Seminar Nasional Literasi Pedagogi (SRADA) III,
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal
Tegal, 02 Maret 2023

Teacher's Analysis of Problem-Based Learning Methods Applied in Teaching English

Erda Ayu Febyanti, Noeris Meiristiani, Ihda Rosdiana
Program Studi Ilmu Pendidikan Bahasa Inggris. Universitas Pancasakti Tegal. Jalan Halmahera Km. 1, Kota Tegal, Jawa Tengah, 53121 Indonesia

ayuerda15@gmail.com

Abstrak

Dalam Kurikulum 2013, sistem pendidikan melakukan beberapa perubahan dari pendekatan yang berpusat pada guru menjadi pendekatan yang berpusat pada siswa. Tujuan Kurikulum 2013 adalah untuk menciptakan kemampuan kolaborasi, komunikasi, pemecahan masalah, dan berpikir kritis siswa. Salah satu jenis strategi pembelajaran untuk tahun 2013 adalah pembelajaran berbasis masalah. Dengan demikian, penelitian ini mengeksplorasi persepsi guru bahasa Inggris tentang penerapan pembelajaran berbasis masalah dalam pengajaran bahasa Inggris. Desain penelitian kualitatif digunakan dalam penelitian ini. Data diperoleh dari tiga guru Bahasa Inggris kelas VII, VIII, dan IX di SMP N 04 Taman. Hasil penelitian menunjukkan bahwa: (1) dalam pelaksanaan pembelajaran berbasis masalah terdapat beberapa kegiatan yang tidak dilaksanakan; dan (2) masalah yang dihadapi guru bahasa Inggris dalam menerapkan pembelajaran berbasis masalah terkait dengan penentuan karakteristik siswa terkait masalah.

Kata Kunci: Persepsi guru, pengajaran bahasa Inggris, pembelajaran berbasis masalah.

Abstract

In the 2013 Curriculum, the educational system made several changes from a teacher-centered to a student-centered approach. The purpose of the 2013 Curriculum is to create student collaboration, communication, problem-solving, and critical thinking skills. One of the types of learning strategies for 2013 is problem-based learning. Thus, this study explores English teachers' perceptions of the implementation of problem-based learning in teaching English. A qualitative research design is employed in this study. Data was gained from three English teachers of grades VII, VIII, and IX in SMP N 04 Taman. The results of this research show that: (1) in implementing problem-based learning, some activities were not implemented; and (2) the problem faced by English teachers in implementing problem-based learning related to determining the problem-related student characteristics.

Keywords: *Teachers' perception, English teaching, Problem-based learning.*

1. INTRODUCTION

The education system is shifting from a teacher-centered to a student-centered model as the 2013 Curriculum is implemented. The purpose of developing the 2013 curriculum is to create students who think critically, creatively solve problems, have good communication skills, and have good collaborative skills. Therefore, teachers must be more creative and innovative in using various learning strategies to encourage students to become involved in the learning process.

A learning strategy is a method used during the learning process to make it easier for teachers to deliver learning material. The selection of learning strategies must be in accordance with the learning objectives to be achieved, taking into account the type of material to be delivered, the characteristics of students, and the situation and conditions of the learning

process. One of the models of learning to support the objectives of the 2013 Curriculum is problem-based learning (PBL).

Problem-based learning (PBL) is a student-centered educational method that aims to develop problem-solving skills through self-directed learning as a lifelong habit and teamwork skills (Ali, 2019). However, in implementing PBL, teachers still faced difficulties, such as teacher difficulty in designing problems and a lack of student interest in English. It can be concluded that the success of implementing the problem-based learning (PBL) model is measured not only by students' independence in problem-solving but also by teachers' roles in achieving learning objectives.

According to Apriliadewi (2017), in her research, she found that the difficulty in implementing PBL is that teachers struggle to find problems connected to the topic and that more time is required for learning. The success of implementing problem-based learning (PBL) is judged not just by students' independence in problem-solving; the role of the teacher will also impact the attainment of the learning objectives by establishing an active and pleasant classroom environment. As a result, teachers must be provided with the necessary knowledge and skills to implement this learning technique. It is clear that shifting the learning system from teacher-centered to student-centered is a difficult task. Pupils are accustomed to passive learning and rely only on the teacher's materials. It is a difficult task for teachers to complete.

2. LITERATURE REVIEW

Robbins (2017) defines perception in his book as the process through which we organize and interpret sensory perceptions in order to give meaning to our surroundings. It can be concluded that the process of developing a person's judgement about a specific thing using the senses or surrounding stimuli to produce an understanding derived from the object. Perception is influenced by three factors: (1) the perceiver, (2) the target, and (3) the context. Persons have different perceptions of objects. It is because of her background, experience, personality, interest in the object, and so on.

Problem-based learning is a learning model that encourages students to use critical thinking to solve problems through various stages to enhance their problem solving abilities (Rohman, 2018). In other word, students must be able to improve their abilities, especially their problem-solving skills. The skills developed in this strategy are collaboration, communication, and cooperation. There are three abilities that are useful for practicing thinking skills: teamwork skills, communication skills, and others. The ability to ask questions and problem-solving skills are also included in the characteristics of problem-based learning because, in the problem-solving process, there will be a process of thinking, identifying problems, exchanging opinions, and asking questions in groups.

There are some characteristics of problem-based learning (PBL) that are expected to be implemented in learning, namely: (1) problems become a starting point in learning. The problems presented in PBL are problems related to learning materials and can encourage students to give various opinions from their points of view. (2) Utilization of various kinds of knowledge and information The teacher's role is to direct students to various sources of information that they need to solve problems. (3) Learning is collaborative, communicative, and cooperative. Students' communication skills, collaboration, and cooperative behavior improve as a result of the group problem-solving process. (4) The ability to inquire and solve problems. During PBL implementation, students exchange ideas and expand their knowledge with new information. (5) Synthesis and integration of a learning process Synthesis and integrity in the problem-based learning method are a process of understanding various sources of information to explore a problem with an open mind and be responsible and consistent with their respective duties (Rusman, 2016).

In implementing PBL, Rusman (2016) mentions there are five steps to problem based learning through group activities:

1. Student orientation on the problem: The first step of PBL is the teacher introduction of problems to students so that they know and understand the problems presented by the teacher.
2. Organizing students to learn In this stage, the teacher helps students organize learning tasks related to the problems.
3. Direct individual and group research The teacher's role at this point are to encourage students to gather references or relevant information to solve the problem.
4. Students develop their work, and present it.
5. Analyze and evaluate the work. The teacher helps students evaluate the work that has been presented by students, individually or in groups.

According to Bakhruddin et al. (2021), the advantages of implementing problem based learning are: (1) increasing student learning motivation; (2) improving collaboration and communication skills; (3) creating fun learning; (4) increasing creativity; and (5) improving learning resource skills. Then Isrokijah (2020) in this study found the weakness of problem-based learning as follows:

1. Students are not used to new things that make them ashamed to express their opinions. This is influenced by the previous teaching method, where the teacher explained the material more often using the lecture method and students only listened, took notes, and did some of the exercises given by the teacher.
2. Group work often encounters obstacles such as difficulties in communicating and collaborating. Therefore, the teacher must act as a good facilitator. Guidance is needed during group discussions to facilitate students' participation in learning activities and achieve learning objectives.
3. Problem-based learning is not suitable for lower-level students. They have not learned enough components of language and language skills.
4. Only certain basic competencies can be applied to problem-based learning (PBL). Therefore, teachers must be selective in choosing the appropriate basic competencies. It means problem-based learning cannot be applied to every learning material. Problem-based learning is more suitable to be applied to learning that requires certain problem-solving abilities.

3. METHOD

This study employed a qualitative research approach. Creswell (2012) defines qualitative research is an approach for exploring and understanding the meaning individuals or groups attribute to a social human problem. This study aims to discover teachers' perceptions towards their implementation of problem-based learning and the obstacles teachers face in implementing problem-based learning in teaching English. The participants of this study were three English teachers of grades VII, VIII, and IX in SMP N 04 Taman. This research was taken on 16 June and 20 July 2022. They were selected for this study because they implemented problem-based learning strategies in their teaching and learning processes.

In collecting the data, the research used 2 instruments, namely: (1) the questionnaire method, used to analyze teachers' implementation of problem-based learning. (2) The interview method was used to collect the teachers' problems and their responses during the implementation of problem-based learning in the learning process and also to support the data that was collected from the questionnaire. The questionnaire that was used in this research was adopted from the research journal of Szabó et al. (2014). The questionnaire was adopted from those studies because of their similarity to this study. The questionnaire contains 33 open-ended questions. The questionnaire given to the teachers used a Likert scale of 1 (strongly disagree)

and 2 (disagree), 3 (agree), 4 (strongly agree). Meanwhile, the interview questionnaire consists of seven questions. and The data were analyzed descriptively through data reduction, data display, conclusion, and verification by Sugiyono (2018). The names of the respondents to this research were written as T1, T2, and T3.

4. RESULTS AND DISCUSSION

Based on the research design, the data gained from the questionnaire and interview results were then analyzed following data reduction, data display, and finally drawing conclusions and verifying the findings. The results of the questionnaire and interview with the respondents to this study are shown in the table below:

1.1 The Implementing Problem-Based Learning in Teaching English

1. **Questionnaire**

No	Statements	Responses					Mean Score	Perception
		SA	A	DS	SD	Total		
1.	Students need my feedback to support their learning	0	3	0	0	3	3	Positive
2.	I tend to explain and teach in tutorial group	0	3	0	0	3	3	Positive
3.	My role as the teachers is usually passive in tutorial group	0	0	3	0	3	2	Negative
4.	The students get difficulties to find out relevance learning resource	0	1	2	0	3	2.33	Negative
	Total Mean Score						2.5	Positive

The table indicator, problem-based learning as a pedagogical method, makes it clear that two teachers strongly agreed that problem-based learning helps students acquire relevant knowledge for their profession. Then, three teachers agreed that it helped contribute to the independence of students. Also, two teachers agreed that group tutorials help students evaluate their knowledge. Then, two teachers agreed that group tutorials would enrich students' communication and reflection skills. Furthermore, 3 teachers agreed that group tutorials help students share experiences with each other. Besides, three teachers agreed that students have

little time for discussion. Also, two teachers agreed that problem based learning increases problem-solving skills. Additionally, two teachers agreed that it helped students achieve optimal levels of knowledge. And two teachers agreed that PBL is a great tool for students learning. And the mean score for this indicator was 3.22 in the positive category.

To summarize, it was discovered that teachers had a positive perception of problem-based learning as a pedagogical method. The teachers understood the objectives of PBL, such as improving communication, collaboration, problem solving, and so on. It is in line with Bakhruddin et al.'s 2021) finding that problem based learning can improve communication skills, collaborative skills, and creativity through group discussion in solving the problem. The teachers also had difficulty allocating time, which is consistent with Bashith & Amin (2017), who identified the difficulty in implementing PBL as a need for more time.

Table 2. Supervising Problem Processing in Tutorial Group

No	Statements	Responses					Mean Score	Perception
		SA	A	DS	SD	Total		
1.	I have relevant teaching qualification in PBL	0	3	0	0	3	3	Positive
2.	It is difficult to students to know if they haven't learned enough	0	2	1	0	3	2.66	Positive
3.	Discussion in the tutorial group are slow	0	3	0	0	3	3	Positive
4.	Work in tutorial group has a test function and this makes stressful for students	0	1	2	0	3	2.33	Negative
5.	Time to discussion in the tutorial group is to short	0	1	2	0	3	2.33	Negative

6.	The group size is just right from a tutorial point of view	0	3	0	0	3	3	Positive
7.	Discussion in tutorial group create uncertainty among students	0	1	2	0	3	2.33	Negative
8.	PBL evokes felling of inadequacy in students	0	0	3	0	3	2	Negative
				Total Mean Score			2.66	Positive

From the table indicators supervising problem processing in tutorial groups, we can see that 3 teachers agreed that the teachers support students' learning to achieve the learning goals. Then, two teachers agreed that they had assisted students in achieving the goals of their learning. In addition, two teachers agreed to serve as group resources. Meanwhile, two teachers disagreed that they did not participate in creating a positive work environment in the group. Then, three teachers agreed to use stimulants to enhance their students' learning. Therefore, three teachers agreed that they emphasize the importance of students' reflection. Furthermore, 2 teachers agreed that all students require assistance. The last two teachers all agreed that they wanted to be teachers. The mean score for this indicator was 2.87 in the positive category.

To summarize, the teachers still need to gain more knowledge and insight related to the way of implementing problem-based learning in the learning process. Teachers' opinions in the group discussion were that they are not resource persons and do not contribute to the creation of a positive work environment in groups. Teachers as facilitators are a distinguishing feature of PBL. It is consistent with Sofyan and Komariah's (2016) statement that the teacher is a facilitator who provides direction, acts as a consultant, and provides access to the resource. However, the teachers did not create a positive environment in groups. Teachers also supported students' learning to achieve learning goals. Teachers encourage students to ask stimulating questions. It is possible to conclude that the teachers recognized their role in implementing problem-based learning in the classroom. In line with Rusman (2016) , in problem-based learning, teachers act as motivators and facilitators to encourage students to solve the problem.

Table 3. The Tutor Role in the Tutorial Group

No	**Statements**	**Responses**					**Mean Score**	**Perception**
		SA	**A**	**DS**	**SD**	**Total**		

1.	PBL motivate me to continuously update my skills as teacher	2	1	0	0	3.66	Positive
2.	PBL is based on real life problem which create involvement among students	0	2	1	0	2.66	Positive
3.	PBL create a balance between theory and practice in education	0	3	0	0	3	Positive
4.	I was selected by my department to be teacher	0	3	0	0	3	Positive
	Total Mean Score					3.08	Positive

The table indicator for the tutor role in the tutorial groups shows that three teachers agreed that students need feedback to support their learning. Also, three teachers agreed that teachers explain and teach in tutorial groups. Then, two teachers disagreed that teachers are usually passive in tutorial groups. Furthermore, two teachers disagreed that students had difficulty locating learning resources. The mean score for this indicator was 2.58, in the positive category.

To summarize, teachers' roles in PBL include responsibility as well as a role in implementation. PBL, namely, acts as a facilitator and motivator in the group. Teachers must learn about PBL strategies. In line with Amrilloevich (2022), the teacher's role in implementing problem-based learning is to lead cooperative activities and create problem solutions. Teachers help students learn by acting as assistants, consultants, coordinators, feedback providers, and problem solvers.

2. Interview

The teacher's understanding of problem-based learning was the first topic of discussion. According to the interview findings, problem-based learning is a learning method that encourages students to solve problems. It was explained below:

> T1: "*PBL is a method of learning. It refers to learning that, through use or on purpose, generates problems for students to solve, with the goal of the student being able to solve the problem."*
>
> T2: "*PBL is learning that it is creating a problem."*
>
> T3: "*PBL is a learning method that gives students a problem with the aim of allowing them to think critically and find the solution to the problem."*

The interview results showed that the teachers understood the definition of problem-based learning (PBL). The teachers' opinion is in line with Kurniawati (2022), which stated that problem-based learning is a learning model that involves students in solving the problem through the scientific method so students can learn knowledge related to the problem and have problem-solving skills.

The second question discusses the teachers' perceptions of implementing PBL. The following are the teacher's perspectives on implementing PBL:

T1: "The first is usually when I enter the classroom, coordinating, greeting, being absent, and so on. I create small groups in one class. Then I write about the problem directly and ask the students to find solutions; I will also provide references."

T2: "The steps are that the teacher divides students into groups. Then, each group is given a problem. The teacher acts as a facilitator or guide, especially in compiling field results. Then, the reports of problems that have been completed by each group will come forward for presentation."

T3: "The first explains the goals of teaching and learning activities to students. Then, the students are formed into groups. Then, he explains a problem to students, and students are given the opportunity to find solutions."

They have implemented PBL procedures based on the three responses from the teacher as participants. However, the teachers did not implement the stage systematically. They implemented four stages, which were: organizing students to learn, orienting to the problem, guiding individuals and groups, and presenting the work. These findings are in line with Puspitasari (2019), which indicates that teachers did not implement staging systematically. The teachers implement the first stage after the second stage. In other words, the teachers divide the students into groups before explaining the problem to them. The teachers did not implement work analysis and evaluation.

The third question discusses the teachers' perceptions of the problem as it is presented in PBL. In presenting the problem, teachers use learning media to support the learning process. It is proven by the teachers' statements below:

T1: "When I am going to teach the present continuous, I will prepare by creating the problem or by providing the problem with a photo or video."

T2: "For example, reading."

T3: "The problem that usually presents to students is reading. But, sometimes I use video."

Based on the teachers' statements above, it can be concluded that teachers present the problem in the form of reading, pictures, and videos. According to the teachers' perception, in line with Bakhruddin et al. (2021), the teachers must be able to create interesting and fun learning through the problems that will encourage students to solve the problem.

1.2Teachers' Difficulties in Applying Problem-Based Learning

1. **Questionnaire**

Table 4. Potential Barriers to Students Learning in PBL

No	Statements	Perceptions
1.	I have relevant teaching qualification in PBL	Positive

2.	It is difficult to students to know if they haven't learned enough the learning material	Positive
3.	Discussion in the tutorial group are slow	Positive
4.	Work in tutorial group has a test function and this makes stressful for students	Negative
5.	Time to discussion in the tutorial group is to short	Negative
6.	The group size is just right from a tutorial point of view	Positive
7.	Discussion in the tutorial group creates uncertainty among students	Negative
8.	PBL evokes felling of inadequacy among students	Positive

As can be seen from the table indicating potential barriers to student learning in PBL, three teachers agreed they have relevant teaching qualifications in PBL. Then, there were two teachers who agreed that problem-based learning is difficult for students if they haven't learned enough. Next, three teachers agreed that discussion in the tutorial group is slow. Meanwhile, two teachers disagreed that the tutorial group has a testing function and makes things stressful for students. There were also 2 teachers who disagreed that the time allotted for discussion was too short. Following that, three teachers agreed that the group size is ideal for tutorial purposes. Meanwhile, two teachers disagreed that discussion in the tutorial group creates uncertainty among students. Then, 3 teachers disagreed that problem-based learning evokes a feeling of inadequacy in students. The mean score for this indicator was 2.66 in the positive category.

To sum it up, teachers Teachers had positive perceptions that each of the learning strategies used to support the learning process had an impact on the improvement of students' abilities. Teachers also need to know the problems faced by students. Teachers create the negative perception that group discussions are stressful, cause uncertainty for students, and take too little time. This indicated that teachers' perceptions and collaborative group work did not make students' lives stressful or uncertain. However, this can occur when students do not comprehend the learning material or the problem presented by teachers. Teachers had negative perceptions during the allotment discussion time. In contrast to what Windari et al. (2021) state, implementing problem-based learning necessitates extensive discussion. Teachers also give the positive perception that discussion in groups is slow and that students have difficulty if they haven't learned enough of the learning material.

Table 5. Relationship Between Theory and Practice in PBL

No	Statements	Perceptions
1.	PBL motivate me to continuously update my skills as teacher	Positive
2.	PBL is based on real life problem which create involvement among students	Positive
3.	PBL create a balance between theory and practice in education	Positive
4.	I was selected by my department to be teacher	Positive

From the table indicating the relationship between theory and practice in problem-based learning, we can see that two teachers strongly agree that PBL can update their skills as teachers. Also, 2 teachers disagree that problem-based learning is based on real-life problems. Then, three teachers agreed that problem based learning creates a balance between theory and practice in education. And last, there were three teachers who agreed they had been selected by the department to be teachers. The mean score for this indicator was 3.08 in the "positive" category.

To sum it up, English teachers admit that in implementing PBL, they always try to adjust the theory and practice of PBL in the learning process. When implementing problem-based learning, create a balance between theory and practice in education. Problem-based learning is one of the learning strategies to encourage students to increase their soft and hard skills, and this learning strategy can also help teachers transition from teacher-centered to student-centered instruction.

2. Interview

The inadequacy of facilities and infrastructure and the students' conditions make it challenging for teachers to apply problem-based learning. It is proven by the teachers' statements below:

T1: "*PBL can be said to have been very rarely applied. The first is because the condition made students' lives difficult. The second is facilities and infrastructure. Then, when providing an assignment sheet, we also need a fee to duplicate it.*"

T2: "*The difficulties are facilities and infrastructure; students did not have a dictionary."*

T3: *"Perhaps there are no basics from the students, especially in 7th grade. Then, facilities and infrastructure should support it. So the issue is that students are not prepared; perhaps this is due to the environment and infrastructure."*

Based on the teachers' statements above, it can be concluded that the teachers' difficulties in implementing PBL are due to (1) the lack of students' interest in English. According to Hari & Ratmanida (2019), students are concerned about making mistakes when speaking English and being mocked by their peers. (2) difficulty in problem design. Those difficulties are also in line with the research results by Jailani et al. (2017), which stated that the teachers' difficulties are providing the problem and making it difficult to prepare students' worksheets.

(3) Teachers did not implement the stages of PBL systematically. It is in line with Apriliadewi's (2017) statement that the teachers were not consistent in the PBL learning process.

In implementing problem-based learning in the classroom, teachers also help students when they have difficulty and encourage them to solve the problem to motivate them. It is proven by the teachers' answers, which are as follows:

> T1 : "*My role will direct the students. I will provide many references so that students can solve the problem."*
>
> T2 : "*By motivating the students. Thus, they are not bored during learning. Then create the learning in a fun way, for example; games."*
>
> T3 : "*By giving motivation. I usually give rewards, so students are enthusiastic."*

Based on the teachers' statements above, it can be concluded that teachers encourage students to solve problems by giving them directions and providing motivation, such as by giving a reward (praise) or creating fun learning activities (games).

5. CONCLUSION

Based on the findings and discussion, The teachers have not been optimal in implementing the problem-based learning stage. It is based on the fact that teachers did not implement analysis and evaluation during the learning process. However, despite implementing all stages of the teaching and learning process, teachers did not achieve the learning objectives because the stages of problem-based learning were not implemented systematically and teachers only passed one stage. It can be concluded that teachers have difficulties implementing problem-based learning strategies. The first is designing a problem. Teachers struggle to come up with problems that are relevant to the material being taught. The second is about the student's characteristics and circumstances. The lack of interest in English makes students hesitate when pronouncing and interpreting a word or sentence in English. In this case, the teacher needs more time to encourage and coordinate student learning. The third stage is implementation. In the implementation of problem-based learning, teachers did not implement one of the stages. It means that teachers have not optimized their implementation and must meet the learning objectives.

REFERENCES

Ali, S. S. (2019). Problem Based Learning: A Student-Centered Approach. *English Language Teaching*, *12*(5), 73. https://doi.org/10.5539/elt.v12n5p73

Amrilloevich, I. A. (2022). Problem-Based Learning : Content , Essence , Possibilities. *Journal of Positive School Psychology*, *6*(10), 2367–2377. problem, problematic education, problematic learning, problem-based learning, content, essence, advantages, consultative support, comparative analysis, type of educational practice.

Apriliadewi, P. A. R. (2017). an Analysis of the Implementation of Problem Based Learning in Learning English At the Xi Grade Science Class of Sma Negeri 1 Singaraja in the Academic Year 2015/2016. *International Journal of Language and Literature*, *1*(1), 11. https://doi.org/10.23887/ijll.v1i1.9613

Bakhruddin, M., Shoffa, S., Holisin, L., Ginting, S., Fitri, A., Lestari Widya, L., Pudyastuti E., Z., Zainuddin, M., Alam Vanni, H., & Kurniawati, N. (2021). *Strategi Belajar Mengajar* (I). CV. Agrapana Media.

Bashith, A., & Amin, S. (2017). *The Effect of Problem Based Learning on EFL Students ' Critical Thinking Skill and Learning Outcome*. *24*(2), 93–102. https://doi.org/i:http://dx.doi.org/10.15548/jt.v24i2.271

Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (K. Mason (ed.); 4th ed.). 2012.

Isrokijah. (2020). *Problem based learning: a model in teaching English at junior high school*. *1*(2), 133–141. https://doi.org/http://dx.doi.org/10.33474/j-reall.v1i2.6900 Jailani, J., Sugiman, S., & Apino, E. (2017). Implementing the problem-based learning in order to improve the students' HOTS and characters. *Jurnal Riset Pendidikan Matematika*, *4*(2), 247–259. https://doi.org/10.21831/jrpm.v4i2.17674

Kurniawati, S. (2022). *EFL Teachers ' Perspective on the Implementation of Problem-Based Learning During the Pandemic Era*. *1*(1), 37–54. https://ejournal.iain.kerinci.ac.id//index.php/progress

Puspitasari, M. J. (2019). The Implementation of Problem Based Learning in Teaching Speaking Analytical Exposition Text to Eleventh Grades. *Retain*, *7*(4), 24–31. https://jurnalmahasiswa.unesa.ac.id/index.php/43/article/view/31015%0Ahttps://jurnalmahasiswa.unesa.ac.id/index.php/43/article/download/31015/28203

Rohman, A. (2018). *PENGGUNAAN MODEL PEMBELAJARAN PROBLEM BASED LEARNING UNTUK MENINGKATKAN HASIL BELAJAR BAHASA INGGRIS PADA POKOK BAHASAN EXPLANATION TEXT*. *4*(2), 241–250.

Rusman. (2016). *Model-Model Pembelajaran*. Jakarta: Rajawali Pers.

Setia Hari, B. F., & Ratmanida. (2019). ENHANCING SENIOR HIGH SCHOOL STUDENTS' SPEAKING ABILITY THROUGH PROBLEM BASED LEARNING STRATEGY. *International Journal of English Language Teaching*, *8*(1), 1–20. http://ejournal.unp.ac.id/index.php/jelt

Sofyan, H., & Komariah, K. (2016). *PEMBELAJARAN PROBLEM BASED LEARNING DALAM IMPLEMENTASI KURIKULUM 2013 DI SMK PROBLEM BASED LEARNING IN THE 2013 CURICULLUM*. *6*(3), 260–271. http://journal.uny.ac.id/index.php/jpv%0APEMBELAJARAN

Sugiyono. (2018). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*. CV. Alfabeta.

Szabó, Z., Harangi, M., Nylander, E., Theodorsson, A., & Davidson, B. (2014). Problem-based learning (PBL): tutor perception of group work and learning. *MedEdPublish*, *2007*, 1–11. https://doi.org/http://dx.doi.org/10.15694/mep.2014.003.0046