

CHAPTER II

LITERATURES REVIEW

A. Previous Study

The implementation of problem-based learning (PBL) model has become one of the alternatives to enhance English language learning motivation among students. However, further research is needed to validate its effectiveness. Various previous studies have studied (relevant topic) and previous studies show that:

Gunawan in his research results, they found that there were two influences of PBL on motivation to learn English (1) There was an influence of PBL strategies and conventional models on the English learning outcomes of class VI students, (2) There was an influence of learning motivation on English learning outcomes class VI students, (3) There is an interaction of PBL strategies and conventional models as well as learning motivation on the English learning outcomes of class VI students. Based on the results of this research, it was concluded that using problem-based learning (PBL) strategies and learning motivation can improve students' English learning outcomes. The implication of this research is that problem-based learning (PBL) strategies can be used as a way to improve students' English learning outcomes.¹

¹ Wawan Gunawan, 2023 et al. ", *The influence of PBL model and learning motivation.*" *Jurnal Basicedu*, vol. 6, no. 4, 2022, pp. 6023-6029, doi:[10.31004/basicedu.v6i4.3122](https://doi.org/10.31004/basicedu.v6i4.3122).

As mentioned Taufiqurrochman in his article, the results of their research show that there are five factors that influence motivation to learn English, namely, social support of 0.770; feelings in learning 0.652; future orientation 0.739; anxiety 0.828 and hope of getting praise 0.915. Of the five factors, namely the hope of getting praise is the most dominant factor influencing motivation to learn English.²

Ramadhani at she is article the results of their research show that through learning with the Inquiry learning model, variations in social emotional learning can increase students' learning motivation. This is proven by the percentage of completeness of students' learning outcomes in cycle I, meeting 1, which was 63% and meeting 2, which was 71%, increasing in cycle II, meeting 1, by 82% and meeting 2, which was 87% in the "Very High" improvement category.³

Mubarok stated on his article the results of his research show that the most dominant motivation for students in learning English is extrinsic motivation with a value of 3.04. Meanwhile, intrinsic motivation is lower, namely 2.9 on a scale of 4. Thus it can be concluded that students' motivation in learning English is obtained from outside themselves, namely from the environment and friends. So teachers need to provide more motivation so that students' desire to learn English

² Taufiqurrochman, Ilham and , Usmi Karyani, S.Psi, M. Psi (2019) *Factor influencing motivation to learn english* Inggris. Skripsi thesis, Universitas Muhammadiyah Surakarta

³ Nurianto Ramadhani, A., Herniati, U., & Trimurtini Trimurtini. (2023). *Aplication of the inquiry learning model 2 SDN Spondol Wetan 5 Semarang. JURNAL PENDIDIKAN DAN ILMU SOSIAL (JUPENDIS)*, 1(4),

comes from wit him themselves so that they will be more enthusiastic and active in achieving success in learning English.⁴

Lutfianawati at on she is article In the results of the research, namely the pre-test and post-test, motivation to learn English showed an increase after being given training with a value of $Z = -4.359$, $P = 0.000$, $P < 0.05$. In the pre-test and follow-up, motivation to learn English showed an increase after two weeks of training with a value of $Z = -2.500$, $P = 0.012$, $P < 0.05$. The conclusion of this research is that goal setting training can increase the motivation to learn English in class XII students at SMK "X".⁵

This Researches the Similarities my and Other Relevant Research with Topic, this study shares similarities with previous studies on how students learn using various teaching models, such as problem-based learning (PBL), consistent research indicates that problem-based learning (PBL) and other teaching models can increase student motivation to learn and have a positive impact on English language proficiency.

And there are several differences between my research and previous research, namely, Location and Time: The location and time of the study differ because the study is conducted in a different educational setting, while the other study is conducted in a different context, research object, The study's objective is

⁴ Thyas alhim mubarok 2019 *Intrinsic, Extrinsic, motivation to learn English* 118-12

⁵ Lutfianawati, D., Nugraha, R. S. P., & Rachmahana, R. S. (2023). *The influence of goal setting excersices on motivation to learn English JIP (Jurnal Intervensi Psikologi)*, 5(2), 275–288. <https://doi.org/10.20885/intervensipsikologi.vol5.iss2.art8>

also different because it focuses on the specific group of students, whereas other studies examine different populations.

B. Theoretical Framework

For a theoretical foundation for this study, a few concepts and theories will be explored to provide a deeper understanding of the phenomena being studied. This section explains the are three main points of problem-based learning (PBL) concepts.

Starting from the definition of problem-based learning (PBL) objectives, steps as well as Strengths and Weaknesses in the of Problem-based Learning (PBL) were stated by American philosopher John Dewey⁶ and further developed by Barrows in his book "Problem-based learning (PBL): An Approach to Medical Education"⁷ and by Schmidt in his article "Problem-Based Learning (PBL): A Review of the Literature."⁸

1. Problem Based Learning (PBL) Model

Because it begins with significant and pertinent problems for students and gives them more realistic learning experiences, problem-based learning is a participatory learning approach that can assist teachers in creating a pleasant

⁶ Jhon Dewey 1859-1952 *An American philosopher and psychologist who advocated for problem-based learning*

⁷ Barrows,H.S.,& Tamblyn,R.M. 2011 *Problem-based learning: An approach to medical education*. page 198-195

⁸ Schmidt, H.G. 2000 *Factors influencing the effectiveness of Problem-based learning:A research perspective on learning intractions* .page 19-41

learning environment. However, educators are still obliged to assist students in identifying pertinent, real-world issues.(Syamsidan and Hamidah)⁹

The Problem based learning (PBL) learning model is a pedagogical model that uses real or hypothetical problems as the main means of developing students' understanding of certain concepts and skill. This approach aims to improve critical thinking skills Problem solving abilities, and the ability to work in teams. This is in line with Sunendar, which states that "a situation is a problem for someone if they aware of the problem in the situation, knowing Based on the opinions of several experts above can be drawn. The common thread relates to the definition of a problem, namely a situation that is understood to be a problem and really needs to be solved immediately but cannot be solved immediately only with ordinary or routine procedures that have been carried out before, thus providing a challenge to think about solutions that can be used."¹⁰

After we understand the definition of a problem, we will continue to study Problem based learning (PBL). Can also be called as problem based learning, In general, PBL can be explained as a learning model that is characterized by the presence of real problems and materials to teach students in the learning process, so that they are able to develop knowledge and critical thinking abilities as well as problem solving skills Problem-based learning model in learning systems can link knowledge, attitudes and skills. In addition, it can measure ability Students in solving a problem systematically, especially in the global era like today. In

⁹ Syamsidan dan Hamidah. 2018. *Model Problem Based Learning*. Sleman : deepublish page.12

¹⁰ Sunendar 2017 *The Problem in the situation* Page.87

addition, students are expected to bring out character learning characteristics that contain three main elements, namely knowing the good, loving the good, and doing good (doing the good) in solving problems presented by teachers in learning through PBL learning model.

Rahmadhani say Problem-Based Learning (PBL) is an instructional approach that presents students with authentic, real-world problems, encouraging them to develop critical thinking and problem-solving skills.¹¹

Widiasworo, states that problem-based learning is an instructional process that provides contextual problems, motivating students to engage in active learning.¹²

a. Learning model objectives, Problem based learning (PBL)

The first objective is to develop students' critical thinking skills, teach students to solve problems using systematic models, help students understand the responsibilities and roles of adults in everyday life, and encourage students to become independent, responsible, and confident decision-makers.

¹¹ Rahmadhani 2019, *Pramblem-based learning*. page 22-23

¹² Widiasworo, E. (2018). *Strategi pembelajaran edu tainment berbasis karakter* (1st ed.). Yogyakarta, Indonesia: Ar-Ruzz Media.

b. Learning model steps, Problem based learning (PBL)

- 1) Student Orientation to Problems, first of all, the teacher explains the learning objectives, explains the equipment needed, and motivates students to actively solve the chosen problem.
- 2) Organizing Students to Learn, the teacher helps students define and organize learning tasks related to the chosen problem.
- 3) Guiding Individual and Group Investigations, the teacher's role is to encourage students to collect appropriate information and carry out experiments to obtain explanations and solve problems.
- 4) Developing and Presenting Work Results, in this stage, the teacher helps students plan and prepare an appropriate report form to show the results of the investigation. Reports can be in the form of written reports, videos, or other models,
- 5) Analyzing and Evaluating the Problem Solving Process, the final step in implementing problem based learning is for the teacher to help students reflect or evaluate the investigations and processes that have been completed.

TABLE: 2.I. SINTAX PBL

PHASE	ACTIVITY	
	Teacher	Student
Presenting a Problem	Teacher presents a problem to be solved by students	Students pay attention to the problem presented, which is a concrete problem related to their life
Discussing the Problem	Teacher acts as a facilitator, guiding students to ask questions and discuss the problem.	Students discuss the problem in small groups, identifying facts and recognizing the problem to be solved.
Solving the Problem Outside of Teacher Guidance	Teacher observes and controls students as they solve the problem.	Students are given freedom to solve the problem using various sources, such as libraries, internet, field observations, etc.
Sharing Information	Teacher facilitates students in sharing information within their groups.	Students share ideas and discuss the problem-solving

		process, ensuring understanding and application in solving the problem
Presenting Solutions	Teacher moderates the discussion and guides students in presenting correct solutions	Students write down the problem-solving process and present it to other groups.
Reflection	Teacher guides students in drawing conclusions.	Students review the entire learning process, reflecting on the learning activities and material covered.

c. Characteristics of the Problem-Based Learning Model

According to Rusman, the characteristics of the Problem-Based Learning (PBL) Model are as follows:

- 1) Learning begins with problems
- 2) The issues brought up are unstructured, real-world issue
- 3) Different viewpoints are needed to solve problems
- 4) Students' knowledge, attitudes, and abilities are challenged by problems, necessitating the identification of new learning areas and learning requirements.

- 5) The emphasis shifts to self-directed learning
- 6) PBL requires the use of a variety of knowledge sources and the assessment of information sources.
- 7) Learning is cooperative, communicative, and collaborative.
- 8) To solve difficulties, developing inquiry and problem-solving abilities is just as crucial as understanding subject matter.
- 9) Integration and synthesis of the educational process
- 10) PBL entails assessing and reviewing students' experiences and educational procedures.¹³

According to Wayan Dasna and Sutrisno, PBL possesses the following traits:

- 1) Learning begins with an issue
- 2) Making sure the problem is relevant to the students' actual experiences
- 3) Focusing teaching on issues rather than subjects
- 4) Giving students a great deal of control over how they study
- 5) Employing small groups
- 6) Demanding that students present what they have learned through a performance or product¹⁴

The presence of a problem, student-centered learning, and learning in small groups are the three fundamental components of the PBL process, as may be inferred from the aforementioned explanations.

¹³ Rusman(2013) *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Depok : Rajawali Press.page.232

¹⁴ Dasna, I Wayan dan Sutrisno. (2007). *Pembelajaran Berbasis Masalah*. Tersedia pada Pembelajaran Berbasis Masalah <http://www.lubisgrafura.wordpress.com.2007/09/19>

d. Strengths and weaknesses of Problem Based Learning (PBL) Model

The Strengths of problem-based learning (PBL) are, first, challenging students' abilities and providing satisfaction in discovering new knowledge for students, increasing student motivation and learning activities, helping students transfer knowledge to understand real-world problems, helping students develop new knowledge and take responsibility for their learning, developing students' ¹⁵ critical thinking skills and adapting to new knowledge, providing opportunities for students to apply their knowledge in the real world, developing students' interest in continuing to learn even after formal education has ended, and making it easier for students to master concepts learned to solve real-world problems.¹⁶

According to Sanjya, the benefits of utilizing the PBL Model are as follows:

- a) Engaging in problem-solving enhances the understanding of lesson content in a more meaningful way.
- b) Problem-solving learning can present greater challenges for students and offer satisfaction through the discovery of new knowledge.
- c) Problem-solving can boost student engagement in their learning activities.
- d) Students generally find problem-solving to be enjoyable and fun.

¹⁵ Wijaya D. K. R. A. dan A. Purnomo(2021)*The Effect of Problem-Based Learning on Students' Motivation and Critical Thinking, International Journal of Instruction*

¹⁶ P.K. H S. Y. Lai dan Leong 2020*Using Problem-Based Learning to Enhance Students' Knowledge Transfer and Problem-Solving Skills in STEM Education, Journal of Educational Technology & Society*

- e) This approach helps students apply their knowledge to real-life situations and problems.
- f) Problem-solving encourages students to develop new understandings and take ownership of their learning, prompting self-reflection on both their process and outcomes.
- g) It illustrates to students that every subject represents a distinct way of thinking and should be comprehended rather than merely memorized from teachers or textbooks.
- h) Problem-solving enhances students' critical thinking abilities and aids in their adaptation to new knowledge.
- i) It creates chances for students to apply what they've learned in practical, real-world contexts.
- j) Problem-solving nurtures students' enthusiasm for lifelong learning beyond their formal education.¹⁷

The weaknesses of Problem-Based Learning (PBL) are, first, not all learning materials can apply this model, the time required to complete learning materials is longer,¹⁸ students who are not used to analyzing problems are usually reluctant to do so, and if the number of students in one class is too large, the teacher will find it difficult to condition assignments.¹⁹

Here are some drawbacks of the PBL approach: (1) each student's learning

¹⁷ Sanjaya, Wina. 2013. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana. Page.220

¹⁸ Putra D. G. I. P. dan I. G. A. A. T. Widya (2021) *The Challenges of Implementing Problem-Based Learning in Higher Education*, Journal of Educational Research and Evaluation

¹⁹ A. S. Rofiki dan M. D. E. Putri (2022) *Analysis of Student Problems in Implementing Problem-Based Learning*, Journal of Physics: Conference Series

outcomes; and (2) how long it takes to put into practice (Isrok'atun and Rosm²⁰. Sanjaya (2006: 221) suggests that the PBL Model has the following weaknesses:²¹

- a) Students might not want to participate if they aren't interested or think the problem is too hard.
- b) For PBL to work well, you need to plan ahead and get ready.
- c) If students don't know why they're trying to fix the problem, their learning will suffer.

The flaws, according to Ghufon MA & Ermawati S, are challenging to implement, call for greater planning and effective administration, and cause confusion for some pupils,²²The problem-based learning (PBL) Model's shortcomings include the need for resources, time commitment, facilitator training, and the challenge of quantifying learning outcomes, according to Mohammed, A.B., et al,²³

The Strengths and weaknesses of the Problem-Based Learning (PBL) Approach In discussing the fundamental principles and process of the Problem-Based Learning (PBL) approach, various Strengths and weaknesses are evident. The benefits include enhancing critical thinking skills, encouraging learner initiative and engagement, and strengthening group dynamics. Additionally,

²⁰ Isrok'atun & Rosmala, A. 2018. *Model-Model Pembelajaran Matematika*. Jakarta: PT. Bumi Aksara page.35

²¹ Sanjaya, Wina. 2013. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana. Page.221

²² Ghufon MA & Ermawati S (2018)*The Strengths and Weaknesses of PBL in EFL writing class*. International Journal of Instruction, Vol.11 No.4, 2018, page. 657-672.

²³ Mohammed, A.B., et al. (2024). *Implementation of Problem-Based Learning in Undergraduate Medical Education: A review / discussion article*. Advances in Medical Education and Practice

students become better at problem-solving and adapting to new information. Rasmita et al. (2020) also noted that PBL helps learners acquire essential lifelong skills in areas such as problem-solving, collaboration, and communication, which are crucial for addressing future challenges. Another advantage of PBL is its ability to make learning more relevant and applicable to students' everyday experiences²⁴ (Kamil et al., 2019). Following the educational experience, learners should be able to transfer their knowledge to analyze problems and use it in practical situations. This aligns with the main objective of education, which is to utilize knowledge in real-world scenarios. Another distinctive aspect of PBL is that it encourages students to become self-directed learners rather than relying heavily on instructors. In the PBL framework, students need to take an active role while teachers take on the role of facilitators. Furthermore, learners can generate new knowledge and learn to take ownership of their learning²⁵ (Smith et al., 2022). PBL also prompts students to reflect on their learning experiences, enabling them to recognize their strengths and areas for improvement.²⁶

Weaknesses, PBL presents several drawbacks. Firstly, if students find the problem assigned to them too challenging, they may hesitate to attempt a solution. This could lead to a lack of motivation to tackle the problem. One notable

²⁴ Rasmita, R., Sumarna, N., & Yasin, M. (2020). *Penerapan model pembelajaran problem based learning untuk meningkatkan kemampuan pemecahan masalah pada materi pecahan siswa kelas ivc sdn 10 poasia*. Jurnal Ilmiah Pembelajaran Sekolah Dasar, 2(2). <https://doi.org/10.36709/jipsd.v2i2.13883>

²⁵ Kamil, B., Velina, Y., & Kamelia, M. (2019). *Students' Critical Thinking Skills in Islamic Schools: The Effect of Problem-Based Learning (PBL) Model*. Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah, 4(1). <https://doi.org/10.24042/tadris.v4i1.4212>

²⁶ Smith, K., Maynard, N., Berry, A., Stephenson, T., Spiteri, T., Corrigan, D., Mansfield, J., Ellerton, P., & Smith, T. (2022). *Principles of Problem-Based Learning (PBL) in STEM Education: Using Expert Wisdom and Research to Frame Educational Practice*. Education Sciences, 12(10). <https://doi.org/10.3390/educsci12100728>

limitation of PBL is the time investment required for the learning process. Since learners must be organized into groups, each group requires sufficient time for discussing questions, solutions, and thoughts related to the subject matter at hand. Moreover, educators or facilitators need ample time to set up the problems that students are expected to address (Parmiyati, 2021). While PBL aids learners in the development of new knowledge and fosters responsibility in their studies, it still has its drawbacks. One such drawback is the tendency for students to avoid tackling problems they deem too difficult²⁷. Kurnia(2017) highlights that the confidence of students plays a significant role in their willingness to engage in learning. Therefore, model is necessary to build students' confidence that the tasks presented can indeed be solved. Moreover, a significant drawback of the PBL approach is the amount of time it necessitates. Engaging in PBL learning takes quite a bit of time due to the need for students to form groups, where each group must spend time discussing questions, answers, and ideas relevant to the topic to address the problems at hand. Furthermore, PBL also demands more extensive preparation time from instructors or facilitators, particularly when it comes to creating the problems that students are expected to solve. Nonetheless, the advantages of the PBL approach include aiding students in acquiring new knowledge and encouraging them to take ownership of their learning, as well as motivating students to think critically about or assess their learning achievements.

²⁷ Parmiyati, S. (2021). *Masalah Siswa Dalam Pembelajaran Pai Dengan metode Pembelajaran Problem Based Learning*. Prosiding Pendidikan Profesi Guru ...,1(1).

²⁸ According to Syamsidah & Hamidah (2018), shifting from traditional learning models, which focused mainly on listening, note-taking, and memorizing shared information, to an approach where students actively search for data, analyze it, create hypotheses, and independently solve problems can be difficult for those accustomed to conventional strategies. Utilizing the PBL technique requires learners to engage more actively in the educational experience, which can be a challenge for individuals who are familiar with passive learning models. Consequently, students accustomed to traditional learning may need time to adjust in order to effectively embrace and implement the PBL approach.²⁹

Therefore, it can be concluded that the Problem-Based Learning (PBL) model is one of the instructional approaches that has great potential to enhance the quality of both the learning process and students' learning outcomes. This model places students at the center of the learning process by actively involving them in solving problems related to real-life contexts. Consequently, learning does not merely focus on theoretical mastery of content, but also emphasizes the application of knowledge in meaningful and relevant situations for students. One of the main strengths of the Problem-Based Learning model is its ability to increase students' activeness and participation in the learning process. Through PBL, students are encouraged to ask questions, engage in discussions, express their opinions, and search for and process information both independently and collaboratively. These activities help students develop critical and analytical

²⁸ Kurnia, I. A. (2017). *Analisis Hambatan Penerapan Fase-Fase Model ProblemBasedLearning (PBL) Dalam Pembelajaran Matematika.Seminar Matematika DanPendidikan Matematika* Uny.

²⁹ Syamsidah, S., & Hamidah, H. (2018). *Buku Model Problem Based Learning*. InDeepublish(Vol. 1, Issue 1).

thinking skills, as they are required to understand problems, identify relevant information, and formulate appropriate solutions. This process positions students not merely as passive recipients of information, but as active learners who construct their own knowledge. Another significant strength of the PBL model lies in its capacity to foster students' creative thinking skills. Students are given the opportunity to explore various alternative solutions to the problems they encounter, which encourages the generation of innovative ideas. This skill is essential in responding to global challenges and the rapid development of science and technology. Through PBL, students also learn to connect previously acquired concepts with real-world experiences, resulting in a deeper, more meaningful, and long-lasting understanding of the subject matter. Furthermore, an additional strength of the Problem-Based Learning model is its effectiveness in enhancing students' social skills and collaborative abilities. In practice, PBL is commonly implemented through group-based activities, where students learn to communicate effectively, respect diverse perspectives, and take responsibility for assigned tasks. This process contributes to the development of mutual respect, tolerance, and responsibility, which are crucial aspects of character building. Thus, PBL supports not only the cognitive domain but also the affective and social dimensions of learning. Despite its numerous strengths, the Problem-Based Learning model also has several weaknesses that should be carefully considered. One major weakness of PBL is that it requires a relatively longer amount of time compared to conventional teaching models. The stages of problem identification, group discussion, information gathering, and presentation of solutions demand

careful planning and sufficient time allocation. This can become a challenge, particularly in educational settings with limited instructional time and extensive curriculum requirements.

Another notable weakness of the PBL model is its high demand for students' readiness and learning autonomy. Not all students possess the same level of ability in managing time, seeking information, or collaborating effectively within groups. Students who are less active, lack confidence, or have lower academic achievement may experience difficulties in engaging fully in problem-based learning activities. This situation may result in unequal participation, where more dominant students overshadow their peers. Additionally, a further weakness of PBL relates to the complex role of the teacher in its implementation. Teachers are required to shift from being the primary source of information to acting as facilitators, guides, and learning managers. This role demands strong pedagogical skills, including the ability to design well-structured problems aligned with learning objectives, manage classroom interactions, and provide appropriate guidance without limiting students' independence. Insufficient teacher preparation or limited understanding of the PBL approach may cause the learning process to become less focused and ineffective. Moreover, another weakness of the Problem-Based Learning model is its reliance on adequate facilities and learning resources. Access to instructional media, learning materials, and a supportive learning environment is essential for effective implementation. Limited infrastructure may hinder students' ability to search for information and solve problems efficiently. Therefore, institutional readiness plays a vital role in determining the success of

PBL implementation. In conclusion, the Problem-Based Learning model demonstrates considerable strengths in enhancing students' activeness, critical and creative thinking skills, collaborative abilities, and meaningful learning experiences. However, it also presents several weaknesses, including time constraints, varying levels of student readiness, the demanding role of teachers, and the need for sufficient facilities. Consequently, the implementation of PBL should be carefully planned and adapted to students' characteristics, subject matter requirements, and learning objectives. With thoughtful planning and effective execution, Problem-Based Learning can serve as a powerful instructional strategy for improving the overall quality of education.

