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Enhancing English Learning Achievement through Problem Based Learning: An Action Research at SMAN 1 Jepara

Haryanto

Nahdlatul 'Ulama Islamic University Jepara, Indonesia

Email: haryanto@unisnu.ac.id

Abstract

This research aims to describe the learning achievements of English Language through Problem Based Learning (PBL) Model. This study used a two cycle-classroom action research as the design and assigned 30 graders of X Science Class of SMAN 1 Mlonggo Jepara Regency in the year 2018/2019. Each cycle consisted of four stages: planning, implementing, observing and reflecting. Indicators of success are determined for which the students achieved a minimum 75% of mastery learning after they are exposed the PBL Model. The research results show (1) the average learning achievement in the first cycle was 6.92 and in the second cycle the cycle was 8.67; (2) minimum mastery learning in the first cycle was 13 (36.11%) and 23 (63.89%) in the second cycle; and (3) completeness in the classical learning in cycle I was 36.11% and 100.00% in cycle. In addition, the students' participation and motivation after the implementation of PBL increase somewhat 82.4% and of 82.47% students' states strongly agree to the implementation of PBL model.

Keywords: problem based learning, action research

1. INTRODUCTION

All schools that include English as a subject matter have the objectives of learning English as stated in the curriculum. However, not all schools can easily achieve these English learning goals because each school has different obstacles. One alternative to solve the above obstacles is that the teacher must be familiar with methods, strategies, approaches and varied learning models, so that students do not feel bored. One learning model that needs to be developed and applied in the process of classroom English learning is the Problem Based Learning (PBL).

In fact, not all teachers understand the PBL concept, both due to the lack of desire and motivation to improve the quality of science or because of the lack of system support to improve the quality of the teaching staff's knowledge. The teacher must have confidence that there are no problems that cannot be solved, and students must be encouraged to look for problems and at the same time find solutions to solve those problems. At the beginning of trial, maybe it will face many obstacles, but if it has been

repeatedly, then all problems will be easy to deal with, because behind the difficulties there must be a way of convenience.

In fact, at SMA Negeri 1 Mlonggo Jepara, Central Java, Indonesia the students' achievement tends to be static and stagnant and even decreased. This problem occurs because there is no motivation to learn students, as a result of the application of learning models that are less precise, monotonous, and there is no variation in the learning process, giving rise to the impression of boredom and boredom in students. As a result, students' learning achievement did not increase, especially in English learning achievement in class X science students at SMA Negeri 1 Mlonggo. As a solution the researcher wants to apply the PBL in the learning process.

By paying attention to the encountered difficulties, the researchers think that there must be an effort to improve the effectiveness and efficiency in learning English at school. So it is necessary to have an in-depth study material about what and how this PBL model will be further applied in a learning process as a learning approach that is relevant to the demands of the 21st century and generally to education experts and practitioners who focus their attention on development and innovation of learning systems (Seng, 2002).

The objective of this action research is that the English subject learning outcomes of tenth graders of Science class students at SMA Negeri 1 Mlonggo Jepara in the odd semester of the academic year 2018/2019 can be improved. It is conducted by the researcher by applying the PBL which will be carried out with a number of cycles to achieve the expected level of success. To carry out the above learning and learning instruments including teaching plans of PBL, observation sheets are utilized to find out the activities and collaboration of students in the process of implementing the learning process. The learning achievement test is to find out the competence of students in working on evaluation questions and the level of success can be seen at the end of each cycle. If the results obtained are not satisfactory, then a further cycle is held, that is cycle II and so on.

The hypotheses of this action research are: (1) There is an increase in the achievement of English learning in class X science students at SMA Negeri 1 Mlonggo Jepara in the odd semester of the academic year 2018/2019 after the application of the PBL; and (2) There has been an increase in the activeness of students of class X IPA at SMA Negeri 1 Mlonggo Jepara in the odd semester of the 2018/2019 academic year after applying the PBL.

For teachers, the research results are expected to provide experience in conducting classroom action research to improve the quality of learning and add alternative learning education that can improve students' ability to understand concepts and solve problems. For students, the research results are expected to foster students' ability to solve problems through assignments/projects related to learning material, increase student activity in learning, and foster a habit of working together and communicating with friends and groups.

2. LITERATURE REVIEW

Problem-based learning was firstly introduced in the early 1970s at the McMaster University of the Canadian School of Medicine, as an attempt to find a solution in the diagnosis of making questions according to the situation. PBL is an innovation in learning, because in PBL students' thinking abilities are truly optimized through systematic group or team work processes, so students can empower, hone, test, and develop their thinking skills continuously (Seng, 2002; Smith, 1993).

PBL is used to stimulate students' high-level thinking in situations oriented to real-world problems, including learning how to learn (Ibrahim & Nur, 2010), and as a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem solving skills and to obtain knowledge and concepts that are the essence of the subject matter (Watson, 1996; Moffit, 2002; Brownell & Jameson, 2004).

The characteristics of PBL, as mentioned by Ibrahim & Nur (2010), are: (1) asking questions or problems (understanding the problem); (2) focuses on interdisciplinary linkages; (3) authentic investigation; (4) produce products or works which are then exhibited; and (5) cooperation. Howey (2001) argues that the obligatory events occurring in PBL implementation are: (1) engagement: preparing students to act as problem solvers by working together; (2) inquiry and investigation: explore and distribute information; (3) performance: presenting findings; (4) debriefing: testing the accuracy of the solution; and (5) reflection on problem solving.

In addition, Ibrahim & Nur (2010) emphasize that the objectives of PBL in more detail, namely: (1) helping students develop thinking skills and solve problems; (2) learning various adult roles through their involvement in real experiences; (3) become autonomous students. PBL engages students in their own choice of inquiry which enables them to interpret and explain real-world phenomena and build their understanding of the phenomenon.

According to Fogarty (1997) and Hintz (2005) PBL starts with an unstructured problem something that is chaotic from which the students use various intelligence through discussion and research to determine the real issues that exist. The steps that students will go through in a PBL process are (1) finding a problem; (2) defining the problem; (3) collecting facts using KND; (4) making hypotheses; (5) research; (6) rephrasing the problem; (7) presents alternatives; (8) propose a solution. Similarly, Ibrahim & Nur (2010) define PBL lies in the utilization of thinking ability in a cognitive process that involves mental processes that are expected in the complexity of a problem that exists in the real world. Thus, students are expected to have a complete understanding of a material formulated in a problem, mastering positive attitudes and skills in a gradual and continuous manner. PBL requires students' mental activities in understanding a concept, principle, and skills through the situation or problem presented at the beginning of learning.

The situation or problem becomes a starting point for learning to understand principles, and develop different skills of learning in general. Students understand the concepts and principles of a material starting from work and study of a given situation

or problem through investigation, inquiry, and problem solving. Students develop concepts or principles with their own abilities that integrate skills and knowledge that have been previously understood (Nicholl & Lou, 2012).

The difference is in the concept of self-direction. Howey (2001) explicitly focused on learning self-direction in each of the PBL stages, while Ibrahim and Nur (2010) did not explicitly mention the importance of self-direction learning, rather it focused on cooperation between group members to find solutions to problems.

This study aims to describe the improvement in English learning achievement material "What is You Going to Do Today?" Class X students of Natural Sciences 1 Mlonggo Jepara High School through PBL in Odd Semester 2018/2019 Academic Year.

3. METHODS

The design of this research is classroom action research conducted in several cycles. Each cycle consists of planning, implementing, observing and reflecting (Combs, 2015). The results of the study focused on students' ability to work on learning evaluation questions so that learning achievement and learning completeness can be achieved. This class action research was carried out in 3 months, starting from September to November in the odd semester of the 2018/2019 academic year starting from the initial observation, planning, implementation of cycle I, implementation of cycle II, and preparation of reports.

The flow in this classroom action research consists of 4 series of activities carried out in a repetitive cycle, namely cycle I and cycle II. Four main activities in each cycle are planning, action, observation and reflection. In accordance with the researchers' ideas, this class action research is designed to be carried out in several cycles until it reaches the expected results.

The subjects of this class action research were students of grade X Science Class at SMA Negeri 1 Mlonggo Jepara odd semester 2018/2019 academic year. Research data sources are students, teachers, and themselves. The type of data in this study is qualitative and quantitative data. Qualitative data in the form of observations of activities through observation sheets of researchers / teachers and students. Quantitative data are taken from observations about students' cognitive abilities from the results of the evaluation (Sugiyono, 2016).

The research data in the form of student achievement data are taken from the results of the evaluation, the learning process at the time the action is taken with a student observation sheet, reflections and changes that occur in the classroom are taken from the observations and evaluation results, as well as the ability and skills of the researcher /teacher in carrying out teaching and learning activities with applied learning models, using teacher/researcher observation sheets (Pelton, 2010). Data collection methods are questionnaire, observation, and test. Questionnaire in the form of student responses to the application of learning models, obtained from student questionnaires. Observation results are used to determine student activities during the learning process, obtained from student observation sheets. The test is in the form of learning

achievement value data after learning with a learning model, while the test is in the form of a description item.

Data analysis includes data of students' activity in following the learning process on the results of the evaluation instrument using descriptive techniques through percentages, data on learning achievement by calculating the average value of classical mastery learning, and student interest data to find out student responses in learning through the PBL (Sugiyono, 2012).

To find out the success of increasing student learning outcomes on cognitive abilities (learning achievement) by applying the PBL, it can be seen from the indicators of success as follows: (1) The ability of students to answer questions about evaluating learning material can increase with the values above 7.5 achieving at least 80% of the total number of students, (2) The activeness of students in the learning process can increase with a score between 60%-75% achieving moderate activity, (3) The activeness of the researcher/teacher in carrying out learning in the classroom as seen from the observation sheet the activities of teachers are increasing.

4. RESULTS

1.1 Research Preparation

Every research should be held holding research preparations so that the results achieved are truly optimal. The activities that researchers need to do before conducting research as follows:

- a. Conduct observations to identify problems through interviews with fellow subject teachers.
- b. The researcher asked the principal for permission to conduct research.
- c. Determine the class chosen as the subject of research based on the consideration of fellow subject teachers.
- d. Make research instruments in the form of lesson plans, teacher observation sheets, student activity observation sheets, worksheets and evaluation questions.
- e. Develop student interest questionnaires on the PBL.

1.2 Research Implementation

The study was designed in several cycles, each cycle consisting of four stages namely planning, action, observation and reflection. And when it reaches the expected results, then the cycle is considered sufficient.

1.2.1. Cycle I

a. Planning

In planning stage of cycle I, the researchers/teacher did some activities as follows:

- Planning the Problem Based Learning model by making a learning plan.
- Preparing the worksheets for students that will be used to solve problems.
- Preparing an observation sheet. Observation sheets include teacher activity observation sheets and student activity observation sheets.

- Evaluating on the questions. Evaluation questions are given after applying the learning model.

b. Implementing

In implementing stage of cycle I, the researcher did some activities as follows:

- Explaining the material in accordance with the learning plan that refers to PBL in accordance with the steps in the worksheet.
- Dividing the students into groups.
- Giving the questions to each group.
- Distributing the worksheets in the form of steps in completing evaluation questions. Along with the activity number 4, the students conduct group discussions to solve the evaluation questions.
- Going around for guiding, supervising and helping students who have difficulty solving evaluation questions.
- Motivating the students to have discussions in groups to find as much information as possible in solving the given problem.
- Inviting one group representative to come forward and present their work in front of the class. Along with the activity number 7, other students pay attention and may ask if there is something unclear.
- Evaluating the results of their work.
- Providing the evaluation questions.

c. Observing

From the observations made on the activities of students in groups in cycle I obtained the following results:

Table 1 Student Activity in Cycle Group I

No		Student Activity	Score	%	Note
1	A	Paying attention to the teacher's explanation	76	53%	Moderate
2	B	Collaboration in groups	83	58%	Moderate
3	C	Ask between students and teachers	84	58%	Moderate
4	D	Active completion of problems	86	60%	Medium
5	E	Students' presentation skills	99	69%	Medium

Individual student activeness in the first cycle in following teaching and learning activities using the Problem Based Learning model is still low, obtained a score of 20 from a maximum score of 30 with a percentage of 66.67%.

Observations on the activities/performance of teachers in the first cycle obtained a score of 24 or 61.54% of the maximum score of 39 with "sufficient" learning criteria in delivering the material, but the beginning of the lesson was less able to motivate students so that the learning process of student activity was still lacking.

Observation of the results of the evaluation of the first cycle obtained the following results:

Table 2 Evaluation Cycle I

No	Evaluation Result	Score	%
1	Average	6.88	68.78%
2	Highest Value	8.40	84,38%
3	Lowest value	5.20	52,18%
4	Number of students who completed	12	33.33%
5	Number of students who did not complete	24	66.67%
6	Classical completeness	12	33.33%

Because the percentage of classical learning completeness reached 33.33%, it did not meet the expected results of the completeness indicator / success.

d. Reflection

After observing the learning actions, then there is a reflection of the actions that have been carried out. In the activities of cycle I the reflection results are obtained as follows:

- During the discussion the researcher monitored the work of each group, but it was still not optimal and the guidance carried out by the teacher towards the group was not evenly distributed, so some groups could not solve the problem properly. Individual guidance is also lacking in attention, so there are students who are not involved in solving problems. If done more optimally, the teacher will know the characteristics and weaknesses of students, so students can understand the learning material at that time.
- Researcher is fostering student learning motivation in order to foster student interest in the Process Based Learning model process are still less than optimal.
- Student attention to teacher explanations is still low.
- Students are still less active in working on questions.
- The students are less able to interact with other students during group work.
- Students are still reluctant to make presentations. Students still point at each other to make a presentation in front of the class.
- The students lack of the attention to the presentation and opinions of friends
- The condition of the class in learning is still not good or there are some students are busy alone.

The evaluation results in the first cycle obtained the highest value of 8.40; the lowest value of 5.20; average value of 6.92; 13 students who have finished studying or 36.11%; and 23 students who did not complete study or 63.89%; and the classical learning completeness is 36.11%. From the results of the first cycle, it means that the

learning process has not been successful or has not met the classical mastery learning criteria. Therefore, it is necessary to improve the actions that will be taken in cycle II.

1.2.2. Cycle II

a. Planning

In planning stage of cycle II, the researchers/teacher did some activities as follows:

- Planning the PBL in the next cycle (cycle II), by making a learning plan based on the problems that arise from cycle I.
- Arranging the worksheets for students. Worksheets given to students are used to solve problems and compiling the observation sheets that will be used by researchers to observe student and teacher communication activities in learning using PBL.
- Arranging the evaluation questions.

b. Implementing

In implementation stage of cycle II, the researchers did some activities as follows:

- Explaining the material in accordance with the teaching plan and refers to learning using PBL.
- Dividing the students in groups.
- Giving the questions to each group.
- Distributing the worksheets in the form of steps in solving problems. Along with the activity no 4, the students solve problems in groups.
- Going around for guiding, supervising and helping students who have difficulty solving problems.
- Motivating the students for group discussion to find out information as much as possible in solving the given problem.
- Inviting one group representative to come forward and present their work in front of the class. Along with the activity of inviting group, other students pay attention and may ask if there is something unclear.
- Evaluating the results of students' works.
- Providing the competency test questions.

c. Observing

From the observations made on the activities of students in the second cycle conducted in groups obtained the following results:

Table 3. Student Activity in Cycle Group II

No	Student Activity	Score	%	Note
1	A Paying attention to the teacher's explanation	129	90%	High
2	B Collaboration in groups	132	92%	High
3	C Ask between students and teachers	125	87%	High
4	D Active completion of problems	132	92%	High
5	E Students' presentation skills	127	88%	High

- The activeness of individual students in the second cycle in participating in teaching and learning activities using PBL has reached "high" activity, obtained a score of 26 or 86.67% of the maximum score of 30.
- The results of observations of the activities/performance of teachers in the second cycle a score of 37 or 94.87% of the maximum score of 39 with the criteria of "good".

Observation of the results of the cycle II competency test results are as follows:

Table 4. Cycle II Evaluation Results

No	Evaluation Result	Score	%
1	Average	8.67	86.67%
2	Highest Score	10.00	
3	Lowest Score	7.60	
4	Number of students who completed	36	100%
5	Number of students who did not complete	0	0%
6	Classical completeness		100%

The classical completeness has reached 100.00% in accordance to the criteria to be achieved and has met the indicators of learning completeness.

d. Reflection

- During the discussion the researcher monitors the work of each group, maximum and guidance which is carried out by the teacher towards the group already completed, so that several groups can solve the problem well. Individual guidance has been considered, so that all students are involved in problem solving.
- Researcher fostered the student learning motivation in order to increase the student interest in the process of PBL are optimal.
- The students' attention towards the teacher explanations has increased.
- The students are active in working on problems.
- The students can interact with others during group work.
- The students were no longer ashamed to make a presentation.
- The students' attention towards the presentation and opinions of friends has improved.

- The condition of the class in learning is better.

The results of the second cycle can be seen that student activity can be categorized as high, obtained a score of 26 or 86.67% of the maximum score of 30 and has met the established indicators of success. And the performance of teachers in the second cycle obtained a score of 37 or 94.87% of the maximum score of 39, with a good category. From the evaluation results of students in the second cycle obtained the highest value of 10.00; the lowest value is 7.6; and an average value of 8.67. There are 36 or 100% complete students studying and none of them are complete. This shows an increase compared to the first cycle, thus there is no need for a third cycle.

1.2.3 The Comparison between Cycle I and Cycle II

Based on the description above, it can be made a comparison table of cycle I and cycle II as follows:

a. The Comparison of Students' Activities in Groups

Table 5. Comparison of Student Activities in Groups Student

No	Student Activity	Cycle I	Cycle II	Remarks
1	A Paying attention to the teacher's explanation	53%	89.58%	Increase
2	B Collaboration in groups	58%	91.67%	Increase
3	C Ask between students and teachers	58%	86.81%	Increase
4	D Active completion of problems	60%	91.67%	Increase
5	E Students' presentation skills	69%	88.19%	Increase

b. Cumulative Comparison

Table 6. Cumulative Comparison of Cycle I and Cycle II

No	Indicator	Cycle I	Cycle II
1	Student activity	67%	87%
2	Group activity	59%	90%
3	Student average score	69%	87%
4	Students complete	36%	100%
5	Students incomplete	64%	0%
6	Classical completeness	36%	100%
7	Teacher Performance	62%	95%
8	Student Interest		82.47%

5. DISCUSSION

Discussion of this study is based on the results of observations and continued with reflection on cycle I and cycle II. In cycle I, based on observations made on the

teacher, showed that the activity was good enough. Can be seen on the observation sheet of teacher activity in the first cycle shows the score obtained is 24 or 61.54% of the maximum score of 39 while in the second cycle shows that the teacher's activity is good. Can be seen on the observation sheet of activity / teacher performance in cycle II, which shows the score obtained is 37 or 94.87% of the maximum score of 39, which shows that teacher activity has increased in cycle II compared to cycle I.

Observation of student activity is individual, the score obtained from the observation sheet of the first cycle of student activity, which is 20 or 66.67% of the maximum score of 30. This shows that the student activity is classified as low still does not meet the expected criteria, with a minimum percentage of between 60% -75%; while in cycle II shows that student activity is high. It can be seen on the observation sheet of the activities of the second cycle students, which shows the score obtained is 26 or 86.67% of the maximum score of 30, which means it meets the expected criteria. This shows that student activity has increased in cycle II compared to cycle I.

The results of observations of the discussion of each group in working on the student worksheets have been said to be good. This is indicated by the average value in the first cycle reaching 59.4%; and in the second cycle increased to 89.6%; the increase occurred because in the second cycle the level of activity and cooperation within the group was higher so that they were able to solve the problem given well.

Observations on the results of the evaluation in the first cycle can be seen in the results of the evaluation of the first cycle, which shows the ability of students to solve the problem is obtained an average score of 6.88, the highest score of 8.00 and the lowest score of 5.2. Students who finished learning were 12 students or 33.33% and those who did not complete 24 students or 66.67%. This still does not meet the expected criteria, namely classical learning completeness must reach a percentage of 75%. While the results of the evaluation of students in the second cycle can be seen in the results of the second cycle competency test, which shows the ability of students to solve the problem is obtained an average score of 8.67, the highest score of 10.00 and the lowest score of 7.6. There are 36 students who have finished learning or 100.00% and none of them have finished. This shows meeting the expected criteria and student learning outcomes have increased in cycle II compared to cycle I.

The results of the student questionnaire responses showed that most students liked the Problem Based Learning model, with a percentage of 82.47%, or "high" criteria. Rusman (2011:219) conducted research on the PBL whose results showed that cooperative interactions had various positive effects on children's development. Thus it can be said that in the PBL can improve student achievement, so this learning model can be a solution for teachers to improve student achievement.

6. CONCLUSION

After analyzing the data from the results of action research and discussion, it is concluded that the problem based learning model that has been implemented in class X science students at SMA Negeri 1 Mlonggo Jepara in the odd semester of the 2018/2019 academic year is as follows:

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- a. There is an increase in students' English learning achievement after following the model of problem based learning, this is indicated by the results of the evaluation in cycle II (increasing) and after in accordance with the established indicators, compared with the results of the evaluation in cycle I.
- b. There is an increase in student activity in following the problem based learning model, this is indicated by student activity in cycle II being better (increasing) compared to student activity in cycle I.
- c. There is an increase in teacher performance in implementing the problem based learning model. This is indicated by an increase in performance / performance of teachers in the second cycle is better than the first cycle
- d. Student responses to the implementation of the problem based learning model, showed a very good response.

7. SUGGESTION

Based on the results of action research of grade X students of science class at SMA Negeri 1 Mlonggo Jepara in the odd semester of the 2018/2019 academic year, the researchers gave the following suggestions:

- a. The teachers should make innovation in approaches and strategies that are appropriate to the material and conditions of the students in learning process.
- b. The problem based learning model should be applied by the teacher because this model can increase student creativity and activity, make students motivated to study hard, and improve student achievement.
- c. In the problem based learning model, the teacher as a facilitator should encourage students to be more active and motivated in learning.
- d. Teachers should be more patient and cooperative in learning, especially in dealing with the slow learner students and the students who find the difficult to receive lessons.
- e. The teacher should be more creative and innovative in managing the class.

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