EXPLORING STUDENTS' EXPERIENCES OF WRITING SKILL DEVELOPMENT THROUGH PROJECT-BASED LEARNING IN A SENIOR HIGH SCHOOL CONTEXT

THESIS



UNIVERSITAS ISLAM NEGERI
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JEMBER

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ENGLISH EDUCATION PROGRAM
2026

EXPLORING STUDENTS' EXPERIENCES OF WRITING SKILL DEVELOPMENT THROUGH PROJECT-BASED LEARNING IN A SENIOR HIGH SCHOOL CONTEXT

THESIS

Submitted to State Islamic University KH. Achmad Siddiq Jember in Partial Fulfillment of the requirements of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training Islamic Education and Language
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THESIS

It has been examined and approved by the board of examiners
in fulfillments of the requirements for the degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher training
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Date : 22nd of June 2026

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MOTTO

الَّذِيْ عَلَّمَ بِالْقَلَمِۙ ٤

“who teaches (human)with a pen (4).”1
(Q.S Al-alaq:4)

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[1] Kemenag RI & Al –Jalalin Indonesia, Qur‟an English. Al-Alaq:4

DEDICATION

This thesis is lovingly dedicated to:

1. My beloved parents, my lovely father Singhan Efendi and my lovely mother, Raodah who always supported and prayed for me unconditionally. There are no words to express the sacrifices you have made for me.
2. My siblings, and my extended family who have always encouraged me. Especially my brothers, Arif Frastiawan Singhan and Rifqi Setiawan Singhan, who have consistently supported and motivated me from the very beginning until I could reach this point.
3. My big family, I wish to express my deepest gratitude for the encouragement, blessings, inspiration, and guidance that have been provided to me, enabling me to successfully complete my thesis. I really appreciate it.

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ACKNOWLEDGMENT

Alhamdulillahirobbil' alamin all praises are to Allah SWT the Most Gracious and Most Merciful who always blesses and helps the researcher, so the researcher can finish this undergraduate thesis as one of the requirements for Bachelor Degree (S.Pd.) in the English Education Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of KH Ahmad Siddiq.

Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis will not finish without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr.Hepni,S.Ag.,M.M, as the Rector of State University of Kiai Haji Achmad Siddiq Jember who has given me the chance to study at this university.
2. Dr. H Abdul Mu'is S.Ag.,M.Si as the Decan of Teacher Training and Education Faculty,who has facilitated my study in this faculty.
3. Dr. Nuruddin, M.Pd.I., the head of Islamic Studies and Language Education Program, who has provided support to the researcher to complete this thesis.
4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English Education Program, who has motivated me in the learning process.
5. Dr. Ahmad Ridho Rojabi, M.Pd., as my advisor who has guided, advised, and supported me in conduction the research and writing this thesis.
6. All lecturers of the English and Education Department of University of Kiai Haji Achmad Siddiq Jember
7. Akhlakul Karimah,S.E.,M.M as a head master of SMAN 1 Wongsorejo who allowed me to conduct this research
8. Nur Fitriani, S.Pd as the English teacher at the eleventh grade of SMAN 1 Wongsorejo who have helped me during the research.
9. Staff of SMAN 1 WONGSOREJO for their cooperation and permission, which made this research possible.

10. The students of Eleven grade / 2025 at SMAN 1 WONGSOREJO who participated in this study. Your active involvement and honest sharing of experiences were crucial to the success of this research.
11. All other parties who have contributed, directly or indirectly, to the completion of this thesis. Your kindness and support are truly appreciated.
12. Last but not least , I wanna thank me I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quiting, I wanna thank me for always being giver and trying give more than I receive, I wanna thank me trying to do more right than wrong , I wanna thank me for just being me at all time.

I humbly acknowledge that this thesis is far from perfect. Therefore, any constructive criticism and suggestions are highly welcomed for future improvements. May Allah SWT reward all of us for our efforts.

Jember, 22nd June 2026

Researcher

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ABSTRACT

Mila Oktalia Singhan, 2025: *Exploring student's Experiences in Writing Skills Through PBL at Senior High School*
Keywords: Writing Skills, PBL, Students' Experiences, Phenomenological Study

Writing is one of the productive skills that many Indonesian senior high school students find challenging, particularly in generating ideas, organizing paragraphs, and using appropriate grammar and vocabulary. These difficulties are often linked to teacher-centered instruction and limited student engagement. Project-Based Learning (PBL) is considered a suitable approach because it promotes active participation, collaboration, and learner autonomy. While previous studies have largely examined the effectiveness of PBL in improving writing outcomes, limited research has explored students' experiences with its implementation in the Indonesian EFL context, highlighting the need for further qualitative investigation.

This study aimed to explore students' experiences in developing writing skills through Project-Based Learning (PBL) at the senior high school level. The research questions are as follows: (1) How is Project-Based Learning implemented in a writing class? (2) What benefits do students perceive from the implementation of Project-Based Learning in developing their writing skills? and (3) What challenges do students encounter during the implementation of Project-Based Learning in a writing class?

This study employed a qualitative approach with a phenomenological research design to gain a deeper understanding of students' lived experiences. Eleventh-grade students were selected as participants through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and document review, and were analyzed using thematic analysis based on Braun and Clarke's framework. To ensure the trustworthiness of the findings, source and technique triangulation were employed.

The findings revealed that Project-Based Learning (PBL) successfully shifted the writing classroom from teacher-centered instruction to student-centered learning, enhancing students' motivation, active participation, and collaborative engagement. Furthermore, students reported improvements in integrating the four language skills, namely listening, speaking, reading, and writing, through meaningful project-based activities. However, the implementation of PBL also presented several challenges, including limited vocabulary mastery, low self-confidence, classroom management issues, and conflicts among group members. Therefore, English teachers are encouraged to provide adequate scaffolding, consistent feedback, and effective classroom management to support students' writing development and facilitate the successful implementation of PBL in writing instruction. This study contributes to the growing body of literature on PBL by providing insights into senior high school students' lived experiences in developing writing skills within the Indonesian EFL context.

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CHAPTER I

INTRODUCTION

A. Research Background

Writing is widely recognized as one of the most complex language skills because it requires students to manage linguistic knowledge, critical thinking, and the organization of ideas simultaneously. In EFL contexts, this challenge becomes even greater because students often have limited exposure to authentic English communication and writing practice outside the classroom. According to Hyland writing is a complex social and cognitive process that requires learners to express ideas clearly and effectively. As a result, many students struggle not only with language accuracy but also with generating and organizing ideas in a meaningful way. Because writing involves multiple interconnected skills, effective instructional approaches are needed to help students overcome these difficulties and engage more actively in the learning process. [2] [3] [4]

In the Indonesian EFL context, students frequently encounter various difficulties in learning writing. Many students struggle to organize ideas systematically, apply grammatical rules accurately, and select appropriate vocabulary when composing texts in English. For example, students often produce disorganized paragraphs, repetitive ideas, or grammatically inaccurate sentences that reduce the clarity of their writing.These technical problems are often

[2] Ken Hyland,*Teaching and Researching Writing(*London:Routledge,2015),1-25,https://doi.org/10.4324/9781315717203

[3] Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002),p. 303-308

[4] Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002),p. 303-308

accompanied by affective factors such as low confidence, anxiety, and lack of motivation, which make writing feel stressful and intimidating[5] [6] Such recurring challenges indicate that the problem may not only stem from students' abilities but also from the instructional approaches commonly used in writing classrooms.

One factor that contributes to students' writing difficulties is the continued dominance of teacher-centered learning in many Indonesian classrooms. In this approach, teachers function as the primary source of knowledge, while students tend to act as passive recipients of information [7] [8] [9] [10] Writing activities are commonly limited to completing textbook exercises, memorizing grammatical patterns, or copying model texts without meaningful interaction and creativity. As a consequence, students have limited opportunities to explore ideas, collaborate with peers, or develop writing through authentic communication. Since this conventional approach often fails to promote active engagement in writing, a more student-centered instructional model is needed to support meaningful learning experiences.

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[5] Lala Nurlatifah and Fazri Nur Yusuf, "Students' Problems in Writing Analytical Exposition Text in EFL Classroom Context," *English Review: Journal of English Education* 10, p. 3 (2022): 979–988.

[6] Ari Rahmad Nawawi, Rahmadi Nirwanto, and Hesty Widiastuty, "A Study on EFL Students' Writing Anxiety (A Case Study of the Indonesian Students)," *PROJECT: Professional Journal of English education*

[7] Muhammad Hasan Hamdani and Nuskhan Abid, "Indonesian EFL Students' Writing Challenges: A Qualitative Meta-Analysis," *Getsempena English Education Journal* 12, p. 1 (2025): 14–36.

[8] Endang Darsih, "Learner-Centered Teaching: What Makes It Effective," *Indonesian EFL Journal* 4, no. 1 (2018): p.33–42.

[9] Miftahul Huda and Arif Husein Lubis, "Exploring the Implementation of Student-Centered Learning in EFL Classrooms: Perspectives from Islamic Secondary-School Teachers in Indonesia," *Indonesian Journal of English Language Teaching and Applied Linguistics* 3, p. 2 (2019)

[10] Welly Ardiansyah and Murwani Ujihanti, "Constructivism and Its Perspectives Related to Teaching and Learning Process in the Classroom: A Conceptual Framework," *Tarbawy: Jurnal Pendidikan Islam* 4, no. 1 (2017): 117–143.

Student-centered learning is considered important because it encourages learners to participate actively in constructing knowledge rather than merely receiving explanations from teachers. Through active participation, students are expected to become more independent, collaborative, and responsible for their own learning process. In writing instruction, student-centered activities can provide opportunities for learners to discuss ideas, solve problems, and produce meaningful texts collaboratively. Among various student-centered instructional models, PBL has gained significant attention because it integrates collaboration, inquiry, and authentic learning experiences into classroom activities.[11] [12]

PBL is widely recognized as an instructional approach that promotes active and meaningful learning in English language teaching. This approach engages students in completing meaningful projects through collaborative and inquiry-based activities that require problem-solving and critical thinking. Thomas explains that PBL involves complex tasks that lead students to produce authentic products relevant to real-life contexts.[13][14]In the context of writing instruction, these characteristics are important because they transform writing from a passive classroom exercise into a communicative and purposeful activity.[15]

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[11] David Nunan, *Learner-Centered English Language Education: The Selected Works of David Nunan* (New York: Routledge, 2013), p. 15–18.

[12] John W. Thomas, A Review of Research on Project-Based Learning (San Rafael, CA: Autodesk Foundation, 2000), 1–12.

[13] William Littlewood, "Communication-Oriented Language Teaching: Where Are We Now?" *Language Teaching* 47, no. 3 (2014): p.349–362, https:/ /doi.org/10 .1017/S0261444812 000134

[14] Loyens, S. M. M., van Meerten, J. E., Schaap, L., & Wijnia, L., "Situating Higher-Order, Critical, and Critical-Analytic Thinking in Problem- and Project-Based Learning Environments: A Systematic Review," *Educational Psychology Review* 35, no. 39 (2023).

[15] John W. Thomas, A Review of Research on PBL(California: The Autodesk Foundation, 2000), p. 1–35.

Therefore, PBL has strong potential to support students in developing writing skills more actively and meaningfully.

Through PBL, writing is integrated into a purposeful learning process that involves researching, drafting, revising, and presenting projects collaboratively. During these activities, students are encouraged to combine multiple language skills, including reading, speaking, listening, and writing, in a cohesive learning experience. For example, students may gather information from various sources, discuss ideas with peers, and present the final outcome of their projects to the class.[16] Such processes allow students to develop not only writing competence but also communication and teamwork skills. Due to these potential benefits, many researchers have investigated the effectiveness of PBL in language learning contexts.

Several previous studies have attempted to explore the implementation of PBL within the English language education landscape. On one hand, a quantitative experimental study by Reznani[17] statistically proved that PBL is effective in boosting students' academic writing achievement through meaningful project engagement. On the other hand, qualitative studies by Hidayat and Rojabi[18]as well as Syafwa et al. [19]at the Senior High School (SMA) level

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[16] Gulbahar H. Beckett and Tammy Slater, "The Project Framework: A Tool for Language, Content, and Skills Integration," *ELT Journal* 59, no. 2 (2005): 108.

[17] Reznani, N. S. (2022*).* PBL*: An Attempt to Develop Students' Academic Writing Skills.Curricula: Journal of Curriculum Development*, 2(2), 155–166. https ://doi.org/10 .17509/curricula.v2i2.59624

[18] *Hidayat & Ahmad Ridho Rojabi, "I am more engaged in writing: Promoting EFL Students' Writing Skills through PBL," SALEE: Study of Applied Linguistics and English Education 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866.*

19 Renindi Putri Syafwa, Mansyur Srisudarso, and Totoh Tauhidin Abas, "A Case Study on Students' Perceptions of Project-Based Learning in Teaching Writing at a Senior High School," *Journal of Educational Sciences* 9, no. 1 (2025): 112–125,

confirmed that this student-centered learning model can foster students' motivation, self-confidence, vocabulary, and active involvement in writing descriptive and expository texts through peer feedback. Nonetheless, contradictory procedural challenges still emerge; Hidayat and Rojabi[20]along with Syafwa et al.[21] identified obstacles such as noisy classroom situations, tight time management, and unequal contributions from group members. Meanwhile, in the higher education context, Philen[22] highlighted implementation constraints from teachers' perspectives, such as limited training and curriculum alignment, whereas Mutanga[23] discovered a qualitative phenomenon in the form of "pedagogical shock" or mental distress among university students resulting from the sudden instructional transition from traditional lecture methods to project-based classrooms.

Although the five studies mentioned above have mapped out the effectiveness, perceptions, and general challenges of PBL from various perspectives of both teachers and students, a significant research gap still persists. None of these studies have thoroughly explored the lived experiences of high school students in developing descriptive text writing skills through John Dewey's *Learning by Doing* theory from a qualitative-phenomenological lens. The majority

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https://doi.org/10.31258/jes.9.1.112-125.

[20] Hidayat & Ahmad Ridho Rojabi, "I am more engaged in writing: Promoting EFL Students' Writing Skills through PBL," SALEE: Study of Applied Linguistics and English Education 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866.

21 Renindi Putri Syafwa, Mansyur Srisudarso, and Totoh Tauhidin Abas, "A Case Study on Students' Perceptions of Project-Based Learning in Teaching Writing at a Senior High School," Journal of Educational Sciences 9, no. 1 (2025): 112–125, https://doi.org/10.31258/jes.9.1.112-125.

22 Phillen, J. (2016). Implementing Meaningful and Sustainable PBL Pedagogy. International Journal of Educational Methodology, 2(2), 81–96. https://doi.org/10.12973/ijem.2.2.81

23 Mutanga, M. B. (2024). Students' Perspectives and Experiences in PBL: A Qualitative Study. Trends in Higher Education, 3(4), 903– 911.https://doi.org/10.3390 /higher edu3040052

of previous studies predominantly focused on measuring quantitative learning outcomes, general perceptions, or teachers' instructional perspectives; thus, the authentic psychological, emotional dynamics, and linguistic constraints experienced firsthand by eleventh-grade students while collaborating on drafting descriptive texts on digital posters remain fully unrevealed. Therefore, the present study aims to bridge this gap through a phenomenological approach in order to comprehensively understand how students make sense of the real processes, benefits, and challenges they encounter in PBL-based writing instruction at Senior High School Level .

B. Research Questions

1. How is Project-Based Learning implemented in a writing class ?
2. What benefits do students perceive from the implementation of Project-Based Learning (PBL) in developing their writing skills ?
3. What challenges do students encounter during the implementation of Project-Based Learning (PBL) in a writing class?

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C. Research objectives

1. To describe the implementation of Project-Based Learning (PBL) in a writing class, including the roles of teachers and students at each stage of PBL, stages of students' writing processes, and the learning activities conducted from the beginning until the completion of the project.
2. To identify the benefits perceived by students from the implementation of Project-Based Learning (PBL) in developing their writing skills.
3. To analyze the challenges encountered by students during the implementation

of Project-Based Learning (PBL) in a writing class

D. Research significance

1. Theoretical significance

This study is expected to contribute theoretically to the development of knowledge regarding the implementation of Project-Based Learning (PBL) in teaching writing skills in EFL contexts. The findings of this study may strengthen the theory of PBL by providing deeper insights into how project-based activities encourage active learning, collaboration, learner autonomy, and meaningful engagement during the writing process. In addition, this study is expected to contribute to writing theory, particularly the view of writing as a social and cognitive process, by illustrating how students develop ideas, organize information, revise drafts, and communicate meaning through collaborative project activities. Furthermore, the findings may enrich the existing literature on writing instruction by highlighting the psychological and social dimensions of students' experiences in learning writing through PBL, especially in the context of Indonesian senior high schools.

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2. Practical Significance

a. **For English Teachers**

The findings of this study are expected to provide guidance and practical insights for English teachers in implementing PBL in writing instruction. The results may help teachers design more engaging, collaborative, and meaningful learning activities that support students' writing development and active participation in the classroom.

b. **For Students**

This study is expected to help students develop their writing skills through the implementation of PBL. By participating in project-based activities, students may become more active, confident, collaborative, and motivated in expressing their ideas through writing.

c. **For Future Researchers**

The findings of this study are expected to serve as a useful reference for future researchers, particularly those interested in PBL, writing instruction, qualitative research, and English language teaching. Furthermore, this study may provide additional insights for researchers to investigate students' learning experiences and classroom interactions in EFL contexts

E. Scope of the Research

This research is lim ited to exploring students' experiences in writing skills through the PBL approach at the senior high school level. The main focus of this study is to understand how students' experiences are shaped, the benefits they perceive, and the challenges they encounter during the writing learning process through project-based instruction. The scope of this research includes senior high school students who are involved in writing activities using PBL, focusing on their experiences in developing writing skills, along with the benefits and difficulties they face. The context of this study is writing instruction within English classes that apply the PBL method. This research was conducted at a senior high school that implements PBL in English language teaching, during the

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academic year

F. Definition of Key Terms

The definitions of key terms are presented to provide clear explanations of the main concepts used in this research and to avoid misunderstanding among readers. The key terms in this study are defined as follows:

1. Project-Based Learning (PBL)

PBL is a student-centered instructional approach that engages students in completing meaningful projects through collaborative, inquiry-based, and problem-solving activities. In this study, PBL refers to the learning approach implemented in English writing classes in which students work collaboratively to plan, develop, revise, and present writing projects under the guidance of the teacher. Through this approach, students actively participate in the learning process and develop writing skills through authentic and meaningful learning experiences.

2. Writing Skills

Writing skills refer to students' ability to express ideas, thoughts, and information in written form through coherent words, sentences, and paragraphs. In this study, writing skills involve the process of generating ideas, organizing information, applying grammar and vocabulary appropriately, revising drafts, and communicating meaning effectively in English writing activities conducted through PBL.

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G. Systematic of Discussion

To provide a clear structure for this research,the discussion is systematically divided into the following chapters:

Chapter I Introduction: Research Background, Research Questions, Research Objectives, Research Significant ,Scope of Research and Definition of Key term.

Chapter II Literature Review: Covers Writing Skillls, PBL,EFL teaching, Challenges In Writing Instructions, benefits and challenges of PBL in writing Instructions.

Chapter III Research Methodology: Research Design ,Data Collection, Data Analysis.

Chapter IV Findings and Discussion: Analysis Research Findings,Using Subsections based on research Questions: Students Experiences in Writing Skills Through PBL ,Benefits of PBL in writing Instruction,Challenges of PBL in Writing Instruction.

Chapter V Conclusion and Suggestions: Summary of findings Answers to research questions, recommendations,and limitations of the study.

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CHAPTER II

LITERATURE REVIEW

This chapter provides an overview of the relevant literature,including previous studies and the theoretical framework

A. Previous Research

An article journal written by Hidayat & Rojabi (2025)[24] explored the implementation of PBL in enhancing EFL students' writing skills, particularly focusing on instructional steps, assessment methods, benefits, and challenges encountered during the learning process. The study was conducted at an Islamic Senior High School (Madrasah Aliyah) in Lumajang, East Java, involving one English teacher and five students as participants. This research employed a qualitative approach with a case study design, in which the data were collected through classroom observations, semi-structured interviews, and document analysis, while the data analysis process used the Miles, Huberman, and Saldaña interactive model consisting of data condensation, data display, and conclusion drawing. The findings revealed that PBL positively contributed to students' motivation, classroom engagement, and self-confidence in writing activities through systematic project stages. However, despite the positive findings, the study still paid limited attention to students' lived experiences during the writing process through PBL. The research mainly emphasized instructional implementation and classroom outcomes rather than examining how collaborative learning influenced students' writing development, how students experienced each

[24] Hidayat & Rojabi, "I am more engaged in writing: Promoting EFL Students' Writing Skills through PBL," *SALEE: Study of Applied Linguistics and English Education* 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866.

stage of the writing process, and how learning by doing supported descriptive writing activities in the senior high school context. Therefore, further qualitative exploration is needed to investigate students' experiences in developing writing skills through PBL more comprehensively.

An article journal was written by Mutanga et al [25]. This research used a qualitative approach to explore students' perspectives and experiences in PBL particularly in the Research Methodology and Software Development course. The study used semi-structured interviews, allowing the researcher to investigate student experiences in depth while maintaining flexibility in the interview with process. The participants in this 30 undergraduate students who were enrolled in a PBL based course and worked in paired groups to complete their projects. Data was analyzed using thematic analysis, where interview transcripts were coded to identify emerging patterns and themes. The findings revealed several important aspects: the role of active participation and consistent attendance in successful PBL implementation, the improvement of students' understanding through real-world application, challenges faced when shifting from traditional instruction to PBL, the advantages and difficulties of collaborative work, and the importance of teacher feedback in supporting students' learning development. This research provides meaningful insights into how PBL can enhance learning in higher education, particularly through experiential and collaborative engagement.

An article journal was written by Nur Shabrina Reznani et al[26].The aim of

[25] Mutanga, M. B. (2024*). Students' Perspectives and Experiences in* PBL*: A Qualitative Study. Trends in Higher Education,* 3(4), 903– 911.https://doi.org/10.3390 /higher edu3040052.

[26] Reznani, N. S. (2022). PBL*: An Attempt to Develop Students' Academic Writing Skills. Curricula: Journal of Curriculum Development,* 2(2), 155–166.

this study was to examine the effectiveness of PBL in enhancing academic writing skills among students at STIE Dwi Sakti Baturaja. The study used a quantitative approach with a pre-experimental One Group Pretest-Posttest Design involving 60 students as participants. Data were collected through pretests and posttests over six class meetings. The data analysis was conducted using t-tests via SPSS 20 to measure the significance of score improvements. The findings demonstrated a significant increase in students' writing performance, with the average score rising by 30.65 points, proving that PBL encourages creativity and improves writing through meaningful project engagement.

An article journal was written by Syafwa et al.[27] in the *Journal of Educational Sciences* deeply explores the dynamics of modern learning at the senior high school level. This research aimed to understand and explore students' perceptions of the use of PBL as an alternative method that could make writing instruction more engaging and meaningful. Through a qualitative approach with a case study design, this study collected various empirical data from six tenth-grade students with different levels of English proficiency at an Islamic and science-based senior high school in East Jakarta. The various data instruments used to strengthen the analysis included classroom observation checklists, semi-structured interview guidelines, and supporting documents such as lesson plans and students' writing projects. The findings demonstrated a theoretically significant positive impact, where the implementation of PBL was proven to enhance motivation,

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https://doi.org/10.17509/curricula.v2i2.59624

[27] Syafwa, R. P., Srisudarso, M., & Abas, T. T. (2025). A case study on students' perceptions of project-based learning in teaching writing at a senior high school. *Journal of Educational Sciences*, 9(6), 5662-5673. https://doi.org/10.31258/jes.9.6.p.5662-5673

students' confidence in expressing ideas, vocabulary skills, and grammar through peer feedback in group work. However, the results of this study also revealed negative impacts or constraints in the form of real challenges in group dynamics, which included unequal member contributions and time management constraints during project completion.

An article journal was written by Jasmeen Philen et al[28] The aim of this study was to investigate the perceptions and experiences of teachers implementing PBL in a K–12 international school in Asia. A qualitative case study design was employed, with data collected from 20 teachers using interviews, surveys, and document analysis. The interviews were conducted in a semi-structured format, allowing detailed responses on pedagogical challenges. The data were analyzed using thematic analysis. The study found that teachers viewed PBL as engaging and valuable, but faced significant implementation barriers such as limited training, structural challenges, and curriculum alignment.

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[28] Philen, J. (2016). *Implementing Meaningful and Sustainable* PBL *Pedagogy. International Journal of Educational Methodology,* 2(2), 81–96. https://doi.org/10.12973/ijem.2.2.81

Table 1.2
The Similarities and Differences Between the Previous Research and This Research

No	Author	Similarities	Differences
	1.	**2.**	**3.**
1.	Hidayat.&Rojabi (2025)[29] *" I am more engaged in writing: Promoting EFL Students Writing Skills Through PBL"*	a. Both studies investigate PBL. b. Both studies focus on writing skills in EFL classrooms.	a. Previous research focused on the implementation of PBL and students' engagement in writing activities, while this current research focuses on students' experiences in developing writing skills through PBL b. Their study emphasized instructional implementation and engagement,While this current research explores learning experiences, benefits, and challenges faced by students.
2.	Mutanga (2024) [30] *"Students'Persp Ectives and Experiences in PBL: A Qualitative Study"*	a. Both studies use a qualitative approach. Both explore students' xperiences in PBL.	a. Previous research was conducted at the university level, while this current research is conducted at the senior high school level. b. Previous research focused on general learning experiences in PBL, while this current research specifically investigates writing skills development through PBL.

[29] Hidayat & Rojabi, "I am more engaged in writing: Promoting EFL Students Writing Skills through PBL," *SALEE: Study of Applied Linguistics and English Education* 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866.

[30] Mutanga, M. B. (2024*). Students' Perspectives and Experiences in* PBL*: A Qualitative Study. Trends in Higher Education*, 3(4), 903– 911.https://doi.org/10.3390 /higher edu3040052.

3.	Reznani (2022) [31] *"PBL: An Attempt to Develop Students' Academic Writing Skills"*	a. Both studies investigated PBL as the primary learning approach. b. Both aim to improve students' writing skills.	a. Previous research employed a quantitative pre-experimental design, While this current research uses a qualitative approach. b. Previous research participants were university students, While this current research study involves senior high c. school students.
4.	Syafwa,Srisudarso, & Abas (2025) [32] *"A Case Study on Students' Perceptions of Project-Based Learning in Teaching Writing at a Senior High School"*	a. Both studies investigate PBL in writing instruction. b. Both involve senior high school students.	a. Previous research focused on students'perception s of PBL, While this current research focuses on students' experiences during the writing process through PBL. b. Previous research study emphasized motivation, perception, and attitudes, While this current research explores how students develop writing skills through project d. activities.
5.	Philen (2016) [33] *"Implementing Meaningful and Sustainable Project-Based Learning Pedagogy"*	a. Both studies discuss the implementat ion of PBL. Both examine the benefits and challenges of PBL.	a. Previous research focused on teachers' perceptions and experiences of implementing PBL, While this current research focuses on students' experiences. b. Previous research investigated PBL implementation in general education settings, While

[31] Reznani, N. S. (2022). PBL: *An Attempt to Develop Students' Academic Writing Skills.Curricula: Journal of Curriculum Development*, 2(2), 155–166. https ://doi.org/10 .17509/curricula.v2i2.59624

[32] Syafwa, R. P., Srisudarso, M., & Abas, T. T. (2025). A case study on students' perceptions of project-based learning in teaching writing at a senior high school. *Journal of Educational Sciences*, 9(6), 5662-5673. https://doi.org/10.31258/jes.9.6.p.5662-5673

[33] *Philen, J. (2016). Implementing Meaningful and Sustainable* PBL *Pedagogy.International Journal of Educational Methodology, 2(2), 81–96. https://doi.org/10.12973/ijem.2.2.81*

			this current research specificallyexamines writing skills development.

Although previous studies by [34], [35], [36], [37], and [38] have explored the effectiveness, teachers' perceptions, cognitive-affective improvements, and structural challenges of PBL, the majority of these studies still focus on macro-level curriculum implementation, administrative barriers, or center heavily on evaluation from the educator's perspective. Specifically highlights research limitations regarding external constraints faced by teachers, such as the pressure to meet rigid curriculum standards, time management, and limitations in physical space and professional training, whereas language-focused studies by[39],[40], and [41] tend to emphasize their analysis on the final writing product or generalist quantitative variables (such as anxiety and motivation) without fully unpacking the internal process of skill internalization. A fundamental limitation of all the

[34] *Philen, J. (2016). Implementing Meaningful and Sustainable* PBL *Pedagogy.International Journal of Educational Methodology, 2(2), 81–96. https://doi.org/10.12973/ijem.2.2.81*

[35] Hidayat & Rojabi, "I am more engaged in writing: Promoting EFL Students Writing Skills through PBL," *SALEE: Study of Applied Linguistics and English Education* 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866.

[36] Reznani, N. S. (2022*).* PBL*: An Attempt to Develop Students' Academic Writing Skills.Curricula: Journal of Curriculum Development*, 2(2), 155–166. https ://doi.org/10 .17509/curricula.v2i2.59624

[37] Syafwa, R. P., Srisudarso, M., & Abas, T. T. (2025). A case study on students' perceptions of project-based learning in teaching writing at a senior high school. *Journal of Educational Sciences*, 9(6), 5662-5673. https://doi.org/10.31258/jes.9.6.p.5662-5673

[38] Hidayat & Rojabi, "I am more engaged in writing: Promoting EFL Students Writing Skills through PBL," *SALEE: Study of Applied Linguistics and English Education* 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866.

[39] Reznani, N. S. (2022*).* PBL*: An Attempt to Develop Students' Academic Writing Skills.Curricula: Journal of Curriculum Development*, 2(2), 155–166. https ://doi.org/10 .17509/curricula.v2i2.59624

[40] Syafwa, R. P., Srisudarso, M., & Abas, T. T. (2025). A case study on students' perceptions of project-based learning in teaching writing at a senior high school. *Journal of Educational Sciences*, 9(6), 5662-5673. https://doi.org/10.31258/jes.9.6.p.5662-5673

[41] Syafwa, R. P., Srisudarso, M., & Abas, T. T. (2025). A case study on students' perceptions of project-based learning in teaching writing at a senior high school. *Journal of Educational Sciences*, 9(6), 5662-5673. https://doi.org/10.31258/jes.9.6.p.5662-5673

aforementioned studies is the lack of a deep focus on the direct experiences (phenomenology) of students specifically within the domain of writing skills at the Senior High School level. Therefore, the novelty of this study, entitled Exploring Students' Experiences in Writing Skills Through PBL at Senior High School,lies in its objective to fill this gap by shifting the analytical lens directly to the student voice to explore micro-analytically how the series of elements and steps in the PBL syntax influence the adaptation process, personal barriers, and writing skill performance of upper secondary students a specific area that has not yet been comprehensively and integratively explored in previous literature.

The implementation of PBL as a student-centered pedagogy has consistently been deemed effective in enhancing student engagement and facilitating the mastery of 21st-century skills. Based on a qualitative study by [42], the PBL method is understood by educators as an inquiry-based learning framework capable of fostering deep and authentic conceptual understanding, although in reality, it demands a radical shift in the teaching paradigm, requiring teachers to transition into the role of a facilitator. In line with this, [43] asserts that the contextual nature of PBL successfully triggers learning motivation and critical thinking skills in language learning, even though its execution is frequently hindered by students' limited initial vocabulary when drafting written products. This affective dimension is further reinforced by [44], who discovered that small-

[42] *Phileni, J. (2016). Implementing Meaningful and Sustainable* PBL *Pedagogy.International Journal of Educational Methodology, 2(2), 81–96. https://doi.org/10.12973/ijem.2.2.81*

[43] Hidayat & Rojabi, "I am more engaged in writing: Promoting EFL Students Writing Skills through PBL," *SALEE: Study of Applied Linguistics and English Education* 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866.

[44] Reznani, N. S. (2022*).* PBL*: An Attempt to Develop Students' Academic Writing*

group collaboration within the PBL syntax effectively helps students overcome writing anxiety, despite the inherent risk of individual grading bias due to the dominance of certain students within the group. From an instructional standpoint, [45] demonstrates that the success of students' final written products heavily relies on clear instructions, periodic feedback, and the transparency of the assessment rubric from the project's inception. Meanwhile, [46] complements these findings from a managerial perspective, emphasizing that executing PBL at the high school level demands significantly more flexible time allocation and adequate availability of digital learning resources to maximize project outcomes. Collectively, previous researchers conclude that while PBL is a transformative method, there is a significant fluctuation in its success in the field, which is strictly influenced by institutional readiness, teacher competence, technical constraints, and students' initial characteristics.

B. Theoretical Framework

1. Writing Skill

a. Definition of Writing

Writing is generally defined as a process of expressing ideas, feelings, thoughts, and experiences into written language in order to communicate meaning to readers. It is considered one of the productive language skills that requires students to organize ideas systematically and

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Skills.Curricula: Journal of Curriculum Development, 2(2), 155–166. https ://doi.org/10 .17509/curricula.v2i2.59624

[45] Syafwa, R. P., Srisudarso, M., & Abas, T. T. (2025). A case study on students' perceptions of project-based learning in teaching writing at a senior high school. *Journal of Educational Sciences*, 9(6), 5662-5673. https://doi.org/10.31258/jes.9.6.p.5662-5673

[46] Mutanga, M. B. (2024*). Students' Perspectives and Experiences in* PBL*: A Qualitative Study. Trends in Higher Education*, 3(4), 903– 911.https://doi.org/10.3390 /higher edu3040052.

communicate them effectively through written forms. According to Hyland, writing is not merely a linguistic activity but also a cognitive and social process involving the generation, organization, and communication of ideas.[47]. Similarly, Richards and Renandya explain that writing is one of the most difficult language skills for second language learners because it requires a high level of cognitive engagement to transform thoughts into a structured and readable text.[48] Therefore, writing is a complex and dynamic communicative activity that focuses on how meaning is constructed and shared with the audience.

b. Process of Writing

Writing is not a spontaneous activity but a complex process that requires several systematic and recursive stages before producing a final written product. The foundation of process-based writing is deeply rooted in the Cognitive Process Theory of Writing proposed by Flower and Hayes. They explain that writing is a recursive cognitive activity rather than a linear one, involving three core processes: planning, translating, and reviewing[49].Writers do not simply move from start to finish; instead, they continuously cycle back and forth between.

generating ideas (planning), putting those thoughts into written text (translating), and evaluating or correcting what has been written

[47] Ken Hyland, *Teaching and Researching Writing* (London: Routledge, 2015), 1–25, https://doi.org/10.4324/9781315717203

[48] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 303–308.

[49] Linda Flower and John R. Hayes, "A Cognitive Process Theory of Writing," *College Composition and Communication* 32, no. 4 (1981): 365–387, https://doi.org/10.2307/356600

(reviewing). In a classroom context, this recursive cognitive process is systematically broken down into practical instructional stages. As Harmer states, the actual writing process in practice consists of four distinct stages: planning, drafting, editing, and producing the final version[50] During the planning stage, students generate ideas, identify writing purposes, and determine the audience. In the drafting stage, students begin translating their ideas into paragraphs as a first attempt. The editing stage allows students to review, reflect, and revise their content, grammar, and mechanics based on feedback. Finally, students produce the final version after refining their drafts. By understanding writing as a recursive process pioneered by Flower and Hayes, and executed through Harmer's stages, instruction shifts its focus from merely grading the final product to supporting the students' dynamic cognitive development throughout the writing activity.

c. Components of Writing Skill

Writing skill consists of several important components that determine the quality and effectiveness of written texts. According to Heaton, there are five essential components of writing, namely content, organization, vocabulary, grammar, and mechanics.[51] Content refers to the relevance and development of ideas presented in the text. Organization concerns the logical arrangement of ideas from introduction to conclusion.

[50] Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (London: Pearson Longman, 2007), 113–120.

[51] J. B. Heaton, Writing English Language Tests (London: Longman Group UK Limited, 1988), 135–138.

Vocabulary relates to the selection of appropriate and varied words to express ideas clearly. Grammar refers to the correct use of sentence structures and language rules, while mechanics include punctuation, spelling, and capitalization. Similarly, Hughes explains that these five components collectively influence the effectiveness of written communication because weakness in one aspect may reduce the clarity and quality of the entire text.[51] Therefore, writing instruction should help students develop all writing components simultaneously in order to produce coherent and meaningful texts.

d. Teaching Writing in Senior High School Context

Teaching writing in senior high school requires teachers to design meaningful and contextual learning activities that suit students' developmental stages and curriculum objectives. In Indonesia, English instruction at the senior high school level is currently guided by the Merdeka Curriculum, which emphasizes student-centered learning, creativity, collaboration, and critical thinking.[52] Teachers are expected to facilitate learning activities that actively involve students in constructing knowledge rather than merely receiving information passively. At the senior high school level, students learn various text genres such as narrative, analytical exposition, procedure, and descriptive texts. Writing instruction should encourage students to express ideas meaningfully while simultaneously developing linguistic competence and communication

[52] Arthur Hughes, *Testing for Language Teachers*, 2nd ed. (Cambridge: Cambridge University Press, 2003), 91–93, https://doi.org/10.1017/CBO9780511732980

skills. Therefore, teaching writing requires innovative instructional approaches capable of creating engaging and interactive classroom environments.

e. Teaching Descriptive Writing in Senior High School Context

Descriptive text is a genre of writing used to describe particular people, places, objects, or phenomena in detail in order to help readers visualize the subject clearly. According to Gerot and Wignell, descriptive text generally consists of two main structures identification and description.[53] Identification introduces the object being described, while description explains the characteristics, qualities, and features of the object. In the senior high school context, descriptive writing helps students develop vocabulary mastery, organization skills, and creativity in expressing ideas. Through descriptive writing activities, students learn how to organize sensory details, apply appropriate adjectives, and use simple present tense accurately. In addition, descriptive writing becomes more meaningful when integrated with contextual and collaborative activities such as PBL because students can combine textual and visual elements in creating authentic projects like descriptive posters.

f. Indicators of Writing Skill

Almost students assummed that learning English through writing was a difficult and challenging. It was clear that student struggle to write in English. Heaton state writing was a sophicasted skill that can be difficult

[53] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994),208,https://openlibrary.telkomuniversity.ac.id/pustaka/files /66453/ jurnal_eproc/ making-sense-of-functional-grammar.pdf

to teach since it required mastery of not only rhetorical and grammatical teacniques,but also philosophical and evaluating elements.[54] Based on the statement above,writing was difficult skill since there are many different elements or aspect to take into account and it should be considered by student before writing to avoid some mistake in writing.

There are five important aspects in writing that must be considered including:[55]

1) Content

Content was the ability to use one's knowledge of a subject, information, and thesis development, as well as the links between diverse facts and the relevance of the topic and materials. Content refers to the substance of writing, the experience of main idea. i.e., group of related statement that a writer presented as unit in developing a subject. Further, content consist of the paragraph fits the assignment, an interesting to read and to show thoughts and care.

2) Organization

The logical content was referred to as the organization. Generally writing consisted of an introduction, body and conclusion. Those are involved the topic was introduced, the paragraph effectively transitions into the body, the content was arranged to demonstrate a plan, there was evidence provided to support generalizations and the

[54] Heaton, Writing English language test, (United States of America: Longman Publisher,1998), p. 135

[55] Arthur Hughes, *Testing For Language Teachers*, (Cambridge: Cambridge University Press, 2003),p.101

conclusion was logical and comprehensive.[56]

3) Vocabulary

Vocabulary refers to the range and accuracy of words used in writing. It involves selecting appropriate words to express ideas clearly and precisely, avoiding redundancy, and demonstrating a diverse vocabulary. Effective vocabulary enhances the meaning .and impact of the text. Students' ability to choose the right words significantly influences the clarity and richness of their written output[57]

4) Grammar

One aspect of grammar was the study of a languages possible forms and structures. Grammar was a system of rules that enabled speakers to produce and understand an infinite number of sentences in a language, including those never spoken before Grammar was a theory of language concerned with how linguistic elements are organized and how they function in conveying meaning.[58]

5) Mechanics

Mechanics encompass the conventions of written language that ensure readability and adherence to standard written form. This includes correct spelling, punctuation (commas, periods, apostrophes, quotation marks), and capitalization.[59]Mastery of

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[56] Brown, Language Assessment Principle, (California: Longman Publisher, 2003)
[57] I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge university press, 2001), 45–60.
[58] I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge university press, 2001), 45–60.
[59] Concepts in Composition Theory and Practice in the Teaching of Writing 2nd Edition

mechanics is essential for presenting a polished and professional piece of writing, as consistent errors in these areas can distract readers and obscure the intended meaning.

As mention by hughes[60]the five crucial aspects of writing is content, organization, vocabulary,grammar, and mechanics collectively determine the quality and effectiveness of pieces of writing. Content ensures that ideas are conveyed clearly and logically in accordance with the subject, while Organization provides a coherent structure through the logical arrangement from introduction to conclusion,which is often a weakness among students.h Futhermore,Vocabulary enriches and clarifies the text's meaning through the precise and diverse choice of words,while accurate grammar is vital for correct sentence contruction so that the messages remain unambiguous and the writing stays credible. Finally, mechanics, whics includes correct spelling,punctuation, and capitalization,guarantees readability and a professional presentation, meaning that failure in any one od these five aspects can significantly hinder the effective communication of a written work.

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2. Project-Based Learning

a. Definition of PBL

PBL is a student-centered instructional approach that engages problem-solving activities. Thomas defines PBL as a learning model that

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2011https:// doi.org/10.4324/9780203806807 P.488 ISBN: 9780203806807

[60] Arthur Hughes, *Testing For Language Teachers*, (Cambridge: Cambridge University Press, 2003), p. 101.

emphasizes complex tasks based on challenging questions or problems that involve students in design, investigation, problem-solving, and decision-making processes. Similarly, Bell explains that PBL promotes critical thinking, communication, collaboration, and creativity, which are essential competencies in twenty-first-century learningproblem-solving activities. Thomas defines PBL as a learning model that emphasizes complex tasks based on challenging questions or problems that involve students in design, investigation, problem-solving, and decision-making processes.[61] Similarly, Bell explains that PBL promotes critical thinking, communication, collaboration, and creativity, which are essential competencies in twenty-first-century learning. In PBL, students become active participants who construct knowledge through authentic learning experiences rather than passively receiving information from teachers. Through project activities, students are encouraged to explore ideas independently, solve real-world problems, and produce meaningful products.

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b. Importance of PBL in Writing Instruction

PBL plays an important role in writing instruction because it transforms writing activities into meaningful and purposeful learning experiences. Unlike conventional writing instruction that often emphasizes grammar exercises and isolated tasks, PBL encourages students to engage

[61] John W. Thomas, *A Review of Research on Project-Based Learning* (California: The Autodesk Foundation, 2000), 1–10, https://www.res earch gate .net/ publication/328626545_A_Review_of_Research_on_Project-Based_Learning

in authentic writing activities connected to real-life contexts. Through project work, students actively participate in planning, researching, drafting, revising, and presenting written products collaboratively. Furthermore, PBL supports collaborative learning, which allows students to exchange ideas, provide peer feedback, and solve problems together during the writing process. Such interaction may improve students' motivation, confidence, learner autonomy, and engagement in writing activities. Therefore, PBL enables students to perceive writing not merely as a classroom assignment but as a meaningful tool for communication and creativity.

c. Stages of PBL (Role of Teacher and Student)

The implementation of PBL in teaching writing requires a well-synchronized collaboration between the teacher as a facilitator and the students as active learners. According to Hidayat and Rojabi (2025), who established the pedagogical framework for this approach in the EFL writing context, the implementation of PBL follows seven integrated stages that ensure a structured writing process:[62][63]

1. Preliminary Action

The teacher functions as a strategic director who defines the project's boundaries, selects relevant descriptive topics, and organizes

[62] Hidayat&Rojabi, *"I am more engaged in writing": Promoting EFL Students' Writing Skills through*
PBL,*"* SALEE: Study of Applied Linguistics and English Education vol 6, no. 2 (July 2025) p.528.
[63] John Dewey, *Schools of To-Morrow*, in *The Middle Works of John Dewey, 1899–1924*, Vol. 8, ed. Jo Ann Boydston (Carbondale and Edwardsville: Southern Illinois University Press, 1979), 255–265.

students into heterogeneous groups. In this stage, students act as planners by brainstorming ideas and conducting pre-writing activities. They identify the specific object to be described (person, place, or thing) and outline the initial Identification and Description structure that will form the backbone of their descriptive text.

2. **Preparation**

Teacher serves as a resource provider by facilitating access to research tools, materials, and vocabulary aids. Students identify the specific object to be described (person, place, or thing) and prepare the tools needed for their project.

3. **Planning**

Students outline the initial *Identification* and *Description* structure. They design the project's timeline and divide tasks within the group to ensure the descriptive text will form a coherent backbone for their poster.[64]

4. **Research**

Students act as active researchers and content creators. They gather sensory details, adjectives, and factual information about their chosen object to create a vivid mental image for the reader.[65]

5. **Conclusion**

[64] Murimo Bethel Mutanga, "Students' Perspectives and Experiences in PBL: A Qualitative Study,"
Journal of Curriculum and Teaching 13, no. 2 (2024): 45-50, https://doi.org/10.5430/jct.v13n2p44.

[65] Nur Shabrina Reznani, et al., " PBL: An Attempt to Develop Students' Academic Writing Skills," *Journal of English Education and Teaching* 6, no. 3 (2022): 390-405, https://doi.org/10.33369/jeet.6.3.388-403.

This stage represents the core of the writing process (Drafting and Editing). The teacher acts as a technical advisor, monitoring progress and offering targeted feedback. Students transform their collected data into a coherent descriptive draft.

6. Presentation

Students serve as communicators who present their final descriptive posters. This functions as the "publishing phase" where the written work is shared with a wider audience and other groups.

7. Evaluation

The teacher acts as an objective evaluator using specific rubrics. Both teacher and students reflect on the written choices including content, grammar, and mechanics to effectively convey information.

d. Indicators of PBL

To measure the effectiveness of the aforementioned stages, this study adopts the indicators of PBL as proposed by Hidayat and Rojabi (2025), which serve as the primary framework for evaluating student agement and performance in the writing classroom: [66] [67]

1. Student-Centeredness

This indicator measures the degree to which students take ownership of their learning. In the context of writing descriptive

[66] Hidayat &Rojabi, *"I am more engaged in writing": Promoting EFL Students' Writing Skills through*PBL," SALEE: Study of Applied Linguistics and English Education vol 6, no. 2 (July 2025) p.528.

[67] John W. Thomas, *A Review of Research on Project-Based Learning* (California: The Autodesk Foundation, 2000), 1–10, https://www.res earch gate .net/ publication/328626545_A_Review_of_Research_on_Project-Based_Learning

projects, students are not merely following instructions; they are actively making decisions about the content, layout, and language of their work.

2. **Collaborative Engagement**

   This assesses how students work in groups to negotiate meaning, provide peer feedback, and solve problems collectively during the drafting process. It transforms the classroom into a collaborative environment where social interaction drives the writing process.

3. **Instructional Scaffolding**

   Scaffolding refers to the strategic support provided by the teacher to help students navigate challenges. It ensures that while the project is student-led, it remains academically rigorous and directed toward the learning goals.

4. **Critical Thinking**

   Students must think critically to filter information, select precise descriptive adjectives, and organize data logically so that the audience can visualize the object being described.

5. **Time Management**

   This indicator measures the students' ability to plan, execute, and finalize their work within a set timeframe. It involves breaking down a large project into manageable daily tasks (planning, searching, drafting, and presenting).

e. Characteristics of PBL

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PBL possesses several important characteristics that distinguish it from traditional instruction. According to Bell[68], PBL is characterized by student-centered learning, inquiry-based activities, collaboration, problem-solving, and the production of authentic products.[70] In PBL classrooms, students actively participate in learning processes by exploring information, discussing ideas, and solving meaningful problems collaboratively.In addition, PBL emphasizes learning by doing, where students acquire knowledge and skills through direct experience and practical activities. This characteristic is highly relevant to writing instruction because students learn writing more effectively when they actively engage in producing meaningful written products rather than only memorizing grammatical rules.

Furthermore, the characteristics of PBL can be understood as the fundamental principles that define it as a learning approach. These principles include the use of authentic and meaningful projects as the central focus of learning, student autonomy in planning and carrying out learning activities, inquiry and investigation processes, collaboration among learners, and the integration of knowledge and skills across disciplines. Through these characteristics, PBL encourages learners to construct their own understanding while actively engaging in real-world tasks and challenges. As a result, learning becomes more meaningful, contextual, and relevant to students' needs and experiences.

[68] Stephanie Bell, "Project-Based Learning for the 21st Century: Skills for the Future," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 83, no. 2 (2010): 39–43.

f. Benefit of PBL

PBL provides numerous benefits for students in language learning, particularly in writing instruction. Bell explains that PBL improves students' motivation, creativity, collaboration, critical thinking, and communication skills.[69]Similarly, Solomon states that collaborative project work encourages students to develop interpersonal skills, learner autonomy, and problem-solving abilities.[70] In writing classrooms, PBL may help students improve writing quality through collaborative drafting, peer feedback, and authentic communication practices. Students become more confident in expressing ideas because they receive support from group members during project completion. In addition, project activities provide opportunities for students to integrate multiple language skills, including reading, speaking, listening, and writing simultaneously.

g. Challenges of PBL

Despite its benefits, the implementation of PBL also presents several challenges for both teachers and students. According to Hidayat and Rojabi, common challenges in PBL include noisy classroom situations, limited vocabulary mastery, poor time management, unequal participation among group members, and difficulties in monitoring

[69] Stephanie Bell, "Project-Based Learning for the 21st Century: Skills for the Future," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 83, no. 2 (2010): 39–43, https://doi.org/10.1080/00098650903505415

[70] Ibid.

students' activities during projects[71]. Collaborative learning may also create conflicts among students because not all learners possess equal participation, responsibility, or communication skills. Furthermore, teachers often face difficulties in managing classroom interaction, providing continuous supervision, and ensuring that all students actively contribute during project completion. Therefore, effective classroom management and instructional scaffolding are necessary to support successful PBL implementation.

3. John Dewey's Learning by Doing as a Supporting Theory

In educational philosophy, the operationalization of PBL in a language classroom cannot be separated from the progressive education movement pioneered by John Dewey through his Foundational concept of "Learning by Doing. Dewey posited that learning is an inherently active, transactional process rather than a passive acquisition of static, teacher-imposed information.[72] According to this grand paradigm, authentic knowledge is constructed when individuals interact directly with their environment, encounter genuine problems, and engage in reflective inquiry to solve them.[73] In a language learning context specifically writing this theory redefines the classroom as a social workshop. Instead of treating writing as a mechanical drill of isolated grammar rules, the learning process shifts into an

[71] Hidayat& Rojabi, "I am More Engaged in Writing: Promoting EFL *Students'* Writing Skills through Project-Based Learning," *SALEE: Study of Applied Linguistics and English Education* 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866

[72] John Dewey.*Democracy and Education:; An Introduction to the philosophy of Education(*Newyork*:Macmillan Company,1916),p.179-185.*

[73]John W. Thomas, *A Review of Research on Project-Based Learning* (San Rafael, CA: Autodesk Foundation, 2000), 1–4, http://www.bobpearlman.org/BestPractices/PBL_Research.pdf

experiential journey where secondary students write because they have a meaningful purpose, a concrete project to deliver. and an authentic audience to reach.[74]

Operationally, the "Learning by Doing" framework within project-based writing instruction is manifested through three distinct indicators. The first indicator is Active and Student-Centered Inquiry (Hands-On Approach), where classroom activities are driven by the students' curiosity and direct manipulation of authentic learning tasks, such as conceptualizing and designing a visual product.[75]The second indicator is Social Interaction and Collaboration, which mirrors Dewey's view of the school as a miniature community where students do not write in isolation, but constantly negotiate meaning, critique each other's ideas, and overcome linguistic challenges through shared peer interactions. The third indicator is Real-World Authenticity and Reflective Application. where the final writing project represents a pragmatic, real-life context rather than an abstract test. By anchoring the instructional steps onto these three indicators, writing instruction becomes developmental, experiential. and contextually grounded for secondary school learners.

4. The Interplay Between Project-Based Learning and Writing Skills

The relationship between PBL and writing skills can be understood through the integration of collaborative learning, learning by doing, and

[74] Joseph S. Krajcik and Phyllis C. Blumenfeld, "Project-Based Learning," in *The Cambridge Handbook of the Learning Sciences*, ed. R. Keith Sawyer (New York: Cambridge University Press, 2006), 317–333.

[75] John Dewey, The School and Society, rev. *ed*. (Chicago: The University of Chicago Press. 1915), 35-42.

product but a continuous process involving planning, drafting, revising, and reflecting.[76] Similarly, PBL emphasizes active participation, inquiry, collaboration, and authentic learning experiences that position students as active constructors of knowledge rather than passive recipients of information.[81] Therefore, both writing theory and PBL share similar pedagogical principles that encourage meaningful engagement throughout the learning process. Through PBL, students participate in collaborative writing activities that support each stage of the writing process. During project completion, students brainstorm ideas, negotiate meaning, exchange feedback, revise drafts, and present written products collaboratively. Such collaborative interaction positively contributes to students' writing development because peer discussion and social interaction help learners improve vocabulary mastery, organization, grammar, and confidence in composing English texts.[77]

Collaborative learning within PBL creates opportunities for students to develop learner autonomy, communication skills, and critical thinking through meaningful social engagement.[78] Furthermore, the concept of learning by doing within PBL is closely connected to descriptive writing instruction in the senior high school context. Dewey explains that meaningful learning occurs when students actively engage in real experiences and practical activities

[76] Linda Flower and John R. Hayes, "A Cognitive Process Theory of Writing," *College Composition and Communication* 32, no. 4 (1981): 365–387, https://doi.org/10.2307/356600

[77] John W. Thomas, *A Review of Research on Project-Based Learning* (California: The Autodesk Foundation, 2000), 1–10, https://www.researchgate.net/publication/328626545_A_Review_of_Research_on_Project-Based_Learning.

[78] Stephanie Bell, "Project-Based Learning for the 21st Century: Skills for the Future," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 83, no. 2 (2010): 39–43, https://doi.org/10.1080/00098650903505415

rather than passively receiving theoretical explanations[84]. Through descriptive projects such as posters, students directly apply linguistic knowledge into authentic contexts by describing people, places, or objects creatively. These activities encourage students to combine visual creativity and written expression while simultaneously developing communication and critical thinking skills.[79] Consequently, the integration between PBL and writing instruction provides meaningful learning experiences that support students' writing development cognitively, socially, and emotionally. Based on these considerations, this study focuses on exploring students' experiences in developing writing skills through Project-Based Learning at the senior high school level.

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[79] Gwen Solomon, *Project-Based Learning: A Primer* (Washington, DC: Technology & Learning, 2003), https://www.edutopia.org/projectbasedlearning-guide-implementation

CHAPTER III

RESEARCH METHOD

This chapter described the approach of data analysis included the research methodology,research design,research participants,research setting,data collection technique,data analysis,data validity,and research procedure.

A. Research Design

This study employs a Qualitative Approach. A qualitative approach was selected because its primary aim is to explore and understand in-depth the social phenomenon from the participants' perspective, specifically focusing on the students' lived experiences in developing writing skills through PBL. According to Creswell and Poth (2018)[80]. qualitative research is fundamental for capturing the views, feelings, and interpretations of participants regarding their learning processes within a natural setting, where the data is gathered as narrative descriptions rather than through hypothesis testing or statistical generalization.

The research design utilized in this study is phenomenology. Phenomenology is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants.[81] This design is particularly appropriate for this research because it aims to answer the fundamental "how" and "why" questions regarding the students'experiences

[80] John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 43.
[81] Ibid.p.44

with PBL. According to Yin, qualitative designs are specifically robust when a study seeks to explain complex social processes such as learning experiences where the boundaries between the phenomenon and the context are not clearly evident.[82]By focusing on the essence of the phenomenon, phenomenology provides a framework to uncover the subjective depth of students' motivation, difficulties, and cognitive engagement during the writing process.

The relationship between this design and the research objective of exploring students' experiences in developing writing skills through PBL is central to the study. Because PBL is a complex pedagogical process that involves cognitive, emotional, and social dimensions, phenomenology provides an appropriate framework for understanding students' lived experiences during the learning process. Inthis study, the phenomenological design is used to capture and describe how students perceive, interpret, and make meaning of their experiences while participating in PBL activities. Through this approach, the researcher seeks to gain a deeper understanding of students' engagement, challenges, feelings, and learning experiences in developing writing skills. Therefore, phenomenology is considered suitable b ecause it enables the researcher to explore the essence and meaning of students' experiences from their own perspectives

B. Reseach Setting

The research setting for this study was a State Senior High School located in Wongsorejo Sub-district, Banyuwangi Regency, East Java Province. This

[82] Robert K. Yin, *Case Study Research and Applications: Design and Methods*, 6th ed. (Thousand Oaks: SAGE Publications, 2018), 11–12.

school was strategically selected because the English department has actively implemented PBL as a core instructional method for teaching writing skills. PBL has been integrated into the English curriculum at this school for two semesters, during which students have engaged in various collaborative projects, such as creating descriptive text-based digital posters and writing-based video presentations. To support these activities, the school provides adequate facilities, including a multimedia classroom equipped with an LCD projector, stable Wi-Fi connectivity for research purposes, and access to a computer laboratory that facilitates students in developing their project drafts Selecting this setting was crucial for ensuring the success of the study and obtaining authentic data.

The researcher chose this location because the English teacher had consistent experience in facilitating PBL, which provided the necessary context to observe how students develop their descriptive writing skills. Furthermore, the researcher secured formal research permits from the school principal and the English teacher prior to the commencement of the study. The school administration and the teacher were actively involved by granting full access to classroom observation, relevant instructional documents, and the opportunity to interact with the students, ensuring that the research could be conducted ethically and efficiently within the school's academic environment.

C. Research Participant

The researcher utilized purposive sampling to intentionally select participants who could provide rich and relevant information regarding the

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phenomenon under investigation. This sampling method is consistent with phenomenological research, which requires participants to have direct experience with the phenomenon being explored. As van Manen[83] argues, selecting participants who have lived through the experience is essential for uncovering the meanings and structures of that experience.

The study was conducted in one eleventh-grade class at a State Senior High School in Banyuwangi consisting of approximately 30 students. However, not all students were selected as participants. Using purposive sampling, the researcher selected five students who met specific inclusion criteria relevant to the objectives of the study. In addition, one English teacher who had direct experience in implementing PBL in writing instruction was selected as a key participant. Therefore, the total number of participants in this study consisted of one English teacher and five eleventh-grade students. The student participants were selected based on several criteria. First, they had actively participated in classroom discussions and project activities throughout the implementation of PBL. Second, they demonstrated consistent engagement during writing projects. Third, they were willing and able to share and reflect on their learning experiences during the interview process. The five student participants consisted of two males and three females aged approximately 16–17 years. Meanwhile, the English teacher, aged 29 years, was selected because of her direct experience in implementing PBL for teaching writing skills. Her participation provided valuable pedagogical

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[83] Max van Manen, *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*, 2nd ed. (London, Ontario: Althouse Press, 1997),p. 22–24

insights into the instructional procedures, assessment practices, and challenges encountered during the implementation of PBL.

To uphold ethical research standards, the researcher adhered to the principle of informed consent. All participants were fully informed about the purpose, nature, and potential benefits of the study before their participation. Participation was entirely voluntary, and no participant was subjected to coercion or pressure. To maintain confidentiality and protect participants' identities, the school is referred to as "a State Senior High School in Banyuwangi," and pseudonyms were assigned to all participants (Participant T for the teacher and S1–S5 for the students) in all interview transcripts and research reports. These measures ensured that the collected data were used solely for academic purposes while preserving the anonymity of both the institution and the participants.

D. Data Collection Technique

The researcher employed the subsequent techniques for gathering data:

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1. Observation

In this study, the researcher employed non-participant observation. The researcher acted as a passive observer and did not participate in classroom activities, discussions, or instructional processes.[84] This role allowed the researcher to observe naturally occurring interactions between the teacher and students during the implementation of Project-Based

[84] John W. Creswell & Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing*

Learning (PBL). The observations focused on the instructional procedures, students' engagement, collaborative activities, and challenges encountered during the writing project. The classroom observations were conducted in Class XI Grade of SMAN 1 Wongsorejo across four classroom meetings on January 9, 10, 11, and 13, 2025. Each observation session lasted approximately 90 minutes and was conducted during regular English lessons. These observations enabled the researcher to document the implementation of PBL and gain a deeper understanding of students' experiences throughout the writing process.

The selection of non-participant observation was based on strong methodological considerations. First, this type of observation enables the researcher to maintain objectivity and the natural setting of the learning situation, as interactions between the teacher and students occur naturally without researcher intervention.[85] Second, non-participant observation helps prevent distortions or behavioral changes that may occur when the researcher is directly involved in the instructional process.[86] Third, by maintaining the role of a non-participant observer, the researcher was able to focus more intensively on observing and systematically recording the stages of instructional implementation, including learning procedures, students' engagement, the benefits gained, and the various challenges encountered throughout the process. Third, by maintaining the role of a

[85] Louis Cohen, Lawrence Manion, & Keith Morrison, *Research Methods in Education*, 8th ed. (London: Routledge, 2018), p. 543–546.
[86] James H. McMillan & Sally Schumacher, *Research in Education: Evidence-Based Inquiry*, 7th ed. (Boston: Pearson, 2014), p.326.

passive observer, the researcher was able to focus more intensively on observing and systematically recording the stages of instructional implementation, including the learning procedures, students' engagement, the benefits obtained, and the various challenges encountered during the process.[87] Therefore, the use of non-participant observation was considered the most appropriate approach for achieving the objectives of qualitative research, which emphasize the collection of authentic and contextual data.[88]

2. Interview

This research employed one-on-one semi-structured interviews as the primary data collection technique. The participants consisted of one English teacher and five eleventh-grade students (two males and three females). Each participant was interviewed once on January 14 and 15, 2025, with each interview lasting approximately 30 minutes. Semi-structured interviews were selected because they allowed the researcher to ask follow-up questions and explore participants' responses in greater depth while maintaining focus on the research objectives. The one-on-one format was chosen to create a private and comfortable atmosphere, enabling participants to express their perspectives openly and confidently without external influence. The interview protocol was developed based on the theoretical indicators of PBL in teaching writing skills. The

[87] Donald Ary, Lucy C. Jacobs, Christine Sorensen Irvine, & David A. Walker, *Introduction to Research in Education*, 10th ed. (Boston: Cengage Learning, 2019), p.456–458.

[88] Robert C. Bogdan & Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods*, 5th ed. (Boston: Pearson, 2007), p.43–45.

complete list of interview questions is provided in the Appendix.

3. Document Review

The researcher made some private and public notes on a research participant and place that are included in the evaluation of the documents. These consist of things like letters, private diaries, meeting minutes, newspapers, and more. These resources provided essential information to assist researchers better understand crucial phenomena in qualitative research. In qualitative research, a document can be a useful resource for textual data. The following document reviews would yield data for this research:

a) Profile of SMAN 1 Wongsorejo
b) Goal, vision and mission of SMAN 1 Wongsorejo
c) Teacher and staff data of SMAN 1 Wongsorejo
d) Students' data at the XI Social Science grade of SMAN 1 Wongsorejo
e) Target learning objective (TP) and Learning objective sequence (ATP) at the XI grade
f) Module of teaching including; first, general information of the module involved; identity, educational unit's name, class/semester, topic, pre-requisite skills, time allocation, learning achievement, teaching method, infrastructure facilities, learning profile of Pancasila and profile of rahmatan lil'alamin students. Second, the core component of the module involved learning goal, meaningful comprehension, provocation question, learning activity and assessment. Third, student's worksheet (LKPD). Fourth, reading

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materials for teachers and students. Fifth, glossaries and sixth, references.

g) Scoring rubric of analytical scoring

Photos of the implementation PBL as a method in teaching writing learning to Exploring students' *writing skill.*

E. Data analysis Technique

This study employs thematic analysis to interpret qualitative data collected through observations, interviews, and document reviews. As a method used to identify, analyze, and report patterns or themes within data, thematic analysis allows the researcher to derive meaningful insights into students' experiences with PBL in improving their writing skills. To ensure a systematic and rigorous approach, this study follows the six-phase framework proposed by Braun and Clarke (2021)[89]. This process begins with data familiarization, where the researcher immerses themselves in the data by transcribing recordings and reviewing field notes.

The analysis continues by generating initial codes to capture important features relevant to the research questions. These initial codes are then systematically grouped into broader categories based on their similarities, which ultimately lead to the development of overarching themes. During these stages, themes are refined, reviewed, merged, or discarded to ensure they accurately reflect the dataset, maintain internal consistency, and remain directly tied to research objectives, such as language development through PBL. Finally, the researcher produces the report by constructing an analytic

[89] Braun, V., & Clarke,V. Thematic Analysis: A Practical Guide.Sage 2021 Publications.Doi: https://doi.org/10.4135/9781529706768

narrative that integrates participant quotations and links the findings back to existing literature. This structured approach ensures that the interpretation of the data is both comprehensive and deeply rooted in the participants' actual experiences. The detailed matrix and steps of the thematic qualitative analysis can be seen in Appendix.

F. Data Validity

To ensure the trustworthiness and accuracy of the findings, this study employs triangulation techniques, as suggested by Creswell.[90]Validity in qualitative research is crucial to avoid data bias, establish a balance of perspectives, and ensure that the gathered data accurately represents the real situation of the research subjects. In this study, the researcher enhances data validity by utilizing two types of triangulation: source triangulation and methodological triangulation. Through source triangulation, the researcher compares and cross-checks information obtained from different sources specifically students and teachers to reinforce the data's credibility. By comparing the perspectives of both students and teachers regarding the implementation of PBL, the researcher can obtain a comprehensive and unbiased understanding of the teaching and learning process.

Meanwhile, in methodological triangulation, the researcher utilizes multiple data collection methods to investigate the same phenomenon, combining interviews, classroom observations, and document reviews. The interviews with teachers and students are used to explore deep insights into

[90] john W. Creswell, *Qualitative Inquiry & Research Design*, vol. 17, 2018, https://doi.org/https://doi.org/10.423 6/ojbm.2018.61003.

their experiences with PBL, whereas the classroom observations are conducted to examine firsthand how the teaching and learning process actually takes place and how interactions are formed. By cross-examining the interview results with the observation data and document reviews, the consistency and validity of the research findings can be strictly maintained.

In addition to triangulation, the researcher also applies member checking to further enhance the study's credibility and validity. In this process, the interview transcripts are returned to the participants specifically the teachers and students after the data has been collected. The participants are asked to review, read through, and check the transcripts to verify that the recorded information accurately reflects their actual statements and experiences during the interview. This step is essential to prevent any misinterpretation or subjective bias by the researcher during the data analysis phase.

G. Research Procedure

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This section outlines the steps involved in conducting the research, covering background preparation, analysis design, factual data collection, and report writing. These steps are systematically arranged to ensure the integrity and credibility of the study Creswell & Poth (2018)[910].The steps are as follows:

1. Pre-field Stage

This stage focuses on initial preparation and planning before the researcher directly enters the field. This is the foundation that ensures the

[91] Creswell, J. W., & Poth, C. N. Qualitative Inquiry and Research Design: Choosing Among Five Approaches 4th ed.2018.DOI: https://doi.org/10.4135/9781506385495

research is conducted ethically, practically, and well-planned.

a. Developing Research

At this stage, the researcher thoroughly identifies and formulates the research problem. This involves a comprehensive literature review to understand previous studies related to PBL and *writing skills*, identifying research gaps, and formulating specific, measurable, achievable, relevant, and time-bound (SMART) research questions. The researcher also begins to define the research objectives and the expected contributions of this study.

b. Selecting Research Design

Once the research problem and questions are clear, the researcher chooses the most appropriate research design to achieve the objectives. In the case of this study, a qualitative design, specifically a phenomenological approach or case study, was likely chosen to explore students' subjective experiences. This design selection also includes determining the research population and sample (eleven-grade students in a specific school), as well as data collection methods (interviews, observations, document review) and their tools (interview guidelines, observation sheets, document checklists).

c. Permit Processing

This crucial step involves applying for and obtaining official permissions from various relevant authorities. This includes permission from the researcher's educational institution, ethical

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approval (if required by an ethics committee), and permission from the school or institution where the research will be conducted. This process ensures that the research can be carried out in accordance with applicable regulations and that all relevant parties consent to their participation, including obtaining informed consent from participants or their guardians.

d. Assessing the State of the Field

At this point, the researcher conducts a preliminary study or a brief visit to the research location school to understand the actual context. This could involve unstructured initial observations, informal conversations with teachers or school staff, and a general understanding of the learning environment. The purpose is to assess the feasibility of the research, anticipate potential challenges, and adjust the research plan to fit the actual field conditions. This also helps in building initial rapport with stakeholders at the research site.

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2. Field Research Stage

This stage is the core of data collection, where the researcher directly interacts with participants and observes phenomena in their natural environment.

a. Understanding the Research Background

Although already addressed in the pre-field stage, at this stage, the understanding of the background is deepened within the field context. The researcher re-verifies their understanding of the PBL

implemented at the school, the curriculum used, and the teaching practices of the teachers. This helps the researcher to place the collected data within a rich and relevant context.

b. Entering the Research Location

Once all preparations are complete and permissions are obtained, the researcher officially enters the school environment as a researcher. This involves introducing themselves to the school administration, teachers, and involved students. The researcher strives to build good rapport with participants to facilitate honest and open data collection

c. Conducting Interviews

Semi-structured or in-depth interviews are conducted with key participants students involved in, subject teachers. These inte PBL rviews aim to explore the experiences, perceptions, challenges, and benefits felt by students and teachers regarding PBL in improving *writing skills*. The researcher uses prepared interview guidelines but remains flexible to explore new issues that emerge during the conversation. Audio or video recordings with consent are often used to accurately capture data, which are then transcribed.

d. Taking Documentation

Data collection is not only through interviews and observations but also through documentation. This may include collecting samples of student writing drafts and final results, teacher lesson plans related to PBL,teaching materials, or even photographs of relevant classroom

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activities. This documentation serves as supplementary data and a triangulation tool to strengthen findings from interveiews and observations.

3. Data Analysis Stage

After all data has been collected, this stage focuses on organizing, simplifying, and interpreting the raw data to find patterns and meanings relevant to the research questions. In this study, thematic analysis following Braun and Clarke's [92] six-phase framework is employed. The process begins with data reduction, where the researcher summarizes, codes, and groups raw data to highlight key points. Subsequently, the data is displayed in an organized form to visualize patterns and relationships. Finally, the researcher performs conclusion drawing and verification, interpreting the identified patterns and linking them back to the research questions and literature. The results of this comprehensive analysis will be presented in detail in the Research Findings section.

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[92] Braun, V., & Clarke, V. Thematic Analysis: A Practical Guide. Sage 2021 Publications.Doi: https://doi.org/10.4135/9781529706768

CHAPTER IV

FINDINGS & DISCUSSION

A. Research Findings

This Chapter present about the Data presentation and analysis provide a summary of the data obtained through classroom observation, interviews, conducted at SMAN 1 Wongsorejo. The findings are presented based on the research questions of this study. The researcher analyzed the data using thematic analysis through coding, categorizing, and theme development.

1. Stages of PBL (Role of Teacher and Student)

The implementation of PBL in teaching writing requires a well-synchronized collaboration between the teacher as a facilitator and the students as active learners, who established the pedagogical framework for this approach in the EFL writing context, the implementation of PBL follows seven integrated stages that ensure a structured writing process:[93]

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[93] John Dewey, *Schools of To-Morrow*, in *The Middle Works of John Dewey, 1899–1924*, Vol. 8, ed. Jo Ann Boydston (Carbondale and Edwardsville: Southern Illinois University Press, 1979), 255–265.

1.1 Preliminary Action



Figure 4.1

The teacher instructed students to prepare the project draft using familiar themes before starting the activity.

Based on classroom observation on 07th of january 2025[94] the learning process was initiated with a preliminary stage aimed at building students' background knowledge and introducing the project concept. The teacher engaged the class by delivering apperception and introducing the descriptive text structure. At this stage, the teacher also explained the main goals of the poster project and divided the classroom into several working groups. This introductory phase was crucial for setting up the context of the PBL activity.

This finding was strongly supported by the results of the interview with the English teacher, who emphasized the strategic planning behind the introductory stimulus and theme selection to ensure a smooth transition

[94] Classroom observation on 07th of january 2025 at SMAN 1 Wongsorejo by Mila Oktalia Singhan

into active learning. As stated by the teacher:[95]

> *"At this preliminary stage, we'll start by using concrete themes related to the students to make things easier; it's important for us to refine the draft of the stimulus and the prompts before the main activity actually begins."*

This indicated that the teacher carefully prepared the preliminary stage of PBL to support students' readiness before beginning the main writing activity. The teacher intentionally selected concrete and familiar themes related to students' daily lives in order to make the learning process easier and more meaningful for them. By using relevant themes and well-prepared stimuli, students were encouraged to understand the topic more easily and participate actively in classroom activities. In addition, the teacher emphasized the importance of refining the stimulus and prompts before the lesson started, which reflected systematic instructional planning during the preliminary stage. This finding indicates that the preliminary stage was not only used as an introduction to the lesson, but also functioned as an important preparation process to build students' understanding, engagement, and confidence before entering the main project activity. This finding is also consistent with Dewey's theory of PBL , which highlights the importance of meaningful and contextual learning experiences connected to students' real-life situations.

Students also stated:[96]

> *"We discussed first about what topic we wanted to choose"(S2)*

This suggests that students were actively involved in collaborative

[95] Teacher's interview conducted on january 9th,2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[96] Student's interview conducted on january 9th,2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

discussion during the preliminary stage of PBL before starting the writing activity. The interview excerpt shows that students discussed and negotiated the topic together with their group members in order to determine the most suitable theme for their project. Through this discussion process, students were encouraged to share ideas, express opinions, and participate in decision-making activities collaboratively. This finding indicates that the learning process was student-centered because students were given opportunities to contribute actively in selecting the project topic rather than only receiving instructions from the teacher. In addition, the collaborative discussion helped students build initial understanding and prepare their ideas before entering the next stage of the writing project. This finding aligns with the principles of PBL, which emphasize active participation, collaboration, and meaningful interaction among students during the learning process.

1.2 Preparation Stage

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Figure 4.2
Students discussed and selected the topic for their descriptive poster project during the preparation stage of PBL.

Based on classroom observation conducted on January 9th , 2025,[97] the preparation stage began after students were divided into groups. The teacher guided students to prepare their projects by providing guiding questions and encouraging students to identify objects that would be described in their poster projects.Students actively discussed possible topics and shared ideas with their group members.

They also prepared several materials needed for the project such as dictionaries, pictures, and writing tools. This finding was supported by the teacher's interview:[98]

> *"Preparation is done by giving questions and helping students choose their topic."*

This suggests that the teacher played an important role in guiding students during the preparation stage of PBL. The interview excerpt indicates that the teacher provided guiding questions to stimulate students' thinking and supported them in selecting appropriate topics for their projects. Through the use of questions, students were encouraged to explore their ideas, think critically, and connect the topic with their own experiences and understanding. In addition, the teacher's assistance in topic selection helped students feel more prepared and confident before starting the writing process. This finding shows that the preparation stage functioned as an essential step to build students' readiness, focus, and

[97] Classroom observation conducted on January 9th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[98] Teacher's interview conducted on January 9th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

understanding before carrying out the main project activities. Furthermore, this practice reflects the student-centered nature of PBL,where the teacher acts as a facilitator who guides and supports students throughout the learning process.

Students also stated:[99]

"The teacher helped us to make an outline before writing."(S3)

This suggests that the teacher provided scaffolding and guidance to support students during the planning stage of PBL . The interview excerpt indicates that students were assisted in organizing their ideas by creating an outline before starting the writing process. Through outlining activities, students were able to structure their main ideas systematically and prepare the content of their writing more clearly. This guidance helped students feel more organized and reduced difficulties when developing their written projects. In addition, the teacher's support during the outlining process reflects the facilitator role in PBL , where the teacher guides students in planning and managing their work collaboratively. This finding also indicates that the planning stage played an important role in helping students develop better preparation and organization before producing their final writing project.

[99] Students interview conducted on January 9th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

1.3 Planning Stage



4.3 Focus and teamwork during the planning stage.

Based on classroom observation conducted on January 10th, 2025[100], during the planning stage, students carried out several collaborative activities before starting the writing process. (1) Students organized their ideas systematically before writing the descriptive text. (2) Students created outlines collaboratively with their group members to structure the content of the project. (3) Students made concept maps to develop and connect project ideas more clearly. (4) Students discussed the structure of descriptive text during the planning process. (5) Students identified the identification and description parts of the text to organize the content appropriately. (6) Students shared and exchanged ideas during group discussions. (7) Students divided tasks among group members to make the project more organized and effective. (8) Students

[100] Classroom observation conducted on January 10th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

prepared the content of the descriptive poster project before beginning the writing activity. (9) Students arranged the sequence of information systematically before drafting the text. (10) Students used worksheets to write outlines and concept maps as part of the planning activity. (11) Students planned the draft of the descriptive text before creating the final poster. (12) Throughout the planning stage, students collaborated actively with their group members to prepare and organize the project before entering the writing stage in PBL. This finding was supported by the teacher's interview: [101]

> *"I guide students to make an outline or concept map before they start writing."*

This indicates that the teacher actively guided students during the planning stage of PBL by helping them organize their ideas before beginning the writing process. The interview excerpt indicates that the teacher encouraged students to create outlines or concept maps as tools to structure their thoughts systematically. By using outlines and concept maps, students were able to identify main ideas, arrange supporting details, and develop clearer organization in their writing projects. This guidance also helped students feel more prepared and focused when starting the writing activity. Furthermore, the teacher's role in facilitating the planning process reflects the principles of PBL, where teachers support students in managing and developing their projects through

[101] Teacher's interview on January 10th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

structured and collaborative learning activities. This finding indicates that the planning stage contributed significantly to improving students' readiness and organization in writing tasks.

Students also confirmed: [102]

"We organized our ideas first before making the Poster "

This suggests that students carried out an important planning process before creating their poster project in PBL. The interview excerpt indicates that students organized and arranged their ideas systematically before starting the project task. This activity helped students determine the main content, structure, and information that would be included in the poster. By organizing their ideas first, students were able to work more effectively and develop clearer project outcomes. In addition, this finding shows that students were actively involved in managing their own learning process through discussion and idea development before completing the final product. This reflects one of the important characteristics of PBL , where students are encouraged to plan, organize, and develop their projects collaboratively and independently.

1.4 Research and Writing Stage



Figure 4.4
"Developing ideas and vocabulary through peer-discussion.''

[102] Student's interview on January 10th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

Based on classroom observations conducted on January 10th and 11th, 2025[103] students entered the research and writing stage. During this stage, students searched for information related to their selected topics from various sources such as books and internet materials. After collecting information, students collaboratively developed descriptive paragraphs by organizing ideas, selecting vocabulary, and constructing sentences. Students actively interacted with their group members while discussing vocabulary and content related to their projects. The teacher continuously monitored the activity and provided assistance when students experienced difficulties in vocabulary and sentence construction.

This finding was supported by the teacher's interview conducted on January 14th, 2025. The teacher explained:[104]

> *"Students search for information and then develop it into their writing."*

This suggests that students were actively involved in the research and writing process during PBL. The interview excerpt indicates that students first searched for relevant information from various sources and then developed the collected information into their own written work. This process shows that students did not simply copy information, but instead processed, selected, and transformed it into meaningful writing. Through this activity, students were encouraged to think critically,

[103] classroom observations conducted on January 10th and 11th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[104] Teacher's interviews conducted on January 14th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

understand the content, and organize information in a structured way before producing their final text. In addition, this finding reflects that the learning process supports independent learning, where students take responsibility for constructing their own knowledge. It also aligns with the principles of PBL, which emphasize inquiry, information gathering, and knowledge construction as key components in developing students' writing skills.

Students also explained during interviews conducted on January 15th, 2025:[105]

> *"We looked for information first, then started writing together." (S4)*

This suggests that students engaged in a structured and collaborative process during the research and writing stage of PBL. The interview excerpt indicates that students first searched for relevant information as a foundation before beginning the writing activity. After gathering the necessary information, they worked together to develop their writing collaboratively. This process shows that students did not only rely on individual effort, but also combined their ideas and knowledge within the group to produce a shared written product. Through this activity, students were encouraged to practice teamwork, communication, and critical thinking in selecting and organizing information. In addition, this finding reflects the core principles of PBL

[105] Students interviews conducted on January 15th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

which emphasize inquiry-based learning, collaboration, and the construction of knowledge through active student participation in completing meaningful tasks.

Another student stated:

> *"Sometimes we asked the teacher when we didn't know the vocabulary." (S5)*

This indicates that students relied on the teacher as a source of support when facing difficulties during the writing process, particularly in vocabulary usage. The interview excerpt indicates that whenever students encountered unfamiliar words, they sought clarification from the teacher to help them continue their work. This shows that the teacher played an important role as a facilitator and language resource in the classroom. In addition, this finding reflects that although students were actively engaged in independent and collaborative writing, they still needed guidance to overcome linguistic challenges. This support helped students maintain the flow of their writing and improved their confidence in completing the task. Overall, this indicates that teacher assistance remained essential in PBL , especially in helping students develop their language skills during the writing process.

1.5 Presentation Stage



Figure 4.5
"Building Self-Confidence Through Action"

Based on classroom observation conducted on January 11th,

2025[106], students entered the presentation stage by presenting their poster projects in front of the class. Each group explained their descriptive text and shared the results of their collaborative work. This activity encouraged students to become more confident in expressing ideas and communicating their project results to other students. This finding was supported by the teacher's interview:[107]

> *"Students present their project in front of the class to share their work."*

This indicates that students were actively involved in the presentation stage of PBL , where they shared the results of their work with their classmates. The interview excerpt indicates that students presented their projects in front of the class as a way to communicate and display what they had produced during the learning process. Through this activity, students were given the opportunity to practice their speaking skills, build confidence, and express their ideas publicly. In addition, the presentation activity encouraged students to be responsible for their work and to receive feedback from both the teacher and their peers. This finding reflects one of the key principles of PBL, which emphasizes communication, collaboration, and the sharing of learning outcomes as part of the overall learning process.

Students also stated:

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[106] classroom observation conducted on January 11th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[107] Students interviews conducted on January 11th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

"We presented our poster in front of the class." (S1)

This Suggest that students actively participated in the presentation stage of PBL by showcasing the results of their work in front of their classmates. The interview excerpt indicates that students presented their poster as a final product of their group project. Through this activity, students were given the opportunity to communicate their ideas, explain the content of their poster, and share the outcome of their collaborative work. This process also helped students develop confidence in speaking in front of others and improved their ability to express ideas in a structured way. In addition, the presentation activity allowed students to receive feedback from the teacher and peers, which contributed to reflection and improvement of their learning outcomes. This finding reflects the core principle of PBL , which emphasizes active participation, communication, and the dissemination of students' work as part of the learning process.

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1.6 Evaluation Stage



Figure 4.6
"Evaluation Stage: Assessing, Revising, and Improving

Based on classroom observation conducted on January 13th,

2025[108], the teacher conducted the evaluation stage at the end of the learning process. The teacher assessed students' writing based on several aspects including content, organization, vocabulary, and mechanics.

The teacher also provided feedback related to students' writing and presentations. This finding was supported by the teacher's interview:[109]

"Finally, I evaluate students' work and give feedback."

This indicates that the teacher played an important role in the evaluation stage of PBL by assessing students' final products and providing constructive feedback. The interview excerpt indicates that after students completed and presented their work, the teacher evaluated their performance to measure their understanding and the quality of their project outcomes. Through this evaluation process, students were able to identify their strengths and weaknesses in completing the task. In addition, the feedback given by the teacher served as guidance for students to improve their future performance, especially in writing and collaboration skills. This finding reflects that the evaluation stage in PBL is not only focused on grading, but also on providing meaningful feedback that supports students' learning development and continuous improvement.

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[108] Classroom observation conducted on January 13th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[109] teacher's interview conducted on January 13th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

Students also confirmed:[110]

> *"The teacher gave us feedback about our writing and poster." (S2)*

This suggests that feedback played an important role in supporting students' learning outcomes during PBL . The interview excerpt indicates that students received specific feedback from the teacher regarding both their written work and their poster project. Through this feedback, students were able to understand the strengths and weaknesses of their work, particularly in terms of content, organization, and language use. This process helped students improve their writing quality and make necessary revisions based on the teacher's suggestions. In addition, the feedback process reflects the evaluative and supportive role of the teacher in guiding students toward better performance. This finding shows that evaluation in PBL is not only focused on assessing final results, but also on providing constructive input that helps students develop their skills and improve their learning outcomes continuously.

2. The Benefits of PBL on Students' Writing Skill

Based on classroom observations conducted on January 10th -11th, 2025[111], interviews with the English teacher and students conducted on

[110] Students interview conducted on January 13th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[111] Classroom observations conducted on January 10th -11th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

January 14th-15th, 2025,[112] as well as document review, PBL provided several benefits for students during the writing learning process 1)Increasing Students' Engagement and Participantion,2) Examining the Benefits of PBL for Students' Writing Skills , 3) Increasing Students' Writing Skills , 4) Improving Students' Writing Skills.

Increasing Students' Engagement and Participation



Figure 4.6
"Creating an Interactive Classroom through Student-Centered Learning"

Based on classroom observation conducted on January 11th, 2025,[113] PBL encouraged students to become more active and engaged during the writing process. Students were observed actively participating in group discussions, sharing ideas, asking questions, and collaborating with their peers while completing their descriptive text projects. The classroom atmosphere reflected a student-centered learning environment because students were not only listening to the teacher's explanation but were also directly involved in solving problems and developing their projects collaboratively. Students worked together to organize ideas,

[112] Teacher 's interview conducted on January 14th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[113] Students interview conducted on January 15th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

discuss vocabulary, and complete their writing tasks through active interaction with group members. This finding was supported by the teacher's interview conducted on January 14th, 2025:[114]

> *"PBL makes students more active because they are involved in group work and discussion.".*

This suggests that PBL encourages higher student engagement during the learning process. The interview excerpt indicates that students become more active because they are directly involved in collaborative group work and discussions. Through these activities, students are required to share ideas, negotiate meanings, and contribute to completing the project together. This interaction increases their participation in the classroom compared to traditional learning methods. In addition, group discussion helps students develop communication skills, teamwork, and confidence in expressing their opinions. This finding reflects one of the main characteristics of PBL, which emphasizes student-centered learning where students actively construct knowledge through collaboration and meaningful interaction rather than passively receiving information from the teacher.

The interview data indicated that collaborative learning activities encouraged students to participate more actively during the learning process. Students also confirmed this finding during interviews

[114] Teacher 's interview conducted on January 14th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

conducted on january 15th,2025:[115]

"We are more active because we work together in groups." (S1)

This suggests that students experienced increased engagement during the learning process as a result of collaborative group work in PBL. The interview excerpt indicates that working together in groups encouraged students to be more active in participating, sharing ideas, and completing tasks. Through group collaboration, students were not only responsible for their individual contributions but also for the success of their group project. This situation motivated them to participate more actively in discussions and decision-making processes. In addition, this finding reflects that cooperative learning in PBL creates an interactive classroom environment where students learn from each other and become more involved in the learning process. It aligns with the principle of PBL, which emphasizes collaboration, communication, and active student participation in constructing knowledge.

Another student stated:

"It is more interesting than just listening to the teacher." (S2)

This indicates that students perceive PBL as a more engaging learning approach compared to traditional teacher-centered instruction. The interview excerpt indicates that students find the learning process more interesting because they are actively involved in activities rather

[115] Students Students interview conducted on January 15th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

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than passively listening to the teacher's explanation. Through PBL, students participate in discussions, collaboration, and hands-on tasks, which make the learning experience more meaningful and enjoyable. This increased engagement helps maintain students' attention and motivation during the learning process. In addition, this finding reflects that student-centered learning environments, such as PBL, can enhance students' interest and participation by providing opportunities for active involvement, interaction, and real-world task completion.

Improving Students' Writing Skill



Figure 4.7
Students improved their writing skills through PBL activities

Based on classroom observations conducted on January 10th-11th , 2025[116], PBL helped students improve their writing skills, particularly in organizing ideas, developing content, and using appropriate vocabulary in descriptive text writing. During the learning process, students developed their writing through several structured stages such as planning, drafting, revising, and presenting. These stages helped students

[116] classroom observations conducted on January 10th -11th , 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

organize their ideas more systematically before producing the final text. Students also improved their writing through collaborative discussion and revision activities conducted within their groups.

This finding was supported by the teacher's interview conducted on January 14th , 2025:[117]

> "Students can develop their writing better because they go through several steps before producing the final text."

The interview result indicated that the step-by-step writing process supported students in improving the quality of their writing. Students also confirmed this finding during interviews conducted on January 15th, 2025:[118]

> "We learn step by step, so it is easier to write." (S3)

This suggests that the structured stages in PBL help students understand the writing process more clearly and make it easier for them to complete their tasks. The interview excerpt indicates that students follow a gradual process, starting from planning, organizing ideas, to developing their writing step by step. This systematic approach reduces confusion and helps students manage their ideas more effectively during writing activities. As a result, students feel more supported and less overwhelmed when producing their texts. In addition, this finding reflects that PBL provides a scaffolded learning experience where complex tasks

[117] teacher's interview conducted on January 14th , 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[118] Students interviews conducted on January 15th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

are broken down into manageable steps, which in turn enhances students' writing ability and confidence.

Another student explained:

> "We can correct our writing before presenting it." (S4)

This suggests that PBL provides students with opportunities for revision before finalizing their work. The interview excerpt indicates that students are able to review and improve their writing before presenting it to the class. This process allows them to identify errors in grammar, vocabulary, and organization, and make necessary corrections to enhance the quality of their work. Through this activity, students develop a sense of responsibility for their own learning outcomes and become more aware of the importance of producing accurate and well-structured writing. In addition, this finding reflects that PBL emphasizes the process of learning, not only the final product, by encouraging students to revise and refine their work through continuous improvement.

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3. The Challenges of PBL in Teaching Writing Skill

Based on classroom observations conducted on January 11th-13th,2025,[119] interviews with the English teacher and students[120]conducted on January 14th-15th, 2025, as well as document review, several challenges were found during the implementation of PBL in teaching writing skills. The challenges included 1) Classroom Management and Students Participantion Issues 2) Students

[119] Classroom observations conducted on January 11th-13th,2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[120] Teacher interview conducted on January 14th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

Linguistic Diffiiculties in Vocabulary and Sentence Contruction 3) Difficulty in Developing and organizing ideas 4) Technical and Media Challenges in Poster Production 5) Time Management Contraints and Process Production 5) Time Management Contraints and Process Complexity

Classroom Management and Student Participation Issues



Figure 4.8
Classroom management and unequal student participation became challenges during PBL activities.

Based on classroom observations conducted on January 11th-13th 2025,[121] the implementation of PBL created several classroom management challenges during the writing learning process. During group discussions, the classroom atmosphere became noisy because students actively discussed their projects simultaneously. Although the interaction reflected active participation, the crowded classroom condition sometimes made it difficult for students to focus and caused the teacher's instructions to be less clearly heard by all groups. In addition, unequal participation among students also appeared during group activities. Some students actively contributed ideas and completed the writing tasks, while other students tended to become passive participants who relied on their group members' work. This finding was supported by students'

[121] Students interview conducted on January 15th 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

interviews conducted on January 15th, 2025. One student stated: [122]

> *"Sometimes only a few students work, others just follow. It is hard to focus when the classroom is too noisy because everyone is talking at the same time." (S3)*

This suggests that although PBL promotes collaboration, there are also challenges in group dynamics and classroom management during its implementation. The interview excerpt indicates that not all students participate equally in group tasks, as some students tend to rely on others instead of contributing actively. This situation leads to unequal participation, where a few students carry most of the workload while others only follow. In addition, the presence of a noisy classroom environment due to simultaneous group discussions makes it difficult for students to maintain focus during the learning process. This indicates that while collaborative learning encourages interaction, it may also create distractions if not well-managed. Overall, this finding reflects that effective implementation of PBL requires clear role distribution within groups and proper classroom management to ensure balanced participation and a conducive learning environment.

Students' Linguistic Difficulties in Vocabulary and Sentence Construction

[122] Student interviews conducted on January 15th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo





Figure 4.9
Students' faced Vocabulary and Sentence Contructions Difficulties

Based on classroom observations conducted on January 11th, 2025,[123] students experienced difficulties related to vocabulary mastery and sentence construction during the writing process. During the observation, several students stopped writing for a long time because they did not know the English vocabulary needed to describe objects in their projects. Students also frequently asked the teacher for assistance regarding grammar and sentence structure. The teacher continuously guided students during the writing process, especially when students experienced difficulties in using appropriate vocabulary, adjectives, and subject-verb agreement.This finding was supported by the teacher's interview conducted on January 14th, 2025:[124]

> *"Some students still have limited vocabulary, so they need more guidance when writing."*

This indicates that students still face linguistic challenges in the writing process, particularly related to vocabulary mastery. The interview excerpt

[123] classroom observations conducted on January 11th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo
[124] teacher's interview conducted on January 14th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

indicates that limited vocabulary becomes an obstacle for some students when developing their ideas into written form. As a result, they require additional support and guidance from the teacher to help them express their thoughts more effectively in English. This finding shows that although PBL encourages active participation and independent learning, students' language proficiency still plays an important role in determining their writing performance. In addition, it reflects that teacher scaffolding remains essential in supporting students' writing development, especially in helping them overcome vocabulary-related difficulties and improving the overall quality of their written work.

The teacher also stated:[125]

> *"They often struggle with subject-verb agreement and finding the right adjectives."*

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This suggests that students still experience difficulties in mastering certain grammatical aspects during the writing process, particularly subject-verb agreement and the appropriate use of adjectives. The interview excerpt indicates that these language components become common challenges that affect the accuracy and quality of students' writing. Such difficulties may lead to errors in sentence construction and less effective description in their written work. This finding shows that although PBL supports active and meaningful learning, students' grammatical competence still needs further development. In

[125] Teacher interviews conducted on January 15th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

addition, it reflects the importance of continuous teacher guidance and feedback to help students improve their understanding of English grammar and enhance their writing accuracy over time.

These findings indicated that linguistic limitations became one of the major obstacles faced by students during writing activities. Students also confirmed this challenge during interviews conducted on January 15th, 2025 one student stated:[126]

> *"Sometimes we don't know the vocabulary, so we just stuck. We need to ask the teacher to check our sentences repeatedly." (S5)*

This suggests that students experience language-related difficulties that hinder their writing process, particularly when they lack sufficient vocabulary. The interview excerpt indicates that limited vocabulary causes students to become "stuck" while composing sentences, preventing them from continuing their writing smoothly. As a result, they frequently depend on the teacher to check and correct their sentences. This shows that teacher support remains crucial in helping students overcome linguistic barriers during writing activities. In addition, this finding reflects that although PBL encourages independence and active learning, students still require scaffolding, especially in language accuracy and sentence construction, to ensure their writing can be completed effectively and correctly.

Another student explained:

[126] Students interviews conducted on January 15th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

"It is very difficult when we have a good idea in our mind, but we don't know the words in English." (S7)

This suggests that students face a common challenge in the writing process where they are able to generate ideas but struggle to express them in English due to limited vocabulary. The interview excerpt indicates that there is a gap between students' conceptual understanding and their linguistic ability, which makes it difficult for them to transform thoughts into written form. This situation often hinders their fluency and confidence in writing tasks. This finding shows that even though students are cognitively ready to write, their language limitations become a barrier in effective expression. In addition, it reflects the importance of vocabulary development and teacher scaffolding in supporting students to bridge the gap between ideas and language, especially within PBL activities that require active written production.

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Difficulty in Developing and Organizing Ideas



Figure 4.11
Students had difficulty developing and organizing ideas in descriptive writing.

Based on classroom observation conducted on January 11th, 2025[127],

[127] classroom observation conducted on January 11th, 2025 by Mila Oktalia Singhan at SMAN 1

several students experienced difficulties in developing and organizing ideas systematically while writing descriptive texts. Some students were only able to write short and general descriptions without providing detailed explanations related to the object being described. Students also experienced difficulties in organizing sentences coherently according to the structure of descriptive text. During group discussions, students often became confused about what information should be added after introducing the object being described.

This finding was supported by the teacher's interview conducted on January 14th, 2025:[128]

> "Students are often confused about what else to write after mentioning the name of the object."

This suggests that students experience difficulties in developing and expanding their ideas during the writing process. The interview excerpt indicates that after identifying or mentioning the main object, students often struggle to continue their description with relevant supporting details. This confusion shows that students may lack knowledge of how to organize and elaborate ideas in a structured way. As a result, their writing tends to be limited and less detailed. This finding reflects that students need further guidance in developing their writing skills, particularly in idea expansion and text organization. In addition, it highlights the importance of teacher scaffolding in helping students understand how to build coherent and well-developed paragraphs within the framework of PBL.

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[128] teacher's interview conducted on January 14th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

Technical and Media Challenges in Poster Production



Figure 4.12
Students faced technical and media challenges during poster production activities.

Based on classroom observations conducted on January 11th, 2025,[129] students also experienced technical challenges during poster production activities. During the project process, some students focused more on drawing and decorating the poster than on revising and improving their writing content. As a result, several groups had limited time to recheck grammar, vocabulary, and sentence organization because they spent too much time preparing the visual appearance of the poster.

This finding was supported by students' interviews conducted on January 15th, 2025. One student stated:[130]

> "We spent too much time drawing and decorating the poster, so the time to double-check our writing on the poster became very tight." (S1)

This suggests that students encountered time management challenges during

[129] classroom observations conducted on January 11th, 2025 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

[130] Students' interviews conducted on January 15th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

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the implementation of PBL , particularly in balancing between the creative and linguistic aspects of their project. The interview excerpt indicates that too much time was allocated to designing, drawing, and decorating the poster, which resulted in limited time for reviewing and revising the written content. As a consequence, students were unable to thoroughly double-check their writing for errors in grammar, vocabulary, and structure before submission. This finding shows that while the visual and creative elements of the project were engaging, they may have overshadowed the importance of written accuracy. In addition, it reflects that effective time management is essential in PBL to ensure that all stages of the project, including planning, writing, revising, and designing, are completed properly and balanced.

Time Management Constraints and Process Complexity



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Figure 4.13.
Students faced time management constraints during PBL activities.

Based on classroom observation conducted on January 13th, 2025,[131] time management became another challenge during the implementation of PBL. The implementation of PBL required students to complete several stages, including

[131] Classroom observation conducted on January 13th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

planning, researching, writing, revising, presenting, and evaluating. During the observation, several groups appeared rushed when revising and finalizing their projects because the available classroom time was limited. Consequently, some students submitted projects that still contained writing errors and incomplete revisions.

This finding was supported by the teacher's interview conducted on January 14th, 2025:[132]

"PBL takes more time because students go through many steps."

This suggests that PBL requires a longer learning duration due to its multi-stage process. The interview excerpt indicates that students must go through several sequential steps such as planning, researching, discussing, writing, revising, and presenting their work. Because of these structured stages, the learning process cannot be completed in a short time like traditional instruction. However, this extended duration allows students to engage more deeply with the learning material and develop their skills gradually. This finding reflects that although PBL is time-consuming, the step-by-step process provides a more meaningful learning experience, as students are actively involved in constructing knowledge and completing authentic tasks.

The teacher also stated:

"If we give them too lit omtle time, the quality of their writing will not be optimal."

[132] Teacher's interview conducted on January 14th, 2025 by Mila Oktalia Singhan at SMAN 1 Wongsorejo

This suggests that adequate time allocation is an important factor in ensuring the quality of students' writing in PBL. The interview excerpt indicates that when students are given insufficient time, they are unable to fully develop, revise, and refine their writing. As a result, the final product may not reach an optimal standard in terms of content, organization, and language accuracy. This finding shows that writing is a process-oriented activity that requires sufficient time for planning, drafting, and revising. In addition, it reflects that time management plays a crucial role in PBL, where students need enough time to complete each stage of the project properly in order to produce higher-quality outcomes.

Table 3.4
Findings of Exploring Students Experience In Writing Skill Through Project Based Learning at Senior High School

No	Focus	Findings
1	**2**	**3**
1	How is PBL implemented in writing classes?	Based on the result of observation, interview and document review, there were some steps in teaching *writing skill* through PBL which began with preliminary action conducted by English teacher involved divided student into several group continue with explain material of procedure text and determined the topic of students" project. Next, English teacher continue to guide students while working on project, thosewere;1)Preparation,2)Planning,3)Searching,4)Conclusion,5) Presentation, and 6) Evaluation.
2	What Benefits do students experience in developing their *writing skills* through PBL?	Based on the results of observation and interview, there are some benefits got by students during teaching writing through Project Based Learning conducted by English teacher in classroom, it was very help students to develop their *writing skill* in English and students more enjoy during teaching writing learning in classroom. Besides, students got new earning experiences such as; students learn 4 skills in English, involved; listening, reading, speaking and writing through this method, students

		learn how to collaborate one another around a group and students could build self-confidence.
3	What challenges do students encounter when participating in PBL ?	Based on the result of Observations and interviews highlighted challenges faced by both the teacher and the students during the descriptive text project implementation:Teacher-Centered Challenges:1. Difficulty monitoring students during outdoor learning activities.2. Difficulty managing classroom noise and crowd control.3. Addressing students' lack of confidence, particularly regarding vocabulary limitations in describing things/places/people.4. Handling passive students within groups. 5. Dealing with highly identical or copied descriptive text project outcomes between different groups.Student-Centered Challenges (Intra-group dynamics):1. Managing emotional control and interpersonal conflicts among group members.2. Navigating differences of opinion when choosing or describing the project topic.3. Dealing with passive group members who contributed little to no effort during project creation.

B. Discussion

In this section, the researcher discusses the findings by relating them to the relevant theories presented in Chapter II as well as previous studies. The discussion is organized based on the research questions.

1. The Implementation of Project-Based Learning in a Writing Class

The findings revealed that the implementation of PBL in teaching writing skills was conducted through six interconnected stages: preliminary action, preparation, planning, research and writing, presentation, and evaluation. Throughout these stages, students actively participated in selecting topics, gathering information, discussing ideas, developing drafts, revising their work, and presenting the final product collaboratively. The implementation encouraged students to become actively involved in the learning process and provided opportunities to learn through direct experience rather than merely receiving information

from the teacher.

These findings support John Dewey's Learning by Doing Theory, which emphasizes that meaningful learning occurs when students actively engage in authentic activities and construct knowledge through direct experience rather than passive instruction.[133] Through project activities, students were able to develop writing skills while simultaneously participating in problem-solving, collaboration, and decision-making processes. The findings also align with Kolb's Experiential Learning Theory, which explains that learning takes place through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. The stages observed in this study reflect this experiential learning cycle, as students experienced writing through planning, drafting, revising, and presenting their projects.

The findings are consistent with the study conducted by Hidayat and Rojabi**,** which found that the implementation of PBL in writing classes involves systematic stages that promote student-centered learning, active participation, and collaboration.[134] Similarly, Mutanga reported that project-based activities facilitate experiential learning by encouraging students to engage actively in authentic learning tasks and collaborative projects.[135]However, this study differs from Reznani**,** whose research primarily focused on measuring the effectiveness

[133] John Dewey, *Schools of To-Morrow*, in *The Middle Works of John Dewey, 1899–1924*, Vol. 8, ed. Jo Ann Boydston (Carbondale and Edwardsville: Southern Illinois University Press, 1979), 255–265.

[134] Hidayat &Rojabi, *"I am more engaged in writing": Promoting EFL Students' Writing Skills through* PBL*,"* SALEE: Study of Applied Linguistics and English Education vol 6, no. 2 (July 2025) p.528.

[135] Mutanga, M. B. (2024*). Students' Perspectives and Experiences in* PBL*: A Qualitative Study. Trends in Higher Education*, 3(4), 903– 911.https://doi.org/10.3390 /higher edu3040052.

of PBL quantitatively through pre-test and post-test scores.[136] Instead of emphasizing learning outcomes statistically, the present study explored how the implementation process was experienced by students throughout the writing project. These findings indicate that PBL serves not only as an instructional strategy but also as a learning experience that allows students to develop writing skills through active participation and meaningful engagement.

2. The Benefits of PBL on Students' Writing Skills

The findings of this study indicated that PBL provides significant benefits for students' writing abilities, particularly in enhancing their practical skills, knowledge retention, and learning motivation. Through the hands-on nature of the projects, students shifted from passive recipients of writing rules to active practitioners who could immediately implement abstract concepts into their drafts. Furthermore, the iterative process inherent in PBL where students constantly plan, write, and revise allowed them to internalize the writing mechanics and content objectives more deeply, resulting in a more sustainable acquisition of writing skills.

These benefits strongly align with Constructivist Learning Theories, which posit that deep and lasting understanding is achieved when learners actively construct knowledge through meaningful, real-world applications. By focusing heavily on skill acquisition rather than rote memorization, the project-based framework ensures that information is not merely memorized for a temporary assessment but is integrated into the students' cognitive framework through continuous, practical utility.

[136] Reznani, N. S. (2022). PBL*: An Attempt to Develop Students' Academic Writing Skills. Curricula: Journal of Curriculum Development*, 2(2), 155–166. https://doi.org/10.17509/curricula.v2i2.59624

These insights are highly consistent with the experimental evidence provided in Reznani [137].which statistically demonstrated that PBL is highly effective in elevating academic writing skills. In their study, the implementation of PBL led to a substantial increase in students' academic writing performance, moving the class average from a low pre-test score of 50.15 to a significantly higher post-test average of 80.80.

Their data showed that 35 out of 60 students successfully reached or exceeded the minimum mastery score of 78 after engaging in project-based writing. Furthermore, the qualitative findings reported in mutanga reinforce this trend; undergraduate students in that study expressed that PBL facilitated a much deeper understanding and seamless practical application of theoretical concepts compared to traditional lecture-based methods.

Mutanga[138] also noted that this approach significantly fosters student autonomy, self-motivation, and long-term knowledge retention, as the continuous engagement with the project forces students to master and apply essential modules rapidly.

3. The Challenges of PBL in Teaching Writing Skills

Despite the recorded benefits, the findings revealed that implementing PBL in a writing class poses distinct instructional and operational challenges. The primary difficulties identified include the

[137] Reznani, N. S. (2022). PBL*: An Attempt to Develop Students' Academic Writing Skills. Curricula: Journal of Curriculum Development*, 2(2), 155–166. https://doi.org/10.17509/curricula.v2i2.59624

[138] Mutanga, M. B. (2024*). Students' Perspectives and Experiences in* PBL*: A Qualitative Study. Trends in Higher Education*, 3(4), 903– 911.https://doi.org/10.3390 /higher edu3040052.

heavy demand on student time, rigorous attendance requirements, logistical complexities in collaboration, and a heightened level of initial stress. Because project tasks are cumulative and sequential, missing even a single session creates a substantial learning gap, placing immense pressure on students to maintain flawless participation and active engagement throughout the project timeline.

These challenges can be understood through the lens of Cognitive Load Theory and Learning Adaptation Frameworks. When students are suddenly transitioned from a highly structured, teacher-centered environment to an autonomous, student-centered PBL model, they face a heavy cognitive load. They must simultaneously master complex writing mechanics while managing self-directed tasks, group dynamics, and unfamiliar project milestones, which can lead to friction and anxiety during the adjustment period.

This instructional reality is clearly reflected in the empirical data from previous studies. According to mutanga[139] , students face significant adaptation and transition challenges when shifting away from traditional passive learning styles. Mutanga highlighted that students found it highly stressful and difficult to dynamically switch between courses that utilized PBL and those that still relied on conventional instruction. Additionally, the study in mutanga identified major logistical hurdles in peer collaboration, such as dealing with unequal workload distribution and

[139] Mutanga, M. B. (2024*). Students' Perspectives and Experiences in* PBL*: A Qualitative Study. Trends in Higher Education*, 3(4), 903– 911.https://doi.org/10.3390 /higher edu3040052.

coordinating mismatched individual schedules outside the classroom. It was also noted that peer assistance becomes limited in a PBL environment because projects are highly individualized; since each pair or group works on a unique scenario, students take highly specific notes that are rarely applicable to their classmates' distinct problems. Similarly, the initial diagnostic data in Reznani[140] indicated that even within a supportive project structure, up to 60% of students still reported facing difficulties carrying out project activities in the writing class, emphasizing that continuous feedback, group scaffolding, and careful consideration of student backgrounds are absolutely mandatory to make the PBL model truly efficient

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[140] Reznani, N. S. (2022). PBL*: An Attempt to Develop Students' Academic Writing Skills. Curricula: Journal of Curriculum Development*, 2(2), 155–166. https://doi.org/10.17509/curricula.v2i2.59624

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The implementation of PBL in teaching *writing skills* at Senior High School followed a structured pedagogical flow, starting from preliminary actions such as group division and topic determination to the core project stages including preparation, planning, information gathering, drafting, presentation, and evaluation. To ensure the effectiveness of these steps, the English teacher employed a comprehensive assessment system that combined test assessments to evaluate the final *descriptive text* projects and non-test assessments to monitor student's attitudes and behavior. The use of analytical scoring rubrics provided detailed feedback, allowing for a more precise measurement of student's writing progress throughout the project.[141]

Regarding the outcomes, PBL offered significant benefits by fostering a student-centered environment that enhanced students' writing abilities and engagement. The method not only improved technical *writing skills* but juga integrated the four English language skills naturally while boosting student's self-confidence, teamwork, and mutual respect. Student's found the writing process less intimidating and more enjoyable as they were encouraged to explore creative ideas through tangible outcomes, such as poster-making, which made the learning experience more meaningful and aligned with their

[141] Wardatul Layly Hidayat & Ahmad Ridho Rojabi, "I am more engaged in writing: Promoting EFL Students' *Writing Skills* through *PBL*," *SALEE: Study of Applied Linguistics and English Education* 6, no. 2 (2025): 525–545, https://doi.org/10.35961/salee.v6i2.1866.

interests.[142]

However, the implementation also faced several challenges from both the teacher's and student's perspectives. For the student's, the primary hurdles involved group dynamics, such as managing differing opinions, emotional control, and addressing passive members within the group. Meanwhile, the teacher encountered difficulties in maintaining classroom order, managing noise levels, and dealing with student's limited vocabulary and lack of confidence. These challenges emphasize the importance of intensive monitoring and individual accountability to ensure that all student's participate actively and produce original work during the collaborative process.[143]

B. SUGGESTION

Based on the conclusions drawn above, several suggestions are proposed to enhance the implementation of PBL in writing instruction:

1. For English Teachers

   Teachers are encouraged to provide more structured scaffolding. especially during the initial stages of project planning, to help students overcome limitations in vocabulary and grammar. To manage group dynamics and classroom noise more effectively, teachers should establish a clearer division of roles within each group and utilize a wider variety of

[142] Mutanga, M. B. (2024). Students' Perspectives and Experiences in PBL: A Qualitative Study. Trends in Higher Education, 3(4), 903– 911.https://doi.org/10.3390/higheredu3040052.

[143] Philen, J. (2016). *Implementing Meaningful and Sustainable PBL Pedagogy.International Journal of Educational Methodology, 2(2), 81–96.* https://doi.org/10.12973/ijem.2.2.81

instructional media, including digital platforms, to complement physical projects such as poster-making. These strategies reinforce the teacher's role as a facilitator who provides both academic guidance and emotional support throughout the collaborative learning process.

2. For Students

Students are encouraged to participate more actively in group discussions and contribute responsibly to collaborative projects. They should also be open to constructive feedback from both their peers and the teacher to improve their writing skills. Since PBL emphasizes teamwork, communication, and mutual respect, students need to develop effective interpersonal skills to resolve conflicts, appreciate differing opinions, and work collaboratively. In addition, engaging in regular descriptive writing practice outside the classroom can strengthen their writing competence and increase their confidence during project presentations.

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3. For Future Researchers

Future researchers are encouraged to investigate the long-term effects of PBL on students' writing retention and development. Similar studies may also be conducted using different text genres, such as report, narrative, or persuasive texts, to determine whether the effectiveness of PBL remains consistent across various writing contexts. Furthermore, exploring the integration of technology-based project outputs, such as

digital infographics, blogs, or multimedia presentations, may provide valuable insights into how PBL can be adapted to meet the evolving demands of digital-based EFL learning environments.

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Appendix 1: RESEARCH MATRIX

RESEARCH MATRIX

TITLE	VARIABLE	SUB-VARIABLE	INDICATOR	SOURCE DATA	Research Method	Research Question
Exploring Students' Experiences of Writing Skills development through Project-Based Learning in a Senior High School	Writing Skill	1. Definition of Writing 2. Process of Writing 3. Components of Writing Skill 4. Teaching Writing in Senior High School Context 5. Teaching Descriptive Writing in Senior High School Context 6. Indicators of Writing Skill	**a.** Content **b.** Organization **c.** Vocabulary **d.** Grammar **e.** Mechanics **f.** Writing Process	**1. Interview:** ➢ 11th Grade Students of SMAN 1 Wongsorejo ➢ English Teacher of SMAN 1 Wongsorejo **2. Observation:** ➢ Teaching and Learning Process at the XI of SMAN 1 Wongsorejo **3. Document Review**	1. Research Approach and Type: Qualitative Phenomenology 2. Data Collection: Observation Interview Document Review 3. Data Analysis (Thematic Analysis): Familiarizing with the data Generating initial codes Searching for themes Reviewing themes Defining and naming themes Producing the report drawing Conclusion	1. How is Project-Based Learning implemented in a writing class ? 2. What benefits do students perceive from the implementation of Project-Based Learning (PBL) in developing their writing skills ? 3. What challenges do students encounter during the implementation of Project-Based Learning (PBL) in a writing class?
	Project-Based Learning	1. Definition of PBL 2. Importance of PBL in Writing Instruction 3. Stages of PBL (Role of Teacher and Student) 4. Indicators of PBL 5. Characteristics of PBL 6. Benefit of PBL 7. Challenges of PBL 8. John Dewey's Learning by Doing Theory as a Supporting Theory 9. The Interplay Between Project-Based Learning and Writing Skills	**a.** Students-Centered **b.** Collaborative Engagement **c.** Instructional Scaffolding **d.** Critical Thinking **e.** Time Management			

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APPENDIX 2 : Profile of SMAN 1 Wongsorejo



1. Profile of SMAN 1 Wongsorejo

1. NPSN: 20525599
2. School's name: SMAN 1 WONGSOREJO
3. Accredited: A
4. Address: Jl.Raya Situbondo,Kecamatan Wongsorejo,Desa Bengkak
5. District: Banyuwangi
6. Province: Jawa Timur
7. Organized programs: IPA,IPS
8. Learning time: 07.00 - 14.00

2. **Vision and Mission SMAN 1 Wongsorejo**

a. **Vision and Mission SMAN 1 Wongsorejo**

The implementation of excellent educational services to develop intellegent, competitive, and morally upright students'

b. **Mission SMAN 1 Wongsorejo**

1. To improve adequate facilities and infrastructure to support a quality learning process.
2. To enhance the Quality of learning and training based on information technology with strong character values.
3. To develop extracuricular activities that foster students' creativity,personality,and good character.

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4. To strengthen network and partnerships with national and international bussines and industrial sectors.
5. To produce graduates who are devoted to god almighty,noble in character,and morally upright.
6. To enhance human resources in improving the quality of education

3. Goals of SMAN 1 Wongsorejo

1. SMAN 1 Wongsorejo strives to provide quality education in accordance with the applicable curriculum.
2. The school aims to prepare students to become mid-level skilled workers who are competent in the bussiness and industrial sectors.
3. SMAN 1 Wongsorejo endeavors to equip students with competencies relevant to their chosen area of expertise.
4. The school seeks to provide students with competencies aligned with their selected vocational program.
5. The school aims to cultivate students with strong character traits such as perseverance,determination,and professionalism.
6. SMAN 1 Wongsorejo also strives to encourage students to pursue self-development independently or through higher levels of education.

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4. Teacher and Staff data of SMAN 1 Wongsorejo

Table 1.4
Teacher and Staff data of SMAN 1 Wongsorejo

	Main duties / Additional duties		**Total**
	Teacher		28
	Male	**Female**	
	14	14	
	Staff		9
	Male	**Female**	
	3	6	

(Source: Administration of SMAN 1 Wongsorejo)

5. **Students data of SMAN 1 Wongsorejo**

Table 2.4
Students data table of SMAN 1 Wongsorejo

	Class	**Male**	**Female**	**Total**
	X	**59**	**60**	**119**
	XI	**45**	**68**	**113**
	XII	**61**	**52**	**113**

(Source: Administration of SMAN 1 Wongsorejo)

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Appendix 3: Target learning objective (TP) and Learning objective sequence (ATP) at the XI grade of SMAN 1 Wongsorejo.

A. PROGRAM SEMESTER

Tujuan Pembelajaran	Materi Pokok	Waktu pembelajar	Pertemuan																									
			Januari					Februari				Maret				April				Mei					Juni			
			1	2		4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4
Speaking		3	3																					**u**				

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Pada akhir fase F, peserta didik mampu menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi												Kegiatan P5 + P2 RA	Pondok Romadhon			Efektif Fakultatif	Libur Hari Raya	Asesmen Madrasah				matif Akhir Semester SAS	Remidi	RDM dan Class Meeting	Libur Semester
Listening Pada akhir pembelajaran ini, peserta didik mampu mengidentifikasi ekspresi yang tepat untuk memulai, melanjutkan dan mengakhiri percakapan transaksional		3	3																						

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Reading Pada akhir fase F, peserta didik mampu membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan.		3		3																				
Writing Pada akhir fase F, peserta didik mampu menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa.		6				3																		
Speaking Pada akhir fase F, peserta didik mampu mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu social dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda		3					3																	
Reading Pada akhir fase F, peserta didik mampu mencari, membuat sintesa dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.		6						3	3															
Writing Pada akhir fase F, peserta didik mampu menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar		3								3														

B. PROGRAM SEMESTER

Tujuan Pembelajaran	Materi Pokok	Waktu pembelajaran	Pertemuan																														
			Januari			Februari				Maret				April				Mei					ni											
			1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4					
Speaking Pada akhir fase F Peserta didik mampu menyampaikan kembali isi teks deskriptif secara lisan dengan bahasa sendiri. **Listening** Pada akhir fase F peserta didik mampu memahami deskripsi lisan tentang orang, tempat, atau benda dengan menangkap informasi penting dan detail. **Reading** Pada akhir fase F Peserta didik mampu mengidentifikasi ide pokok, detail, kosakata, serta tujuan penulis dalam teks deskriptif. **Viewing**	Reading and understanding descriptive texts	3 3 6 3	3	3	3	3	3					**Kegiatan P5+P2RA**	Pondok Ramadhon			**Efektif Fakultatif**	**Libur Hari Raya**	**Asesmen Madrasah**				**sumatif Akhir Semes**	**Remidi**	**RDM dan Class Meeting**	**Libur Semester**								

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Pada akhir fase F Peserta didik mampu memahami deskripsi melalui teks multimodal (misalnya gambar dengan teks deskriptif atau video pendek).												**Kegiatan P5 + P2 RA**	Pondok Romadhon			**fektif Fakultatif**	**Libur Hari Raya**	**Asesmen Madrasah**				**ter SAS**	**Remidi**	**RDM dan Class Meeting**	**Libur Semester**
Writing		6						3	3																
Pada akhir fase F Peserta didik mampu membuat catatan singkat atau ringkasan dari teks deskriptif yang dibaca.																									
Presenting		3								3															
Pada akhir fase F Peserta didik mampu mempresentasikan pemahaman terhadap teks deskriptif secara jelas di depan kelas.																									

	Listening Pada akhir fase F Peserta didik mampu menyimak contoh teks deskriptif untuk mengenali pola struktur dan ciri kebahasaannya.	Writing descriptive texts according to their structure and language features	3								3	**Kegiatan P5 + P2RA**	Pondok Romadhon			**efektif Fakultatif**	**Libur Hari Raya**	**Asesmen Madrasah**				**sumatif Akhir Semester SAS**	**Remidi**	**RDM dan Class Meeting**	**Libur Semester**
	Speaking Pada akhir fase F Peserta didik mampu mendeskripsikan orang, tempat, atau benda dengan menggunakan kosakata yang tepat dan runtut.		3											3											
	Reading Pada akhir fase F Peserta didik mampu menggunakan bacaan deskriptif sebagai referensi untuk menyusun teks sendiri.		3												3										
	Viewing Pada akhir fase F Peserta didik mampu memanfaatkan media visual (gambar, foto, video) untuk mendukung penulisan teks deskriptif.		3																3						
	Writing Pada akhir fase F Peserta didik mampu menulis teks deskriptif sesuai dengan fungsi sosial, struktur teks (identification + description), dan		3																	3					

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	unsur kebahasaannya (adjectives, simple present tense, linking verbs, dll.).																									
	Presenting		3																				3			
	Pada akhir fase F Peserta didik mampu menyajikan hasil teks deskriptif yang ditulis dalam bentuk lisan atau digital secara runtut dan menarik.																									
Total			**42**																							

Mengetahui
Kepala Sekolah

AKHLAKUL KARIMAH, S.E, M.M
NIP. 19721204 200801 2 018

Mengetahui
Guru Mata Pelajaran

NUR FITRIANI, S.Pd
NIP.

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C. Alur Tujuan Pembelajaran (ATP)

Satuam Pendidikan : SMAN 1 Wongsorejo
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI (Sebelas) / Genap
Tahun Penyusunan : 2024 / 2025

CAPAIAN PEMBELAJARAN FASE F

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

Capaian Pembelajaran Per Elemen	Tujuan pembelajaran (TP) dari buku teks	TP hasil elaborasi dalam buku teks	Alur Tujuan Pembelajaran
Elemen Menyimak – Berbicara Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam	**Menyimak – Berbicara** **11.1.1** Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait saran dan tawaran sesuai konteks penggunaannya **11.1.2** Mengidentifikasi berbagai ungkapan yang digunakan dalam memberikan saran dan tawaran. **11.1.3** Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait saran dan tawaran sesuai konteks penggunaannya **11.1.4** Membuat teks dialog berisi ungkapan memberikan saran dan tawaran.	• mengidentifikasi dan menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks interaksi transaksional terkait saran dan tawaran sesuai konteks penggunaannya mengidentifikasi dan menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan pemberian dan permintaan informasi terkait pendapat dan pikiran. membuat dan • membawakan teks dialog berisi ungkapan memberikan saran dan tawaran menyusun teks interaksi lisan dan tulis terkait ekspresi "giving opinion and its responses". • membedakan dan menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan sebab akibat seperti "because of..." dan "due to..". • menganalisis, membedakan, dan menangkap makna fungsi sosial, struktur teks, dan unsur kebahasaan pada teks prosedur terkait manual penggunaan teknologi dan tips.	1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks interaksi transaksional terkait saran dan tawaran sesuai konteksnya. 2. Mengidentifikasi berbagai ungkapan yang digunakan dalam memberikan saran dan tawaran. 3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait saran dan tawaran. 4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan pemberian dan permintaan informasi terkait pendapat dan pikiran. 5. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran. 6. Membedakan dan menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan sebab akibat dalam percakapan sehari-hari.

sebagian besar konteks.			
Elemen Membaca – Memirsa Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.	Membawakan dialog yang telah dibuat. **11.2.1** Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran. **11.2.2** Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran. **11.2.3** Menyusun teks interaksi lisan dan tulis terkait ekspresi giving opinion and its response. **11.3.1** Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips). **11.3.2** Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips). **11.3.3** Menangkap makna teks prosedur terkait fungsi sosial, struktur teks, dan unsur kebahasaan. **11.4.1** Mengidentifikasi fungsi sosial beberapa teks eksposisi analitis	• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari. teks eksposisi analitis terkait isu aktual. • Memahami makna secara kontekstual dari teks eksposisi analitis yang telah mereka baca. • Mengidentifikasi dan menangkap makna secara kontekstual dari surat pribadi terkait fungsi sosial, struktur teks, dan unsur kebahasaan. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks eksplanasi lisan dan tulis terkait gejala alam atau sosial	1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait manual penggunaan teknologi dan tips. 2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur. 3. Menangkap makna teks prosedur terkait fungsi sosial, struktur teks, dan unsur kebahasaan. 4. Mengidentifikasi fungsi sosial dan struktur teks dari beberapa teks eksposisi analitis tulis. 5. Mengidentifikasi dan memahami makna unsur kebahasaan yang terdapat dalam teks eksposisi analitis.

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	tulis. **11.4.2** Mengidentifikasi struktur teks beberapa teks eksposisi analitis tulis. **11.4.3** Mampu mengidentifikasi unsur kebahasaan yang terdapat dalam teks eksposisi analitis. **11.4.4** Mampu memahami makna unsur kebahasaan yang terdapat dalam teks eksposisi analitis. **11.4.5**Mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis.		
Elemen Menulis – Mempresentasikan Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa.	**Menulis– Mempresentasikan** **11.3.4** Menggunakan kalimat *imperative* dan menggunakan *connectives* dalam *tense* yang benar. **11.3.5** Menulis teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (tips). **11.4.5** Mampu menggunakan unsur kebahasaan yang terdapat dalam teks eksposisi analitis. **11.4.7** Mampu menyusun dan menulis teks eksposisi analitis tulis. **11.5.2** Menerapkan	• Mampu menggunakan kalimat imperatif dan *connectives* dalam *tense* yang benar menulis teks prosedur terkait manual penggunaan teknologi dan tips. • Mampu menggunakan dan menyusun teks eksposisi analitis tulis terkait isu aktual. • Mampu menerapkan dan menyusun *passive voice* dalam teks ilmiah. • menyusun teks yang berisi hubungan sebab akibat dan melengkapinya berdasarkan situasi yang diberikan. • merancang dan menulis teks eksplanasi sederhana, serta	1. Membuat teks dialog berisi ungkapan memberikan saran dan tawaran. 2. Membawakan dialog yang telah dibuat. 3. Menyusun teks interaksi lisan dan tulis terkait ekspresi 'giving opinion and its responses. 4. Menggunakan kalimat *imperative* dan *connectives* dalam *tense* yang benar. 5. Menulis teks prosedur terkait manual penggunaan teknologi dan tips.

Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.	*Passive Voice* dalam teks ilmiah. **11.5.4** Menyusun *Passive Voice* dalam teks ilmiah sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaannya. **11.7.2** Menyusun teks yang berisi hubungan sebab dan akibat, dan melengkapi *cause* dan *effect* berdasarkan situasi yang diberikan. **11.8.2** Merancang teks eksplanasi sederhana. **11.8.3** Menggunakan kalimat pasif dalam *tense* yang benar. **11.8.4** Menulis teks eksplanasi sederhana.	menggunakan kalimat pasif dalam *tense* yang benar saat menuliskannya.	

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MODUL AJAR

LET'S WRITE (DESCRIPTIVE TEXT)

A. IDENTITAS MODUL

ma Penyusun	**Jur Fitriani,S.Pd**
tuan Pendidikan	**SMA**
elas / Fase	**XI(SEBELAS)/F**
ata Pelajaran	**Bahasa Inggris**
okasi Waktu	**x 3 JP**
hun Penyusun	**25/2026**

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak – Berbicara
Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai- nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Elemen Membaca – Memirsa
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.
Elemen Menulis – Mempresentasikan
Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan

menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Sebelum memulai pembelajaran pada unit ini, peserta didik idealnya telah memahami fungsi sosial dari teks deskriptif secara umum serta memiliki kemampuan dasar dalam mengidentifikasi maupun menggunakan kosakata yang terkait dengan kata sifat (*adjectives*). Pemahaman awal ini akan menjadi fondasi penting bagi peserta didik untuk melangkah ke tahap analisis teks yang lebih kompleks dan pengembangan keterampilan menulis kreatif pada aktivitas berikutnya.

C. PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif

D. SARANA DAN PRASARANA

- **Media:** Laptop, Proyektor, Smartphone, Aplikasi Desain (Canva) atau Kertas Karton/Manila, Spidol Warna, Penggaris.
- **Sumber Belajar:** LKPD, Contoh Poster Pendidikan, Teks Deskriptif Model.

E. TARGET PESERTA DIDIK

Peserta didik tidak ada kesulitan dalam memahami materi ajar.

F. MATERI PEMBELAJARAN

Descriptive Text Poster Project**:** Fokus pada penulisan teks deskriptif yang diintegrasikan ke dalam media poster bertema pendidikan (*Education*), dengan sub-tema spesifik seperti *"Dream, Learn, Achieve"* dan *"Buku Jendela Dunia"*

G. MODEL PEMBELAJARAN

Problem-Based Learning (PBL) digabungkan dengan pendekatan *Project-Based* dalam menghasilkan luaran poster.

KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

- Peserta didik mampu merancang (*planning*) kerangka teks deskriptif orisinal bertema pendidikan secara mandiri.
- Peserta didik mampu menulis (*writing*) teks deskriptif yang utuh dengan menerapkan unsur kebahasaan (*adjective phrases, connectors, present tense*) dan mekanik yang benar.
- Peserta didik mampu mengintegrasikan teks deskriptif ke dalam bentuk poster (*publishing*) dan mempresentasikannya di depan kelas.

B. PEMAHAMAN BERMAKNA

Melalui tulisan deskriptif yang dituangkan dalam poster visual, kita tidak hanya melatih kemampuan menyampaikan detail informasi secara akurat, tetapi juga mampu menginspirasi, mengedukasi, dan menggerakkan pembaca mengenai pentingnya pendidikan.

C. PERTANYAAN PEMANTIK

- When you see an educational poster, what catches your attention first: the image or the words?
- How can a well-written descriptive text support the message of an educational poster?

D. KEGIATAN PEMBELAJARAN

<table>
<tr><th colspan="2">KEGIATAN PENDAHULUAN</th></tr>
<tr><td colspan="2">Salam, doa, presensi, dan penyampaian tujuan pembelajaran.
Guru memberikan Pertanyaan Pemantik serta menampilkan contoh poster pendidikan yang teks deskripsinya acak/kurang tepat sebagai pemancing masalah.</td></tr>
<tr><th colspan="2">KEGIATAN INTI</th></tr>
<tr><th colspan="2">Pertemuan 1 & 2</th></tr>
<tr><td>Orientasi Siswa pada Masalah</td><td>ru menyajikan masalah nyata: "Banyak poster pendidikan memiliki visual bagus, namun teks deskripsi di dalamnya tidak jelas, salah tata bahasa, sehingga pesan Dream, Learn, Achieve' tidak sampai ke pembaca."</td></tr>
<tr><td>Mengorganisasi Siswa untuk Belajar</td><td>Siswa dibagi menjadi kelompok heterogen (4-5 orang).
Guru membagikan LKPD 1 (Analisis Teks Deskriptif "Buku Jendela Dunia).</td></tr>
<tr><td>Membimbing Penyelidikan Kelompok / Individu</td><td>wa bersama kelompok membedah aspek grammar dan struktur teks model. Guru melakukan intervensi tak terbimbing (scaffolding) untuk mengukur kemampuan awal menulis siswa.</td></tr>
<tr><th colspan="2">Pertemuan 3& 4</th></tr>
<tr><td>Mengembangkan dan Menyajikan Hasil Karya</td><td>Writing Task: Secara mandiri, siswa mulai melakukan aktivitas Write a Descriptive Text bertema "Dream, Learn, Achieve" atau "Buku Jendela Dunia".
Siswa mengonsultasikan draf tulisan kepada guru (proses perekaman data untuk Penelitian/PTK).
Setelah draf teks bersih dari kesalahan, siswa melakukan aktivitas Create a Poster about Education menggunakan Canva atau kertas karton.</td></tr>
</table>

Menganalisis dan Mengevaluasi Proses Pemecahan Masalah	• Siswa memamerkan poster mereka melalui metode *Gallery Walk* atau presentasi singkat di depan kelas.
REFLEKSI DAN KONFIRMASI	
• Siswa mengisi lembar refleksi diri mengenai peningkatan kemampuan menulis mereka sebelum dan sesudah proyek poster. • Guru memberikan evaluasi menyeluruh terhadap hasil tulisan dan poster siswa, serta memberikan apresiasi.	

E. ASESMEN/PENILAIAN HASIL PEMBELAJARAN

1. **Asesmen Formatif (Proses):** Penilaian draf menulis (*Pre-test / Progress Writing Task*) pada pertemuan 2 dan 3 untuk melihat perkembangan *skill* menulis.
2. **Asesmen Sumatif (Produk Akhir):** Penilaian produk akhir teks deskriptif pada poster menggunakan rubrik menulis analitis (*Analytical Writing Rubric* meliputi: *Content, Organization, Grammar, Vocabulary, Mechanics*).

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LAMPIRAN- LAMPIRAN

LAMPIRAN 1: WRITING TASK 1 (GUIDED EXERCISE - GRAMMAR & VOCABULARY FOCUS)

Name: _____

Class: _____

A. Change the verbs in the brackets into the correct form of Simple Present Tense!

1. A good book _____ (open) our minds to new worlds.
2. Education _____ (provide) better opportunities for the youth.
3. Enthusiastic students always _____ (achieve) their dreams through hard work.

B. Arrange these words into a good Adjective Phrase/Noun Phrase!

1. [library / quiet / a / spacious] = _____
2. [educational / an / inspiring / poster] =

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LAMPIRAN 2: WRITING TASK 2 (DRAFTING SHEET - PILOTING THE RESEARCH DATA)

Directions:

1. Choose one theme for your poster project:
   - **Theme A:** *Dream, Learn, Achieve* (Motivasi Pendidikan)
   - **Theme B:** *Buku Jendela Dunia* (Pentingnya Membaca/Literasi)
2. Write a descriptive text consisting of at least two paragraphs (**Identification** and **Description**) on the template below before transferring it to your poster design!

   Theme Chosen: .....

   Title : .....

   Paragraph 1: Identification (Introduce what you are describing)
   .....
   .....
   .....

   Paragraph 2: Description (Describe features, qualities, or social impacts in detail)
   .....
   .....
   .....

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LAMPIRAN 3: POSTER PROJECT CHECKLIST & PRODUCTION SHEET

(Instrumen Bukti Kegiatan Proyek Poster)

No	Task / Step	Student's Initial	Teacher's Notes/Approval
1	Choosing the topic ("Dream, Learn, Achieve" / "Buku Jendela Dunia")		
2	Creating the outline / mind mapping		
3	Writing the first draft of Descriptive Text		
4	Peer-editing & Grammar Check		
5	Designing the Poster Layout (Integrating Text & Visual)		
6	Final Poster Submission		

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LAMPIRAN 4: ANALYTICAL WRITING RUBRIC (INSTRUMEN PENILAIAN SUMATIF)

A. **Rubrik Penilaian Teks Deskriptif (Skala 1-4)**

Kriteria (Aspect)	**Skor 4 (Excellent)**	**Skor 3 (Good)**	**Skor 2 (Fair)**	**Skor 1 (Poor)**
Content *(Isi & Kesesuaian Tema)*	Isi teks sangat relevan dengan tema pendidikan yang dipilih ("Dream, Learn, Achieve" atau "Buku Jendela Dunia") dan deskripsi sangat detail.	Isi teks relevan dengan tema, namun detail deskripsi masih agak umum.	Isi kurang relevan dengan tema, deskripsi sangat minim dan terbatas.	Isi tidak sesuai dengan tema dan tidak ada aspek deskriptif yang jelas.
Organization *(Struktur Teks)*	Struktur teks sangat lengkap dan rapi (terdiri dari *Identification* dan *Description* yang jelas).	Struktur teks memiliki *Identification* dan *Description*, tetapi transisi antar paragraf sedikit kurang halus.	Hanya memiliki salah satu struktur (*Identification* saja atau *Description* saja).	Struktur teks acak, tidak membentuk teks deskriptif yang benar.
Grammar *(Tata Bahasa)*	Menggunakan *Simple Present Tense* dan	Menggunakan *Simple Present Tense* dan	Banyak kesalahan pada *Simple Present Tense*	Tata bahasa sangat lemah dan mendominasi

Kriteria (Aspect)	**Skor 4 (Excellent)**	**Skor 3 (Good)**	**Skor 2 (Fair)**	**Skor 1 (Poor)**
	Adjective Phrases secara akurat tanpa kesalahan.	*Adjective Phrases* dengan 1-3 kesalahan kecil yang tidak mengganggu makna.	(misal: subjek-kata kerja tidak selaras) yang cukup mengganggu makna.	kesalahan di sepanjang teks.
Vocabulary *(Kosakata)*	Pilihan kosakata sangat kaya, variatif, dan sesuai dengan konteks teks deskriptif bertema pendidikan.	Pilihan kosakata cukup bervariasi dan tepat, meski ada beberapa kata yang repetitif.	Kosakata sangat terbatas dan monoton sepanjang teks.	Pemilihan kata banyak yang salah konteks atau tidak sesuai tema.
Mechanics *(Tanda Baca & Ejaan)*	Penggunaan huruf kapital, titik, koma, dan ejaan kata (*spelling*) 100% benar.	Ada 1-3 kesalahan kecil pada ejaan atau tanda baca, namun teks masih mudah dibaca.	Banyak kesalahan ejaan dan tanda baca yang membingungkan pembaca.	Tidak memperhatikan tanda baca dan huruf kapital sama sekali.

B. **Rubrik Penilaian Visual Poster & Presentasi (Pendukung Proyek)**

Aspek Penilaian	**Skor Maksimal**	**Skor yang Diperoleh**	**Catatan Guru**
Kreativitas & Tata Letak Poster (Integrasi teks dan visual di Canva/karton proporsional dan menarik)	50		
Kelancaran Presentasi / Gallery Walk (Suara jelas, bahasa tubuh baik saat menjelaskan produk)	50		
Total Skor Pendukung	**100**		

NILAI AKHIR TEKS DESKRIPTIF = TOTAL SKOR yang diperoleh
Skor maksimal (20)

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LAMPIRAN 5: STUDENT'S SELF-REFLECTION SHEET

(Lembar Refleksi Diri Siswa setelah Proyek Poster - Diisi di Akhir Pertemuan 4)

Name: _____

Class: _____

Silakan beri tanda centang ($\checkmark$) pada kolom yang paling sesuai dengan apa yang Anda rasakan setelah menyelesaikan proyek ini!

No	Pernyataan (Statements)	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju
1	Saya memahami struktur teks deskriptif (*Identification & Description*).				
2	Saya bisa menggunakan *Simple Present Tense* dan *Adjective Phrases* dengan benar dalam tulisan saya.				
3	Saya merasa terbantu dengan adanya proses konsultasi draf (*drafting consultation*) bersama guru.				
4	Saya mampu menuangkan teks deskriptif yang saya buat ke dalam desain poster (Canva/Karton) dengan baik.				
5	Kemampuan menulis (*writing skill*) bahasa Inggris saya meningkat setelah mengikuti proyek poster ini.				

Pertanyaan Terbuka:

1. Apa kesulitan terbesar yang Anda hadapi saat menyusun draf teks deskriptif bertema pendidikan? *Jawaban:*
   _____
2. Bagaimana perasaan Anda ketika memamerkan karya poster Anda pada sesi *Gallery Walk* di depan kelas? *Jawaban:*
   _____

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Appendix 6 : List Participants

No	Name
1.	Afika Maulida Putri Taufany
2.	Ahmad Noval Azmi
3.	Aji Jirvan K
4.	Amita Devi
5.	Atika Raya Maharani
6.	Billal Ibrahim Moviq
7.	Bunga Citra Mentari
8.	Chandy Arum Pranaka
9.	Decha Firfiq Cantika
10.	Denis Shidqi Prasetyo
11.	Dwi Rahma Ningsih
12.	Ila Fitriyah Ningsih
13.	Kensi Permata Hati
14.	Intan Aulia Meidina
15.	Kenzha Raihan Mahardika
16.	Mahesa Eka Kario
17.	Moch Dafa Arya Firmansyah
18.	Nabila Aulia Meidina
19.	Nurika Putri Fuji Waruli Dinen
20.	Putri Nur Azizah
21.	Radika Kayla Firmansyah
22.	Ratu Mariawan
23.	Revaldi Ramadhani
24.	Revanus Vallerius Zevanya
25.	Septi Citra Wulandari
26.	Sofia Ayu Lolita
27.	Tiara Ika Putri Azsari
28.	Tyaraning Ratri
29.	Nabila Aulia Melina

P = 20
L= 9

APPENDIX 7: Analytical scoring rubric by Douglas Brown

Analytical scale for rating composition tasks (Brown & Bailey, 1984, pp.39-41)[150]

No.	Criteria	20-18	17-15	14-12	11-6	5-1
		Exelent to Good	Good to Adiquate	Adequate to Fair	Unacceptable-not	College-level work
1.	**Organization**: Introduction, Body and Conclusion	Appropriate tittle, effectivbe introductory paragraph, topic is stated, leads to body; tranmsitionmal expression used;arrangement of material shows plan (could be outline by reader); supporting evbidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren‟t fully developed; sequence Is logical but transitional expression may be absent or missued	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization infere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lacking of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence or introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
2.	**Logical development of ideas;** Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought	Essay addresses the issues but misses Some ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paraghraphs aren‟t divided exactly right	Ideas incomplete‟ essay dies not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is comnpletely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

[150] Brown, Language Assessment Principles and classroom Practices, (Pearson Education: Sand Fransisco State University, 2004), p.244

3.	**Grammar**	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modal, articles, verb forms, and tenses sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don‟t influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems ara apparent and have a negative effect on comnmunication; run-on sentences of fragments present	Numnerous serious grammar problems infere with communication of the writer‟s ideas; grammar revbiew of somne areas clearly needed; difficult to read senteces	Sevbere gramnmar problemns interfere greatly with the message; reader can‟t understand what the writer was trying to say; unintelligible sentence structure
4.	**Punctuation, spelling and mechanic**	Correct use of English writing conventions; left and right mnargins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventimns or punctuation; occasional spelling errors; left margins correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors infere with ideas	Serious problems with fornat of paper, parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, mno margins, severe spelling problems
5.	**Style and quality of expression**	Precise vocabulary usage; use of parallel structures; concise, register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Somne vocabulary missued; lacks awareness of register; may vbe too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

APPENDIX 8 : Qualitative Analysis (coding-category-themes-transcripts) interview transcript

A. English Teacher

NO	Initial	Data transcripts	Coding	Category	Theme
1	ET	"At this preliminary stage, we'll start by using concrete themes related to the students to make things easier; it's important for us to refine the draft of the stimulus and the prompts before the main activity actually begins."	• Utilizing familiar concrete stimuli • Refining diagnostic writing prompts	Strategic theme selection & prompt design	Preliminary Stage / Action
2	ET	"Preparation is done by giving questions and helping students choose their topic."	a. • Posing guiding question blocks b. • Managing class topic choices	• Facilitator inquiry and structural support	Preparation Stage
3	ET	I guide students to make an outline or concept map before they start writing."	• Facilitating concept mapping • Guiding outlines before text building	• Graphic organizer intervention	Planning Stage
~~4~~	ET	"Students search for information and then develop it into their writing."	~~1.~~ • Tracking student inquiry data loops ~~2.~~ • Transforming references to drafts	• Facilitating independent text construction	Research and Writing Stage
5	ET	"Students present their project in front of the class to share their work."	• Facilitating public classroom delivery	• Public speech & sharing moderation	Presentation Stage

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6	ET	"Finally, I evaluate students' work and give feedback."	~~1.~~• Scoring final performance rubrics	• Iterative assessment of the final product	Evaluation Stage
7	ET	"Students can develop their writing better because they go through several steps before producing the final text."	~~2.~~• Multi-stage processing benefits	~~3.~~• Active interaction & structured process execution	Benefits of PBL
8	ET	"."Some students still have limited vocabulary, so they need more guidance when writing.""	~~4.~~• Scaffolding students' vocabulary shortages	• Grammatical deficits, idea elaboration limits, & time pressure	Challenges of PBL

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B. Students

No.	Initial	Data transcripts	Coding	Category	Theme
1.	ST	We discussed first about what topic we wanted to choose" (S2)	Initial group topic discussions	Initial planning & topic selection	Preliminary Stage / Action
2.	ST	"The teacher helped us to make an outline before writing." (S3)	Receiving structural help from the teacher	Scaffolded planning and layout	Preparation Stage
3.	ST	"We organized our ideas first before making the Poster"	Organizing conceptual project ideas	Brainstorming & ideation process	Planning Stage
4.	ST	"We looked for information first, then started writing together."	Collaborative writing process	Information gathering & vocabulary hurdles Research & Writing Stage	Research & Writing Stage
5.	ST	"We presented our poster in front of the class." (S1)	Presenting final artwork in class	Public dissemination & project showcasing	Presentation Stage
6.	ST	"The teacher gave us feedback about our writing and poster." (S2)	Receiving constructive revision points	Feedback acknowledgement	Evaluation Stage
7.	ST	"We are more active because we work together in groups."	Active participation, high interest, & process writing	Active participation, high interest, & process writing	Benefits of PBL
8.	ST	Sometimes only a few students work, others just follow. It is hard to focus when the classroom is too noisy because everyone is talking at the same time.	• Concentration drop due to ambient noise •	Free riders, noise distractions, linguistic anxiety, & aesthetic trade- offs	Challenges of PBL

Appendix 9 Surat Permohonan Validator

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-4000/In.20/3.a/PP.009/10/2025
Sifat : Biasa
Perihal : **Permohonan Menjadi Validator**

Yth. Ihyak Mustofa,S.S.,M.Li
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Ihyak Mustofa,S.S.,M.Li untuk menjadi Validator Ahli Media, mahasiswa atas nama :

NIM : 211101060027
Nama : MILA OKTALIA SINGHAN
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS
Judul Skripsi : Exploring Students` Experiences in Writing Skills Through Project Based Learning

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 14 Oktober 2025

an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

LEMBAR VALIDASI

PEDOMAN WAWANCARA

English teachers' perception of students' critical thinking on English subject: a project-based learning approach

1.A. TUJUAN

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatan data yang lebih valid sesuai dengan indikator.

2.B. PETUNJUK

1.a. Berikan tanda cheklist pada kolom yanh sesuai dengan pendapat anda berdasarkan indicator kemempuan guru participant (2 guru Bahasa inggris) dalam penerapan metode pendekatan berbasis proyek yang mempengaruhi pola berpikir kritis siswa dalam pembealajaran Bahasa inggris.

2.b. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

1 = kurang
2 = cukup
3 = baik
4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan wawancara jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong responden atau mengarahkan siswa yang diwawancarai menuju suatu Kesimpulan tertentu			✓	
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda				✓

3.C. CATATAN/SARAN

Mohon dilengkapi dengan tujuan yang jelas dan disertai kesediaan menjadi interviewer

4.D. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

☐	: layak digunakan tanpa revisi
✓	: layak digunakan dengan revisi
☐	: tidak layak digunakan

(mohon diberi tanda (✓) pada salah satu kotak sesuai dengan Kesimpulan bapak/ibu)

Jember, 14 Oktober 2025

Validator

Ihyak Mustofa,S.S.,M.Li

NIP.199403032022031004

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LEMBAR VALIDASI

PEDOMAN WAWANCARA

English teachers' perception of students' critical thinking on English subject: a project-based learning approach

5.E. TUJUAN

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatan data yang lebih valid sesuai dengan indikator.

6.F.PETUNJUK

3.c.Berikan tanda cheklist pada kolom yanh sesuai dengan pendapat anda berdasarkan indicator kemempuan guru participant (2 guru Bahasa inggris) dalam penerapan metode pendekatan berbasis proyek yang mempengaruhi pola berpikir kritis siswa dalam pembealajaran Bahasa inggris.

4.d. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

1 = kurang
2 = cukup
3 = baik
4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan wawancara jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong responden atau mengarahkan siswa yang diwawancarai menuju suatu Kesimpulan tertentu			✓	
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda				✓

.G. CATATAN/SARAN

Intrumen wawancara ini layak untuk digunakan dalam penelitian

H. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

☐	: layak digunakan tanpa revisi
☑	: layak digunakan dengan revisi
☐	: tidak layak digunakan

(mohon diberi tanda (✓) pada salah satu kotak sesuai dengan Kesimpulan bapak/ibu)

Jember, 7 Oktober 2025

Validator



NUR FITRIANI ,S.Pd

NIP. -

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APPENDIX 10

INTERVIEW

This study was conducted over four sessions, from January 7, 2025, to January 10, 2025

NO	CATEGORY	QUESTIONS	NOTES
1	Process implementation of PBL	1.1. Bagaimana kamu belajar untuk menyiapkan diri sebelum belajar untuk membuat paragraph?	
		1.2. Apa yang kamu ketahui tentang deskriptif teks yang sudah kamu pelajari di kelas?	
		1.3. Berapa lama kamu dan kelompokmu menyelesaikan deskriptif teks sampai akhirnya bisa dipresentasikan?	
		1.4. Apa tugasmu di kelompok dalam Menyusun teks?	
		1.5. Langkah apa saja yang kamu dan rekanmu lakukan dalam mengumpulkan ide?	
		1.6. Apakah kamu dan rekan dalam kelompok juga melakulkan diskusi dengan rekan lain diluar kelompok untuk mengeksplor ide dalam Menyusun teks?	
		1.7. Apa yang kamu baru dapatkan dari proses belajar writing skill dengan PBL yang sebelumnya belum kamu dapatkan?	

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2	Media usage, content, and creativity	1.1.Topik apa yang kamu pilih dalam belajar menyusun teks?	
		2. Apakah kamu dan anggota kelompok memperhatikan penyusunan grammar dalam menyusun tulisan	
		~~3.~~3.Apa media yang kamu gunakan dalam menunjang teks?	
		~~4.~~4.Trik apa yang kamu gunakan agar tulisanmu terlihat menarik?	
		~~5.~~5.Langkah apa yang kamu gunakan agar media yang kamu gunakan dapat berfungsi semaksimal mungkin?	
3	Students' experience	~~1.~~1.Siapa saja partnermu selama belajar Menyusun teks di kelas?	
		~~2.~~2.Bagaimana pengalaman kamu Bersama rekan	
		dalam kelompok dalam Menyusun teks?	
		~~3.~~3.Bagaimana proses belajar writing skill dengan PBL mempengaruhi minatmu terhadap writing?	

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		~~4.~~4.Apakah proyek membuat teks ini termasuk salah satu tulisan terbaikmu? Mengapa?	
		~~5.~~5.Bagaimana pengalaman belajar writing dengan PBL ini mempengaruhi cara belajarmu kedepannya?	
		~~6.~~6.Apa yang akan kamu lalukan di kesempatan berikutnya jika kembali belajar writing skill dengan PBL agar tidak mengulagi kesalahan yang sama atau menghadapi kesulitan yang sama?	
	Students' difficulties and challenges	~~1.~~1.Apa proses yang kamu rasa sulit selama Menyusun teks?	
		~~2.~~2.Apa konflik dan kesulitan yang kamu dan rekanmu hadapi saat berkolaborasi	
		dalam kelompok?	
		~~3.~~3.Bagaimana cara kamu menyelesaikan kesulitan dan masalah yang muncul dalam Menyusun teks?	

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	For the Teacher	~~1.~~1. Bagaimana ibu merancang serta menerapkan Project-Based Learning untuk writing skills? ~~2.~~2. Bagaimana perbandingan situasi dan respon siswa katika belajar dengan Project-Based Learning dengan belajar menggunakan metode lain? ~~3.~~3. Bagaimana kemampuan siswa dalam memecahkan masalah untuk mendapatkan Solusi baik dengan kelompok maupun individu? ~~4.~~4. Apa yang biasanya siswa lakukan ketika mereka harus memecahkan masalah dalam pembelajaran? ~~5.~~5. Bagaimana observasi dan evaluasi ibu dalam penerapan Project-Based Learning?	

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APPENDIX 12

Journal of research activities

EXPLORING STUDENT'S EXPERIENCES THROUGH PROJECT BASED LEARNING IN WRITING SKILL AT SENIOR HIGH SCHOOL

NO	Hari/Tanggal	Kegiatan	Tanda Tangan
1	07 of january 2025	The researcher did the preliminary study by conducting observation and interview with English Teacher (Miss Nur Fitriani, S.Pd)	
2	08 of january 2025	The researcher confirmed the research letter permission	
3	09 of january 2025	Observe the exploring student's experiences through Project Based Learning in writing skills at senior high school	
4	10 of january 2025	Observe the teaching and learning process at the XI Social Three at SMAN 1 Wongsorejo	
5	11 of january 2025	Observe the benefits of Project Based Learning on students writing skill during teaching writing learning	
6	13 of january 2025	Observe the challenges in teaching writing skill through Project Based Learning to explore student's experiences	
7	14 of january 2025	Interview with the english teacher about teaching writing skill through project based learning to explore student's experiences (Miss Nur Fitriani, S.Pd)	
8	15 of january 2025	Interview with students at XI Social Three grade of SMAN 1 Wongsorejo	
9	16 of january 2025	Complete the research data and document review	
10	17 of january 2025	Get a letter of research finishing	

Wongsorejo,17 january 2025
Mengetahui,
Headmaster of SMAN 1 Wongsorejo

AKHLAKUL KARIMAH,S.E., M.M
NIP 197212042008012018

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Yth. Kepala SMAN 1 WONGSOREJO

Jln.Raya Situbondo Desa Bengkak Kec.Wongsorejo Kab. Banyuwangi Provinsi Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	211101060027
Nama	:	MILA OKTALIA SINGHAN
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EXPLORING STUDENT'S EXPERIENCE IN WRITING SKILLS THROUGH PROJECT BASED LEARNING AT SENIOR HIGH SCHOOL selama 14
(empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Akhlakul Karimah SE, MM

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 23 Juni 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

APPENDIX 14

DOCUMENTATION

NO	PICTURE	ACTIVITY
1.		At the initial stage of the poster-making activity through Project-Based Learning, the teacher divided the students into several groups and gave instructions regarding the theme to be worked on. After that, the teacher explained the objectives of the poster project as well as the steps that each group needed to follow. In the picture, it can be seen that the students had already started gathering in their groups, discussing, and preparing themselves to carry out the assigned project
2.		Furthermore, as shown in the second picture, the students sat together in their respective groups and began to focus on discussing ideas for the posters they were going to create. They appeared to collaborate actively, exchange opinions, and write down initial ideas as part of the project planning process**.**
3.		At the third stage, the students began to analyze the structure of descriptive text. As shown in the picture, they referred to books as learning resources to understand the main components of descriptive text, namely Identification and Description. By reading and discussing the content of the book, the students tried to understand how to compose a descriptive text effectively as the basis for creating their posters.

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4.		At the fourth stage, the students write down and discuss their work by focusing on the use of adjectives such as great, fun, and fabulous for the descriptive text. This activity shows their effort to understand linguistic features and collaboratively choose the right vocabulary to make the text more interesting and communicative
5.		At the fifth stage, the students are arranging sentence strips into a complete text. They actively collaborate by placing and ordering the pieces of words or sentences to match the structure of a descriptive text. This activity shows their engagement in understanding text organization as well as practicing critical and collaborative thinking skills. Through group discussion, they learn to construct a descriptive text more coherently, logically, and in line with its linguistic features.
6.		The sixth stage represents the peak of the activity, where students review, refine, and produce their final work after intensive collaboration. This process, supported by group discussions and book references (as seen in the classroom photos), indicates an increase in writing ability as students independently check the grammatical accuracy, sentence coherence, structural suitability of the descriptive text they composed. This improvement is then manifested in three creative final visual works displayed on the floor: a Poster with the Theme of Aspirations/Higher

		 	Education (featuring an illustration of a graduating female student), an informative English Club' Advertisement Poster, and a Literacy Poster "Books are the windows to knowleadge". The transition from the material comprehension process at their desks to the production of these works proves that students not only understand the concept of descriptive text but are also capable of applying it visually and practically to describe different subjects (ranging from aspirations to club activities and values), a clear indication of their increased writing and visual expression skills.

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APPENDIX 15 : Declaration of Authorship

STATEMENTS OF AUTHENTICITY

The Undersigned below:

Name	: Mila Oktalia Singhan
NIM	: 211101060027
Major	: Tadris Bahasa Inggris
Faculty	: Tarbiyah dan Ilmu Keguruan
Institution	: UIN KHAS Jember

State that thesis entitled "**EXPLORING STUDENTS' EXPERIENCES OF WRITING SKILL DEVELOPMENT THROUGH PROJECT-BASED LEARNING IN A SENIOR HIGH SCHOOL CONTEXT**" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and blibiography. And if anyone objected, I am the only one person who will be responsible.

Jember, 15 June 2026

Author



Mila Oktalia Singhan

NIM.211101060027

APPENDIX 16

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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	:	Mila Oktalia Singhan
NIM	:	211110160027
Program Studi	:	Tadris Bahasa Inggris
Judul Karya Ilmiah	:	Exploring Students' Experiences of Writing Skilll Development through Project Based Learning in a Senior High School

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Penanggung Jawab Cek Plagiasi
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APPENDIX 14 : RESEARCH IDENTITY

RESEARCH IDENTITY



Personal Information :

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Place, date of birth	**: Banyuwangi, 9th October 2002**
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- **2007-2013** **: SDN 1 Ketapang**
- **2015-2017** **: MTs. Islamiyah Wongsorejo**
- **2018-2021** **: MAN 1 Banyuwangi**

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