



**SENIOR HIGH SCHOOL EFL
TEACHER'S OBSTACLES IN
IMPLEMENTING PROBLEM BASED
LEARNING ON PROCEDURE TEXT
IN READING SKILL**



FATHAN BAGHIS BANDJAR
SN. 2521076

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A THESIS

Submitted to fulfill one of the Requirements for *Sarjana Pendidikan*
Degree in English Education



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul "**Senior High School EFL Teacher's Obstacles in Implementing Problem Based Learning On Procedure Text in Reading Skill**" ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

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Yang membuat pernyataan,



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Assalamu'alaikum, Wr. Wb.

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Judul : Senior High School EFL Teacher's Obstacles in
Implementing Problem Based Learning On Procedure
Text in Reading Skill

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum, Wr. Wb

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MOTTO

“Apabila engkau cemas dan gelisah akan sesuatu, masuklah ke dalamnya. Sebab, ketakutan menghadapinya lebih mengganggu daripada sesuatu yang kau takuti sendiri”

Ali Bin Abi thalib

“Life is like riding a bicycle. To keep your balance, you must keep moving”

Albert Einstein

“Many of life's failures are people who did not realize how close they were to success when they gave up.”

Thomas Alfa Edison

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ABSTRAK

Pembelajaran Berbasis Masalah adalah model pembelajaran di mana siswa belajar dengan memecahkan masalah dunia nyata; mereka menganalisis masalah, mengidentifikasi permasalahan, mengusulkan solusi, menerapkannya, dan mengevaluasi hasilnya. Dalam penelitian ini, peneliti menerapkan Pembelajaran Berbasis Masalah pada Teks Prosedural dalam keterampilan membaca di salah satu sekolah menengah atas di Kabupaten Pekalongan. Tujuan penelitian ini adalah mengidentifikasi masalah dan menemukan solusi terhadap tantangan pengajaran teks prosedural dalam keterampilan membaca menggunakan model Pembelajaran Berbasis Masalah di sekolah menengah atas. Menggunakan metode kualitatif. Peserta dalam penelitian ini adalah seorang guru bahasa Inggris. Data diperoleh dari wawancara dengan guru yang bersangkutan, Hasil penelitian ini menunjukkan bahwa terdapat empat penyebab masalah dalam pengajaran PBL: siswa sulit diatur di kelas, siswa kesulitan bekerja sama dalam pembelajaran kelompok, kurangnya kosakata, dan alokasi waktu. Selain itu, terdapat tiga solusi yang dapat digunakan untuk mengatasi masalah ini, yaitu inisiatif guru, penggunaan bahasa ganda, dan permainan kosakata.

Kata kunci: pengajaran PBL, hambatan pengajaran PBL, solusi untuk mengatasi hambatan.

ABSTRACT

Problem-based learning is a teaching model in which students learn by solving real-world problems; they analyze the problem, identify issues, propose solutions, implement them, and evaluate the results. In this study, the researcher used the Problem Based Learning on Prosedure Text in reading Skill, in one of senior high school in Pekalongan Regency. The purpose of this study is to identify issues and find solutions to the challenges of teaching procedural texts in reading skills using the Problem-Based Learning model in senior high school. Using a qualitative method. The participant in this study is an English teacher. The data were obtained from interviews with the teacher in question. The results of this study show that there are four causes of problems in PBL teaching : Students difficult to manage in classroom, Students struggle to cooperate in group learning, Lack of vocabulary, Time of Allocation. In addition. There are three solutions that can be used to deal with this problems, including Teacher Initiation, Bilingual Language, Games Vocabulary.

Keywords: teaching PBL obstacles teaching PBL, solutions to overcome obstacles.

PREFACE

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CHAPTER I

INTRODUCTION

1.1 Research Background

Reading skill remains a persistent challenge in English as a Foreign Language (EFL) context, particularly in developing learners' ability to comprehend complex texts, infer meaning, and critically evaluate information. Many students demonstrate limited vocabulary knowledge, inadequate background knowledge, and weak metacognitive strategies, which significantly hinder their reading comprehension performance. Research by Patricia L. Carrell and Joan C. Eisterhold (1983) in *Schema Theory and ESL Reading Pedagogy* highlights the crucial role of background knowledge in facilitating comprehension, suggesting that reading is not merely a linguistic process but also a cognitive one. Furthermore, William Grabe (2009) in *Reading in a Second Language: Moving from Theory to Practice* emphasizes that fluent reading requires the integration of lower-level processes (e.g., word recognition) and higher-level processes (e.g., inference and evaluation). However, many classrooms still rely heavily on traditional translation-based methods, which do not adequately foster strategic and interactive reading skills, leading to suboptimal learning outcomes.

In addition, empirical studies indicate that students often lack effective reading strategies and motivation, which further contribute to poor comprehension outcomes. A study by Janette K. Klingner and Sharon Vaughn (1996) on Collaborative Strategic Reading demonstrates that explicit strategy instruction significantly improves students' reading comprehension. Similarly, Neil J. Anderson (2002) argues that metacognitive awareness plays a central role in successful reading performance. Despite these findings, many EFL learners still show low engagement and difficulty applying strategies independently, indicating a gap between theoretical recommendations and classroom practice. Therefore, further research is needed to investigate effective

instructional interventions that integrate strategy training, vocabulary development, and learner motivation to enhance students' reading skills in diverse educational contexts.

Problem Based Learning (PBL) is a learning method that helps achieve the program's goals while also helping students develop critical thinking and problem-solving skills. In PBL, problems from real life are used to start the learning process. The quality and type of these problems play a big role in how well students learn. The situation or context of the problem guides students toward a specific area of work, helping them reach their learning goals. So, the way problems are designed and presented in PBL is very important. Problems in PBL should not have a single correct answer. They should be open-ended and reflect real-life situations where there isn't just one right solution. The main aim is not only to find a solution but also to build the ability to recognize and deal with problems effectively (Kök & Duman, 2023)

The application of the Problem-Based Learning model in English language teaching can also contribute to addressing challenges in English language learning, particularly in terms of vocabulary acquisition and text comprehension. Research indicates that the use of engaging and relevant learning methods, such as PBL can help young children better understand English vocabulary. This aligns with the concept that enjoyable and problem-based learning can increase students' interest and understanding of the subject matter. In the context of English language teaching, the application of PBL can also be a means of enhancing interaction between teachers and students as well as among students in the learning process. Through an interactive approach that encourages active student participation in discussions and group activities, PBL can create a collaborative and inclusive learning environment. This is in line with the concept that student-centered learning that takes into account individual diversity can increase student motivation and learning outcomes (Nisa & Christanti, 2024).

Research on the use of PBL to improve critical thinking skills has been conducted by Mustika, 2014; Agnafia, 2019, and it is known that students' critical thinking skills improved moderately after the implementation of the PBL model. In the Problem-Based Learning (PBL) model, students are grouped into small teams and collaborate to solve a problem agreed upon by both students and teachers, which is related to the lesson material. The implementation of the Problem-Based Learning (PBL) model encourages students to actively discuss with their group members to solve problems and discover concepts on their own. When teachers implement this learning model, students often use various problem-solving procedures. Therefore, students are required to actively read and explain the material presented by the teacher. Additionally, they must actively seek additional information from various sources to solve problems in discussion questions

Procedural texts are texts that contain instructions on how to make or do something, explained in a step-by-step manner in a sequential and detailed manner. The purpose of procedural texts is to provide information related to a specific issue. Procedural texts are important for providing information and explanations about the steps involved in doing something. In a product, procedural texts also play an important role in explaining the use of the product to consumers (Rusino, 2021).

Especially with reading skill, reading is an important activity in everyday life. Every place you visit will have symbols in the form of writing that can be read and understood. Reading is a process carried out and used by readers to obtain messages that writers want to convey through words or written language. Students' success in learning in the classroom is determined by their reading skills. Students who are unable to read will have difficulty participating in learning activities in all subjects. Through reading, we can obtain information from various reading media. Meaning is closely related to our purpose or intention in reading (Yani et al , 2021). Based on a statement from an English teacher SMK, *truly, the PBL model with English procedural text*

reading materials can easily attract students' interest in understanding the steps and the text, making English lessons exciting. According to the interview.

The application of the Problem Based Learning model can be used as an alternative approach to teaching vocational high school students, because psychologically, vocational high school students can analyze fundamental problems in their learning and explore issues from other learning sources and are able to work together with friends to exchange opinions through the Problem Based Learning model. The researcher considers it necessary to conduct research on the problem based learning model (Lestari Wiji, 2022).

Therefore, combining English language material and procedural texts reading skill with the PBL model can facilitate English language learning. However, according to the results of the author's interviews with English teachers at SMK, *“indeed students still have a limited English vocabulary, which mean that teachers need to spend more time on teaching vocabulary.”*

Therefore, this is not in line with the statement above. This phenomenon raises a problem when applying PBL to teach procedural texts in reading skill, namely the students' lack of vocabulary, which requires more time for teaching and lesson preparation. With this in mind, the researcher designed the title “Senior High School EFL Teacher's Obstacle in Implementing Problem Based Learning on Procedure Text in Reading Skill”.

1.2 Formulation of the problem

The author takes the formulation of the problem as follows.

1. What are the obstacles for the English teacher in applying PBL to teaching procedure texts in reading skill ?
2. How does the English teacher overcome the obstacle of PBL in English procedural texts in reading skill ?

1.3 Operational Definitions

To avoid misunderstanding the terms used in this research, the researcher provides some definitions related to the research as follows :

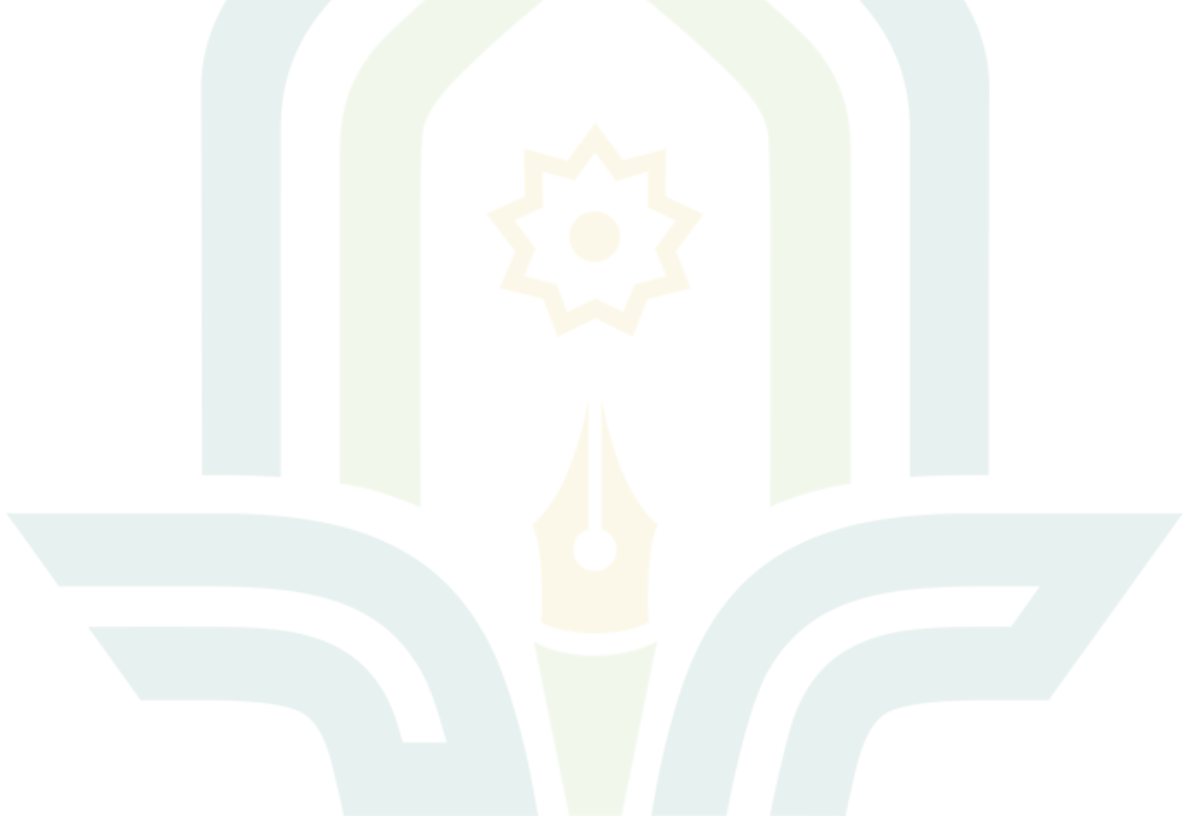
1. Problem Based Learning : Problem-Based Learning depends on group discussions and students' self-study activities, and the limited number of lectures encourages students to take an active role in their own learning (Vermunt, J. D., & Verloop, 1999).
2. Procedure text : In the Indonesian dictionary (KBBI), procedural text is text that contains tips or steps for making something or doing an activity through a series of sequences (Depdiknas, 2013).
3. Reading skill : Reading is a process carried out and used by readers to obtain messages that writers wish to convey through words or written language (Tarigan, 2008).

1.4 Significance of the study

1. Theoretical : Improving teachers' knowledge in teaching English through PBL and overcoming obstacles in teaching, especially procedural text material in reading skill.
2. Empirical : This Research is expected to overcome the obstacles teacher teach in problem based learning
3. Practical : Improving teacher efficiency in PBL model, especially in PBL obstacles for procedural texts with reading skill.

The implementation of PBL in senior high schools offers significant advantages for both school principals and English teachers. For principals, PBL supports the development of a student-centered learning environment that aligns with 21st-century educational goals, such as critical thinking, collaboration, creativity, and communication. By encouraging interdisciplinary projects and authentic assessment, PBL enhances overall school performance and promotes a positive academic culture. It also strengthens the school's reputation, as students become more engaged, independent, and capable of producing meaningful work that reflects real-world skills. Furthermore, PBL facilitates better monitoring of curriculum implementation because learning outcomes are demonstrated through observable products and presentations, making academic progress more transparent and measurable.

For English teachers, PBL provides an effective framework to integrate language skills—reading, writing, speaking, and listening—into meaningful contexts. Through project work, students actively use English to research information, discuss ideas, and present findings, which naturally improves their communicative competence. PBL also increases student motivation, as learners feel more responsible for their own learning and see the practical relevance of English in real-life situations. In addition, it encourages collaborative learning, allowing teachers to act as facilitators rather than sole knowledge providers. As a result, English instruction becomes more dynamic, interactive, and aligned with communicative language teaching principles, ultimately leading to improved language proficiency and learner confidence.



CHAPTER V CONCLUSION

5.1 Summary of Findings

In the procedural text, the teacher instructs students to form groups so they can collaborate in finding good answers and improve their critical reading comprehension of the question above, where they each provide correct answers; however, unfortunately, this did not align with the teacher's expectations for the lesson. Due to students' varying social backgrounds, there was selective pairing within groups, a lack of vocabulary, and difficulty in managing the students, which resulted in these obstacles affecting the teacher's time. These conditions can hinder the learning process from running optimally and prevent the PBL objective of developing problem-solving skills from being fully achieved. If the above obstacles are not properly addressed, they will have a significant impact on the teaching and learning process in the classroom, as students may be unable to develop critical thinking and problem-solving skills, the learning process may become ineffective and unengaging, and learning outcomes may fall short of expectations.

To overcome the above obstacles, teachers can implement several strategies, such as trying new methods by adopting a fun approach to learning, engaging actively with students during lessons, and using two languages when teaching English—first speaking in English and then translating into Indonesian—to help students understand English more easily. Additionally, teachers can create a fun learning environment through vocabulary games, such as word guessing, making the learning process enjoyable. The results of the above solution can help students become better at identifying problems, thinking critically, and working together as a team, so that they are able to solve problems and will be capable of facing real-world challenges.

5.2 Recommendation

Based on the research that has been conducted and the conclusions that the researchers have obtained, the researchers provide recommendations for future researchers who are interested in conducting similar research. For future researchers, it would be better if

the participants were not only one English teacher but more than one. as well as using observational data collection methods and The research that has been done still has participant limitations because it only uses one participant. Future research is expected to involve more than one participant to find out the causes and solutions to problems in the vocabulary teaching process using the Problem Based Learning in more detail.

