

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents research context, research focus, research objective, significance of study, definition of key terms, as well as previous study.

A. Background

The development of the 21st century requires students to have competencies, including critical thinking and problem solving skills, communication and collaboration skills, creativity and innovation skills, information and communication technology literacy, contextual learning skills, and information and media literacy skills.¹

In the learning process, “learning languages” must involve four factors, namely teacher, language teaching, learning method, and subject matter. These factors become an important part of the effort to help and facilitate the teaching and learning process. So good teacher will always try to use the most effective learning method

Recently, various efforts to develop English language learning have been promoted. Besides aiming to make learning English more fun, this effort is also shown to create contextual learning, learning is always associated with everyday life so that students more easily understand the content of the lesson. The linkage

¹ Edi Sedyawati, “TIM AHLI PENGEMBANG PARADIGMA PENDIDIKAN,” 2010, 59.

of lesson content with the surrounding environment will make learning more meaningful (meaning learning) because students know the lessons learned in class are useful in everyday life. Learning English is not only dealing with theories and concepts, but must do something, practice it, know the purpose of learning itself, the benefits of English and solve problems related to learning English.

Problem-based learning is one of the innovative learning models that can provide active learning conditions to students, understanding problem-based strategies is a learning strategy that involves students to solve a problem through the stages of the scientific method so that students can learn the knowledge related to the problem and at the same time have the skills to solve the problem.

According to Robert Delise, *Problem-based learning (PBL) works well with all students, making its strategies ideal for heterogeneous classrooms where students with mixed abilities can pool their talents collaboratively to invent a solution. These techniques also lend themselves to an interdisciplinary orientation since answering a problem frequently requires information from several academic areas. By allowing children to direct their own activities and by giving them greater responsibilities, teachers show them how to challenge themselves and learn on their own. Teachers who use active learning.*²

Problem based learning is a learning approach, in which students work on authentic problems with the intention to compile their own knowledge, develop

² Robert Delisle, *How to Use Problem-Based Learning in the Classroom* (Alexandria, Va., USA: ASCD, 1997).

independence and confidence. With this method, students are trained to learn and solve problems independently before the teacher explains in more detail about the learning material. Problem based learning aims to enable students to acquire and shape their knowledge efficiently, contextually and integrated. At SMK Nazhatut Thullab there is one English teacher who uses a learning innovation that is able to realize the expected critical thinking skills, one of the learning innovations that can be done is by using the problem based learning method that is relevant to the intended purpose.

In the initial observation process carried out by researchers in X grade at SMK Nazhatut Thullab in English lessons. The teaching and learning process carried out by the teacher varies but is dominated by the lecture model. The learning variation model used is Problem-Based Learning. based on the results of the interviews, this learning model has been applied by the English teacher,³ and is also supported by the statements of X grade students of SMK Nazhatut Thullab which state that during the learning process it is not only the delivery of material from the teacher that is listened to directly. sometimes we make several teams to discuss problems on certain materials.⁴

Based on the brief description described above regarding the application of problem-based learning at SMK Nazhatut Thullab, the authors are interested in conducting a research entitled "**The Analysis of Problem Based Learning**

³ Erfiansyah B. R., The Teacher of the SMK Nazhatut Thullab, Direct Interview (14 maret 2022)

⁴ Arfiyansyah and Iqbal, The Students of X Grade SMK Nazhatut Thullab, Direct Interview (14 Maret 2022)

Implemented in Teaching Reading at the X Grade SMK Nazhatut Thullab Camplong Sampang''.

B. Research Focus

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.⁵ Based on research context as described above, this research is focused on the formulation of the problem as follow:

1. How does the teacher use Problem based learning in teaching reading at the X Grade SMK Nazhatut Thullab Camplong Sampang?
2. What are the problems faced by students in teaching reading using problem based learning at the X Grade SMK Nazhatut Thullab Camplong Sampang?
3. How to overcome the problem faced by students in implementing Problem Based Learning in studying Reading using Problem-Based Learning at X Grade SMK Nazhatut Thullab Camplong Sampang?

C. Research Objective

John W. Creswell state in his book that a purpose is the major intent or objective of the study used to address the problem.⁶ Research objectives are

⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012). 59.

⁶ Creswell. 60.

usually short statements to indicate the purpose of a study. Based on the research problem above, researcher have the following objectives to be achieved:

1. To describe how the teacher uses problem based learning in teaching reading at the X Grade SMK Nazhatut Thullab Camplong Sampang
2. To describe what problems students face in learning English using problem-based learning in teaching reading at X Grade SMK Nazhatut Thullab Camplong Sampang.
3. To describe how to overcome the problem faced by students when implementing Problem-Based Learning in studying Reading at X Grade SMK Nazhatut Thullab Camplong Sampang.

D. Significant Of Study

Significance of study is describing the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical).⁷ So significance of study is an explanation that explain the benefits of research, especially the benefit for education, parents, students and researcher itself. The researcher establish significances of study which consist of the aspects as follows:

This study has some uses as follows:

1. Theoretical

The result of the research used to confirm the previous theory about using Problem Based Learning in improving students speaking ability.

2. Practical

⁷ Pedoman Karya Tulis Ilmiah (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

The result of the research used as a tool that help English teacher or English Students in order to learn English in effective and proper way.

The result of the research will be used as an information for the reader about the Eminences of Problem Based Learning in improving students speaking ability.

E. Definition Of Key Term

Definition of key terms or operational definitions are required for avoid differences in meaning or lack of clarity of meaning.⁸ To avoid misunderstanding and word difficulty for readers in clarifying about the key term, the researcher want to provide an explanation of the term, as follow:

a. Problem Based Learning

Problem Based Learning is a learning approach that starts with solving a problem. This learning model is a learning concept that helps teachers create a learning environment that starts with important and relevant problems for students, and allows students to get a more real learning experience.

b. Teaching Reading

Teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching is a complex process it doesn't only give the information from the teacher to the students.

F. Previous study

⁸ *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

The researcher found the study written by Lukmanul Hakim entitled “Penerapan Model Pembelajaran Problem Based Learning (PBL) Pada Pelajaran IPS di Kelas VIII SMP Negeri 2 Larangan Pamekasan”.⁹ In this study, two problems are the focus of research, namely how to apply the Problem-Based Learning (PBL) learning model in Social Studies Subjects in class VIII SMPN 2 Larangan Pamekasan and also what the supporting and inhibiting factors of applying the Problem-Based Learning learning model. The results of this study indicate that: *first*, the application of the Problem-Based Learning (PBL) learning model carried out by Social Sciences teachers at SMPN 2 Larangan Pamekasan on Social Sciences subjects has been going well, in its application the teacher uses several media, including the environment, internet media, pictures, blackboard, book. And LCD projectors facilitate the application of this learning model, teachers also motivate students so that students collect information that is appropriate to the problem, and assist students in gathering this information. *Second*, the factors that support the application of the Problem-Based Learning (PBL) learning model are adequate facilities and infrastructure, professional teaching staff, and good relations between elements, and the inhibiting factors are when existing facilities are damaged or cannot be used, student learning interest much reduced, and closed students.

The author also found a study written by Syah Imroni Bachtiar entitled “Implementasi Model Pembelajaran *Problem Based Learning* (PBL) Pada Mata

⁹ Lukmanul Hakim, *Penerapan Model Pembelajaran Problem Based Learning (PBL) Pada Pelajaran IPS di Kelas VIII SMP Negeri 2 Larangan Pamekasan*, (Thesis, IAIN Madura, 2019)

Pelajaran Agama Islam di Sekolah Dasar Negeri 1 Padelegan Kecamatan Pademawu Kabupaten Pamekasan”.¹⁰ This study also has two research focuses, namely, the implementation of the Problem-Based Learning learning model in Islamic religious education subjects at the public elementary school I Padelegan Pademawu Pamekasan, and the supporting and inhibiting factors of the Problem-Based Learning learning model in Islamic religious education subjects reading material surahs of the Koran at Padelegan Pademawu Pamekasan State Elementary School 1. Based on the results of the research conducted. The implementation of the PBL learning model consists of several stages: first, student orientation to the problem, second, organizing students to learn, third, guiding individual and group investigations, fourth, presenting the reading of Al-Qur'an surahs related to tajwid, makhrojul letters, length of reading, fifth analyze and evaluate the problem-solving process. This PBL model has supporting factors, namely: 1) professional teachers will help expedite when this learning model is implemented, 2) providing maximum motivation will make students more active and creative, and 3) adequate educational facilities will help expedite when this learning model is implemented. While the inhibiting factors are: 1) different student human resources affect the implementation of the learning model, 2) the lack of time allocation hinders the implementation of the learning model, 3) the teacher must be able to control and mobilize student activities so that they are carried out properly.

¹⁰ Syah Imroni Bachtiar, *Implementasi Model Pembelajaran Problem Based Learning (PBL) Pada Mata Pelajaran Agama Islam di Sekolah Dasar Negeri 1 Padelegan Kecamatan Pademawu Kabupaten Pamekasan*, (Thesis, IAIN Madura, 2021)

The similarity of the two studies above with the research that will be carried out lies in the application of the Problem-Based Learning (PBL) learning model, and also these three studies use the same research method, namely the qualitative descriptive research method. While the difference between the two studies above and the research that will be carried out by researchers is in subjects that apply the Problem-Based Learning learning method. In the first study, it was applied to social studies subjects, in the second study it was applied to Islamic Religion lessons, while the research that the researchers were going to do was applied to English reading subject