

**STUDENTS' PERCEPTIONS OF USING PROBLEM-BASED LEARNING IN
TEACHING WRITING AT SMAN 1 LUHAK NAN DUO**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed)
in English Language Education*



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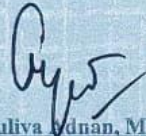
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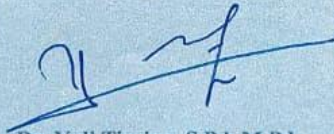


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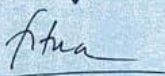
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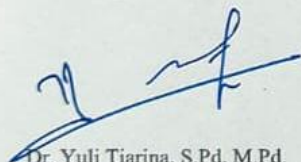
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ABSTRACT

Wahyuni, Eni. (2025). *Students' Perceptions of Using Problem-Based Learning in Teaching Writing at SMAN 1 Luhak Nan Duo*. Faculty of Language and Arts, Universitas Negeri Padang.

This study aims to determine students' perceptions of the use of Problem-Based Learning (PBL) in teaching writing at SMAN 1 Luhak Nan Duo. The participants were 30 second-grade students in the 2024/2025 academic year. This study focused on five key indicators adapted from Jonassen (1999): engagement in problem-solving, critical thinking and idea development, collaboration and exploration of ideas, relevance to real life and use of resources, and reflection and application of knowledge. This study used a quantitative descriptive method, with a closed-ended questionnaire in the form of a Likert scale as the data collection instrument. The questionnaire consisted of 20 statements related to the five indicators. The study findings showed that students' overall perceptions of PBL in writing were very positive, with an average score of 3.36 or 84%. Students felt more engaged, motivated, and able to connect writing topics to real-life contexts. They also believed that PBL helped them think critically, collaborate effectively, and reflect on their writing process.

Keywords: *Students' Perceptions, Problem-Based Learning, Teaching Writing*

ABSTRAK

Wahyuni, Eni. (2025). *Students' Perceptions of Using Problem-Based Learning in Teaching Writing at SMAN 1 Luhak Nan Duo*. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan Pembelajaran Berbasis Masalah (PBL) dalam teaching menulis di SMAN 1 Luhak Nan Duo. Partisipan penelitian ini adalah 30 siswa kelas dua pada tahun ajaran 2024/2025. Penelitian ini berfokus pada lima indikator kunci yang diadaptasi dari Jonassen (1999): keterlibatan dalam pemecahan masalah, berpikir kritis dan pengembangan ide, kolaborasi dan eksplorasi ide, relevansi dengan kehidupan nyata dan penggunaan sumber daya, serta refleksi dan penerapan pengetahuan. Penelitian ini menggunakan metode deskriptif kuantitatif, dengan kuesioner tertutup dalam bentuk skala Likert sebagai instrumen pengumpulan data. Kuesioner terdiri dari 20 pernyataan yang terkait dengan lima indikator. Temuan penelitian menunjukkan bahwa persepsi siswa secara keseluruhan terhadap PBL dalam menulis sangat positif, dengan skor rata-rata 3,36 atau 84%. Siswa merasa lebih terlibat, termotivasi, dan mampu menghubungkan topik tulisan dengan konteks kehidupan nyata. Mereka juga percaya bahwa PBL membantu mereka berpikir kritis, berkolaborasi secara efektif, dan merefleksikan proses menulis mereka.

Keyword: *Persepsi Siswa, Problem-Based Learning, Pengajaran Menulis*

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

The success of student learning is strongly shaped by the quality of instruction provided by the teacher (Wahyudi, 2023). To increase students' involvement in classroom activities, teachers need to demonstrate strong teaching skills and apply effective and engaging models. A competent teacher not only explains the material clearly but also creates an interactive, supportive, and enjoyable classroom environment. Teaching quality is reflected in how teachers guide students, provide constructive feedback, and encourage active participation. Çelik et al. (2015) stated that teachers with strong pedagogical competence and high professionalism play an important role in improving the student learning process, including fostering their involvement in learning activities.

English is an international language that plays a very important role in various aspects of life, such as education, work, and global communication. In English, there are four skills that students must master, namely speaking, reading, listening, and writing. According to Harmer (2004), EFL learners need to master four essential skills: speaking, listening, reading, and writing. These four skills are interrelated and support each other in the language learning process. However, among the four skills, writing is often the biggest challenge for students.

Students still face several problems in writing activities. Students follow existing writing structures and show limited courage in exploring new ideas. The ability to think critically, constructs arguments, and produce logical and well-structured writing remains

limited. The instructional model commonly implemented in the classroom tends to emphasize memorization and rule-based learning rather than promoting creativity and deep analytical thinking. Often, students feel disconnected from the writing tasks given in class because the topics do not really match what they experience in their daily lives. When the material does not feel relevant, it becomes harder for them to stay interested or take part actively in the lessons. When classroom content does not reflect situations they are familiar with, students may lose interest, and their involvement tends to decrease as a result. As a result, the quality of their writing often suffers, becoming shallow, repetitive, and lacking thoughtful insight.

To overcome these problems, a learning model is needed that can encourage students to think critically, creatively, and actively in the learning process, especially in writing activities. One solution that can be applied is the Problem-Based Learning (PBL) model. Problem-based Based Learning is a learning method based on solving real problems. Problem-Based Learning requires students to actively think critically, creatively, and work together to solve problems that are relevant to their lives. Savery (2006) stated that Problem-Based Learning helps students improve their critical and creative thinking skills so that students play an active role in solving problems.

A conducive learning environment and support from various parties in the school are needed to support the successful implementation of innovative learning models such as problem-based learning. Schools with professional teachers, adequate facilities, and an active learning culture will find implementing a problem-based learning model easier. In addition, the school's openness to change and learning innovation is important in creating

a more meaningful learning atmosphere for students. One school that shows these characteristics is SMAN 1 Luhak Nan Duo.

SMAN 1 Luhak Nan Duo is one of the senior high schools in Pasaman Barat Regency. Based on initial observation at the school, the researcher found that the teacher used Problem-Based Learning in teaching English, especially in writing. Some examples of implementing PBL in writing are in the teaching of expository, procedural, and descriptive texts. In expository writing lessons, students learn to explain a topic clearly by gathering facts, analyzing data, and building strong arguments. For example, they may write about the importance of keeping the environment clean. For procedural texts, they tackle everyday problems, such as how to prepare healthy food or use technology, by clearly describing the steps to follow. In the descriptive text lesson, students describe a place or object in detail, exploring its unique features and writing a clear text. Thus, by learning with real problems, students will be more active, critical, and able to connect the learning material with their daily lives.

Problem-Based Learning in writing allows students to engage with real issues, develop critical thinking, and connect their learning to everyday life. According to Hung et al. (2008), PBL helps students understand the material in depth by linking theory to practice. Jonnasen (1999) said that PBL can help students overcome their difficulties, such as finding ideas, developing arguments, and composing writing in a structured manner. Problem-based learning can improve students' learning achievement in writing learning (Rahmat & Puspitasari, 2021). The Problem-Based Learning provides students with the opportunity to see the relevance between the material being studied and everyday life. In learning English, especially writing skills, the Problem-Based Learning

model is very relevant to help students relate the material to real life. According to Bilgin & Yildiz (2024), Problem-Based Learning (PBL) effectively enhances students' academic writing skills, motivation, and critical thinking by helping EFL learners engage more meaningfully with real-world issues.

Furthermore, PBL encourages students to work together in groups to solve real-world problems. In writing classes, this collaborative approach not only fosters teamwork but also helps each student improve their skills in generating, organizing, and expressing ideas clearly. When students collaborate to solve problems, they engage in meaningful discussions, give and receive feedback, and build shared understanding, which directly contributes to the quality of their writing. Storch (2005) emphasized that collaborative writing helps individuals become more reflective about their language use, resulting in more accurate and complex writing. Hmelo-Silver (2004) also stated that PBL encourages the active construction of knowledge through social interaction, which strengthens individuals' cognitive and communication skills. Therefore, collaborative PBL helps students become more independent, critical, and skilled writers in expressing their ideas.

Several studies investigated the use of PBL to improve students' writing skills. First, Cheadae and Khongput (2019), in their study entitled "Thai EFL Students' Perceptions toward Learning English Descriptive Paragraph Writing through Problem-Based Learning," investigated the perceptions of Matthayomsuksa 6 students in Yala, Thailand, toward the use of PBL in learning descriptive paragraph writing. The study involved 40 students who worked in groups to solve problems related to writing descriptive texts. The data were collected through questionnaires and semi-structured interviews. The findings

showed that students had generally positive perceptions toward learning descriptive writing through PBL (3.45). The highest-rated aspect was knowledge gained and writing improvement (3.54), while the lowest was self-study and group work (3.40). The interview results also indicated that PBL helped students develop their writing, communicative, and collaborative skills through peer discussions and teacher-guided tasks. However, some students expressed concerns about limited time, complex tasks, and varied English proficiency levels within their groups. Despite these challenges, the study concluded that PBL could effectively enhance students' descriptive writing skills if implemented with attention to supporting factors.

Furthermore, Badriyah et al. (2022) with the title "The Influence of Problem-Based Learning on the Students' Writing Skill in Hortatory Exposition Text at Eleventh Grade of SMA Saidiyah Arosbaya". The study revealed that the use of Problem-Based Learning (PBL) had a significant impact on students' writing skills, especially in writing hortatory exposition texts. Conducted at SMA Saidiyah Arosbaya, the research showed that students taught through PBL performed better in content, organization, and language use compared to those taught with conventional methods. The statistical analysis indicated that PBL effectively improved students' writing achievement, confirming its benefit in a senior high school context.

Last, research by Karim (2023) with the title "Improving Students' Writing Essay Skill Through Problem-Based Learning Approach in Second Grade High School of SMAN 5 Makassar". Karim found that the implementation of Problem-Based Learning (PBL) significantly improved students' writing skills, particularly in essay writing. The study carried out at SMAN 5 Makassar found that students became more engaged,

critical, and motivated when learning was based on real-life problems. The results showed a significant improvement in their writing scores after applying Problem-Based Learning, demonstrating how effective this approach is in boosting writing skills.

Previous studies have discussed the use of Problem-Based Learning (PBL) to improve writing skills and have also focused on students' perceptions of using PBL. However, based on the researcher's review, no previous research with the same title has been conducted at UNP. Therefore, the researcher carried out a study entitled ***“Students' Perceptions of Using Problem-Based Learning in Teaching Writing at SMAN 1 Luhak Nan Duo.”*** This study aimed to find out students' perceptions of using Problem-Based Learning (PBL) in writing. Although PBL has been implemented and is widely recognized as an effective model for enhancing writing skills, some students still experience difficulties in writing. The effectiveness of a learning model is also influenced by how students perceive and experience the learning process. Understanding students' perceptions is crucial to the success of learning, and this study also aims to provide insight for teachers and schools regarding students' responses to the implementation of PBL. According to Schunk (2012), one key factor in achieving successful learning is students' perceptions of the learning process. Similarly, Nurhayati and Nurdin (2015) emphasized that students' perceptions play an important role in determining how well they learn.

B. Identification of the Problem

Based on the background above, Although Problem-Based Learning (PBL) has been implemented in teaching writing at SMAN 1 Luhak Nan Duo, some students still face difficulties in developing ideas, organizing texts, and writing effectively. Several studies

have discussed students' perceptions of PBL, but none have specifically examined teaching English writing at SMAN 1 Luhak Nan Duo.” Limitation of the Problem

Based on the identification above, the primary focus of this study is those students' perceptions of using Problem-Based Learning in teaching writing.

C. Formulation of the Problems

The formulation of research can be formulated into how students perceive the use of Problem-Based Learning in teaching writing.

D. Research Question

Based on the research background and limitations mentioned above, the research question is: “What are the students' perceptions of using Problem-Based Learning in teaching writing at SMAN 1 Luhak Nan Duo?”

E. Purpose of the Research

Based on the problem above, the research aims to find out students' perception of using Problem-Based Learning in teaching writing at SMAN 1 Luhak Nan Duo.

F. Significance of the Research

Related to the research objectives above, the significance of this research is both theoretical and practical, as follows:

1. Theoretical Significance

- a. The findings from this research provided a deeper understanding of students' perceptions of the application of PBL in writing learning, which benefited the field of education.

2. Practical Significance

- a. The findings of this study are intended to help English teachers understand the students' perceptions of using Problem-Based Learning as a teaching and learning model, particularly for writing skills.
- b. To students, the research was expected that they could express their feelings about the efficiency of using Problem-Based Learning in writing.
- c. To future researchers, this research can serve as a reference for other researchers interested in studying the application of Problem-Based Learning in writing.

The researcher hoped that the results of the study could provide theoretical and practical benefits, both for the world of education and for the development of more contextual problem-based learning. The study was expected to make a positive contribution to efforts to improve the quality of writing learning in Indonesia.

H. Definition of the Key Term

1. Perception

Perception is the act of organizing, recognizing, and interpreting sensory information to understand and perceive the environment.

2. Problem-Based Learning

Problem-Based Learning (PBL) is a teaching model characterized by the presence of real problems as a context for students to learn critical thinking and problem-solving skills and acquire knowledge.

3. Writing

Writing is the ability and skill of expressing ideas, opinions, thoughts, desires, or feelings that are in one's mind to other parties through written language or written works so that they can be read, understood, and comprehended by other people.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The findings showed that students see PBL as a learning model that really involves them and works well. When it comes to problem-solving, students said they took an active role in dealing with real-life issues related to their writing topics, which made learning feel more meaningful and connected to their lives. For critical thinking and developing ideas, students felt that PBL helped them build clear arguments and organize their thoughts better.

In addition, students agreed that PBL fostered teamwork and gave them the chance to explore different perspectives, which helped improve the quality of their writing. In relation to the relevance to real life and use of resources aspect, students noted that writing tasks based on real-life contexts, supported by the use of external references such as books and the internet, made learning more relevant and enjoyable. In the reflection and application of knowledge aspect, students mentioned that reviewing, revising, and applying feedback helped them improve the quality of their writing.

Problem-based learning helps students improve their writing skills while also encouraging them to think critically, work together, be creative, and reflect on their learning. PBL creates a classroom environment where students take an active role, making the writing process more engaging. It also connects what students learn in theory with how they can use it in real life. Because of this, many see PBL as a useful and effective way to teach writing in high school.

B. Suggestion

1. For English Teachers

Teachers are encouraged to use Problem-Based Learning in writing classes to create a more interactive and student-focused learning environment. By giving students real-life problems to write about, teachers can help them develop both their critical thinking and writing skills. Teachers are also expected to act as facilitators who guide students through problem-solving activities and provide constructive feedback for improvement.

2. For Schools

Schools should support the implementation of innovative learning methods such as PBL by providing training, resources, and collaborative spaces for students. Supporting PBL not only improve students' academic outcomes but also promote several skills such as communication, collaboration, and problem-solving.

3. For Future Researchers

This research was limited to students' perceptions of PBL in writing classes at the senior high school level. Future researchers are encouraged to examine the effectiveness of PBL on students' actual writing performance or to conduct comparative studies between traditional methods and PBL. Additionally, further studies could explore the application of PBL in other English skills, such as speaking, reading, and listening, or at different educational levels, including senior high school and university.

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