

Best Practice of Problem-Based and Culturally Responsive Teaching in Procedure Text Instruction for Ninth Graders at Junior High School 1 Masbagik

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Received : 9 February 2026

Revised : 25 March 2026

Accepted : 30 March 2026

Published: 30 March 2026

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Abstract: Teaching procedure texts in English as a Foreign Language (EFL) classrooms at the junior secondary school level often presents challenges related to student engagement, motivation, and meaningful language use. Procedure text instruction is frequently perceived by students as repetitive and less engaging when learning activities focus mainly on text structure and grammatical forms without meaningful context. This article reports a best teaching practice implementing Problem Based Learning integrated with a Culturally Responsive Teaching approach in teaching procedure texts to ninth grade students at SMP Negeri 1 Masbagik, Indonesia. This best practice employed a descriptive classroom-based approach to document instructional implementation under regular classroom conditions. Learning activities were designed around real-life problems closely related to students' local culture and daily experiences, particularly traditional food preparation. Students worked collaboratively in heterogeneous groups to analyze contextual problems, organize procedural steps, construct procedure texts, and present their work. Data were collected through classroom observation, student learning artifacts, and teacher reflection, and were analyzed descriptively to capture learning processes and instructional outcomes. The findings indicate that integrating Problem Based Learning with Culturally Responsive Teaching supported active student participation, improved students' understanding of procedure text structure and language features, and increased students' confidence during oral presentations. Learning activities grounded in familiar cultural contexts encouraged students to engage more actively and apply procedural language more meaningfully. This best practice demonstrates that culturally grounded, problem-based instruction is feasible and effective within junior secondary school EFL classrooms and offers practical insights for English teachers seeking to design contextualized and student-centered learning.

Keywords: Problem Based Learning; Culturally Responsive Teaching; procedure text; EFL junior secondary school; best practice

INTRODUCTION

Teaching procedure texts in English as a Foreign Language (EFL) classrooms at the junior secondary school level presents practical challenges related to student engagement and meaningful language use. Procedure texts require students to understand sequencing, clarity of instruction, and functional language features. In many classrooms, instruction tends to emphasize text structure and grammatical forms, which may limit students' opportunities to apply procedural language in authentic contexts (Derewianka, 1990; Hyland, 2004). As a result, students often perceive procedure text learning as simple and repetitive, leading to low motivation and limited classroom participation.

This best practice was implemented at SMP (Junior High School) Negeri 1 Masbagik, an Indonesian public junior secondary school (Sekolah Menengah Pertama, SMP), with ninth grade students in the first semester. In this EFL setting, students come from diverse cultural backgrounds and are strongly connected to their local environment and daily community practices. These cultural experiences represent valuable learning resources, particularly for text types that naturally relate to real-life activities, such as procedure texts. However, such cultural resources are often underutilized in classroom instruction, causing learning activities to feel

disconnected from students' lived experiences (Gay, 2010; Ladson-Billings, 1995).

Problem Based Learning (PBL) offers an instructional framework that organizes learning around meaningful problems derived from real-life situations. Through collaborative problem solving, PBL encourages active participation, communication, and purposeful language use (Barrows & Tamblyn, 1980; Hmelo-Silver, 2004; Savery & Duffy, 1995). In language classrooms, PBL allows students to use English as a tool for solving contextual problems rather than as an isolated subject of study.

Culturally Responsive Teaching (CRT) complements this approach by placing students' cultural identities, daily experiences, and community knowledge at the center of instruction. CRT supports learning by connecting academic content with students' cultural backgrounds, making instruction more relevant and meaningful (Gay, 2010; Hammond, 2014). In Indonesian EFL classrooms, culturally responsive practices enable teachers to integrate local culture, traditions, and daily activities into English instruction.

The integration of PBL and CRT is particularly suitable for teaching procedure texts. Procedure texts naturally align with culturally grounded activities such as traditional food preparation, crafts, and household practices. Genre-based

perspectives emphasize that students' understanding of text types develops more effectively when texts are learned within meaningful social contexts (Christie & Martin, 2005; Rose & Martin, 2012).

Classroom-based studies conducted in Indonesian secondary school contexts indicate that integrating PBL with culturally responsive approaches supports student engagement, participation, and learning processes (Rochaminah et al., 2024; Sandiase et al., 2025; Tahapary & Anaktototy, 2025). These findings suggest that culturally grounded problem-based instruction addresses practical challenges commonly faced by English teachers at the junior secondary level.

Therefore, the objective of this article is to report a best teaching practice involving the implementation of Problem Based Learning integrated with a Culturally Responsive Teaching approach in teaching procedure texts to ninth grade students at SMP Negeri 1 Masbagik. This article focuses on classroom implementation and instructional practice, without presenting an extensive literature review or experimental analysis.

RESEARCH METHOD

Research Design

This article employed a descriptive best practice approach to document and reflect on the classroom implementation of Problem Based Learning integrated with a Culturally Responsive Teaching approach in teaching procedure texts. The primary purpose of this approach was to describe instructional planning, classroom activities, and observed learning processes within an authentic teaching context. This design is appropriate for reporting practical teaching experiences and instructional innovations implemented under regular classroom conditions (Borg & Gall, 1983).

This best practice report did not aim to test hypotheses or measure causal relationships. Instead, it focused on presenting a systematic description of how the instructional approach was applied and how students responded during the learning process.

Research Setting and Participants

The best practice was conducted at SMP Negeri 1 Masbagik, an Indonesian public junior secondary school (Sekolah Menengah Pertama, SMP). The participants were ninth grade students in the first semester of the academic year. The class consisted of regular students with diverse levels of English proficiency and varied cultural backgrounds rooted in local community practices.

English is taught as a foreign language in this school under the national curriculum framework. Classroom instruction was conducted under typical learning conditions, including limited instructional time and standard school facilities. Students' daily experiences and local cultural practices were treated as learning resources during instruction.

Instructional Procedure

The instructional process was designed using the Problem Based Learning model integrated with principles of

Culturally Responsive Teaching. Learning activities were centered on real-life problems closely related to students' daily lives and local culture, particularly traditional food preparation.

The learning sequence followed several stages. First, students were introduced to a contextual problem that required them to explain a traditional local dish in a way that could be understood by people outside their region. Next, students were organized into heterogeneous groups to discuss possible solutions based on their cultural experiences and daily activities. During the investigation stage, students gathered information, arranged procedural steps, and discussed appropriate language features needed to write a procedure text. Students then developed and presented their procedure texts in front of the class. Finally, the teacher and students conducted reflection and evaluation focusing on text structure, language features, and cultural values embedded in the texts.

This instructional sequence allowed students to engage with procedural language through meaningful and culturally familiar contexts.

Data Collection Techniques

Data were collected through classroom observation and reflective documentation of the instructional process. Observations focused on student engagement, participation, and interaction during learning activities. Student artifacts included written procedure texts and presentation outputs produced during problem based tasks.

Teacher reflections were documented to capture instructional decisions, classroom dynamics, and practical challenges encountered during implementation. These techniques are consistent with data collection approaches used in classroom based pedagogical studies focusing on instructional improvement and learning process documentation.

Data Analysis

The collected data were analyzed using descriptive qualitative analysis. Observation notes, student work, and reflective records were examined to identify patterns related to student engagement, learning processes, and instructional effectiveness. The analysis emphasized how the integration of Problem Based Learning and Culturally Responsive Teaching functioned in classroom practice rather than measuring learning outcomes statistically.

RESULTS AND DISCUSSION

Results

The implementation of Problem Based Learning integrated with a Culturally Responsive Teaching approach supported positive learning experiences in teaching procedure texts to ninth grade students at SMP Negeri 1 Masbagik. Classroom observations showed that students were actively engaged throughout the learning stages, including problem orientation, group discussion, investigation, and presentation. Active participation during problem-based tasks reflects the core principles of PBL, which emphasize learning through meaningful problem solving and collaboration (Barrows & Tamblyn, 1980; Hmelo-Silver, 2004).

Students demonstrated increased participation during learning activities, particularly when tasks were connected to familiar cultural practices such as traditional food preparation. During group discussions, students willingly shared ideas based on their daily experiences and cultural knowledge. This engagement supports the view that culturally grounded instruction encourages student involvement by connecting learning content to lived experiences (Gay, 2010; Ladson-Billings, 1995).

Student learning artifacts indicated improvement in students' ability to construct procedure texts. Most students were able to write procedure texts with clear goals, logical sequencing of steps, and appropriate language features such as imperative verbs and time connectives. Learning procedure texts through familiar real-life activities allowed students to focus on language organization and clarity, which aligns with genre-based perspectives that emphasize learning texts within meaningful social contexts (Derewianka, 1990; Hyland, 2004).

Oral presentation activities showed increased student confidence. Students were more willing to present their work and explain procedural steps when topics were closely related to their cultural background and daily lives. This confidence is consistent with culturally responsive teaching principles that highlight the importance of validating students' identities in classroom interaction (Gay, 2010; Hammond, 2014).

In addition, classroom activities progressed smoothly within the allocated instructional time. Students remained focused during tasks and participated actively in reflection sessions. The instructional approach functioned effectively under regular classroom conditions, demonstrating the feasibility of integrating PBL and CRT in a junior secondary school setting (Savery & Duffy, 1995).

Discussion

The findings of this best practice indicate that integrating Problem Based Learning with a Culturally Responsive Teaching approach supports student engagement and meaningful learning in procedure text instruction. Grounding learning activities in students' daily experiences and local culture increased relevance and accessibility, encouraging active participation throughout the learning process. This supports pedagogical perspectives that view learning as more effective when students can connect academic content with familiar contexts (Gay, 2010; Hammond, 2014).

Students' improved understanding of procedure text structure and language features can be explained by the alignment between instructional content and real-life practices. Procedure texts are functional genres that benefit from contextualized learning, where students understand not only the structure of the text but also its purpose in social use (Christie & Martin, 2005; Rose & Martin, 2012). When students worked with culturally familiar procedures, they demonstrated clearer organization and more accurate use of procedural language.

Collaborative learning through group discussion and investigation played an important role in supporting the learning process. The problem-based structure encouraged peer interaction, idea exchange, and shared responsibility for

learning outcomes. This interaction aligns with constructivist views of learning underlying Problem Based Learning, where knowledge is developed through social interaction and problem solving (Barrows & Tamblyn, 1980; Savery & Duffy, 1995).

Students' increased confidence during oral presentations highlights the motivational role of culturally responsive instruction. Familiar cultural contexts appeared to reduce anxiety and support willingness to communicate in English. This finding reinforces the importance of culturally responsive pedagogy in supporting student motivation and classroom participation, particularly in EFL contexts (Hammond, 2014; Ladson-Billings, 1995).

From a practical perspective, this best practice demonstrates that integrating Problem Based Learning and Culturally Responsive Teaching is feasible within the context of a public junior secondary school. The approach supported curriculum objectives without requiring additional instructional time or specialized resources. This feasibility makes the approach applicable for English teachers seeking to design contextualized and student-centered instruction within existing curriculum frameworks (Borg & Gall, 1983).

CONCLUSION

This article has presented a best teaching practice involving the implementation of Problem Based Learning integrated with a Culturally Responsive Teaching approach in teaching procedure texts to ninth grade students at SMP Negeri 1 Masbagik. The practice demonstrates that connecting instructional activities with students' local culture and daily experiences can support more engaging and meaningful English learning in a junior secondary school EFL context.

The findings indicate that culturally grounded, problem-based instruction encouraged active student participation, supported students' understanding of procedure text structure and language features, and fostered greater confidence during oral presentations. By working with familiar cultural contexts, students were able to focus more effectively on organizing ideas, sequencing steps, and using appropriate procedural language. These outcomes reflect the value of situating language learning within authentic and socially meaningful contexts.

From a pedagogical perspective, this best practice illustrates that the integration of Problem Based Learning and Culturally Responsive Teaching is feasible within regular classroom conditions and existing curriculum frameworks. The approach did not require additional instructional time or specialized resources, making it accessible for classroom teachers seeking to design contextualized and student-centered English instruction. The practice aligns with pedagogical views that emphasize meaningful problem solving, cultural relevance, and collaborative learning as key elements of effective language instruction.

As a classroom-based best practice, this implementation offers practical insights for English teachers in similar EFL settings, particularly at the junior secondary school level. Integrating students' cultural backgrounds into problem-based learning activities can serve as an effective strategy to enhance engagement, deepen learning processes, and support confident language use. Future classroom

applications may explore the use of a wider range of cultural topics or extended instructional cycles to further strengthen instructional practice and student learning experiences.

Acknowledgments

The author would like to express sincere gratitude to the school principal, colleagues, and students of SMP Negeri 1 Masbagik for their support and active participation during the implementation of this best teaching practice. Appreciation is also extended to fellow teachers who provided constructive feedback and shared insights that contributed to the refinement of the instructional activities. This work was made possible through the collaborative learning environment and professional support within the school community.

Funding

This best practice report did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Conflicts of Interest

The authors declare no conflict of interest

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