

CHAPTER I

INTRODUCTION

A. Research Background

Fitriani.R.L. and his friends, said in today's globalized world, where fluency in English offers doors to a wide range of opportunities in several professions, English language education is essential. The fundamentals of grammar, vocabulary, and pronunciation are frequently where English language instruction begins. Developing these foundational abilities is usually the main goal of early education, which includes dynamic and captivating techniques including games, storytelling, and multimedia materials. Building proficiency and confidence in written and spoken English requires this foundational stage.¹

English has become a universal language that is utilized in a wide range of settings, including international communication, business, and education. English is crucial for international communication because of this. All Indonesian schools now demand English as a language of teaching. In Indonesian education, it is very significant, particularly in institutions that emphasize foreign education. Speaking to outsiders. Knowing English can help Moluccas businesses become more competitive in the global economy. Students can acquire the knowledge and abilities required in this globalized society by learning English. Students can improve English can facilitate communication between the Moluccas population

¹ Fitriani, R. L., Heryani, E., Rianita, N. M., Novita, D., Husein, A. M., Michala, M., & Waziana, W. (2024). *Pendidikan Bahasa Inggris*.

and their abilities to write, engage with others, and communicate effectively by learning English.

English is an international language, a global language used in various fields of work, business, education and so on, this statement is supported by, Crystal explains that English has become a global language used in various contexts, including business, education, and international communication.² English is very important, because it is a language used in international communication, especially for countries or region that have been packed by the british state, this statement is supported by Kachru explains that English has become an important language in international communication, especially in countries formerly colonized by England.³

English skills or smooth language is very important in the world today, because English is used in communication in various contexts or other fields, this statement is supported by Hymens, explains that English language proficiency is crucial in international communication, as English has become a language used in various contexts.⁴ English is a foreign language in Indonesia that is not used as a mother tongue or daily language, but rather as a second language in schools and universities throughout the country. English is only used in formal contexts, such as business, education, and tourism. Accordingly, English is used as foreign language in Indonesian classrooms and in other contexts.

² Crystal, 2003, *English as a global language*. Page 12-15

³ Kachru, 2005, *standards, condification and socialiguistic reasim, the English language in the other circle*.page 11-30

⁴ Hymes 1972, *on communicative competence*.page 35-40

English is a compulsory subject in schools, from elementary to high school, aimed at developing speaking, writing, reading, and listening skills, as well as broadening knowledge about culture and life in English-speaking countries.

Problem-based learning (PBL) in the Globalization Context: PBL can help students develop critical thinking, creativity, and teamwork skills to solve complex problems in a global context. Problem-based learning (PBL) in an international context can help students develop their effective communication skills, understand cultural differences, and develop their global perspective. And Within the context of national education, problem-based learning (PBL) can help students develop critical thinking, creativity, and teamwork skills to address complex problems in the national education context. Difinubun M.f and his friends stated that, the results show that the Problem-Based Learning (PBL) approach improves student learning outcomes, which can improve learning outcomes for MTs in class VIII. Ambon Nurul Ikhlas.⁵

Problem-based learning is a crucial learning model in implementing the teaching and learning process, as this model enables students to take an active role in solving problems, thinking critically, creatively, and collaboratively to address real-world challenges. This statement is supported by, Gallagher & Stepien explain Problem-Based Learning (PBL) facilitates the development of critical

⁵ Difinubun, M. F. (2024). *Penerapan Problem Based Learning (PBL) Untuk Meningkatkan Hasil Belajar pada Materi Pencemaran Lingkungan Di Kelas VIII Mts Nurul Ikhlas Ambon* (Doctoral dissertation, IAIN AMBON).

thinking, creativity, and collaborative skills, enabling students to effectively address complex problems within a school learning context⁶

Problem-based learning (PBL) scenarios to English's ability to enhance interpersonal communication and access to worldwide resources. Improving Educational Results strong motivation among students can improve learning results and their capacity to tackle challenging tasks in problem-based learning (PBL).

Although the Problem-Based Learning (PBL) approach has many benefits, including enhancing critical thinking, problem-solving, and teamwork abilities, there are a number of challenges with its implementation. According to Solano et al. claim that student preparation and a lack of resources frequently limit the use of PBL, which has an impact on learning efficacy⁷. According to Tefera et al., the primary challenges in PBL are the heavy effort for both students and lecturers and the challenge of objectively evaluating learning outcomes⁸. Mohammed et al. clarify that institutional preparedness and the skill of the facilitators leading the learning process are critical factors in PBL's efficacy.⁹

⁶ Gallagher, stepien 2020 *content acquisition in problem-based learning*.page 12-15

⁷ Solano, J. P., et al. 2023 “Implementation of Problem-Based Learning in Medical Education: Challenges and Outcomes.” *Cureus Journal of Medical Science*, Vol. 15, page. 1–7.

⁸ Tefera, M., et al. 2024 “Challenges and Opportunities of Problem-Based Learning: A Systematic Review.” *BMC Medical Education*, , Article page. 501

⁹ Mohammed, A., et al 2024. “Evaluating the Effectiveness of Problem-Based Learning in Higher Education.” *Advances in Medical Education and Practice*, Vol. 15, page. 120–130

Problem-Based Learning (PBL) has much strength, such as improving critical thinking, collaboration, communication, and student learning independence. Through this approach, students are not only required to understand the subject matter, but also learn how to solve real problems relevant to everyday life. This makes the learning process more meaningful because students are directly involved in searching, analyzing, and finding solutions to the given problems. In addition, interaction between students in group discussion activities can foster a sense of responsibility, empathy, and ability to work together in a team, which are important skills in the 21st century. However, behind its various strengths, PBL also has some weaknesses. One of them is the need for relatively more time compared to conventional learning models. The process of searching for information, analysis, and preparation of solutions requires students and teachers to allocate a lot of time to get optimal results. In addition, the success of this model depends on the readiness of the teacher as a facilitator. Teachers need to have the ability to design relevant problem scenarios, guide students in the critical thinking process, and evaluate learning outcomes objectively. If the teacher is less prepared, the implementation of PBL can be less effective and not achieve the expected goals. Support for facilities and infrastructure is also an important factor in the success of PBL. A conducive learning environment, the availability of diverse learning resources, and supporting facilities such as learning media, libraries, or internet access, will greatly help students in the process of exploring knowledge. Without such support, students may experience difficulties in finding information and developing creative solutions. Therefore, the success of PBL

implementation is highly dependent on three main things, namely teacher readiness, careful lesson planning, and a supportive learning environment. With good learning management, PBL can be an effective model to improve the quality of learning in schools. The application of this model is able to encourage students to think actively, learn independently, and link theory with practice in real life. In the end, PBL is not only oriented to cognitive learning outcomes, but also shapes the character of students to be able to think critically, work together, and have high social responsibility in facing various future challenges.

According to Raihannida and colleagues, Based on the researcher's observations in the experimental class, the learning process that was implemented showed positive and satisfactory results. This can be seen from the students' active participation during the learning process using the Problem-Based Learning (PBL) model, as well as from the results of the assessments conducted after the learning activities. The application of the PBL model successfully increased students' interest in learning and helped them understand the material more contextually through the use of real-life problems. In addition, PBL encouraged the development of students' critical thinking skills and enhanced their collaboration with peers. Students also found it easier to understand, organize, and write formal invitation letters, both individually and through collaborative group work.¹⁰

¹⁰ Raihannida, A. A., Apandi, & Suminar, R. P. (2025). *The implementation of problem-based learning in English classroom. Research and Innovation in Language Learning*, 5(3), 61–71. <https://doi.org/10.33603/rill.v5i3.11036>

Therefore, based on the results of this study, the implementation of the Problem-Based Learning (PBL) model is highly effective in improving the English learning process and students' learning outcomes. The use of PBL encourages students to become more active and engaged during classroom activities and helps them understand the material in a more meaningful and contextual way. Through real-world problems, students are able to develop critical thinking skills and collaborate more effectively with their peers. Moreover, the findings clearly show that students' ability to write formal invitation letters improves significantly, both in individual tasks and group-based learning. Therefore, I strongly believe that the PBL model is an appropriate and effective instructional approach for teaching English.

B. Research Scope

This research was conducted at SMA Negeri 17 SBB. The subjects of this study were Grade X students. The focus of this research is on the process of implementing the Problem-Based Learning (PBL) model as well as identifying the strengths and weaknesses of this model in English language learning. The study was carried out during the 2025/2026 academic year.

This research aims to provide in-depth information related to the problems examined in the study. The informants involved in this research consisted of two parties, namely the English teacher and Grade X students, who provided relevant information regarding the process of implementing the Problem-Based Learning (PBL) model in English language learning

C. Research Questions

The research question that will be the focus of this study is as follows:

1. How is the implementation of problem-based learning (PBL) Model in English Language Learning?
2. What are the strengths and weaknesses of the implementation problem-based learning (PBL) Model in English Language Learning?

D. Research Purposes

Based on the background and problem statement above, the purpose of this research is as follows:

1. To find out about the implementation of problem-based learning (PBL) Model in English Language Learning.
2. To find out about the strengths and weaknesses of the implementation problem-based learning (PBL) Model in English Language Learning.

E. Research Benefits

With the above objectives, this research is expected to be useful:

1. This research aims to enrich theoretical knowledge regarding students' motivation in learning English through the implementation of the Problem-Based Learning (PBL) model. Since motivation plays a crucial role in the English learning process, this study provides insight into how PBL can influence and enhance students' learning motivation. In addition, this research is expected to serve as a reference for future researchers who

intend to develop, expand, or continue studies related to the use of PBL in English language teaching and learning.

2. Practical benefits

Firstly, for schools, this study serves as a reference to improve the quality of English teaching and learning at SMA N 17 SBB through the implementation of the Problem-Based Learning (PBL) model. It provides valuable input for schools and teachers in selecting and applying appropriate learning models that can enhance students' motivation and active participation in the English learning process.

Secondly, for students, this study aims to increase their motivation, enthusiasm, and engagement in learning English by involving them actively in problem-solving activities. Through the PBL model, students are encouraged to think critically, collaborate with their peers, and apply English in meaningful and real-life contexts.

Lastly, for researchers, this study provides reference material and insight into the implementation of the Problem-Based Learning (PBL) model in English learning. It is expected to broaden researchers' understanding of the relationship between the use of PBL and students' motivation in the teaching and learning process, and to serve as a basis for future research in a similar field..

F. Research Terms

A problem based learning (PBL) model is a learning model where students learn through solving real problems. Teacher's present complex problems to students, and work independently or in groups to analyze, find solutions, and solve those problems. It encourages deeper understanding, application of knowledge in real contexts, as well as problem-solving and collaboration skills. According to Barrows, PBL is a learning model in which students learn by solving problems that are similar to the problems they will face in the real world. It involves independent, collaborative, and student-centered learning.

According to Boud, PBL is a learning approach that places students in situation where they are faced with real problems and must use their knowledge and skills to find solutions.¹¹ Learning motivation is an internal or external drive that drives a person to engage in the learning process and achieve set learning goals. Learning motivation involves an individual's desire, interest, and belief in the importance of learning as well as the desire to achieve desired results. Learning motivation can come from internal factors, such as curiosity, ambition, or a sense of personal accomplishment, as well as external factors, such as praise appreciation, or pressure from others. Learning motivation affects the level of involvement, perseverance, and effort exerted in the learning process. When a person has high motivation to learn, they tend to be more focused, diligent, and passionate in achieving their learning goals. Strong learning motivation can also

¹¹ David Boud 2013, *the challenge of problem-based learning*, page 272

help individuals overcome obstacles and challenges in the learning process, as well as improve their ability to achieve better results.

