

**IMPLEMENTING PROBLEM-BASED LEARNING USING
SCRIBBLENAUTS UNLIMITED FOR TEACHING ENGLISH AT
SMK NEGERI 1 SAWAN**

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan penerapan PBL dengan model tujuh langkah Maastricht menggunakan video game Scribblenauts Unlimited terhadap prestasi belajar bahasa Inggris siswa kelas XI. Penelitian ini juga bertujuan untuk mengetahui pendapat seorang guru bahasa Inggris tentang penerapan tersebut. Penelitian ini menggunakan metode kombinasi QUAN → quan dengan desain pra-eksperimental, focus group, dan survei. Sampel penelitian ini adalah 27 siswa kelas 11 dan seorang guru bahasa Inggris kelas XI AKL 2 tahun ajaran 2021/2022. Pengumpulan data dilakukan melalui pretest-posttest berisi 20 soal pilihan ganda dan 5 soal uraian serta angket dan wawancara. Data yang diperoleh dianalisis secara deskriptif dan inferensial. Hasil uji-t sampel berpasangan menunjukkan bahwa skor rata-rata setelah diajarkan dengan menggunakan video game Scribblenauts Unlimited (Me= 64,67) lebih tinggi daripada sebelum diajarkan dengan menggunakan game ini (Me = 51,92) dengan ukuran efek Cohen's *d* yang besar (1,35 >0,80). Para siswa merasa senang untuk belajar bahasa Inggris. Pendapat guru bahasa Inggris positif dan sangat mendukung penerapan PBL menggunakan video game Scribblenauts Unlimited inipada kelas bahasa Inggris di SMK Negeri 1 Sawan.

Kata kunci: problem-based learning, tujuh langkah Maastricht, Scribblenauts Unlimited, prestasi belajar Bahasa Inggris, pendapat guru bahasa Inggris.

Abstract

This study was aimed to determine significant effects of the implementation of PBL with Maastricht's seven steps model using Scribblenauts Unlimited video game on 11th-grade students' English learning achievement. This study also aimed to investigate an English teacher's opinions about that implementation. This study applied embedded mixed-method QUAN → qual with pre-experimental design, focus group design, and survey research design. The samples were 27 11th-grade students and an English teacher of XI AKL 2 class in the 2021/2022 academic year. Data were collected through a pretest-posttest in the form of 20 MCTs and 5 essays and also questionnaires and interview. The data obtained were analyzed descriptively and inferentially. The results of paired samples t-test revealed that the mean score after being taught by using Scribblenauts Unlimited video game (Me= 64.67) was higher than before being taught by using this game (Me = 51.92) with a large Cohen's *d* effect size (1.35 >0.80). The students also felt happy to learn English. The English teacher's opinions were positive and supported the implementation of PBL using Scribblenauts Unlimited video game in English class at SMK Negeri 1 Sawan.

Keywords: problem-based learning, Maastricht seven steps, Scribblenauts Unlimited, English learning achievement, English teacher's opinion.