

## Students' Understanding of Articles with Problem Based Learning Model Using Video Media

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### Abstract

*This article is written to know how students understanding about definite and indefinite articles using Problem Based Learning (PBL) as a teaching model with video as the media. Articles is important for students to be learned in order to make them be able to use the articles correctly and distinguish themselves as good English speaker. PBL is chosen because by using PBL students are motivated to deepen their understanding in order to solve a problem that is meaningful to them. The video is chosen as the media for teaching because Video as listening tool that can enhance the listening experience for our students. Students watch and observe. The data was taken when the teaching was conducted on October 2019. PBL was used as a model in teaching with video as the media. At the end of learning process, the students were divided into 19 groups consisted of 2 students for each group. They worked in pairs to answer the exercises given by the teacher to check their understanding about the material. The result shows that 15 groups (30 students) got score above the passing grade, only 4 groups (8 students) get under MLMS. It means that 79% students understand about the material and 21% doesn't.*

**Keywords:** *students' understanding, article, problem based learning, video media*

### INTRODUCTION

The definite and indefinite article a, an, the is slightly less problematic for most students, since its use is restricted to singular, countable noun. The problem for students lies in identifying whether or not a noun is countable and whether it is being used in countable or uncountable sense.

The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (a, an) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article.

Articles in English are one of the indicators of native speaker competence but English articles are rarely taught systematically. There are three possible reasons for this.

One it is very difficult to hear articles in speech. In sentences such as “Where is the lamp?” and “Have you seen a dog?” said at normal speed, the article ‘the’ and ‘a’ might be inaudible to the learner English. Two, quite often when a mistake in article usage is made, the speaker utterance is understood. For example the waiter handed the cook a piece of pie and said “Make a pie hot” although he use of indefinite article was incorrect, the cook knew very well the waiter was referring to the piece of pie in her hands. Lastly, in many cases an article’s omission or inclusion are both acceptable

1a) If they are unhappy, they should consider divorce

1b) If they are unhappy, they should consider a divorce

This article is written to know how students understanding about definite and indefinite articles using Problem Based Learning as a teaching model with video as the media. There isn’t chapter implicitly discuss about definite and indefinite article in seventh grade English textbook, but on the English book chapter 4, it discusses about things, animals and public places. Teaching articles on this chapter is important for students in order to make them be able to use the articles correctly and distinguish themselves as good English speaker.

Problem based learning was used to teach this lesson. Based on (Hmelo-Silver, 2004) Problem-based approaches to learning have a long history of advocating experience-based education. Psychological research and theory suggests that by having students learn through the experience of solving problems, they can learn both content and thinking strategies. Problem-based learning (PBL) is an instructional method in which students learn through facilitated problem solving. In PBL, student learning centers on a complex problem that does not have a single correct answer.

By organizing learning around meaningful goals, PBL can be an effective way to cultivate a “need to know” attitude in student. Students are motivated to deepen their understanding in order to solve a problem that is meaningful to them. Concepts are better understood when students see a need for their use because that need encourages them to apply what they’re learning to relevant situations, leading to a better sense of understanding. In schools participating in the study, students took an active role in their classrooms, asking questions, solving problems, conducting experiments, and participating in group discussions. The students felt that their assignments were more interesting,

challenging, worthwhile, and enjoyable than did students in classrooms with a traditional science curriculum. It has been observed that there was higher rates of students staying on task and paying close attention to the teacher and their peers (Terada, 2018).

In this teaching, teacher played a video about article, the students pay attention to it and they have to answer exercises given. Video as listening tool can enhance the listening experience for our students. Students watch and observe.

The use of educational video and television in classrooms has risen steadily over the past 20 to 30 years, according to a series of studies conducted by the Corporation for Public Broadcasting. These surveys measured both patterns of use and teacher attitudes and expectations for outcomes. Not only is this technology widely used, according to the most recent study, but it is also highly valued as a means of teaching more effectively and creatively (CPB, 1997).

Based on (Effectively Using Videos in the College Classroom) Full-length videos and video clips can be very useful in teaching. In planning to use video, there are three distinct phases:

- Phase 1: Provide questions (prompts) that focus your students on what you believe is important in the video. Consider why you are having them watch the video, and what you hope they will learn from watching it. You can list the prompts on the board or on a worksheet that you hand out in class or post online before class. You can have students write down their answers or submit them using electronic resources
- Phase 2: Watch the video as a class. Don't be afraid to stop the video to point out something important if you think it will be useful to the students. Model the engagement with the video that you desire from your students.
- Phase 3: Debrief as a class or in small groups about the students' answers to the prompts you gave them. Make sure that they have achieved your goals for having them watch the video

## **METHOD**

This study applied was descriptive qualitative. Based on Isaac and Michael (in Sugiarto, 2013:30) the qualitative method is a method to describe systematically the fact

and the characteristics given phenomenon or area of interest, factually and accurately. It means that qualitative study is based on assumption.

The subjects of the study were the students of 7A grade of SMP Negeri 48 Surabaya. This class consists of 38 students. As (Arikunto, 2013) said research subject is a person who is the target of collecting data. Source of data is the subject where the data are obtained. The data of this study referred to students answers of the exercises that was given.

The teaching was conducted on October 2019. First, the teacher explained briefly about definite/indefinite articles. After that the 3 minutes duration video about definite/indefinite articles was played. The students had been divided into 8 groups, so for each group it consisted of 4-5 students. The students paid attention to the video. The video playing was repeated 3 times. While paying attention to the video, they had to note important parts, and filled in the worksheets given. After discussing with their groups, then they discussed it in the classroom. After the discussion, the students were divided into 19 groups consisted of 2 students for each group. They worked in pairs to answer the exercises given by the teacher to check their understanding about the material

## **RESULTS**

The result shows that 3 groups in pairs have score 85, 2 groups get 80, 7 groups reach 75, 3 group get 70, 2 groups have 65 and the last 2 groups get 60. The Minimum Learning Mastery Standard (MLMS) for English subject in SMP 48 Surabaya is 70. From the result, it shows that only 4 groups (8 students) get under MLMS. It means that 79% students understand about the material and 21% doesn't. Although 3 groups (6 students) are still in the minimum score of passing grade. Here is the result of the test of articles to the students:

Table 1. Test Results

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>	<b>INFORMATION</b>
1	Adelia Siva Putri Nurmawan	65	Group 1
2	Ade Reva Aulia Zalfa		
3	Adinda Angelina Ramadhani	75	Group 2
4	Dwi Nalasari Lailatul Badriyah		
5	Ahmad Dewa Saputra	80	Group 3
6	Desika Riskyan Putri		
7	Aisyah Dwi Septiani	75	Group 4

8	Alvin Nafiza Azhar		
9	Angga Putra Ardiansyah	75	Group 5
10	Indra Sukma Pratama		
11	Ariyani	65	Group 6
12	Aisyah Azzahra		
13	Adrian Alfarisi Maulana	85	Group 7
14	Diva Khairunnisa Rahmawati		
15	Nisrina Tri Hapsari	85	Group 8
16	Garda Putra Brahmantya		
17	Ghiyas Nafitsani Erawan	80	Group 9
18	Sekar Widiarti		
19	Nareswara Faudah Jide	70	Group 10
20	Muhammad Sheva Adhitya		
21	Muthiara Risky Arizia	70	Group 11
22	Nadda Fedoria Ramadhani		
23	Nalindra Dwi Bakti Prayoga	75	Group 12
24	Deco Satriodimas Prastiyo		
25	Nazwa Putri Alisya Wicaksono	60	Group 13
26	Shaumayya Rahma Putri Arla		
27	Pepita Naila Ishariyadi	70	Group 14
28	Raditya Wahyu Manggala		
29	Rafif Awaludin Setiawan	85	Group 15
30	Yosadewa Parisyah Khabib		
31	Salwa Giarriza	75	Group 16
32	Mochammad Finno Febriansyah		
33	Sabrina Septa Anggraeni	75	Group 17
34	Valentina Putri Pratiwi		
35	Argya Dewi Galuh Regita Cahyani	60	Group 18
36	Widia Naura Riashya Putri		
37	Verina Lutfiyah Maharani	75	Group 19
38	Raf Sanjaya Devaprana		

## **DISCUSSION**

From the result it is shown that 79% students are above the passing grade (score minimum 70).. 12 groups or 24 students reach score above passing grade. It is 63% of all students. 3 groups or 6 students get 70. It means 16% of all students. 21% did not pass, there are 4 groups or 8 students are below passing grade. It means that the use of video in the teaching learning process can enhance students understanding on the material better. Although not all the students are passed, It can be happened because of students didn't understand the material clearly, or they didn't pay attention when the learning was in progress, or they need more time to understand it compare to the other

students. The teaching time was only 80 minutes, so time addition for students who still didn't understand the material was not possible. Nevertheless the high percentage of students that get above minimum score doesn't mean that majority of students are competence of the articles material. Each test was done by two students, so it is not clear that both students have same competence in doing the test. They worked in pairs and got the same result for both of them. This is the reason not to have group grades is to eliminate false data. With group grades, students who do little work or who don't participate may get a higher grade than they should based on true performance. Such grade inflation hides gaps in concept learning. The teacher lacks accurate data to help the student grow, creating later struggles with progressively complex skills because of missing foundation knowledge. And learners who do high quality work may get a low grade because of the work done by other team members, leading the teacher to see phantom gaps in learning that do not exist (Carthy, 23)

In this study the writer found that a group of students in the class were so excited when they knew from their teacher that they would be taught a new lesson by using video

According to Abukhattala (2015), integrating technology in the classroom will successfully depend on the teachers' roles; their beliefs and practices influence how they deploy the technology in the classrooms.

The video played only had 3 minutes duration, it couldn't be too long because of limiting of teaching time, besides the teacher still had time to repeat it 3 times, since the lack of students ability in understanding video when it was only played once. As Brame C.J (2015) said that videos can be an effective tool in your teaching tool kit. When incorporating videos into a lesson, it's important to keep in mind the three key components of cognitive load, elements that impact engagement, and elements that promote active learning. It is important to keep videos brief and targeted on learning goals,

The video played to the student made them interested and enthusiastic. It means that English language teachers also have to be able to choose appropriate video content that refers to the instructional goal (Bell & Bull, 2010).

The teachers have to prepare and carefully choose the video based on the students' needs. It appears as one of the teachers' challenges in advance technology era nowadays because there are many video formats and information that can be found easily in internet. Berk (2009) mentions that there are numerous of video types that can be employed in the classrooms. The choice of the video will depend on the teaching and learning objectives, students' characteristics, and interests. In this case, the teacher chose the cartoon video containing the material. Cartoon is very familiar with teenagers. Most of them like it. It is fun and entertaining. Giving them this kind of video will help them to memorize the material easily since it is attractive to be watched. Besides the video content that will be presented in the class should match on the teaching and learning objectives.

Teaching process used was Problem Based Learning (PBL). Teacher used the video as the media. In learning process the students who were divided into groups and they have to solve the problems given by the teacher after they were watching the video with their groups, as (Carthy, 23) In effective project-based learning (PBL) experiences, students are actively engaged in decision-making, confidently manage their team's shared accountability, and develop quality products and performances. The students worked in a group. It is important to increase the sense of helping friends who don't really understand about the material. More over Carthy (23) said that PBL is a great structure for students to practice collaboration within teams. Done well, group work guides team members to help each other understand the content and tackle complex tasks that build deep knowledge of core concepts. Problems occur when some students do most of the work. The team collaborates on not working together. Sometimes this happens because one or more students refuse to do the work. Other times it happens because one or two members do not want others involved, fearing that their grade will be damaged by the efforts of peers they perceive as having lesser skills. This problem happened to the students in class. Teacher noticed that some students made noises and didn't have good cooperation through the learning process. They tend to depend on other friends in their groups to do the task.

Problem-based learning is an instructional methodology; that is, it is an instructional solution to learning problems. The primary goal of PBL is to enhance

learning by requiring learners to solve problems. It is a methodology with the following characteristics: Problem focused, such that learners begin learning by addressing simulations of an authentic, ill-structured problem. The content and skills to be learned are organized around problems, rather than as a hierarchical list of topics, so a reciprocal relationship exists between knowledge and the problem. Knowledge building is stimulated by the problem and applied back to the problem; student centered, because faculty cannot dictate learning; self-directed, such that students individually and collaboratively assume responsibility for generating learning issues and processes through self-assessment and peer (Woei Hung, David H. Jonassen, Rude Liu, 2012)

The students solved the problems they found in the task after they watched video. Watching video can help them to figure out the answers for the problems because video is an interesting media contain moving picture and sounds. Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. The creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to film making itself. These include research skills, collaborative working, problem solving, technology, and organisational skills (The University of Queensland Institute for Teaching and Learning Innovation, 2020)

The students who got the score below passing grade because they can not differentiate countable and uncountable noun. As the result they made the wrong answer. Definite and indefinite article sometimes confusing, because there are nouns which don't need articles in front of the noun. For example: (1) names of most countries/territories: *Italy, Mexico, Bolivia*; however, *the Netherlands, the Dominican Republic, the Philippines, the United States*, (2) names of cities, towns, or states: *Seoul, Manitoba, Miami*, (3) names of streets: *Washington Blvd., Main St.*, (4) names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*. (5) names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like *the Andes* or *the Rockies* or unusual names like *the Matterhorn*, (6) names of continents (Asia, Europe), (7) names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands



Most of students problem is that they lack of vocabularies. They don't know the meaning of the words, and can't differentiate between countable and uncountable nouns. The students are needed to be encouraged to learn more about vocabularies. Having adequate vocabularies is the key to succeed learning languages.

## **CONCLUSION**

The result shows that 79% students are above passing grade but it doesn't mean that 30 students all understand about the articles. The score that was shown can not be regarded as the representation of students in understanding the articles. Data was taken from pair work, means that two students have the same score. The teacher divided groups randomly. The students could choose his/her own partner to do the test of articles.

The students who got the result below the passing grade are 8 students or 21%. It can be happened because the students don't understand about the material, don't know the meaning of the words, and can't differentiate between countable and uncountable nouns or they need more time to understand the material than other students

Most of the students understand about the articles, it shows that the teaching model that was used, can create the learning experience for students and make them feel encourage to work with their groups, besides the use of video media help students to enhance their capability to get more information of the materials. Video can make the teaching learning enjoyable to the students. Video media has moving picture such as cartoon and sound. Discussion in groups helps students have responsibility and bravery.

The students have the good score because PBL process involves working in small groups of learners. Each student takes on a role within the group that may be formal or informal and the role often alternates. It is focused on the student's reflection and **reasoning** to construct their own learning. It enables students to learn better.

In this teaching model, teacher used video as the media. The students looked interested because a good video is a great hook to get students interested. Videos can be used to provide students with extension work. This aims to add to what they've learned. It gives students expanded opportunities to apply the knowledge and skills they have acquired. Videos increase student engagement, which in turn helps boost achievement. If students are interested in the material, they will better process and remember it. Digital videos facilitate remote learning opportunities where teachers can reach students

from all over the world. Besides videos make great storytellers. They make information more digestible and easier to understand.

## **SUGGESTION**

There are still many shortcomings in the data obtained because the data retrieval is taken during teaching. The data was taken during teaching process in the classroom. There was limited time to get the data since it was only 80 minutes for English teaching in one teaching time. The data was also taken from the pair work so it can't represent students ability in the material

The next research should be done in a longer period of time, in order to get the better data about using video media in Problem Based Learning model. The test should be given to each student without pairing work so the result will be more accurate. It is better if there is a pre test before the teaching process is conducted then after that the students are given the post test. The data will be compared before and after the teaching with Problem Based Learning with video media is conducted

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