

CHAPTER II

LITERATURE REVIEW

A. English Proficiency

According to the American Council on the Teaching of Foreign Languages (ACTFL) in Armea et al. (2022), Proficiency demonstrates what a language user can do regardless of where, when, or how they acquired the language. Proficiency also includes the ability to use the language in real-world situations, spontaneous interactions, and unprepared contexts in acceptable and appropriate ways for native speakers of the language.

In another explanation from Gabejan (2022), the definition of Proficiency describes the ability of language learners to speak a foreign language, whether in a foreign country or the classroom. They are able to read, write, understand, and interpret signs in English. Proficiency is also designed to help learners improve their language skills, both in the classroom and outside of it.

Proficiency is related to the ability to use and practice a foreign language in the classroom or in daily life. English language proficiency is categorized into four areas: reading skills, writing skills, speaking skills, and listening skills.

1. Reading Comprehension

a. Definition of Reading

Anderson in David Nunan (2003) explains that reading is a process in which the reader integrates information from the text with their knowledge to form meaning. Anderson et al. (1985) also explain that reading is a process in which the reader combines their knowledge and information to derive meaning from the text. Reading more frequently will extend your understanding of yourself and others, present you with new facts and ideas, and improve your vocabulary and reading comprehension. It also speeds up your reading (Tarihoran& Rachmat, 2010).

Besides that, Reading comprehension can help students improve their vocabulary and writing skills, and it is an essential skill to other skills like speaking, writing, and listening. Students must read and comprehend the reading material extensively to improve their learning outcomes (Fahmi, 2023). Harmer (1998) also stated that reading activities benefit students' writing skills. Students gain knowledge of vocabulary, punctuation, and how to make sentences. In addition, interesting reading can build students' creativity and imagination. The better the topic, the more students are

interested in reading activities. Thus, the process of student language acquisition can allow for good results.

According to Nuttal, quoted by Saraswati et al (2021) explains that aspects of reading consist of five parts. Students must master these five aspects to understand a text's reading quickly. This consists of finding the main idea, getting specific information, creating and identifying references, and understanding the meaning of words and detailed information. Nurdianingsih (2021) explains that the advantages of reading can expand the acquisition of information compared to listening. The information obtained is much more detailed than if I were reading a newspaper.

From the explanation above, reading is a process of obtaining information from a text. Language learners can use reading activities to develop their language skills. The more students understand the reading, the better their language acquisition.

b. Types of Reading

According to Brown (2000), the types of reading are categorized into three types as follows.

1. Perceptive

In perceptive reading, more attention is paid to the parts that form a larger discourse, such as letters,

words, punctuation, and graphemic symbols. This type of reading involves a bottom-up process.

2. Selective

Special tasks that involve image cues, matching, true or false, multiple choice, etc., are used to ensure someone's recognition of lexical, grammatical, or discourse features of language within a very short language range. Stimulus includes sentences, short paragraphs, simple graphs, and charts. In addition, a brief response is expected. There is a possibility that bottom-up and top-down processing are combined.

3. Interactive

The language span includes several paragraphs or more than one page, falling under the category of interactive reading, where the reader must interact with the text according to psycholinguistics. Anecdotes, narratives, short descriptions, questionnaires, memos, announcements, instructions, recipes, and traditional genres, including interactive readings, are examples of interactive reading. The purpose of the interactive task is to retain the processed information by identifying relevant characteristics such as lexical, symbolic, grammatical, and discourse in a short text. The characteristic of interactive reading is top-down processing.

4. Extensive

Texts that are discussed over more than one page, such as essays, reports, short stories, articles, and books, are included in extensive reading. In reading research, extensive reading has a broader discourse scope and aims to evaluate how students understand the text as a whole and in the broadest context. This is considered top-down processing.

2. Writing Skills

a. Definition of Writing

David Nunan (2003) states that writing is an activity that involves searching for ideas, formulating ways to express them, and organizing them into clear sentences and paragraphs for the reader. The purpose of writing is to express ideas and convey messages to readers. Therefore, ideas are the most important part of writing. Writers must also pay attention to formal aspects such as neat handwriting, correct spelling and punctuation, grammar, and vocabulary selection (Ur, 2009).

Harmer (1998) explains that writing is a basic skill. It is as important as speaking, listening, and reading. In writing instruction, the type of writing assigned by the teacher must be adjusted to the student's

age and interests. The assignment of tasks for various educational levels needs to consider both of those aspects so that students can acquire language and help students complete their tasks.

There are several aspects that teachers must consider to improve students' writing skills. First, writing techniques in English, accuracy in grammar, vocabulary and meaning, writing style, and an easy way to express the ideas to be conveyed. From these four aspects, students can produce good writing. Students should also have more confidence in writing by adhering to writing conventions such as paragraphs and punctuation (Broughton et al., 1980).

b. Types of writing

Brown (2000) explains that writing skills have four types: imitation, intensive, responsive, and extensive.

1. Imitative

Learners must master basic tasks such as letters, words, punctuation, and short sentences before they can produce written language. The ability to spell correctly and understand English spelling also falls into this category. Thus, learners can master how the writing system works. The main focus is form, if not exclusively, while context and meaning are more important.

2. Intensive

Besides the basics of imitative writing, the ability to use appropriate vocabulary in context, collocations, and idioms, and having correct grammar throughout the sentence. Although meaning and context are important for determining truth and appropriateness, most assessment tasks focus on form and are controlled by test design.

3. Responsive

In this type of writing, learners connect sentences into paragraphs and create a sequence of two or three logically connected paragraphs. Writers are free to express their ideas by choosing one way or another. The writer must master the basics of grammar at the sentence and discourse levels to help them achieve the goals of the text and emphasize the context and meaning.

4. Extensive

Extensive writing means managing all writing processes and strategies for all types of work, from papers to essays to extensive research project reports or even lengthy theses. The author's focus on grammatical forms is limited to editing or reviewing drafts. They also pay attention to the organization and logical development of ideas and the details of illustrating ideas and achieving the results, which requires going through several drafts.

3. Speaking Skills

a. Definition of Speaking

Ur (2009) states that speaking ability is more important than listening, reading, and writing skills. A person who masters a language is often referred to as a speaker of that language as if the ability to speak includes all other knowledge. So, students need to master speaking skills when learning English.

David Nunan (2003) also defines speaking as an active and productive verbal skill. It involves the ability to produce speech that is systematically structured in order to convey messages. Even if a student is very good at listening and understanding, it does not guarantee that they will speak fluently. Sharp-eared do not always result in fluent speaking ability. Special training in productive speaking skills is required (Broughton et al., 1980).

The speaking exercises given by the teacher must be related to benefits that can enhance their oral fluency. The method that the teacher can apply is direct and spontaneous communication, such as conversations with friends. Speaking is a skill used to interact and communicate with others in various social situations (Broughton et al., 1980).

Students can be encouraged to use the language they master through speaking assignments. The first

example is practice. Through discussion activities, students can express themselves freely. The teacher can also invite students to role-play. In this way, they can directly experience communicating in a foreign language. Second, feedback from the teacher. Teachers play an important role in creating students' speaking success. Through this feedback, students become aware of their shortcomings and problems. In this way, it can build their confidence. Finally, there is engagement. Student participation arises if speaking activities are conducted correctly and motivate students (Harmer, 1998).

b. Types of speaking

According to Brown (2000), there are five types of speaking: imitative, intensive, responsive, interactive, and extensive.

1. Imitative

This speaking ability is performed by mimicking a word, phrase, or sentence while paying attention to the language's prosodic, lexical, and grammatical properties. This type of listening allows the speaker to remember the short language segments that need to be imitated in the short term.

2. Intensive

Short speeches are the most commonly used type of speaking. The goal is to show grammar, phrases, lexical, or phonological skills. The speaker must understand the semantic nature but minimally interact with the interlocutor to respond. Examples of intensive assessment include guided responses, reading aloud, completing sentences and dialogues, and translation in simple sequences.

3. Responsive

This type of speaking is limited to interactions and understanding tests such as very short conversations, greetings and casual chats, requests, comments, etc. They can only push through verbal commands with one or two questions or responses.

4. Interactive

The difference between responsive and interactive speaking lies in the length and complexity of the interaction, which sometimes involves multiple conversations or participants. One of the two types of interactions is interpersonal exchange, which aims to maintain social relationships, or transactional exchange, where people talk to exchange specific information. Interactions are very complicated because they require speaking in an informal register and using sociolinguistic

conventions such as size, ellipsis, slang, humor, and colloquial.

5. Extensive

Speeches, oral presentations, and storytelling are types of extensive speaking where the audience has little opportunity to interact verbally, possibly with nonverbal language. Although the language style is often more planning-oriented and formal for broader contexts, we cannot avoid informal monologues, such as casual speeches or stories in novels or films.

4. Listening Comprehension

a. Definition of Listening

Listening is one aspect of language proficiency, which is included in the four language skills: listening, speaking, reading, and writing. This activity requires active participation from individuals. In listening, there is a sender, a message, and a receiver. This process involves reception, attention, understanding of meaning, and response to messages conveyed both verbally and nonverbally (Tyagi, 2013).

David Nunan (2003) discusses about listening. The goal of listening skills is to figure out what we hear. Language skills are usually divided into receptive and productive. Speaking and writing are classified as

productive skills while listening and reading fall under receptive skills. This means that listening requires the ability to receive and understand the information received. Due to its receptive nature, we can listen to and comprehend information at a higher level than our ability to produce it.

Broughton et al. (1980) gave his views on listening. He mentioned the assumption that listening is a passive skill, which is not accurate. In listening activities, the listener and speaker need to be active to understand the information. Receptive skills are used to understand the information being spoken. Listening and understanding can be reinforced by using visual and verbal cues.

According to Hendrawaty and Nurhayati (2019), listening becomes the first foundation learned by learners when studying a new language. Listening skills can also be referred to as receptive skills. Learners acquire new vocabulary through what they hear. The ability to receive this information can affect their ability to produce language. The better the learners' listening skills, the greater their chances of understanding and developing skills such as speaking and writing.

b. Types of Listening

Brown (2000) explains that types of listening are divided into four parts: intensive, responsive, selective, and extensive.

1. Intensive

This type of listening aims to understand broader elements of language, such as phonemes, words, intonation, discourse markers, etc.

2. Responsive

Listening to this contains greetings, questions, commands, checks, and understanding in a brief language and aims to provide brief answers.

3. Selective

This type of listening has discourse aspects, namely a short monologue of a few minutes to check specific information. Moreover, it involves understanding information in more extended dialogues such as teacher instructions, news, radio, and stories. To assess students' selective listening, the teacher can ask students to listen to names, numbers, language categories, directions, facts, or events.

4. Extensive

This type of listening aims to develop a comprehensive understanding of spoken language. It can include listening to long lectures and conversations to

obtain a comprehensive message. Aspects of extensive listening include summarizing, identifying the main ideas, and drawing conclusions.

B. Theory of Learning

1. Piaget Theory

Piaget's theory explains that children have an active role in learning. Children interact and solve problems obtained from their surroundings. Learning will occur if children take action to get solutions. From that action, children gain actively constructed knowledge (Cameron, 2001).

2. Vygotsky Theory

In language development, children become social beings. Interaction with adults can help children learn to do something and think. Vygotsky argues that the social context is the first thing children do. In doing something, children are helped by others with language in various ways. Gradually, children will switch to taking action and become independent learners (Cameron, 2001).

C. Problem Based Learning Model

Problem-Based Learning (PBL) is an instructional approach that emphasizes student-centered learning through real-world problem-solving. Various experts have defined and

analyzed the PBL model, highlighting its benefits and effectiveness in enhancing students' critical thinking, collaboration, and problem-solving abilities.

Hmelo-Silver, C. E. (2004) explains that PBL helps students develop flexible knowledge, effective problem-solving skills, and intrinsic motivation for learning. She highlights the importance of collaboration and metacognition, where students not only solve problems but also reflect on their thought processes. Hmelo-Silver stresses that PBL encourages active learning and lifelong learning skills, making it highly effective for preparing students for real-world challenges.

David Jonassen views PBL as a situated learning approach, where students learn within authentic contexts rather than isolated classroom settings. He differentiates PBL from conventional learning by emphasizing that problems in PBL are ill-structured, meaning they do not have a single correct answer. This characteristic encourages students to think critically, analyze multiple perspectives, and develop creative solutions.

Besides that, Biggs (1999) stated that students' cognitive understanding can be improved by conducting good teaching. To achieve successful teaching can be achieved with alignment between objectives, teaching learning activities and

assessments. The application of problem based learning can be used in elementary, middle and high schools. The issues or problems chosen with appropriate and relevant to the age of the students (Westwood, 2008).

According to Widiaworo quoted in Ardianti et al., (2021) explains that problem based learning is a learning process that explains contextual problems so that students are enthusiastic about learning. Before learning, students are given problems that encourage students to research, describe and find solutions to the problem. Delisle, Robert (1997) stated that problem based learning can provide motivation to students who feel bored, improve understanding and also achievement.

Barret (2017) states that problem-based learning starts by introducing a problem as a starting point to actively engage students in their learning, increase their motivation to explore further, demonstrate the relevance of the knowledge they acquire to their future careers, activate their prior knowledge, enhance their critical and creative thinking skills, and provide opportunities for students to build knowledge collaboratively by integrating their independent study results and working together to solve problems

Problem based learning has principles including independent and directed learning, group formation in the learning process and the teacher becomes a facilitator,

participation is carried out by all groups, motivation, teamwork, problem solving and task involvement by students. to solve problems students can use data, photos or articles (Ali, 2019). Problem based learning also helps students develop thinking and problem solving skills, learn the role of adults, socialize, and become independent learners (Arends, 2012).

Moreover, Problem-Based Learning (PBL) is an effective instructional approach that enhances English proficiency by engaging students in real-world problems that require critical thinking, collaboration, and communication. Unlike traditional language learning methods that focus on memorization and repetitive exercises, PBL encourages students to use English in meaningful contexts. By working on authentic tasks, students naturally develop their language skills while solving problems, making the learning process more engaging and relevant to their personal and academic growth.

One of the key benefits of PBL in improving English proficiency is its emphasis on communication. In a PBL classroom, students work in groups to analyze problems, discuss possible solutions, and present their findings all in English. This process enhances their speaking and listening skills as they negotiate meaning, explain their ideas, and

respond to their peers. Additionally, students engage in extensive reading and writing as they conduct research, summarize information, and document their findings, further strengthening their literacy skills. By integrating all four language skills listening, speaking, reading, and writing PBL provides a comprehensive approach to language learning.

And then, PBL fosters student motivation and confidence in using English. Because problems in PBL are often connected to real-life situations, students see the practical value of learning the language, making them more eager to participate. The collaborative nature of PBL also reduces anxiety, as students work together and support one another in the learning process. As a result, learners become more comfortable using English in both academic and social contexts, ultimately leading to higher levels of proficiency. Therefore, incorporating PBL into English language instruction is a powerful way to enhance students' language skills while fostering critical thinking and problem-solving abilities.

From these expert perspectives, it is evident that Problem-Based Learning (PBL) is a powerful educational model that enhances critical thinking, collaboration, and self-directed learning. It shifts the focus from traditional teacher-led instruction to student-driven inquiry, where learners actively

construct knowledge through problem-solving. The implementation of PBL has been widely supported in various disciplines, including language learning, science, and medical education, due to its effectiveness in fostering deep understanding and real-world application of knowledge.

D. Characteristic of Problem Based Learning

Akbar et al. (2023) outline four characteristics of problem-based learning (PBL).

a. Focus on problem-solving

Solving complex problems is the center of learning activities in this method. Students identify, analyze, and solve relevant problems.

b. Student-centered learning

Students have an active role in learning. Activities carried out by students include searching for information, analyzing data, discussing, and getting solutions. Meanwhile, the teacher becomes a guide.

c. Collaborative learning

During the learning process, students form groups. They can share information and knowledge and discuss.

d. Metacognitive skills

This method develops students' metacognitive skills by planning, monitoring, and evaluating their learning process.

E. The Steps of Problem Based Learning

Arends (2012) explains that the phase of conducting problem-based learning is divided into five phases.

a. Orient Students to the Problem

The teacher explains the learning objectives to students. The learning objectives are to solve problems and become independent learners. In problem-solving, students ask questions and seek information. The teacher assists, but the students are expected to complete the tasks independently or with friends. Students analyze and explain their ideas freely without assigning blame.

b. Organize Student for Study

The teacher decides to organize students in the formation of study groups. Students investigate problems together to complete the assignments.

c. Assist Independent and Group Investigation

Students collect data to find information from various sources. Teachers can help students find material as the investigation progresses.

d. Develop and Present Artifacts and Exhibits

The teacher displays the results of student assignments in front of the class and can be observed by others.

e. Analyze and Evaluate the Problem-Solving Process

Teachers help students to analyze and convey their ideas or opinions during learning activities.

F. Advantages of Problem Based Learning

Sanjaya, quoted in Hotimah (2020), states several advantages of this method as follows

- a. It challenges students' ability to acquire new knowledge.
- b. It can increase student motivation and the learning process.
- c. Students can develop new knowledge and be responsible for learning.
- d. Students can develop their abilities and think critically.
- e. Applying knowledge in the real world is an opportunity for students.
- f. Students can develop their interests.

In another explanation, based on Westwood (2008), these are the advantages of problem-based learning.

- a. Students become independent learners.
- b. Designing students to think critically and analytically.
- c. Allowing students to identify, discover, and utilize appropriate resources.
- d. Students play an active role in gathering information and skills from various fields.
- e. They can retain and apply knowledge and strategies in other learning situations.
- f. Communication skills and social skills can improve through cooperation and teamwork.

G. Students Achievement

Students' achievement in English proficiency is influenced by various factors, including instructional methods, motivation, and exposure to the language. Proficiency in English encompasses the ability to communicate effectively in listening, speaking, reading, and writing. When students receive well-structured instruction that incorporates interactive and engaging activities, they are more likely to develop a strong command of the language. Additionally, learning environments that encourage active participation, such as classrooms that implement communicative approaches or problem-based learning, contribute significantly to students' progress in mastering English.

One of the key indicators of achievement in English proficiency is students' ability to use the language accurately and fluently in both academic and real-life situations. High-achieving students can comprehend complex texts, express their thoughts clearly, and engage in discussions with confidence. Regular practice, feedback from teachers, and exposure to authentic English materials, such as books, videos, and conversations with native speakers, enhance their language skills. Moreover, standardized tests like TOEFL or IELTS serve as benchmarks for measuring proficiency levels,

helping students and educators assess their progress and identify areas for improvement.

To improve students' achievement in English proficiency, it is essential to create a supportive learning environment that fosters motivation and engagement. Encouraging students to participate in English-related activities, such as debates, presentations, and writing competitions, helps them apply their knowledge in meaningful ways. Additionally, incorporating technology, such as language-learning apps and online resources, can make learning more interactive and accessible. Ultimately, consistent practice, effective teaching strategies, and a strong motivation to learn are key factors in ensuring students achieve high levels of English proficiency.

Guskey explains achievement of something related to student learning objectives and teacher teaching objectives. Guskey explains several important things related to student achievement, including learning objectives grouped into three categories, namely cognitive, affective and psychomotor objectives. Student achievement results are assessed from cognitive aspects, for example memorizing words and solving problems. Affective aspects, for example, student involvement and socio-emotional. And psychomotor aspects, for example, running speed, speaking, and others (Hattie & Eric, 2019).

Based on the journal review conducted by Suhaini, Mazlili et al., 2020, it is outlined that student performance is influenced by several factors. The first factor is teacher-related, which includes teacher characteristics, teaching methods or strategies, and teaching effectiveness. These aspects focus on how teaching methods and the quality of the teacher can impact student learning outcomes. The second factor is student-related, encompassing student attitudes, interests, and motivation. This relates to how student attitudes and motivation can affect their academic performance. The third factor is school-related, such as the school environment, leadership, and school facilities. This factor describes how school conditions and management can influence student performance. The fourth factor is family-related, referring to the family background and support provided by the family. Thus, the role of the family in a child's education and how family conditions can impact student performance.

H. The Relationship about Problem Based Learning with English Proficiency

Problem-Based Learning (PBL) is an instructional approach that encourages students to actively engage in real-world problems, fostering critical thinking, collaboration, and independent learning. When applied to English language learning, PBL helps students develop their language skills in a meaningful context rather than through rote memorization or

isolated grammar exercises. By engaging with authentic problems, learners are exposed to real-life vocabulary, sentence structures, and communication strategies that enhance their overall English proficiency.

One key aspect of PBL that improves English proficiency is its emphasis on communication and collaboration. In a PBL classroom, students often work in groups to discuss and solve problems, requiring them to express their thoughts, negotiate meaning, and explain their reasoning in English. This constant interaction enhances their speaking and listening skills, as they must use language to communicate effectively with their peers. As a result, PBL creates an immersive environment that promotes fluency and confidence in using English in academic and professional settings.

Additionally, PBL encourages students to engage in extensive reading and writing as they research and document their findings. This process improves their reading comprehension, as they must analyze and synthesize information from various sources to develop solutions. Writing reports, reflections, and presentations further strengthens their ability to organize ideas coherently and use appropriate academic language. Consequently, PBL supports the development of all four language skills listening, speaking, reading, and writing leading to comprehensive English proficiency.

Another important connection between PBL and English proficiency is the motivation it generates. Traditional language learning methods often rely on repetitive drills, which can be monotonous and disengaging for students. PBL, on the other hand, provides meaningful and relevant tasks that align with learners' interests and real-world applications. This intrinsic motivation encourages students to use English more frequently and effectively, leading to greater retention and mastery of language skills.

In conclusion, Problem-Based Learning plays a significant role in enhancing English proficiency by providing authentic language experiences, fostering communication, and encouraging independent learning. Through group discussions, research, and writing activities, students develop their language skills in a natural and engaging manner. Moreover, the motivation and confidence gained from PBL help learners become more proficient and competent English users. Therefore, integrating PBL into English language instruction is a highly effective strategy for improving overall language proficiency.

I. Previous Studies

The first study was investigated by Amedume et al. (2022) with the title Effect of Problem-Based Learning Approach on Students' Achievement in Trigonometry. In this

study, students experienced difficulty in doing trigonometry by making basic arithmetic errors. Based on interviews with five students in the Experimental class. They provide a view of problem-based learning, namely that using PBL provides positive impacts such as communication skills, mastery of material, and increased self-confidence. Quasi-experimental was used in this research. There are two classes, namely the experimental class and the comparison class, studying the same topic, namely trigonometry. The experimental class uses the problem-based learning method.

Meanwhile, the comparison class uses conventional methods. Data obtained from the t-test showed that the experimental class had a superior average in the post-test of 14.4%, which increases student achievement in learning trigonometry.

The second study, "The Effect of Problem-Based Learning Model and Achievement Motivation on Mathematics Learning Outcomes," was written by Ermawati et al. (2022). The method applied in this research is experimental research on 4th-grade elementary school students. Data analysis used two-way analysis of variance (ANOVA). Data analysis shows that the average learning result for students who use Problem-based Learning is 74 and 62 for students who use conventional learning. Students with high motivation will get better learning results than those with low learning motivation in Mathematics lessons.

The third study was analyzed by Rosyidin et al. (2022) entitled "The Effect of Problem-Based Learning Model Towards Students' Comprehension of The English Reading Text." An experimental study was used in this research. Consisting of two groups, namely experimental and control. The experimental class uses problem-based learning, and the control class uses task-based learning. There were 44 research samples from 4th-semester students majoring in English. The analysis results obtained have significant differences. The average value in the experimental group was 33.82, and the control group was 31.27. So, it is concluded that PBL provides higher learning outcomes regarding comprehension of English reading texts.

Armea et al. (2022) carried out the fourth study, "English Proficiency and Literary Competence of English Major Students: Predictor for Effective Language and Literature Teaching." This research discusses the level of English language skills and competence of English literature students. The method used is the evaluative-correlation method. Using evaluative methods to determine the level of students' abilities in English, such as vocabulary, grammar, reading comprehension, literary competence, conceptual knowledge, and literary reading skills. Meanwhile, the correlation method was used to determine the relationship between English language ability and literacy in English literature students.

The test, with a total of 60 questions, is divided into two parts: a test on English proficiency level and literary competency. The research found that the level of students' English language skills was reading comprehension, with an average value of 6.64. Most students are almost competent in textual knowledge, conceptual knowledge, and literary reading skills. Statistical data shows a significant relationship between English language proficiency and the literary competence of students majoring in English.

The fifth study by Anhar et al. (2021) is titled "A Survey of Students' English Proficiency and Their Needs Toward English Learning Outcomes at Vocational Colleges." Both quantitative and qualitative methods were used in this research. Two research instruments were used to collect data: interviews and the English Proficiency Test. Based on the research findings, it was obtained that the English language proficiency of fifth-semester students at Aceh Polytechnic is considered adequate. Only 10% fall into the good category. The challenges students face in improving their English language skills include a lack of practice, a lack of motivation, and not completing the assigned tasks.

Based on the previous research about, the researcher find the research gap based on the five studies provided above: limited scope in subject areas and levels: the first three studies (Amedume et al., 2022; Ermawati et al., 2022; Rosyidin et al.,

2022) focus on Problem-Based Learning (PBL) in Mathematics and English Reading Comprehension, but there is no study examining PBL in English writing skills. The last two studies (Armea et al., 2022; Anhar et al., 2021) analyze English proficiency but do not integrate specific instructional models like PBL into the discussion.

Lack of focus on writing skills development in Problem Based Learning research: while Rosyidin et al. (2022) examined the impact of PBL on English reading comprehension, no study has investigated how PBL enhances writing skills in English as a Foreign Language (EFL) contexts. Writing is a crucial skill that requires process-oriented learning, feedback, and problem-solving strategies, making it an interesting area for PBL application. Absence of Mixed-Method or Qualitative Analysis in PBL Research: most PBL studies used experimental methods with statistical analysis (t-test, ANOVA), but they lack qualitative insights into students' writing challenges, perceptions, and experiences in PBL-based learning. A study integrating both quantitative (test scores) and qualitative (student reflections, interviews, or writing portfolios) methods would provide a deeper understanding of how PBL influences writing development.

Gap in Student Motivation and Engagement in PBL for Writing: Ermawati et al. (2022) mentioned achievement motivation in mathematics, but there is no study connecting motivation and writing skills development using PBL. Since writing requires creativity, organization, and revision, exploring how PBL fosters motivation in writing would be valuable, and lack of Research on Vocational Students' Writing Skills in PBL Contexts: Anhar et al. (2021) discussed vocational students' English proficiency needs but did not focus on writing skills or explore instructional interventions like PBL. A study examining how PBL supports vocational students' writing proficiency could address this gap.

Table.2.1
Table of Previous Study

No.	Researcher	Title and Year	Result	Similarity	Difference
1.	Amedu me, L. K., Bukari, H. I., & Mifetu, R. K.	Effect of Problem Based Learning Approach on Students' Achieveme	The use of PBL provides positive impacts such as communic ation	Using the same learnin g model, which is	Using quasi experiment al research as research design. The researchers

		<p>nt in Trigonome try 2022</p>	<p>skills, mastery of material and increased self- confidence</p> <p>. Data obtained from the t- test results showed that the experiment al class had a superior average in the post test of 14.4%. So that student achieveme nt in</p>	<p>proble m- based learnin g.</p>	<p>focus on students achieveme nt in Trigonome try.</p>
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			learning trigonomet ry increases		
2.	Ermawa ti, L. S., Atiqoh, & Wiyarno , Y.	The Effect of Problem Based Learning Model and Achieveme nt Motivation on Mathemati cs Learning Outcomes, 2022	The average learning result for students who use Problem Based Learning is 74 and 62 for students who use convention al learning. Students who have high motivation will get good	Proble m based learnin g is used.	Applying experiment al research, focus on students achieveme nt and learning outcomes. The subject areas was mathemati cs

			learning results than students who have low learning motivation in Mathematics lessons.		
3.	Rosyidin, I., Nurrudin, N., & Dewanti, R	The Effect of Problem-Based Learning Model Towards Students' Comprehension of The English Reading	The average value in the experimental group was 33.82 and the control group was 31.27. So it is concluded that PBL	Using the same learning model and English student as object of study.	The experimental study is used. Focus on students' reading comprehension.

		Text, 2022	provides higher learning outcomes regarding comprehension in English reading texts.		
4.	Armea, A. P., Castro, M. P., Llamado, M. N., Lotino, R. B., San Esteban, A. A., & Ocampo, D. M	English Proficiency and Literary Competence of English Major Students: Predictor for Effective Language and Literature	the level of students' English language skills was reading comprehension with an average value of 6.64. Most students are almost competent in textual	The English student's is used for object the study.	using the evaluative and correlation method, focus on the level of students abilities and giving the test to get the data

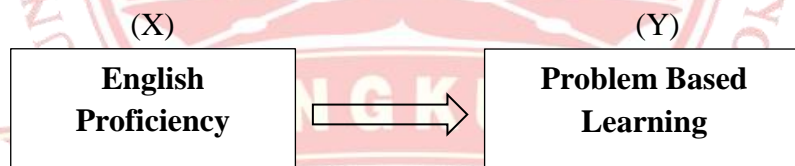
		Teaching, 2022	<p>knowledge , conceptual knowledge and literary reading skills.</p> <p>There is a significant relationshi p between English language proficienc y and literary competenc e of students majoring in English.</p>		
5.	Anhar, A., Gani, S.	A Survey of Students'	The English language	Using the same	Using qualitative and

	A., & Muslem , A.	English Proficiency and Their Needs Toward English Learning Outcomes at Vocational Colleges, 2021	proficienc y of fifth- semester students at Aceh Polytechni c is considered adequate. Only 10% fall into the good category. The challenges faced by students in improving their English language skills include a lack of practice, a	qualitat ive method and intervie w for collecti ng the data	quantitativ e method. Using the test as research instrument.
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			lack of motivation , and not completing the assigned tasks.		
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J. Conceptual Framework

This study focuses on students' English learning achievement using problem based learning. There are two variables, namely the independent variable (X) and the dependent variable (Y).



In this study, English proficiency is included as an independent variable. English proficiency is the ability that a person has to understand and use English in learning. Consists of 4 abilities, namely the ability to read, the ability to write, the ability to speak and listen.

Problem-based learning is a learning method that focuses on students who have an active role in the classroom. Tan (2003) explains that learning in the classroom does not only discuss a problem but also provides opportunities for students to gain knowledge. Knowledge gained through interaction and discussion with others. Torp & Sage (1998) stated that problem-based learning provides benefits to students, namely increasing student motivation and encouraging learning. Interactive and interesting methods make students enthusiastic about learning and get maximum learning outcomes.

Problem based learning is a learning model used to determine English proficiency in fifth semester students at Tadris English. Researchers will provided a some questions that includes questions regarding English proficiency using the Problem Based Learning learning model. From the questionnaire, it can be seen how the student's English proficiency is.