

CHAPTER I

INTRODUCTION

A. Background of The Research

The global demand for English proficiency has intensified in recent years, particularly in non-English speaking countries. English has become a lingua franca in various fields, including education, business, and technology (Rao, 2019). This has necessitated effective teaching methodologies to enhance students' language skills. Among these methodologies, Problem-Based Learning (PBL) has emerged as a promising approach that fosters critical thinking and active engagement among learners.

Problem-Based Learning is an instructional method that challenges students to learn through engagement with complex, real-world problems. Instead of traditional rote memorization, Problem Based Learning encourages collaborative learning, where students work in groups to solve problems, thereby developing both language skills and critical thinking abilities. This approach aligns well with the communicative language teaching paradigm, which emphasizes interaction and practical use of language (Ali, 2019).

In the context of Tadris Bahasa Inggris, which focuses on training prospective English teachers, the adoption of PBL can significantly affect students' learning outcomes. The curriculum

aims to equip future educators with not only linguistic proficiency but also pedagogical skills. Implementing PBL can enhance students' ability to apply their language skills in authentic situations, ultimately preparing them for real-life teaching scenarios.

Based on pre-observation in Tadris Bahasa Inggris, the researcher find out are: English language ability is an essential skill for Tadris English students because it plays an important role in supporting their understanding of lecture material and readiness to face the professional world. As students studying English, they are required to master various aspects of the language, such as speaking, writing, reading and listening skills, to support an effective learning process. Good command of English also allows them to access academic literature, follow scientific developments, and communicate with native speakers or the global academic community. Thus, these skills are not only an academic requirement, but are also the main capital for students to compete in the world of work, especially in the fields of education, research and language-based industry.

In addition, a high level of command of English provides long-term benefits for Tadris English students in building a successful career. Students who have good language skills tend to be more confident in teaching, writing scientific articles, and participating in international seminars and conferences. In the era

of globalization, the need for teaching staff and professionals who are fluent in English is increasing, both at home and abroad. Therefore, educational institutions need to implement innovative learning methods, such as Problem-Based Learning (PBL), to help students hone their critical thinking skills and communicate effectively in English. With the right approach, Tadris English students can develop their language skills optimally and be ready to face challenges in the professional world.

Traditional learning tends to be less effective in improving critical thinking and problem solving skills because it focuses on lecture and memorization methods rather than in-depth exploration and analysis. In this learning model, students often become passive recipients of information without being given the opportunity to explore concepts independently or apply them in real situations. As a result, they tend to just memorize the material without understanding how to use it to solve complex problems. This approach also does not support the development of analytical and reflective skills that are needed in the academic and professional world. Therefore, more active and participatory learning methods are needed to train students to think critically and solve problems independently (Bo et., al, 2022).

In the context of language education, traditional learning can also limit students' ability to hone language skills in a natural and applicable way. When the learning process only centers on

grammar theory and memorizing vocabulary without application in discussions or solving problems based on real situations, students find it difficult to develop effective communication skills. Learning models such as Problem-Based Learning (PBL) offer more dynamic solutions by encouraging students to analyze, discuss and find solutions to various challenges that are relevant to their lives. Thus, a shift from traditional learning to a problem-based approach can significantly improve the quality of students' understanding and critical thinking and problem solving skills.

Problem-Based Learning (PBL) is considered a method that can improve English language skills through a real problem-based approach because it encourages students to use language actively in authentic contexts. In PBL, students are given problems that are relevant to their lives or academic fields, which they then have to analyze and solve using English. This process requires them to read, write, speak and listen critically, so that language skills develop naturally. Apart from that, PBL also creates a more dynamic and collaborative learning environment, where students can exchange ideas, discuss, and develop confidence in using English effectively.

Apart from improving language skills, PBL also contributes to the development of critical thinking and problem solving skills that are much needed in the academic and professional world. By facing real challenges, students learn to

process information, organize arguments, and convey their ideas in English more clearly and structured. The application of PBL in English language learning also allows students to understand the use of language in various communication situations, from academic to professional. Thus, this method not only helps them in improving their linguistic abilities, but also equips them with the skills necessary to face challenges in the era of globalization.

Research has shown that PBL can lead to improved academic achievement and greater retention of knowledge. Studies indicate that students engaged in PBL often outperform their peers in traditional learning environments, especially in language acquisition. This is attributed to the active engagement and motivation that PBL fosters, making learning more relevant and enjoyable.

Furthermore, the integration of PBL in language education aligns with the constructivist theory of learning, which posits that learners construct knowledge through experiences. Torp & Sage (1998) define that problem-based learning as a learning activity based on experiences such as thoughts or direct practice by conducting investigations and solving real-world problems. In this framework, students are not mere recipients of information; they actively participate in their learning journey. This paradigm shift is particularly beneficial in language learning, where practice and context are critical for proficiency.

The effectiveness of PBL in enhancing English proficiency has been a subject of various studies. For instance, research conducted in different educational settings has highlighted the positive correlation between PBL and language achievement. These findings underscore the need for further exploration of PBL specifically within the Tadris Bahasa Inggris program, which has unique characteristics and challenges.

Despite the potential benefits, implementing PBL in language education is not without challenges. Instructors may require training to effectively facilitate PBL, and there may be resistance from students accustomed to traditional teaching methods. Additionally, the assessment of language proficiency in a PBL context poses its own difficulties, necessitating the development of innovative evaluation methods.

This study aims to analyze the impact of Problem-Based Learning on English proficiency among students of Tadris Bahasa Inggris. By examining student achievements, the research will provide insights into the effectiveness of PBL as a pedagogical approach. It will also identify best practices and potential obstacles in implementing PBL in this specific educational context.

The significance of this research lies in its potential to inform curriculum development and teaching strategies within Tadris Bahasa Inggris programs. By demonstrating the benefits of

PBL, educators can be encouraged to adopt more interactive and engaging teaching methods that cater to the needs of modern learners. And then, the integration of Problem-Based Learning into English language education holds great promise for enhancing students' proficiency and achievement. As the demand for skilled English speakers continues to rise, it is imperative that educational institutions adopt innovative teaching methodologies that effectively prepare students for the challenges of the globalized world.

Then, The use of problem-based learning (PBL) in the classroom provides opportunities for students to gain knowledge through effective and group interactions (Tan, 2003). The use of problem-based learning makes the learning process fun and interesting. Students have a tendency to think, solve problems, learn independently and improve students' social skills (Polyiem & Nuangchalerm, 2022).

So, Problem based learning encourages students to be more active in the learning process. This method requires students to participate. While the teacher helps and gives advice. The active learning process can develop students' understanding and knowledge of the material being studied. Students get information and use their information and skills to complete their assignments (Delisle, 1997). Its different from using traditional methods in language learning. The learning process does not

provide students with the opportunity to develop their skills. Only the delivery of material by the teacher and students are assigned to make a note about the material that has been taught. The lack of student participation in learning makes the language learning process less enjoyable and less focused on the material being taught.

In Ariyanti et al., (2019) during the learning process in class, teachers found several problems. The problem faced by teachers is the lack of student motivation in learning. This has an impact on student interest and involvement in class. Students also do not focus when the teacher explains the learning material. So that there is a lack of interaction between students and teachers in the teaching and learning process. Haudi (2021) stated students who have interest and attention in learning create effective learning. Interest influences learning. By having an interest, students will do something they are interested in. Student motivation also influences learning activities. Motivation is a process that has motives and actions to obtain needs and achieve goals.

Shawaqfeh et al., (2024) claims that social interaction and participation in class affect the foreign language learning process. Interaction in the form of conversation can be done by students and teachers to improve English language proficiency. Students who are passive when answering questions from the teacher. One

or two people who respond. Choosing the right learning method in class can create a learning environment that supports and motivates students to achieve maximum learning outcomes.

Student achievement in learning can be obtained from learning activities that have been carried out previously. Student learning outcomes can be seen from the scores given by the teacher. Scores in the form of letters, words or symbols indicate the level of student success during a certain time. Internal and external factors influence student learning achievement. Internal factors include intelligence, practice, motivation, learning habits, interests and attitudes. While external factors include family factors, teachers, teaching methods, the environment and tools used in learning (Candrasa & Cen, 2023).

Some of previous research discussing about problem based learning. The research consist of Amedume et al., (2022) with the title “Effect of Problem Based Learning Approach on Students' Achievement in Trigonometry”. Second, Ermawati et al., (2022) "The Effect of Problem Based Learning Model and Achievement Motivation on Mathematics Learning Outcomes. Third, Rosyidin et al., (2022) entitled “The Effect of Problem-Based Learning Model Towards Students' Comprehension of The English Reading Text”. Based on these research, the reseracher find the research gaps, they are : a) specificity of subject matter; the studies by Amedume et al. and Ermawati et al. focus on

mathematics, while Rosyidin et al. addresses English reading comprehension. There is a lack of research that explicitly examines the effects of Problem-Based Learning (PBL) on English proficiency, particularly in the context of teaching English as a foreign language, b) integration of subject areas: while there is research on PBL in mathematics and reading comprehension, there is limited exploration of how PBL can integrate language skills (listening, speaking, reading, writing) in a cohesive manner. This gap suggests a need for studies that explore PBL's effectiveness across multiple language competencies, c) longitudinal studies: existing studies primarily focus on immediate learning outcomes. There is a lack of longitudinal research examining the long-term effects of PBL on students' language proficiency and retention over time. This could provide insights into how PBL impacts sustained learning, d) student engagement and motivation: while Ermawati et al. considers achievement motivation, there is little research on how PBL specifically influences student engagement and motivation in language learning contexts. Understanding these factors is crucial for implementing effective teaching strategies, e) assessment methods: existing literature often lacks detailed discussion on assessing student outcomes in PBL settings, particularly for language learning. Research could investigate innovative assessment strategies that align with PBL principles, and e) comparative studies: there is a need for comparative

studies that analyze the effectiveness of PBL versus traditional teaching methods in language proficiency, providing a clearer understanding of its advantages and limitations.

The difference between previous studies and research gaps, the researcher interesting to study about the students achievement English proficiency through problem based learning focus on the fifth semester of Tadris Bahasa Inggris becomes object of this research.

B. Identification of The Problem

The problem on this research as follows:

1. Limited Research on PBL in Language Education:

While there is substantial research on PBL in subjects like mathematics, there is a scarcity of studies focusing specifically on its application in language education, particularly in English as a foreign language.

2. Challenges in Implementation:

Implementing PBL effectively in language instruction can be challenging due to the need for teacher training, resources, and the shift in teaching philosophy required from traditional methods.

3. Assessment Difficulties:

Evaluating student progress and language proficiency in a PBL context poses challenges, as traditional assessment

methods may not adequately reflect the skills developed through problem-based approaches.

4. Inconsistent Student Engagement:

Students may exhibit varying levels of engagement and motivation when participating in PBL activities, which can affect overall learning outcomes and achievement in language proficiency.

5. Cultural and Contextual Barriers:

The effectiveness of PBL may be influenced by cultural attitudes towards education and learning styles, which can vary significantly among students in Tadris Bahasa Inggris.

6. Need for Longitudinal Studies:

Most existing research focuses on short-term outcomes, leaving a gap in understanding the long-term effects of PBL on language proficiency and retention among students.

7. Lack of Comprehensive Curriculum Integration:

There may be challenges in integrating PBL into the existing curriculum, which may not be designed to accommodate collaborative and problem-based approaches.

8. Diversity in Student Backgrounds:

The varied linguistic and educational backgrounds of students may lead to unequal experiences and outcomes in PBL, complicating the analysis of its effectiveness.

9. Resistance to Change:

Some students and educators may resist adopting PBL methodologies due to familiarity with traditional instruction, potentially leading to ineffective implementation.

10. Limited Focus on Holistic Language Skills:

Existing studies may not adequately address the development of all four language skills (listening, speaking, reading, writing) through PBL, focusing instead on specific areas like reading comprehension.

C. Limitation of The Problem

The researcher had focuses on analysis of English proficiency through problem based learning and students achievement of Tadris Bahasa Inggris.

D. Research Question

Based on the explanation above, the question of this research is How the English proficiency of Tadris Bahasa Inggris through Problem Based Learning?

E. Objective of The Research

The purpose of this research is to find out English proficiency through Problem Based Learning and students achievement of Tadris Bahasa Inggris

F. Significance of The Research

The researcher expect this research can be useful for students, teacher, and for future researcher.

1. Students

The researcher hopes that this research can be used for students to know their English proficiency.

2. English Teacher

The researcher hopes that this research can be a reference for English teacher in choosing a method.

3. For Future Research

The researcher hopes that this research can be a give information for the next research in choose topic of study in different ways.

G. Definition of Key Term

1. Problem Based Learning

Problem-based learning (PBL) is a teaching method that engages students in learning by providing them with real-world problems to solve. Instead of passively receiving information from a teacher, students actively construct their own knowledge through inquiry, collaboration, and critical thinking.

2. English Proficiency:

English proficiency refers to a person's ability to communicate effectively in the English language. It encompasses various aspects such as: Reading: Understanding written English, including different genres and levels of complexity, Writing: Expressing thoughts and ideas clearly and accurately in written English, Listening: Comprehending spoken English, including different accents and speeds, Speaking: Communicating effectively in spoken English, using appropriate vocabulary and grammar.

English proficiency is often assessed through standardized tests like the TOEFL, IELTS, or TOEIC. These tests measure a person's ability to use English in academic, workplace, or everyday settings.

3. Students Achievement

Student achievement refers to the level of success a student has attained in their academic pursuits. It is often measured by standardized tests, grades, and other assessments. Student achievement can be influenced by various factors, including:

- Individual factors: Intelligence, motivation, study habits, and learning style.

- School factors: Quality of instruction, resources, and school climate.
- Home factors: Parental involvement, socioeconomic status, and access to educational opportunities.

Student achievement is a complex issue with multiple contributing factors. It is important to consider a variety of factors when evaluating a student's success

