

## IMPLEMENTATION OF PROBLEM-BASED LEARNING (PBL) TO ENHANCE ENGAGEMENT IN ENGLISH LEARNING AMONG GRADE 11 STUDENTS AT MA NWDI PERIAN

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### Abstract

This research aims to describe the implementation of the Problem Based Learning (PBL) method in increasing the English learning interest of class XI students at MA NWDI Perian. The background of this research stems from students' low learning interest, as evidenced by their lack of attention to the teacher, the dominance of the lecture method, and the monotonous learning environment. This research uses a descriptive qualitative approach with data collection techniques including observation, interviews, documentation, and classroom action research (CAR). The research results indicate that implementing PBL is able to increase student engagement in the learning process, encourage critical thinking skills, and foster motivation to actively ask questions, discuss, and solve problems. Additionally, incorporating educational game activities into the learning process also creates a more engaging and enjoyable atmosphere. The research findings indicate that PBL is effective in increasing students' interest in learning English and contributes to the development of critical thinking, communication, and collaboration skills.

**Keywords:** *Problem Based Learning; Interest in Learning; English Language Learning; student engagement; Classroom Action Research*

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## INTRODUCTION

English is one of dozens of languages that everyone, from children to adults, must learn. There are numerous reasons why people should be fluent in English. The first reason is because English is an international language used to communicate with individuals from diverse countries and form relationships. The second reason is that it is applied in numerous domains, including technology, education, social, cultural, and business. The third reason is that English makes it easier for someone to access information from various fields, as not all information is accessed using Indonesian. The final reason is that English can make it easier for someone to build businesses and create job opportunities with people from different countries. Accordingly, Kartono (1980: 125) claimed that our national language is not yet appropriate for use as a method of developing friendship with other countries or for contact with the outside world in the framework of foreign policy. English must undoubtedly be given top priority for study among other foreign languages since it is the language of international communication, science, modern technology, trade, and politics, and it is employed in practically every field.

In the teaching and learning process at MA NWDI Perian, the researcher found several problems within the students of class 11 MA NWDI Perian. One of the problems found is the lack of student interest in learning English. Factors influencing students' lack of interest in English language subjects include boring teaching methods, teachers' lack of classroom management skills, lack of material appeal, lecture-based instruction, monotonous learning, or a lack of connection between English language material and students' real lives. Syaiful Bahri Djamarah

in Hikmah (2018) states that to achieve learning outcomes in the form of change, it must go thru a certain process influenced by factors both within and outside the individual. Internal factors include physiological factors (physiological condition and sensory condition) and psychological factors (interest, intelligence, talent, motivation, and cognitive ability). External factors include environmental factors (nature, socio-cultural) and instrumental factors (curriculum, program, teacher, facilities, and parents).

Considering the importance of learning English in the era of globalization, educators or teachers are also very influential in increasing students' interest in learning. The most important factor in learning English for students is the teacher's ability to deliver the lesson well and correctly so that it is easy for students to understand, and the teacher must also be able to create a non-boring classroom atmosphere. Therefore, appropriate theories are needed to support this English language learning, such as selecting the right learning strategies, methods, or techniques, so that English language learning becomes more enjoyable for students, making it easier for them to accept this English language learning (Deporter, 2005:40).

As an intern at MA NWDI Perian, the researcher used the Problem-Based Learning (PBL) approach as a teaching strategy that was thought to be able to boost students' interest in learning English. Problem-Based Learning, or PBL for short, is a learning approach that focuses on addressing real-world problems. It can be completed alone or in groups, and the outcomes of the discussion are presented to the class. PBL is intended to provide students with opportunities to improve skills such as working in groups or teams, developing oral and written skills, learning independently, applying problem-solving materials in real life, awareness of responsibility and self-evaluation, individually. working, explaining concepts, managing group learning and leadership responsibilities, critical and analytical thinking, and developing information literacy (Nilson, 2010; Hmelo-Silver, 2004; Hmelo-Silver and Eberach, 2012; Amerstorfer, 2020; Ansarian and Teoh, 2018). Furthermore, Problem-Based Learning can develop critical thinking skills, communication skills, and problem-solving abilities while teaching content (HmeloSilver, 2004; Hmelo-Silver and Eberach, 2012, Ansarian and Teoh, 2018).

One alternate teaching strategy that educators can employ is problem-based learning. This learning stresses students' participation in speaking with their classmates and with their learning environment since teachers must also build a classroom climate that encourages open exchange of ideas. This attempts to assist students in becoming more self-reliant in resolving fact-related issues (Ngalimun, 2013).

In its implementation, the researcher not only focused on problem-solving, but also incorporated the game activity "*Who is the winner?*" which is a win-lose game that rewards students who actively ask and answer questions, with the aim of attracting students' interest in learning and preventing the classroom atmosphere from becoming boring. Fatima et al., 2019 stated that games are activities done for fun that have rules, resulting in winners and losers. Thus, the implementation of the problem-based learning model in 11th grade MA NWDI Perian is running well and can increase students' interest in English subjects. By presenting interesting and relevant problems, this learning method is able to engage all 11th-grade students in solving them. This learning method also boosts students' enthusiasm for deepening their English language skills, connects English learning materials to everyday life, and encourages students to continue thinking critically.

## RESEARCH METHODS

In order to increase interest in learning English, the researcher needs to determine the research method that will be used. Agung (2017) states that the research method is a path or way that must be taken to conduct research activities. So, it can be concluded that method is one of the steps or ways a researcher must take in conducting research activities. In this study, the research method used is descriptive qualitative research. This research aims to describe and illustrate natural or human-made phenomena, focusing on their characteristics, qualities, and interconnections, without manipulating variables (Nana Syaodih Sukmadinata, 2011). Sugiyono (2018) states that qualitative research is descriptive and tends to use analysis, placing more emphasis on process and meaning (subjective perspective). Thus, it can be said that qualitative descriptive research is one of the research methods that aims to seek information about a phenomenon as it is in depth, describing and explaining a natural event or object being studied through words and subjective meanings, without numbers, with a focus on the participants' processes and experiences rather than manipulating variables.

In this study, the data collection techniques used were observation, interviews, documentation and classroom action research (CAR). Observation is the first step in data collection techniques which is a process of systematic observation of human activities, these activities take place and are monitored continuously. This is in line with the opinion of Hardani, (2020:124), observation is a technique or way of collecting data by observing ongoing activities. Observation is divided into three, namely participatory observation, frankly bright observation and unstructured observation. The next technique is interview, which is the process of collecting data that is carried out face-to-face by two or more people to obtain information. Based on the opinion (Sugiyono, 2019:304) an interview is a meeting of two people to share information and ideas through questions and answers so that it can be built into meaning in a certain topic. After that, the technique of data collection through documentation, Documentation is a method used to obtain the desired data, document study is a complement to the use of observation or interview methods to be more reliable. This opinion is in line with the opinion of Sugiyono, (2019:314) documentation is a record of events that have passed. The document study complements the use of observation and interview methods in qualitative research. Finally, Classroom Action Research is a research conducted to solve learning problems and improve the quality of learning in the classroom by teachers. This opinion is supported by Arikunto (2019:126) CAR is an action research conducted by teachers with the aim of improving the quality of learning practices in their classrooms. CAR focuses on teaching and learning that takes place in the classroom.

Efforts to increase students' interest in learning English were implemented using the problem-based learning (PBL) approach. The researcher, as an intern at MA NWDI Perian, made efforts to increase English learning interest during the 4-month internship, specifically on Mondays and Thursdays from 08:00-10:10. The observation was conducted 3 days after the internship students were released from the school office. During the observation activity, the teachers at the Aliyah Islamic high school had already given permission to the student interns to teach and simultaneously apply the knowledge they had gained in college. The internship was also the location where the researcher conducted this study, which was at MA NWDI Perian. The focus subject was the 11th grade of MA NWDI Perian, who were considered to have low interest in learning English based on observation results. Then, the implementation of problem-based learning (PBL) in class 11 took place on September 11, 2025.

## RESULTS AND DISCUSSION



Table 1: Documentation of observational teaching methods

After conducting observations in the school environment on September 9, 2025 and September 10, 2025, several problems were found and one of the most important problems to discuss was the lack of interest in learning English for grade 11 MA NWDI Perian students, based on the results of direct observation when the teacher taught, almost 80% of the students did not pay attention to the teacher, most of them slept and preferred to play. This is due to the lack of attractiveness of the material presented and also teachers who use *the teacher-centered* method where learning is only centered on the teacher, so the impact is that students are less involved in learning, students do not have the opportunity to think critically, and this method tends to make the classroom atmosphere boring. This method only educates the teacher, and the student is only a listener. If teachers persist with this method, it will only cause boredom and lack of interest in learning students in English subjects. If interest alone is lacking, then it is difficult for the knowledge conveyed by the teacher to enter into the students.

The TCL (Teacher Center Learning) learning approach according to (Sudjana, 2001), reveals that teachers or educators do more teaching and learning activities in the form of lectures (lecturing). Students are limited to listening, understanding and taking notes. Educators are the center of the role in achieving learning outcomes. Educators seem to be the only source of knowledge. This model means providing one-way information, as it is only the transfer of knowledge from educators to learners. Harto, (2012), also argues that teacher center is a teacher-centered learning process. The teacher delivers the material and will only make the teacher more intelligent. Meanwhile, students only have experience hearing exposure. The TCL system produces students who are less able to appreciate science, are afraid to express their opinions, do not dare to try which ultimately tends to become passive learners and lack creativity.



Table 2: Documentation of 11th grade student interviews

Based on the results of the interview, there were 20 students who were interviewed, one of the students, Novia Ardilla said , *"I like English because I am motivated to work abroad and I believe that mastering English will make it easy for me to get a job, but currently my interest in English is decreasing, We students are not very interested in learning English, because our English teacher uses the lecture method so that it makes us sleepy in class and cannot participate in learning, the monotonous learning atmosphere also makes us bored"*. So, it can be concluded that choosing the right learning method is necessary. Therefore, the researcher as an internship student at MA NWDI Perian seeks to increase students' interest in learning English subjects through the Problem Based Learning (PBL) approach. Problem based learning (PBL) is a learning method based on world problems that students experience in groups or individuals, in this method students do more activities than teachers, while teachers only facilitate students for the sake of running teaching and learning activities well.

Problem-based learning is a learning approach that uses real-world problems as a context for critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from the subject matter (Sudarman, 2007). PBL has the characteristics of problem-oriented learning, with a syntax, namely: orienting students to problems, organizing students to learn, guiding individual and group investigations, developing and presenting works and exhibiting them, analyzing and evaluating the problem-solving process (Hinderasti, Suciati & Prayitno, 2013) This approach is considered to be able to increase students' interest in learning English, which in The implementation of this method allows students to contribute more and be more involved during learning activities. Researchers as interns provide explanations of material related to students' real lives, making it easier for students to think critically. Next, the researcher divided the students into groups so that all students could be more active and involved in solving the given problems. The results of the discussion were presented in front of the class and all students listened. Students are required to ask questions in order to practice critical thinking and mental attitude of speaking in front of a large number of people. After that, the teacher gave appreciation to the students who wanted to ask questions. This aims to build students' enthusiasm in learning, build creativity in solving problems, and train students' knowledge in real situations.

Furthermore, based on the results of interviews with 20 students held on December 1, 2025, Meri students revealed that *"before the implementation of the problem-based learning method by Hamzanwadi University intern students, I was less interested in learning English, I preferred to sleep in the back rather than having to listen to the teacher lecture in delivering material, but with the application of the problem-based learning method, I was able to made me interested in focusing on learning English, because in this learning method it challenged me to think critically"*. That means that students are able to be influenced to learn through the problem-based method (PBL) and emphasize to the teacher that not all students can receive lessons with the lecture method. And this method can be said to be successful in its application.

On the other hand, Wilian et al., 2021 argue that the Problem Based Learning (PBL) learning model consistently shows a significant increase in students' critical thinking skills. Students are better able to analyze problems, develop creative solutions, and apply their knowledge in real-world situations (Napitupulu et al., 2020). PBL increases student involvement in the learning process. Students show greater interest and active participation in English classes, which leads to higher motivation to learn. The application of PBL helps students in mastering English subject matter. Students who engage in PBL show significant improvements in speaking, writing, reading, and listening skills. PBL encourages teamwork and communication between students. Through group work, students learn to listen, respect other opinions, and work together to achieve common goals. While the benefits of PBL are clear, there are some

challenges in its implementation. These challenges include the need for more intensive preparation for teachers, curriculum adaptation, and effective classroom management to support problem-based learning (Maulana & Purnomo, 2021).

As in this opinion, the results of the class action research (PTK) conducted by the researcher as an intern also show that the application of this problem-based method produces results where students show involvement in the learning process of solving problems, students are also able to provide solutions to the problems given, students are active in conducting questions and answers discussions. That means that this method has succeeded in helping students increase their interest in learning English subjects. In addition, the application of PBL in English language learning can also contribute to the development of students' critical thinking and problem-solving skills.

By using the problem-based learning (PBL) model, students not only acquire better language skills, but they also acquire critical and collaborative thinking skills that are essential for English language learning. According to Simbolon (2017), critical thinking is thinking logically and effectively with a focus on making decisions about what to believe or do. Critical thinking means learning to use one's mind to make decisions Kurnia & Ganeswara, (2021) argue that the ability to think independently to evaluate the information obtained so that the decisions taken can be trusted and appropriate in taking action. This ability shows that there are six main components in critical thinking: FRISCO (Focus, Reason, Inference, Situation, Clarity, and Overview) (Ennis, 1991: 20). Here is Ennis' (1991: 20) explanation:

|           |                                                                                                                                                                                |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus     | What is done at this stage is to identify the focus or main concern in the problem so that the work becomes more effective                                                     |
| Reason    | In this element, the reason for the answer or conclusion needs to be made to reinforce the resulting answers                                                                   |
| Inference | At this stage, what is done is to estimate the conclusions that will be obtained so that the reason can be accepted.                                                           |
| Situation | The situation in question involves the application of the concept of knowledge previous to solve problems in other situations with paying attention to appropriate situations. |
| Clarity   | check clarity to ensure that what is being conveyed It's clear. At this stage, an example of a problem or problem is given similar to the existing one                         |
| Overview  | check the correctness of the answers that have been obtained so that<br>An appropriate answer is generated                                                                     |

Furthermore, cooperation skills are abilities that consist of virtue, cooperation, and responsibility in dealing with a problem faced by a student (Yayang Dela 2020). According to Almira (2019), five criteria are used to evaluate students' ability to work together: cooperation, responsibility, compromise, communication, and flexibility.

|                |                                                                                                                     |
|----------------|---------------------------------------------------------------------------------------------------------------------|
| Cooperation    | Cooperation is an effort made by the group to Achieve a pre-planned desire                                          |
| Responsibility | Responsibility is a state in which the student is obliged to bear everything                                        |
| Inference      | At this stage, what is done is to estimate the conclusions that will be obtained so that the reason can be accepted |

|               |                                                                                                                                                                               |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication | A process for students to discuss problems with each other that he is facing, so that it is hoped that a deal                                                                 |
| Compromise    | A process of determining an agreement from the results of the discussion that has been implemented. Through this, it is hoped that students can provide problem solving well. |
| Flexibility   | A process of students being able to solve the problems given teachers with time constraints                                                                                   |

The study adds specific evidence on the benefits of PBL in the context of English language teaching, supporting the finding that this method enriches students' learning experiences and prepares them for future challenges (Asitah & Ismafitri, 2021).

In classroom action research (CAR), researchers not only focus on problem solving but also insert games into learning to create fun learning and also liven up the classroom atmosphere so that it is not boring. This is in line with the opinion of Naafi & Irawan, (2022) who stated, With fun, the development of thinking skills, and emotional involvement, games are effective tools in education that combine various elements to achieve better learning outcomes. The game given by the researcher is related to the function material so that the science is more youthful in students. Then, at the end of the game, the researcher gave a reward to the winning student in answering questions in the " *quiz*" and "*who is the winner*" games. This will make students even more excited in following the Lesson.

## CONCLUSION

Based on the results of observations, interviews, documentation, and classroom action research (CAR), this study concludes that the implementation of the Problem Based Learning (PBL) model has a positive influence on increasing English learning interest among students in class XI of MA NWDI Perian. Before the implementation of PBL, students showed low learning interest, as evidenced by their lack of seriousness in following lessons, the dominance of the lecture method, and a less engaging classroom atmosphere. PBL then provides students with the opportunity to be more active thru problem-solving activities, group discussions, presentations, and question-and-answer sessions.

The research results show that students become more cognitively and emotionally engaged. They are more courageous in asking questions, capable of providing solutions to problems, and demonstrate better critical thinking and teamwork skills. The use of educational games during learning also successfully created a more lively classroom atmosphere, motivating students to focus and participate actively. Thus, PBL has proven effective in:

1. Increasing students' interest and motivation in learning English;
2. Developing critical thinking, communication, and collaboration skills
3. Creating learning that is more meaningful and relevant to students' real lives;
4. Reducing boredom caused by monotonous teaching methods.

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