

THE SECOND GRADE STUDENTS' LEARNING MOTIVATION OF IMPLEMENTATION PROBLEM BASED LEARNING (PBL) ON GRAMMAR MATERIAL

Suciati^{1*)}, Dian Arief Pradana², St. Shabibatul Rohmah³

¹ SMA Negeri 1 Glagah Banyuwangi, Indonesia

^{2,3}Fakultas Keguruan dan Ilmu Pendidikan, Universitas 17 Agustus 1945 Banyuwangi, Indonesia

Received: 02/01/2024

Revised: 07/01/2024

Accepted: 13/01/2024

Abstract

Problem based leaning become one of teaching method of implementation instrusction. PBL required student to active during leaning. Problem-based learning (PBL) is a self-directed learning strategy where student work collaboratively in small group to investigate open-ended relatable case scenarios (Fukuzawa et al., 2017). Albanese et al in (Fukuzawa et al., 2017) wroten that Problem-based learning (PBL) can increased student's motivation and engagement in learning activity. It is mean that student have motivation to increase and engage active in learning throught PBL. This research focus on achievemot motivation that student have. This reseach used qualitative research method which cover indentification, review the literatude, collect the data, analyze the data and evaluate the research. questionnaires and interview used to collect the data . Thirty four students engaged as participants. Based on the data that was analyzed, the research present six things that motivated the student on grammar learning throught implementation PBL. Those are the role of grammar in english learning. The student's spirit learning, More change to get achievement, PBL help student to show the ability in Grammar and english learning, Grammar is difficult. And feedback that have sustainable effect in learning.

Keywords

Problem Based Learning (PBL); teaching strategy; achievement motivation

(*)Corresponding Author

Suciati

SMA Negeri 1 Glagah Banyuwangi, Indonesia; suciati76@gmail.com

1. INTRODUCTION

Since the implementation of curriculum 13, problem-based learning (PBL) has become one of the teaching methods in the curriculum. This method requires students to be active in learning. Students can find information individually from other sources they have which will make it easier for them to understand and participate in learning activities. Problem-based learning allows students to discuss and share their own knowledge in small groups which will help them to dare to express opinions or



information that students have. Problem-based learning (PBL) is a self-directed learning strategy in which students work collaboratively in small groups to investigate open, relatable case scenarios (Fukuzawa et al., 2017). Problem-based learning focuses on a student-centered approach where students must be more active as participants in learning activities. Based on Albanese et al in (Fukuzawa et al., 2017). Writes that problem-based learning (PBL) can increase student motivation and involvement in learning activities. This means that students have great motivation to participate by expressing their own student opinions.

2. METHODS

The research was carried out in class XI IPS at SMAN AB GLAGAH. SMAN ab Glagah is one of the schools in Banyuwangi that implements curriculum 13. The researcher started the research in the even semester of 2022. The researcher used a qualitative research method which has several steps starting with problem identification, reviewing literacy, data collection, data analysis and description. research result. There were 34 students involved as participants. 20 female students and 16 students whose ages range between 15-16 years. Data collection used questionnaire and interview methods. Questionnaires were distributed at an early stage, after which the researcher analyzed the results and then carried out interviews with the students. After the interview, the researcher transcribes the results of the interview to make it easier for the researcher to investigate the research results.

3. FINDINGS AND DISCUSSION

After the researcher received the research results. The author concludes that class XI students from SMAN AB GLAGAH are motivated to learn grammar through problem-based learning. This is proven by the students' high desire to become a winner as seen from the level of presentation obtained from the questionnaire data.

Table 1.1 Questionnaire result

Indicator	Score		Average Percentage
	Raximum	average	
Always looking for achievements	510	364	71%
Competitive	340	241	71%
Always want to be a winner	340	265	78%
Prefer challenges	510	316	62%
wish to get feedback	510	340	67%

Based on the results above, it shows that students are motivated in learning grammar through the problem-based learning that has been implemented. This is proven by 78% of respondents always wanting to be a winner in learning. Where

students can be more active in learning because PBL is a learning method that focuses on students, which is meant by student activity in learning. So students can express what they know freely. Around 70% of respondents also want to always seek achievement and compete. Competition between students will have a good impact in terms of motivation. Competition between students to solve problems given by the teacher and present the results in front of other students will help students to motivate other students to do the wrong thing. So students join this competition because they are motivated to become winners, in other words they have a desire from within themselves. And the lowest presentation, namely 62% of students, preferred challenges.

Based on McClelland (Hertanto, 2010) presents 6 characteristics of someone who has high achievement motivation, including:

1. Have high responsibility.
2. Dare to take risks.
3. Have realistic goals.
4. Leverage feedback
5. Look for opportunities to become a winner

Based on the results of the interview, there are several answers that prove that class XI students are motivated by the application of PBL in learning grammar. "Every time you get an assignment, you definitely want to give your best and if you can in the future it will be an achievement." This answer is connected with characteristic number 1. Having high responsibility and number 5. Looking for opportunities to become a winner. Students who have high achievement motivation dare to take risks and have realistic goals and this is proven by this answer "grammar is important so to deepen grammar we learn more about grammar". "Because the aim of studying is to achieve achievement in studying actively, to deepen the material that has been studied, so that you become even more active." "Every child definitely wants to be the best. I personally want it too, sis. As a form of self-achievement." This answer explains that students who want to be winners want to do something better than others. This proves that class XI students at SMAN AB GLAGAH are motivated in learning grammar through PBL. Based on the problem formulation "what is the learning motivation of class XI students towards the application of PBL in grammar learning at SMAN ab GLAGAH?" ". There are six things that motivate students in learning grammar through the application of PBL. These include: the role of grammar in learning English, students' enthusiasm for learning, more opportunities to achieve something, PBL which helps students to demonstrate their abilities in learning English, difficulties in

grammar and feedback which can help improve students' abilities.

4. CONCLUSION

Based on the results of the analysis above, it can be concluded that class XI students are motivated in learning grammar by using PBL as a learning method. This has been proven by the results of the questionnaire which has the highest percentage of the desire to be a winner and the results of the interview which presents six things that motivate students in learning grammar. These six things are: the role of grammar in learning English, students' enthusiasm for learning, more opportunities to achieve something, PBL which helps students to demonstrate their abilities in learning English, difficulties in grammar and feedback which can help improve students' abilities.

REFERENCES

- Argaw, A. S., Haile, B. B., Ayalew, B. T., & Kuma, S. G. (2017). The effect of problem based learning (PBL) instruction on students' motivation and problem solving skills of physics. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(3), 857–871. <https://doi.org/10.12973/eurasia.2017.00647a>
- Dochy, F., Segers, M., Bossche, P. Van Den, & Struyven, K. (2005). Students' perceptions of a problem-based learning environment. *Learning Environments Research*, 8(1), 41–66. <https://doi.org/10.1007/s10984-005-7948-x>
- DÖRNYEI, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78(3), 273–284. <https://doi.org/10.1111/j.1540-4781.1994.tb02042.x>
- Elliot, A. J. (2014). Achievement Motivation. *Encyclopedia of Social Psychology*, Psychology(November), 13–16. <https://doi.org/10.4135/9781412956253.n3>
- Fukuzawa, S., Boyd, C., & Cahn, J. (2017). Student Motivation in Response to Problem-based Learning. *Collected Essays on Learning and Teaching*, 10, 175–188. <https://doi.org/10.22329/celt.v10i0.4748>
- Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology*, 41(1), 10–24. <https://doi.org/10.1037/h0086854>
- Hertanto, E. (2010). Kuesioner Motivasi Berprestasi Karyawan (Model David McClelland) (pp. 1–11). Academia Edu. https://www.academia.edu/23705860/KUESIONER_MOTIVASI_BERPRESTASI_KARYAWAN_MODEL_DAVID_McCLELLAND_
- Hung, W., Jonassen, D. H., & Liu, R. (2008). Problem-Based Learning, *Handbook of Research on Educational Communications and Technology*. chapter 38(Problem Based Learning), 486–506. https://doi.org/10.1007/978-1-4419-1428-6_210
- Jones, R. W. (1976). Education and Training Problem-based Learning: Description, Advantages, Disadvantages, Scenarios and Facilitation. *Asia Pacific Journal of Human Resources*, 11(1), 36–53. <https://doi.org/10.1177/103841117601100103>

- Klegeris, A., & Hurren, H. (2011). Impact of problem-based learning in a large classroom setting: Student perception and problem-solving skills. *American Journal of Physiology - Advances in Physiology Education*, 35(4), 408–415. <https://doi.org/10.1152/advan.00046.2011>
- Leavy, P. (2017). *RESEARCH DESIGN HANDBOOK* (A Division of Guilford Publications (ed.)). THE GUILFORD PRESS New York London. www.guilford.com
- Nurcahyoko, kunto. (2014). PROJECT-BASED LEARNING IN TEACHING GRAMMAR FOR HIGH AND LOW MOTIVATED STUDENTS The Case of the Tenth Graders of Sman 1 Bangsri in The Academic Year of 2013/2014. *Journal Unnes.Ac.* Id, 4(2), 138–144. <http://journal.unnes.ac.id/sju/index.php/eej%0APROJECT-BASED>
- Oppermann, M. (2000). Triangulation - a methodological discussion. *International Journal of Tourism Research*, 2(2), 141–145. [https://doi.org/10.1002/\(sici\)1522-1970\(200003/04\)2:2<141:aid-jtr217>3.0.co;2-u](https://doi.org/10.1002/(sici)1522-1970(200003/04)2:2<141:aid-jtr217>3.0.co;2-u)
- Pranatawijaya, V. H., Widiatry, W., Priskila, R., & Putra, P. B. A. A. (2019). Penerapan Skala Likert dan Skala Dikotomi Pada Kuesioner Online. *Jurnal Sains Dan Informatika*, 5(2), 128–137. <https://doi.org/10.34128/jsi.v5i2.185>
- Rai, N., & Thapa, B. (2015). A study on purposive sampling method in research. *Academia Edu*, 1–12. <http://stattrek.com/survey-research/sampling-methods.aspx?Tutorial=AP,%0Ahttp://www.academia.edu/28087388>
- Ridha, M. (2020). Teori Motivasi McClelland dan Implikasinya dalam Pembelajaran PAI. *Palapa*, 8(1), 1–16. <https://doi.org/10.36088/palapa.v8i1.673>
- Sari, I. K. (2018). The effect of problem-based learning and project-based learning on the achievement motivation. *Jurnal Prima Edukasia*, 6(2), 129–135. <https://doi.org/10.21831/jpe.v6i2.17956>
- Savira, & Suharsono. (2013). Pengaruh Pemodelan Terhadap Motivasi Berprestasi Pada Siswa. *UMS Library*, 01(01), 20–48. <http://eprints.ums.ac.id/id/eprint/57321>
- Surahman. (2016). *METODOLOGI PENELITIAN HAND BOOK* (P. Ir. Mohamad Toha, M.Ed. (ed.); 1st ed.). pusdik SDM Kesehatan. <http://bppsdmk.kemkes.go.id/pusdiksdmk/wp-content/uploads/2017/08/Methodologi-Penelitian-Komprehensif.pdf>
- Wardani, A. D., Gunawan, I., Kusumaningrum, D. E., Benty, D. D. N., Sumarsono, R. B., Nurabadi, A., & Handayani, L. (2020). Student Learning Motivation: A Conceptual Paper. 487(Ecpe), 275–278. <https://doi.org/10.2991/assehr.k.201112.049>
- Zuhriyah, M. (2017). Problem-Based Learning to Improve Students' Grammar Competence. *Register Journal*, 10(1), 48. <https://doi.org/10.18326/rgt.v10i1.875>