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5 Students' Perceptions of Implementing Problem-Based Learning with blended learning in EFL Academic Reading

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Abstract: the study aimed at exploring students' perception of implementing problem-based learning with blended learning in EFL academic reading. Quantitative and qualitative data were gained by applying a questionnaire and semi-structured interviews. The study occurred at the English Education Program at Muhammadiyah University of Mataram and UNDIKMA University. The respondents involved in this research were sixty English foreign language (EFL) students who are joining an academic reading course. The result showed that students have positive perceptions of the use of problem-based learning with blended learning in teaching EFL academic reading. At the same time, the respondents found barriers preventing them to utilize problem-based learning in teaching EFL academic reading such as requiring sufficient time to complete a topic or find out the solution to a problem, needing additional fees to buy internet quota, and needing prior knowledge in applying problem-based learning. Finally, the finding gained from two types of instruments recommended that PBL with blended learning can be applied in EFL academic reading.

Keywords: *perception, academic reading, problem-based learning*

6 Introduction

1 Academic reading is an important skill (Liu & Read, 2020; Yulia et al., 2020) in higher education because students are generally required to deal with various kinds of reading tasks (Liu & Read, 2020), which are unavoidable by students for successful study in higher education (Yulia et al., 2020). However, academic reading problems in higher education are still often found in various types of researches (Monje & Macasieb, 2020), such as using a very formal vocabulary and having a high content complexity which can make it difficult for students to understand the reading text they are reading if they do not have adequate knowledge (Hartshorn et al., 2017; Hellekjaer, 2009; Muñoz & Valenzuela, 2020). Another problem found is that many activities in academic reading learning emphasize the search for information contained in reading texts whereas to get the benefits of reading is to implement critical reading as an important skill for college students (Groen et al., 2020). Furthermore, Liu & Read (2020) founds the problem in academic reading are comprehension in general, understanding implied meaning, understanding the main idea, local comprehension, integrating information within the text, reading speed, expeditious reading (e.g., skimming and searching), evaluating or critiquing information, integrating information from multiple texts, summarizing in one's own words, applying the information to one's own writing, paraphrasing in one's own words, attention or focus, motivation or attitude toward reading, information retention, and amount of reading.

19 To overcome the problems that occur in academic reading learning, the problem-based learning (PBL) model was designed and implemented. PBL is a student-centered learning process that involves small groups and educators act as facilitators during the learning process to address real problems that are the focus and to provide incentives for students to learn (Nagarajan & Overton, 2019). In the PBL model, a problem is considered a problem situation (Shuhailo & Derkach, 2021). Many researches data show that PBL can improve learning outcomes (Amin et al., 2020; Kardoyo et al., 2020; Sari et al., 2021; Suhirman et al., 2020; Suryanti & Nurhuda, 2021), increase students thinking skills via planning, arguing, stating

questions and problem, analyzing, and providing solutions to the surrounding environmental problems (Asyari, 2015), enhance motivation in continue learning (Silva et al., 2018), develop critical thinking (Pardamean, 2012; Asyari, 2015; Saputro et al., 2020; Silva et al., 2018; Ulger, 2018), enrich creative thinking (Ulger, 2018 and Silva et al., 2018), assist the students to take a lead and become responsible for their learning process, enrich students' ability to improve independence as learners, provide an opportunity to work collaboratively under their own direction, and encourage students to apply their background knowledge to make decisions with a focus on problem solving (Silva et al., 2018), become an affective complementary method because it can expose students to real problems (Tortorella & Cauchick-Miguel, 2018), train learners to gain solutions to problems faced starting from small, challenging, and to complex problems (Grasas & Ramalinho, 2016). The PBL in this study was applied through blended learning.

Blended learning is a learning process that combines synchronous and asynchronous activities (Heilporn et al., 2021), which is a continuum of face-to-face and online learning (Heilporn et al., 2021; Lakhali et al., 2020) which is very interesting, because it has the potential to optimize student engagement in learning (Halverson & Graham, 2019; Manwaring et al., 2017), and educators have a central role in facilitating interaction, providing support in the learning process, and designing learning (Boelens et al., 2018).

Literature Review

A. Concept of Perception

Perception is the way that students think or feel about the model applied in teaching and learning. The description is supported by Williams & Burden, (1999) who pointed out that perception is the way how students describe themselves. Many researchers have carried out an investigation about students' perception of problem based learning. Sulaiman (2010) performed research on students' perceptions of implementing problem-based learning in a physics course. Leddington Wright et al. (2015) undertook a study about students' perceptions and experiences of problem-based learning in first-year undergraduate sports therapy. (Azer, 2009) about problem-based learning in the fifth, sixth, and seventh grades: assessment of students' perceptions. (Miyazoe & Anderson, 2010) about learning outcomes and students' perceptions of online writing: simultaneous implementation of a forum, blog, wiki in an EFL blended learning setting. (Mpalanyi et al., 2020) about the perception of radiography students toward problem-based learning almost two decades after its indirection at Makerere University, Uganda. Furthermore, the study focused on students' perception of academic reading courses.

B. Academic Reading

Reading is one of the important skills in learning English as a foreign language that connects the knowledge possessed by previous readers (prior knowledge) with the information the author wants to convey in certain situations in order to build meaning (Ismail et al., 2020). Meanwhile, according to Alshammari (2015), reading is a process of building meaning through dynamic interactions between the knowledge already possessed by the reader and the information contained in the text. Reading is also defined as a basic skill that must be possessed by students to achieve academic success because with it they can obtain information and increase knowledge in order to achieve their learning objectives to be achieved (Hassan et al., 2017). Reading has several types, one of which is academic reading.

Academic reading is critical reading (Groen et al., 2020; Padagas & Hajan, 2020) of long texts to study certain subjects (Padagas & Hajan, 2020) which is considered an important ability for students because they are always required to read in order to complete the tasks

given by educators (Liu & Read, 2020), and is also considered a job that cannot be avoided by students to achieve educational success in higher education (Yulia et al., 2020). Furthermore, (Moore et al., 2012) state that academic reading is undoubtedly an essential ability in higher education, as university students are generally needed to deal with various types of reading tasks.

There are many researchers have undertaken research about academic reading, including (Singh, 2019) who investigated the academic reading challenges faced by international English as a foreign language master's students at a Malaysian university. The finding indicates that the students faced challenges regarding interpreting the text in English instructional settings. (Padagas & Hajan, 2020) carried out research on the academic reading needs of undergraduate students. The finding sets out that students need organizing literature items reviewed and synthesized general concepts to generate a new idea. Liu & Read (2020) performed a survey about general skills and challenges in university academic reading. They generally found that the academic reading challenges are the length or amount of reading material, a large amount of time spent on reading, the failure to finish reading within the time frame, loss of concentration or focus on reading, as well as demotivation for reading. Weir et al. (2009) undertook a survey of students in the UK on academic reading. They revealed that there are four major challenges in academic reading, such as reading text with the complex subject matter, the limited time available for reading, reading lengthy text, and quickly finding relevant information. The study is concentrated on teaching academic reading via problem-based learning.

C. Problem-Based Learning

Problem-based learning is a learning model that presents authentic problems to improve the skills needed by students through working in small groups. Problem-based learning is applied to stimulate students to think at a higher level, construct their own knowledge, and increase self-confidence. Students in the problem-based learning model are strived to always be active to find solutions to problems presented by educators. Meanwhile, educators serve as facilitators.

Problem-based learning is implemented in the learning process to solve real problems scientifically through a series of investigations to get any problem solving (Amin et al., 2020). Problems that occur around students are used as a stimulus to start learning by using the PBL model. By facing real problems, students become more enthusiastic about gathering information, investigating problems, and solving problems well (Amin et al., 2020). PBL is also defined as a student-centered learning model that encourages critical and creative thinking for real problem-solving (Kardoyo et al., 2020). PBL is one of the learning strategies that can be chosen to enhance the quality of learning (Kardoyo et al., 2020).

There are five stages in implementing the PBL model, namely the stage of conveying student orientation to problems, organizing students to learn, guiding individual and group investigations, developing and presenting work, and analyzing and evaluating the problem-solving process (Arends, 2004).

Stages	Educator Activities
Stage 1 Delivering student orientation on the problem	Educators inform learning objectives, propose reading texts to raise problems, and motivate students to be involved in solving selected problems.
Stage 2 Organizing students to study	Educators provide assistance to students to define and organize tasks related to selected problems.
Stage 3 Guiding individual or group	Educators encourage students to collect appropriate information and conduct experiments to obtain

investigations	explanations for problem solving.
Stage 4 Developing and presenting the work	Educators help students plan and prepare experimental results such as reports, videos, and models to be shared with others.
Stage 5 Analyzing and evaluating the problem solving process	Educators help students to reflect or evaluate the investigations and processes that have been carried out.

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While, Lin et al. (2010) put forward that there are three steps of PBL, namely analyzing problems, setting goals, collecting resources, summarizing ideas, and reflecting on problem-solving experiences. PBL in this research was applied through blended learning.

D. Blended-learning

Blended learning is a learning process that combines face-to-face learning with online learning by utilizing technology (Sun & Qiu, 2017). If blended learning is designed properly, it will affect learning outcomes. In the era of technological innovation, blended learning utilizes technology to create a learning environment that is more efficient, interesting, and student-centered (Yu & Du, 2019).

Methodology

Research Design

The Research design was utilized in this research is qualitative to analyze the data from the questionnaire and the exploratory qualitative method employed for interview data because the authors considered a suitable method to explore students' perceptions of the usage of PBL via blended learning in teaching and learning academic reading. It is supported by Morrison et al. (2015) who pointed out that exploratory qualitative focuses on exploring phenome from the experiences of individuals

Sample and Data Collection

The research was carried out in the third semester at the English Education Program Muhammadiyah University of Mataram and English Education Department UNDIKMA University. The number of participants was 64 who were taken through disproportionate stratified random sampling because the population is stratified and not proportional (Sugiyono, 2009).

The data collection through questionnaires and interviews to identify students' responses after utilizing PBL via blended learning in academic reading. Before the writers distribute questionnaires and undertook interviews with the participants, they joined in the teaching and learning process for five weeks by applying PBL via blended learning. After the learning process has been completed, the 30 questionnaires are distributed to them. To strengthen the data obtained from the questionnaires, the researchers utilized the triangulation technique by distributing interview question instruments to the participants through direct questions to ten students who were used as samples in the conduct of the interview.

Analyzing of Data

The analysis of the data was undertaken statistically for data gained from the results of the questionnaire instruments to find out an average score. Whereas, the data from the interview was analyzed descriptively.

Findings

EFL students' responses of motivational variable

The result of a survey on students' perception of the usage model of PBL through blended learning showed that the majority of respondents agree that the model can motivate students to learn.

Table 1. Motivational Variable

No	Statements	Score	Category
1.	This model increases learning motivation because students are directly involved in finding solutions in learning.	4.81	Strongly agree
2.	This model encourages students to collect information according to the problem.	4.4	Agree
3.	This model increases students' curiosity.	4.5	Agree

Table 1 shows that all statements in the motivational variable are in the category of strongly agree and agree. One category strongly agrees, namely this model increases learning motivation because students are directly involved in finding solutions in learning (average score 4.81) then two categories agree, namely this model encourages students to collect information according to the problem (average score 4.4) and this model increases students' curiosity (mean score 4.5).

EFL students' responses of learning process variable

Table 2. Variable of Learning Process

No	Statements	Score	Category
1.	Emphasize student-centered learning.	4.7	Strongly Agree
2.	Lecturers act as facilitators in the learning process.	4.6	Strongly Agree
3.	Encourage students to interact directly with lecturers through discussion and question and answer.	4.2	Agree
4.	Encourage collaboration between students and between students and lecturers.	4.3	Agree
5.	Utilizing blended learning encourages students to complete the tasks given because they have sufficient opportunities to find solutions to the problems being discussed.	4.2	Agree
6.	This learning model directs students to understand the concept of academic reading.	4.1	Agree
7.	This learning model directs students to improve vocabulary mastery.	4.7	Strongly Agree
8.	This learning model directs students to improve critical reading skills.	4.2	Agree
9.	This learning model directs students to actively discuss about the topic being studied.	4.1	Agree

10.	This learning model prioritizes the value of the process in each assessment.	4.7	Strongly Agree
11.	Assignments are given according to the topic being studied.	4.6	Strongly Agree
12.	The time duration to complete the task is sufficient.	4.1	Agree

Table 2 shows the variables of the learning process, five statements strongly agree such as emphasizing student-centered learning (mean score 4.7), lecturers act as facilitators in the learning process (mean score 4.6), this learning model directs students to improve vocabulary mastery (mean score 4.7), the learning model prioritizes the value of the process in each assessment (mean score 4.7), and assignments are given according to the topic being studied (mean score 4.6). Whereas seven statements agree namely encourage students to interact directly with lecturers through discussion and question and answer (mean score 4.2), encourage collaboration between students and between students and lecturers (mean score 4.3), utilizing blended learning encourages students to complete the tasks given because they have sufficient opportunities to find solutions to the problems being discussed (mean score 4.2), this learning model directs students to understand the concept of academic reading (mean score 4.1), this learning model directs students to improve critical reading skills (mean score 4.2), this learning model directs students to actively discuss the topic being studied (mean score 4.1), and the time duration to complete the task is sufficient (mean score 4.1).

ELF students' responses of learning impact variable

Table 3. Variable of Learning Impact

No	Statements	Scores	Category
1.	Improve students' understanding of academic reading concepts.	4.1	Agree
2.	Improve students' vocabulary mastery.	4.6	Strongly Agree
3.	This learning model can improve student learning outcomes.	4.1	Agree
4.	Improve students' critical reading skills.	4.2	Agree
5.	This model has been properly implemented in academic reading learning.	4.7	Strongly Agree
6.	Improve students' understanding of the PBL model steps.	4.8	Strongly Agree

Table 3 shows that three statements of learning impact variable strongly agree likes improving students' vocabulary mastery (mean score 4.6), this model has been properly implemented in academic reading learning (mean score 4.7), and Improve students' understanding of the PBL model steps (main score 4.8). Then, three statements were responded with agree, they improve students' understanding of academic reading concepts (mean score 4.1), this learning model can improve student learning outcomes (mean score 4.1), and improve students' critical reading skills (mean score 4.2).

EFL students' response of accompaniment impact variable

Table 4. Variable of Accompaniment Impact

No	Statements	Scores	Category
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1.	Learning is more interesting.	4.7	10 Strongly Agree
2.	Improve students' self-confidence by presenting the results of the investigation.	4.6	Strongly Agree
3.	Improve students' collaboration skills.	4.1	16 Agree
4.	Improve students' problem solving skills.	4.3	Agree
5.	Improve students' critical thinking skills.	4.1	Agree
6.	Improve students' communication skills	4.2	Agree
7.	Improve students' leadership skills.	4.1	Agree
8.	Improve students' creativity skills.	4.1	6 Agree
9.	Improve the ability to use technology by utilizing the learning management system (LMS) in learning.	4.0	Agree
10.	Increase student tolerance to accept different opinions.	4.6	Strongly Agree

Table 4 shows that three statements of accompaniment impact variable strongly agree, such as learning more interesting (mean score 4.7), improving students' self-confidence by presenting the results of the investigation (mean score 4.6), and increasing student tolerance to accept different opinions (mean score 4.6). While seven statements were responded with agree. They are Improve students' collaboration skills (mean score 4.1), improve students' problem-solving skills (mean score 4.3), improving students' critical thinking skills (mean score 4.1), improve students' communication skills (mean score 4.2), improve students leadership skills (mean score 4.1), improve students' creativity skills (mean score 4.3), and improve the ability to use technology by utilizing the learning management system (LMS) in learning (mean score 4.3).

The average score on each variable can be seen in figure 1 below.

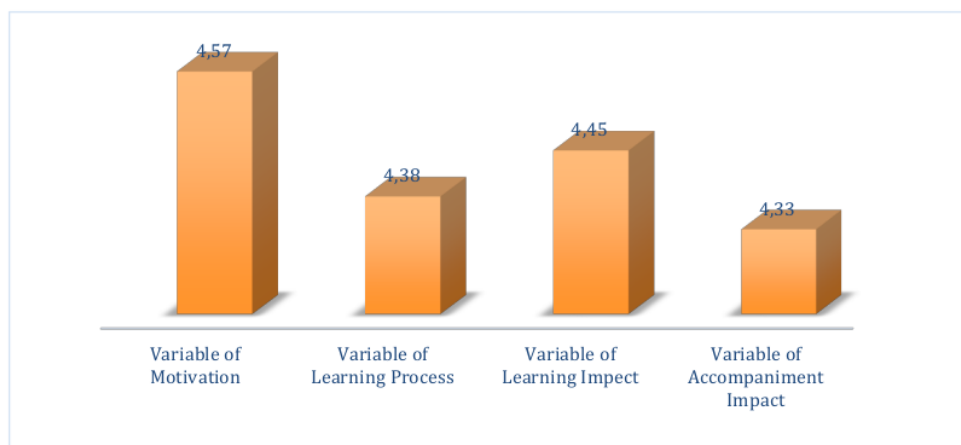


Figure 1. The Average Score of Each Variable

The average score of each questionnaire variable distributed to find out the data on student responses to the use of the PBL model through blended learning in academic reading learning can be shown that the motivation variable has an average score of 4.2, the learning process variable is 4.3, the learning effect variable is 4.2, and the accompanying impact variable 4.5.

The results of interviews with ten students asking five questions can be explained:

1. Students are motivated and more active to learn EFL academic reading by applying the PBK model because they are directly involved in providing solutions to real problems that are happening.
2. The PBL model can help students to understand academic reading material because they are asked to think critically and creatively not only to understand reading texts.
3. The PBL model through blended learning can help students to comprehend deeply about EFL academic reading because they gain additional time to discuss the topic being studied with friends.
4. The PBL model can track academic reading skills in each group because they are asked to present the solutions offered to problems in the topic being discussed.
5. The PBL model can make a positive contribution to learning outcomes because the assessment is not only carried out in the mid-semester and final semesters but also process assessments undertaken by both educators and group friends.

Discussion

The findings of students' perceptions on motivational variables revealed that the PBL model through blended learning could increase students learning motivation in the EFL academic reading course. This is similar to the findings of Silva et al. (2018), who found that PBL model can enhance students motivation to learn. Furthermore, the students' agreeable response to the second statement of the motivational variable on the model encourages students to collect information according to the problem. This is congruent with the finding of Tortorella & Cauchick-Miguel (2018) and Amin et al. (2020), who revealed that PBL effective complementary method for learning, especially to gather literature, better learning experience to overcome actual problems, provide a more fertile environment to learn, and collect information to solve real problems. Then, the last statement about the model can increase students' curiosity, also responded with agree. This is consistent with Asyari (2015), who claimed that the implementation of PBL encouraged the stating questions to the surrounding environmental problems.

The finding of students' perception on variable learning process pointed out that respondents strongly agree with five statements, the first, learning process emphasizes students-center learning. This is in line with Nagarajan and Overton (2019), who put forward that student-center learning is the implementation of PBL which offer educators the opportunity to engage students in solving complex real-world problems. The second, an educator acts as a facilitator in teaching and learning process, to provide more opportunities for students, such as undertake investigation, have a discussion, and explore their opinion. The third, the learning model directs students to improve vocabulary mastery, because they are asked to read several reading texts that have been prepared to be applied in EFL academic reading learning process, the form of reading text used is argumentative text. The fourth, this learning model prioritizes the value of the process in each assessment, and the fifth, assignments are given according to the topic being studied.

Whereas, respondents agree with seven statement agree namely encourage students to interact directly with lecturers through discussion and question and answer both face to face (offline) or online learning, encourage collaboration between students and between students and lecturers, by utilizing blended learning, it encourages students to complete the tasks given because they have sufficient opportunities to find solutions to the problems being discussed, this learning model directs students to understand the concept of academic reading, this learning model directs students to improve critical reading skills, this learning model directs

students to actively discuss about the topic being studied, and the time duration to complete the task is sufficient.

The findings of students' perceptions of the learning impact variable confirm that academic reading learning using the PBL model via blended learning can improve students' vocabulary mastery, students' understanding of the steps of the PBL model, students' understanding of academic reading concepts, student learning outcomes, and students' critical reading skills. These students' perception supported by many researchers, who have undertaken many investigations about PBL model (e.g. Ulger, 2018 and Silva et al., 2018).

The finding of students' perception on accompaniment impact variable addresses that learning using the PBL model via blended learning in academic reading learning can make a positive contribution in increasing trust, students' tolerance for accepting different opinions, students' collaboration skills, students' problem solving skills, students' critical thinking skills, student communication skills, student leadership skills, enhance student creativity, and ability to use technology because learning process undertaking via blended learning (e.g. Pardamean, 2012; Asyari, 2015; Saputro et al., 2020; Silva et al., 2018; Ulger, 2018),.

Regarding the interview result about students' perceptions pointed out that the PBL model via blended learning in EFL academic reading can make students more active and motivated to learn because they are directly involved to obtain many solutions to the problems discussed. This is in line with Silva et al. (2018), who put forward that PBL can improve students' motivation. Furthermore, the PBL model contributes positively to learning outcomes such as some of the results of research conducted by many researchers (e.g. Amin et al., 2020; Kardoyo et al., 2020; Sari et al., 2021; Suhirman et al., 2020; Suryanti & Nurhuda, 2021). Then, the TBL model can also enhance students' deep understanding, critical thinking, and creativity because they will gain additional time by learning via blending learning, investigating the problem by collecting information, and presenting the result of the solution who has gained.

Conclusion

The finding of the research showed that students have a positive perception of the usage PBL model via blended learning in EFL academic reading courses in the motivational variable, learning process variable, learning impact variable, and accompaniment impact variable.

The PBL model through blended learning can improve motivation, curiosity, EFL vocabulary mastery, and critical EFL reading because students are the center of learning and education as facilitators. The PBL model can also develop collaborative skills, problem-solving, critical thinking, creativity, and leadership by conducting investigations to find solutions to the problems to be solved. Whereas, the PBL can increase self-confidence, tolerance, and communication skills by presenting the results of an investigation. Furthermore, students will have the ability to utilize technology because the learning process is carried out in a blended manner via a learning management system, namely Zoom Meeting and Google Classroom. PBL models through blended learning can be implemented in learning EFL academic reading courses and other subjects that have the aim of improving learning outcomes.

Recommendations

The researchers recommend that the PBL model through blended learning can be applied to improve academic reading learning outcomes and proposes to expand the use of the PBL model through blended learning in other courses or other foreign languages, the future researchers can expand research respondents so that they can truly represent that this model

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