

ABSTRACT

Atamy, Afifah Zahra. Student Registration Number: 2213321028, Students' Perceptions on the Implementation of Problem-Based Learning in Writing Procedural Text at Grade X SMKN 8 Medan, A Thesis: Faculty of Languages and Arts, Universitas Negeri Medan, 2025.

This study is aimed to analyze students' perceptions on the implementation of Problem-Based Learning (PBL) in writing procedural texts at Grade X Culinary Arts 5 at SMKN 8 Medan. Employing a qualitative approach, the data were obtained through questionnaire, classroom observation, and semi-structured interview. Thirty-five students from X Culinary Arts 5 served as the source of data. The questionnaire consisted of eight closed-ended statements adapted from Zahra and Baa (2021), which measured students' perceptions based on key indicators such as curiosity and independent learning, organization and writing process, collaboration and communication, and vocabulary and writing skills development. Classroom observation documented real-time engagement and interactions during PBL activities, while semi-structured interview captured students' experiences and thoughts on PBL implementation. The findings revealed that students generally perceived PBL positively, noting its effectiveness in enhancing writing skills, particularly in structuring procedural texts and expanding vocabulary. This study highlights that PBL is more effective when students possess a practical orientation and a collaborative mindset, as seen in Culinary Arts students who connected procedural texts with real-world applications. Although some students faced challenges in adapting to problem-solving tasks, PBL fostered collaboration, encouraged independent learning, and increased motivation, making it a highly interactive and beneficial approach to learning procedural texts in vocational education.

Keywords: *Students' Perceptions, Problem-Based Learning (PBL), Writing Skills, Procedural Text.*