

A P P E N D I C E S





KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

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website: www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN

Nomor : 792 /Un.23/F.II/PP.009/09/2024

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu dengan ini menunjuk dosen :

- | | |
|--------|--------------------------|
| 1 Nama | : Fera Zasrianita, M. Pd |
| N I P | : 197902172009122003 |
| Tugas | : Pembimbing I |
| 2 Nama | : Yashori Revola, M.Pd. |
| N I P | : 199008032023211015 |
| Tugas | : Pembimbing II |

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draft skripsi, kegiatan penelitian sampai persiapan ujian munaqasah bagi mahasiswa yang namanya tertera dibawah ini :

- | | |
|----------------|--|
| Nama Mahasiswa | : Riris Septi Pratiwi |
| N I M | : 1811230127 |
| Judul Skripsi | : An Analysis of English Proficiency Through Problem Based Learning : A Study on Students Achievement of Tadris Bahasa Inggris |
| Program Studi | : Tadris Bahasa Inggris |

Demikian surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada Tanggal : 11 September 2024
Dekan,


Mus Mulyadi

Tembusan :

1. Wakil Rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT REKOMENDASI

Nomor : 3978 /Un.23/F.II/PP.00.9/11/2024

Yang bertanda tangan dibawah ini :

Nama : Prof. Dr. Edi Ansyah, M. Pd
NIP : 197007011999031002
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Memberikan izin dan rekomendasi kepada Saudari :

Nama : Riris Septi Pratiwi
NIM : 1811230127
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu

Untuk melaksanakan Penelitian Di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dari tanggal 29 November 2024 sampai dengan 29 Desember 2024.

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 28 November 2024

An. Dekan
Wakil Dekan I


Edi Ansyah



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SURAT KETERANGAN

Bengkulu, 31 Desember 2024

Nomor : -
Lampiran : 1(satu) Bukti penelitian
Perihal : **Surat Selesai Penelitian di Prodi TBI**

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Pangkat Golongan : Asisten Ahli (III/b)
Jabatan : Koordinator prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa :

Nama : Riris Septi Pratiwi
NIM : 1811230127
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 29 November s/d 29 Desember 2024 dengan judul” **An Analysis of English Proficiency Through Problem Based Learning: A Study on Students Achievement of Tadris Bahasa Inggris**”

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Koordinator Prodi TBI

Hanura Febriani, M.Pd
NIP.199002142020122004



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NIM : 1811230127 Judul Skripsi : An Analysis of English Proficiency Through
Jurusan : Tadris Problem Based Learning: A Study on Students Achievement of
Prodi : Tadris Bahasa Inggris Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	Rabu / 18 / 05 / 2024	Chapt 1, 2 & 3	Bab 1 - logika dan konsep Teori, dan konsep, implikasi BAB II - masalah teori referensi/ literature & paragraf - paragraf Bab III	
2	Senin / 4 / 11 / 2024	Chapt III Inferment	Revisi A suggested!	
3	Rabu / 6 / 11 / 2024	Chapt III / Inferment	cek kembali: Chapt III & lembar kuesioner	
4	Kamis 7 / 11 / 2024	Inferment	- paragraf Inferment & kuesioner	
5	Senin 11 / 11 / 2024		Ace Revision	

Mengetahui
Ketua Jurusan Bahasa

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Pembimbing II

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KARTU BIMBINGAN SKRIPSI

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NIM : 1811230127 Judul Skripsi : An Analysis of English Proficiency Through
Jurusan : Tadris Problem Based Learning: A Study on Students Achievement of
Prodi : Tadris Bahasa Inggris Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	Jumat '7.02.2015	Chapt III & 4	- Pantun Pembahasan Paragraph - uraian hasil penelitian sumber yg diketahui yg di sebarakan (tersebut) Apotet penelitian. - Apa cukup 2 response? cek lagi.	
2	Jumat, 14/02/2015	chapt 4 & 5	- Pantun lagi bab 4 (Theory & Discussion) jelaskan/masukan bahasa Pers section. - Pantun penutup skripsi - Review bab V - Lanjut buat Abstrak	
3	Senin/17/02/2015	Abstrak & chapt 4 & 5	- Review As suggested - Cek format & keperluan lainnya	

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KARTU BIMBINGAN SKRIPSI

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NIM	: 1811230127	Judul Skripsi	: An Analysis of English Proficiency Through
Jurusan	: Tadris	Problem Based Learning: A Study on Students Achievement of	
Prodi	: Tadris Bahasa Inggris	Tadris Bahasa Inggris	

No	Hari/Tanggal	Materi Bimbingan	Saran Bimbingan	Paraf
4	18/02/2025	Abstract, clngt V	- Review & suggest - cek rumus	JK
5	19/02/2025	Abstract, lampiran	- Review Abstract & lampiran - tabel (cek) lampiran - lampiran secara keseluruhan - format penulisan tabel	JK
6	20/02/2025	Acc P1	- lampiran P1	JK
7	21/02/2025	lampiran Appendix	- cek kembali format & format error	JK
8	24/02/2025	Acc Ujian Nasional	- lampiran P1	JK

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SURAT PERNYATAAN

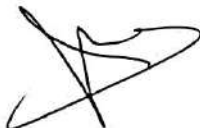
Yang bertanda tangan di bawah ini :

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Program Studi : Tadris Bahasa Inggris
Judul Skripsi : "An Analysis Of English Proficiency Through Problem Based Learning Model: A Study On Students Achievement of Tadris Bahasa Inggris"

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Ketua Jurusan



M. Hidayatullah, M. Pd., I.
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Bengkulu, 2025
Yang Menyatakan



Riris Septi Pratiwi
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Interview Guide: Analysis of English Proficiency through Problem-Based Learning

Interviewer's Name: _____

Interviewee's Name: _____

Date: _____

Grade Level: _____

Section 1: General Understanding of Problem-Based Learning (PBL)

1. Can you describe your understanding of Problem-Based Learning (PBL)?

- **Follow-up:** How does it differ from traditional learning methods?

2. How often do you engage in PBL activities in your English classes?

- **Follow-up:** Can you share an example of a recent PBL project?

Section 2: Experiences with PBL in Developing English Skills

3. How does PBL help you in practicing and improving your English language skills?

- **Follow-up:** Are there specific skills (like speaking, listening, reading, writing) that you feel have improved more through PBL?

4. What challenges do you face when working on PBL projects in English?

- **Follow-up:** How do you usually overcome these challenges?

5. How comfortable do you feel speaking English during PBL activities?

- **Follow-up:** Does working in groups affect your confidence in using English?

6. Do you find it easier to remember vocabulary and grammar when using them in a PBL project compared to traditional lessons?

- **Follow-up:** Can you give an example of a word or phrase you learned this way?

Section 3: Critical Thinking and Problem-Solving Skills

7. How does working on PBL projects help you develop critical thinking skills?

- **Follow-up:** Can you share a specific situation where you used critical thinking to solve a problem?

8. How do you feel about solving real-life problems in English through PBL activities?

- **Follow-up:** Does it make learning English more relevant or meaningful to you?

Section 4: Collaboration and Interaction with Peers

9. How do you find working with classmates during PBL projects?

- **Follow-up:** Do you feel that it improves your communication skills in English?

10. How often do you speak in English with your classmates while working on PBL activities?

- **Follow-up:** Are there any challenges in communicating in English with your peers?

Section 5: Self-Reflection and Feedback

11. What are your thoughts on your English proficiency since starting PBL activities? Do you feel that you've improved?

- **Follow-up:** Can you describe specific areas where you feel more confident now?

12. How do you assess your own progress in English after each PBL activity?

- **Follow-up:** Do you find teacher or peer feedback helpful in this process?

Section 6: Suggestions for Improvement

13. What do you think could be improved in the way PBL is used to teach English?

- **Follow-up:** Are there any specific types of activities or support you'd like to see?

14. What advice would you give to other students who are new to PBL for learning English?

- **Follow-up:** What strategies have helped you succeed in PBL activities?

Respondent 1

Question about general understanding of Problem Based Learning (PBL)

1. Can you describe your understanding of Problem Based Learning (PBL)? How does it differ from traditional learning methods?

Answer: Problem Based Learning is a learning method where students learn by giving real word problems rather than just receiving material from the teacher. In PBL, the teacher acts as facilitator not the source of information. Students more active, often work in groups and develop skills like critical thinking and collaboration. This differs from traditional methods which focus more on memorization and one way information delivery from teacher to student.

2. How often do you engage in PBL activities in your English classes? Can you share an example of a recent PBL project?

Answer : an example of PBL project is the problem students are tasked with addressing plastic waste. The steps consist of research, brainstorm solutions, action, presentation.

Question about experiences with PBL in Developing English Skills

3. How does PBL help you in practicing and improving your English language skills? Are there specific skills (like speaking, listening, reading, writing) that you feel have improved more through PBL?

Answer : Yes there are specific skills that I feel improve like speaking and reading.

4. What challenges do you face when working on PBL projects in English? How do you usually overcome these challenges?

Answer : challenges in PBL project in English include complex vocabulary, expressing ideas, teamwork in English and the solution of this challenges : use translation tools, practice key phrases, ask for feedback and break down.

5. How comfortable do you feel speaking English during PBL activities? Does working in groups affect your confidence in using English?

Answer : yes, working in groups can impact confidence in using English.

6. Do you find it easier to remember vocabulary and grammar when using them in a PBL project compared to traditional lessons? Can you give an example of a word or phrase you learned this way?

Answer : the phrase “take initiative”. During a group project, I might have heard someone say, let’s take initiative on this part, meaning to start or take responsibility without waiting told. This phrase is useful in both group projects and often situations where stopping up is needed.

Questions about critical thinking and problem solving skills

7. How does working on PBL projects help you develop critical thinking skills? Can you share specific situation where you used critical thinking to solve a problem?

Answer : In a project on reducing plastic waste, our team struggled to get local businesses to adapt ecofriendly alternatives due to cost concerns. I used critical thinking by researching affordable option and proposed partnering with a supplier for discounted sustainable materials.

8. How do you feel about solving real-life problems in English through PBL activities? Does it make learning English more relevant or meaningful to you?

Answer : yes, using English in real word situations like sollving problems or working on projects makes learning more relevant and meaningful.

Questions about collaboration and interaction with peers

9. How do you find workind with classmates during PBL projects? Do you feel that it improves your communication skills in English?

Answer : Yes, working on projects and dissucions in English definitely improves my communication skills.

10. How often do you speak in English with your classmates while working on PBL activities? Are there any challanges in communicating in English with your peers?

Answer: challenges in communicating in English with peers include limited vocabulary, differences in accents, an fear making mistakes. However, practice and supportive environment help overcome these issues.

Questions about self reflection and feedback

11. What are your thoughts on your English proficiency since starting PBL activities? Do you feel that you have improved? Can you describe specific areas where you feel more confident now?

Answer : I feel more confident in speaking and presenting ideas in English especially during group discussions or project presentations.

12. How do you assess your own progress in English after each PBL activity? Do you find teacher or peer feedback helpful in this process?

Answer: yes, both teacher and peer feedback are really helpful. Teacher feedback provides valuable guidance on improving grammar, structure, and clarity, while peer feedback helps me see how others understand my ideas and where I can improve.

Questions about suggestions and improvement

13. What do you think could be improved in the way PBL is used to teach English? Are there any specific types of activities or support you would like to see?

Answer : I would like more interactive activities like debates or role playing, peer review sessions for writing and presentations and access to language tools for vocabulary and pronunciation practice.

14. What advice would you give to other students who are new to PBL for learning English? What strategies have helped you succeed in PBL activities?

Answer: some strategies that have helped me succeed in PBL activities include: active participant, research, collaboration and time management.

Respondent 2

Question about general understanding of Problem Based Learning (PBL)

1. Can you describe your understanding of Problem Based Learning (PBL)? How does it differ from traditional learning methods?

Answer: Problem-Based Learning (PBL) is a learning method where students learn concepts and skills by solving real-world problems. Students are encouraged to think critically, work in teams, and find solutions independently with the teacher acting as a facilitator.

The difference from traditional methods: Traditional methods focus more on teacher lectures and one-way knowledge transfer, while PBL emphasizes active learning, collaboration, and student engagement in the learning process

2. How often do you engage in PBL activities in your English classes? Can you share an example of a recent PBL project?

Answer : Often, Example of a recent PBL project: Students might be asked to create a presentation on solutions for local environmental issues, such as plastic waste, by conducting research, interviews, and creating an action plan.

Question about experiences with PBL in Developing English Skills

3. How does PBL help you in practicing and improving your English language skills? Are there specific skills (like speaking, listening, reading, writing) that you feel have improved more through PBL?

Answer : PBL helps practice English skills by encouraging the use of the language in real contexts, thus improving communication and comprehension skills.

Skills that improve the most: Speaking and writing skills tend to develop more as students actively discuss, present ideas, and compose reports.

4. What challenges do you face when working on PBL projects in English? How do you usually overcome these challenges?

Answer : The main challenges in English PBL projects are finding the right vocabulary and structuring clear sentences. Additionally, teamwork can be challenging if there are differing opinions.

How to overcome these challenges: I usually use a dictionary, seek help from the teacher, and discuss with the team to find solutions together and reach an agreement.

5. How comfortable do you feel speaking English during PBL activities? Does working in groups affect your confidence in using English?

Answer : I feel fairly comfortable speaking English during PBL activities, although I sometimes get nervous when speaking in front of many people.

Effect of group work: Working in a group can boost confidence because of the support from team members, but it can also lower confidence if I feel less proficient than the others.

6. Do you find it easier to remember vocabulary and grammar when using them in a PBL project compared to traditional lessons? Can you give an example of a word or phrase you learned this way?

Answer : Yes, I find it easier to remember vocabulary and grammar when using them in PBL projects because I use them in real contexts.

Examples of words/phrases: I learned phrases like "sustainable development," "environmental impact," and "action plan" while working on a project about environmental issues.

Questions about critical thinking and problem solving skills

7. How does working on PBL projects help you develop critical thinking skills? Can you share specific situation where you used critical thinking to solve a problem?

Answer : Working on PBL projects helps me develop critical thinking skills because I need to analyze problems, find solutions, and evaluate different options.

Example situation: While working on a project about waste management, I used critical thinking to evaluate various waste reduction methods and choose the most effective one based on available data.

8. How do you feel about solving real-life problems in English through PBL activities? Does it make learning English more relevant or meaningful to you?

Answer : I feel very positive about solving real-life problems in English through PBL because it makes learning more practical and applicable.

Impact on relevance: Yes, it makes learning English more relevant and meaningful because I can directly see how the language is used to solve real problems.

Questions about collaboration and interaction with peers

9. How do you find working with classmates during PBL projects? Do you feel that it improves your communication skills in English?

Answer : The experience of working with classmates during PBL projects is very enjoyable because we can share ideas and learn together.

Impact on communication skills: Yes, it greatly improves my communication skills in English because I have to speak and listen actively during discussions and collaboration.

10. How often do you speak in English with your classmates while working on PBL activities? Are there any challenges in communicating in English with your peers?

Answer: I often speak in English with my classmates when working on PBL activities, especially during discussions or presentations.

Communication challenges: The challenge is that sometimes it's difficult to find the right words or understand classmates who speak with different accents.

Questions about self reflection and feedback

11. What are your thoughts on your English proficiency since starting PBL activities? Do you feel that you have improved? Can you describe specific areas where you feel more confident now?

Answer : I feel that my English skills have improved since starting PBL activities because I practice and use the language more often in real contexts.

Areas that boost confidence: I feel more confident in speaking and writing, especially when I need to express ideas or give presentations.

12. How do you assess your own progress in English after each PBL activity? Do you find teacher or peer feedback helpful in this process?

Answer: I assess my progress in English after each PBL activity by looking at how well I can communicate smoothly and clearly.

Feedback from teachers or peers: Yes, feedback from teachers and peers is very helpful as it helps me correct mistakes and provides new perspectives.

Questions about suggestions and improvement

13. What do you think could be improved in the way PBL is used to teach English? Are there any specific types of activities or support you would like to see?

Answer : I think the use of PBL for teaching English could be improved with more activities that involve direct speaking and writing practice.

Types of activities or support: I would like more group presentation exercises and discussions that focus on using everyday language in real contexts.

14. What advice would you give to other students who are new to PBL for learning English? What strategies have helped you succeed in PBL activities?

Answer: My advice for students new to PBL is to stay open, actively participate in discussions, and not be afraid to make mistakes when speaking.

Strategies that helped me: I always prepare the material well, practice speaking, and ask for feedback from friends or teachers to improve my weaknesses.

Respondent 3

Question about general understanding of Problem Based Learning (PBL)

1. Can you describe your understanding of Problem Based Learning (PBL)? How does it differ from traditional learning methods?

Answer: PBL is learning through solving real world problems. The difference is PBL more interactive than traditional learning is passive.

2. How often do you engage in PBL activities in your English classes? Can you share an example of a recent PBL project?

Answer : I often engage in PBL through group project. A project about environmental issues.

Question about experiences with PBL in Developing English Skills

3. How does PBL help you in practicing and improving your English language skills? Are there specific skills (like

speaking, listening, reading, writing) that you feel have improved more through PBL?

Answer : PBL improve speaking, writing, listening and reading skills. Speaking and writing have improve the most.

4. What challenges do you face when working on PBL projects in English? How do you usually overcome these challenges?

Answer : challanges is include vocabulary and grammar. I learn vocabulary from dictionary and the grammar from the book or internet.

5. How comfortable do you feel speaking English during PBL activities? Does working in groups affect your confidence in using English?

Answer : I feel confident in speaking during PBL activites.

6. Do you find it easier to remember vocabulary and grammar when using them in a PBL project compared to traditional lessons? Can you give an example of a word or phrase you learned this way?

Answer : Yes, it easier to remember vocabulary and the word that I learned is analyze.

Questions about critical thinking and problem solving skills

7. How does working on PBL projects help you develop critical thinking skills? Can you share spesific situation where you used critical thinking to solve a problem?

Answer : I feel it works to develop my critical thinking skills, because I have to analyze and find solutions.

8. How do you feel about solving real-life problems in English through PBL activities? Does it make learning English more relevant or meaningful to you?

Answer : Yes, using English in real life problems makes learning more relevant and meaningful.

Questions about collaboration and interaction with peers

9. How do you find workind with classmates during PBL projects? Do you feel that it improves your communication skills in English?

Answer : Yes, using English with my classmates improving my communication skills

10. How often do you speak in English with your classmates while working on PBL activities? Are there any challanges in communicating in English with your peers?

Answer: its challenging on vocabulary and the accents

Questions about self reflection and feedback

11. What are your thoughts on your English proficiency since starting PBL activities? Do you feel that you have improved? Can you describe specific areas where you feel more confident now?

Answer : I feel more confident in speaking and writing, especially when I express my ideas or give presentations.

12. How do you assess your own progress in English after each PBL activity? Do you find teacher or peer feedback helpful in this process?

Answer: Its really useful to get the feedback from the teacher or peer.

Questions about suggestions and improvement

13. What do you think could be improved in the way PBL is used to teach English? Are there any specific types of activities or support you would like to see?

Answer : the activities like interactive more such as conversation or role playing.

14. What advice would you give to other students who are new to PBL for learning English? What strategies have helped you succeed in PBL activities?

Answer: don't be shy to speak and actively to participant in learning.

Respondent 4

Question about general understanding of Problem Based Learning (PBL)

1. Can you describe your understanding of Problem Based Learning (PBL)? How does it differ from traditional learning methods?

Answer: traditional method: teacher explains, student listen, lots of memorization, exams and just theory. In PBL, students think for themselves, solve real world problems.

2. How often do you engage in PBL activities in your English classes? Can you share an example of a recent PBL project?

Answer : In PBL, students solve real world problems instead of just memorizing facts. PBL helps develop critical thinking, team work and problem solving.

Question about experiences with PBL in Developing English Skills

3. How does PBL help you in practicing and improving your English language skills? Are there specific skills (like speaking, listening, reading, writing) that you feel have improved more through PBL?

Answer : PBL helps me to improve my English skills because it used in real situations.

4. What challenges do you face when working on PBL projects in English? How do you usually overcome these challenges?

Answer : the challenge in PBL is the students must be independent learners.

5. How comfortable do you feel speaking English during PBL activities? Does working in groups affect your confidence in using English?

Answer : yes, I feel comfortable during PBL activities.

6. Do you find it easier to remember vocabulary and grammar when using them in a PBL project compared to traditional lessons? Can you give an example of a word or phrase you learned this way?

Answer : No, I did not easier to remember vocabulary.

Questions about critical thinking and problem solving skills

7. How does working on PBL projects help you develop critical thinking skills? Can you share specific situation where you used critical thinking to solve a problem?

Answer : PBL helps me to develop critical thinking skills because I have to analyze and finding solutions.

8. How do you feel about solving real-life problems in English through PBL activities? Does it make learning English more relevant or meaningful to you?

Answer : I feel great to solving real world problem with PBL.

Questions about collaboration and interaction with peers

9. How do you find work with classmates during PBL projects? Do you feel that it improves your communication skills in English?

Answer : Yes, its really working to improve my communication skills

10. How often do you speak in English with your classmates while working on PBL activities? Are there any challanges in communicating in English with your peers?

Answer: often, I got challanges in vocabulary

Questions about self reflection and feedback

11. What are your thoughts on your English proficiency since starting PBL activities? Do you feel that you have improved? Can you describe specific areas where you feel more confident now?

Answer : I feel more confident to speaking English during PBL

12. How do you assess your own progress in English after each PBL activity? Do you find teacher or peer feedback helpful in this process?

Answer: yes, its really important because we know which part the weakness during learning English.

Questions about suggestions and improvement

13. What do you think could be improved in the way PBL is used to teach English? Are there any specific types of activities or support you would like to see?

Answer : I think, the discussions more can improve my English skills.

14. What advice would you give to other students who are new to PBL for learning English? What strategies have helped you succeed in PBL activities?

Answer: don't be afraid to speak and participate in learning activities.

Respondent 5

Question about general understanding of Problem Based Learning (PBL)

1. Can you describe your understanding of Problem Based Learning (PBL)? How does it differ from traditional learning methods?

Answer: PBL is learning through solving real world problems. The difference is PBL more interactive than traditional learning is passive.

2. How often do you engage in PBL activities in your English classes? Can you share an example of a recent PBL project?

Answer : I often engage in PBL through group project. A project about environmental issues.

Question about experiences with PBL in Developing English Skills

3. How does PBL help you in practicing and improving your English language skills? Are there specific skills (like speaking, listening, reading, writing) that you feel have improved more through PBL?

Answer : PBL improve speaking, writing, listening and reading skills. Speaking and writing have improved the most.

4. What challenges do you face when working on PBL projects in English? How do you usually overcome these challenges?

Answer : challenges include vocabulary and grammar. I learn vocabulary from dictionary and the grammar from the book or internet.

5. How comfortable do you feel speaking English during PBL activities? Does working in groups affect your confidence in using English?

Answer : I feel confident in speaking during PBL activities.

6. Do you find it easier to remember vocabulary and grammar when using them in a PBL project compared to traditional lessons? Can you give an example of a word or phrase you learned this way?

Answer : Yes, it is easier to remember vocabulary and the word that I learned is analyze.

Questions about critical thinking and problem solving skills

7. How does working on PBL projects help you develop critical thinking skills? Can you share a specific situation where you used critical thinking to solve a problem?

Answer : I feel it works to develop my critical thinking skills, because I have to analyze and find solutions.

8. How do you feel about solving real-life problems in English through PBL activities? Does it make learning English more relevant or meaningful to you?

Answer : Yes, using English in real life problems makes learning more relevant and meaningful.

Questions about collaboration and interaction with peers

9. How do you find working with classmates during PBL projects? Do you feel that it improves your communication skills in English?

Answer : Yes, using English with my classmates improves my communication skills.

10. How often do you speak in English with your classmates while working on PBL activities? Are there any challenges in communicating in English with your peers?

Answer: its challenging on vocabulary and the accents

Questions about self reflection and feedback

11. What are your thoughts on your English proficiency since starting PBL activities? Do you feel that you have improved? Can you describe specific areas where you feel more confident now?

Answer : I feel more confident in speaking and writing, especially when I express my ideas or give presentations.

12. How do you assess your own progress in English after each PBL activity? Do you find teacher or peer feedback helpful in this process?

Answer: Its really useful to get the feedback from the teacher or peer.

Questions about suggestions and improvement

13. What do you think could be improved in the way PBL is used to teach English? Are there any specific types of activities or support you would like to see?

Answer : the activities like interactive more such as conversation or role playing.

14. What advice would you give to other students who are new to PBL for learning English? What strategies have helped you succeed in PBL activities?

Answer: don't be shy to speak and actively to participant in learning.

Respondent 6

Question about general understanding of Problem Based Learning (PBL)

1. Can you describe your understanding of Problem Based Learning (PBL)? How does it differ from traditional learning methods?

Answer: PBL is a method where students acquire knowledge and skills by solving real world problems while traditional is teacher centered.

2. How often do you engage in PBL activities in your English classes? Can you share an example of a recent PBL project?

Answer : the project like addressing plastic waste. It consist of research, brainstorm, solutions, action and presentation.

Question about experiences with PBL in Developing English Skills

3. How does PBL help you in practicing and improving your English language skills? Are there specific skills (like speaking, listening, reading, writing) that you feel have improved more through PBL?

Answer : because using language in real contexts, its improve my communication skills and writing skills.

4. What challenges do you face when working on PBL projects in English? How do you usually overcome these challenges?

Answer : vocabulary is challenging. I utilize dictionary and memorization more and practice.

5. How comfortable do you feel speaking English during PBL activities? Does working in groups affect your confidence in using English?

Answer : yes working in groups affect my confident in speaking and also using English.

6. Do you find it easier to remember vocabulary and grammar when using them in a PBL project compared to

traditional lessons? Can you give an example of a word or phrase you learned this way?

Answer : Yes, it easier to remember vocabulary and the word that I remember is development.

Questions about critical thinking and problem solving skills

7. How does working on PBL projects help you develop critical thinking skills? Can you share spesific situation where you used critical thinking to solve a problem?

Answer : I used my critical thinking when the finding solutions of the problem about reducing plastic waste.

8. How do you feel about solving real-life problems in English through PBL activities? Does it make learning English more relevant or meaningful to you?

Answer : Yes, it makes learning English in more relevant and meaningful.

Questions about collaboration and interaction with peers

9. How do you find workind with classmates during PBL projects? Do you feel that it improves your communication skills in English?

Answer : its definetly improve my communication skills.

10. How often do you speak in English with your classmates while working on PBL activities? Are there any challanges in communicating in English with your peers?

Answer: the challange for me in vocabulary and fear making mistakes.

Questions about self reflection and feedback

11. What are your thoughts on your English proficiency since starting PBL activities? Do you feel that you have

improved? Can you describe specific areas where you feel more confident now?

Answer : I feel more confident in speaking and giving ideas

12. How do you assess your own progress in English after each PBL activity? Do you find teacher or peer feedback helpful in this process?

Answer: Its really needed because teacher feedback such as giving correction and guidance on improving grammar. While peer feedback helps me to my idea and giving suggestions

Questions about suggestions and improvement

13. What do you think could be improved in the way PBL is used to teach English? Are there any specific types of activities or support you would like to see?

Answer : the types of activities like role playing or debates more interisting.

14. What advice would you give to other students who are new to PBL for learning English? What strategies have helped you succeed in PBL activities?

Answer: my advice is to keep practicing and speaking during learning English.

Respondent 7

Question about general understanding of Problem Based Learning (PBL)

1. Can you describe your understanding of Problem Based Learning (PBL)? How does it differ from traditional learning methods?

Answer: PBL focus on students and solving real world problems, traditional method focus on teachers.

2. How often do you engage in PBL activities in your English classes? Can you share an example of a recent PBL project?

Answer : an example of environmental issues with addressing plastic waste. The steps is reasearch, brainstrom, solutions, action and presentation.

Question about experiences with PBL in Developing English Skills

3. How does PBL help you in practicing and improving your English language skills? Are there specific skills (like speaking, listening, reading, writing) that you feel have improved more through PBL?

Answer : through PBL my English skills is improve like speaking and writing.

4. What challenges do you face when working on PBL projects in English? How do you usually overcome these challenges?

Answer : the challanges is complex vocabulary. the solutions of this using translation tools or ask for feedback and break down.

5. How comfortable do you feel speaking English during PBL activities? Does working in groups affect your confidence in using English?

Answer : because the groups during PBL activities I more confident in speaking.

6. Do you find it easier to remember vocabulary and grammar when using them in a PBL project compared to traditional lessons? Can you give an example of a word or phrase you learned this way?

Answer : Yes, i find easier to remember vocabulary such as the word analyze.

Questions about critical thinking and problem solving skills

7. How does working on PBL projects help you develop critical thinking skills? Can you share spesific situation where you used critical thinking to solve a problem?

Answer : In project on reducing plastic waste, our team struggle to get local businnes to adapt ecofriendly alternatives. I choosing the affordable option.

8. How do you feel about solving real-life problems in English through PBL activities? Does it make learning English more relevant or meaningful to you?

Answer : using English in real world situation like solving problems makes learning more relevant and meaningful.

Questions about collaboration and interaction with peers

9. How do you find workind with classmates during PBL projects? Do you feel that it improves your communication skills in English?

Answer : it improve my communication skills.

10. How often do you speak in English with your classmates while working on PBL activities? Are there any challanges in communicating in English with your peers?

Answer: it challenges for me because limited vocabuary and fear of mistakes

Questions about self reflection and feedback

11. What are your thoughts on your English proficiency since starting PBL activities? Do you feel that you have improved? Can you describe specific areas where you feel more confident now?

Answer : I feel more confident in speaking and presenting ideas during discussions or presentation.

12. How do you assess your own progress in English after each PBL activity? Do you find teacher or peer feedback helpful in this process?

Answer: it's difinetly helpful, teacher feedback provide valuable guidance on improving grammar and clarity.

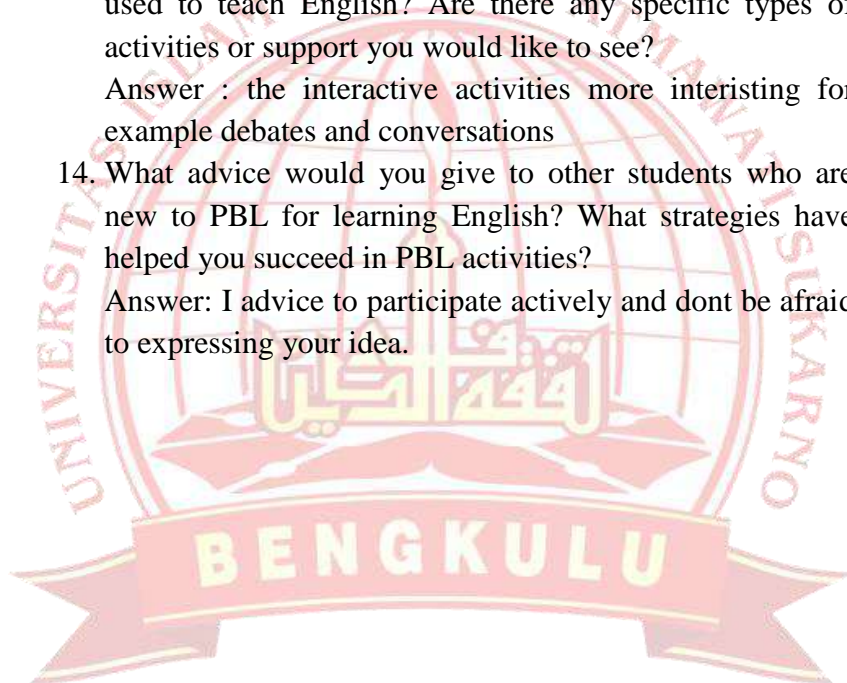
Questions about suggestions and improvement

13. What do you think could be improved in the way PBL is used to teach English? Are there any specific types of activities or support you would like to see?

Answer : the interactive activities more interisting for example debates and conversations

14. What advice would you give to other students who are new to PBL for learning English? What strategies have helped you succeed in PBL activities?

Answer: I advice to participate actively and dont be afraid to expressing your idea.



Observation Checklist: Analysis of English Proficiency through Problem-Based Learning

General Information

- **Date of Observation:** _____
- **Class/Grade Level:** _____
- **Observer's Name:** _____

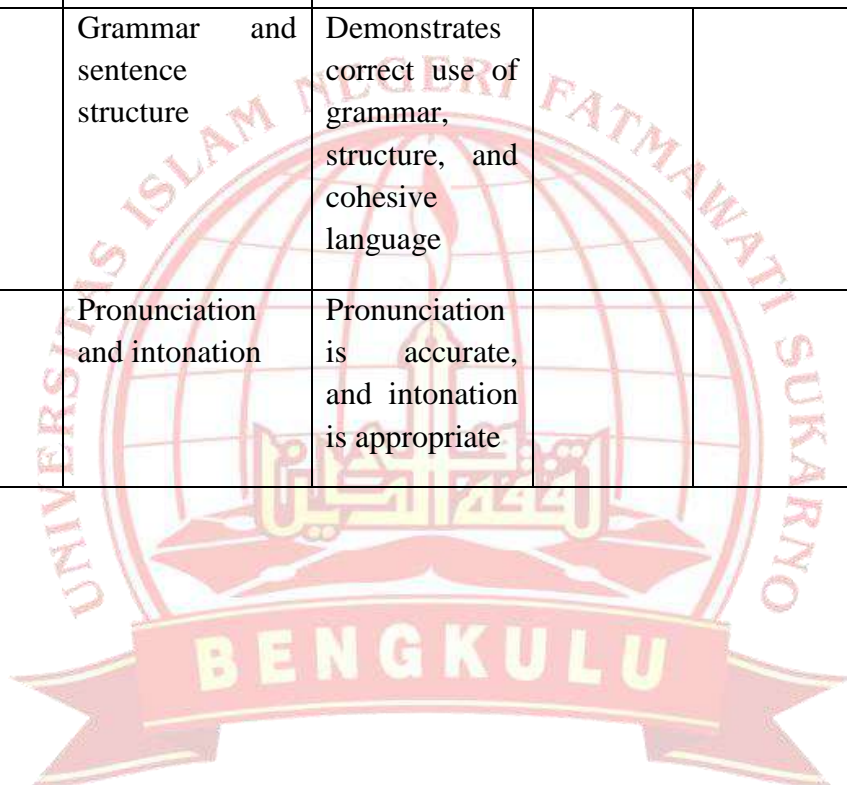
Checklist Indicators

No	Criteria	Indicators	Observed (√/X)	Comments
1.	Problem Understanding			
	Clarity in understanding the given problem	Student can explain the problem in their own words		
	Ability to identify relevant information	Student identifies key details and ignores irrelevant information		
2.	Use of English in Problem-Solving Process			

	Active use of English vocabulary relevant to the topic	Student uses topic-related vocabulary accurately and appropriately		
	Clarity and fluency in speaking English	Student speaks clearly, maintains fluency, and avoids unnecessary pauses		
3.	Critical Thinking & Analysis			
	Evidence of critical thinking in responses	Student provides thoughtful analysis and avoids overly simple responses		
	Creativity in proposing solutions	Student generates unique or innovative solutions to the problem		

4.	Collaboration and Teamwork			
	Ability to work effectively in groups	Student actively participates, respects peers' ideas, and shares roles		
	Effective communication with group members	Student uses clear language, adjusts speech for understanding, and clarifies ideas as needed		
5.	Reflection and Self-Assessment			
	Ability to reflect on learning outcomes	Student discusses what was learned, challenges faced, and areas for improvement		
	Self-assessment of language proficiency	Student can identify strengths and weaknesses in		

		their English skills		
6.	Overall Proficiency Level			
	Grammar and sentence structure	Demonstrates correct use of grammar, structure, and cohesive language		
	Pronunciation and intonation	Pronunciation is accurate, and intonation is appropriate		



DOCUMENTATION



(Observation)



(Observation)



(Observation)



(Observation)



(Interview)

