



The Implementation of the Problem Based Learning in Teaching English at the Second Grade of Pondok Pesantren Ashhabul Yamin Lasi

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ABSTRACT

This research was done to find out the Implementation of Problem Based Learning Model in Teaching English at the second grade of Pesantren Ashhabul Yamin Lasi. This study aims to determine the implementation of the problem based model at the Ashhabul Yamin Lasi Islamic Boarding School. This study aims to 1) To find out how do the teacher implement problem based learning model in teaching english . 2) To find out what are the problem faced by teachers while teaching using the problem based learning model at the Ashhabul Yamin Lasi Islamic Boarding School. This research is a descriptive qualitative research. The subjects of this research are English teachers who implement the problem based learning model. Data collection techniques use observation, interviews and documentation. Data analysis uses the Miles and Huberman model, namely data collection, data reduction, data presentation and conclusions. The result of this study is that it was found that English teachers at the boarding school ashhabul yamin lasi have used five steps in implementing the problem-based learning model. Based on the data collected by the researcher, It can be concluded that all the steps taken by the teacher are in accordance with the steps of each sequence in the problem-based learning model. So, it can be interpreted that the English teacher at the Ashhabul Yamin Lasi Islamic Boarding School is able to apply the problem-based learning model and adapt it to the material being taught. The teacher is able to provide problems or questions according to the abilities of the students. Then the teacher is also able to invite students to be directly involved in the class.

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INTRODUCTION

Education is an important activity for the advancement of humanity. In the world of education, new problems will always appear along with the demands of the times. Basically, the system of national education is always developed according to the needs and developments at both local and national levels. A problem-based learning model is students' higher-order thinking skills, especially critical thinking ability. The model consists of a number of elements which include the use of

hybridizing courses, the careful scaffolding of teachers and students, and the development of a PBL culture of collaboration and interdependence. Each of these elements is described from a process perspective, detailing how we attempted to implement them and how they reacted to challenges along the way. Even though the model was designed for a specific language learning and teaching context, it can be adapted to suit local needs. The model is unique in that it creatively integrates the relevant PBL and linguistic aspects that are often missing in PBL designs but are essential for a successful implementation. The skills training and the scaffolding that the model proposes can offer one means of working around rigid institutional and curricular requirements that often face PBL adoption. It is hoped that the model may support future implementations of successful PBL.

Implementation of the 2013 Curriculum in learning with a scientific approach is a learning process designed in such a way that students actively identify or find problems, formulate problems, propose or formulate hypotheses, collect data with various techniques, analyze the data, draw conclusions, and communicate the concepts, laws, or principles found. The scientific approach is intended to provide students with knowledge and understanding of various materials through the use of a scientific approach. That information can come from anywhere at any time and does not have to be unidirectional from the teacher. Which students are required to be active in class without having to rely on the teacher. The teacher is only a facilitator in the class. Therefore, the learning conditions that are expected to be created are directed at encouraging students to learn from various sources through observation and not just being told (M. Hosnan, 2014).

A problem-based learning model is students' higher-order thinking skills, especially critical thinking ability. The model consists of a number of elements which include the use of hybridizing courses, the careful scaffolding of teachers and students, and the development of a PBL culture of collaboration and interdependence. Each of these elements is described from a process perspective, detailing how we attempted to implement them and how they reacted to challenges along the way. Even though the model was designed for a specific language learning and teaching context, it can be adapted to suit local needs. Susiloningrum states that essentially, problem-based learning presents a variety of authentic and meaningful problematic situations to students, which can serve as a springboard for investigation and inquiry.

Based on some definitions of problem-based learning, it can be concluded that problem-based learning is a model that confronts students with real-world problems to begin learning and is one of the innovative learning models that can provide students with active learning conditions.

This paradigm is intended to assist students in developing thinking and problem-solving skills, learning adult roles, and becoming self-directed learners (M. Hosnan, 2014).

The model is unusual in that it includes relevant PBL and linguistic features that are frequently missing in PBL designs yet are critical for its implementation. The model's proposed skills training and scaffolding can provide one way to work around the rigid institutional and curriculum requirements that sometimes stymie PBL adoption. It is envisaged that the model will help future successful PBL implementations.

But in fact, most educators in the subjects of English education use a learning model with the lecture method, or grammatical errors where the learning model does not make students active, because of the lack of vocabulary skills of the students, making them confused in listening to the explanation of the teacher, which during teaching the teacher must mix the language with the mother tongue, so that students can understand, this makes the lesson time a little because it explains one by one so that only one or two students are active and really listen and understand. This is based on information that researchers have obtained from the results of interviews with English teachers at the Ashhabul Yamin Islamic boarding school in Lasi.

When employing the problem-based learning model, students are encouraged to participate more actively in learning activities. Additionally, this teaching model draws students in by fostering knowledge growth and the development of problem-solving abilities to meet the challenges of daily life. The problem-based learning model, according to Nafiah and Suyatno, is a form of learning that employs real-world situations as a setting for students to develop critical thinking and problem-solving abilities as well as to acquire fundamental concepts from a subject area (Nafiah, Y.N. & Suyanto, W, 2014).

So it can be concluded that in Problem Based Learning prioritizes the learning process, where the teacher help students achieve self-direction skills. The teacher in this model acts as presenting the problem, asking questions, conducting dialog, helping students find problems, and facilitating which is student-centered learning. In addition, the teacher provides support that can increase students' inquiry and intellectual growth. If the teacher can create an active classroom environment and make learning more lively because of the question and answer session that makes students think about how to solve a problem.

There are five simple procedures in PBL, unfortunately the teacher didn't conduct all the procedures. Because different materials also have different ways of teaching, the teacher did not use one of these models due to time constraints. The teacher didn't use one of them. The teacher does not give time for students to present the results of their group work, which is why after the discussion, all their answer sheets

are collected at the teacher's desk. Second, students seem bored during the lesson because they do not appear to enjoy the learning process; they struggle to solve problems because they are not accustomed to solving them independently or in groups; and they feel insecure if they are in a group with students who are smarter than them. And third, students didn't understand the lesson because there were some students who didn't do the tasks given by the teacher, some were busy asking a friend, and there were students who still looked confused about completing the task.

Seeing the problems that occur, Another illustration of how problem-based learning models can be used by instructors to teach English is the problem-based learning model, which is a student-focused teaching technique. According to the author, one of the lessons that encourages student participation and improves learning results is using a model that complements a problem-based learning model.

Based on the background of the problem above, the researcher is interested to conduct the research about " The implementation of the problem based learning in teaching English at the second grade of Pondok Pesantren Ashhabul Yamin Lasi"

Tabel 1.

Stage of Learning Problem Based Learning Model.

Work Steps	Teacher Activities
Orientation of students to the problem	The teacher discusses the learning objectives and describes the various essential logistics needs, and motivates students to engage in the in problem-solving activities
Organizing students to learn.	The teacher makes sure that each member understands their respective assignments, Teachers help students define and organize. Answer the learning tasks related to the problem.
Guiding individual as well as group investigations.	The teacher monitors the involvement of students in collecting data/materials during the investigation process. And guiding the student until discussion in group.
Develop and present the work.	The teacher helps students in planning and preparing appropriate artifacts such as reports, videotapes, and models that help them to convey it to others.
Analyze and evaluate the problem solving process.	The teacher guides presentations and encourages groups to give awards and input to other groups. The teacher and students conclude the material.

RESEARCH METHODS

The researcher employed descriptive qualitative research to design this study. According to Moleong, research that aims to understand phenomena related to what research subjects experience, such as behavior, perceptions, motivations, and actions,

holistically through descriptions in the form of words and language, in a specific natural context, using various scientific methods. In this caase, the researcher will conducts this research in order to get information and analyzed to find out the implementation of the problem based learning in teaeching English in Pondok Pesantren Ashhabul Yamin Lasi", and to know what are the prroblems faced by the teacher when implementing problem based learning model in teaching English in of Pondok Pesantren Ashhabul Yamin Lasi in academic year 2022/2023.

Informant of the research is an English teacher. In Pondok Pesantren Ashhabul Yamin Lasi, there weree two English teachers who taught second grade. One off them implemented a problem-based leearning model in teaching English. In this research, the researcher asked the English teacher to give some information about the implementttation of the problem-based learning model at the second grade of Pondok Pesantren Ashhabul Yamin Lasi . The researcher chhose one English teacher, because the teacher ooften used problem based learning models in ttthe teaching in the class. The teacher only teaches 3 out of 5 classes, namely class VIII 1, VIII 4 and VIII 5. Technique of Data Colection used an observation and an intervwiew. Technique of Data analysis by Miles and Hubermen that is data reduction, displayy the data and conclusion.

RESULT AND DISCUSSION

Result

Description of data

The data from observation based on activities that teacher implemented by using problem based learning model. Whhen the researcher did the observation, the students were learningg about narrative text. This material is taught 2 times . This material is one that suits the problem based learning model. The researcher did the observation twice on each classes. Which was filled while the researcher observe in the class.

The first observation conducted on 11 April 2023 And the seconnd observation conducted on 18 april 2023. This research was locatedd at Pesantren Ashhabul Yamin Lasi. In this research, there is one English teacher that was observed byy the researcher. The description connists of the teacher's activity in the classroom in two-timme meetings. Learning material at the first meeting that was exposure to identifing which was divideded into narrative text. After that sstudent made task in groups.

The first meeting

Steps of PBL	Teacher's activity
Orienting students to the problems	- The teacher starts the class by greeting and attenddance list -The teacherr leads the students to do do'a before studying -The teacher revieews the last material

	<ul style="list-style-type: none"> -Teacher asks the students “apakah kalian pernah mendengar istilah dongeng?” -Based on the teacher's question, students start the lesson with their comprehension of the fairy tale and then they mention the fairy tale they have ever heard -Based on the opening given by the teacher, students identify that the lesson is about narrative text
Organizing students for study	The teacher leads the students to open the module and read the module.
Guiding research individual or group	<ul style="list-style-type: none"> -A teacher points the students to read about the definition and the purpose of narrative text and asks them to make their definition -A teacher leads the students to know about the structure of the narrative text by asking them to read the module. -The teacher explains the material about narrative text; definition, purpose, and structure. -The teacher concludes the definition and the purpose of narrative text in the new form of a definition based on students' understanding -Based on the given story in the model, the teacher asks the students to divide them into four structures of narrative text -During exercising, students ask about the verb and the teacher explains to them
Developing and presenting the masterpiece	-
Analyzing and evaluating the problem-solving process	-

The second meeting

Steps of PBL	Teacher's activity
Orienting students to the problems	<ul style="list-style-type: none"> -The teacher starts the class by greeting and attendance list -A teacher leads the students to do do'a before studying -The teacher reviews the last material

	- teacher ask the student to think about “ simple past”
Organizing students for study	-The teacher leads the students to open the module and read about simple past tense. -Teacher ask the student to find 10 example about simple past in sangkuriang story
Guiding research individual or group	-A teacher explains simple past tense in front of the class -Based on the given story, a teacher asks students to highlight simple past tense; verbal and nominal one
Developing and presenting the masterpiece	Teacher do presentation in the class, but only one group presentation in front of the clas , because the limited time.
Analyzing and evaluating the problem-solving process	-The teacher checks the task together after 20 minutes -The teacher gives the homework; making 10 simple past tenses in verbal form -The teacher gives feedback about the learning process -The teacher concludes the material -The teacher ends the class

Analysis of data

Based on the data, there are several things that can be analyzed by the researcher. The data is explained by analyzing each meeting of observations. What the teacher does in class will be compared with the theory of an expert. In his book, Sofyan explains that the 5-step problem-based learning model can be applied by teachers in class.

Problem-based learning is implemented in Ashhabul Yamin Islamic Boarding School. Has much in common with theory. Before starting the material, teacher discussed last week's lesson a bit, withask students, with the aim of knowing power. Remember fromm students. If students already remember, the teacher will summarize the previous lesson. After that, the teacher continues the next activity, namely conveying basic competencies and goals. Lesson that will be discussed that day. Before the teacher delivers the material to be taught. First, the teacher provides a stimulus in the form of questions about How much knowledge do students have about the material they want. The next findings will be made later, after the process of opening activities. finished, the next step is for the teacher to divide students into several groups. After students are divided into several in groups, students are told to observe the pictures that contain problems; problems can be from the students themselves or from teachers. Prepare, or the teacher provides a stimulus first.

The next findingg is from the problems presented. The teacher prepared students for discussion. Previously, the teacher had to convey the rules whhen discussing. In Here, students are required to be active in group discussions. Already formed. However, the teacher is not just ssilent, but must monitor the course of the discussion, the teacher approaches students to increase their difficulties in conducting group ddiscussions, or there is vocabulary that they do not know,The next findings, after the discussion is over and the solutions are problem solved has been found, then the next participant. Students present or present the results of the discussion, which has been mmade to be presented in front of the class by writing down the results of the discussion and explaining the results of the discussion to be conveyed in front of the class. Then, representatives of group members present the results of their discussions.in front, and for other groups to listen, as well as other groupsgiven the opportunity to ask questions, pprovide suggestions and criticism, and input.

The next findings will be made after the presentation is over. Teacher straightens from the results of student presentations. Then, the teacher with the participants Students conclude the lesson that day. and provide feedback so that the teacheer knows to what extent students understand and remember the lessons they have learned.The next stage, after the findings of this study,discussed, it can be concluded that many have in common with theory. The difference is only in the use of words and sentences. There are several indicators that teachers don't use because of limited time, so they can't be applied. However, the point remains the same. Although, in practice,

Many are not maximized because not all activities are implemented by the teacher inside. However, the implementation of this study made the students are not passive because they muust be involved in all discussions. According to Kurniasih and Berlin, the implementation of the problem-based learning model is to develop students' critical thinking and creative thinking, increasing their ability to solve problems independently and increasing their motivation to learn (Kurniasih, 2015).

When teaching, teachers sometimes leave out one of the problem-based learning model steps, so that the implementation of a model can bee said to be imperfect, but it can still be categorized as a teacher who implements the model. But it can also be said that it failed because iit was not perfect in using the model in one meeting because of limited time, and the students' weak vocabulary made thhe lesson a little slow because the teacher had to help translate or answer questions from stuudents that they could not find in the dictionary. The following is a complete explanantion of the findings of the researcher through observation.

1. Orientation student to the problem

Actually at this stage is orienting student to the problem, that the teacher does in class is not suitable, because there are no problems that have been presented or given by

the teacher to get students to be active in class, because the teacher teaches about narrative text. While in theory the teacher must discuss the learning objectives and describes the various essential logistics needs, and motivates students to engage in the problem-solving activities. Which teachers and students must be able to solve a problem.

This section is the most important to start using problem-based learning models in class. This first step was carried out by the teacher at the first meeting. This can be seen in the module given by the teacher to students about "narrative text". In this step, the teacher discusses the learning objectives, describes the various essential logistics needs, and motivates students to engage in the problem-solving activities.

The first thing the teacher does after opening the class and doing opening activities, including repeating previous lessons to clear the lesson. After that, what the teacher does is ask about stories the students read or heard so far. " This shows that the teacher provokes students to convey their ideas. After that, the teacher concludes all of these ideas and concludes the lesson to be learned from the student's ideas. Which can be seen when the teacher says that the lesson to be learned is about "narrative text." The teacher conducts questions and answers about narrative texts that are known to students and collects all these ideas to be written in front of the class in order to achieve learning objectives. In this case, the teacher has oriented students towards problems, even though the problems given do not make students express opinions or think about developing opinions and ideas.

In the second meeting, the teacher did the same activity again. But In this meeting, at the beginning of the lesson, the teacher completed the previous lesson with students presenting it in front of the class in groups, after which the teacher gave feedback.

Next, the teacher starts learning new material about the "simple past." The teacher conducts questions and answers about the simple past that students already know, the same as what the teacher did in the first meeting. Although The teacher repeats the same activity in the first and second meetings, i.e. The aims of the two meetings are different. At the first teacher meeting focused on the contents of the narrative text and the generic structure of the text and examples, but in the second meeting, The teacher begins to introduce the narrative text structure. Because of the first meeting was almost the same as the second meeting. It can be said that the teacher did not carry out student orientation towards the problem because, in this second meeting, the teacher only focused on explaining what the simple past was and its arrangement and function. different from the first encounter.

2. Organizing student to learn

Actually at this stage is organization students to learn, that the teacher does in class is not suitable, because there are does not explain what students will do in class,

the teacher should first explain what is the meaning of the generic structure, and what are the contents and functions of the generic structure. So that students do not ask questions or get confused about what they are going to discuss. Because it has not been explained or given an understanding before discussing it. So that it runs well and does not take up time during the discussion, because students often ask questions, in the theory the teacher makes sure that each member understands their respective assignments.

Even though students were divided into several groups, they could not complete the group assignments given by the teacher due to time constraints. Students only had time to translate and understand the text with their group mates. Identification of the structure of the narrative text in the Sangkuriang story is carried out by students at home or in the dormitory.

In the second meeting, teacher doing the same things, before entering the problem-based learning step the teacher make sure that the students understand about their assignments, After that, the teacher asks students to make examples of 10 simple past with groups, 5 verbal forms, and 5 nominal forms. and underline which ones are included in the simple past of the Sangkuriang story.

Actually at this stage is organize student to learn , that the teacher divides students into several groups for discussion, which must be completed together in the modules that have been given by the teacher. Students are allowed to use the dictionary to help with their difficulties in translating the Sangkuriang story in the module. If students don't find answers in the dictionary, they can ask the teacher directly. Similar with theory, the teacher help student define and organize the lesson and answer the learning task related to the problem.

After the researchers saw the situation in the teacher's field in carrying out learning one of them by applying Problem-Based Learning models. In the application of the PBL model there are several stages one of which is the second stage after the teacher identifies problems in class, the teacher organizes students, meaning here the teacher forms students into a group to discussion, students complete the task given by the teacher in groups. This is done by the teacher to encourage students to be able to complete the assignments given by the teacher in class. By always applied this model students or learners are themselves trained to always be critical. From this explanation, there are similarities between the studies. The theory used by researchers and the findings obtained by Researchers in the field related to organizing students in improving students' critical thinking skills in narrative text lessons where the teacher form student discussion groups and explain the steps in the implementation of learning.

3. Guiding individual or group investigations.

The next steps of problem based learning, the teacher carried out the third step is Guiding individual or group investigations, the teacher monitors student involvement

in collecting data/material during the investigation process. And guide students to discussions in groups, the teacher asks students to observe the reading about sangkuriang, looking for informatiyon in books, or asking the teacher which is located in a different llocation from the library location. The English books provided by the library can be said to be inadequate because they consist of old books and have never been updated. Using the internet is also not possible because students are strictly prohibited from bringing or using cell phones at school. So the opportunity for students to just ask the teacher about things that still make them confused.

The seecond meeting, the teacher carried out the third step is guiding individual and present the work the teacher helps students in planning and preparing appropriate artifacts such as reports, and models that help them to convey it to others. The teacher asks students to present their reports in front of the class, whicch was asking students to discuss the structure of the narrative text by identifying parts of the narrative text structure in the sangkuriang story. The teacher plans to ask students to ccome to the front of the class to present the results of their discussions with their group mates.

Actually at this stage is guiding individual or group investigations, that the teacher guides students during discussions and provides explanations to students who don't understand by visiting one group at a time to be able to develop and complete discussions together. Similar with theory, the teacher monitors the involvement of students in collecting data and materials during the investigation process.

From this explanation, there are similarities between the studies the theory used by researchers with the findings obtained by researchers, whhen in the field related to guiding investigations, individuals and groups in improving thinking skillscritical students, where teachers guide students in carrying out an investigation.in the form of providing knowledge or stimuli to past studentsStudents can obtain iinformation by themselves; therefore, they can complete the tasks given by the teacher independently or in groups.

4. Developing and presenting work Analyzing

The next steps of problem based learning, the teacher didn't do this step, because the time is up. The second meeting, The teacher asks students to present the results of group discussions in front of the class, the teacher randomizes students to come forward. After that, students make the results of their discussion on the white board regarding orientation, complication, resolution and re-orientation. After that students present the results of their discussion.

After the researchers saw the situation in the field, the fourth stage in theapplication of the problem-based learning model, namely developing and ppresent the results of the ability to think critically, namely the teacher in developing the results of students' critical thinking skills of them is the development of a research report according to an agreed format in which a group randomly selected by the teacher

presents the results of its findings and other groups respond. The teacher develops and appreciates the results of student presentations, not forgetting to clarify a student's presentation results. The development carried out by the teacher also teaches students to be confident in expressing their opinions, so that there are no students who are only silent in learning and presentations.

Actually at this stage is develop and present the work, that the teacher does in class is not suitable because of limited time, only one group performed, and other students could not make presentations together in front of the class. namely, by presenting the results of the discussion in the form of a report as well.requires students to present the results of their discussions in front of the class andOther friends gave their responses before that, of course.The teacher provides information on how to present the results. Their work. And directions for students who are active in achievingadded value by the teacher, and after the presentation is finished, it is continued with a question-and-answer session.

Although not all activities in the problem-based learning model are used by the teacher, there are similarities with the theory that is carried out by the teacher in the classroom, similar with theory the teachers activities in this stage, teacher helps students in planning and preparing appropriate artifacts such report, videotapes, models that help them to convey it to others. So it can be concluded that development activities and presentation of the results from the explanation above, there are similarities between the theoretical studies used by researchers with the findings obtained by researchers

5. Analyzing and evaluating the problem-solving process.

The next steps of problem based learning, the teacher didn't do this step, because the time is up the second meeting, the teacher carried out the last step is analyzing and evaluating the problem-solving process. The teacher guides presentations and encourages groups to give awards and input to other groups. The teacher and students conclude the material. The teacher guides students in presentations and encourages one group to give awards and input to other groups. This cannot be done in any class at all meetings. This is because no group appears for the presentation. The teacher and students provide feedback related to the learning that has been implemented. In addition, the teacher and students also conclude the material. Then, this step is closed with the teacher closing the lesson with prayer and greetings.

Actually at this stage is develop and present the work, that the teacher does in class is not suitable because of limited time to presentation all the group in front of the class,because the teacher will continue the new lesson. Similar with theory the teachers activities in this stage the teacher guides presentations and encourages group to give awards and input to other groups. The teacher and students conclude the material.

According to Sumiati, probleme-based learning is an approach to teaching students to develop skills. Approach to teaching students to develop thinking and problem-solving skills, learn authentic adult roles, and become in learnin (Sumiati, et all, 2015). Based on the above opinion, the problem-based learning rmodel is able to improve students' ability to solve problems and be active during discussions. The results of this study are in line with some of the opinions of the experts above; it can be concluded that using problem-based learning models in learning English works well if educators can implement problem-based learning steps well and can manage time so that it runs perfectly.

Disssussion

Based on data description and data analysis above, the researcher found that the teacher have implemented problem based learning on their teaching learning process in the class.

Problem based learning is an model that was applied by the english teacher in teaching english in the class 8. 4 and 8.5. Furthertmore, from the observation and inerviewed with the teacher in two meeting. The teacher has applied problem based learning model in teaching english in the class when the learning process occur. But there is some activity that was ignored by the teacher.

In the first stage, namely orienting students to the problem. This stage of teacher and learner activities, namely the teacher explain the learning objectives and the facilities or logistics needed. The teacher motivattes learners to engage in activities problem solving activities. From the data above, the teacher always explains the learning objectives that are related to the previous material or students' lives. It can be seen from each data that there is a delivery of learning objectives from the teacher.

In addition, this finding is supported by thhe results of observations where the teacher used namely orienting students to the problem. First, the teacher provokes students to think by asking, Have you ever heard of fairy tales? then invites students to discuss the fairy tale so that important points are found that will be learned about narrative text. After the students gave their opinions and the teacher wrote down all the ideas mentioned by several students, the teacher explained it again so that the students understood it better.

In the second stage, namely organizing students to learn. The instructor assists students in defining and organizing learning tasks associated with issues that were prioritized in the first stage. According to the aforemenetioned information, at this stage the teacher not always assigns issues that are relevant to the studdents' life and the subject matter being studied at the time because limited time to applied. Students are then invited to work together to answer these difficulties. In this method, the instructor aims to motivate pupils to participate actively in their education, to think critically, and

to comprehend the process of problem-solving. The new instructor then goes on to describe the idea behind the content that has to be learnt.

In the third stage, namely guiding individual and group investigations. Teacher activities carried out at this stage are teachers encourages students to gather appropriate information and carry out experiments to obtain the clarity needed to solve problems. From the data above, the teacher always guides students in understanding the problem and formulating the problem. Problem and formulating the problem. In its application, the teacher always checks or monitors students in working on problems and helps students who are having difficulty. Help students who are having difficulty. Evidenced by the number of students who asked the teacher about the meaning of vocabulary.

In the fourth stage, namely developing and presenting work. The teacher has provided the processes for creating and presenting work based on the information previously provided. In this stage The teacher didn't given students the outcomes of their work to present, only one group presentation in front of the class because limited time. The teacher uses it by allowing students time to work on or solve problems. Students are then requested to come up and write down the outcomes of their effort. Then the instructor.

In the fifth stage, namely analyzing and evaluating the problem solving. At this stage the teacher helps students to reflect or evaluate the problem solving process. From the data above, the step of analyzing and evaluating the problem solving process has been carried out by the teacher. It can be seen in its application, after students come forward to write the results of their work or after making sure all students have completed the work. The teacher with students corrects or confirms the results of student discussions and presentations, the teacher helps explain or justify and conclude the results of the discussion together.

In conclusion, the teacher did some activities in teaching english by using problem based learning model but she ignored some activities. The reason that the teacher some factor : firstly the problem from teacher were difficulties in adjust of student input is different and secondly the teacher has limited time in applying this activity. The teacher had implement all of activities but not always in all of the meeting. The activities did by the teacher depend on certain material and student need.

The same thing can also be seen in the research conducted by Yuni Mahtawarmi, about improving students' speaking skill by using Problem based learning model a study at second grade junior high school Of smp n 1 timang gajah Based on the result , it almost all of students agreed that the PBL could motivate them to speak English, whereas, only 10.52% of them stated that the PBL could not influence them to speak in English. In conclusion, PBL can be a useful model to help motivate students in speaking English.

The second thing can also be seen in the research conducted by Anggit Anggraini. About the use of problem based learning model to Improve students recount text of writing Skill of the tenth grade of smk ma'arif 2 Penawaja pugung raharjo of east lampung. The result is Using this model made students felt that studying is more interesting and the result is that their score increased. The students were able to understand more about reecount text, and they could conclude the ideas better than before. Based on the discussion above, it can be concluded that by using problem based learning, the student felt more attracted to study and to understand about recount text. It is shown in their learning result which are improve well while using problem based learning in the learning process from cycle 1 up to cycle 2.

CONCLUSION

From the results of thef research conducted, namely regarding the implementation of the problem-based learning model in English learning in cvclass VIII Pondok Pesantren Ashhabul Yamin Lasi, the researcher can conclude that the implementation of the problem-based learning model in learning English in class VIII Pondok Pesantren Ashhabul Yamin Lasi is going well and is in accordance with theory, There is interaction between teachers and students, although not optimal.

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