

ABSTRACT

Pradipta, Rifai Ivan, 2213321006. **Students' Perceptions on Problem-based Learning Model in Writing Recount Text at SMP Negeri 3 Percut Sei Tuan**

This study investigated students' perceptions of the Problem-Based Learning (PBL) model in writing recount texts at the 8th grade of SMP Negeri 3 Percut Sei Tuan. The research aimed to (1) describe students' perceptions of using PBL in writing recount texts based on Catherine's theory (2009), and (2) explore the factors influencing students' perceptions based on Robbins' theory (2005). A qualitative research design was employed to obtain an in-depth understanding of students' experiences. Data were collected through questionnaires and interviews involving 20 eighth-grade students. The questionnaire identified the types of students' perceptions, while the interviews explored the underlying factors, including perceiver characteristics, target factors, and situational aspects. The findings revealed that most students held a positive perception toward the use of PBL in writing recount texts, as it enhanced their engagement, critical thinking, and writing skills. Students perceived PBL as effective, interesting, and motivating, although some reported challenges such as time management and needing more guidance from the teacher. The study indicated that students' perceptions were influenced by personal motivation, peer interaction, and classroom environment. In conclusion, PBL serves as an effective instructional strategy that promotes active learning and supports the development of writing skills in recount texts.

Keywords: *Problem-Based Learning, Students' perceptions, Writing skills, Recount text*