Implementing Problem-Based Learning In English Language Teaching: A Case Study Of Teacher Experiences

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ABSTRACT

This study explores English teachers' perceptions of Problem-Based Learning (PBL) and the challenges they encounter in implementing it within the context of junior high school English instruction in Indonesia. Using a qualitative case study design, data were collected from two English teachers at SMP Negeri 15 Ambon through semi-structured interviews, analysis of lesson plans, and classroom observations. Thematic analysis revealed that teachers perceived PBL as an effective approach for enhancing student engagement, promoting collaborative learning, and fostering critical thinking. Real-world problem scenarios were reported to motivate students and encourage deeper involvement in language use. However, the study also identified several implementation challenges, including students' limited vocabulary, time constraints, learner dependency, and a lack of institutional support. Despite these obstacles, teachers expressed commitment to PBL and emphasized the need for ongoing professional development and curriculum flexibility. The findings highlight the potential of PBL to transform English language classrooms into more student-centered environments and underscore the importance of systemic support in ensuring its successful adoption.

Keywords: *Problem-Based Learning, English Language Teaching, Teacher Perception, Student Engagement, Case Study, Junior High School, Indonesia*

INTRODUCTION

English has become a global lingua franca, playing a crucial role in facilitating cross-cultural communication across domains such as business, education, science, and technology (Rao, 2019). In Indonesia, English has been officially incorporated into the school curriculum since 1967 (Misdar, 2005). Despite decades of formal instruction, Indonesian students' English proficiency remains relatively low. According to the EF English Proficiency Index, Indonesia ranks 80th out of 112 countries, indicating persistent challenges in achieving effective English language education (Reisha, 2019). These statistics highlight the urgent need to reevaluate teaching methodologies and explore more engaging, student-centred approaches.

To respond to these concerns, the Indonesian government introduced Kurikulum Merdeka, a new curriculum framework that promotes more flexible, relevant, and student-oriented

learning strategies. One of the key instructional models within this curriculum is Problem-Based Learning (PBL). PBL is a student-centred pedagogical method in which learners engage with real-world problems as a context for developing problem-solving skills, critical thinking, and language competence. As Nadeak and Naibaho (2020) explain, PBL guides students through the processes of identifying, understanding, and addressing challenges, fostering active learning and intellectual independence. Unlike traditional teacher-centred methods, PBL encourages inquiry, collaboration, and deeper engagement with content.

However, the shift from conventional teaching approaches to PBL is not without obstacles. Patty et al. (2022) point out that many educators tend to default to the methods they were taught with—typically lecture-based and teacher-centred. Therefore, adopting PBL requires a paradigm shift in both instructional design and teacher mindset. In PBL, the teacher's role transitions from being the primary source of knowledge to becoming a facilitator who supports students in their learning journey. This approach is intended to create a more interactive classroom environment, promoting autonomy, curiosity, and communication.

In the context of English language teaching, PBL presents both opportunities and challenges. According to Hadi and Izzah (2021), the integration of real-life problems into language instruction encourages students to use English for meaningful communication and problem-solving. However, students' limited English proficiency, particularly in vocabulary and comprehension, often hinders their ability to fully engage in PBL activities. Moust et al. (2021) also emphasize that PBL does not prescribe exact learning outcomes, which may lead to confusion or disengagement if students lack foundational skills or guidance.

A number of studies have examined the effectiveness of PBL in language learning settings. Hadi and Izzah (2021) conducted research on pre-service teachers at the Muhammadiyah University of Jakarta and found that PBL contributed to improved English skills and increased classroom participation. Similarly, Badriyah, Kiptiyah, and Wijaya (2021) investigated the use of PBL in developing students' writing skills, specifically in hortatory exposition texts, and concluded that students taught through PBL performed significantly better than those who were not. Another study by Kök and Duman (2023), employing a mixed-methods approach, found that PBL had a positive impact not only on students' academic performance but also on their problem-solving abilities and social interactions. However, it also noted that extended use of PBL could lead to decreased motivation if not well-managed.

While these studies provide valuable insights, they largely focus on student outcomes using experimental or quasi-experimental designs. There is a noticeable gap in research that explores how teachers perceive the implementation of PBL, particularly in real classroom contexts where it has already been adopted. Understanding teachers' experiences, including the benefits they observe and the difficulties they encounter, is essential for the successful integration and sustainability of PBL in schools.

Therefore, this current study seeks to investigate how English teachers at SMP Negeri 15 Ambon perceive the use of PBL in their classrooms. It focuses on how teachers implement PBL, the advantages they observe in student learning, and the challenges they face in adapting this methodology to the junior high school context. By centering on teachers' voices, the study aims to provide practical insights for improving PBL implementation, ensuring that it not only enhances language proficiency but also cultivates critical thinking and student agency.

To achieve these objectives, the study addresses the following research questions:

1. What are English teachers' perceptions of the benefits of implementing Problem-Based Learning (PBL) in junior high school English classrooms?
2. What challenges do English teachers experience in the implementation of PBL, and how do they address these challenges in practice?

By answering these questions, the study contributes to a deeper understanding of the practical application of PBL in Indonesian English classrooms. It also offers recommendations for supporting teachers through training, resource development, and institutional collaboration, thereby increasing the effectiveness of PBL in language education.

METHOD

This research employed a qualitative case study design to explore English teachers' perceptions of Problem-Based Learning (PBL) in classroom instruction. A case study approach is particularly appropriate for examining complex, context-dependent phenomena such as teaching practices, allowing for a rich, in-depth understanding of how teachers experience the practical benefits and challenges of PBL in their unique setting (Yin, 2018). The study focused on a bounded system: the use of PBL by English teachers at SMP Negeri 15 Ambon. This single-case study enabled the researcher to gather nuanced insights into teachers' beliefs, classroom adaptations, and the contextual barriers they face, without aiming for broad generalization.

Participants in this study were selected through purposive sampling based on specific criteria relevant to the study's objectives. The two English teachers selected were both currently teaching at SMP Negeri 15 Ambon and had at least one semester of experience implementing PBL in their English instruction. The rationale for selecting these participants was to ensure that the study captured in-depth and informed perspectives from individuals with direct and ongoing experience with PBL. Prior to participation, informed consent was obtained, and the teachers were assured that their responses would be treated confidentially and anonymously.

To gather comprehensive data, multiple sources were used. The primary method of data collection was semi-structured interviews, which allowed for flexibility while maintaining a consistent thematic structure. Each interview lasted between 45 and 60 minutes and was audio-recorded with the participants' consent. The interview questions were designed to elicit information on how teachers perceived the value of PBL, the practical challenges they faced in implementation, and the strategies they employed to adapt their teaching practices. Sample questions included: "Can you describe a successful PBL activity you conducted?" and "What challenges do you face when students participate in problem-based tasks?" To complement the interviews, participants were asked to share PBL-related lesson plans, instructional materials, and examples of student work. These documents served to contextualize and corroborate the interview findings. Additionally, the researcher-maintained field notes during the interviews, capturing non-verbal cues, reflections, and contextual observations that added richness to the data.

The data were analyzed using thematic analysis, which is suitable for identifying recurring patterns and constructing meaning from qualitative narratives. The analysis followed Braun and Clarke's (2006) six-phase framework. First, the researcher became familiar with the data by repeatedly reading the interview transcripts, field notes, and documents. Next, initial codes were generated inductively, capturing descriptive and process-oriented elements relevant to the research questions. These codes included categories such as "limited vocabulary," "student motivation," "teacher adaptation," "time constraints," and "collaborative strategy." The codes were then reviewed and refined into broader thematic categories. For instance, codes related to language challenges and time management were grouped under the theme "Barriers to Implementation," while responses reflecting increased engagement and critical thinking were categorized under "Perceived Benefits of PBL." Themes were reviewed and validated across the various data sources to ensure consistency and coherence, and then interpreted in light of existing research.

To enhance the validity and reliability of the findings, several strategies were employed. Data triangulation was achieved by comparing interview data with lesson plans and field observations, allowing for cross-verification of key insights. Member checking was conducted by sharing emerging themes and interpretations with participants, who confirmed the accuracy of the representations. An audit trail was maintained to document the analytical decisions and coding processes, providing transparency and replicability. In addition, peer debriefing with two qualitative researchers was conducted to critically assess the coding framework and thematic interpretations. Rich, thick description—including verbatim quotations—was used throughout the findings to support credibility and allow readers to make contextual judgments.

Finally, ethical procedures were followed in full. Ethical approval was obtained from the relevant institutional review board. Participants were informed of the study's purpose, their right to withdraw at any time, and the steps taken to ensure anonymity. Pseudonyms were used in all published materials to protect the identity of the participants.

FINDINGS AND DISCUSSION

This section presents the results of the case study examining how English teachers perceive and experience the implementation of Problem-Based Learning (PBL) in a junior high school context. Data were collected through semi-structured interviews, teaching documents, and field observations, and were analyzed using Braun and Clarke's (2006) thematic analysis framework. Two overarching categories emerged from the analysis: (1) Perceived Benefits of PBL, and (2) Challenges in Implementing PBL. Each category comprises several themes that reflect teachers lived experiences in applying PBL in their classrooms.

    1. **Perceived Benefits in Implementing PBL**

Teachers consistently expressed positive perceptions regarding the pedagogical impact of PBL. Thematic analysis revealed three major benefits: (a) increased student engagement and motivation, (b) development of higher-order thinking skills, and (c) promotion of collaborative learning.

Increased Student Engagement and Motivation

Both participants expressed that Problem-Based Learning (PBL) had a noticeable impact on student engagement in the English classroom. Unlike traditional methods that emphasized passive learning through repetition and direct instruction, PBL encouraged students to be more active and self-directed. By working on problems connected to real-life issues, students were able to see the relevance of English beyond the classroom setting. This shift in learning approach helped to awaken students' curiosity and fostered a more dynamic and collaborative classroom environment. Teacher A observed that students were more responsive when learning was anchored in familiar contexts: "*They were not just listening to me. They were doing things—searching, talking, thinking. It made the class feel alive.*"

One of the most powerful engagement strategies involved using locally relevant problems. For instance, both teachers used environmental issues such as pollution, littering, and local waste management as contexts for PBL. These topics struck a chord with students because they were visible and immediate in their daily lives. Teacher A recalled: "*When the students worked on solving problems about pollution in their neighborhood, they got excited because it felt real to them. They even shared their own observations and stories.*" The emotional and social relevance of the topic prompted students to not only share their experiences but also to listen to each other more attentively. This peer-to-peer interaction deepened the learning experience and gave students a meaningful reason to use English as a communication tool.

Teacher B shared a similar observation, particularly highlighting the shift in participation among typically disengaged students. "*Some of the quiet students who usually don't say anything started talking when we discussed a problem about school rules. They had strong opinions, and because it was a group task, they felt more comfortable expressing themselves.*" This reflects how PBL tasks—especially those that involved student collaboration and discussion of real problems—created an inclusive space where even less confident students found a voice. According to Teacher B, students responded positively when given the autonomy to explore issues that mattered to them, which not only increased motivation but also built their confidence to use English in more purposeful ways.

The teachers' lesson plans and class materials also reinforced this finding. Both included problem scenarios rooted in school life, such as bullying or how to reduce classroom distractions, which students found relatable. Field notes taken during these sessions noted students were noticeably more animated, initiating questions and offering comments without prompting. As Teacher B described: "*They were more focused and excited because they were doing something meaningful. It wasn't just filling out a worksheet; they were solving something together.*" These observations, supported by both narrative data and instructional artifacts, confirm that PBL fostered a more

engaged and motivated learning environment. It empowered students to connect personal experience with language practice, making English learning more meaningful and enjoyable.

Development of Higher-Order Thinking Skills

Both teachers observed that Problem-Based Learning (PBL) contributed significantly to the development of students' higher-order thinking skills, particularly in the areas of analysis, evaluation, and reasoning. Unlike conventional exercises that often-emphasized grammar drills or memorization, PBL required students to make judgments, propose solutions, and reflect on the implications of their choices. Through this process, students not only engaged with content more deeply but also developed transferable thinking skills. As Teacher A noted, "*When they are solving problems, they are not just thinking about answers—they are thinking about why it's the best answer, or how it will work. It pushes them to go further than just writing or translating.*"

A specific example given by Teacher B involved a project where students were asked to propose a campaign to reduce plastic use in their school. In completing this task, students had to research facts, compare different strategies, and decide which solution would be most realistic for their school context. "*They had to analyze what we usually do with waste here, then think about how to change that. I asked them to give reasons for their ideas—not just say 'we should recycle,' but explain why and how,*" Teacher B explained. The students presented their proposals through group posters and oral presentations, which required them to synthesize information and articulate their reasoning using English.

These projects were supported by lesson plans that emphasized task-based, inquiry-driven activities. Students were not given fixed answers but were instead guided through question prompts and group dialogue. Field notes during one observed session showed students debating whether banning plastic bottles would be practical given the school's facilities, revealing an emerging capacity for critical evaluation. Teacher A remarked on this shift, saying: "*They are beginning to think critically—not just accept what I say, but ask questions like, 'Is this really the best way?' That's a big change.*" This suggests that PBL helped students move beyond surface-level understanding and engage in more complex thinking processes.

In addition, both teachers reported that reflective activities at the end of each project played a key role in developing metacognitive awareness. Students were asked to evaluate their group performance and reflect on what strategies worked best, fostering self-assessment and deeper learning. "*I ask them after each task—what was hard, what they learned, what they would do differently. At first, they didn't know how to answer. Now they are more aware of their own thinking,*" said Teacher B. These post-task reflections were also evident in student journals and presentation feedback forms shared by the teachers. Overall, the integration of real-world problem-solving, collaborative decision-making, and reflection helped cultivate essential 21st-century skills, positioning PBL not just as a method for language learning but also as a framework for cognitive and intellectual growth.

Promotion of Collaborative Learning A key theme that emerged from both interviews and document analysis was that Problem-Based Learning (PBL) significantly promoted collaborative learning among students. By working in groups to solve real-world problems, students had to negotiate roles, share information, and depend on one another to complete tasks. This setup created authentic opportunities for interaction, allowing students to practice communication skills in meaningful contexts. Teacher A emphasized how the structure of PBL naturally encouraged collaboration: "*They are not just sitting and listening. They have to talk to each other, decide things together, and sometimes argue. It's good because they learn how to work as a team.*"

Group-based problem tasks gave students opportunities to learn from their peers, especially when groups were intentionally mixed by proficiency levels. Teacher B highlighted the strategic importance of grouping: "*I try to put stronger students with those who need more help. At first, the stronger students did most of the talking, but over time the others started contributing more. They help each other with vocabulary or ideas.*" This peer scaffolding allowed lower-achieving students to learn in a supportive environment, while more proficient students developed leadership and mentoring skills. Over several PBL cycles, both teachers observed a noticeable improvement in how students negotiated meaning and supported one another's learning.

The development of collaborative skills was also evident in the teaching documents reviewed. Both teachers used structured group roles (e.g., discussion leader, note-taker, presenter) and provided group reflection templates that encouraged accountability and shared responsibility. During observed lessons, students worked together on brainstorming sessions, group posters, and presentations. Field notes recorded students engaging in problem-solving dialogue, such as asking for clarification, giving feedback, or dividing tasks. As Teacher A put it, *"Now they don't wait for me to give instructions every step—they know how to manage their group. That independence shows they are growing."* This shift from teacher-directed to student-managed learning reflected a deeper adoption of collaborative routines.

Moreover, the collaborative nature of PBL helped create a more inclusive and interactive classroom culture. Teacher B mentioned that group discussions helped reduce the anxiety some students felt in speaking English, especially when speaking in front of the whole class. "*They are less afraid to speak in groups than in front of everyone. And when their friends support them, they feel more confident,*" she explained. This emotional safety contributed to a positive learning environment where students felt respected and valued for their contributions. The mutual support fostered through group work not only enhanced English language development but also built essential social skills such as empathy, active listening, and conflict resolution. Overall, the collaborative aspect of PBL played a vital role in building a classroom culture centered on shared learning and mutual support.

2. **Challenges in Implementing PBL**

While both teachers held a generally positive perception of Problem-Based Learning (PBL), they also encountered notable challenges during its implementation. Four interrelated themes emerged from the analysis of interviews, teaching materials, and classroom observations: (1) Limited Student Vocabulary, (2) Time Constraints, (3) Student Readiness and Responsibility, and (4) Teacher Workload and Support. These challenges reflect the practical tensions teachers must navigate when applying student-centered approaches in real classroom contexts.

Limited Student Vocabulary

One of the most persistent issues identified by both teachers was students limited English vocabulary, which significantly hindered their ability to fully participate in PBL activities. Because PBL tasks often required students to discuss complex problems and express opinions, language barriers became more pronounced—especially for lower-proficiency learners. Teacher A explained, *"They understand the topic in Bahasa, but when they try to say it in English, they get stuck. Sometimes they stop trying because they're afraid of saying something wrong."* This gap in productive language skills made it difficult for students to engage in higher-level discussions or complete written reflections independently.

Teacher B reported similar experiences, noting that vocabulary limitations affected not only students' ability to speak but also their comprehension of problem scenarios. *"Some of them don't understand the instructions or the problem situation because there are too many new words. I have to explain it again in simple English or even in Bahasa,"* she said. To manage this, both teachers used visual aids, bilingual handouts, and peer support strategies. However, the need for constant scaffolding often slowed down group progress and reduced the overall depth of inquiry.

Time Constraints

Both teachers described PBL as more time-consuming than traditional teaching methods, posing a challenge within the constraints of the school timetable. Planning meaningful problem scenarios, guiding group processes, and conducting reflective discussions required extended class periods that were not always available. Teacher A shared, *"Sometimes, just setting up the problem and letting them discuss takes the whole lesson. There's no time left for presentations or reflection."* This mismatch between instructional design and time allocation forced teachers to compromise on either task complexity or depth of learning.

To manage this, both teachers adapted by spreading a single PBL task over multiple lessons or simplifying problem scenarios. However, they acknowledged that this sometimes diluted the richness of the learning experience. Teacher B noted, *"When I shorten the task to fit the time, it doesn't feel like a real problem anymore. It becomes like a normal assignment."* Their lesson plans showed efforts to streamline the PBL process—for example, by using pre-structured worksheets and shortened discussion prompts—but these adaptations often limited the student-driven nature that defines authentic PBL.

Student Readiness and Responsibility

Transitioning students from passive recipients of knowledge to active participants in learning proved to be a gradual and sometimes difficult process. Both teachers mentioned that students were unfamiliar with collaborative inquiry and often lacked the self-regulation skills needed for independent group work. Teacher A reflected, *"At first, they didn't know how to work in groups without me telling them exactly what to do. Some students just waited or followed others."* This lack of initiative affected group dynamics and the quality of student contributions.

Teacher B echoed this concern, adding that students often expected direct answers or relied heavily on the teacher for guidance. *"They are used to being told what to do. So when I ask them to decide or explore, they get confused or frustrated,"* she explained. To foster a sense of responsibility, both teachers implemented structured group roles, set clear expectations, and monitored group interactions closely. Over time, they observed gradual improvement, but emphasized that PBL requires repeated exposure and consistent scaffolding to develop student autonomy.

Teacher Workload and Support

Finally, both participants noted that PBL significantly increased their workload, particularly in terms of lesson planning, facilitating group work, and assessing learning outcomes. Designing authentic problems, anticipating student needs, and preparing support materials demanded more preparation time than standard instructional routines. Teacher A admitted, *"I love using PBL, but it takes so much energy. I have to think about every step—what if they don't understand, what materials do they need, how will I assess them?"*

In addition to workload, the lack of institutional support was a concern. Teacher B expressed the need for more professional development and collaboration with colleagues: *"I learn PBL mostly from webinars or YouTube. It would be better if we had workshops or time to plan with other teachers."* Both teachers recommended that schools provide more structured opportunities for joint lesson planning, peer feedback, and resource sharing to make PBL more sustainable. Without such support, even motivated teachers may struggle to maintain the quality and consistency of PBL instruction over time.

DISCUSSION

The findings of this case study indicate that English teachers at SMP Negeri 15 Ambon perceive Problem-Based Learning (PBL) as a beneficial instructional method that enhances student engagement, promotes critical thinking, and supports collaborative learning. However, despite these positive perceptions, teachers face several challenges related to student language proficiency, time constraints, learner autonomy, and institutional support. These findings confirm and extend existing literature on the practical implementation of PBL in language learning contexts, especially within developing educational systems like Indonesia.

One of the most prominent benefits identified in this study was the increase in student engagement and motivation. Teachers observed that real-world problem scenarios encouraged learners to participate more actively and see English as a meaningful tool for communication. This supports the work of Hmelo-Silver (2004), who emphasized that PBL promotes learner-centered inquiry that leads to deeper motivation and engagement. Similarly, Hadi and Izzah (2021) found that PBL enhanced students' participation and self-expression in English classrooms, especially when problems were contextual and culturally relevant. In this study, both teachers noted that students who were typically passive became more involved when tasks connected with personal or community-based issues, such as pollution and school discipline. This validates the role of relevance and authenticity in language instruction, which is central to communicative and task-based teaching models (Richards, 2006).

The teachers also reported clear evidence of higher-order thinking skill development, including critical analysis, evaluation, and problem-solving. Students were required to formulate solutions, justify decisions, and reflect on their learning process—core competencies aligned with 21st-century education frameworks (Trilling & Fadel, 2009). These findings echo the conclusions of Kök and Duman (2023), who observed that PBL activities cultivated not only academic knowledge but also reasoning and cognitive flexibility in English as a Foreign Language (EFL) contexts. In this case study, both Teacher A and B provided examples where students engaged in analytical discussions and reflective evaluations—indicating a shift from memorization-based learning toward more conceptual engagement. This aligns with the goals of the Kurikulum Merdeka, which aims to build independence and critical competence through active learning (Kemendikbud, 2022).

Another key benefit was the promotion of collaborative learning. Group tasks enabled students to negotiate meaning, divide responsibilities, and support one another in solving problems. This is consistent with sociocultural learning theories that emphasize knowledge co-construction through social interaction (Vygotsky, 1978). The role of collaboration in enhancing student learning outcomes has been widely supported in PBL research (Hmelo-Silver, 2004; Nadeak & Naibaho, 2020). In this study, the use of mixed-ability groups and defined peer roles allowed students to contribute according to their strengths while learning from each other, echoing findings by Badriyah et al. (2021), who noted similar results in writing-focused PBL classrooms.

Despite these advantages, teachers encountered significant challenges in the implementation of PBL. The most frequently cited issue was students' limited vocabulary and linguistic confidence, which made it difficult for them to fully engage in discussions or comprehend problem tasks. This finding reinforces prior research by Moust et al. (2021) and Hadi and Izzah (2018), who argued that without sufficient scaffolding, learners may struggle to meet the open-ended demands of PBL. The challenge was particularly acute for low-proficiency students who found it hard to express ideas in English, which can be discouraging and inhibit participation. To address this, both teachers in the current study employed translanguaging strategies, visual aids, and peer support, though they admitted these adaptations often slowed classroom progress.

Time management also emerged as a significant concern. Teachers reported that designing meaningful PBL tasks and guiding group work within limited class time was demanding and often impractical. This is a recurring issue in PBL implementation, as observed in studies by Rao (2019) and Patty et al. (2022), which note that PBL requires not only time for facilitation but also institutional flexibility to be effective. The tension between curriculum pacing and deep learning is one that educators continue to navigate, especially in exam-driven systems.

In terms of student readiness and independence, the shift from teacher-led instruction to student-directed inquiry was met with resistance and confusion, especially during initial stages. Students lacked experience in autonomous learning and often depended on direct guidance. This resonates with findings by Nadeak and Naibaho (2020), who highlighted that the success of PBL depends not only on task design but also on students' ability to manage their own learning. Teachers in this study responded by introducing structured roles and reflective checklists, gradually helping students internalize collaborative and metacognitive strategies.

Finally, the increased workload and lack of institutional support were notable barriers for teachers. Planning for PBL demands more time and creativity, and without professional development or collaboration opportunities, it becomes difficult to sustain. This aligns with Golafshani (2003), who stresses the importance of reliability, support structures, and training in the successful application of qualitative teaching models. Teachers in the study expressed a clear need for systemic backing, including training sessions, resource banks, and co-teaching models that could help normalize PBL across classrooms.

CONCLUSION

This study explored English teachers' perceptions of Problem-Based Learning (PBL) and their experiences implementing it within a junior high school context. The findings revealed that teachers perceive PBL as a highly beneficial instructional approach that enhances student engagement, encourages collaborative learning, and fosters the development of higher-order thinking skills. Real-world problem scenarios were found to make learning more relevant and meaningful, increasing student motivation and active participation. However, the implementation of PBL also presented several challenges, including students' limited vocabulary, time constraints, and difficulties in promoting learner autonomy. Teachers also highlighted the need for greater institutional support and professional development to sustain and improve the quality of PBL practices. These insights suggest that while PBL holds strong potential for enriching English language instruction, its success requires systematic scaffolding, collaborative planning, and contextual adaptation to meet the diverse needs of learners. Future efforts should focus on equipping teachers with the necessary tools, training, and support to ensure that PBL becomes an accessible and sustainable practice in Indonesian classrooms.

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