DEVELOPMENT OF A BASED LEARNING MODEL TO IMPROVE STUDENT LEARNING OUTCOMES IN ENGLISH LEARNING IN SUGGESTION/ADVICE MATERIAL IN CLASS XI MIPA 1 SMA NEGERI 1 BANDUNG

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ABSTRACT

This study aims to develop a Problem Based Learning learning model to improve English learning outcomes on suggestion or advice material in class XI MIPA at SMA Negeri 1 Bandung. This study aims to improve students' abilities. The method used is the development research method (Research & development). Meanwhile, the development of learning and research will produce a new way or syllabus in teaching learning that will provide motivation to students. The results of research with the application of the PBL learning model can significantly improve student learning outcomes. This is evident from the acquisition of scores before and after the application of the PBL learning model. The results of the average pretest score of 55.50% were in the "Less" category, which reached the KKM score of 3 people (8.33%). In cycle 1 after implementing the PBL learning model, the average score was 75.02, categorized as "Good", which achieved a KKM score of 19 people (52.77%). In the second cycle, the average score increased again to 86.08, in the "Very Good" category, which reached the KKM score of 34 people (94.44%).

KEYWORDS: *learning model Problem Based Learning, research and development methods (Research & development and learning English)*

I.   INTRODUCTION

The MIPA class is a mathematics and natural sciences major which consists of several subjects that must be taken by students, one of which is learning English as a compulsory subject that can help them in the world of lectures and the world of work. A number of facts show that student learning outcomes are low, one of which is that teachers use more conventional models with the lecture method, so students are not motivated to learn. Selection of the learning model is one of the efforts that can be made by the teacher to improve student learning outcomes. Thus, the researcher tries to conduct this class action research or in short PTK through the application of Problem Based Learning (PBL) learning models or methods to teaching English on suggestion/advice materials. This research was carried out in two cycles through the stages of planning, implementing, observing and reflecting.

The results of research with the application of PBL learning models or methods can significantly improve student learning outcomes. This is evident from the acquisition of scores before and after the application of the PBL learning model. The results of the average pretest score of 55.50% were in the "Less" category, which reached the KKM score of 3 people (8.33%). In the 1st cycle after the application of the PBL learning model or method, the average score was 75.02, categorized as "Good",

which achieved a KKM score of 19 people (52.77%). In the 2nd cycle, the average score increased again to 86.08, in the "Very Good" category, which achieved the KKM score of 34 people (94.44%).

The increase in average and pretest scores to the 1st cycle was 19.52, the increase in KKM score achievement from the pretest to the 1st cycle was 44.42%. The increase in scores from the 1st cycle to the 2nd cycle was 11.06. The increase in KKM score achievement from the 1st cycle to the 2nd cycle was 41.67%.

The percentage of student activity in cycle 1 that was categorized as "Good" was 63.07%, that was categorized as "Enough" was 22.49%, that was categorized as "Less" was 14.44%. Activities in the 2nd cycle that are categorized as "Good" are 84.45%, those that are categorized as "Enough" are 13.33, those that are categorized as "Less" are 2.22%. Student responses to the application of the PBL learning model or method stated SS (Strongly Agree) 80.29%, stated S (Agreed) 13.89%, stated CS (Quite Agree) 4.44% and stated KS (Less Agree) 1.38%.

By increasing the average value and increasing the percentage of student activity mentioned above, it can be concluded that the PBL learning model or method is effective, because it can increase student learning outcomes in learning

English towards suggestion/advice material, and continuous responses from the teacher, and requires proper preparation. ripe. Key words Problem Based Learning (PBL) learning model or method in Suggestion/Advice material.

II.   LITERATUTE REVIEWS

Government regulations as a reference point, namely Permendiknas number 22 of 2006 concerning Filling Standards for Elementary and Middle School Education Units, explain that MIPA learning in high schools uses the inquiry method or the study of something that is critical to searching for information on theory and data, analysis of implementation. research, and argumentative (scientific) by using certain steps towards conclusions. This inquiry method can be used as a means to train students in work, critical thinking, networking or communication as well as thinking logically or scientifically. Apart from that, the Permendiknas provides advice for MIPA to experience direct learning which can be assessed through the attitude and process skills of the students. Therefore, teachers should be able to create learning methods that are more creative and innovative in dealing with the times and the younger generation, namely students in utilizing ICT in Suggestion/Advice material in the application of the PBL learning model (Batubara, 2017: 115).

Ministry of National Education, 2009 states that the government has demanded that teachers be able to use ICT both in teaching daily learning and utilizing ICT in administrative filling such as syllabus, working on lesson planning implementation (RPP) and making interesting learning material strategies for the millennial generation, generation z to the alpha generation that must be faced as students or students.

III. RESEARCH METHODS

The research method used is based on Research and development (R&D) research methods which are directly applied to students, namely XI MIPA 1 students at SMA Negeri 1 Bandung. According to Sukmadinata (2015: 164) Research and development in this classroom action research method by means of R&D or Research and development is a research method in a process of developing new learning models that can improve old learning methods that can be used and accounted for. This research method is a development of a method or method of the teaching process in English subject classes which is applied to the teaching of Suggestion/Advice material.

This study has the instruments used in this classroom action research or in short PTK as research material and research data collection to be able to produce the necessary and needed data. This class action research instrument or in short PTK includes:

1. Learning Implementation Plan (RPP) to be carried out in English subjects by applying the Problem Based Learning (PBL) learning model.
2. Developing multiple choice questions (PG) to find out the results of this class action research or in short PTK is carried out directly to students of English class XI who apply the Problem Based Learning (PBL) learning model or method.

3. Assessment Guidelines with a predetermined range of values.
4. Competency achievement is given an assessment of "very good", "good" and "enough".
5. Guidelines and observation formats in monitoring students in carrying out this class action research or in short PTK.
6. Guidelines and observation formats in monitoring teachers in conducting this class action research or in short PTK.
7. Questionnaires or questionnaires containing questions regarding classroom action research in connection with a new learning model that uses Problem Based Learning (PBL) learning models or methods. Questionnaires were distributed directly to students, namely students.

This class action research method is related to one another so that it cannot be separated. However, the classroom action research formula by applying the Problem Based Learning (PBL) learning model or method can be used in learning other subject matter, not just learning English. So that this research method is expected to be used or carried out by teachers and academics in Indonesia.

IV. RESEARCH RESULTS AND DISCUSSION

The results of this study were carried out in two cycles, each cycle was carried out with a vulnerable time of two learning meetings using the Problem Based Learning (PBL) method on Suggestion/Advice material. The action of this research in the learning process is carried out through four stages of learning, namely:

1. The planning stage (Planning), at this stage the teacher as a researcher carries out a learning formula with a new model in the use of a Problem Based Learning (PBL) method or model in the Suggestion/Advice subject matter.

2. Stages of Implementation (Action), in the action stage the teacher as a researcher conducts classroom action research directly through the Problem Based Learning (PBL) method or model or learning method in the Suggestion/Advice material subject which is carried out in class XI MIPA at SMA Negeri 1 Bandung.

3. Observation Stage, at this stage the teacher as a researcher makes direct observations through this class action research or abbreviated CAR on the Problem Based Learning (PBL) method or model or learning method on Suggestion/Advice material subjects with samples or objects carefully namely 36 students which is the number of students present at the pretest.

The results of class action research using Problem Based Learning (PBL) methods or models in the Suggestion/Advice subject matter carried out in class XI MIPA at SMA Negeri 1 Bandung, yielded a percentage in the form of an assessment of pre-test results. This pretest or research was conducted on Thursday, August 19, 2021 with a predetermined time duration. This class action research pretest or PTK in short on the Problem Based Learning (PBL) method or model or method of learning in the subject matter of Suggestion/Advice with a sample or careful object, namely 36 students which is the number of students present at the time of the pretest. two meetings, namely 18 pretest students

in the first group and 18 students in the second pretest group.

The results of this pretest are the results of classroom action research on Problem Based Learning (PBL) methods or methods in the Suggestion/Advice subject matter with a fairly disappointing percentage of 55.50 in the "Less/sufficient" category. The results of this study are facts without engineering, the pretest scores of students with a total of 36 students who achieve KKM scores are 3 people or 8.3%. Meanwhile, 33 students or 91.67% had scores below the KKM score. The highest score obtained was 76 and the lowest score was 47. Table 1. The acquisition of the average score and the percentage of achievement of the KKM score in the pretest to clarify data from class action research using the Problem Based Learning (PBL) method or method in the Suggestion subject matter /Advice.

Table 1. Acquired average score and percentage of achievement of KKM scores in the pretest

Total Students	Average value	complete	%	Non complete	%
36 Peoples	55,5	3 Peoples	8,30 %	33 Peoples	91,67%

Source: Private Classroom Action Research Results

The acquisition of the average percentage of achievement of the KKM score is still in the "Less" rating so there must be a new learning method that is felt to have a direct impact on students.

Table 2. Percentage of students' ability categories in the pretest

Action	Total Students	Category	Amount	Percentage
Pretest	36 Peoples	Low/less	22 peoples	61,12%

Source: Private Classroom Action Research Results

The results of the percentage of students' ability categories in the pre-test resulted from 36 students participating in the pre-test 5 students getting pre-test results with the "good" category with a percentage of 13.88%, while the pre-test participants 9 students got pre-test results with the "enough" category with a percentage of 25%. and the lowest category, namely "low/less" has a total of 22 students with a percentage of 61.12% which is more than half the number of pretest participants.

The results of the acquisition of the average value of the class action research pretest students or abbreviated PTK in the Problem Based Learning (PBL) method or model or learning method in the Suggestion/Advice subject matter with careful samples or objects, namely 36 students, namely class XI MIPA students 1 SMA Negeri 1 Bandung. Reaping the overall results with the "Low/less" category. This can be used as a sample for further research by comparing methods and learning styles with new models or methods. The learning process is carried out online which has a considerable influence on research results and the offline learning process is carried out every three weeks with a student population of 50% of the total number of students in the class. In face-to-face or offline learning it is used to carry out a pretest as the end point of the research.

CONCLUSIONS AND RECOMMENDATIONS
The results of the research that has been given a clear discussion can be drawn conclusions, namely:
1. The learning model with the Problem Based Learning (PBL) method or learning method in the Suggestion/Advice material subject with a sample or careful object, namely 36 students, namely class XI MIPA 1 students at SMA Negeri 1 Bandung, is deemed less effective and can be further developed with a more fun method that can be accepted by generation z or the current generation.
2. The learning model with the Problem Based Learning (PBL) method or learning method in the Suggestion/Advice material subject with a sample or careful object, namely 36 students, namely class XI MIPA 1 students at SMA Negeri 1 Bandung, is felt to be less effective with hybrid learning so that many students do not understand the learning material.

The conclusion of the research results above can be given suggestions to improve the results of subsequent research, suggestions that can be used include:
1. Teacher
The learning model uses the Problem Based Learning (PBL) method or method for the Suggestion/Advice material subject with a sample or object, namely 36 students, namely class XI MIPA 1 students at SMA Negeri 1 Bandung, the research phase formula can be taken as a reference for subsequent research. with a more creative combination of methods.
2. Students
Students who use the Learning model with the Problem Based Learning (PBL) method or model or learning method in the Suggestion/Advice subject matter can better understand the conditions of offline or face-to-face classes.
3. Other Researchers
The learning model with the Problem Based Learning (PBL) method or model for the Suggestion/Advice material subject carried out in class XI MIPA 1 SMA Negeri 1 Bandung can be used as a sample reference for comparison of other learning methods.

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