

“THINK FAST, ACT SMART” PROBLEM BASED LEARNING IN ELT: CASE STUDY OF TEACHERS PROFESIONAL DEVELOPMENT

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Abstract

Problem-Based Learning (PBL) as an alternative learning method that can provide students with the knowledge and experience to work independently in constructing their own knowledge. This study aims to improve the conceptual understanding of Pamulang University management students on the topic of oral and written recount texts through the application of the Problem-Based Learning model. The study was conducted from December to January 2026, with 30 students from classes 03MJSP001, 03MJSP005, 01MJSP001, and 01MJSP003, and four lecturers of varying gender and age. The study used a qualitative case study with a cycle approach, each cycle going through five stages of activity: Planning, Implementation, Action, Observation, and Reflection. The results of this study indicate: Based on the results of the study, there was an increase in learning motivation in four classes, with an average of 70.50 in cycle I and 82.00 in cycle II. Before learning with the Problem Based Learning (PBL) Learning Method, the student's score was 66.50. In the first cycle, the results of student evaluations in the English subject of oral and written text material in the form of recounts got an average score of 70.50, while in the second cycle, the average score was 82.00. From this study, there was an increase in learning completeness of 75% in the first cycle and 95% in the second cycle. Thus, it can be concluded that the implementation of the Problem Based Learning (PBL) Learning Method for English learning on oral and written text material in the form of recounts can improve the English learning outcomes of Pamulang University management students. The conclusion of the study is that the application of the Problem Based Learning model can improve students' conceptual understanding of the subject of oral and written texts in the form of recounts.

Keywords : English Language Teaching, Teachers profesional development.

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INTRODUCTION

Teaching English using the correct method is crucial for ensuring effective learning, increasing motivation, and building students' confidence in communicating (Reanandya et al., 2018). Increasing

motivation and interest through creative and interactive methods, such as games or songs, keeps students interested and engaged, especially for beginners. To build student confidence, methods that provide positive feedback help students speak



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up and reduce the fear of making mistakes (Norawati & Puspitasari, 2022). The implementation of direct experience during learning will lead to the importance of applying English process skills in learning. As explained by Lonergan (2022) the assessment concern standards students' skill such as portofolio, practical test, oral test, students' project, and its requires to assess students' skill competences throught problem based learning methode. Practical tests are assessments that require responses in the form of skills to carry out an activity or behavior in accordance with competency requirements (Lonergan et al, 2022). One of the skills in practical tests is English process skills.

Based on initial observations with English teachers in the Management Study Program at Pamulang University, it was discovered that the learning models used by teachers were diverse, including discovery learning and learning through environmental exploration. The methods used were lectures, discussions, questions and answers, and practicums. However, teachers sometimes remained the center of learning and the sole source

of information in the classroom, so English learning for certain materials was still limited to a product. Assessments during the learning process were not yet used by teachers, particularly psychomotor assessments involving assessments. Problem based learning model has been choose as one of teaching methode appropriate that suppot to depelove English skill in teaching and learning activity. According to Albay (2019), Problem base learning as one of teaching method that create student more organize using question in the form of problem using social experiment and more personally throught students' experience. PBL is one of the learning models that strengthens the scientific approach based on indonesian curriculum in 2020. It is expected that students will be able to find learning concepts and develop their English process skills in the form of problem-based learning so that English learning is not only oriented to the product but also to the process, attitude, and its application.

PBL is appropriate for use in learning oral and written text interaction material in the form of recount because the learning phase in



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PBL syntax directs learning that can achieve the expected basic competencies. Through the application of PBL, it is hoped that it can optimize English process skills and provide meaningful learning experiences that can benefit students. Based on research Dimitrova et al., (2023) it was shown that the application of PBL can improve students' English process skills in oral and written text materials in the form of recounts at MTs Negeri 2 Pidie Jaya. Similar research was also conducted by Ngadiso (2021) which showed that PBL with an English process skills approach was able to improve motivation, learning outcomes and English process skills. Based on the background above, the formulation of the problem in this study is, "how does Problem Based Learning influence the oral and written text material in the form of recounts in the Pamulang University Management Study Program on English language process skills?" The objective to be achieved in this study is to analyze the influence of Problem Based Learning on oral and written text material in the form of recounts on English language process skills.

The PBL technique is divided into five stages: 1) Basic Concepts: In each session, the teacher explains core knowledge, which includes basic concepts, instructions, sources, connections, and abilities. As a result, students understand the objectives of the lesson. 2) Problem Definition: The teacher discusses the problem, and students answer with brainstorming activities. This means that each student must contribute ideas or recommendations. This action will raise many concerns that can be discussed. 3) Independent Learning: Each student must seek many references from various sources such as magazines, newspapers, books, electronic media, and so on. The purpose of this point is for students to be able to access information sources, understand the topic thoroughly, and have the confidence to express problems in front of the class. 4) Knowledge Exchange: The teacher encourages students to form groups to share references and problem-solving strategies. Next, 5) Assessment; it includes cognitive, emotional, and psychomotor components.

The benefits of this research include benefits for students, teachers,



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schools, and researchers, including providing learning experiences and improving performance in understanding English process skills. Creating a student-centered learning atmosphere and training students' English process skills. For teachers, providing alternative appropriate learning strategies to develop students' English process skills. Increasing teachers' experience in implementing learning models that can improve students' understanding and English process skills. For schools Improving the quality of content, processes, and learning outcomes in schools. Improving the quality of learning outcomes in English learning. For researchers, it can add experience in planning and implementing learning activities that train students' mastery of English process skills.

THEORETICAL REVIEW

According to Prasad, S., & O'Malley, C (2022) problem based learning is a learning method which is start with asking student and give them any problem to solve or we can give them the way how to solve the problem and give them the activity to explain

and to combine with their experience in the teaching and learning activity. Suwastini, et al (2021) pointed out that Problem based learning has several innovation and biug contribution in the teaching and learning activity. Problem base learning make student more thinking thought problem should be solve and its really give optimize positive vibes for theis foster critical thinking systematically and train them to have a good contribution work in team since the discussion activity. Therefore, problem base learning give student opportunity to develop their critical thinking thought the test orally or practically. In the problem based learning, students should have a good team discussion or contribution, give corrective feedback, investigating problem and give the solution. In the last they must present the result itself. Thus, students are encouraged to be more actively involved in the subject matter. Hadi, M. S., & Izzah, L. (2018) pointed out problem base learning consist of learning material into problem andi t can uses as a basic problem or easy problem to solve for attract student attention and critical thinking. On the other side, the role of teacher in problem base learning as a



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guide and also model or facilitator for student can solve and think their own problem solving.

According to Bashith, A., & Amin, S. (2017) problem base learning has a role in gain students to get important knowledge base on problem solving learning design. This methode give students proficient to solve the problem in learning and push their ability in participation or contribution in group working. Munawaroh (2020) stated that problem based learning (PBL) is a learning methode focus on arranging students or own experience such as investigation and to think critically based on problem solving especially toward daily activity. Lapuz, A. M. E., & Fulgencio, M. N. (2020) stated that to train student in solving the problem, it can use the suitable learning model that problem based learning methode. According to (Aslan, A, 2021) problem based learning give the opportunity for student to solve the problem scientifically not only learn by basic concept. Cosgun, G. & Atay, D, (2021) pointed out that the proccess of prolem base learning activity in the classroom in the first teacher provide the problem to student, then the second provide several question also

last facilitate a group discussion to find out the solution.

Teachers are one of the important components in education, therefore, it is appropriate for teachers to have competencies related to their duties and responsibilities, one of which is that teachers are required to have broad insight into the use of varied and interesting learning strategies for students to improve student learning outcomes. In addition to the above problems, the quality of education in Indonesia is also low, especially in primary and secondary education. One of the causes is the dominant application of conventional teaching methods, which emphasize teachers as a source of a large amount of information (Brandisauskiene, 2020). Conventional methods have also been widely criticized and demanded to be improved, because of their one-way nature, namely from teacher to student (teacher-centered), so that students only passively receive material from the teacher. So far, teachers have not paid enough attention to Problem Based Learning (PBL) in UPT SMP, tending to be directed solely at preparing students to



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continue their education to a higher level.

Based on the supervision data conducted by the researcher as the Principal at UPT SMP Negeri 20 Medan, initial data were obtained: 100% of grade IX subject teachers conducted the teaching and learning process conventionally, the subject matter was delivered verbally even though the subject matter should be taught by involving students. 100% of grade IX subject teachers did not understand how to apply the Problem Based Learning (PBL) learning model. The Problem Based Learning (PBL) learning model has several advantages/superiors, namely: (1) it is a fairly good technique for understanding lesson content, (2) it can challenge students' abilities and provide satisfaction in determining new knowledge for students, (3) it can increase students' learning activities, (4) it can help students transfer their knowledge to understand problems in real life, (5) it can help students develop their new knowledge and be responsible for the learning they do, (6) it can encourage students to conduct their own evaluations of both the results and the learning process. (7) it

can develop students' ability to think critically and develop their ability to adapt to new knowledge, (8) it can provide students with opportunities to apply.

RESEARCH METHOD

The method used in this research is a qualitative method. This method was chosen because it aims to determine how to search for, collect, process, and analyze data from the research results. The research approach is descriptive. Descriptive research is research that seeks to provide solutions to existing problems based on data. The descriptive approach used in this research is a case study. Case studies fall under descriptive analytical research, where the research focuses on a specific case that is carefully observed and analyzed. This analysis is conducted on various factors related to the case being studied. In this study, the case studied concerns the policy for developing and improving the teaching profession in order to achieve national education goals. This research focuses intensively on the development and improvement



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policies of the teaching profession and examines them as a case study. The data collected in this study comes from various sources and research findings related to the case under investigation. It is a continuous learning process in which instructors learn from their experiences to gain a better understanding of their own profession. This research was conducted in students of manajemen fakulty Pamulang University PSDKU Serang in the 2025/2026 academic year. This is the subject of study chosen to learn about the teaching and learning process of speaking, which is centered on language components (grammar, vocabulary, pronunciation, and fluency) and students' responses to speaking learning. Consequently, the PBL approach was used as a result of this research. The subjects of this study were students of manajemen fakulty Pamulang University PSDKU Serang in the 2025/2026 academic year. Susanto (2008) pointed out the subjects are the people (persons) and the number of people studied, as well as the reasons for studying those people. This was done to describe the application of project-based learning to teach speaking based on a redesigned

lesson plan. There were nine male students and nineteen female students in the class.

Table Problem Based Learning (PBL) Learning Syntax

PHASE	ACTIVITY
Phase 1 guiding a students into problem orientation	The teacher begins the lesson by introducing the problem the students will solve. This problem should be relevant to the students' lives and challenge them to think critically.
Phase 2 guide student into analisis and discussion	The teacher helps students organize learning tasks related to the problem. They are divided into small groups to work together to solve the problem.
Phase 3 Guiding individual and individual investigations group	Students are given the freedom to gather information, conduct experiments, and find solutions to given problems. The teacher plays a role in guiding students throughout this process.
Phase 4 results Developing the work and presenting	After completing their investigation, students compile a report on their research findings. This report is then presented to the entire class.
Phase 5 Analyze and give the evaluation	Teachers assist students in reflecting on their learning process. Students are encouraged to analyze what they have learned and how they can improve



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	their scientific reasoning in the future.
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RESULT AND DISCUSSION

Regarding the use of PBL activities, there are six meetings in teaching the sequence of descriptive speaking events. The steps of the project-based learning procedure are included in each of the three meetings. They include speculating, planning the project operation, implementing it, and evaluating it. The first and fourth sessions are seen as the speculation and design stages of the project activity, the second and fifth meetings as the implementation stages of the project activity, and the third and sixth meetings as the evaluation stages of the project activity. This stage requires the implementation of speaking strategies based on the updated lesson plan created during the planning stage. The researcher in this study makes a case for implementing the action in the classroom; a learning scenario appropriate to the intended action must be created. The researcher explains the objectives and what they expect to learn. Furthermore, the researcher monitors the conversation between students to

ensure they successfully complete the PBL.

To find out the learning objectives, students' projects were completed in the main activity. The researcher continuously monitored all student activities. The researcher collected data using observation sheets. In addition, the researcher recorded students' actions while practicing project-based learning using a digital camera. In the final activity, the researcher reviewed students' final assignments to measure their level of knowledge and understanding. When students used incorrect words during project-based learning, vocabulary errors dominated. Because their vocabulary was limited, students could not choose the right words to convey their ideas. This case was the students' first cycle project. Each student had the opportunity to share what they had discussed in the project groups for this assignment. However, students are allowed to report the results of the conversation either orally or individually in the final assignment.

Group 1: The time had been 5 a.m. two days prior. After standing up, Andi recited the Shubuh. He then made his bed and left. Andi changed her clothing



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and took a bath. He then ate breakfast to avoid going hungry after that. He then got his bike ready. He then requested his parents for permission before riding with his companions. He got on his bike and soon decided to ride with all of his mates. And he rode joyfully.

Group 2: Dani awoke at 5 a.m. yesterday. He then flung open the window. He then made his bed and left. He wore clothing and footwear. He went biking for a while that day. He tunes in to the radio for music before pedaling. Then he brought her bike into the garage. Additionally, he examined her bicycle and fixed any issues. On the street encircling her home, he rode his bicycle. He gently and slowly pedaled her bicycle. He is quite joyful.

Group 3: Yuan rose at 4 a.m. the previous week. He then washed his face and picked up a book to read. He then bathes and offers shubuh. He also goes to the market with his mother to buy vegetables. He then gets ready to go to school. He studied at school from 6:45 am until 1:30 pm. He returned home around 2:00 p.m. He then watched television movies. In the evening, he sweeps the yard. He then reads the Holy Qur'an before sitting

down to dine with his family. He goes to bed at 9:00 p.m.

Group 4: On Sunday last week, I got up at five in the morning. After that, I made my bed and took a bath. I then got dressed and had breakfast. I used shoes after that. I got ready for the ride to Sidoarjo's town square and got my bicycle ready. I then requested my parents for permission to participate in that location's car-free day. When I rode my bicycle there, I was really thrilled. I finally made it to Sidoarjo's town square.

NO	ERRORS	CORRECTION
1	Song (noun)	Sing (Verb)
2	Bicycle (Noun)	Ride (Verb)
3	Plate (Noun)	Eat (verb)
4	Water (noun)	Drink (Verb)

The word "song," as seen in the examples above (1, 2, 3, and 4), is incorrect. It should say "sing" The point in time measured in hours and minutes past midnight or noon is called "time" in nouns. The term "clock" refers to a mechanical or electronic timekeeping device that displays numbers or hands to indicate hours, minutes, and sometimes seconds. The incorrect



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word is "bicycle," not "motor." It should read "ride." The noun "ride" refers to a bicycle or motorcycle. The word "bike" should produce the appropriate vocabulary, meaning to ride a motorcycle or bicycle. The verb "verb" indicates to pick up, hold, or deploy something to serve a purpose or produce a specific result. This should produce the appropriate vocabulary for the noun "wore," which refers to wearing anything on one's body or part of one's body for protection, decoration, or other reasons.

Students should learn correct English pronunciation and speak clearly during cycle 1. Teachers should first introduce children to English letter sounds, stress, and intonation. English pronunciation is related to its sounds. By definition, learning to pronounce words correctly involves combining articulated sounds with the correct stress combination. Since most of us spend a significant portion of our lives engaged in oral communication, particularly pronunciation, much research has been conducted on groups for this assignment. However, students are allowed to report the results of the conversation either orally or individually in the final assignment.

Description of Learning Process Observation The implementation of observation in cycle II activities is the same as the activities in cycle I. In this case, the observation is carried out by colleagues, namely teachers as observers. Observations are carried out to determine student activity, cooperation, speed and accuracy of students in understanding the material. Based on the results of observations of learning activities, students are active and creative in learning, there has been good cooperation between students.

Teacher Performance Observation Results Observations of teachers' learning management skills in cycle I yielded a final score of 20, or 2.5, which falls within the good criteria. For further clarification, see the following tabel

TABEL

Teachers' abilities such as motivating, providing apperception, forming groups, assisting students when using the PBL method, answering students' questions, and helping students draw conclusions have improved, indicated by the high final score of observation results in



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cycle II of 20 or 2.5, which is included in the good criteria. Teachers have also been able to foster students' self-confidence by giving rewards in the form of praise and encouragement so that students are able to work together with their group mates and are willing to ask questions if there are difficulties, both to the teacher and fellow group mates. Also to students who successfully work on problems on the board. Results of Observation of Student Activities Observation of student activities in cycle II obtained results above the total score of student activities in learning of 18.13, which is included in the good criteria. In cycle II, student activity increased even more compared to cycle I. This was indicated by the high total observation score of 25.00, which was included in the good criteria.

Reflection based on the results of the first cycle and the second cycle results can be concluded that the use of the Problem Based Learning (PBL) learning method can improve student learning outcomes in the material of oral and written texts in the form of recounts. This can be seen from the increase in the number of students who completed, in the first cycle as many as

15 students (75%) and in the second cycle increased again to 19 students (95%). The average student score also increased in the first cycle and in the second cycle increased to 20%.

Discussion of Each Cycle and Between Cycles: Initially, Class VIII.C students had low average English scores, especially in oral and written text materials written in the form of a recount. This is because English material is very broad and requires strategies in the teaching and learning process. Before the action is taken, the teacher conducts a test. Based on student learning completeness, out of 28 students, 8 or 40% have just achieved learning completeness with a standard score of the minimum completeness criteria, while 12 students or 60% have not achieved the minimum completeness criteria for oral and written text materials in the form of a recount. From the results of cycle 1, it can be seen that the average score is 70.50, which has achieved the minimum completeness criteria



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of 15 students or 75%, which has not achieved the minimum completeness criteria of 5 students or 25%. And cycle II, it can be seen that the average score is 82.00, which has achieved the minimum completeness criteria of 19 students or 95%, which has not achieved the minimum completeness criteria of 1 student or 5%.

CONCLUSION

There has been an increase in English in the material of oral and written texts in the form of recounts with the learning method of problem based learning (PBL) for students of manajemen fakulty Pamulang University PSDKU Serang in the 2025/2026 academic year. The increase in the average value on the first phase was 70.50 in second phase its was rose to 82.00. and the end of the learning, students were very capable and there was a change in student understanding for the better so that student learning outcomes increased. Thus, it can be concluded that the learning of problem based

learning (PBL) on the material of oral and written texts in the form of recounts can improve the English learning outcomes of students of manajemen fakulty Pamulang University PSDKU Serang in the 2025/2026 academic year.

The application of the Problem Based Learning (PBL) learning model has also been proven to improve the learning achievement and learning completeness of 01MJSP001 Class students of manajemen fakulty Pamulang University PSDKU Serang in the 2025/2026 academic year on the main learning material "Oral and written texts in the form of recounts" in the English Language Study Field. The increase in student learning achievement was 75% in the first cycle, increasing to 95% in the second cycle, an increase that can be said to be quite significant. Meanwhile, the increase in student learning completeness was very significant, from 25% who had not completed the first cycle to 5% in the second cycle. That means, the application of the Problem Based



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Learning (PBL) learning model until the end of the second cycle was proven to be successful in completing the learning of 95% of the 20 students who were research subjects.

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