

DEVELOPING ENGLISH SPEAKING AND WRITING MATERIALS THROUGH PROBLEM-BASED LEARNING (PBL): A PRELIMINARY STUDY AT ISLAMIC UNIVERSITIES IN BENGKULU

RISWANTO, KHERMARINAH
UIN Fatmawati Sukarno Bengkulu
riswancurup@mail.uinfasbengkulu.ac.id

DOI: 10.xxxxx/linguists.v.511.xxxx

Received: April 15th, 2025

Accepted: June 15th, 2025,

Published: July 9th, 2025

Abstract

This study investigates how Problem-Based Learning (PBL) can be applied to develop more effective English speaking and writing materials for students in Islamic higher education in Indonesia. Current teaching resources are often generic and heavily focused on grammar, offering little relevance to students' academic disciplines or religious backgrounds. As a result, learners struggle to connect what they study in the classroom with their real-life academic and spiritual contexts. Drawing on qualitative data from two institutions (UIN Fatmawati Sukarno Bengkulu and IAIN Curup), this research includes classroom observations, document analysis, and interviews with lecturers and department heads. The findings reveal that English materials in these programs often lack contextual relevance, fail to incorporate Islamic values, and are not supported by coherent curriculum planning. Additionally, many lecturers lack formal training in English for Specific Purposes (ESP), particularly in faith-based education. The study highlights the potential of a PBL approach, when thoughtfully adapted, to improve student engagement, foster communicative competence, and bridge the gap between English instruction and students' academic and spiritual needs. Importantly, this study represents the initial Analysis phase of the ADDIE instructional design framework, laying the groundwork for future development, implementation, and evaluation of PBL-based English materials tailored to Islamic higher education.

Keywords: English for Specific Purposes (ESP), Islamic higher education, Problem-Based Learning

INTRODUCTION

Problem-Based Learning (PBL) has gained increasing recognition in contemporary educational discourse as a learner-centered instructional approach that emphasizes the development of knowledge through engagement with authentic, real-world problems. This method encourages students to collaborate in small groups under the guidance of an instructor, promoting cooperative inquiry and active learning (Binasdevi et al., 2022). Rooted in social constructivist theory, PBL allows learners to construct understanding through interaction and problem exploration within meaningful contexts (Muñoz, 2017). Typically, the PBL cycle begins with the presentation of a problem scenario, which serves as a stimulus for inquiry, discussion, and identification of knowledge gaps. Subsequent stages of the cycle involve identity construction, research, reflection, and synthesis of solutions.

One of the central goals of PBL is to foster student engagement and intrinsic motivation (Ali, 2019). By introducing learners to complex issues at the outset of the learning process, PBL encourages initial discussion based on students' existing but often limited knowledge (Alek, 2019). This deliberate knowledge gap stimulates curiosity, motivating learners to conduct self-directed research to bridge their understanding (Ediansyah et al., 2019). This motivational mechanism is well-supported by cognitive psychology, which

suggests that curiosity acts as a catalyst for deeper engagement in learning tasks (Cosgun & Atay, 2021). When curiosity is activated, learners are more inclined to invest time and effort into understanding the material, thereby promoting greater autonomy and persistence in their learning journey (Sugeng & Suryani, 2019).

Despite its benefits, PBL does not universally lead to improved outcomes or increased motivation for all students. Some research indicates that learner engagement in PBL environments can be inconsistent, and that traditional instruction may, in some cases, be equally or more effective depending on the learning context (Liu, 2020); (Thorndahl & Stentoft, 2020). The effectiveness of PBL is influenced by several factors, including the quality and relevance of the problems presented, the contextualization of those problems within learners' experiences, and the skill of the instructor in facilitating the learning process. Furthermore, individual differences in learners' goal orientations, motivational profiles, and prior experiences may mediate the success of PBL implementation (Koh et al., 2019).

A particularly important aspect of learner motivation within PBL is the perception of educational quality and problem relevance. Students' interpretations of their educational experience significantly shape their engagement, achievement goals, and academic performance (Hanefar et al., 2021); (Noordzij & Wijnia, 2020). Learners who perceive problem tasks as meaningful and aligned with their personal and academic goals are more likely to be actively engaged and committed. Hence, understanding how students perceive the quality of problems presented in a PBL framework becomes essential to evaluating its overall impact on learning outcomes (Ural & Dadli, 2020).

In recent years, the application of PBL in English language learning has emerged as a promising pedagogical strategy, particularly in developing students' productive skills namely, speaking and writing. Speaking is generally understood as the capacity to express ideas orally using coherent phrases and structured sentences. It serves as a critical skill for effective communication, especially in academic and professional domains where English proficiency is increasingly essential. According to (Wahyuningsih & Afandi, 2020), communication involves both verbal and non-verbal elements, including speech, gestures, facial expressions, and body language. Proficient speaking empowers learners to convey their thoughts confidently and engage in meaningful interpersonal interactions.

Writing, similarly, represents a vital academic competency through which learners convey information, arguments, and ideas using written language and structured organization. Defined as the symbolic transmission of ideas through written forms, writing not only reflects linguistic proficiency but also indicates the development of higher-order thinking skills (Sari et al., 2021). Strong writing skills have been linked to enhanced confidence, creative expression, and intellectual clarity (Kristyanawati et al., 2019). Given their fundamental role in academic success, both speaking and writing must be nurtured through pedagogically sound and context-sensitive instructional strategies.

However, in many Islamic higher education institutions across Indonesia, current English language teaching practices often struggle to meet these demands. The instructional materials used are frequently generic, lacking alignment with the socio-cultural and religious contexts of the students. Consequently, learners may experience a disconnect between their educational content and their lived experiences, which diminishes their motivation and restricts their capacity to apply language skills in meaningful ways. This pedagogical misalignment is particularly problematic in institutions where the integration of Islamic values is essential to the educational philosophy and institutional mission.

Integrating PBL into English instruction presents a viable and contextually relevant approach to addressing these challenges. By designing problem scenarios that resonate with the realities and values of Islamic learners such as ethical dilemmas, community challenges,

or religious discourse, educators can cultivate deeper engagement and foster language acquisition simultaneously. PBL thus enables a dual focus such as strengthening communicative competence in English while reinforcing core Islamic values and critical thinking. Yet, despite this potential, there is a marked gap in the literature concerning the application of PBL in Islamic higher education settings in Indonesia. Most empirical studies focus on secular or Western educational systems, with limited attention given to faith-based institutions and the unique pedagogical dynamics they entail.

This study seeks to fill that gap by investigating how PBL can be effectively used to develop English instructional materials, specifically those targeting speaking and writing, for students in Islamic universities. The guiding research problem is: *How can English language materials based on PBL be developed to enhance speaking and writing skills among students in Islamic higher education programs in Bengkulu?* This inquiry is timely and relevant, particularly in light of ongoing efforts to reform the curriculum in Indonesia's Islamic higher education sector, which increasingly emphasizes the integration of modern, student-centered pedagogy with traditional Islamic epistemologies.

Problem-Based Learning (PBL)

Problem-Based Learning (PBL) has been widely recognized as a student-centered instructional method that promotes the application of knowledge to real-world problems, thereby improving learners' critical thinking and problem-solving skills (Praimee & Boonserm, 2021). Effective implementation of PBL requires well-designed problems that are both challenging and relevant to students' experiences (Bara & Xhomara, 2020), as they spark motivation and deeper engagement (Shamsaei, 2020).

The construction of these problems must also serve as a cognitive scaffold, guiding students in connecting content knowledge to the issue at hand (Arifin, 2020). As a social and collaborative process, PBL encourages shared inquiry and critical discussion. Several scholars have emphasized that for PBL to be effective, it should rest on a foundational structure that guides students to analyze, evaluate, and justify decisions (Steinemann, 2003; Kırkgöz & Turhan, 2021), and this structure can be adapted across disciplines and learning contexts (Alfares, 2021; Anshori, 2021).

The seven-step model from Maastricht University remains a widely used framework, promoting systematic learning from identifying key terms to evaluating new knowledge (Koc, 2018). Despite its effectiveness, barriers to successful implementation still persist, including limited educator familiarity and system design challenges (Savery, 2016; Dochy et al., 2003). This highlights the ongoing need for educator support and context-specific adaptation, particularly in regions like Islamic higher education in Indonesia, where empirical applications remain underexplored.

Writing Skills in PBL

A growing body of research suggests that PBL can significantly enhance students' writing skills. Studies have shown that presenting students with real-life issues fosters motivation and higher-order thinking (Rahmalia & Utari, 2021; Bara & Xhomara, 2020). For instance, environmental PBL interventions were found to improve Indonesian EFL students' environmental vocabulary and writing proficiency (Sugeng & Suryani, 2019). Similarly, using PBL was associated with measurable gains in vocabulary application in writing tasks (Quinn, 2020). These findings suggest that PBL not only reinforces content learning but also helps learners organize and express their ideas more effectively in writing (Liso, 2020).

However, these studies often lack a specific focus on Islamic higher education, raising questions about contextual transferability. Furthermore, while positive outcomes are noted,

few studies have critically examined the limitations of PBL in EFL writing classes, leaving a research gap that this study aims to address.

Speaking Skills in PBL

Speaking, a fundamental component of communication, involves both linguistic ability and socio-cultural awareness (Aina & Wati, 2016; Wardani et al., 2020). Successful speaking also requires managing interactional dynamics like turn-taking and contextual understanding (Ghufron & Ermawati, 2018). PBL environments can foster such dynamics by encouraging authentic verbal exchanges and collaboration (Shantha Nair et al., 2020; Darhim et al., 2020). Corrective feedback and dynamic assessment, both commonly incorporated in PBL contexts, have shown to support speaking development (Bertel et al., 2021; Koh et al., 2019). These strategies enhance learners' self-regulation and comprehension in spoken English. Additional studies highlight how inclusive approaches and tailored assessment tools, such as EFL-based speaking rubrics, also contribute to the improvement of speaking performance (Ellingsen et al., 2021; Altikriti, 2022). Despite these positive findings, the integration of PBL in speaking instruction within Islamic higher education contexts in Indonesia remains underexamined. This represents a significant research gap given the increasing emphasis on communicative competence in globalized academic and professional settings.

METHOD

This study adopted a qualitative descriptive approach to gain a deeper understanding of how English speaking and writing materials are currently developed and used within Islamic Education (PAI) programs, and how these materials might benefit from the integration of Problem-Based Learning (PBL). The qualitative design was chosen to capture the complexity of real classroom practices, the suitability of existing teaching resources, and the broader institutional factors that shape English instruction. The research was conducted at two Islamic universities in Bengkulu (UIN Fatmawati Sukarno Bengkulu and IAIN Curup Bengkulu) which both offer undergraduate PAI programs.

Participants were selected through purposive sampling and included English lecturers who actively teach in the PAI programs, along with the heads of the English Tadris and PAI departments. These individuals were chosen for their direct involvement in the planning and delivery of English instruction, as well as their familiarity with curriculum needs and institutional expectations (Patton, 2015).

Data were gathered using three main methods: classroom observations, document analysis, and semi-structured interviews. Observations allowed the researcher to examine teaching dynamics and student engagement in real-time. The document analysis focused on instructional materials used in the classroom, including textbooks, PowerPoint slides, and handouts. Meanwhile, interviews with lecturers and department heads provided insights into their experiences, challenges, and views on the effectiveness and relevance of current teaching materials. All data were analyzed thematically, following a process of coding, categorization, and interpretation to identify key themes related to pedagogical approaches, curriculum design, material relevance, and institutional policies (Miles, Huberman, & Saldaña, 2014). To strengthen the validity of the findings, data triangulation was employed across the different sources of evidence.

Although the study was primarily descriptive, it was conceptually informed by the ADDIE instructional design model (Analysis, Design, Development, Implementation, and Evaluation). At this stage, the research focused exclusively on the Analysis phase, which involved identifying existing challenges in English instruction for Islamic education programs and assessing the needs of both lecturers and students. The goal of this phase was to gather foundational data through observations, interviews, and document analysis, which

would inform the later stages of instructional design. The subsequent phases (Design, Development, Implementation, and Evaluation) are not covered in this study and are proposed as components of future research aimed at developing and testing PBL-based English teaching materials tailored to the Islamic higher education context.

FINDING AND DISCUSSION

This presents the findings from field research conducted at Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu and Institut Agama Islam Negeri (IAIN) Curup. The data were obtained through observations, interviews with English lecturers and department heads, and analysis of teaching documents and materials used in the Islamic Education (PAI) study programs.

1. Institutional Structure and Teaching Assignment

The research found that neither university has established a centralized General Course Management Unit (MKU) responsible for coordinating general courses such as English. Instead, each study program independently arranges and assigns English lecturers based on its needs. This decentralized system leads to inconsistencies in how English courses are implemented across departments. The absence of a shared curriculum or teaching coordination was also evident in classroom observations and official scheduling documents.

Another issue is the placement of English lecturers whose home base lies outside of English-related faculties. For instance, some lecturers are affiliated with the Faculty of Islamic Economics and Business (FEBI) but still teach English courses for the PAI program. These lecturers are deployed based on teaching availability rather than specialized expertise in English or English for Islamic contexts. This mismatch was confirmed through document analysis of institutional staffing records and lecturer assignment letters.

Moreover, most English lecturers teaching in the PAI programs are master's degree holders (Strata 2) employed as non-permanent teaching staff (*Dosen Luar Biasa*). However, many of them have not received formal training in English for Specific Purposes (ESP), particularly in the context of Islamic religious education. Interview responses and teaching portfolios reveal that while some lecturers have teaching experience, few have participated in ESP training or curriculum workshops. This lack of targeted professional development directly affects the quality and relevance of instruction. Without proper ESP training—especially in designing content aligned with Islamic studies—lecturers are unable to fully meet the linguistic and academic needs of PAI students.

2. English Teaching Materials at UIN Fatmawati Sukarno Bengkulu (UIN FAS)

At UIN Fatmawati Sukarno Bengkulu (UIN FAS), English lecturers assigned to the Islamic Education (PAI) program primarily utilize compiled materials, particularly a locally developed textbook titled *English Understanding Using Grammar* by Qoriatur Rahma, M.Pd—a non-permanent lecturer (*Dosen Luar Biasa*). This textbook focuses on foundational grammar instruction, including tenses, sentence structures, and syntactic rules. It reflects a General English Proficiency (EGP) approach aimed at improving basic language skills.

However, field observations and interview data indicate a significant gap between the content of these materials and the academic needs of PAI students. The materials are not designed for English for Specific Purposes (ESP), particularly not for English for Islamic Studies. They do not address religious concepts or terminology central to the PAI curriculum, such as *fiqh*, *hadith*, *wudhu* (ablution), or sacred places like *Mecca*. As noted by one department head:

“Materi yang digunakan belum menyentuh konteks keislaman. Mahasiswa PAI harus belajar English for Islamic Studies, bukan hanya struktur kalimat umum.”

(The materials used do not reflect the Islamic context. PAI students should be learning English for Islamic Studies, not just general sentence structures).

In addition to limited content relevance, the pedagogical approach is narrow. The book emphasizes repetitive grammar drills with minimal inclusion of integrated language skills such as reading, speaking, and writing. This method restricts opportunities for students to engage in meaningful language use related to their academic and religious fields. Lecturers also incorporate widely used general English e-books such as *Interchange* by Jack Richards, which are downloaded from online sources. While *Interchange* offers a broader range of communicative topics and integrated skills, its content remains focused on everyday scenarios like greetings and self-introduction. These topics, although useful, are not aligned with the spiritual and theological discourse required in Islamic education.

This mismatch between instructional materials and learners' disciplinary context raises critical concerns from an ESP perspective. According to Hutchinson and Waters (1987) and Rahmat et al (2021), ESP instruction must be grounded in learners' real-world academic or professional needs. Materials that are not discipline-specific fail to provide learners with the vocabulary, rhetorical structures, and communicative competence required for success in their field. More recent scholarship affirms the need for contextualized English teaching in Islamic higher education. Widodo (2020) and Hakim et al (2023) emphasizes the role of localized and critical content-based instruction in empowering learners within Islamic contexts. Similarly, Rahman (2022) argues that English curricula in Indonesian Islamic universities should integrate Islamic epistemology and subject content to better prepare students for global religious dialogue and academic engagement. The findings at UIN FAS demonstrate the absence of such integration, highlighting a serious gap between instructional practice and curriculum goals.

Furthermore, the reliance on generic materials suggests a lack of institutional support for ESP curriculum development. As Graves (2000) notes, well-designed language programs require systematic curriculum planning and teacher training to align instruction with learner goals. Without this alignment, students experience fragmented learning that does not prepare them adequately for professional or academic communication in their field. Belcher (2017) also points out that learner motivation and learning outcomes improve significantly when course materials are perceived as relevant and purposeful. In this case, PAI students are being taught English in a decontextualized manner, which may lead to disengagement and reduced retention of language skills.

In conclusion, the English teaching materials used at UIN FAS are currently oriented toward general English learning and do not sufficiently address the specific linguistic and academic needs of PAI students. The content is not discipline-relevant, the instructional methods are limited, and the curriculum lacks a clear ESP focus. These findings underscore the urgent need for curriculum reform, localized ESP material development, and professional training for English lecturers in Islamic higher education.

3. Teaching Materials Used by English Lecturers at IAIN Curup

Field observations at Institut Agama Islam Negeri (IAIN) Curup reveal that English lecturers teaching in the Islamic Education (PAI) study program primarily use non-standardized and general-purpose instructional materials. The materials fall into two main categories: (1) compiled grammar-based texts from various offline and online sources, and (2) loosely prepared materials such as PowerPoint slides and thematically designed worksheets.

First, the compiled materials are predominantly grammar-oriented, focusing on sentence structure, tenses, and common grammatical forms. While effective in teaching basic

sentence construction, these materials are general in nature and do not incorporate subject-specific vocabulary or contexts relevant to Islamic education. One lecturer noted:

“Buku-buku yang kami gunakan fokusnya ke grammar umum, tapi belum menyentuh istilah atau konteks keislaman yang sebenarnya penting untuk mahasiswa PAI.”
(The books we use focus on general grammar, but they do not touch on Islamic terminology or contexts, which are important for PAI students).

For example, components such as Subject–Predicate–Object–Description (SPOK) are taught using generic examples. These components could be more relevant if taught with vocabulary and sentence examples from Islamic contexts, such as “The imam leads the prayer,” “She performs ablution,” or “The mosque is full during Friday prayers.” As Hutchinson and Waters (1987) argue, the effectiveness of English for Specific Purposes (ESP) hinges on how well materials reflect the learners' domain of knowledge, in this case, Islamic religious education.

Second, teaching at IAIN Curup is also supported by loose materials, including PowerPoint slides and classroom handouts. These are typically designed according to the theme selected by the lecturer for each session. Observations show that the PowerPoint presentations mainly cover basic reading skills such as identifying main and supporting ideas in paragraphs, while other handouts vary in quality and relevance. There is no consistent use of integrated skills (reading, writing, listening, and speaking) in a thematic or context-specific format.

More critically, these teaching materials are not guided by a structured curriculum or Semester Program Plan (*Rencana Pembelajaran Semester* or RPS). Instead, content delivery is spontaneous and often based on the lecturer's discretion. As one lecturer explained:

“Biasanya saya buat materi sesuai tema atau kebutuhan per minggu. RPS belum kami susun secara sistematis.” (I usually create materials based on the weekly theme or immediate need. We have not yet systematically developed an RPS).

The absence of a clear semester plan undermines the continuity and coherence of the learning experience. Graves (2000) highlights the importance of a structured curriculum that includes objectives, content sequencing, and skill integration. Without an RPS, the learning process becomes fragmented, and students may struggle to make meaningful connections between language forms and their application in Islamic education. This unstructured approach also contradicts best practices in ESP material development, which emphasize needs analysis, thematic integration, and long-term planning (Basturkmen, 2010; Widodo, 2020). In Islamic education, where English is increasingly needed for accessing global scholarship and participating in international religious discourse, such a gap limits the functional utility of English instruction.

Additionally, the lack of contextual materials reflects institutional limitations in resource provision and professional development. Lecturers expressed that they had not received training in ESP design, nor were there standardized institutional materials available to support English for Islamic Studies. As Rahman (2022) and Hakim et al (2024) points out, the development of English programs in Islamic universities must move beyond generic language instruction toward a model that integrates Islamic epistemology and academic language development.

In summary, the English teaching materials used at IAIN Curup are fragmented, generic, and lacking in contextual relevance to Islamic education. The reliance on grammar-focused textbooks and spontaneous thematic materials—without an RPS—limits the capacity of students to develop language skills that are applicable in their academic and professional religious contexts. This points to an urgent need for systematic ESP curriculum design,

lecturer training, and the development of localized instructional materials rooted in Islamic studies.

CONCLUSION

This study concludes that English instructional materials currently used in PAI programs at UIN Fatmawati Sukarno and IAIN Curup are generic, grammar-focused, and not aligned with the academic, religious, and linguistic needs of Islamic Education students. These materials lack contextual relevance and fail to integrate Islamic values, themes, or discourse, which are essential to learner identity and professional preparation in faith-based institutions. Additionally, lecturers often lack training in English for Specific Purposes (ESP) and do not follow structured curriculum planning such as *Rencana Pembelajaran Semester (RPS)*, leading to fragmented and inconsistent instruction.

The findings highlight the urgent need to develop localized, ESP-based instructional materials rooted in Problem-Based Learning (PBL) principles. A PBL approach, when applied contextually, can enhance learner engagement, foster critical thinking, and improve speaking and writing performance by aligning language learning with real-world Islamic themes and issues.

The implications of this research extend to curriculum reform and teacher development initiatives. Islamic universities should prioritize targeted ESP training for English lecturers and invest in the systematic design of context-sensitive instructional materials. While this study provides foundational insights, it is limited by its descriptive nature and its focus on only two institutions. Future research should proceed with the remaining stages of the ADDIE model, particularly Design, Development, Implementation, and Evaluation, to assess the effectiveness of newly developed PBL materials in real classroom environments. These efforts will be critical in ensuring that English instruction in Islamic higher education becomes both academically rigorous and spiritually relevant.

REFERENCES

- Aina, R. S., & Wati, D. K. (2016). Problem-based learning in teaching speaking at senior high school. *Journal of English Teaching and Research*, February, 43–52.
- Alek, A. (2019). Fostering undergraduate students' reading performance in English discourse through problem-based learning model. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 4(1), 147. <https://doi.org/10.21093/ijeltal.v4i1.434>
- Alfares, N. (2021). The effect of problem-based learning on students' problem-solving self-efficacy through the Blackboard system in higher education. *International Journal of Education and Practice*, 9(1), 185–200. <https://doi.org/10.18488/journal.61.2021.91.185.200>
- Ali, S. S. (2019). Problem-based learning: A student-centered approach. *English Language Teaching*, 12(5), 73. <https://doi.org/10.5539/elt.v12n5p73>
- Altikriti, S. (2022). Challenges facing Jordanian undergraduates in writing graduation research paper. *Journal of Language and Linguistic Studies*, 18(1), 58–67. <https://doi.org/10.52462/jlls.166>
- Anshori, I. (2021). Problem-based learning remodelling using Islamic values integration and sociological research in madrasas. *International Journal of Instruction*, 14(2), 421–442. <https://doi.org/10.29333/iji.2021.14224a>
- Arifin, S. (2020). The effect of problem-based learning by cognitive style. *Journal of Technology and Science Education*, 10(2), 271–281. <https://www.jotse.org/index.php/jotse/article/view/790>

- Bara, G., & Xhomara, N. (2020). The effect of student-centered teaching and problem-based learning on academic achievement in science. *Journal of Turkish Science Education*, 17(2), 182–199. <https://doi.org/10.36681/tused.2020.20>
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Belcher, D. (2017). Moving forward in English for Specific Purposes: ESP research and practice. *English for Specific Purposes*, 50, 10–12.
- Bertel, L. B., Kolmos, A., & Boelt, A. M. (2021). Emerging PBL futures: Exploring normative scenario development as an approach to support transformation in problem-based learning and higher education. *Journal of Problem Based Learning in Higher Education*, 9(1), 200–216.
- Binasdevi, M., Laily, I. F., Udin, T., Maufur, S., & Ummah, I. (2022). The effects of problem-based learning model with environmental literacy-oriented on the elementary school students' narrative writing skills. *Al Ibtida: Jurnal Pendidikan Guru MI*, 9(1), 119–130.
- Chen, Y., Hmelo-Silver, C. E., Lajoie, S. P., Zheng, J., Huang, L., & Bodnar, S. (2021). Using teacher dashboards to access group collaboration in problem-based learning. *Interdisciplinary Journal of Problem-Based Learning*, 15(2). <https://doi.org/10.14434/ijpbl.v15i2.28792>
- Cosgun, G., & Atay, D. (2021). Fostering critical thinking, creativity, and language skills in the EFL classroom through problem-based learning. *International Journal of Curriculum and Instruction*, 13(3), 2360–2385. <http://ijci.wcci-international.org/index.php/IJCI/article/view/583>
- Darhim, Prabawanto, S., & Susilo, B. E. (2020). The effect of problem-based learning and mathematical problems posing in improving students' critical thinking skills. *International Journal of Instruction*, 13(4), 103–116. <https://doi.org/10.29333/iji.2020.1347a>
- De Graaff, E., & Kolmos, A. (2003). Characteristics of problem-based learning. *International Journal of Engineering Education*, 19(5), 657–662.
- Dochy, F., Segers, M., Van den Bossche, P., & Gijbels, D. (2003). Effects of problem-based learning: A meta-analysis. *Learning and Instruction*, 13(5), 533–568. [https://doi.org/10.1016/S0959-4752\(02\)00025-7](https://doi.org/10.1016/S0959-4752(02)00025-7)
- Ediansyah, E., Kurniawan, D. A., Perdana, R., & Salamah, S. (2019). Using problem-based learning in college: Mastery concepts subject statistical research and motivation. *International Journal of Evaluation and Research in Education*, 8(3), 446–454. <https://doi.org/10.11591/ijere.v8i3.20243>
- Ellingsen, P., Tonholm, T., Johansen, F. R., & Andersson, G. (2021). Learning from problem-based projects in cross-disciplinary student teams. *Education Sciences*, 11(6). <https://doi.org/10.3390/educsci11060259>
- Ghufron, M. A., & Ermawati, S. (2018). The strengths and weaknesses of cooperative learning and problem-based learning in EFL writing class: Teachers' and students' perspectives. *International Journal of Instruction*, 11(4), 657–672. <https://doi.org/10.12973/iji.2018.11441a>
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle & Heinle.
- Hakim, M. A. R., Khoirunnisa, K., Fadli, A., & Adnan, N. I. (2023). Teacher's strategies in teaching English speaking skill for autonomous learners (A case study of Indonesian migrant workers in Penang-Malaysia). *Linguists: Journal of Linguistics and Language Teaching*, 9(2), 237–248.

- Hakim, M. A. R., Lestari, D. A., Saputra, A., & Ramadhana, M. A. (2024, December). An Analysis Study of English Academic Writing Publications By Indonesian Migrant Workers In Penang, Malaysia. In *INTERNATIONAL CONFERENCE ON RESEARCH ISSUES AND COMMUNITY SERVICE* (Vol. 1, No. 1, pp. 25-34). <https://doi.org/10.31332/i-cores.v1i1.11036>
- Hanefar, S. B. M., Hussain, A. R. M. T., & Jarvis, A. (2021). The effect of problem-based learning on students' learning attitude in tertiary level education: A case study of the college system in Bangladesh. *Journal of University Teaching and Learning Practice*, 18(4). <https://doi.org/10.53761/1.18.4.17>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press.
- Kırkgöz, Y., & Turhan, B. (2021). Views of Turkish EFL teacher trainees toward technology-integrated PBL practices. *English Language Teaching Educational Journal*, 4(1), 74. <https://doi.org/10.12928/eltej.v4i1.3748>
- Koc, H. (2018). Teaching geography in higher education: A case study of problem-based learning. *Review of International Geographical Education Online*, 8(2), 311–337.
- Koh, K., Delanoy, N., Bene, R., Thomas, C., Danysek, G., Hone, G., Turner, J., & Chapman, O. (2019). The role of authentic assessment tasks in problem-based learning. *Postsecondary Learning and Teaching*, 3, 17–24. <https://journalhosting.ucalgary.ca/index.php/pplt>
- Kolbaek, D. (2018). Problem-based learning in the digital age. In *Proceedings of the 15th International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA 2018)* (pp. 278–285).
- Kristyanawati, M. D., Surwandi, S., & Rohmadi, M. (2019). Improvement of exposition text writing motivation and skills through the application of the problem-based learning model. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(2), 278–287. <https://doi.org/10.33258/birle.v2i2.296>
- Liso, V. (2020). Implementing the introduction, methods, results and discussion article structure in engineering education based on problem-based learning. *Journal of Problem Based Learning in Higher Education*, 8(2), 61–75.
- Liu, X. (2020). Comparing the views on problem-based learning from medical education students in Zhengzhou University in China and the University of Bristol in the UK. *International Education Studies*, 14(1), 28. <https://doi.org/10.5539/ies.v14n1p28>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Muñoz, D. (2017). Problem-based learning: An experiential strategy for English language teacher education in Chile. *Profile: Issues in Teachers' Professional Development*, 19(1), 29–40.
- Noordzij, G., & Wijnia, L. (2020). The role of perceived quality of problems in the association between achievement goals and motivation in problem-based learning. *Interdisciplinary Journal of Problem-Based Learning*, 14(1), 1–18. <https://doi.org/10.14434/ijpbl.v14i1.28593>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.

- Praimee, U., & Boonserm, W. (2021). The effects of learning activities on waste and sewage management using question and problems-based learning for undergraduate students of Mahasarakham University, Thailand. *Journal of Educational Issues*, 7(1), 72. <https://doi.org/10.5296/jei.v7i1.18267>
- Quinn, A. (2020). Incorporating problem-based learning skills into graduate and professional student classes: The University of Michigan Law School's Problem-Solving Initiative. *Journal of Problem Based Learning in Higher Education*, 8(2), 115–128. <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1281061&site=ehost-live>
- Rahmalia, I., & Utari, S. (2021). The effect of project-based learning (PBL) on writing skills. *EDULIA: English Education, Linguistic and Art Journal*, 3(March), 6.
- Rahman, F. (2022). English for Islamic studies: Curriculum innovation in Islamic universities in Indonesia. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 45–60.
- Rahmat, Y. N., Saputra, A., Hakim, M. A. R., Saputra, E., & Serasi, R. (2021). Learning L2 by utilizing dictionary strategies: Learner autonomy and learning strategies. *Lingua Cultura*, 15(2), 175–181. <https://doi.org/10.21512/lc.v15i2.7339>
- Sari, Y. I., Sumarmi, Utomo, D. H., & Astina, I. K. (2021). The effect of problem-based learning on problem-solving and scientific writing skills. *International Journal of Instruction*, 14(2), 11–26. <https://doi.org/10.29333/iji.2021.1422>
- Savery, J. R. (2016). Overview of problem-based learning: Definition and distinction. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 9–20. <https://doi.org/10.7771/1541-5015.1002>
- Shamsaei, M. (2020). Evaluation of problem-based learning method for teaching Islamic education courses to students of Shiraz University of Medical Sciences. *Dinamika Ilmu*, 20(2), 241–253. <https://doi.org/10.21093/di.v20i2.2488>
- Shantha Nair, S., Smritika, S. P., & Thomas, K. A. (2020). Revitalizing education through problem-based learning practices. *Shanlax International Journal of Education*, 9(1), 109–117. <https://doi.org/10.34293/education.v9i1.3436>
- Steinemann, A. (2003). Implementing sustainable development through problem-based learning: Pedagogy and practice. *Journal of Professional Issues in Engineering Education and Practice*, 129(4), 216–224. [https://doi.org/10.1061/\(ASCE\)1052-3928\(2003\)129:4\(216\)](https://doi.org/10.1061/(ASCE)1052-3928(2003)129:4(216))
- Sugeng, B., & Suryani, A. W. (2019). Enhancing the learning performance of passive learners in a financial management class using problem-based learning. *Journal of University Teaching and Learning Practice*, 17(1). <https://doi.org/10.53761/1.17.1.5>
- Suhirman, S., Prayogi, S., & Asy'ari, M. (2021). Problem-based learning with character-emphasis and naturalist intelligence: Examining students' critical thinking and curiosity. *International Journal of Instruction*, 14(2), 217–232. <https://doi.org/10.29333/iji.2021.14213a>
- Thorndahl, K. L., & Stentoft, D. (2020). Thinking critically about critical thinking and problem-based learning in higher education: A scoping review. *Interdisciplinary Journal of Problem-Based Learning*, 14(1), 1–21. <https://doi.org/10.14434/ijpbl.v14i1.28773>

- Ural, E., & Dadli, G. (2020). The effect of problem-based learning on 7th-grade students' environmental knowledge, attitudes, and reflective thinking skills in environmental education. *Journal of Education in Science, Environment and Health*, 6(3), 142–154. <https://doi.org/10.21891/jeseh.705145>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977. <https://doi.org/10.12973/EU-JER.9.3.967>
- Wardani, D. S., Fauzi, M. R., Zafira, R., & Kurniawati, D. (2020). Creating props: Improving writing skills of teaching materials of elementary teacher education students through project-based learning model. *Mimbar Sekolah Dasar*, 7(2), 216–234. <https://doi.org/10.17509/mimbar-sd.v7i2.26334>
- Widodo, H. P. (2020). Critical content-based instruction in English for Islamic studies: Empowering learners in Islamic contexts. *The Asia-Pacific Education Researcher*, 29(5), 437–44.