

THE APPLICATION OF PROBLEM-BASED LEARNING METHODS TO INCREASE LEARNING OUTCOMES IN NEWS ITEM TEXT MATERIAL

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ABSTRACT

In the world of education, of course, we are no strangers to the problem-based learning method, where learning should be student-centered, which was initially oriented to a problem related to the topic of learning. The author intends to implement the PBL method in the news item text learning process at MAN Lamandau, particularly in class XII. This study seeks to understand its application, the students' comprehension of the material, and their involvement in the news item text learning process. The author used data from his field experience practice at MAN Lamandau, specifically in class XII, for the discussion. The author carried out the learning process himself using the PBL method with the text topics mentioned above. Later, the author will use a qualitative method in the form of a narrative to convey the results. Despite several challenges in the implementation process, including the absence of an interactive discussion process due to students' passive tendencies and external factors that disrupt the learning process, the PBL method's application generally piques students' interest and motivation in the news item text learning process, as they typically receive only lectures.

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1. INTRODUCTION

Students' thinking ability greatly determines the quality of learning in schools, so educators are required to continue to innovate in developing the implementation process in the classroom (Blumenfeld et al., 2000; Bakkenes et al., 2010; Malik, 2018). In the process of learning English, students need to master various genre texts to enhance their reading comprehension skills. However, for some students, studying texts can be uninteresting and tiresome due to the complexity of foreign vocabulary and grammar (Ganie & Rangkuti, 2019; Elmahdi & Hezam, 2020; Budjalemba & Listyani, 2020; Huang et al., 2022). Therefore, a method is needed to increase their motivation or interest in understanding text genres both conceptually and in terms of the meaning of

the text. In this study, the authors tried to apply problem-based learning as a learning method to studying news item text. This study aims to determine how the process of implementing PBL itself affects students' understanding of the material as well as their' motivation or activity in the classroom during the learning process.

One example of collaborative learning methods is problem-based learning (PBL) (Hendarwati et al., 2021; Chang et al., 2022). This method applies a learning approach that uses real-world problems as a context for students to learn critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from course material or subject matter (Chen et al., 2021; Fahmi et al., 2021; Muzaini et al., 2022; Hasbi & Fitri, 2023). The idea behind the problem-based learning (PBL) method is that educational activities can achieve learning if they center on authentic, relevant, and presented tasks or problems in a context.

This model aims to equip students with the experiences they will encounter in their professional lives. Experience is very important because effective learning starts with concrete experience. Questions, experiences, formulations, and conceptualization of problems that they create themselves form the basis for learning.

Barrow's theory explains the following PBL characteristics (Kelson & Distlehorst, 2000; Hmelo-Silver & Eberbach, 2011; Muzaini et al., 2022):

1. Learning is student-centered.

The learning process in PBL focuses more on the student as someone who is learning. Therefore, constructivism theory also supports PBL, encouraging students to develop their own knowledge.

2. Authentic problems form the organizing focus for learning.

Since the problem is authentic, students can easily understand it and use it in their future professional lives.

3. Self-directed learning allows for the acquisition of new information.

In the problem-solving process, students may not know and understand all the prerequisite knowledge, so they try to find their own through the source, either from books or other information.

4. Learning occurs in small groups.

Small groups carry out PBL in order to facilitate scientific interaction and the exchange of ideas in an effort to build knowledge collaboratively. The group it created demands a clear division of tasks and clear goal-setting.

5. Teachers act as facilitators.

In the implementation of PBL, the teacher only acts as a facilitator. However, the teacher must consistently monitor the progress of student activities and motivate them to meet the set targets.

The implementation of PBL has its own characteristics related to the learning steps (Kelson & Distlehorst, 2000; Hmelo-Silver & Eberbach, 2011; Chen et al., 2021; Fahmi et al., 2021). The steps for implementing PBL as follows:

1. The teacher either assigns problems to the students or reveals problems through their experiences.

2. Students engage in small group discussions and carry out the following tasks:
 - a. Clarifying the problem cases given
 - b. Define the problem
 - c. Doing brainstorming based on the knowledge they have
 - d. Define the things needed to solve the problem.
 - e. Describe the actions required to resolve the issue.
3. Students independently research the problems they need to solve. They can do this by looking for sources in libraries, databases, the internet, personal sources, or making observations.
4. Students return to the original PBL group to exchange information, learn from peers, and work together to solve problems.
5. Students present the solutions they found.
6. Teachers assist students in evaluating all learning activities. This encompasses the level of knowledge they have acquired and the individual's role within the group.

This study seeks to understand its application, the students' comprehension of the material, and their involvement in the news item text learning process. The author used data from his field experience practice at MAN Lamandau, specifically in class XII, for the discussion. The author carried out the learning process himself using the PBL method with the text topics mentioned above.

2. METHOD

Qualitative research methods into five types: phenomenological research, grounded theory, ethnography, case study, and narrative research (Creswell & Creswell, 2017; Taherdoost, 2022). The author employs a qualitative method in this study, presenting the results in narrative form. Meanwhile, the data analysis process was carried out through the results of the author's observations during the process of implementing learning in class and the results of student work from the Student Worksheet (LKPD), given both in groups and individually. The subjects of this study were 18 students of the XII class of Madrasah Aliyah Negeri Lamandau, Central Kalimantan.

3. RESULTS AND DISCUSSION

According to the learning syntax of the problem-based learning model (Hmelo-Silver & Eberbach, 2011; Chen et al., 2021; Amanda et al., 2022; Suradika et al., 2023), at the beginning of this learning activity, students are given a case or problem that is quite real in their environment, which they must provide a solution for by studying the news item text. The teacher also displays a video in the form of news in the pre-activity section before entering this learning activity to introduce the topic to students. The students seemed quite enthusiastic at the beginning of the lesson by watching the video carefully and trying to understand the meaning or important points of the video. After that, the

teacher also conveys the learning objectives, the outline of the learning activities, and the benefits of learning at that time. Naturally, the teacher does this to enhance their motivation and enthusiasm for comprehending the subject matter. Initially, the teacher explains the concept of news item text, its structure, and its linguistic characteristics, allowing students to independently determine the social function of this type of text by examining the previously provided example text.

After presenting a problem during the learning process, the teacher divides the students into multiple groups to enhance their reading comprehension skills, particularly by analysing a news item text and establishing a connection with the problem to find a solution. The teacher distributes a set of group worksheets for discussion, each containing several questions in the form of HOTS related to a text, aimed at identifying the text's structure and linguistic characteristics and providing solutions to the raised problems as discussion material.

This learning method allows students to freely exchange ideas with their group mates, study material, and problems, and ultimately develop and arrange them into well-organised presentations to share with other group members. During this process, the writer observed that while some students from each group actively participated in completing the LKPD, others remained passive due to their limited understanding of the text's content, despite having the opportunity to use a dictionary. Students who basically have sufficient English skills look very enthusiastic about working, so they can help other students who find it difficult in their groups. Of the 18 students, six still looked lethargic and less enthusiastic about participating in the discussion process. In practice, the teacher continues to guide students in identifying problems, asking about their difficulties, and addressing any obstacles they still face in performing LKPD, such as unfamiliar English question words.

After completing the discussion process, students are required to present their results in front of the class for their peers to review. In this activity, the teacher truly appreciates students who bravely present their work, yet the process of responding, commenting, or asking questions remains less interactive. This is largely due to the limited vocabulary of other students, which hinders their confidence in speaking English in class (Al Nakhalah, 2016; Chand, 2021; Cadiz-Gabejan, 2021). Some students only provide comments by expressing agreement or disagreement with the outcomes of their peers' discussions.

For the next process, after the group presentation is complete, the teacher gives individual worksheets to measure students' understanding. The teacher administers two parts of the test: the first involves arranging jumbled sentences into meaningful news item text, and the second involves filling in blank paragraphs or text by selecting the appropriate words provided in the box. Through this test, there were 12 students who were able to get a score of more than 75, while the rest only reached 50–60.

In the closing part of the lesson, the teacher and students conclude important points during the learning process. Although not so detailed, they can mention some important points that were the subject of discussion at that time. After concluding, the teacher also asked students to fill out a learning reflection sheet in the form of a Google Form. The

teacher asks students to identify the most captivating aspects of the learning process, the most challenging ones, the aspects they enjoyed the most, and their emotions throughout the learning journey. Teachers aim to identify the strengths and weaknesses of the newly implemented learning process (Verloop et al., 2001; Dunleavy et al., 2009; Bergsmann et al., 2015; Yang et al., 2021), enabling them to further develop a student-friendly learning process in the future. From the results of the reflection, as many as 14 students felt very interested in the section.

4. CONCLUSION

Some conclusions from this research are as follows:

1. Student motivation and enthusiasm are the main reasons for improving the learning process.
2. Problem-based learning is a learning method that involves more students fully in the learning process (student-centered).
3. The use of various methods in the learning process is very necessary to align with the needs of the students and learning materials.
4. The importance of implementing various innovations in supporting the learning process according to the progress of the times
5. Learning outcomes are also very dependent on the mastery of the material and learning methods by the teacher.
6. IT still allows for the development of problem-based learning methods, which is more appealing.
7. The problem-based learning method is quite interesting and motivates students in the learning process, especially in improving reading comprehension skills in news item text material.
8. Problem-based learning methods can improve student learning outcomes if applied properly in the learning process.

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