

***An Analysis Of Student's English Proficiency Through Problem Based Learning Model
(A Study On Fifth Semester Students Of Tadris Bahasa Inggris)*****Analisis Kemampuan Bahasa Inggris Mahasiswa Melalui Model Problem Based Learning
(Studi Pada Mahasiswa Semester Lima Program Studi Tadris Bahasa Inggris)****Riris Septi Pratiwi**

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ABSTRACT

This study aims to analyze English language skills through the Problem-Based Learning model. English language skills refer to a person's ability to communicate effectively in English. This ability includes various aspects such as reading, writing, speaking, and listening. This study uses a qualitative descriptive method. Respondents in this study were the fifth students of English Language Education UINFAS Bengkulu. Data were obtained from interviews and observations. The data that had been obtained were analyzed using three stages, namely data reduction, data display, conclusion, and verification. The results showed that the speaking ability of fifth-semester students in the English Language Education program was found to be that they can explain issues using their own words. Students are able to express ideas or opinions during the PBL (Problem-Based Learning) sessions. In listening skills, students showed a better understanding of oral materials because they were accustomed to listening and analyzing various discussions in problem-based learning sessions. Students are able to appreciate the ideas or opinions of their classmates and acquire new vocabulary. The problem-based learning model also made students are able to identify information or ideas in detail. They are capable of disregarding irrelevant information in the text. This indicates that one aspect of reading can be mastered by them. In writing skills, the results of the study showed that students who studied with PBL were able to write more structured and logically.

Keywords: *English Proficiency, Problem Based Learning Model.***ABSTRAK**

Penelitian ini bertujuan untuk menganalisis kemampuan bahasa Inggris melalui model Problem Based Learning. Kemampuan berbahasa Inggris mengacu pada kemampuan seseorang untuk berkomunikasi secara efektif dalam bahasa Inggris. Kemampuan ini mencakup berbagai aspek seperti membaca, menulis, berbicara dan mendengarkan. Penelitian ini menggunakan metode deskriptif kualitatif. Responden pada penelitian ini adalah mahasiswa semester lima di Tadris Bahasa Inggris UINFAS Bengkulu. Perolehan data didapat dari interview dan observasi. Data yang telah diperoleh di analisis menggunakan tiga tahapan yaitu data reduction, data display, conclusion dan verification. Hasil penelitian menunjukkan bahwa kemampuan berbicara mahasiswa semester lima Tadris Bahasa Inggris ditemukan mampu menjelaskan masalah dengan kata-katanya sendiri. Mahasiswa mampu mengungkapkan ide atau pendapat selama sesi PBL (Problem-Based Learning). Pada keterampilan mendengarkan, mahasiswa menunjukkan pemahaman yang lebih baik terhadap materi lisan karena terbiasa mendengarkan dan menganalisis berbagai diskusi dalam sesi pembelajaran berbasis masalah. Mahasiswa mampu menghargai ide atau pendapat teman sekelasnya dan memperoleh kosakata baru. Model pembelajaran based learning juga membuat mahasiswa mampu mengidentifikasi informasi atau ide secara rinci. Mereka mampu mengabaikan informasi yang tidak relevan dalam teks. Hal ini menunjukkan bahwa salah satu aspek membaca dapat dikuasai oleh mereka. Pada keterampilan

menulis, hasil penelitian menunjukkan bahwa mahasiswa yang belajar dengan PBL mampu menulis lebih terstruktur dan logis.

Kata Kunci: Kemampuan Bahasa, Model Problem Based Learning.

1. Introduction

The global demand for English proficiency has intensified in recent years, particularly in non-English speaking countries. English has become a lingua franca in various fields, including education, business, and technology (Rao, 2019). This has necessitated effective teaching methodologies to enhance students' language skills. Among these methodologies, Problem-Based Learning (PBL) has emerged as a promising approach that fosters critical thinking and active engagement among learners.

Problem-Based Learning is an instructional method that challenges students to learn through engagement with complex, real-world problems. Instead of traditional rote memorization, Problem Based Learning encourages collaborative learning, where students work in groups to solve problems, thereby developing both language skills and critical thinking abilities. This approach aligns well with the communicative language teaching paradigm, which emphasizes interaction and practical use of language (Ali, 2019).

In the context of Tadris Bahasa Inggris, which focuses on training prospective English teachers, the adoption of PBL can significantly affect students' learning outcomes. The curriculum aims to equip future educators with not only linguistic proficiency but also pedagogical skills. Implementing PBL can enhance students' ability to apply their language skills in authentic situations, ultimately preparing them for real-life teaching scenarios.

Based on pre-observation in Tadris Bahasa Inggris, the researcher find out are: English language ability is an essential skill for Tadris English students because it plays an important role in supporting their understanding of lecture material and readiness to face the professional world. As students studying English, they are required to master various aspects of the language, such as speaking, writing, reading and listening skills, to support an effective learning process. Good command of English also allows them to access academic literature, follow scientific developments, and communicate with native speakers or the global academic community. Thus, these skills are not only an academic requirement, but are also the main capital for students to compete in the world of work, especially in the fields of education, research and language-based industry.

Then, The use of problem-based learning (PBL) in the classroom provides opportunities for students to gain knowledge through effective and group interactions. The use of problem-based learning makes the learning process fun and interesting. Students have a tendency to think, solve problems, learn independently and improve students' social skills.

So, Problem based learning encourages students to be more active in the learning process. This method requires students to participate. While the teacher helps and gives advice. The active learning process can develop students' understanding and knowledge of the material being studied. Students get information and use their information and skills to complete their assignments (Delisle, 1997). Its different from using traditional methods in language learning. The learning process does not provide students with the opportunity to develop their skills. Only the delivery of material by the teacher and students are assigned to make a note about the material that has been taught. The lack of student participation in learning makes the language learning process less enjoyable and less focused on the material being taught.

In Ariyanti et al., (2019) during the learning process in class, teachers found several problems. The problem faced by teachers is the lack of student motivation in learning. This has an impact on student interest and involvement in class. Students also do not focus when the teacher explains the learning material. So that there is a lack of interaction between students and teachers in the teaching and learning process. Students who have interest and attention in

learning create effective learning. Interest influences learning. By having an interest, students will do something they are interested in. Student motivation also influences learning activities. Motivation is a process that has motives and actions to obtain needs and achieve goals.

Shawaqfeh et al., (2024) claims that social interaction and participation in class affect the foreign language learning process. Interaction in the form of conversation can be done by students and teachers to improve English language proficiency. Students who are passive when answering questions from the teacher. One or two people who respond. Choosing the right learning method in class can create a learning environment that supports and motivates students to achieve maximum learning outcomes.

Student achievement in learning can be obtained from learning activities that have been carried out previously. Student learning outcomes can be seen from the scores given by the teacher. Scores in the form of letters, words or symbols indicate the level of student success during a certain time. Internal and external factors influence student learning achievement. Internal factors include intelligence, practice, motivation, learning habits, interests and attitudes. While external factors include family factors, teachers, teaching methods, the environment and tools used in learning (Candrasa & Cen, 2023).

Some of previous research discussing about problem based learning. The research consist of Amedume et al., (2022) with the title "Effect of Problem Based Learning Approach on Students' Achievement in Trigonometry". Second, Ermawati et al., (2022) "The Effect of Problem Based Learning Model and Achievement Motivation on Mathematics Learning Outcomes. Third, Rosyidin et al., (2022) entitled "The Effect of Problem-Based Learning Model Towards Students' Comprehension of The English Reading Text". Based on these research, the reseracher find the research gaps, they are : a) specificity of subject matter; the studies by Amedume et al. and Ermawati et al. focus on mathematics, while Rosyidin et al. addresses English reading comprehension. There is a lack of research that explicitly examines the effects of Problem-Based Learning (PBL) on English proficiency, particularly in the context of teaching English as a foreign language, b) integration of subject areas: while there is research on PBL in mathematics and reading comprehension, there is limited exploration of how PBL can integrate language skills (listening, speaking, reading, writing) in a cohesive manner. This gap suggests a need for studies that explore PBL's effectiveness across multiple language competencies, c) longitudinal studies: existing studies primarily focus on immediate learning outcomes. There is a lack of longitudinal research examining the long-term effects of PBL on students' language proficiency and retention over time. This could provide insights into how PBL impacts sustained learning, d) student engagement and motivation: while Ermawati et al. considers achievement motivation, there is little research on how PBL specifically influences student engagement and motivation in language learning contexts. Understanding these factors is crucial for implementing effective teaching strategies, e) assessment methods: existing literature often lacks detailed discussion on assessing student outcomes in PBL settings, particularly for language learning. Research could investigate innovative assessment strategies that align with PBL principles, and e) comparative studies: there is a need for comparative studies that analyze the effectiveness of PBL versus traditional teaching methods in language proficiency, providing a clearer understanding of its advantages and limitations.

The difference between previous studies and research gaps, the resercher interesting to study about the students English proficiency through problem based learning focus on the fifth semester of Tadris Bahasa Inggris becomes object of this research.

2. Research Method

This study uses qualitative research to analyze and describe the fifth-semester students on Tadris Bahasa Inggris of UIN Fatmawati Sukarno Bengkulu in the academic year 2023/2024. According to Ary (2010) and Sugiyono (2010), descriptive qualitative research is a research methodology that seeks to understand a particular phenomenon of human behavior

or social setting naturally. It also aims to accurately and systematic describe the facts and characteristics of the object or subject without looking for any connections between various elements or relationships between variables. The researcher obtains research data through observation, interviews, and documentation. The data that has been collected is analyzed through several stages, namely data reduction, data display, conclusion, and verification.

3. Result and Discussion

In this research, the speaking ability of fifth-semester students in the English Language Education program was found to be that they can explain issues using their own words. Students are able to express ideas or opinions during the PBL (Problem-Based Learning) sessions. However, the pronunciation and intonation used are not yet accurate. According to research conducted by Lasabuda (2017), it is explained that factors affecting students' difficulties in pronouncing words and intonation accurately include a lack of vocabulary, pronunciation influenced by regional accents, and feelings of nervousness. From the interviews conducted, some students reported feeling nervous when trying to speak in front of a large audience.

Through the problem-based learning model, students actively participate in seeking solutions related to the issues discussed. During discussions, students are confident in expressing their ideas. This provides an opportunity for students to develop their speaking and listening skills in English. The ability to communicate among classmates also creates opportunities for students to practice direct communication. This aligns with the statement from Shawaqfeh et al. (2024) that social interaction and participation in class influence the process of learning a foreign language.

In listening skills, students showed a better understanding of oral materials because they were accustomed to listening and analyzing various discussions in problem-based learning sessions. . Students are able to appreciate the ideas or opinions of their classmates. This is in accordance with Brown's (2000) view that listening skills can develop optimally when students are given the opportunity to practice in authentic contexts. Through the PBL learning model, students are able to remember new vocabulary. The vocabulary they acquire from what they hear includes terms such as analyze, development, and action plan. This provides vocabulary knowledge for the students. According to Hendrawaty (2019), learners acquire new vocabulary through what they hear.

The problem-based learning model made students are able to identify information or ideas in detail. They are capable of disregarding irrelevant information in the text. This indicates that one aspect of reading can be mastered by them. According to Nuttall, as cited by Saraswati et al. (2021), the aspects of reading consist of five parts. All five aspects must be mastered by students in order to understand the reading of a text quickly. These five aspects include finding the main idea, obtaining specific information, making and identifying references, as well as understanding the meaning of words and detailed information. In Reading, especially in understanding academic texts and scientific articles used as discussion materials in PBL sessions. Schema theory from Anderson et. al (1985) explains that reading comprehension will be more optimal if students can connect new information with previously acquired knowledge. In the context of PBL, students are required to seek various references and read many sources to understand and solve the problems given. This shows that a problem-based approach is able to stimulate reading skills more effectively than conventional methods.

In writing skills, the results of the study showed that students who studied with PBL were able to write more structured and logically. According to the process writing approach theory from Flower and Hayes (1981), the writing process involves the stages of brainstorming, drafting, revising, and editing, which in PBL are done naturally when students compile reports or solutions to problems given. This process improves students' writing skills because they are

accustomed to thinking critically and systematically in developing arguments or explaining solutions. In addition, the existence of group discussions in PBL also helps students improve the structure of their writing through feedback from peers. Overall, the results of this study support educational theories stating that PBL can improve English proficiency through an experience-based approach and problem solving. These results are also in line with previous studies, such as those conducted by Duch et al. (2001), which stated that PBL can improve learning motivation, active student involvement, and academic achievement in language learning. Therefore, the application of PBL in English language learning in the English Language Education study program can be an effective strategy to improve students' academic achievement.

Besides that, the implementation of the Problem-Based Learning (PBL) model in Tadris Bahasa Inggris has significantly influenced students' English proficiency, as revealed through interviews with students. The findings indicate that PBL enhances students' ability to think critically, collaborate effectively, and apply language skills in real-life contexts. PBL encourages students to engage in problem-solving activities that require them to communicate in English, thereby improving their speaking and writing skills. Moreover, students reported that learning through PBL made the English learning process more meaningful and interactive. Despite its advantages, the study also found several challenges in implementing PBL in Tadris Bahasa Inggris. Some students struggled with adapting to the self-directed nature of PBL, as it requires them to be more independent and proactive in finding solutions.

From the perspective of English proficiency, the interviews indicated that PBL positively impacts students' linguistic competence, particularly in developing their vocabulary, grammar accuracy, and fluency. Many students mentioned that working on real-world problems forced them to use English more naturally, leading to gradual improvements in their confidence and ability to express ideas. Moreover, PBL activities such as group discussions, presentations, and report writing fostered their ability to use English in academic and professional settings.

By engaging students in problem-solving tasks, they can integrate various language skills listening, speaking, reading, and writing within one learning experience. The model also encourages students to take responsibility for their learning, making them more motivated and engaged. As a result, students are not only improving their language proficiency but also developing essential soft skills such as teamwork, leadership, and adaptability.

In conclusion, the analysis of English proficiency through the Problem-Based Learning model in Tadris Bahasa Inggris shows promising results. While challenges remain in its implementation, the overall impact on students' language development is positive. By refining instructional strategies and providing adequate support, educators can maximize the benefits of PBL to enhance students' English proficiency and prepare them for future academic and professional endeavors.

4. Conclusion

Based on the results of the discussion in the study, the researcher can conclude that Problem-Based Learning has positive impact to enhances students' English language proficiency within the Tadris Bahasa Inggris program. Improving students' English skills includes reading, writing, speaking and listening. By engaging students with real-world problems, PBL improves language skills and cultivates critical thinking and collaborative abilities essential for future educators. This approach represents a promising strategy for addressing the challenges faced in English language education, ultimately contributing to more effective teaching and learning outcomes. The successful integration of PBL into the curriculum highlights its potential as a transformative educational method that can be adapted across various educational contexts to improve student achievement in language learning.

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