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IMPLEMENTATION OF PJBL IN ENGLISH LEARNING AT SMAN 1 GLENMORE: CORE PRACTICES AND OBSTACLES ENCOUNTERED



Thesis By:

Defi yulia hardiyana

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THESIS

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By:

Defi Yulia Hardiyana
NIM. 2211221017

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING
UNIVERSITAS KH MUKHTAR SYAFAAT (UIMSYA)
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By:
Defi Yulia Hardiyana
NIM. 2211221017

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING
UNIVERSITAS KH MUKHTAR SYAFAAT (UIMSYA)
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It has been approved to be submitted in the thesis examination

Session on: .....

Acknowledged,

Head of English Education Department	Advisor,
AHMAD FARUK, M.Pd.	ADIB AHMADA, M.Pd.
NIPY. 3151611058801	NIPY. 3150930068601

AGREEMENT

This is to certify that the thesis of Defi Yulia Hardiyana has been approved by the board of Education and Teacher Training Faculty of Islamic University of KH. Mukhtar Syafaat Blokagung Banyuwangi examiners on:

Thursday, June 18, 2026
and has been accepted and validated as one of the requirements for obtaining a Bachelor of Education degree (S.Pd.)

Examiners team:

Chairperson

ADIB AHMADA, M.Pd.
NIPY. 315093006860 1

Examiner 1

FAIQOTUR RIZKIYAH, M.Pd.
NIPY. 3151710129201

Examiner 2

DEWI KHAWA, M.Pd.
NIPY. 3151412018901

Dean

Dr. ZULFI ZUMALA DWI ANDRIANI, M.A.
NIPY. 3150722128401

MOTTO AND DEDICATION

The wounds of the past are not the end of the journey, but proof that I have the strength to endure and keep moving forward.

This thesis is dedicated to my beloved parents for their endless prayers, love, and unwavering support. I also dedicate this work to myself for persevering, learning, and continuing to move forward through various challenges in life. May this achievement serve as a reminder that every journey undertaken with patience and determination will lead to something truly meaningful and worthwhile.

DECLARATION OF AUTHENTICITY OF THESIS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

The undersigned, I:

Name	:	Defi Yulia Hardiyana
NIM	:	2211221017
Study Progam	:	English Education
Faculty	:	Faculty of Tarbiya and Teacher Training
Address	:	Sidomulyo, RT.03, RW.07, Sumberberas, Muncar, Banyuwangi, Jawa Timur

I solemnly declare that this thesis as a whole is the result of my own research/work, except for the parts where sources are referenced.

Banyuwangi, January 29, 2026
Declarator,





Defi Yulia Hardiyana
2211221017

ABSTRACT

Project-Based Learning (PjBL) is a learning model that can increase student active engagement and develop 21st-century skills in language learning. This study aims to describe the implementation of Project-Based Learning in English learning at SMAN 1 Glenmore with a focus on the applied and the challenges faced. This study uses a qualitative descriptive method. The research subjects consisted of an English teacher and 30 grade 10 students at SMAN 1 Glenmore. Data were collected through classroom observations, interviews, and documentation. The results of the study indicate that the implementation of PjBL was carried out through several stages, namely providing procedural text materials, forming student groups, giving projects to create procedural texts based on real-life contexts, and presenting the project results in front of the class. The research findings also show that several core practices are applied in the learning process, namely discipline-based learning, project authenticity, feedback, iterative reflection and revision, and collaborative learning within the class community. Through these practices, students are actively involved in planning, completing, and describing projects, thereby helping to improve their understanding of procedural texts and their communication skills in English. However, several obstacles were encountered in its implementation, such as limited learning time, differences in students' English abilities, and difficulties in managing group collaboration. Overall, this research shows that Project-Based Learning can support more meaningful English learning, although it requires appropriate management strategies from teachers.

Keywords: Project-Based Learning, English Learning, Core Practices, Procedural Text, Learning Implementation

ABSTRAK

Pembelajaran Berbasis Proyek (Project-Based Learning/PjBL) adalah model pembelajaran yang dapat meningkatkan keterlibatan aktif siswa dan mengembangkan keterampilan abad ke-21 dalam pembelajaran bahasa. Studi ini bertujuan untuk mendeskripsikan implementasi Pembelajaran Berbasis Proyek dalam pembelajaran Bahasa Inggris di SMAN 1 Glenmore dengan fokus pada penerapan dan tantangan yang dihadapi. Studi ini menggunakan metode deskriptif kualitatif. Subjek penelitian terdiri dari seorang guru Bahasa Inggris dan 30 siswa kelas 10 di SMAN 1 Glenmore. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi PjBL dilakukan melalui beberapa tahapan, yaitu penyediaan materi teks prosedural, pembentukan kelompok siswa, pemberian proyek untuk membuat teks prosedural berdasarkan konteks kehidupan nyata, dan presentasi hasil proyek di depan kelas. Temuan penelitian juga menunjukkan bahwa beberapa praktik inti diterapkan dalam proses pembelajaran, yaitu pembelajaran berbasis disiplin, otentisitas proyek, umpan balik, refleksi dan revisi berulang, dan pembelajaran kolaboratif dalam komunitas kelas. Melalui praktik-praktik ini, siswa secara aktif terlibat dalam perencanaan, penyelesaian, dan deskripsi proyek, sehingga membantu meningkatkan pemahaman mereka tentang teks prosedural dan keterampilan komunikasi mereka dalam bahasa Inggris. Namun, beberapa kendala ditemui dalam implementasinya, seperti keterbatasan waktu belajar, perbedaan kemampuan bahasa Inggris siswa, dan kesulitan dalam mengelola kolaborasi kelompok. Secara keseluruhan, penelitian ini menunjukkan bahwa Pembelajaran Berbasis Proyek dapat mendukung pembelajaran bahasa Inggris yang lebih bermakna, meskipun membutuhkan strategi manajemen yang tepat dari guru.

Kata kunci: Project-Based Learning, Pembelajaran Bahasa Inggris, Core Practices, Teks Prosedur, Implementasi Pembelajaran

FOREWORD

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The author acknowledges that this work is far from perfect. Therefore, I humbly apologize for any shortcomings or errors in this thesis. Constructive criticism and suggestions are greatly appreciated for future improvements.

Hopefully, this thesis can provide a positive contribution and a deeper understanding of the application of PJBL in learning activities. Finally, I hope this thesis is beneficial to its readers.

Banyuwangi, February 05, 2026
The Writer



Defi Yulia Hardiyana

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CHAPTER I
INTRODUCTION

1.1. Research Baground

English language learning in Indonesia is a crucial factor in the world of education because English is a global language widely used in education, technology, and communication worldwide. The Ministry of Education has designated English as a compulsory subject at the senior high school level with the aim of improving students' language skills in real-life communication situations. The English language learning process focuses not only on linguistic aspects but also on developing critical thinking, collaboration, and creativity as 21st-century skills. Furthermore, Rosyid (2024) and Agmita et al. (2021) emphasize the importance of the 4Cs (critical thinking, creativity, collaboration, and communication) as core competencies for language learning in the 21st century. Furthermore, integrating these skills into language education not only prepares students to adapt to the global environment but also strengthens their ability to solve complex problems, as explained by Stanlee et al. (2022).

To achieve effective learning, teachers are expected to use innovative learning methods that actively engage students and are relevant to their real needs. Therefore, every learning process requires an engaging approach to ensure students understand the material well. This approach is tailored to the characteristics and needs of the material being taught (Maulinda et al., 2023).

Conventional teacher-centered learning models are often ineffective in encouraging students to actively use English in real-life contexts. This results in low learning motivation, suboptimal development of speaking skills, and limited real-world experience in facing challenges. In response to these issues, student-centered learning methods such as Project-Based Learning (PjBL) have begun to be implemented in various schools, including in English language instruction.

On the other hand, experience from previous reform efforts suggests that emphasizing the creation of a robust curriculum is a crucial element, but not sufficient to produce sustainable change. Therefore, various initiatives have been undertaken to design project-based curriculum units and explore how they are implemented in teaching practice (Duke et al., 2021; Krajcik et al., 2022; Saavedra et al., 2021). We need to recognize that, to date, there has been no similar focus on studying and understanding how teachers implement Project-Based Learning (PjBL) in the classroom and how best to support them in PjBL. Rather than focusing solely on the curriculum, we must also seek to understand the teaching practices that support this curriculum reform and develop strategies to equip teachers with the knowledge,

skills, and mindsets to realize the full potential of this curriculum reform.

On the other hand, experience from previous reform efforts suggests that emphasizing the creation of a robust curriculum is a crucial element, but not sufficient to produce sustainable change. Therefore, various initiatives have been undertaken to design project-based curriculum units and explore how they are implemented in teaching practice (Duke et al., 2021; Krajcik et al., 2022; Saavedra et al., 2021). We need to recognize that, to date, there has been no similar focus on studying and understanding how teachers implement Project-Based Learning (PjBL) in the classroom and how best to support them in PjBL. Rather than focusing solely on the curriculum, we must also seek to understand the teaching practices that support this curriculum reform and develop strategies to equip teachers with the knowledge, skills, and mindsets to realize the full potential of this curriculum reform.

Numerous studies have examined the implementation of Project-Based Learning in various educational contexts and demonstrated its benefits in improving students' speaking and writing skills, vocabulary mastery, and motivation. Research by and Kwon and Kim (2021) indicate that students who participate in project-based learning become more confident, expressive, and motivated in using English. However, in practice, the implementation of Project-Based Learning often faces various obstacles. Teachers experience difficulties related to time constraints, lack of infrastructure, and differences in student learning abilities within a class (Rahmawati, 2021). Furthermore, teachers' varying understanding of the concepts and principles of Project-Based Learning (PjBL) leads to suboptimal implementation. The success of project-based learning depends heavily on teacher preparation, school support, and active student participation (Sani, 2019). Therefore, it is important to examine in depth how Project-Based Learning (PjBL) is actually implemented in practice and the obstacles encountered during the learning process.

Although significant efforts have been made to develop project-based curricular units, the success of classroom implementation depends heavily on how teachers enact these units through specific instructional practices. High-quality Project-Based Learning (PjBL) is not merely a set of administrative procedures; rather, it is a complex process involving the orchestration of 11 core practices organized around four central goals: disciplinary learning, project authenticity, iterative cycles of feedback and reflection, and collaborative agency within a learning community. Without a deep understanding of these core practices, there is a significant risk that project-based learning will become “misguided” or mere

"fluff" that fails to meet expected disciplinary standards. Consequently, identifying and analyzing how teachers enact these foundational practices is crucial to ensuring that curricular reforms reach their full potential in improving student learning outcomes.

Research conducted over the past five years indicates that Project-Based Learning (PjBL) offers various benefits in English language learning. A study by Atikah et al. (2022) found that the majority of students held positive perceptions of PjBL implementation, noting its ability to enhance learning motivation, collaboration, and student engagement in EFL classrooms. Furthermore, a systematic review by Halim et al. (2023) demonstrated that PjBL is widely used in EFL settings to improve speaking skills and vocabulary mastery, while also positively impacting student-centered learning processes. Additionally, Sadad et al. (2024) revealed that PjBL implementation boosts student engagement and supports English language development through structured project stages.

However, most of these studies have focused primarily on the impact or effectiveness of PjBL regarding learning outcomes, whereas research examining PjBL implementation through the "11 Core Practices" framework proposed by Pupik Dean et al. (2023) remains very limited. Moreover, few studies have simultaneously analyzed how these core practices are applied and the obstacles encountered during PjBL implementation in high school English classes. Therefore, this study aims to address this gap by describing PjBL implementation based on the 11 Core Practices and identifying the challenges faced during its execution at SMAN 1 Glenmore.

1.2. Research Problem

1. What core practices are enacted by the teacher in implementing Project-Based Learning in English learning at SMAN 1 Glenmore?
2. What are the obstacles faced in implementing Project-Based Learning (PjBL) in English learning at SMAN 1 Glenmore?

1.3. Research Objective

1. To identify and analyze the core practices enacted by the teacher in implementing Project-Based Learning in English learning at SMAN 1 Glenmore.
2. To identify the obstacles faced in the implementation of Project-Based Learning (PjBL) in English learning at SMAN 1 Glenmore.

1.4. Research Significances

1.4.1. Theoretical Benefits

Theoretically, this study is expected to contribute to the development of English language learning theory, particularly regarding the implementation of project-based learning (PjBL) models in educational settings in Indonesia. This research is also expected to broaden the existing literature on the use of PjBL methods to improve students' English language skills, as well as offer a more comprehensive understanding of how this method can be implemented efficiently in learning contexts at the secondary school level. The results of this study are expected to serve as a reference for subsequent studies that wish to explore the application of PjBL in a broader context.

1.4.2. Practical Benefits

Practically, this research has several benefits, including:

1. For Teachers: This study offers insights into an efficient approach to implementing Project-Based Learning (PjBL) in English language teaching. It also reveals challenges teachers may encounter and provides recommendations on tactics to overcome these challenges, thereby enhancing the learning process.
2. For Students: By implementing PjBL, students have the opportunity to be more involved in the learning process and improve their English skills more efficiently, particularly in speaking and writing. This study also illustrates how PjBL can increase student enthusiasm and participation in English learning.
3. For Schools: This study can serve as an assessment tool for educational institutions to measure the success and challenges faced in implementing PjBL in the English language curriculum. Institutions can also use the findings of this study to formulate policies that better support the implementation of PjBL methods in the future.
4. For Other Researchers: This study can also serve as a source or guideline for further research exploring the implementation of project-focused learning methods, both in the context of English language learning and in other educational fields.

1.5. Definition of Terms

To avoid misunderstanding and clarify the scope of this study, the following terms are defined based on the research context:

1. Project-Based Learning (PjBL)
   Project-Based Learning is a student-centered instructional approach that involves projects driven by real-world, authentic questions, providing students with opportunities for sustained

inquiry, voice, choice, and collaborative agency. In this study, PjBL refers to the specific instructional model used at SMAN 1 Glenmore to teach English through the creation of meaningful projects, such as procedural texts.

2. Core Practices
   Core practices are the foundational and essential teaching actions that involve the orchestration of understanding, skill, knowledge, and identity to accomplish learning activities. In the context of PjBL, these consist of 11 specific practices organized around four central goals: disciplinary learning, project authenticity, iterative cycles of feedback and reflection, and collaborative agency. This study focuses on how these practices are enacted by the teacher to support high-quality project implementation.
3. Enactment (Implementation)
   Enactment refers to the actual classroom action and the process of how a teacher puts pedagogical knowledge and curricular units into practice within a specific environment. In this research, implementation refers to the teacher's "moves" and instructional strategies in executing PjBL units in the English classroom at SMAN 1 Glenmore.
4. English Learning
   English learning is an educational process aimed at improving communicative competence, including listening, speaking, reading, and writing skills. In the 21st-century context, it also encompasses the development of the 4Cs: critical thinking, creativity, collaboration, and communication. This study specifically examines English learning through the lens of procedural text projects.
5. Obstacles
   Obstacles are the specific challenges, barriers, or difficulties encountered by both teachers and students during the enactment of PjBL. These include constraints such as limited instructional time, differences in students' English proficiency, and lack of supporting facilities or infrastructure.

CHAPTER II
REVIEW OF RELATETED LITERATURE

2.1. Theoretical review

This research is based on two main concepts: Project-Based Learning (PjBL) and Core Practices. These two concepts serve as the theoretical foundation for analyzing the implementation of PjBL in English learning at SMAN 1 Glenmore and identifying the core practices implemented by teachers and the obstacles encountered during implementation.

2.1.1 Project-Based Learning (PjBL)

Project-Based Learning (PjBL) is a student-centered learning approach that engages students in the investigation of authentic problems, questions, or challenges over a specific period of time. Through project activities, students actively construct knowledge, develop skills, and produce a product that reflects their learning outcomes. Unlike traditional teacher-centered learning, PjBL places students as the primary actors in the learning process.

However, high-quality PjBL cannot be understood solely as a learning method or strategy. PjBL is a comprehensive learning process that involves sustained inquiry, student agency, and opportunities for repeated reflection and revision. Continuous inquiry allows students to explore a topic in depth through asking questions, seeking information, analyzing data, and finding solutions to problems. Meanwhile, student agency provides opportunities for students to make decisions, express ideas, and take responsibility for their learning process and outcomes. Furthermore, reflection and revision are essential components of PjBL because students are given the opportunity to evaluate their learning progress, receive feedback, and continuously improve their work.

In the context of English language learning, PjBL provides opportunities for students to use language authentically in various activities, such as discussions, seeking information, solving problems, collaborating with group members, and presenting project results. Therefore, PjBL not only supports language skills mastery but also develops critical thinking, creativity, collaboration, and communication skills needed in the 21st century.

2.2.1 Core Practices

Core Practices are essential teaching actions teachers undertake to support meaningful learning and effectively achieve learning objectives. Core Practices are not simply a

collection of teaching techniques or strategies used in the classroom. Rather, they reflect professional actions that integrate teachers' knowledge, skills, pedagogical understanding, and decision-making abilities throughout the learning process.

Core practices encompass the various actions teachers take to design learning, facilitate student engagement, monitor learning progress, provide feedback, foster collaboration, and guide students toward achieving learning objectives. Thus, core practices can be understood as concrete manifestations of teachers' professional abilities in organizing their knowledge, skills, and understanding to create effective and meaningful learning experiences.

In the context of Project-Based Learning, core practices play a crucial role because the success of a project is determined not only by the project design itself, but also by how teachers facilitate the learning process. Teachers are required to support the learning process, build collaboration, provide constructive feedback, and help students reflect and revise their work. Therefore, a study of Core Practices is crucial for understanding how Project-Based Learning (PjBL) is implemented in English language learning and how teachers play their role in supporting the success of project-based learning.

2.3.1 The Framework of 11 Core Practices for Project-Based Learning (PjBL)

In the implementation of Project-Based Learning (PjBL), learning success is determined not only by the project design but also by the teaching practices carried out by teachers during the learning process. According to Christopher G. Pupik Dean, Grossman, Enumah, Herrmann, and Kavanagh (2023), there are eleven core practices (11 Core Practices) used by experienced teachers in implementing PjBL. These practices were developed based on research on teachers and educational leaders who have experience implementing project-based learning in the United States. This framework consists of four main dimensions: Disciplinary Learning, Project Authenticity, Iterative Cycles, and Collaborative Agency (Pupik Dean et al., 2023).

1. Disciplinary Learning

   Disciplinary Learning emphasizes that projects should be the primary means for students to understand and master academic content. In English language learning, projects serve not only as supplementary assignments but also as the primary medium for developing language skills and understanding learning materials. According to Pupik Dean et al. (2023), teachers who implement PjBL effectively

consistently ensure that projects remain oriented toward learning objectives and mastery of the subject matter.

1) Practice 1: Integrating Content

Integrating Content is the practice of integrating competency standards, learning objectives, and subject matter directly into project design. Teachers need to ensure that each project activity has a clear link to the competencies students must achieve. This way, projects focus not only on the final product but also serve as a means of building deep academic understanding.

In the context of English language learning, projects can be designed to develop speaking, writing, reading, and listening skills according to predetermined learning outcomes. Therefore, projects become a primary tool in the learning process, not simply an additional activity for entertainment or "just playing around" (Pupik Dean et al., 2023).

2) Practice 2: Assesing Progress

Assessing Progress is the practice of monitoring students' learning progress throughout the project process. Assessment is conducted not only on the final product but also on the learning process the students undergo.

Teachers can use various project activities as forms of formative assessment, such as group discussions, presentations, observations, reflective journals, and draft assignments. Continuous assessment helps teachers identify students' learning needs and provide appropriate support to optimally achieve learning objectives (Pupik Dean et al., 2023).

2. Project Authenticity

Project authenticity refers to the level of relevance and meaningfulness of a project to students. Authentic projects enable students to connect learning to real-life situations, thereby increasing their engagement and motivation. According to Pupik Dean et al. (2023), authenticity is a crucial element in PjBL because it helps students understand the value and purpose of their activities.

3) Practice 3: Real Problems

Real Problems is the practice of connecting projects with real problems that exist in the lives of students, the school environment, and the surrounding community.

Through real-world problem-based projects, students can see how the knowledge they've acquired can be applied to understanding and solving real-world problems. In English language learning, projects can be linked to social,

cultural, and environmental issues, or phenomena relevant to students' lives.

4) Practice 4: Finding Meaning

Finding Meaning is the practice of helping students discover personal meaning in the projects they work on. The teacher plays a role in building connections between the project topic and the students' interests, experiences, and needs.

When students perceive that a project is relevant to their lives, their intrinsic motivation and engagement in learning will increase. Therefore, teachers need to help students understand the benefits and goals of the projects they are working on (Pupik Dean et al., 2023).

5) Practice 5: Linking Steps to Goals

Linking Steps to Goals is a practice that helps students understand the relationship between each stage of a project and the learning objectives they wish to achieve.

Teachers need to explain how each project activity contributes to the final outcome and larger learning outcomes. By understanding these relationships, students will be more focused and able to see the importance of each process they undergo during the project.

3. Iterative Cycles (Feedback, Reflection, and Revision)

Quality PjBL is not only oriented towards final results but also emphasizes a continuous process of improvement. Therefore, students need opportunities to receive feedback, reflect, and repeatedly refine their work. This dimension consists of four core practices (Pupik Dean et al., 2023).

6) Practice 6: Providing Feedback

Providing Feedback is the practice of providing feedback during the project work process.

Continuous feedback helps students understand the strengths and weaknesses of their work. Furthermore, feedback serves as a guide for improving the quality of both the process and the product.

7) Practice 7: Systems for Reflection

Systems for Reflection is the practice of providing time and mechanisms that enable students to reflect on their learning experiences.

Through reflection, students can evaluate their learning progress, identify challenges they face, and plan necessary improvements. Reflection also helps students develop awareness of their learning process.

8) Practice 8: Peer Feedback Systems

Peer Feedback Systems is the practice of building systems that enable students to provide constructive feedback to their peers.

Through this activity, students learn to provide constructive criticism, accept input from others, and develop communication and collaboration skills. Peer feedback also helps students gain different perspectives on their work.

9) Practice 9: Facilitating Revision

Facilitating Revision is the practice of giving students the opportunity to improve their work based on the feedback they receive.

In PjBL, revision is seen as an essential part of the learning process. Therefore, students need to be given sufficient opportunities to make improvements so that the quality of the resulting product can continue to improve.

4. Collaborative Agency (Agency and Collaboration)

Collaborative Agency emphasizes the importance of active student involvement in decision-making and group collaboration. This dimension aims to develop students' responsibility, independence, and collaborative skills throughout the learning process (Pupik Dean et al., 2023).

10) Practice 10: Student Choice and Ownership

Student Choice and Ownership is the practice of providing space for students to express ideas, make choices, and make decisions in the projects they work on.

Teachers provide opportunities for students to choose topics, determine work strategies, and take on specific roles within groups. This freedom helps students develop a sense of ownership over the project, increasing their responsibility and engagement in learning.

11) Practice 11: Collaborative Capacity

Collaborative Capacity is the practice of developing students' ability to work effectively with others.

Teachers not only form study groups but also teach collaborative skills such as communication, negotiation, task allocation, conflict resolution, and shared decision-making. These skills are crucial to supporting project success and creating a positive learning experience.

2.2. Previous studies

Various studies have been conducted to examine the application of Project- Based Learning (PjBL) in English language learning. Several previous studies provide an overview of the benefits and challenges faced in implementing PjBL in various educational

contexts.

Table 2.2 Previous Studies

No.	Name, Year, Title of Research	Article Link OJS, Journal Name, Name University	Research Objective	Research Method	Results And Conclusions
1.	Kwon&Kim. M. (2021). Exploring Project-Based Learning in An Efl Classroom: Benefits nd Challenges for Learners. Journal Of Asia Tefl	Https://Doi.Org/10.18823/Asiatefl.2021.18.2.12.513. Journal of Asia TEFL.	to explore the benefits and challenges faced by students in implementing Project-Based Learning (PjBL) in the context of EFL (English as a Foreign Language) classes.	qualitative approach with case studies	The results of the study indicate that the implementation of Project-Based Learning (PjBL) has significant benefits in improving students' English language skills, particularly speaking and writing. Students are more actively engaged in learning activities and more motivated because they can interact with the language in a more practical and authentic context. Collaboration in groups and the application of problem-solving also

					positively contribute to the development of social skills and student independence. However, this study also identified several challenges faced during the implementation of Project-Based Learning (PjBL), including limited time to complete projects, limited resources, and differences in students' ability to work collaboratively in groups. The researchers suggest that these challenges need to be addressed through better planning, teacher support, and ongoing mentoring. The conclusion of this study is that despite these

					challenges, Project-Based Learning has great potential to improve student engagement, motivation, and English language skills in EFL learning contexts. It is noted that adequate support and good management are essential to optimize the implementation of this method.
2.	Rahmawati, 2021. The integration of STEAM-project-based learning to train students critical thinking skills in science learning through electrical bell project	https://iopscience.iop.org/article/10.1088/1742-6596/2098/1/012040/meta. Journal of Physics: Conference Series. Universitas Negeri Jakarta	to identify the obstacles faced by teachers and students in implementing Project-Based Learning (PjBL) in Indonesian schools.	qualitative approach with case studies	The results of the study indicate that although Project-Based Learning (PjBL) has much potential to increase student engagement, there are several major barriers that hinder its effective implementation. Conclusion: This study confirms that although PjBL can increase student

					engagement and critical thinking skills, practical challenges in the field require special attention so that this method can be optimally implemented in English language learning in Indonesian schools.
3.	Syahmi et al. (2024). "Analysis of the Implementation of the Project Based Learning (PjBL) Learning Model in the Independent Curriculum."	https://iicls.org/index.php/jer/article/view/291. Jurnal Edu Research.Indonesian Institute For Corporate Learning And Studies (IICLS). Universitas Negeri Surabaya	to analyze the implementation of the Project-Based Learning (PjBL) learning model in the context of the Independent Curriculum in Indonesia.	Descriptive Qualitative	The results of the study indicate that the implementation of Project-Based Learning (PjBL) in the Independent Curriculum can have a positive impact on increasing student engagement and learning independence. Conclusion: This study concludes that although the implementation of PjBL in the Independent Curriculum brings many benefits in

					terms of developing 21st-century skills, further support is needed in terms of teacher training, provision of facilities, and time management to maximize its effectiveness.
4.	Sani, R. A. (2019). The Implementation of Project-Based Learning (PjBL) in Improving Students' Learning Outcomes and Teacher Professional Readiness.	https://journal.uny.ac.id/index.php/jpp/article/view/26077. Jurnal Penelitian dan Pembelajaran Pendidikan (JPP). Universitas Negeri Yogyakarta (UNY).	to evaluate the implementation of Project-Based Learning (PjBL) in improving student learning outcomes and teacher professional readiness in schools.	qualitative approach with experimental design	The results of the study indicate that the implementation of Project-Based Learning (PjBL) has a significant positive impact on student learning outcomes, especially in improving students' critical thinking skills, creativity, and collaboration. PjBL has also been shown to increase student engagement in the learning process, making them more active and proactive.

					The conclusion of this study is that Project-Based Learning (PjBL) can significantly improve student learning outcomes and also contribute to teacher professional development, but for its success, more intensive mentoring and training for teachers is needed.
5.	Christopher G. Pupik Dean, et al. (2023). Core practices for project-based learning: Learning from experienced practitioners in the United States	https://www.sciencedirect.com/journal/teaching-and-teacher-education. Science Direct. University of Pennsylvania	To identifying practices related to successful implementation of PBL can support teacher education for teachers who are new to such approaches.	Qualitative method	The results of the study indicate that :Our research has illustrated how this group of project-based teachers enacted 11 core practices related to four central goals of project-based learning: creating classrooms that are disciplinary, authentic, iterative, and collaborative. Conclussion: This effort to delineate a set

					of practices for project-based learning is motivated by the hope that by better mapping the practices of experienced PBL teachers and investing in high-quality professional development for teachers at scale, we can change the trajectory of teaching and our students' futures

2.3. Research Thought flow

English language learning in the 21st century aims not only to develop students' language skills but also to foster critical thinking, creativity, communication, and collaboration skills. To meet these needs, teachers need to implement learning approaches that actively engage students in the learning process. One approach considered capable of meeting these needs is Project-Based Learning (PjBL).

Project-Based Learning (PjBL) provides students with opportunities to learn English through authentic, student-centered activities related to real-life situations. Through projects, students not only acquire language skills but also develop communication, problem-solving, and collaboration skills. Therefore, the implementation of Project-Based Learning (PjBL) is important to examine in the context of English language learning in schools.

To understand how Project-Based Learning (PjBL) is implemented in English language learning at SMAN 1 Glenmore, this study uses the Framework of 11 Core Practices for Project-Based Learning developed by Pupik Dean et al. (2023). This framework is used as an analytical tool to identify core practices carried out by teachers during the implementation of Project-Based Learning (PjBL). These 11 core practices cover four main dimensions: Disciplinary Learning, Project Authenticity, Iterative Cycles, and Collaborative Agency.

Through an analysis of these four dimensions, this study aims to identify the extent to which core PjBL practices have been implemented in English language learning. Furthermore, this study also examines the various obstacles or constraints faced by teachers during the PjBL implementation process.

The analysis of the implementation of PjBL and the obstacles identified were then used to draw conclusions regarding the implementation of PjBL in English learning at SMAN 1 Glenmore. These conclusions are expected to provide a more comprehensive picture of the core practices implemented and the factors influencing the success of PjBL implementation.

CHAPTER III
RESEARCH METHOD

3.1.Research Desain

This study uses a qualitative approach with a descriptive qualitative design. According to Creswell (2012), qualitative research is best suited for research problems where the variables are unknown and need to be explored to gain an in-depth understanding of the central phenomenon. In this study, the central phenomenon is the implementation of 11 core practices of Project-Based Learning (PjBL) by English teachers at SMAN 1 Glenmore. A descriptive design is used to provide a detailed overview of the "steps" and teaching strategies in the classroom without testing specific hypotheses.

3.2.Location and Time of Research

This study was conducted at SMAN 1 Glenmore, located in Glenmore District, Banyuwangi Regency, East Java Province. The research site was selected based on several considerations. First, SMAN 1 Glenmore has implemented the Project-Based Learning (PjBL) model in English instruction, making it suitable for the study's focus on PjBL implementation. Second, the English teachers at the school possess experience in implementing PjBL, enabling the researcher to gather in-depth data on instructional practices based on the "11 Core Practices" framework. Third, the school granted permission and provided support for the research, ensuring the data collection process proceeded smoothly.

This study was conducted during the 2025/2026 academic year. Data collection took place over a period of approximately one month, specifically from September 25 to October 30, 2025. The research was carried out in an integrated manner alongside the Teaching Assistance Program in which the researcher participated. During this period, the researcher observed English language lessons utilizing Project-Based Learning (PjBL), interviewed research informants, and collected documents related to the instructional process. This timeframe enabled the researcher to comprehensively observe the implementation of PjBL based on the 11 Core Practices and to identify the various obstacles encountered during the learning process.

3.3. Research Subject

This research was conducted at SMAN 1 Glenmore. To select participants, the researcher used purposive sampling. As emphasized by Creswell (2012), the purpose of purposive sampling is to intentionally select individuals and locations that are "information-rich" to help researchers best understand the main phenomenon. Specifically, maximum variation sampling was applied by selecting 30 students with

varying levels of English proficiency and participation (high, medium, and low) to develop multiple perspectives on the PjBL process.

In this study, informants were categorized based on their role in answering the research questions:

1. English Teachers as Key Informants: Teachers served as the primary source of information to answer Research Question 1, which focused on the implementation of the 11 core practices. As practitioners who organize learning activities, teachers provided in-depth data regarding the "steps" of teaching, project design, and classroom management.
2. Students as Informants: Students were selected as informants to answer Research Question 2, which concerns the challenges encountered during PjBL implementation. By involving students from different academic levels, researchers can gain a comprehensive understanding of practical challenges and barriers from the learners' perspective, so that the data reflects the true complexity of the classroom environment.

3.4. Informan

In qualitative research, informants are individuals who possess knowledge, experience, and direct involvement regarding the phenomenon under study, thereby enabling them to provide in-depth information aligned with the research focus. Informant selection in this study employed purposive sampling—a deliberate selection process based on the criterion that the individuals understood and were directly involved in the implementation of Project-Based Learning (PjBL) within English language instruction at SMAN 1 Glenmore.

The informants in this study consisted of primary and supporting informants. The primary informant was an English teacher who implemented Project-Based Learning (PjBL) in the instructional process. The teacher was selected as the primary informant due to their direct role in designing, implementing, and evaluating project-based instruction. Through interviews and observations, the teacher provided information regarding lesson planning, the implementation of PjBL based on the "11 Core Practices," classroom management strategies during project activities, the project assessment system, and the various obstacles encountered during the learning process.

Meanwhile, the supporting informants consisted of several students from the class serving as the research subject. Student selection was conducted purposively, taking into account variations in academic ability and levels of participation in learning—specifically, students with high, moderate, and low levels of participation. Data from the students were used to complement the information obtained from the teacher and to validate observation findings. The students provided information regarding their experiences during project-based learning, the nature of their involvement in project completion, the group collaboration process, challenges or difficulties faced during project implementation, and their perspectives on the implementation of PjBL in English instruction.

By involving teachers and students as informants, the researcher obtained data from various perspectives, allowing for a comprehensive description of the implementation of Project-Based Learning (PjBL) in English instruction—including the application of the 11 Core Practices and the various obstacles encountered during the learning process.

3.5. Data and Data Source

3.5.1. Data

The data in this study consisted of qualitative information in the form of words (text) and images, collected to understand the main phenomena of the implementation of PjBL. Specific data include:

1. Transcriptions of semi-structured interviews with teachers and students.
2. Field notes from classroom observations, including descriptive notes about the teacher's "steps" and the researcher's reflective notes.
3. Documentary evidence, such as lesson plans, project assessment rubrics, and descriptions of student project outcomes (procedural text).

3.5.2. Data Source

The data sources are the individuals and artifacts from which the data are obtained. They are categorized as follows:

1. Primary Sources: These are the direct sources of information gathered in the natural setting.
    1) The English Teacher: Provides primary data on the orchestration of the 11 core practices and pedagogical decisions.
    2) The Students (Grade 10): Provide primary data on their experiences, participation, and the obstacles they encountered during the project.
2. Secondary Sources: These are existing artifacts that support and verify the primary data (triangulation).
    1) Instructional Documents: The teacher's lesson plans.
    2) Student Work: The final products created by students (procedural texts).

3.6. Data Collection Procedures

Data were collected through three primary qualitative sources to ensure depth and detail:

1. Observation: The researcher acted as a non-participant observer, recording classroom activities using an observation protocol. Following Creswell's guidelines, the researcher recorded descriptive field notes (a chronology of events and teacher actions) and reflective field notes (the researcher's personal thoughts and insights).

2. Interviews: Semi-structured interviews were conducted with selected English teachers and students using an interview protocol. The researcher used supporting questions to encourage participants to clarify and elaborate on their experiences regarding the 11 core practices and the barriers they encountered.
3. Documents: The researcher collected artifacts such as lesson plans (RPPs), assessment rubrics, and student project outputs (procedural texts) to supplement and verify information from the observations and interviews.

3.7.Trustwortiness

To ensure the accuracy and credibility of research findings, researchers focus on the reliability of the data. In qualitative research, researchers often use various terms to describe this accuracy, such as "authenticity" or "reliability." As emphasized by Creswell (2012), who draws on the fundamental work of Lincoln & Guba (1985), validating findings means determining whether the descriptions or reports provided are accurate and credible.

To establish this reliability and assure readers that this study is a realistic representation of the implementation of PjBL at SMAN 1 Glenmore, the researchers used the following two validation strategies recommended by Creswell:

1. Triangulation. Triangulation is the process of corroborating evidence from different individuals, types of data, or data collection methods. In this study, the researchers increased accuracy by:
   1) Source Triangulation: Comparing and cross-checking information obtained from English teachers (regarding teaching practices) and students (regarding barriers encountered).
   2) Methodological Triangulation: Comparing data collected through various techniques, particularly classroom observations, semi-structured interviews, and documentary evidence such as teaching modules and student work.
2. Member Checking: Member checking is a process in which the researcher asks one or more participants in the study to verify the accuracy of the qualitative report. The researcher brings initial findings, themes, or specific interview transcriptions back to selected teachers and students. This allows participants to review the information and determine whether the descriptions and interpretations are complete, realistic, and representative of their actual experiences.

3.8.Data Analysis

The data analysis in this study follows the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldana (2014). This model consists of three concurrent activity streams: data condensation, data display, and conclusion drawing or verification.

3.8.1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in the full corpus of written-up field notes, interview transcripts, and documents. In this study, the researcher performed the following steps:

1) Focussing: The researcher focuses on the teacher's "moves" related to the 11 core practices of PjBL and the specific obstacles mentioned by students.
2) Coding: Data were segmented and labeled with codes. For Research Question 1, the researcher used a “starting list” of codes based on 4 objectives and 11 practices (example: Disciplinary Learning, Project Authenticity, Iterative Cycles, and Collaborative Agency).
3) Transforming: Raw data from interview recordings are transformed into formal transcripts, and observation notes are organized into chronological descriptive passages.

3.8.2. Data Display

Data display is an organized, compressed assembly of information that allows conclusion drawing and action. To make the implementation of PjBL at SMAN 1 Glenmore easy to understand, the researcher uses:

1) Narrative Displays: Detailed descriptions of how the teacher enacts each of the 11 core practices during the "Procedural Text" unit.
2) Matrices or Tables: Summarizing the specific obstacles encountered by students (RQ2) and matching them with the teacher's corresponding strategies. These displays help the researcher see patterns and interconnections within the data.

3.8.3. Drawing Conclusions and Verification

The final stage involves making decisions about the meaning of things: noting patterns, explanations, and propositions.

1) Conclusion Drawing: The researcher identifies themes and constructs an explanation of how the 11 core practices are implemented in the Indonesian EFL context.
2) Verification: To ensure the findings are valid, the conclusions are continuously verified through triangulation (comparing observation, interviews, and document data) and member checking (reconfirming interpretations with the teacher and students) to ensure the account is realistic and accurate.

Based on references to Miles, Huberman, and Saldana (2014), the qualitative data analysis process generally uses the First Coding Cycle (Open Coding), then the Second Coding Cycle (Pattern Coding/Focused

Coding which is equivalent to Axial Coding), and at the final stage produces Themes (Selective Coding).

Based on data from the 10 respondents, the analysis results can be compiled as follows:

1. First Cycle Coding (Open Coding)

Data Excerpt	Open Code
Difficulty with text structure	Text structure difficulty
Vocabulary difficulty	Limited vocabulary
Writing difficult	Writing difficulty
Speaking difficult	Speaking difficulty
Difficult presenting	Presentation difficulty
Project relevant to daily life	Project relevance
Topic matches experience	Personal experience connection
Motivated by choosing project	Learning motivation
Feedback helped corrections	Corrective feedback
Feedback increased knowledge	Knowledge enhancement
Feedback improved writing	Writing improvement
Feedback broadened insight	Insight development
Active group	Active participation
Free ideas	Freedom of expression
Free role selection	Role autonomy
Consensus/discussion	Collaborative decision-making
Time sufficient	Adequate time
Translation slow	Translation challenge
Disagreement in group	Group disagreement
Passive members	Unequal participation
Unequal task distribution	Task imbalance
Internet limited	Internet limitation
Projector limited	Projector limitation
Class sharing facilities	Shared facility constraint

2. Second Cycle Coding (Axial or Pattern Coding)

At this stage, the initial codes are grouped into larger categories.

Pattern Category (Axial Coding)	Related Open Codes
Language Learning Challenges	Limited vocabulary, text structure difficulty, writing difficulty, speaking difficulty, presentation difficulty, translation challenge
Authentic Learning Experience	Project relevance, personal experience connection, learning motivation

Feedback and Revision Process	Corrective feedback, knowledge enhancement, writing improvement, insight development
Collaborative Learning	Active participation, freedom of expression, role autonomy, collaborative decision-making
Time Management Issues	Adequate time, translation challenge
Group Work Challenges	Group disagreement, unequal participation, task imbalance
Resource Constraints	Internet limitation, projector limitation, shared facility constraint

3. Selective Coding (Theme Development)

According to Miles et al. (2014), the final stage is to find overarching themes that explain the entire phenomenon.

Theme 1: Authentic Project-Based Learning Increases Student Engagement

Supporting Categories:

a. Authentic Learning Experiences
b. Collaborative Learning

Proof:

a) Students stated that the project topics were relevant to their daily lives and personal experiences.
b) Students felt more motivated because they could choose the topics and share their ideas.
c) Collaboration allowed students to participate in group discussions and decision-making.

Theme 2: Feedback Supports Continuous Learning Improvement

Supporting Categories:

Feedback and Revision Process

Proof:

a) Feedback helps students correct mistakes.
b) Feedback improves students' writing skills.
c) Feedback broadens students' knowledge and understanding.

Theme 3: Language Skills Remain a Major Challenge in Learning

Supporting Categories:

a. Language Learning Challenges
b. Time Management

Proof:

a) Most students struggle with English vocabulary.
b) Students struggle with writing, speaking, and presentations.

c) Translation activities require additional time during project work.

Theme 4: Collaborative Projects Facing Social Barriers and Facility Limitations
Supporting Categories:
a. Group Work Challenges
b. Limited Resources
Proof:
a) Some groups experienced disagreements during the collaborative process.
b) The presence of passive members and uneven distribution of tasks reduced the effectiveness of collaboration.
c) Limited internet access and projectors hindered project implementation.

Based on the results of data analysis using the Miles, Huberman, and Saldana (2014) approach, several main themes were found that describe students' experiences during project-based learning (PjBL). The analysis began with an open coding process to identify initial codes from student responses, then continued with axial coding to group these codes into broader categories, and concluded with selective coding to develop main themes that represent the phenomenon as a whole.

The first theme that emerged was Authentic Project-Based Learning Increases Student Engagement. This theme was formed from the categories of authentic learning experiences and collaborative learning. Most students stated that the project topics they worked on were closely related to their daily lives and personal experiences. The relevance of the topics made it easier for students to understand the material being studied because they could relate it to real-life situations they experienced. Furthermore, students also demonstrated a high level of motivation because they were given the opportunity to choose project topics that suited their interests. The freedom to develop ideas, express opinions, and choose roles within the group made students feel responsible for the projects they were working on. During the collaborative process, students were actively involved in group discussions and joint decision-making. This condition indicates that project-based learning not only helps students understand the learning material but also encourages their active involvement throughout the learning process. Thus, the authenticity of the project and the opportunity to collaborate are important factors that increase student participation and motivation in learning.

The second theme identified was "Feedback Supports Continuous Learning Improvement." This theme emerged from the feedback and revision process category, consistently mentioned by respondents. The analysis revealed that teacher feedback plays a significant role in helping students improve their work. Several students stated that they were able to identify errors after receiving teacher feedback, enabling them to make

more appropriate revisions. In addition to helping improve assignments, feedback also contributed to improving students' writing skills. The repeated revision process helped students gain a better understanding of vocabulary, sentence structure, and text organization. Furthermore, students expressed that teacher feedback provided new insights they had not previously grasped. These findings demonstrate that the feedback and revision process is not merely an evaluation stage, but a crucial part of learning that fosters the continuous development of students' academic abilities.

The third theme that emerged was that Language Proficiency Remains a Major Challenge in Learning. This theme was formed from the categories of language learning challenges and time management. Nearly all students reported difficulties using English during the project. The most common difficulty was limited vocabulary, which then affected their ability to understand the material, write texts, speak, and give presentations. Some students also experienced difficulties understanding text structure and constructing sentences according to English rules. In addition to linguistic barriers, students reported that the process of translating from Indonesian to English took quite a long time. Although most students felt the time given by teachers was relatively sufficient to complete the project, the need to look up vocabulary and translate ideas into English often slowed down the assignment process. These findings indicate that English proficiency remains a factor influencing the effectiveness of project-based learning, particularly in the context of foreign language learning.

The fourth theme was Collaborative Projects Facing Social Barriers and Limited Facilities. This theme developed from the categories of group work challenges and limited resources. Although most students considered group work a positive experience, several obstacles still emerged during the collaborative process. One of the most frequently mentioned issues was disagreements among group members. Furthermore, several students reported that some group members were less active in discussions and completing assignments. This situation led to an uneven distribution of tasks and increased workload for more active members. In addition to social challenges within the group, students also faced limitations in supporting learning facilities. Limited internet access presented a barrier when students needed to search for information or references for their projects. Several students also mentioned limited use of projectors and classroom facilities, which had to be shared. These obstacles demonstrate that the success of project-based learning implementation is not only determined by student engagement and the quality of learning, but also by the learning environment and the availability of supporting resources.

Overall, the analysis shows that project-based learning provides authentic learning experiences, increases student engagement, and supports skill development through continuous feedback and revision. However, the effectiveness of this learning is still influenced by several inhibiting factors, particularly limited English language proficiency,

challenges in group work, and limited learning facilities. Therefore, the implementation of Project-Based Learning needs to be accompanied by adequate linguistic support, effective group management strategies, and the provision of adequate learning facilities so that all students can optimally benefit from the learning.

CHAPTER IV
FINDING AND DISCUSSION

4.1.Research Finding

This section presents research findings obtained through observations, interviews, questionnaires, and documentation during the implementation of Project-Based Learning (PBL) in English learning at SMAN 1 Glenmore. The research findings are organized based on the research objectives, namely to describe the implementation of Project-Based Learning in English learning at SMAN 1 Glenmore with a focus on the core practices applied and the obstacles encountered. The data obtained were analyzed using the Miles, Huberman, and Saldana (2014) approach which includes the processes of data reduction, data presentation, and drawing conclusions.

The research results show that the implementation of Project-Based Learning provides meaningful learning experiences for students. Through the projects given, students can connect learning materials with everyday life experiences, increase engagement in the learning process, and develop the ability to collaborate with group members. Furthermore, feedback provided by teachers during the project process helps students improve their work and enhance their understanding of the material being studied. However, this study also identified several challenges faced by students, such as limited English vocabulary, difficulties in speaking and writing, problems in group work, and limited learning support facilities.

4.1.1 Overview of the Research Setting

This research was conducted at SMAN 1 Glenmore, located in Banyuwangi Regency, East Java Province. As a public high school, SMAN 1 Glenmore has implemented the Independent Curriculum, which emphasizes student-centered learning and encourages the use of innovative learning models, including Project-Based Learning (PjBL). The school has various learning support facilities, such as classrooms, a library, a computer laboratory, internet access, and multimedia devices used to support the teaching and learning process.

The study was conducted on 30 tenth-grade students. Students in the class had diverse academic backgrounds and English language abilities. Based on initial observations and information from the English teacher, some students had quite good English comprehension and use skills, while others still experienced difficulties, particularly in vocabulary mastery, writing skills, and speaking skills. Nevertheless, most students showed high enthusiasm

for learning activities involving group work and hands-on practical activities.

The physical conditions of the classroom used for the research were quite supportive of learning activities. The classroom was equipped with tables and chairs that could be arranged according to group learning needs, a whiteboard, a projector, and various other learning media. During the project, students were divided into small groups to facilitate discussion, collaboration, and project completion. However, observations revealed several challenges related to learning facilities, such as limited internet access and the need to share projectors with other classes.

The project implemented in this research focuses on creating procedural texts about food or drinks. In the project, students are asked to identify foods or drinks that are closely related to their daily lives, then compose a procedural text in English explaining how to make the food or drink. Project activities include determining the topic, gathering information about the ingredients and tools used, systematically compiling the steps, writing the procedural text in English, revising it based on teacher feedback, and presenting the project results to the class.

The project of creating procedural texts about food and beverages aims to provide students with an authentic learning experience. The chosen topic allows students to connect the learning material to real-life experiences. Most students chose traditional foods, local snacks, or drinks they frequently consume or make at home. Thus, students not only learn about the structure and linguistic elements of procedural texts but also develop critical thinking, creativity, communication, and collaboration skills throughout the project process.

Overall, the learning environment at SMAN 1 Glenmore provides an appropriate context for implementing Project-Based Learning. The combination of authentic project assignments, group work, and continuous feedback creates an active and meaningful learning experience for students. However, this study also highlights several challenges that need to be addressed in implementing PBL, particularly regarding students' English language skills, group work dynamics, and the availability of learning facilities.

4.1.2 The Enactment of 11 Core Practices in PjBL

Based on the results of observations, interviews, documentation, and analysis of student projects, the implementation of Project-Based Learning (PjBL) at SMAN 1 Glenmore shows the implementation of core practices proposed by Pupik Dean et al. (2023). The research findings show that teachers not only act as material deliverers, but also as facilitators who direct the student learning process through various pedagogical actions (teacher

moves) during the implementation of the food and beverage procedural text creation project.

1. Disciplinary Learning

1) Practice 1: Integrating Content

The research findings show that teachers consistently integrate core English language learning competencies into each stage of the project. Before students begin the project, teachers re-explain the basic concepts of procedural text, including communicative objectives, text structure (goal, materials, and steps), and linguistic elements used, such as imperative sentences, action verbs, sequence markers, and the simple present tense. Teachers also provide examples of procedural texts relevant to students' lives as learning models.

Throughout the project, the teacher continually reminds students to apply the structures and linguistic elements they have learned. As students draft the text, the teacher circulates from group to group to check that the text's content aligns with the characteristics of a procedural text. If errors in structure or grammar are found, the teacher immediately provides guidance and explanations. This demonstrates that the project is not solely focused on the final product but also maintains the achievement of learning objectives in accordance with the competencies set out in the curriculum.

2) Practice 2: Assessing Progress

Based on observations, teachers use project activities as a means of ongoing formative assessment. Assessments are conducted not only on the final project results but also throughout the project process. Teachers observe students' engagement in group discussions, their ability to compose texts, their vocabulary usage, and the progress of their work at each meeting.

In addition to direct observation, teachers also review students' drafts at each stage of the project. These reviews provide information about students' difficulties and provide necessary assistance. Thus, formative assessment serves as a tool for monitoring students' learning progress and serves as a basis for providing feedback tailored to their needs.

2. Project Authenticity

3) Practice 3: Real-World Problems

The research results showed that the assigned projects were relevant to the students' real lives. Teachers gave students the freedom to choose foods or drinks they frequently consume or encounter in their daily lives. Most students chose traditional regional foods, favorite drinks, or familiar snacks.

By selecting these topics, students can connect their English learning to real-life experiences. The projects serve not only as practice writing procedural texts but also as a means for students to document their practical knowledge of food and beverage production processes.

4) Practice 4: Finding Meaning

Teachers strive to help students find personal meaning in the projects they work on. Based on interviews, teachers often ask questions like, "Why did you choose this food?" or "Do you often make this food at home?" These questions encourage students to connect the project to their personal experiences.

As a result, students demonstrated high levels of engagement because they felt the project was relevant to their lives. Many students stated that they were more motivated to work on the project because the topic they chose was based on their own experiences.

5) Practice 5: Linking Steps to Goals

Observations showed that the teacher explicitly explained the relationship between each project activity and the desired end goal. Before the activity began, the teacher explained that vocabulary collection, preparation of materials and tools, writing steps, revising the text, and presenting the text were all interrelated components of producing a good procedural text.

The teacher also explains the learning objectives to be achieved at each stage. This way, students understand why they must complete certain tasks before reaching the final project product.

3. Iterative Cycles

6) Practice 6: Providing Feedback

One of the most visible practices during project implementation was the provision of ongoing feedback. Teachers provided both verbal and written feedback at every stage of the project. This feedback focused on vocabulary use, sentence structure, grammar, and text organization.

Based on interviews, most students stated that teacher feedback helped them understand their mistakes and improve the quality of their work. These findings indicate that feedback is a crucial component in supporting student learning.

7) Practice 7: Reflection Systems

Research has found that teachers provide opportunities for students to reflect on their learning process. At the end of an activity, teachers often ask reflective questions about difficulties encountered, strategies used, and lessons learned during the project.

Through these reflection activities, students can evaluate the development of their abilities and identify aspects that still need improvement.

8) Practice 8: Peer Feedback

The teacher also facilitates feedback between students. After groups complete their initial drafts, students are asked to exchange their work with other groups and provide comments or suggestions for improvement.

Before the activity, the teacher demonstrated how to provide polite and constructive feedback. This activity helped students develop critical thinking skills while improving the quality of their project results through peer feedback.

9) Practice 9: Facilitating Revision

Documentation results show that students created several draft versions before producing the final product. After receiving feedback from teachers and peers, students revised the vocabulary, grammar, and structure of their texts.

This revision process shows that learning does not stop at the creation of the first product, but takes place through a continuous cycle of improvement until students produce better work.

4. Collaborative Agency

10) Practice 10: Voice and Choice

Research findings indicate that students are given freedom to determine project topics, select group members, divide tasks, and determine how project results are presented. This freedom provides students with space to express their ideas and creativity throughout the learning process.

Based on the interview results, most students stated that they felt more comfortable and motivated because they could participate in decision-making related to the projects they were working on.

11) Practice 11: Collaborative Capacity

Teachers also play an active role in building students' collaborative capacity. During project work, teachers monitor group dynamics and provide support when conflicts or imbalances arise among group members' contributions. When students are less active, teachers encourage them to take on specific roles so they can participate in completing the assignment.

In addition, teachers emphasize the importance of communication, responsibility, and cooperation in achieving group goals. These actions help students develop collaborative skills, which are essential competencies in project-based learning.

4.1.3 Barriers to Implementing Project-Based Learning

Based on the results of interviews and open questionnaires, four main themes were found relating to obstacles during the implementation of Project-Based Learning, namely time constraints, language barriers, group dynamics, and limited facilities.

1. Time Constraints
   Although most students stated that the time allotted to complete the project was sufficient, some students revealed that the translation and vocabulary research process took a significant amount of time. As a result, some of the project time was spent on understanding English rather than developing the content itself.
2. Language Barriers
   The most dominant obstacle identified in this study was difficulty with the English language. Most students reported having difficulty understanding vocabulary, constructing sentences, using correct grammar, and delivering presentations in English. These difficulties often lead students to rely on dictionaries, translation apps, and the help of friends and teachers during projects.
3. Goup Dynamics
   Research findings indicate that not all groups can work optimally. Some students reported that some group members were less active in discussions and completing assignments. Furthermore, differences of opinion among group members sometimes led to conflicts that impacted the smooth running of projects. This situation led to an unequal distribution of tasks within some groups.
4. Facilities
   Another obstacle identified was limited learning facilities. Several students cited unstable internet access and limited projector usage as obstacles during project work and presentations. However, teachers attempted to overcome these obstacles by utilizing available learning resources and arranging for the use of facilities to be rotated.

4.2. Discussion

This section discusses the research findings by linking them to the theoretical framework of High-Quality Project-Based Learning proposed by Pupik Dean et al. (2023) and the results of previous research on the implementation of Project-Based Learning (PjBL) in English language learning. The discussion focuses on two main aspects: the suitability of PjBL implementation at SMAN 1 Glenmore

with the core practices of High-Quality PjBL and an analysis of the obstacles that emerged during project implementation.

1. **Compliance of PjBL Implementation with the High-Quality Project-Based Learning Framework**

   The results of the study indicate that the implementation of Project-Based Learning at SMAN 1 Glenmore has accommodated most of the core practices described by Pupik Dean et al. (2023). This finding is evident in the integration of learning objectives with project activities, the provision of continuous feedback, opportunities for student collaboration, and the connection of projects to students' real-life situations.

   In the Disciplinary Learning aspect, the teacher does not treat the project as an additional activity separate from the learning objectives, but rather as a means to achieve competencies established in the curriculum. During the learning process, the teacher consistently directs students to apply the structure of procedural texts, the use of imperative sentences, action verbs, sequence markers, and other linguistic elements. This finding is in line with the view of Pupik Dean et al. (2023) who emphasized that quality projects must remain centered on mastery of a particular discipline, not just producing a final product. Thus, the procedural text creation project implemented in this study can be categorized as a project with a clear academic orientation because it supports the achievement of targeted English language competencies.

   Furthermore, teachers implement continuous formative assessment by observing the progress of student projects. Assessment is conducted not only on the final product but also throughout the project process. This practice aligns with the concept of assessment for learning described by Pupik Dean et al. (2023), which involves using information during the learning process to help students achieve learning objectives. Through regular observation and review of drafts, teachers can identify student difficulties early and provide appropriate support.

   In terms of Project Authenticity, the research results indicate that the project presented has a fairly high level of authenticity. The project topic, which focused on creating procedural texts about food and beverages, enabled students to connect their learning to their everyday experiences. Most students chose foods or beverages that were familiar and frequently encountered in real life. This supports the statement by Pupik Dean et al. (2023) that project-based learning will be more meaningful if students can see the connection between the tasks they are working on and their own lives.

Research findings also indicate that teachers strive to help students find personal meaning in projects through discussions and reflective questions. When students are asked to explain their reasons for choosing a particular topic, they begin to connect the project to their personal experiences and the world around them. This connection increases student motivation and engagement during the learning process. These results support previous research suggesting that project relevance to students' lives can increase intrinsic motivation and active participation in learning.

Regarding the Iterative Cycles aspect, the study found that teachers implemented a continuous feedback and revision process throughout the project. Feedback was provided both verbally and in writing and focused on language aspects and the quality of the text content. After receiving feedback, students were given the opportunity to revise their work before producing the final product. This finding demonstrates the existence of a revision cycle, which is one of the main characteristics of High-Quality PjBL according to Pupik Dean et al. (2023).

Furthermore, reflection and peer feedback activities were also found in the learning process. Students were given the opportunity to evaluate their own work and provide feedback to other groups. This practice demonstrates that the learning process occurs not only through interactions between teachers and students, but also through interactions between students. These findings reinforce the view that effective project-based learning must provide opportunities for students to reflect on their learning process and make continuous improvements.

Regarding Collaborative Agency, research results show that students have the opportunity to voice ideas, choose project topics, determine task allocation, and participate in group decision-making. This freedom reflects the application of the principle of voice and choice, which is a crucial component of High-Quality Project-Based Learning (PjBL). Pupik Dean et al. (2023) explain that providing students with choices can increase their sense of ownership of the project and encourage greater engagement in the learning process.

In addition to providing students with freedom, teachers also play an active role in developing their collaborative capacities. They monitor group dynamics, help resolve conflicts, and ensure that each group member has the opportunity to contribute. These practices demonstrate that collaboration in PjBL does not occur automatically; rather, it requires teacher facilitation and guidance to be effective.

Based on these findings, it can be concluded that the implementation of Project-Based Learning at SMAN 1 Glenmore

has fulfilled most of the characteristics of High-Quality PjBL as described by Pupik Dean et al. (2023). However, several challenges remain that affect the effectiveness of its implementation.

2. Analysis of Barriers in the Implementation of Project-Based Learning

Although the implementation of Project-Based Learning (PjBL) offers various benefits in English language learning, this study also identified several obstacles affecting the learning process. These obstacles include students' limited English proficiency, group dynamics, time constraints, and limited learning support facilities.

The first obstacle relates to students' English language proficiency. Research results indicate that mastering vocabulary is the most common difficulty faced by students. Additionally, some students struggle with constructing sentences, understanding grammar, and delivering presentations in English. These findings demonstrate that English proficiency remains a challenge in the implementation of PjBL, as English is a foreign language for the majority of students. Consequently, students require more time to comprehend the material and complete their projects. These findings align with Halim et al. (2023), who in their study "The Implementation of Project-Based Learning in Indonesian EFL Class Between 2017 to 2022: A Systematic Review", stated that speaking skills and vocabulary mastery are the aspects most frequently developed, while also representing significant challenges in the implementation of PjBL within Indonesian EFL instruction.

However, research findings indicate that the implementation of specific core practices by teachers can mitigate the impact of these obstacles. Teachers consistently provide feedback, present sample texts, offer scaffolding during the project process, and create opportunities for students to revise their work. This pedagogical support helps students develop their language skills incrementally, thereby minimizing, though not entirely eliminating, the difficulties they encounter. These findings reinforce the results of Halim et al. (2023), which demonstrate that the successful implementation of PjBL depends not only on the assigned project but also on the teacher's strategies for guiding students throughout the learning process, enabling the gradual development of their language skills.

The second obstacle relates to group work dynamics. Some students reported that certain group members participated less actively and that the distribution of tasks was uneven.

Furthermore, differences of opinion among group members sometimes led to conflict during the project completion process. These findings align with collaborative learning theory, which posits that group work does not always proceed ideally due to variations in the personalities, motivations, and abilities of individual group members. The study's results are also supported by Amin and Shahnaz (2023), who identified group coordination, member participation, and student-to-student communication as key challenges in the implementation of Project-Based Learning.

In this context, the teacher plays a crucial role in monitoring group dynamics and helping to resolve any conflicts that arise. Teachers strive to ensure that every student has a clear role and participates actively in completing the project. These efforts demonstrate the application of "collaborative agency" as a core practice in High-Quality Project-Based Learning. These findings support the research of Amin and Shahnaz (2023), which confirms that teacher guidance during the collaboration process enhances group effectiveness and helps overcome various obstacles encountered during project implementation.

The third obstacle relates to time constraints. Although most students stated that the time allocated for completing the project was sufficient, the processes of looking up vocabulary and translating still required extra time. This indicates that the students' English proficiency levels influenced the efficiency of the project's execution; the lower the students' language proficiency, the more time was required to complete the assigned project tasks. These findings align with research by Amin and Shahnaz (2023), which identifies time management as a major challenge in PjBL implementation, particularly when students need additional time for discussions, information gathering, and task completion.

The final obstacle was the limitation of learning facilities, particularly regarding internet access and the use of projectors. These limitations affected both the information-gathering process and the presentation of project results. Nevertheless, teachers endeavored to overcome these challenges by scheduling the rotational use of facilities and utilizing available learning resources. These findings indicate that the successful implementation of PjBL is determined not only by the quality of the instructional design but also by the availability of supporting facilities and infrastructure. This study’s results align with the findings of Amin and Shahnaz (2023), who noted that limited facilities and technological support can hinder the smooth implementation of Project-Based Learning, even though the model offers numerous benefits to students.

Overall, the research results indicate that despite various obstacles in the implementation of Project-Based Learning (PjBL), teachers' application of core practices—such as providing feedback, scaffolding, facilitating reflection, and fostering collaboration—enabled students to overcome most of the challenges they faced. These findings reinforce the study by Halim et al. (2023), which concluded that the successful implementation of PjBL is influenced by the quality of teacher guidance during the learning process and active student engagement at every stage of the project.

CHAPTER V
CLOSSING

5.1. Conclussion

The research entitled “Implementation of Project-Based Learning in English Learning at SMAN 1 Glenmore: Core Practices and Obstacles Encountered” aims to identify the core practices implemented by teachers during the implementation of Project-Based Learning (PjBL) in English learning and to identify the obstacles encountered during its implementation.

Based on the results of observations, interviews, questionnaires, and documentation, this study found that the implementation of Project-Based Learning at SMAN 1 Glenmore has accommodated most of the core practices of High-Quality Project-Based Learning proposed by Pupik Dean et al. (2023). In the Disciplinary Learning dimension, the teacher successfully integrated the learning objectives of procedural texts into all stages of the project and used project activities as a means of formative assessment to monitor student learning progress. In the Project Authenticity dimension, the teacher connected the project to students' real experiences through a project of making procedural texts about food and drinks that are close to their daily lives. The teacher also helped students find personal meaning from the project they were working on and explained the relationship between each stage of the activity and the final goal of the project.

In the Iterative Cycles dimension, teachers consistently provided feedback throughout the project process, facilitated reflection activities, encouraged peer feedback, and provided opportunities for students to make revisions based on the input received. These practices helped students improve the quality of their work while enhancing their understanding of the learning material. Meanwhile, in the Collaborative Agency dimension, teachers provided opportunities for students to determine project topics, express ideas, choose roles within groups, and participate in decision-making. Teachers also played an active role in managing group dynamics and helping resolve conflicts that arose during the collaborative process.

Although the implementation of PjBL showed positive results, this study also identified several obstacles faced by students during project implementation. The most dominant obstacle was language barriers, specifically limited vocabulary and difficulties writing, speaking, and presenting in English. Furthermore, time constraints were also identified, caused by the translation process and vocabulary searches, which required additional time. Other obstacles that emerged were group dynamics, such as inactive group members, differences of opinion, and unequal distribution of tasks. This study also identified

limited facilities, such as unstable internet access and limited projector usage, that impacted project implementation.

Overall, the results indicate that Project-Based Learning is a learning approach capable of creating authentic, collaborative, and meaningful learning experiences for students. However, the effectiveness of its implementation is greatly influenced by the quality of teachers' pedagogical practices and their ability to overcome various obstacles that arise during the learning process.

5.2. Research Implications

5.1.1 Theoretical Implications

This research provides a theoretical contribution to the development of research on Project-Based Learning, particularly in the context of English language learning at the high school level. The research findings indicate that the High-Quality Project-Based Learning framework developed by Pupik Dean et al. (2023) is relevant for use as a reference in analyzing the implementation of Project-Based Learning (PjBL) in English classes.

The research findings reinforce the view that the success of Project-Based Learning (PjBL) is determined not only by the existence of the project itself, but also by the quality of the core practices teachers employ during the learning process. Findings regarding the integration of learning materials, project authenticity, feedback and revision cycles, and student empowerment in collaboration support the theory that project-based learning can increase student engagement and create more meaningful learning experiences.

Furthermore, this study enriches the literature on the implementation of PjBL in foreign language learning by showing that language barriers remain a major challenge affecting the effectiveness of project implementation. Therefore, this study can serve as a reference for further research examining the relationship between PjBL, language acquisition, and student engagement in learning.

5.1.2 Practical Implications

Practically, the results of this study provide implications for teachers, schools, and education implementers.

For English teachers, the research findings demonstrate the importance of consistently implementing core practices of High-Quality Project-Based Learning (PjBL). Teachers need to continuously provide constructive feedback, facilitate reflection and revision, and provide adequate scaffolding to help students overcome any language difficulties they experience. Teachers

also need to actively monitor group dynamics to ensure all students can participate optimally in project activities.

For schools, the research findings demonstrate the importance of providing adequate learning support facilities, such as stable internet access and sufficient multimedia devices. Good facility support will help improve project implementation effectiveness and expand students' access to relevant learning resources.

For curriculum developers and education decision-makers, this study demonstrates that PjBL has the potential to be an efficient method for supporting the implementation of the Independent Curriculum, which focuses on active, collaborative, and student-centered learning. Therefore, increased training and guidance for teachers on designing and implementing high-quality PjBL must be continuously strengthened.

5.3. Research Limitations

This study has several limitations that need to be considered in interpreting the research results.

First, this research was only conducted at one school, namely SMAN 1 Glenmore, so the research results cannot be generalized to all English learning contexts in Indonesia.

Second, the research participants were limited to one English teacher and 30 grade X students so that the findings obtained were greatly influenced by the characteristics of the learning context being studied.

Third, this study focused solely on the implementation of PjBL in procedural texts. Therefore, the results may differ if applied to other text types or language skills, such as speaking, listening, or reading.

Fourth, this study used a qualitative approach that focused on participants' experiences and perceptions. Therefore, it did not quantitatively measure improvements in student learning outcomes after participating in project-based learning.

5.4. Suggestion

Based on the research results and limitations found, several suggestions can be given as follows.

1. For English Teachers

   Teachers are advised to continue developing the implementation of Project-Based Learning by reinforcing existing core practices, particularly in providing feedback, facilitating reflection, and managing group work. Furthermore, teachers need to provide more intensive language scaffolding, such as vocabulary lists, sample texts, and grammar guides, to assist students who are still struggling with English.
2. For School

Schools are advised to increase the availability of learning facilities to support project implementation, particularly internet access and presentation tools. Schools can also facilitate training for teachers on implementing High-Quality Project-Based Learning to continuously improve the quality of project implementation.

3. For Further Researchers
   Future researchers are advised to conduct research in different school contexts with a larger number of participants to gain a broader understanding of the implementation of Project-Based Learning (PjBL) in English language learning. Furthermore, further research could examine the influence of core PjBL practices on the improvement of specific language skills, such as students' writing, speaking, or vocabulary mastery. Further research could also employ a mixed methods approach to gain a more comprehensive understanding of the effectiveness of Project-Based Learning (PBL) in English language learning.

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APPENDANCES

Appendix 1: Guidance Card

NIM	2211221017
NAMA	DEFI YULIA HARDIYANA
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	PROJECT ORIENTED LEARNING STRATEGY FOR CRITICAL THINKING AT SMAN 1 GLENMORE



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20252	10 Juni 2026	10 Juni 2026	bab 5	16
2	20252	05 Juni 2026	05 Juni 2026	bab 6	15
3	20252	30 Mei 2026	30 Mei 2026	bab 5	14
4	20252	20 Mei 2026	20 Mei 2026	bab 4	13
5	20252	10 Mei 2026	10 Mei 2026	analisis data	12
6	20252	05 Mei 2026	05 Mei 2026	mengumpulkan data	11
7	20252	30 April 2026	30 April 2026	mengumpulkan data	10
8	20252	25 April 2026	25 April 2026	menyusun istrument	9
9	20252	20 April 2026	20 April 2026	menyusun instrument	8
10	20252	10 Maret 2026	10 Maret 2026	revisi bab 1-3	7
11	20252	05 Maret 2026	05 Maret 2026	revisi bab 1-3	6
12	20252	28 Februari 2026	28 Februari 2026	Revisi bab 1-3	5
13	20252	25 Februari 2026	25 Februari 2026	Revisi bab 1-3	4
14	20252	20 Februari 2026	20 Februari 2026	bab 3	3
15	20252	10 Februari 2026	10 Februari 2026	bab 2	2
16	20252	01 Februari 2026	01 Februari 2026	bab 1	1

Appendix 2: Certificate of Having Conducted Research



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI GLENMORE
Jalan RS Bhakti Husada, Tegalharjo, Glenmore, Banyuwangi 68466
Laman: http//www.sman1glenmore.sch.id E-mail: smanglenmore@gmail.com

SURAT KETERANGAN
Nomor : 400.3.8.1/645/101.6.7.14/2025

Yang bertanda tangan dibawah ini, Kepala SMA Negeri Glenmore :
Nama : Heriyanto Nurcahyo, S.Pd., M.Li.
NIP : 197605052007011020
Jabatan : Kepala SMA Negeri Glenmore

Menerangkan dengan sesungguhnya bahwa :

No	Nama	NIM	Program Studi
1	Zulma Qurrota Ainaya	2211111055	Manajemen Pendidikan Islam
2	Mukhlisin	2211111019	Manajemen Pendidikan Islam
3	Lia Thoyyibatun Nisa	2211231041	Tadris Bahasa Indonesia
4	Defi Yulia Hardiyana	2211221017	Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah dan Keguruan
Universitas : Universitas KH. Mukhtar Syafaat

Telah kami selesai melaksanakan Magang/Asistensi Mengajar di SMA Negeri Glenmore mulai tanggal 29 September sampai dengan 30 Oktober 2025
Dasar : Surat Perizinan Tempat Magang/Asistensi Mengajar dari Universitas KH. Mukhtar Syafaat Tanggal 18 Agustus 2025 Nomor 51.2.12/104.1/UIMSYA/FTK/A.2/VIII/2025

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Glenmore, 30 Oktober 2025
Kepala SMA Negeri Glenmore

Heriyanto Nurcahyo, S.Pd., M.Li.
Penata Tingkat I (III/d)
NIP 197605052007011020

Appendix 3: Sertificate of Plagiarism



DEVI TBIG 22.pdf

ORIGINALITY REPORT

14%	9%	11%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Alfina Putri Wijayanti, Wildan Nurul Fajar, Elly Hasan Sadeli. "The Impact of the Project-Based Learning Model on Enhancing Students' Civic Skills in Maintaining National Diversity through Digital Literacy in Eighth Grade at SMP Negeri 2", Proceedings Series on Social Sciences & Humanities, 2024 Publication	3%
2	ijmmu.com Internet Source	1%
3	ejurnalilmiah.com Internet Source	1%
4	www.atlantis-press.com Internet Source	1%
5	journal.trunojoyo.ac.id Internet Source	1%
6	ojs.fkip.ummetro.ac.id Internet Source	1%
7	Subhan Zein, Fuad Abdul Hamied. "The Routledge International Handbook of English Language Education in Indonesia", Routledge, 2025 Publication	1%
8	ejournal.undiksha.ac.id Internet Source	1%

Appendix 4: Rpp others supporting research

d) Rubrik penilaian

Aspek yang dinilai	Indikator	Score 4 (sangat baik)	Score 3 (baik)	Score 2 (cukup)	Score 1 (Kurang)
1. Struktur Teks	Menyusun teks prosedur dengan urutan Goal, Materials, dan Steps	Struktur lengkap, runtut, sangat jelas	Struktur lengkap tapi kurang runtut	Struktur tidak lengkap (1 bagian hilang)	Tidak ada struktur atau tidak sesuai
2. Kosakata	Menggunakan kosakata yang tepat dan sesuai konteks	Kosakata bervariasi dan sangat tepat	Kosakata tepat namun kurang bervariasi	Beberapa kosakata kurang tepat atau salah	Banyak kesalahan kosakata, sulit dipahami
3. Tata Bahasa (Grammar)	Menggunakan grammar yang sesuai (simple present, imperative)	Hampir tidak ada kesalahan tata bahasa	Beberapa kesalahan kecil, tidak menggangg u pemahaman	Cukup banyak kesalahan, mempengaru hi pemahaman	Banyak kesalahan, sulit dimengerti
4. Kalimat Imperatif	Menggunakan kalimat perintah (imperative sentences) dengan benar	Semua langkah ditulis dengan kalimat imperatif yang benar	Sebagian besar menggunaka n kalimat imperatif dengan benar	Hanya sedikit kalimat imperatif yang benar	Tidak menggunaka n kalimat imperatif atau salah semua
5. Kelengkapa n Informasi	Menyebutkan bahan dan langkah-langkah	Semua informasi (bahan & langkah)	Informasi cukup lengkap, hanya	Banyak informasi yang tidak disebutkan	Informasi sangat tidak lengkap

	secara lengkap	lengkap dan detail	sedikit yang kurang		
6. Presentasi Lisan (jika ada speaking task)	Menyampaikan prosedur secara lisan dengan percaya diri dan artikulasi jelas	Sangat percaya diri, pengucapan jelas, lancar	Percaya diri, pengucapan cukup jelas	Kurang percaya diri, banyak ragu, pengucapan kurang jelas	Tidak percaya diri, sulit dimengerti, tidak lancar
7. Kreativitas (opsional)	Menambahkan ilustrasi, variasi, atau kreasi lain dalam teks/proyek	Sangat kreatif dan menarik	Cukup kreatif	Sedikit kreatif	Tidak ada unsur kreativitas

Berikut penilaian kegiatan belajar siswa terkait materi prosedure text kelas X-11:

Nama	Indikator							
	Struktur teks	kosakata	Grammar	Kalimat imperatif	Kelengkapan info	Lisan	kreativitas	Nilai akhir
Ade Rizqi F	2	1	1	2	1	2	2	39
Angelina I.	2	2	1	1	2	1	1	20
Anggun A.	2	1	1	2	1	1	2	35
Asyraf F.	2	1	1	1	1	1	1	29
Aulia Nur	2	1	1	1	1	1	1	29
Auralia Z.	2	1	1	1	1	1	2	32
Aurel L.	1	2	1	1	1	1	1	29
Berliana A	1	1	1	2	2	1	1	32
Casandra	1	2	1	3	1	1	1	36
Cessa Dwi	1	1	1	3	2	2	1	39

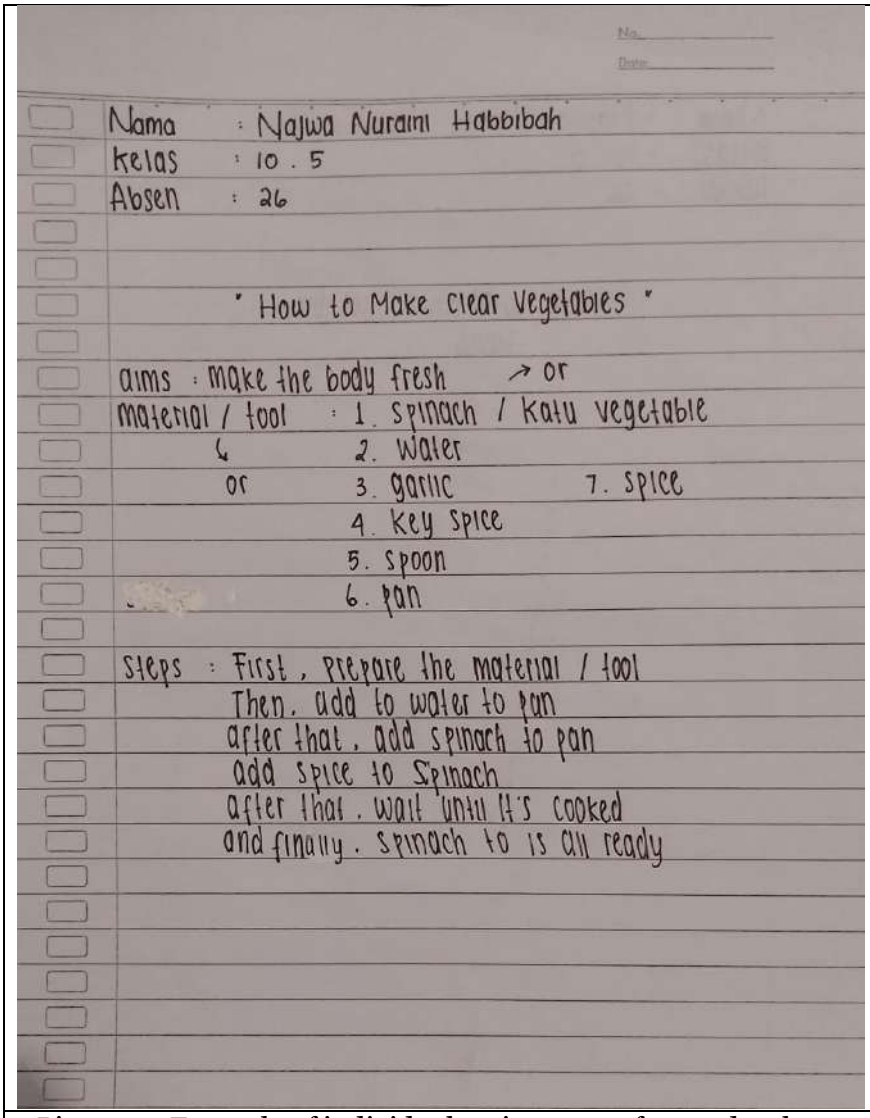
Appendix 5: Research Documentation



Picture 1: Pjbl learning by creating groups



Picture 2: Completion of projects in procedural text learning by writing in front of and presenting



Nama : Najwa Nuraini Habbibah
Kelas : 10 . 5
Absen : 26

" How to Make clear Vegetables "

aims : make the body fresh → or
material / tool : 1. Spinach / Katu vegetable
↳ 2. Water
or 3. garlic 7. spice
4. Key spice
5. Spoon
6. pan

steps : First , prepare the material / tool
Then . add to water to pan
after that . add spinach to pan
add spice to Spinach
after that . wait until it's cooked
and finally . Spinach to is all ready

Picture 3: Example of individual assignment of procedural text using PJBL

Appendix 6: Observation protocol

Instrument 1: Observation protocol

Based on Creswell's (2012) guidelines, this form separates descriptive (field facts) and reflective (researcher's opinion) notes.

Setting: English Class (Prosedure Text), X Grade
Observer: Defi Yulia Hardiyana
Time/Duration: 1 hours
Project topic: Implementation of PJBL in English Language Learning at SMAN 1 Glenmore: Core Practices and Obstacles Faced

Dimensions & 11 Core Practices	Descriptive Notes (Teacher Moves & Student Actions)
G1: DISCIPLINARY LEARNING	
1.1. Integrate content (competency standards) into the project.	The teacher connects the learning objectives and competencies to be achieved with the project to be implemented. Students identify the learning concepts needed to complete the project and apply them in the work process.
1.2. Assess progress through project activities (not just final tests).	Teachers monitor student progress through group discussions, assignments, project journals, and progress presentations. Students demonstrate mastery through interim work, progress reports, and involvement in project activities.
G2: PROJECT AUTHENTICITY	
2.1. Focus on real/real-world problems	Teachers present issues related to students' daily lives or environments. Students identify issues, collect data, and design solutions that can be applied to real-life situations.
2.2. Ensuring students find personal meaning in the project.	Teachers provide opportunities for students to relate projects to their interests, experiences, or needs. Students choose themes, methods, or outcomes that align with their interests and demonstrate active participation throughout the project process.
2.3. Connect project steps to the end goal.	The teacher explains the project steps and their relationship to the desired end result.

	Students understand the purpose of each activity and are able to explain how the process contributes to the project's completion.
G3: ITERATIVE CYCLES	
3.1. Provide (formative) feedback throughout the process.	Teachers regularly provide feedback on students' ideas, working methods, and progress. Students receive feedback, ask questions for clarification, and revise their work based on the feedback received.
3.2. Facilitate reflection systems (e.g., exit tickets).	Teachers provide opportunities for reflection through prompting questions, study notes, or exit tickets. Students record their learning experiences, obstacles encountered, and improvement plans for the next stage.
3.3. Facilitate a peer feedback system.	The teacher organizes a group sharing session and provides feedback guidelines. Students review each other's work, provide constructive feedback, and receive feedback from their peers.
3.4. Facilitate the revision process (students improve drafts).	Teachers encourage students to improve their products based on reflection and feedback. Students revise their designs, correct errors, and improve the quality of their products before presenting or submitting them.
G4: COLLABORATIVE AGENCY	
4.1. Supporting student choice and agency (voice and choice).	Teachers provide space for students to determine topics, work methods, assignments, and the final product's format. Students make decisions independently and are responsible for their choices.
4.2. Building collaboration capacity (managing team conflict).	Teachers facilitate group work by establishing roles, collaborative norms, and problem-solving strategies. Students communicate effectively, share responsibilities, resolve disagreements, and work together to achieve group goals.

Appendix 7: Interview Guidelines for Teacher

Instrument 2: Interview Guidelines for Teachers
Semi-structured interview focusing on Research Question 1 (Enactment).

Informant Identity
Name: Afifatul Fitriyah
Position: English Teacher
Day/Date: Thursday, October 30, 2025
Venue: school office

Core Question (11 Core Practices):

3.1. Disciplinary: How do you ensure that the procedure text remains the main focus while students are busy working on the project?
Answer: I always begin each stage of a project by reminding them of the essential elements of a procedure text, such as the purpose, materials or tools, steps, and the use of imperative sentences and sequencing words. As students work on the project, I use a rubric that assesses the language and structure of the text to keep them focused on the competency they are trying to achieve, not just the final product.

3.2. Authenticity: Why did you choose this project topic? How do you help students see how this procedure text is useful in their real lives?
Answer: I chose this topic because tenth-grade students are currently exploring procedure text topics, such as creating tutorials on food and drinks, or using digital applications. I explained that procedure texts are widely used in real-life situations, such as recipes, tool instructions, and social media tutorials. This way, students understand that procedure text writing skills have practical benefits beyond the classroom.

3.3. Authenticity: How do you explain to students that their daily tasks are an important part of achieving the project's final outcome?
Answer: At the beginning of the project, I outline the flow of activities and the final goal to be achieved. Each daily task is explained as a step that will help them produce a quality final product. I also frequently link the results of that day's work to the progress of their project so students understand that each activity contributes to the final outcome.

3.4. Iterative: What type of feedback do you provide when going around the groups?
Answer: I provide specific, actionable formative feedback, such as on the accuracy of the procedural text's structure, vocabulary usage, grammar, sequence of steps, or clarity of instructions. I also ask prompting questions so students can identify areas for improvement.

3.5. Iterative: Do you provide specific time for students to reflect on what they've learned or correct errors in their drafts?

Answer: Yes, at the end of the lesson, I always provide a short reflection period using reflective questions or exit tickets. Furthermore, after students receive feedback from the teacher and peers, they are given dedicated time to revise and refine their drafts before producing the final product.

3.6. Iterative: How do you coach students to provide honest and helpful feedback on their peers' drafts?
Answer: I model how to provide feedback that's respectful, specific, and focused on the student's work, not their personality. I also use a simple guide or checklist to help students understand what aspects to pay attention to when reviewing their peers' work.

3.7. Collaborative: To what extent are students given freedom to determine the working method or final form of their project?
Answer: Students are given the opportunity to determine the theme, group assignments, and the final product format, such as a poster, video tutorial, or presentation. However, I still provide criteria and learning objectives that must be met to ensure the project's outcomes align with the targeted competencies.

3.8. Collaborative: What do you do if a group is not cohesive or if a student is dominant?
Answer: I regularly monitor and discuss with group members to understand any issues that arise. If a student is overly dominant, I help organize roles so that each member has the opportunity to contribute. If conflict arises, I facilitate communication and encourage students to find solutions together, thus enabling more effective group collaboration.

Appendix 8: Open Questionnaire for Students

Instrument 3: Open Questionnaire for Students

Instructions: Answer the questions below based on your honest experience working on the "Procedural Text" project in English class. There are no right or wrong answers.

A. Learning experience (related to core practice)
   1. Disciplinary Learning: While working on this project, which part of the Procedural Text material (text structure, vocabulary, or grammar) was the most challenging to learn? Explain why.
   2. Authenticity: Is the project topic you chose related to your daily life? How did it make you feel more (or less) enthusiastic about learning English?
   3. Iterative Cycles: Describe how you felt when you received feedback from your teacher or classmates. Did this feedback help you improve your draft? Why?
   4. Collaborative Agency: During group work, did you feel you had the freedom to contribute ideas or choose your role within the team? Describe how your group made decisions.

B. Obstacles faced (Research Question 2)
   5. Language Barriers: What was your biggest challenge when trying to write or speak in English during this project?
   6. Time Management: Was the time allotted in class sufficient to complete the project from start to presentation? If not, what part took up the most time?
   7. Group Dynamics: What were the most common obstacles when working with other group members? (For example, division of tasks, differences of opinion, or passive members).
   8. Facilities: Were there any school facilities (such as internet, projectors, or reference books) that you felt were insufficient to support the smooth running of this project? Please explain.

Appendix 9: summary of the results of respondents' answers to each question

The following is a summary of the results of respondents' answers to each question.

Respondent	Disciplinary Learning	Authenticity	Iterative Cycles	Collaborative Agency	Language Barriers	Time Management	Group Dynamics	Facilities
S1 (Ahmad)	Difficulty with text structure	Project relevant, motivated	Feedback helped corrections	Active group, solid	Vocabulary difficult	Time sufficient, but translation slow	Disagreement in group	Projector Limited
S2 (Aulia)	Vocabulary difficulty	Topic matches experience	Feedback increased knowledge	Free ideas, consensus	Speaking difficult	Time taken by translation	Less active members	Internet insufficient
S3 (Windia)	Vocabulary difficulty	Topic close to daily life	Feedback helped quickly	Free role, discussion	Writing difficult	Time sufficient	Disagreement in group	Projector limited
S4 (Andika)	Vocabulary difficulty	Motivated by choosing project	Feedback broadened insight	Free ideas, discussion	Writing difficult	Time sufficient	Unequal task distribution	Internet limited
S5 (Jesika)	Vocabulary difficulty	Topic often done	Feedback sped up work	Free ideas, consensus	Writing difficult	Time sufficient	Disagreement in group	Internet limited

S6 (Najwa)	Vocabulary difficulty	Excited by personal experience	Feedback improved writing	Free ideas, discussion	Writing difficult	Time sufficient	Disagreement in group	Limited internet and projector
S7 (Amelia)	Vocabulary difficulty	Project related to activities	Feedback improved writing	Free ideas, discussion	Difficult presenting	Time sufficient	Passive members	Limited internet
S8 (Amelia)	Vocabulary difficulty	Topic very relevant	Feedback improved writing	Free ideas, discussion	Difficult speaking	Time sufficient	Passive members	Projector limited
S9 (Zahra)	Vocabulary difficulty	Project fits daily activities	Feedback improved writing	Free ideas, group discussion	Writing difficult	Time sufficient	Passive members	Limited internet
S10 (Anata)	Vocabulary difficulty	Motivated by past experience	Feedback improved writing	Free ideas, group discussion	Writing difficult	Time sufficient	Passive members	Limited internet

HISTORY LIFE



Name	:	Defi Yulia Hardiyana
Place and date of birth	:	Banyuwangi, August 12, 2002
Gender	:	Female
Religion	:	Islam
Study Program	:	English Education
Address	:	Sidomulyo, Sumberberas, Muncar, Banyuwangi, Jawa Timur

Educational Background

1. TK Khadijah 35 (2006- 2008)
2. SD Negeri 2 Sumberberas (2008- 2014)
3. MTsN 4 Banyuwangi (2014- 2017)
4. SMA Negeri 1 Muncar (2017- 2020)

Organizational Experience

1. Sie education (2022)
   Hmps Tadris Bahasa Inggris (UIMSYA BLOKAGUNG BANYUWANGI)
2. You are a member of the English tutor (2023)
   Hmps Tadris Bahasa Inggris (UIMSYA BLOKAGUNG BANYUWANGI
3. English Tutor (2024)
   1) Aloha education course
   2) Karangdoro english course

MOTTO AND DEDICATION

The wounds of the past are not the end of the journey, but proof that I have the strength to endure and keep moving forward.

This thesis is dedicated to my beloved parents for their endless prayers, love, and unwavering support. I also dedicate this work to myself for persevering, learning, and continuing to move forward through various challenges in life. May this achievement serve as a reminder that every journey undertaken with patience and determination will lead to something truly meaningful and worthwhile.

