



Enhancing Learning Enthusiasm: The Relevance of Problem-Based Learning in English Language Instruction at MAN Bengkayang

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Abstract

This study aims to explore implementing the Problem-Based Learning (PBL) model in enhancing students' enthusiasm for learning English in the 10th grade at MAN Bengkayang. Before this study, student enthusiasm for English lessons at MAN Bengkayang was relatively low, with most students considering the subject challenging and tedious. This research employs a Classroom Action Research (CAR) approach conducted in two cycles. Each cycle involves planning, implementation, observation, and reflection to improve the quality of instruction. In the implementation of PBL, students are given real-world problems relevant to their lives to solve collaboratively, using English as a communication medium. The results of the study show that PBL can increase student engagement in learning and motivate them to participate in discussions and group presentations actively. Despite challenges in vocabulary mastery and pronunciation, the second cycle significantly improved student motivation and enthusiasm. Applying PBL successfully transformed students' perceptions of English from a boring subject into something more engaging and relevant.

Keywords: Problem-Based Learning, Learning Enthusiasm, English Language Learning, Classroom Action Research, Student Motivation

INTRODUCTION

Learning enthusiasm is a key element in the ideal educational process. In the context of English language learning, which should broaden horizons, spark curiosity, and enrich students' intellectual experiences, enthusiasm becomes the driving force behind educational success. High enthusiasm stimulates active, in-depth, and sustained engagement. Therefore, in the educational system, creating an atmosphere that fosters a passion for learning to meet curriculum demands and provide room for students to explore and use English as a tool for thinking and interacting with the global world is crucial. English language learning that ignites student enthusiasm is expected to result in language proficiency and foster a love for the learning process itself.

However, beneath the dream of enthusiastic education, the reality in many classrooms, including in the 10th grade at MAN Bengkayang, reveals a significant gap between expectations and reality. In this class, English lessons, which should serve as a bridge to the international world, are instead viewed as a burdensome, difficult, and boring subject. The passive and often quiet classroom atmosphere indicates that students are disengaged with the material. The students' inability to connect lessons with their daily lives makes them feel detached from the learning process itself. English, which should be an integral part of their global development, is viewed as a separate and irrelevant subject. The primary factor contributing to this is the teaching method, which focuses more on theory and memorization than a practical application that can stimulate curiosity and intrinsic motivation in students.

In this context, the Problem-Based Learning (PBL) model is a promising solution to address these issues. PBL offers a learning approach centred around providing real-world problems relevant to students' lives, allowing them to solve them collaboratively while using English as a communication medium. According to Arief et al. (2016) and Barrows & Tamblyn (1989), this model allows students to think critically, solve problems collaboratively, and use English as a means to express their thoughts and ideas. Through PBL, students are learning language theory and applying it in more real and contextual situations. This approach has the potential to enhance student engagement in learning, as they feel that what they are learning is useful and applicable in their everyday lives. Consequently, the implementation of PBL could be a breakthrough in changing students' perceptions of English from a boring subject to a more engaging and challenging learning process.

The application of PBL in English language learning at MAN Bengkayang is particularly relevant, given students' low motivation and enthusiasm in this subject. PBL provides a solution to improve student engagement and facilitates the development of social and communication skills, which are vital for students' lives beyond school. This model encourages students to actively engage in solving problems relevant to them, learn collaboratively in groups, and use English in a more natural and applicable context. By shifting from passive to active teaching methods, PBL can open up opportunities for students to view English as a tool for exams and as a crucial life skill in facing global challenges.

This research aims to explore how the implementation of Problem-Based Learning can increase the enthusiasm of 10th-grade students at MAN Bengkayang in English language learning. It is important to examine how PBL can change students' mindsets, transforming their view of English from a boring and difficult subject into something relevant and interesting. With a more contextual and problem-based approach, it is hoped that students will not only feel more enthusiastic but also develop better language skills,

particularly in speaking and writing. This study is important not only to identify changes in student motivation but also to formulate recommendations that can be used by teachers to improve current teaching methods.

The social setting chosen for this study is MAN Bengkayang, a madrasah with students who have low English language proficiency, as indicated by research showing that the general English proficiency of Indonesian society is still relatively low (Antara, 2023). Most students at MAN Bengkayang do not have an English language habitus in their daily lives, which leads to their lack of interest in learning English at school. Therefore, selecting MAN Bengkayang as the research site is not only based on the need to increase student enthusiasm for learning but also to improve the quality of more contextual and relevant English teaching. In the theoretical framework, Maslow's Hierarchy of Needs is a key foundation, where basic needs such as self-confidence and achievement in learning are important motivators for students in the learning process (Maslow, 1970). Through the PBL approach, it is expected that students will be able to meet these needs, ultimately increasing their enthusiasm for learning English.

Problem-Based Learning (PBL) has attracted significant attention in educational research, particularly for its ability to actively engage students and promote critical thinking through real-world problem-solving scenarios. This literature review synthesizes recent studies focusing on various aspects of PBL, including scaffolding, student engagement, and pedagogical frameworks that support its application in English language learning, particularly at MAN Bengkayang.

One crucial aspect of PBL is the application of scaffolding techniques, which provide structured support to students as they face complex problems. A study by Ernawati et al. showed that scaffolding integrated into PBL can enhance students' creative thinking skills, particularly among students with lower achievement, thus facilitating better participation and discussions during lessons (Ernawati, Sudarmin, et al., 2023). This finding is consistent with research by Kim et al. (2018), who emphasized that effective scaffolding can reduce challenges faced by K-12 students, allowing them to take ownership of their learning while collaborating to solve unstructured problems. These findings highlight the importance of well-designed scaffolding in maximizing the educational benefits of PBL, especially for students at MAN Bengkayang, who tend to be less enthusiastic about English language learning.

Furthermore, the role of teachers in facilitating PBL is crucial. Ernawati et al. (2023), in their analysis of teacher responses to the PBL model, stated that teachers who adopt scaffolding techniques are better able to motivate students and create a more active learning environment. This research shows that teachers' instructional strategies in implementing PBL significantly affect students' learning experiences, encouraging them to apply knowledge in practical contexts (Ernawati, Haryanto, et al., 2023). In addition, Prahmana et al. (2021) emphasized the need for a supportive teaching framework that integrates technology, especially as educational methodologies evolve in response to global challenges such as the pandemic (Prahmana et al., 2021). This underscores the importance of teacher training and professional development in PBL strategies, which is especially critical in MAN Bengkayang, where there are still significant challenges in boosting student enthusiasm for learning English.

Regarding problem formulation for PBL, Hung (2006) introduced the 3C3R Model as a systematic approach for designing effective problems that can encourage engagement and lead to better learning outcomes. This framework provides educators with guidance on how to structure problems in alignment with educational goals, thereby enhancing the

PBL experience (Hung, 2006). Combined with findings from Kumar & Natarajan, who comprehensively analyzed the PBL framework in higher education, it becomes clear that effective problem design is key to shifting from traditional didactic teaching to a more dynamic, student-centred learning environment (Kumar & Natarajan, 2007). The proper implementation of PBL at MAN Bengkayang can facilitate this transition, transforming English language learning from something perceived as complex and boring into a relevant and enjoyable experience.

Moreover, PBL not only promotes students' cognitive development but also interpersonal skills that are crucial for their overall growth. Brundiers et al. explored real-world learning opportunities in sustainability education and showed how PBL fosters student collaboration and communication, bridging the gap between academic learning and community involvement. This holistic approach reinforces the idea that PBL not only focuses on knowledge acquisition but also develops key competencies necessary for students' personal and professional growth (Brundiers et al., 2010). This is particularly relevant for students at MAN Bengkayang, who tend to feel isolated in their English language learning and lack the habit of using English in their daily lives.

The effectiveness of PBL becomes even more apparent through its application across disciplines. For instance, the integration of creative thinking skills through PBL has been highlighted in several studies, underscoring its role in increasing student engagement and motivation (Ernawati, Sudarmin, et al., 2023; Yusnidar et al., 2023). Educators are then encouraged to adopt this innovative methodology to meet the diverse learning needs of students, supporting their journey toward better problem-solving skills. By adopting PBL, it is hoped that students at MAN Bengkayang will experience an increase in their engagement with English language learning, not only in terms of language comprehension but also in developing the social and critical competencies needed to face global challenges.

Thus, the literature on PBL provides a robust picture of its application in the broader educational context. It emphasizes that PBL holds great potential for enhancing student motivation in learning, especially in environments that require a more engaging and relevant approach, as seen at MAN Bengkayang.

METHODS

This study uses the Classroom Action Research (CAR) approach, which aims to improve the quality of English language learning in the 10th grade at MAN Bengkayang by applying the Problem-Based Learning (PBL) model. CAR is a type of research designed to address classroom issues reflectively directly. The research is carried out in two cycles, each containing stages of planning, implementation, observation, and reflection, conducted repetitively and continuously to improve learning outcomes.

In the planning phase, this research begins with identifying the issues faced by the 10th-grade students at MAN Bengkayang. Based on initial observations, it was found that students were less interested and had difficulty learning English. Students viewed English as a complex and boring subject which did not relate to their everyday lives. Therefore, the first step taken was to design a learning action using the PBL model. In this model, students are given tasks to solve real-world problems related to their lives, such as social or environmental issues, in order to increase their interest and engagement. Students will work in groups to solve these problems and use English as a communication tool. In this planning phase, instruments will also be developed to collect data, including motivation

questionnaires, observation sheets to assess student participation, and tests to measure students' English language proficiency after implementing PBL.

After the planning phase, the next stage is implementing the action, where the teacher will implement the PBL model in English language learning. Each group of students will be given a problem relevant to their lives, and they will collaborate to solve it. This activity involves research, group discussions, and presentations conducted in English. The teacher acts as a facilitator who monitors the learning process, provides feedback, and ensures that students effectively use English. During this process, direct observations will be made to assess how actively students engage in group discussions and problem-solving. This is essential to evaluate the level of student involvement in each stage of learning.

After implementation, the next phase is observation. The teacher will observe the classroom dynamics during the PBL implementation to see how actively students participate in group discussions, interact with each other, and use English in speaking and writing. These observations aim to understand how students respond to the PBL method and evaluate whether they feel more interested and motivated in learning English. Additionally, several students will be interviewed to gather their experiences during the PBL activities. The qualitative data obtained from observations and interviews will provide deeper insights into changes in students' perceptions of English language learning.

The final stage in this cycle is reflection. After each cycle, the teacher will reflect on the actions' success. In this reflection, the teacher will analyze what worked well and what needs to be improved in the next cycle. Based on the reflection results, the teaching actions will be adjusted to enhance their effectiveness. Data analysis will be done both qualitatively and quantitatively. Qualitative data from interviews and observations will be analyzed descriptively to depict changes in students' attitudes and perceptions toward English language learning. Quantitative data from motivation questionnaires and learning achievement tests will be analyzed to see if there are significant changes in students' motivation and learning achievements after the PBL implementation.

This study is conducted in two cycles. In the first cycle, the implementation of PBL will begin with relatively simple problems that are easier for students to understand. The main focus of the first cycle is to introduce the PBL model, organize students into groups, and assist them in communicating using English. Observations and motivation questionnaires will be conducted to measure changes in student motivation after implementing PBL. After the first cycle, the teacher will reflect to assess the results and identify challenges that arose during the implementation. In the second cycle, based on the reflection from the first cycle, the problems provided will be slightly more complex and challenging, with the expectation of encouraging students to become more engaged in problem-solving. The second cycle will focus on strengthening students' skills in using English in more relevant and motivating contexts. At the end of the second cycle, a more in-depth evaluation will be conducted to assess changes in student motivation and their ability to communicate and solve problems using English.

The subjects of this study are 10th-grade students at MAN Bengkayang, numbering approximately 30-35 students. The students will be divided into small groups to facilitate discussion and collaboration in problem-solving. This grouping is expected to ensure that each student has the opportunity to participate and contribute to learning actively. Instruments used to collect data include motivation questionnaires, observation sheets to

assess student participation, tests to assess students' English language proficiency, and interviews to gather students' opinions on their experiences with the PBL model.

Data obtained from observations, interviews, motivation questionnaires, and learning achievement tests will be analyzed using qualitative and quantitative approaches. Qualitative data will be analyzed descriptively to depict changes in students' attitudes and perceptions toward English language learning, while quantitative data will be statistically analyzed to determine if there are significant changes in student motivation and learning achievements after the PBL model implementation. Through the reflection and improvement cycles, this study aims to increase the enthusiasm and motivation of 10th-grade students at MAN Bengkayang for English language learning and to improve their language skills through problem-solving that is relevant to their lives.

PROBLEM-BASED LEARNING AND STUDENT ENTHUSIASM

Problem-Based Learning (PBL) is an instructional model with significant potential to enhance student enthusiasm, particularly in English language learning. PBL focuses on providing real-world problems relevant to students' lives, enabling them to apply knowledge in more contextual situations. This aligns with research showing that PBL improves student learning outcomes and strengthens their critical thinking skills (Dharma et al., 2020; Suprpto et al., 2017). By integrating PBL, students are given the opportunity to think critically and develop independent problem-solving skills, which in turn can encourage their engagement in English language learning.

One of the main strengths of PBL is its ability to enhance students' intrinsic motivation, which is crucial in the context of English language learning. According to Arfianti and Azmi, the self-regulated learning (SRL) techniques used in PBL encourage students to regulate their own learning process. This can increase their intrinsic motivation, as students feel more challenged to solve the problems they face (Arfianti & Azmi, 2021). Research by Noordzij and Wijnia supports this, showing that the quality of problems relevant to learning objectives can influence student motivation (Noordzij & Wijnia, 2020). In the context of English language learning at MAN Bengkayang, PBL offers an effective way to enhance student enthusiasm for this subject, which is often considered difficult and boring.

The implementation of PBL in English language learning also provides students with opportunities to collaborate in groups, an essential aspect of increasing their engagement. Suprpto et al. show that PBL promotes cooperation among students, which not only enhances social skills but also motivates students to become more active in the learning process. By working in groups, students can share ideas, deepen their understanding, and solve problems together (Suprpto et al., 2017). Research by Gusman also supports this, showing that PBL can increase student interest and participation, contributing to better learning outcomes (Gusman, 2023). In the 10th grade at MAN Bengkayang, where students tend to lack enthusiasm for English learning, implementing PBL can transform the learning approach into something more engaging, focusing on real-world experiences.

Additionally, PBL can be integrated with technology to create a more dynamic and engaging learning environment. Handayani et al. highlights the importance of innovation in learning models, such as the use of digital platforms, to enhance students' critical thinking skills and motivation (Handayani et al., 2022). By leveraging technology, students can become more engaged in learning, which in turn can increase their enthusiasm for English. The use of technology in PBL not only enriches students' learning

experiences but also facilitates more flexible and interactive learning, which aligns with the needs of today's generation.

PBL also focuses on developing high-order thinking skills that are crucial in real-world contexts. PBL allows students to hone their problem-solving skills and increases their motivation in learning. In English language learning, PBL encourages students to not only memorize vocabulary or learn grammar but also to apply the language in more practical and relevant situations. This is important because it helps students understand that English language learning is not just for exams but also for their everyday lives.

PBL gives students the freedom to choose problems that they find interesting and relevant to their lives, which plays a significant role in increasing their intrinsic motivation. According to Deci and Ryan's Self-Determination Theory (SDT), freedom and control over the learning process have a significant impact on enhancing students' intrinsic motivation (Ryan & Deci, 2018). In PBL, students are not only given the freedom to choose topics that interest them but also to determine how they will solve those problems. As a result, students feel more in control of their learning process, which ultimately strengthens their enthusiasm for learning English.

Furthermore, external factors such as good classroom management and a supportive learning environment also play a key role in increasing students' motivation. PBL creates a more inclusive and supportive learning environment where students can collaborate, share ideas, and learn from each other's experiences. This more active and collaborative learning reduces student anxiety, particularly in speaking English, which is often a major barrier to learning. By focusing on solving more relevant problems, students can feel more confident in using English, as they are more focused on solutions than on worrying about making mistakes.

PBL also allows students to develop their social skills through group interactions. Collaborative learning in PBL not only enhances students' communication skills but also deepens their understanding of the learning material. Johnson and Johnson (1994) show that collaboration in learning can strengthen students' understanding of the material and reduce their anxiety, ultimately increasing their motivation to learn. In the context of MAN Bengkayang, where most students do not habitually use English in their daily lives, this collaboration is vital in creating an environment that supports English language learning.

One of the key advantages of PBL is the contextualization of learning, which connects English language learning to real-world situations. Many students feel that English learning in class is abstract and irrelevant to their lives. PBL addresses this issue by providing relevant and contextual problems, such as social or environmental issues or topics students are interested in. This makes students feel that what they are learning is not only useful for exams but also for facing real-life challenges. Koh (2008), in his research, also shows that the application of PBL can increase students' intrinsic motivation because they feel more engaged and involved in learning that focuses on solving real-world problems.

PBL also provides students with the opportunity to develop critical and creative thinking skills, which are crucial in the context of English language learning. By engaging students in solving more complex problems, PBL helps them think analytically and creatively. This is highly relevant in English language learning, as students learn and apply language theory in more practical contexts. Implementing PBL in the 10th grade at MAN Bengkayang can help students see English as more than just a language for exams, but as a skill, they can use to solve real problems.

The implementation of PBL in English language learning at MAN Bengkayang is expected to have a positive impact on increasing student engagement. By creating a more engaging, relevant, and collaborative learning environment, PBL can help students feel more interested in learning English. Moreover, PBL can help address students' fear and anxiety about speaking English, as they focus more on solving problems than making language use mistakes.

Thus, PBL offers a holistic and relevant approach to enhancing student enthusiasm for learning English. This research shows that PBL is effective in increasing motivation and student engagement and developing their social, communication, and critical thinking skills. Implementing PBL in the 10th grade at MAN Bengkayang can be an effective step to transform how students view English from a boring subject into something interesting and applicable to their lives.

THE IMPLEMENTATION OF PROBLEM-BASED LEARNING TO ENHANCE STUDENT ENTHUSIASM IN ENGLISH LEARNING

This study aims to increase the enthusiasm of 10th-grade students at MAN Bengkayang for learning English by implementing the Problem-Based Learning (PBL) model. Implementing PBL in English learning is expected to stimulate the enthusiasm of students who previously showed a lack of enthusiasm for the subject. Before the intervention, baseline data indicated that students' enthusiasm for learning English was relatively low. This was reflected in the exam results, where the average score was only 20, far below the Minimum Completion Criteria (KKM) set by the school. This fact shows that many students did not meet the expected competency standards in English learning. Additionally, most students considered English a difficult and boring subject. They found it challenging to apply English in their daily lives, which caused them to be reluctant to actively participate in the lessons.

Based on this observation, the application of Problem-Based Learning (PBL) is expected to be an effective solution to improve students' enthusiasm for learning English. Howard S. Barrows, a key expert in PBL, emphasized that problem-based learning can encourage students to become more actively involved in the learning process, develop critical thinking skills, and improve their communication skills in English. The application of PBL allows students to learn in a more practical way by solving problems that are relevant to their lives. Therefore, PBL will not only improve students' learning outcomes but also change their perceptions of English lessons.

This study was conducted in two cycles based on the stages of Classroom Action Research (CAR), which includes planning, implementation, observation, and reflection. Each cycle is conducted based on the analysis of the previous cycle to improve and enhance learning outcomes. The first cycle focuses on introducing the PBL model and managing simple problems, while the second cycle is focused on reinforcing strategies and developing more complex problems. Implementing PBL in the first cycle provided an initial overview of the changes in students' enthusiasm for English learning. However, the changes in the first cycle were still relatively small. Although there was an increase in student motivation, they still faced difficulties in confidently using English.

In the first cycle, the first step was planning the action. Based on the initial analysis, 10th-grade students at MAN Bengkayang showed apathy toward English lessons. Therefore, the problem presented in PBL was a social issue relevant to their lives, such as environmental issues or global warming. The goal of this problem was to increase their interest in the topics being studied. Each student group was tasked with solving the

problem, gathering information, and presenting their findings in English. At this stage, students were encouraged to work in small groups, which allowed them to discuss and collaborate in finding solutions to the problem.

The action implementation in the first cycle began with dividing students into several small groups. Each group was given a real-world problem that required discussion and problem-solving. Students were asked to speak and write reports on the solutions they proposed regarding the given issue. The teacher acted as a facilitator, guiding students to use English in every problem-solving stage and providing constructive feedback during discussions and presentations. Observations during the first cycle indicated small changes in students' enthusiasm. Some students began showing a desire to engage more in group discussions and search for information related to the given topic. However, challenges remained in using English, particularly due to a lack of confidence and limited vocabulary. Nonetheless, most students appeared more enthusiastic about participating in the lessons than before, indicating that PBL succeeded in capturing their attention.

As part of the reflection, data from the exam results and student motivation questionnaires taken after the first cycle showed a small improvement in student enthusiasm and learning outcomes. The average exam score increased to 35, although it was still far from the expected KKM. This indicates that PBL succeeded in capturing students' attention, although it has not yet been fully effective in enhancing students' understanding and mastery of English. One of the factors influencing this outcome is the limited mastery of vocabulary and pronunciation, which becomes a major barrier for students to use English fluently. However, the increase in scores in the first cycle provides an indication that PBL is beginning to have a positive impact on student engagement in learning.

Based on the reflection results of the first cycle, several changes and adjustments were made for the second cycle to enhance the effectiveness of PBL. The problems provided in the second cycle were more complex and challenging, such as discussing social changes due to technological advancements or topics more closely related to teenagers' lives. Additionally, in the second cycle, students were given more opportunities to use digital media in gathering information and communicating with their group members. This approach was expected to further motivate students, especially by creating a more interactive, technology-based learning experience. Furthermore, in the second cycle, more attention was given to developing speaking and writing skills in English. Students were given more structured presentations, where they were asked to present arguments and solutions in a written report, which was then presented in front of the class. Each presentation was conducted in English, and students were encouraged to provide feedback to each other.

Observations during the second cycle showed a significant increase in student motivation and engagement. Many students appeared more confident when speaking in English, although some still faced difficulties. However, they showed more initiative in speaking and actively participated in group discussions. One of the most noticeable changes was the improvement in communication and cooperation among students in their groups. The discussions became livelier and more dynamic, and students showed greater courage in expressing their opinions. Although some students still did not reach the KKM, data showed that more students achieved the set standards than in the first cycle.

In the reflection stage of the second cycle, evaluation of student learning outcomes was conducted through tests and repeated motivation questionnaires. The average score of students in the exam after the second cycle reached 55, showing a significant

improvement compared to the first cycle. Although some students did not reach the KKM, data showed that more students met the established standards than in the first cycle. This improvement in scores indicates that the adjustments made in the second cycle, such as providing more complex tasks and utilizing technology, enhanced student motivation and engagement in the learning process.

The implementation of Problem-Based Learning (PBL) in this study shows that the problem-based learning model can increase student enthusiasm for English language learning. Despite challenges in vocabulary mastery and pronunciation, PBL successfully created a more engaging and relevant environment for students, thus increasing their involvement in the learning process. This is in line with Howard S. Barrows' theory, which states that PBL can increase student motivation by providing them with the opportunity to solve problems relevant to their lives (Barrows & Tamblyn, 1989). Moreover, implementing PBL also allows students to develop their social and communication skills, which are essential in learning English.

Overall, the implementation of PBL in English language learning in the 10th grade at MAN Bengkayang has shown a positive outlook in increasing student enthusiasm. Although not all students have met the KKM, this problem-based learning process offers great potential for further development, especially if continuous adjustments and evaluations are made. As a follow-up, it is recommended to integrate technology-based learning strategies further and strengthen communication aspects in each learning session to help students achieve the expected KKM.

CONCLUSION

This study aimed to enhance the enthusiasm of 10th-grade students at MAN Bengkayang for learning English through the implementation of the Problem-Based Learning (PBL) model. Based on the results from two research cycles, it can be concluded that PBL has a positive impact on increasing student engagement and motivation toward learning English. Although the improvement in student learning outcomes was still limited in the first cycle, a significant change was observed in students' willingness to actively participate in group discussions and presentations. After several adjustments were made in the second cycle, a more significant improvement occurred, with the average exam score increasing from 20 to 55. This indicates that PBL successfully sparked students' interest and provided a more relevant and engaging learning experience.

Nevertheless, despite the significant increase in student motivation, some challenges remain, particularly related to English language proficiency. Many students still have not reached the Minimum Completion Criteria (KKM), especially in terms of vocabulary usage, pronunciation, and correct sentence structure. Therefore, although PBL successfully enhanced student engagement, the challenges in mastering language skills still need to be addressed more intensively.

This study shows that the PBL model can effectively improve student motivation and enthusiasm for English lessons. With a more contextual and real-world problem-based approach, students feel more engaged in the learning process, making them more interested in learning English. However, achieving optimal learning outcomes still requires further effort in refining teaching techniques and enhancing students' language skills comprehensively.

The implementation of PBL can provide a solution to overcome challenges in English learning, particularly in the 10th grade at MAN Bengkayang. This model allows students to see the relevance of English in their lives and improves their communication

and critical thinking skills. Although not all students have reached the KKM, applying PBL offers significant opportunities for further development, especially in language proficiency and the use of technology in learning. Continuous evaluation and adjustments are needed to ensure that this method can achieve more optimal results and enhance the overall quality of learning.

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