Anti Mardiana

UIMSYA

ARTICLE

Students' Perceptions of Project-Based Learning in Writing English Procedure Texts



Tadris Bahasa Inggris 2022

JOURNAL ARTICLE FINAL PROJECT REPORT

STUDENT'S PERCEPTIONS OF PROJECT BASED LEARNING IN WRITING ENGLISH PROCEDURE TEXTS

BY :

ANTI MARDIANA

NIM : 2211221033

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

KH. MUKHTAR SYAFAAT UNIVERSITY

2026

ADVISOR APPROVAL SHEET

Thesis title:

Students' Perceptions of Project-Based Learning in Writing English Procedure Texts

By: Anti Mardiana

NIM :2211221033

It has been approved to be submitted in the thesis examination

Session on:

Acknowledged,

Head of English Education Department

AHMAD BARUK, M.Pd.
NIPY. 315161105880l

Advisor,

ADIB AHMADA, M.Pd.
NIPY. 315093006860l

APPROVAL

The final project journal article of **Anti Mardiana** titled:

Students' Perceptions of Project-Based Learning in Writing English Procedure Texts. Has been submitted to the board of examiers of the final project journal article of the faculty of tarbiyah and keguruan (FTK) KH. Mukhtar Syafaat University Blokagung Banyuwangi, and has been accepted and ratified as one of the requirement to obtain a Bachelor of Education Degree (S.Pd).

Team of Examiners:

Chairperson

Ahmad Faruk, M.Pd.

NIPY:3151611058801

Examiner 1

Dewi Khawa, M.Pd.

NIPY: 3151412018901

Examiner 2

Adib Ahmada, M.Pd.

NIPY: 3150930068601

Dean of Education and Teacher Training Faculty

Dr. ZUBAIDAH AMALA DWI ANDRIANI M.A.

NIPY. 3150722128401

MOTTO

"Success is Not About being Perfect, but About Never Giving up.

DEDICATION

I dedicate this final journal article to my parents and family, who have provided me with their love and support throughout my studies at Kh. Mukhtar Syafa'at University in Blokagung, Banyuwangi. I would also like to express my gratitude to the Rector, the Dean, the Chair of the English Language Education Program, and my academic advisor at Kh. Mukhtar Syafa'at Blokagung, Banyuwangi: Dr. KH. Ahmad Munib Syafa'at, Lc., MEI; Dr. Zulfi Zumala Dwi Andriani, M.A.; Ahmad Faruk, M.Pd.; and Adib Ahmada, M.Pd., for their guidance and support in this research. I would also like to thank myself for my willingness to continue growing and learning to become a better version of myself. Thanks are also extended to my classmates who consistently provided support, camaraderie, and encouragement throughout the process of drafting this final journal article.

STATEMENT

AUTENTICITY OF JOURNAL ARTICLE

The undersigned, I am:

Name	: ANTI MARDIANA
NIM	2211221033
Study Program	: English Education
Alamat	: Bangorejo, Banyuwangi

Solemnly declare that the final assignment of the journal article with the title **" Students' Perceptions of Project-Based Learning in Writing English Procedure Texts."** Published in journal of language teaching and learning, linguistics and literature (IDEAS), p-ISSN: 2338-4778 (print) and e-ISSN: 2548-4192 (online), Volume 14, Number 1, June (2026), SINTA 3 accredited. As a whole is the result of my own research/work, except in parts that are referred to the source.



Banyuwangi, 14th May 2026

Declarator,



Anti Mardiana

2211221033

TABLE OF CONTENT

COVER.....
ADVISOR APPROVAL SHEET ii
APPROVAL..... iii
MOTTO AND DEDICATION..... iv
STATEMENT AUTHENTICITYOF JOURNALARTICLE..... v
TABLE OF CONTENT vi
ABSTRACT 1
INTRODUCTION..... 2
METHOD..... 5
RESULT..... 7
DISCUSSION..... 12
CONCLUSION..... 14
REFERENCES..... 16
APENDIXCES 17

Students' Perceptions of Project-Based Learning in Writing English Procedure Texts

Anti Mardiana[1], Adib Ahmada[2]

[1,2]English department, KH. Muhtar syafaat University, Banyuwangi, East Java

Article Info

Received: 2025-02-05
Revised: 2026 05-02
Accepted: 2026 05-03

Keywords:
Perception,
PJBL,
procedure text

DOI:
10.24256/ideasv14i1.9603

Corresponding Author: Anti Mardiana
antimardianaaa@gmail.com
English department, KH. Muhtar syafaat University, Banyuwangi, East Java

Abstract

This study aims to determine the perceptions of seventh-grade students at MTs Roudlotul Muta'alimin regarding the application of Project-Based Learning (PjBL) through posters in writing English procedural texts. This study employed a descriptive research design using a case study approach, with data collected through open-ended questionnaires completed by 20 students and semi-structured interviews with five selected students.. Data analysis was conducted using the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing. The findings indicate that students generally have a positive perception of the implementation of PjBL through posters. Students consider this approach to encourage active engagement in the learning process, increase confidence in writing English procedural texts, and make learning more enjoyable and meaningful. Although students experience linguistic challenges, especially in vocabulary selection and sentence construction, these difficulties are considered surmountable with proper teacher guidance and structured learning activities. Overall, this study concludes that Project-Based Learning through posters is considered an effective instructional approach for teaching English procedural writing at the junior high school level and provides valuable insights for English teachers in implementing student-centered learning practices.

ISSN 2338-4778 (Print)

Introduction

Students' perceptions play a crucial role in shaping the effectiveness of teaching and learning processes, particularly in foreign language learning such as English. In the Indonesian context, English is positioned as the first foreign language in the education system (Agustin, 2024). This context presents a particular challenge, as English is not used as a means of everyday communication for most students. Learning in the 21st century requires collaborative, communicative, and creative skills so that teachers can develop creative strategies that keep students interested, engaged, and active in learning activities throughout the process, especially in the teaching and learning of English at the high school level (Rohmi, Wahyuni, 2023; Saragih, et al., 2024; Centrisia, 2025).

Project-Based Learning (PjBL) is a learning approach that emphasizes student participation in learning activities through project-based tasks connected to real-life contexts (Sukmawati, Rosmayanti, et al., 2025). Project work allows students to work individually or in groups on decision making, research, problem-solving, and development (laela et al, 2025). In this approach, students are encouraged to take an active role in planning and carrying out learning tasks, while teachers serve as facilitators who guide the learning process. PjBL focuses on how learning activities are experienced by students, including collaboration, exploration, and production of learning outcomes. Several studies describe PjBL as an approach that provides opportunities for student interaction and engagement during the learning process (Almulla, 2021; Dole et al., 2022). Therefore, examining students' perceptions of PjBL implementation is important

ISSN 2338-4778 (Print)

to understand how this approach is viewed and experienced in the classroom context.

In the present study, Project-Based Learning was implemented through a poster-making project as the main learning product. Posters have existed since ancient times, but their mass production began in the late 19th century. They are used as an effective and attractive visual communication tool due to their ability to convey messages and information (Arifin and Nurjayanti, 2024). Posters have become a very popular phenomenon and play an important role in the history of visual communication (Dawami, 2021).

Within the context of English writing instruction, one of the text genres commonly taught through Project-Based Learning and poster media is the procedural text. The procedural text instructs readers to perform a task by adhering to a series of steps. As a result, readers may discover it easier to either experiment with or follow a recipe. The purpose of this procedural manual is to guide the reader on the proper sequence of actions to undertake. (irawaty et all,2024), Procedural texts are intended to deliver sequential information or instructions that allow individuals to execute activities safely, efficiently, and appropriately. (irawaty et all,2024, Knapp 2005), procedural instructions, including recipes and directions, concentrate on guiding an individual in performing a task, comprising stages such as objective, materials, and sequential steps. Another meaning of procedure text is a text that demonstrates a series of steps for manufacturing or performing something. Procedure is a text that instructs readers on how to perform, utilize, or create something (Fatimah, 2011; Yamani, 2022).

Previous studies have shown that the use of instructional media and interactive learning activities can support students' writing

ISSN 2338-4778 (Print)

development by providing meaningful learning experiences and encouraging active participation (Ahmada & Hilmiah, 2021). Which examined "Improving Students' Ability to Write Procedural Texts Using Video Recipes," show that this can improve the abilities of students at SMPN 1 Mojowarno in terms of interest, enjoyment, enthusiasm, and curiosity during the implementation of video recipes (Yamani, 2022). Meanwhile, (Aini, 2024) researched Student Cognitive Strategis in Learning to write Procedure text and stated that the problems faced by students were grammatical constraints, vocabulary deficiencies, and cognitive problems. (Prayudha S., 2021) researched Teaching Procedural Texts Using YouTube as a Medium in English Language Teaching.

The Perspective of EFL Students and stated that the use of the YouTube application in the procedural text learning process can help students understand procedural text material well and can have a positive impact on English language learning activities. Previous studies on PBL, such as (Sebudun and Nurhayati, 2024), which examined "Exploring the Efficacy of Project-Based Learning in English Language," stated that students involved in PBL showed increased motivation, collaboration skills, and critical thinking skills.

Research specifically examining students' perceptions of Project-Based Learning implemented through posters in procedural text writing is still limited, especially in the context of Islamic schools such as madrasah tsanawiyah (MTs). The characteristics of the learning environment, institutional values, and student backgrounds in Islamic schools can influence how students view and interpret teaching strategies.

In addition, the use of posters as project products in PjBL has not been widely explored from the students' perspective, especially at the seventh-grade level. Therefore, this study aims to fill this gap by investigating students' perceptions of the use of PjBL through poster media in writing procedural texts at MTs Roudlotul Muta'alimin.

Previous studies emphasize that student perceptions must be considered when applying innovative instructional approaches to ensure suitability with student needs and classroom contexts (Rahma et al., 2023) Based on these considerations, this study aims to identify the perceptions of seventh-grade students at MTs Roudlotul Muta'alimin regarding the use of Project-Based Learning through posters in writing English procedural texts. The findings of this study are expected to provide practical insights for English teachers in reflecting on and improving student-centered teaching practices.

Method

This study employed qualitative research using case study to identify seventh-grade students' perceptions of the use of Project-Based Learning (PjBL) through poster media in writing English procedural texts. A qualitative approach is appropriate for understanding the meanings and perspectives that individuals or groups assign to a particular educational phenomenon (Creswell,2018). This approach involves the collection of open-ended, non-numerical data that are analyzed through non-statistical procedures, allowing the researcher to capture students' perceptions in depth without emphasizing numerical generalization (Pandey, 2025)

The case study approach was selected because this research focuses on an in-depth examination of a specific learning context, namely a single class at MTs Roudlotul Muta'alimin, to gain a comprehensive understanding of how Project-Based Learning through poster media is experienced and perceived by students in a real classroom setting.

The research was conducted at MTs Roudlotul Muta'alimin, an Islamic junior high school. The participants consisted of 20 seventh-grade students who had experienced learning English procedural texts through Project-Based Learning using poster media. The participants were selected using purposive sampling, as they met specific criteria relevant to the research objectives, particularly having direct experience with PjBL and poster-based learning activities. In addition, five students were selected from the questionnaire respondents to participate in semi-structured interviews in order to obtain more in-depth information regarding their perceptions and learning experiences.

Data were collected using two qualitative instruments, namely open-ended questionnaires and semi-structured interviews. Open-ended questionnaires were distributed to all 20 students via Google Form with a total of 8 open-ended questions to collect written responses regarding their perceptions of Project-Based Learning (PBL) through poster media in writing English procedural texts. The open questionnaire was adapted from a previous study on students' perceptions of Project-Based Learning (Amalia et al., 2024) and modified to suit the context of poster-based procedural text learning

The use of open-ended questions allowed students to freely

express their views, experiences, and feelings in their own words. Semi-structured interviews were conducted with five selected students via telephone to gain deeper insights into their perceptions, feelings, and challenges related to the implementation of PjBL through posters. This interview format provided flexibility while remaining in line with the research objectives (Seti, Subroto, 2021). The data obtained from the open-ended questionnaires and interviews were analyzed using the interactive data analysis model proposed by Miles and Huberman.

This model involves three interrelated steps: data reduction, data display, and conclusion drawing and verification. Data reduction was carried out by selecting, focusing, and coding relevant information related to students' perceptions. The reduced data were then organized and presented in the form of thematic descriptions to facilitate interpretation. Finally, conclusions were drawn and verified by continuously comparing patterns and themes across data sources. The use of both questionnaires and interviews enabled data triangulation, which enhanced the credibility and trustworthiness of the research findings.

Results

This section presents research findings based on data obtained from open questionnaires and semi-structured interviews with seventh-grade students at MTs Roudlotul Muta'alimin. Data analysis revealed several key themes that reflect students' perceptions of the

implementation of Project-Based Learning (PjBL) through posters in writing English procedural texts. The themes identified include: active involvement, roles, and responsibilities; comfort and confidence through peer interaction; linguistic challenges and teacher support; and enjoyment and motivation in poster-based learning.

1. *1Active Involvement, Roles, and Responsibility*

The findings indicate that students perceived Project-Based Learning through poster media as fostering active involvement throughout the learning process. Students reported being engaged in the project from the initial planning stage to the final production of the poster, which contributed to a heightened sense of responsibility and ownership of their learning.

One student described a positive emotional response to this continuous involvement, stating:

> *"I feel happy because I am always involved in the process of creating procedural text projects using this poster medium from start to finish. This also makes me feel more responsible, adds to my sense of pride, and ensures that I always remember what I have learned."*

(Interview/DMQ/January 2026)

In addition, students emphasized the importance of clear roles within their groups. Responses from the open-ended questionnaire showed that each group member was assigned specific responsibilities, which facilitated effective collaboration and task completion. For

example, one student noted:

> *"I was the person who managed membership fees and purchased the equipment needed to create the procedure text." (Open-ended questionnaire/IF/2026).*

Other students reported responsibilities related to idea development, poster design, and information gathering:

"*I am in charge of proposing ideas and decorating posters." (Open questionnaire/SY/2026)*

"I am responsible for finding facts about the topic."(Open questionnaire/OD/2026)

From the above descriptions, these findings show that the implementation of PjBL through posters encourages students to actively participate in learning activities while developing a sense of responsibility through role sharing and cooperation.

1. Comfort and Confidence through Peer Interaction

Based on the data obtained by researchers, collaborative learning in PjBL creates a learning environment where students feel comfortable and confident in interacting with the learning material being studied. Group work allows students to communicate freely with their classmates without feeling embarrassed to ask questions to their teammates, especially when seeking clarification or help.

One student explained that interacting with group members reduced feelings of anxiety and embarrassment, especially compared to asking questions directly to the teacher in front of the class:

2. Comfort and Confidence through Peer Interaction

Based on the data obtained by researchers, collaborative learning in PjBL creates a learning environment where students feel comfortable and confident in interacting with the learning material being studied. Group work allows students to communicate freely with their classmates without feeling embarrassed to ask questions to their teammates, especially when seeking clarification or help.

One student explained that interacting with group members reduced feelings of anxiety and embarrassment, especially compared to asking questions directly to the teacher in front of the class:

> *"I like working in groups because I can ask my classmates about things I don't understand without feeling embarrassed, because I usually don't have the confidence to ask questions directly to the teacher in front of the class."*

(Interview/SYN/January 2026)

These findings show that interactions between classmates in Project-Based Learning can support students' confidence and participation, especially for those who feel anxious in classroom interactions.

3. Linguistic Challenges and Teacher Support

Despite generally positive perceptions, students reported facing linguistic challenges when writing procedural texts in English. The main difficulties were related to sentence construction and vocabulary selection. These challenges highlight the cognitive demands of writing in a foreign language. However, students stated that these difficulties could

be overcome through teacher guidance and group work. One student commented:

> *"I find it a little difficult to arrange words and choose vocabulary in English, but this can be overcome with teacher guidance and teamwork." (Interview/DMQ/January 2026)*

These findings demonstrate the importance of instructional support and collaboration among classmates in helping students overcome linguistic barriers during Project-Based Learning activities.

4. Enjoyment and Motivation in Poster-Based Learning

The findings also show that students consider the use of posters in Project-Based Learning to be enjoyable and motivating. Students expressed increased interest and enthusiasm when learning procedural texts through creative and visually oriented activities. One student stated that poster-based projects made learning more interesting and less monotonous:

> *"I am happy and interested in learning these procedural texts by making poster projects, because it is not boring and makes me more enthusiastic about learning."*

(Interview/DMQ/January 2026)

Another student highlighted the opportunity to express creativity and connect learning to real-life experiences:

> *"I really enjoyed creating images that corresponded to the steps in the procedural text I created. It also gave my friends and me space to*

express our creativity in the form of images and procedural texts based on what I see in real life."

(Interview/AKN/2026)

This response shows that poster-based Project-Based Learning increases student motivation and engagement by integrating creative expression and meaningful learning experiences.

Discussion

This study shows that seventh-grade students at MTs Roudlotul Muta'alimin generally have a positive perception of the application of Project-Based Learning (PjBL) through posters in writing procedural texts in English. Students' perceptions indicate that PjBL is considered an instructional approach that provides meaningful learning experiences and encourages active involvement in the writing process.

Students' perceptions of increased engagement and responsibility indicate that PjBL enables learners to participate more actively in constructing knowledge. This finding is consistent with the principles of constructivist learning, which emphasize that learning occurs through direct engagement and meaningful activities (Creswell, 2018).

When students feel actively involved throughout the learning process, they tend to develop a stronger sense of ownership of their learning outcomes. These findings are consistent with previous studies

reporting that students view Project-Based Learning as a more engaging and meaningful approach compared to traditional teacher-centered instruction (Almulla, 2021; Dole et al., 2022).

In addition, students' perceptions of comfort and confidence indicate that PjBL creates a supportive learning environment for foreign language writing. Students feel that learning through PjBL reduces anxiety and allows them to interact with English procedural texts with greater confidence. This perception is particularly relevant in the context of learning English as a foreign language (EFL), where students often experience fear of making linguistic mistakes. Similar findings were reported by (Rahma et al., 2023), who found that student-centered learning approaches positively influence students' confidence and emotional engagement during the learning process.

Despite positive perceptions, students also acknowledged linguistic challenges, particularly in sentence construction and vocabulary usage. However, these challenges were considered surmountable when provided with appropriate instructional support. These findings support **(** Aini, 2024) research when identified grammatical and lexical difficulties as common problems in procedural writing, but emphasized the importance of teacher guidance in helping students overcome these problems. Student perceptions in this study indicate that PjBL provides a structured learning environment that supports gradual improvement in writing skills rather than causing frustration.

Additionally, students' perceptions of increased enjoyment and motivation highlight the effectiveness of posters as part of the PjBL

approach.

From the students' perspective, posters facilitate the visualization of procedural steps and make writing activities more interesting and less monotonous. Similarly, (Yamani, 2022) reports that the use of engaging media in teaching procedural texts can increase students' interest and motivation in learning.

Overall, the findings indicate that students view Project-Based Learning through posters as an effective and engaging approach to learning how to write English procedural texts. This perception emphasizes the importance of incorporating students' perspectives when implementing innovative teaching strategies. By understanding students' perceptions, teachers can tailor PjBL to suit students' needs and classroom contexts, especially in Islamic secondary schools such as madrasah tsanawiyah.

Conclusion

This study concludes that seventh-grade students at MTs Roudlotul Muta'alimin generally have a positive perception of the application of Project-Based Learning (PjBL) through posters in writing procedural texts in English. Based on the findings and discussion, students view PjBL as an instructional approach that encourages active engagement and provides meaningful learning experiences in writing classes.

Students believe that the use of posters in PjBL helps them understand procedural texts more clearly through the presentation of visual and structured information. This approach allows students to see writing activities as more interesting and relevant to real-life contexts.

Although students face linguistic challenges, especially related to vocabulary and sentence construction, these difficulties do not diminish their overall positive perception of PjBL. On the contrary, students consider that these challenges can be overcome through teacher guidance and structured learning activities.

Based on these conclusions, several suggestions can be made. English teachers, especially in junior high school settings, are encouraged to consider Project-Based Learning using posters as an alternative approach to teaching procedural writing. Teachers are advised to provide clear project instructions, ongoing guidance, and appropriate feedback to support students' language development during the project. Furthermore, further research is recommended to involve a wider group of participants and diverse educational contexts in order to further explore students' perceptions of PjBL and its application in teaching English writing.

References

Agustin, Y. (2024). Kedudukan bahasa Inggris sebagai bahasa pengantar dalam dunia pendidikan. *Jurnal Bahasa dan Seni*. Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Bahasa dan Seni, Universitas Indraprasta PGRI.

Ahmada, A., & Hilmiah, A. L. (2021). The effectiveness of using video clip in teaching writing skill at the survival students: Quantitative method. *JOURNEY (Journal of English Language and Pedagogy)*, 1(1), 38–48.

Aini, S. K. (2024). Students' cognitive strategies in learning to write a procedure text. *Journal of English Education and Literature*, 1(1), 6–12. https://jose.sinarlima.com/index.php/JOEEAL/index

Almulla, M. A. (2021). The effectiveness of the project-based learning (PBL) approach as a way to engage students in learning. *SAGE Open*, 11(3), 1–15. https://doi.org/10.1177/21582440211032135

Amalia, S. I. Y., Degeng, P. D. D., & Razali, K. A. (2024). EFL students' perspectives toward Project-Based Learning in vocational high schools. *Journal of Languages and Language Teaching*, 12(1), 226–235. https://doi.org/10.33394/jollt.v12i1.9740

Arifin, I., & Nurjayanti. (2024). Rekonstruksi poster sebagai media aspirasi dan propaganda mahasiswa. *MITZAL (Demokrasi, Komunikasi, dan Budaya): Jurnal Ilmu Pemerintahan & Ilmu Komunikasi*, 9(1), 2–13.

Centrisia, B. D., Anwar, K., & Maruf, N. (2025). Investigating and correlating students' perceptions, interests, and attitudes toward the implementation of Project-Based Learning through YouTube video project in learning English. *Indonesian EFL Journal*, 11(2), 309–322. https://doi.org/10.25134/ieflj.v11i2.11793

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Dawami, A. K., & Rifqi, M. (2021). Fenomenologi desain: Pengungkapan pengalaman desainer dalam desain komunikasi visual. *Human Narratives*, 2(2), 108–120. https://doi.org/10.30998/hnr.v2i2.968

Dole, S., Bloom, L., & Kowalske, K. (2022). Transforming pedagogy through Project-Based Learning. *Interdisciplinary Journal of*

Problem-Based Learning, 16(1), 1–15.

Fatimah, S. (2011). *Teaching procedure text in junior high school*. Bandung: Educational Press.

Irawaty, C. F., Yunanda, F., & Simalango, A. M. R. (2024). An analysis on the students' challenges faced in writing procedure texts at Budi Murni. *Jurnal Basataka (JBT)*, 7(2), 1–10.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press.

Laela, Z. N., Prasongko, A., & Putri, K. Y. (2025). Teacher and students perception: The implementation of Project-Based Learning method in learning English for vocational students. *Academic Journal Perspective: Education, Language, and Literature*, 13(1), 1–9. https://doi.org/10.33603/perspective.v13i1.9992

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Pandey, G. P. (2025). Designing and conducting qualitative studies in ELT: Methods and practices. *International Journal of Social Sciences and Management*, 12(2). https://doi.org/10.3126/ijssm.v12i2.77491

Prayudha, J. P. S. (2021). Teaching procedure text by using YouTube as a media in English language teaching: EFL students' perspectives. *Conference on English Language Teaching*, 1–8. https://doi.org/10.24090/celti.2021.261

Rahma, A. R., Rezeki, P., Lestari, I., & Dewi, U. (2023). Teacher's perception on teaching strategy and its effect toward students: Discovery learning. *JADEs Journal of Academia in English Education*, 4(1), 55–70. https://doi.org/10.32505/jades.v4i1.5232

Rohmi, F., & Wahyuni, S. (2023). English teacher's strategy in teaching writing using discovery learning. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11(2), 122–128. https://doi.org/10.23887/jpbi.v11i2.50812

Saragih, B., Dewi, N. R., & Isdianto, M. E. (2024). Innovative course lecture in creative arts: A Project-Based Learning (PjBL 4.0) enriching 4Cs competencies. *Journal of English Education and Teaching*, 8(4), 831–860. https://doi.org/10.33369/jeet.8.4.831-860

Sedubun, S., & Nurhayati. (2024). Exploring the efficacy of Project-

Based Learning in English language teaching: A literature review. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 5(1), 1089–1092.

Seti, A., & Subroto, B. (2021). Semi-structured interviews in qualitative educational research. *Educational Research Journal*, 5(2), 70–79.

Sukmawati, S., Rosmayanti, V., Amin, S., et al. (2025). Empowering the implementation of self-regulated learning through Project-Based Learning (PjBL) in English instruction. *Jurnal Pendidikan dan Pengajaran*, 58(1), 50–61. https://doi.org/10.23887/jpp.v58i1.82086

Yamani, A. (2022). Improving students' procedural text writing through video recipes. *Journal of English Language Teaching*, 10(1), 59–68.

NIM	**2211221033**
NAMA	**ANTI MARDIANA**
FAKULTAS	**TARBIYAH DAN KEGURUAN**
PROGRAM STUDI	**S1 TADRIS BAHASA INGGRIS**
PERIODE	**20252**
JUDUL	**STUDENTS PERCEPTIONS OF PROJECT-BASED LEARNING IN WRITING ENGLISH PROCEDURE TEXTS**



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20251	30 April 2026	30 April 2026	proofreading	bimbingan 16
2	20251	27 April 2026	27 April 2026	penulisan artikel	bimbingan 15
3	20251	25 April 2026	25 April 2026	penulisan artikel	bimbingan 14
4	20252	20 April 2026	20 April 2026	penulisan artikel	bimbingan
5	20252	20 April 2026	20 April 2026	penulisan artikel	Bimbingan
6	20251	18 Januari 2026	18 Januari 2026	ACC	ACC
7	20251	18 Januari 2026	18 Januari 2026	Revisi BAB 1-3	Revisi BAB 1-3
8	20251	15 Januari 2026	15 Januari 2026	Bimbingan BAB 5	Bimbingan BAB 5
9	20251	10 Januari 2026	10 Januari 2026	Bimbingan BAB 4	Bimbingan BAB 4
10	20251	25 Desember 2025	25 Desember 2025	Ambil data penelitian	Ambil data penelitian
11	20251	20 Desember 2025	20 Desember 2025	Persiapan penelitian	Persiapan penelitian
12	20251	15 Desember 2025	15 Desember 2025	Revisi bab 1-3	Revisi bab 1-3
13	20251	07 Desember 2025	07 Desember 2025	Bimbingan BAB 3	Bimbingan BAB 3
14	20251	30 November 2025	30 November 2025	Bimbingan BAB 2	Bimbingan BAB 2
15	20251	25 November 2025	25 Januari 2026	Bimbingan BAB 1	Bimbingan BAB 1
16	20251	20 November 2025	20 November 2025	Judul penelitian	Judul penelitian

YAYASAN PENDIDIKAN ISLAM ROUDLOTUL MUTA'ALLIMIN

MTs ROUDLOTUL MUTA'ALLIMIN

SIMBAR TAMPO CLURING BANYUWANGI

Notaris : Misbah Imam Subari, SH., M.HUM. Akte : No.8 tahun 2016

NSM : 121235100013 NPSN : 20581631

Alamat : Jl. Hasanudin No. 13 Simbar – Tampo – Cluring – Banyuwangi 68482

SURAT KETERANGAN PENELITIAN

Nomor : 028 / F-2 / MTsR / X / 2025

Yang bertanda tangan di bawah ini Kepala MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi menerangkan bahwa:

Nama	: ANTI MARDIANA
Tempat Tanggal Lahir	: Banyuwangi, 24 September 2002
NIM	: 2211221033
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Institusi	: UNIVERSITAS KH. MUKHTAR SYAFAAT (UIMSYA) BLOKAGUNG BANYUWANGI

Menerangkan dengan sebenarnya bahwa mahasiswa tersebut, telah melaksanakan Penelitian di MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi, Tahun Pelajaran 2025/2026 dalam rangka penyelesaian program tugas akhir artikel dengan judul " ***STUDENTS PERCEPTIONS OF PROJECT-BASED LEARNING IN WRITING ENGLISH PORCEDURE TEXT*** "

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Banyuwangi, 30 Oktober 2025

Kepala Madrasah

MIFTAHUL HIDAYAT, M.Pd.I

19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.



Filtered from the Report

- Bibliography
- Quoted Text

Match Groups

- 32 Not Cited or Quoted 14%
  Matches with neither in-text citation nor quotation marks
- 4 Missing Quotations 3%
  Matches that are still very similar to source material
- 0 Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

Top Sources

17% Internet sources
9% Publications
8% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

BIOGRAPHY



Name	: ANTI MARDIANA
NIM	: 2211221033
Place, Date of Birth	: Banyuwangi, 24 sempember 2002
Gender	: Female
Faculty	: Education and Teacher Training
Study Program	: English Departmen
Address	: Bangorejo, Banyuwangi, East Java

ABSTRACT

This study aims to determine the perceptions of seventh-grade students at MTs Roudlotul Muta'alimin regarding the application of Project-Based Learning (PjBL) through posters in writing English procedural texts. This study employed a descriptive research design using a case study approach, with data collected through open-ended questionnaires completed by 20 students and semi-structured interviews with five selected students. . Data analysis was conducted using the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing. The findings indicate that students generally have a positive perception of the implementation of PjBL through posters. Students consider this approach to encourage active engagement in the learning process, increase confidence in writing English procedural texts, and make learning more enjoyable and meaningful. Although students experience linguistic challenges, especially in vocabulary selection and sentence construction, these difficulties are considered surmountable with proper teacher guidance and structured learning activities. Overall, this study concludes that Project-Based Learning through posters is considered an effective instructional approach for teaching English procedural writing at the junior high school level and provides valuable insights for English teachers in implementing student-centered learning practices.

Universitas KH. Mukhtar Syafa'at