

# Teachers' Perceptions on Problem-Based Learning Model in Teaching English: A Case Study at SMAN 2 Mataram in Academic Year 2023/2024

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**Abstract:** This study investigates teachers' perceptions on Problem-Based Learning (PBL) model in teaching English at State High School 2 Mataram or SMAN 2 Mataram. The research questions concern about what are the teachers' perceptions of PBL, the challenges faced by English teachers in implementing PBL, and how teachers overcome the challenges teaching English. The researcher used questionnaire, interview, and document analysis to collect the data. The data was analyzed using three steps of qualitative data analysis; data reduction, data display, and conclusion drawing/verification. The findings suggest that teachers perceive PBL as an effective model for teaching English, fostering collaboration, critical thinking, and argumentation among students. However, they face challenges such as varying student comprehension levels and reliance on the internet for quick solutions. To overcome these challenges, teachers adopt approaches such as guiding students with low comprehension levels patiently and emphasizing the importance of in-depth research to deter reliance on instant internet solutions. The study contributes to the field of English language teaching by providing insights into the challenges and solutions related to PBL implementation.

**Keywords:** teachers, perceptions, problem-based learning

## INTRODUCTION

Education has a very important role in sustainable development efforts in society. This cannot be separated from the fact that education is the main basis for producing superior human resources (O'Flaherty & Liddy, 2017). In particular, it is necessary to emphasize the importance of English as a global language in the development of the modern era. English is not only a means of communication, but also a gateway for individuals and communities to get involved in global affairs, such as economics, politics and culture. Therefore, improving the quality of education is an absolute demand, including efforts to improve English language learning.

In this era of globalization, English has become an international language used in various fields, such as education, business and technology. According to (Amrullah, 2015), English has a very important role in the lives of Indonesian people. In fact, someone's ability in English is a prerequisite for whether or not someone can continue their education to a higher level, develop a career, and improve one's economy (Andayani, 2022). By mastering English, a person can access wider information and opportunities. In the field of education, English language skills can be a requirement to continue education to a higher level, both at home and abroad. In the business field, English language skills can help someone to communicate with colleagues and clients from various countries. In the field of technology, English language skills can help someone understand and use the latest technology. Apart from that, English can also help someone to increase their insight and understanding of the world, someone can read books, articles and other sources of information from various countries. Therefore, it is important for someone to improve their English language skills.

According to (Nawawi, 2018), the ideal goal of implementing learning is achieving the learning objectives as planned. But in reality it often happens that some (big or small) or not at all this can be achieved. Therefore, in efforts to improve the quality of English language learning, one learning

approach that has received significant attention in the last decade is Problem Based Learning (PBL). PBL is a learning model rooted in constructivism, where students play a central role in solving problems that are relevant to real-world contexts. This approach allows students to develop critical thinking and utilize technological resources in the learning process. (Jonassen, 2009) correctly defines PBL as an approach that provides students with opportunities to learn through problem solving, allowing them to be actively involved in the learning process.

To get satisfactory results, according to (Sahuddin, 2019), it is very important to the teachers to be able to maintain an environment that is conducive to teaching and learning. This can also be achieved through PBL because, according to (Savery & Duffy, 1995) further explained that PBL integrates problem solving into students' learning and encourages their active participation in solving problems related to lesson content. This creates a learning environment that encourages students to think critically, collaborate, and develop a deeper understanding of the subject matter. However, it is important to remember that implementing PBL in English learning is not simple and requires understanding and acceptance on the part of the teacher.

Previous research, as highlighted by (Hmelo, 2004), shows that PBL can support a deep understanding of subject matter and the development of critical thinking skills. However, it needs to be recognized that factors such as teacher experience, training, and group dynamics in the classroom, can significantly influence the implementation of PBL.

In this context, it becomes increasingly clear how important it is to understand teachers' perceptions regarding the use of PBL in English language teaching. (Schmidt and Moust, 2000) emphasize the importance of teachers' level of experience in implementing PBL, while (Barron, 2008) highlights the impact of social factors and group dynamics on student learning outcomes in this method. In the framework of social psychology theory, teacher perception refers to their subjective interpretation of PBL in English language teaching.

It includes teachers' beliefs, attitudes, and judgments that are influenced by experiences, values, and social interactions (Ajzen, 1991). (Barron & Darling, 2008) underscore the significance of PBL as "a method that integrates problem-solving into student learning, stimulating their active participation in solving problems related to the lesson content. According to constructivism theory, gives students an active role in constructing their own knowledge through solving problems that are authentic and relevant to the curriculum. PBL encourages student-centered learning and involves collaboration and reflection (Barrows & Tamblyn, 1980). Thus, the interplay between teacher perceptions and PBL implementation is a promising area for further research that might help refine this learning approach in English language learning contexts.

Therefore, this research aims to understand Teachers' Perceptions On Problem-Based Learning Model in Teaching English: A Case Study at SMAN 2 Mataram is relevant and important. In this research, we will explore teachers' views on PBL. With a better understanding of teachers' perspectives, we can increase the effective use of PBL in English language teaching, help improve the quality of learning, and better achieve educational goals.

**RESEARCH METHOD**

This research is a qualitative descriptive with a case study method, (Stake, 1995) defines case study research as "a research method that focuses on in-depth understanding of a phenomenon, event, or individual in its context. (Merriam, 1998) defines case study research as "a research method used to study a phenomenon in its context through in-depth data collection and careful analysis." Researchers chose this research design because it is hoped that it will provide researchers with more opportunities to explore and describe the phenomenon as a whole. Researchers hope to analyze teachers' perceptions of the Problem Based Learning model in teaching English at SMAN 2 Mataram.

The population of this research was all English teachers at SMAN 2 Mataram. However, the researcher only involved 2 English teachers who use or have used problem-based learning as teaching model in teaching English as the sample of this research.

The main data of this research collected through questionnaire by using questionnaire sheet and interview by using a list of interview questions. Meanwhile, the supporting data of this research collected through documents analysis of teachers' lesson plan, materials, and students' worksheets & assessments.

**RESULT AND DISCUSSION**

Table 1. The results of questionnaire sheets

No	Statements	Frequency & Percentage				
		SD%	D%	N%	S%	SA%
1	Problem Based-Learning model is an effective way to teach English.	-	-	-	50	50
2	Problem Based-Learning model is an effective teaching model for English language skills development.	-	-	-	50	50
3	Problem Based-Learning model helps students develop critical thinking and problem-solving skills in English.	-	-	-	50	50
4	To what extent have you seen improvements in students' English	-	-	-	50	50

	learning outcomes since you implemented the Problem Based Learning Model?					
5	How easy do you think it is to apply the Problem Based Learning Model in English language teaching?	-	-	-	100	-
6	Problem Based-Learning model motivates students to learn English more effectively.	-	-	-	50	50
7	How efficient do you think the Problem Based Learning Model is in helping students understand the context of using English in everyday life?	-	-	-	50	50
8	To what extent do you believe that the Problem Based Learning Model can help students understand English grammar better?	-	-	-	100	-
9	I feel difficult to address different levels of prior knowledge among students to ensure fair learning outcomes.	-	50	50	-	-
10	Problem Based-Learning model provides opportunities for students to collaborate and develop teamwork.	-	-	-	50	50
11	The Problem Based-Learning model encourages students to share and discuss their independent findings.	-	-	-	50	50
12	Implementing the Problem Based-Learning model requires a significant amount of planning and preparation.	-	50	-	50	-
13	I have access to adequate resources, materials, and tools to implement the Problem Based-Learning model.	-	-	-	50	50
14	I assess and provide feedback to students when they explore language concepts independently through Problem Based-Learning.	-	-	-	50	50
15	I follow all the syntaxes of the problem-based learning model (Organizing students into problems, Organizing students to learn, Assisting independent and group investigations, Developing and presenting works and exhibitions, Analyzing and evaluating the problem-solving process) in my English classes.	-	-	-	50	50
16	I have enough time to implement the principles of the problem-based learning model (Problem Centered Approach, Student-Centered Learning, Self-Directed Learning, Collaborative Learning and Integration of Knowledge) in my English classes.	-	-	-	50	50
17	Overall, I am in favor of integrating the Problem Based-Learning model into the English curriculum.	-	-	-	50	50
18	Implementing the Problem Based-Learning model can be challenging in my English classes.	-	-	-	100	-
19	I can overcome the challenges in implementing the Problem Based-Learning model in my English classes.	-	-	-	50	50
20	Overall, I am satisfied with my experience using the Problem Based-Learning model in my English classes.	-	-	-	50	50

**Notes:** SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

**Teachers' Perceptions on Problem-Based Learning Model**

Based on the findings, the researcher found that there was no significant difference in the teachers' perception on

Problem-Based Learning Model in teaching English at SMAN 2 Mataram. The researcher perceives the Problem-based Learning Model positively based on the questionnaire, interview, and documentation. Positive perceptions of problem-based learning can be seen when respondents give more positive responses in the interview and the analysis of the questionnaires in the survey.

**a. The Problem Based Learning Model is an effective way to teach English.**

According to (Savery, 2015), In problem-based learning, students are challenged with real-world problems that require them to think critically, analyze information, and develop solutions. It is in line with the result of questionnaire, interview and document analysis. Based on the questionnaire result (Table 1 on statement 1) the teachers' perceptions of the problem-based learning model as an effective way to teach English are positive, with 50% of the teachers agreeing or strongly agreeing. In the interview results show that PBL encourages collaboration between students, makes students think critically, and forms strong arguments (point 1 interview results). (Duch et al., 2001) Added that in problem-based learning, students are required to justify their solutions, supporting their arguments with evidence and reasoning, which strengthens their ability to construct and communicate persuasive arguments. The material provided in the lesson plan invites students to recognize the social function, text structure, and linguistic elements of transactional interaction texts related to suggestions and offers, which influence students' communication competence. This approach can enhance their communication competence by providing practical skills and knowledge that can be applied in real-life situations.

**b. Problem-Based Learning Model helps students develop critical thinking and problem-solving skills in English**

According to (Hung, 2011) Problem-based learning (PBL) is an instructional method that encourages learners to develop critical thinking skills by confronting them with authentic, ill-structured problems, and (Hmelo, 2004) stated that Problem-based learning has been shown to be an effective way to promote problem-solving skills, as students engage with real-world problems and work collaboratively to develop solutions.

The findings of this research are in line with the theory above. In questionnaire result (Table 1 on statement 3) The teachers believe that the problem-based learning model helps students develop critical thinking and problem-solving skills in English, with 50% agreeing or strongly agreeing. It concludes both of them believe that problem-based learning model helps students develop critical thinking and problem-solving skills. The result of interview shows the same thing where the second teacher said that they dig up information to develop a strong argument (point 1 interview results). There are assignments that can help develop students' critical thinking and problem solving in PBL learning, which require students to read and answer questions about the dialogue and situations that occur. Students are expected to identify the expressions used to provide suggestions and offers, as well as convey answers that are appropriate and appropriate to the situation described.

**The challenges faced by the teachers when applying Problem- Based Learning Model**

Implementing Problem-Based Learning (PBL) in teaching English presents educators with a myriad of challenges that require thoughtful consideration and strategic solutions. As educators strive to adopt innovative teaching methodologies to enhance students' learning experiences, the integration of PBL into English language instruction emerges as a promising approach. However, navigating the complexities and obstacles inherent in this pedagogical model demands a nuanced understanding of the unique challenges faced by teachers. From curriculum design to classroom management, addressing these challenges is essential to harnessing the full potential of PBL in fostering critical thinking, problem-solving skills, and language proficiency among students. According to the results of questionnaire sheet and interview, there are some challenges faced by two teachers when applying problem-based learning model such as the teachers find it challenging to address different levels of prior knowledge among students to ensure fair learning outcomes and The teachers also face difficulties in implementing the problem-based learning model, implementing the model requires a significant amount of planning and preparation.

In questionnaire sheet results (table 1 on statement 9 and 18) The teachers also face difficulties in implementing the problem-based learning model, with 100% agreeing or strongly agreeing that implementing the model requires a significant amount of planning and preparation.

Teacher 1: *"The difference in responsiveness to material for each student is a difficult challenge that I often face in class"*

Teacher 2: *"Some students who only rely on the internet to find instant solutions without doing in-depth research is something that is difficult to overcome"* (Point 2 interview results).

According to (Hmelo-Silver, 2004) Some educators find it challenging to overcome students' tendency to rely solely on internet resources for quick solutions, emphasizing the importance of promoting critical thinking and encouraging in-depth research skills. This statement highlights several challenges faced by teachers in implementing the problem-based learning (PBL) model. First, regarding the significant expansion of planning and prevention required to implement the model. This shows that PBL requires careful preparation to be effective.

**The Way Teachers Overcome the Challenges When Applying Problem-Based Learning**

After exploring the challenges teachers faced when implementing the problem-based learning model, researchers then find out how they overcome each of these challenges based on their experiences. The teachers find it challenging to address different levels of prior knowledge among students to ensure fair learning outcomes.

Teacher 1 often faced difficult challenges in the classroom, especially related to differences in student responses to learning material. Each student has a different level of response to the material the teacher presents, and this is often a difficult challenge to faced. This challenge is overcome by the teacher by guiding the student slowly and paying more attention to the student until he understands the topic given and can determine the real problem of the topic.

Teacher 1: "I overcome this challenge by guiding them to determine what the real problem with the topic is".

Teacher 2: "Some students who only rely on the internet to find instant solutions without doing in-depth research is something that is difficult to overcome. By continuing to guide them until they understand the problems on the given topic".

In the interviewed Teacher 2 added, one of the challenges I faced in class is when some students only rely on the internet to find instant solutions without doing in-depth research. This is something that is difficult to overcome because students need to develop their critical thinking skills and conduct deeper research to solve problems more effectively. In the interviewed

Teachers can start by talking about the importance of conducting in-depth research and how it helps understand the problem better. Then, teachers can provide students with step-by-step guidance on how to conduct effective research. In addition, teachers can also assign research-based projects or assignments so that students can practice these skills in real contexts. During the research process, Teachers should provide support and feedback to students to help them develop. In this way, it is hoped that students will learn to appreciate the value of deep research and develop stronger research skills.

## CONCLUSION

Based on the findings, the researcher can conclude that English teachers at SMAN 2 Mataram have positive perceptions on Problem-Based Learning Model, because teachers perceive problem-based learning (PBL) as effective for teaching English, fostering collaboration, critical thinking, and argumentation among students. PBL lesson plans enhance communication competence by emphasizing social function, text structure, and linguistic elements. Additionally, teachers believe PBL aids in developing critical thinking and problem-solving skills through relevant assignments. English teachers face challenges in implementing problem-based learning, including varying student comprehension levels and reliance on the internet for quick solutions, highlighting the need for careful preparation for PBL effectiveness. Researchers observed how teachers addressed challenges in implementing problem-based learning. Both teachers adopted similar approaches: guiding students with low comprehension levels patiently until they grasp the topic and identify the real problem, and emphasizing the importance of in-depth research to deter reliance on instant internet solutions.

Based on the study results, the researcher provides several suggestions. For teachers, applying the Problem-Based Learning (PBL) Model is an effective way to teach English. To enhance its effectiveness, teachers should guide and pay close attention to students, ensuring they understand the material during the application of the model. It is essential for teachers to explain the model clearly so that students can grasp it fully. The primary goal of PBL is to foster students' critical thinking, encouraging them to share their ideas and collaborate with peers to solve problems. Teachers should also incorporate varied learning activities by using media tools and other resources to make the learning process more engaging and enjoyable. For future research, the researcher recommends exploring in detail how PBL is implemented across different educational contexts, evaluating its effectiveness, and

identifying ways to address challenges teachers encounter. While acknowledging the limitations of this study, the researcher hopes it serves as a starting point for further research on PBL and contributes to the improvement of educational practices.

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