

With this statement learning foreign languages, especially English language, needs to be implemented in the education curriculum in Indonesia due to the impact of globalization which requires people to have foreign language skills.

Regarding the importance of foreign languages in international community communication, English is a language that is considered an international language because there are many countries that make English their official or main language. Whereas in Indonesia, English has a position as a foreign language that needs to be learned, because this language is an international language which has an important role in terms of international community communication, especially in the field of education for students to learn international languages which can provide great opportunities to be able to compete. in the international world.

English language has begun to be introduced from the levels of Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and Higher Education (University). With this, of course, it can be used as capital to develop English in Indonesia (Aini, 2021). However, at this time elementary schools will no longer taught English as a subject. They claimed that the absence was meant to give the children sufficient time to become fluent in Indonesian before introducing them to another language (Harmanto, 2013).

Teachers in Indonesia use a variety of strategies in the classroom, the first of which is Discovery Learning (DL), is a model for developing active student learning strategies, encourages students to do their own research and come to their own conclusions. The findings are retained by students for a very long time and are not easily forgotten. When a learner is required to uncover knowledge about a goal idea in a self-regulated manner using only the material provided, then DL happens. Stimulation, problem statements, data collection, data processing, verification, and generalization are the stages or procedures in DL (Ramdhani et.al, 2017).

The second strategy is inquiry-based learning is an educational technique that focuses on knowledge discovery that encourages active engagement and accountability of students. It is defined by Jong and Joolingen (1998) as a teaching technique that uses social interaction to build an understanding of subjects of interest to students. Such an approach can aid students in developing their ability to operate in unpredictable and complicated circumstances, which is especially important in today's fast-paced, technology-driven culture (Suárez et.al, 2018).

Scientific learning, the third strategy, is one of the learning strategies that demands students to participate as active scientists. Each student learning activity is instructed to complete these activities using the phases of the scientific method, specifically 5M. (observing, asking, collecting data, reasoning, and communicating). It can be aided in these activities by employing today's sophisticated technology, notably the usage of multimedia

in delivering material to students in an engaging, exciting manner, which can even strengthen or promote students' critical thinking (Putamayanti, 2022).

The fourth strategy is project-based learning is an inquiry-based educational strategy that involves students in building knowledge. Students are required to complete meaningful projects and create real-world products. Encouraging questions, focus on learning objectives, and use of scaffolding technology are trademarks of PBL (Guo et.al, 2020).

The final strategy is to Problem-based learning (PBL) is a problem-based learning strategy that encourages students to study and work together in groups to solve issues, think critically and analytically, and be able to identify and apply relevant learning materials. The PBL method / problem solving is a form of learning in which students are presented with a problem / problem to be solved or conceptually solved in learning (Hotimah, 2020).

Among the strategies mentioned above, Problem Based Learning (PBL) is an innovative learning style that allows students to engage in active learning (Rerung et.al, 2017). With this learning model, students will become more active in learning activities in class. Because this learning requires students to solve a problem using the scientific method stage so that they obtain information about the subject and problem solving skills. According to Aris Shoimin (2016), Problem Based Learning strategies have advantages, including: 1) students are trained to solve problems in real-life settings; 2) students can construct their own knowledge through learning activities; and 3) learning is focused on problems, so that unrelated content can be avoided.

Students have learned something. This eases the burden on students by enabling them to memorize or retain information. 4) Students are involved in scientific activities through group work; 5) Students are accustomed to obtaining information from various sources, including libraries, the internet, interviews, and observations. 6) Students can evaluate their own learning progress; 7) Students can be involved in scientific communication through discussion activities or presentations of their work; and 8) Individual student learning barriers can be overcome. Meanwhile, the PBL model has several flaws: 1) problem-based learning (PBL) cannot be applied to every subject, and there are portions of the teacher who actively participate in the presentation of the information. Problem Based Learning is better suited to learning that necessitates certain problem-solving abilities, and 2) in a class with a significant level of student diversity, task division will be problematic (Rerung et al., 2017).

The implementation of this strategy at the high school level has been widely applied, there are many studies that apply Problem Based Learning strategies such as Widiyana(2019) who applies it in learning mathematics which is proven to improve mathematics learning outcomes for students of class X IPS 3 SMA N 4 Pekanbaru. Additionally, according to Elizabeth and Sigahitong's study on the impact of problem-based learning (PBL) models on static fluid material on students in class XI MIA Catholic SMAs St. John Paul II Maumere, using a Problem Based Learning model has an impact on students' creative thinking ability of students using the Problem Based

Learning model in the experimental class is greater and increasing. Because this learning model has many advantages and benefits for high school students to have the ability to solve problems related to real life. By using this strategy students can work in groups to find solutions to the existing problems. This strategy is useful for attracting students to curiosity and interest in the subject of study (Elizabeth & Sigahitong, 2018).

With the implementation of this strategy in learning for high school students, students' perceptions of the implementation of the Problem Based Learning strategy will certainly grow, because they feel the learning model. Problem Based Learning strategies are able to increase interest in learning about problem solving and develop critical thinking skills to find solutions to problems that exist in the real world through classroom learning.

The main reason for implementing Problem Based Learning in high school is because students at this level have been fully involved by the teacher in carrying out learning activities, especially in the latest curriculum at this time. This learning is suitable to be implemented in teaching English by teachers, because it will make students interested in how it is implemented and they will be more enthusiastic in learning. In addition it can improve student learning outcomes.

Based on the description above, the researcher is interested in carrying out research that aims to analyze the implementation of Problem-Based Learning in teaching English in senior high schools.

## **B. Statement of the Problem**

Based on the background of the study above, the statements of problem in this study are :

1. How is the implementation of Problem-Based Learning in teaching English?
2. What are the students' perceptions or response about the implementation of Problem Based Learning in teaching English?
3. What are the students learning outcomes with the implementation of Problem Based Learning in teaching English?

## **C. Purpose of the Study**

Based on the statement of the problem above, the purposes of this research are :

1. To investigate how the implementation of Problem-Based Learning in teaching English
2. To know students' perceptions or response about the implementation of Problem Based Learning in teaching English.
3. To describe students learning outcomes with the implementation of Problem Based Learning in teaching English

## **D. Significance of the Study**

The result of this research are expected to give as follow as:

1. For students

The results of this study may be used as a reference for students about understanding Problem Based Learning which is implemented in learning English.

2. For teachers

The results of this study may give benefits for teachers to be able to implement Problem-Based Learning in teaching English as an alternative teaching to improve student learning outcomes.

3. For institutions

The results of this study may give benefits for related educational institutions as a motivation to instill interest and attitudes of students to conduct further research related to Problem Based Learning.

4. For researchers

The results of this study may give benefits for other researchers because they can be used as additional information to conduct further research related to Problem Based Learning.

### **E. Scope and Limitation**

Based on the research above, the target of this research is to analyze the implementation of problem-based learning in teaching English. Properly in this case, the implementation of Problem-Based Learning that has been done by the teacher to students of class X at SMAN 1 Ponorogo. Furthermore, this study tries to describe student learning outcomes. Where the scope and limitations of research are limited to the subject and research object.



## F. Definition of Key Terms

Some definitions are provided to help understand the key terms used in this study:

**Problem-Based Learning** : is a teaching method that encourages students to work on real-world, student-centered problems in order to build their own knowledge, improve their thinking and problem-solving abilities, and gain independence and self-confidence. Problem Based Learning is also a teaching method that focuses on problems to develop problem-solving abilities, materials, content, and self-control. Students must solve problems using problem-based learning, which demands them to gather as much information as they can, analyze it, and come up with solutions. (Hudha et.al, 2017).

**English Language Teaching** :is a process that functions to develop English language skills contextually and easily accepted by guiding students to understand the material presented. This will result in a form of learning English that is more aligned with the linguistic demands of students. (Ningsih, 2021).