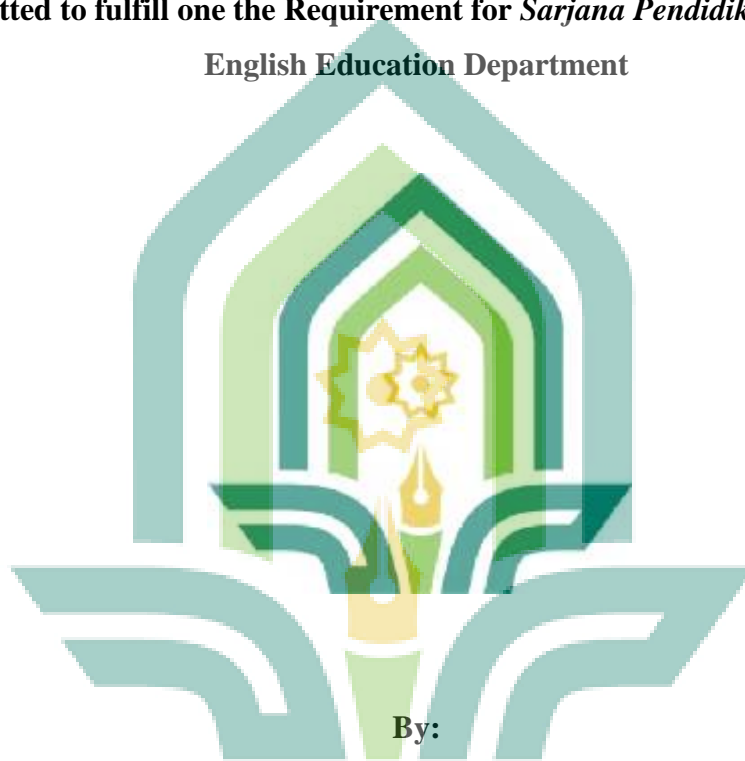


**TEACHER PRACTICES AND CHALLENGES
OF PROJECT-BASED LEARNING IN TEACHING
PROCEDURE TEXT: A CASE STUDY**

A THESIS

**Submitted to fulfill one the Requirement for *Sarjana Pendidikan* Degree at
English Education Department**



By:

Fatma Oka Azkadina

SN. 2521047

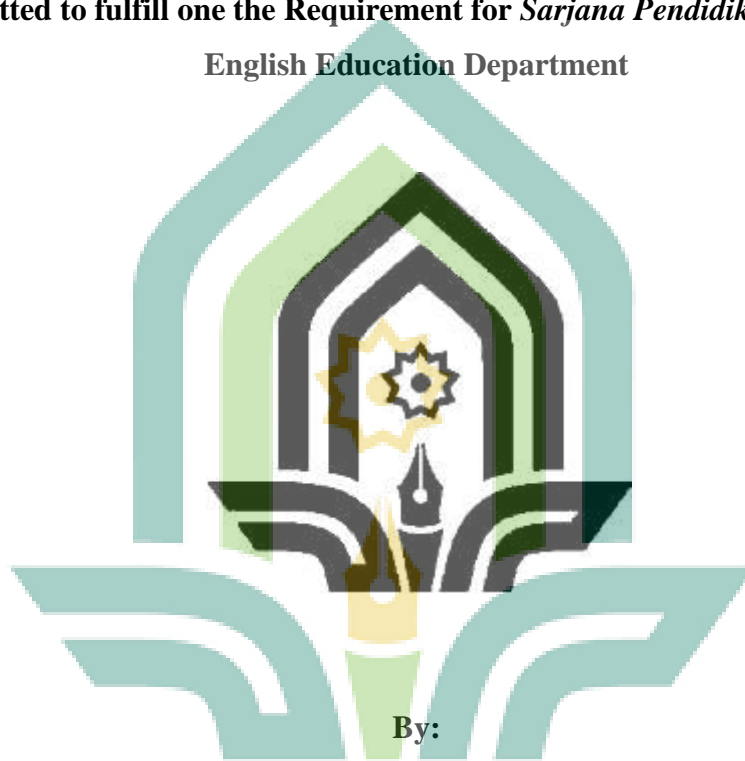
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
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2025

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Dengan ini saya

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Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“Teacher Practices and Challenges of Project-Based Learning in Teaching Procedure Text: A Case Study”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 5 Maret 2025

buat pernyataan,

Fatma Oka Azkadina
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c/q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu 'alaikum, Wr. Wb.

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Program Studi : Tadris Bahasa Inggris

Judul : Teacher Practices and Challenges of Project-Based Learning in
Teaching Procedure Text: A Case Study

Dengan ini mohon agar skripsi tersebut segera untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu 'alaikum, Wr. Wb.

Pekalongan, 5 Maret 2025

Pembimbing,



Riskiana, M.Pd.

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APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

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NIM : 2521047
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Has been examined and approved by the panel of examiners on 12 March 2025 as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

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MOTTO

“There is no elevator to success, you have to climb stairs.”

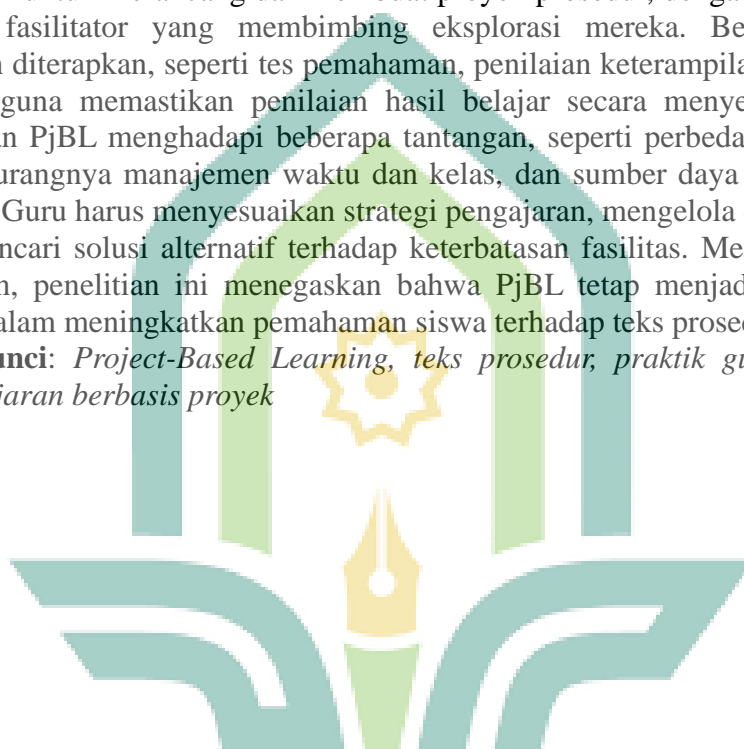
“It always seems impossible until it’s done.” – Nelson Mandela



ABSTRAK

Penelitian ini mengeksplorasi praktik guru Bahasa Inggris dan tantangan dalam menerapkan Project-Based Learning (PjBL) dalam pengajaran teks prosedur di sebuah kelas 9 SMP di Kabupaten Pekalongan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi kelas, wawancara guru Bahasa Inggris, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru menerapkan enam tahapan PjBL, yaitu memulai dengan pertanyaan esensial, merancang rencana proyek, membuat jadwal, memantau kemajuan siswa, menilai hasil, dan mengevaluasi pengalaman. Siswa bekerja dalam kelompok untuk merancang dan membuat proyek prosedur, dengan guru berperan sebagai fasilitator yang membimbing eksplorasi mereka. Berbagai metode penilaian diterapkan, seperti tes pemahaman, penilaian keterampilan, dan evaluasi proyek, guna memastikan penilaian hasil belajar secara menyeluruh. Namun, penerapan PjBL menghadapi beberapa tantangan, seperti perbedaan kemampuan siswa, kurangnya manajemen waktu dan kelas, dan sumber daya teknologi yang terbatas. Guru harus menyesuaikan strategi pengajaran, mengelola dinamika kelas, serta mencari solusi alternatif terhadap keterbatasan fasilitas. Meskipun terdapat tantangan, penelitian ini menegaskan bahwa PjBL tetap menjadi metode yang efektif dalam meningkatkan pemahaman siswa terhadap teks prosedur.

Kata kunci: *Project-Based Learning, teks prosedur, praktik guru, tantangan, pembelajaran berbasis proyek*



ABSTRACT

This research explores English teacher practices and challenges in implementing Project-Based Learning (PjBL) in teaching procedure texts in a grade 9 junior high schools in Pekalongan Regency. This research used a qualitative approach with a case study design. Data were collected through classroom observation, English teacher interview, and documentation. The results showed that the teacher implemented six stages of PjBL, namely starting with essential questions, designing a project plan, making a schedule, monitoring student progress, assessing results, and evaluating the experience. Students worked in groups to design and create a procedure project, with the teacher acting as a facilitator guiding their exploration. Various assessment methods are applied, such as comprehension tests, skills assessments, and project evaluations, to ensure a thorough assessment of learning outcomes. However, implementing PjBL faces several challenges, such as students' different abilities, poor of time and classroom management, and limited technological resources. The teacher has to adjust teaching strategies, manage classroom dynamics, and find alternative solutions to limited facilities. Despite the challenges, this research confirms that PjBL remains an effective method in improving students' understanding of procedure text.

Keywords: *Project-Based Learning, procedure text, teacher practice, challenges, project-based learning*



PREFACE

I offer my sincerest praise and gratitude to Allah SWT for granting me the strength, ability, and perseverance to complete this thesis entitled "**Teacher Practices and Challenges of Project-Based Learning in Teaching Procedure Text: A Case Study**". This thesis as a requirement to obtain a Sarjana Pendidikan degree at the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. The completion of this thesis, despite its limitations, is a proud achievement. This success is due to the support of various parties who have assisted. Therefore, I express my gratitude and dedicate this thesis to:

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CHAPTER I

INTRODUCTION

1.1 Research Background

Project-Based Learning (PjBL) has taken center stage in education today as it offers applicable learning experiences for students. PjBL is an appropriate learning model to meet the needs of today's learners. In PjBL, students can participate for real problem solving and direct knowledge construction (Guo et al., 2020). PjBL prioritizes active and collaborative learning and focuses on developing skills and understanding concepts. Students not only learn about something but also do something with the knowledge they acquire (Omelianenko & Artyukhova, 2024).

Project Based Learning is one of the effective teaching methods in the classroom (Markula & Aksela, 2022). Many English teachers and schools are implementing the PjBL model, but many teachers face challenges in its implementation. This is due to the development of different PjBL model innovations every year, making teachers have to be more creative in implementing it. In addition, some teachers may not feel confident or have the necessary skills to manage a PjBL class efficiently.

PjBL still needs to be studied for its relevance in the context of materials, one of which is English material procedure text. Teaching procedure text in English, especially at the intermediate level, can help students understand the steps or ways to perform an action. However, the

implementation of PjBL in teaching procedure text needs to be adjusted to suit the needs of students and the expected learning objectives. In addition, learning procedure text through the right approach can also help students develop their reading, writing, as well as understanding and applying instructions more critically (Ilmiawan, et al., 2024).

As already known, procedure text is a process to achieve results and requires steps. This makes procedure texts very suitable when applied with the PjBL models (Walter, 2015). In the context of teaching procedure text, PjBL can be an effective approach to improve students' understanding of the text. The implementation of PjBL in teaching procedure text material makes students engage in practical activities to improve their understanding. In addition, teaching-learning activities become student-centered, interdisciplinary, cooperative, and contextualize students' real life. (Solomon, 2003).

Therefore, the researcher tries to examine how an English teacher practices in applying the PjBL model to procedure text material that is often taught in secondary schools, and identify the challenges faced by the teacher. Through understanding the constraints, and the strategies used by teacher, this research is expected to provide valuable insights. In addition, it is expected to be useful for teachers, educational policy makers, and educational researchers to continuously improve the quality of English teaching in the educational environment. The results of this research are also expected to be a reference for

teachers, so that the implementation of PjBL can be more optimal and provide better results.

1.2 Research Questions

This research aims to explore the following questions.

1. How is Project-Based Learning practiced in teaching procedure texts in the classroom?
2. What are the challenges that the teacher faced in implementing Project-Based Learning to teach procedure texts?

1.3 Operational Definitions

Below the researcher explains the important terms in the research to avoid misunderstandings.

1. Project-Based Learning : Problem-oriented and student-centered learning model that organizes learning through projects (Thomas, 2000).
2. Procedure Text : A part of the text that tells the reader or listener how to do something (Anderson & Anderson, 1997).
3. Teacher Practices : Teacher activities consist of teaching activities and managing the classroom (Rulam, 2010).

4. **Teacher Challenges** : Teacher challenge is the process when the teacher cannot handle the class until the end of the learning activity (Songbatumis, 2017).

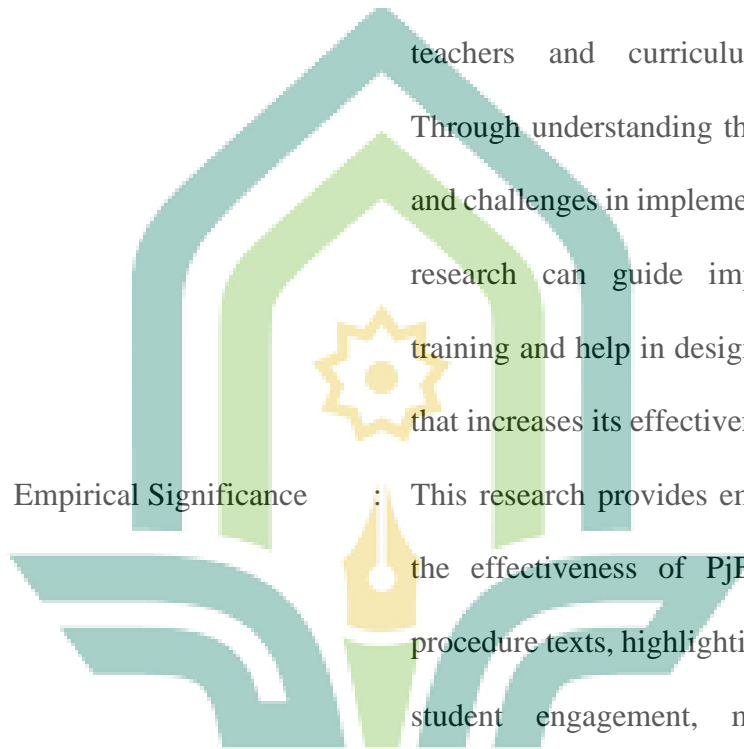
1.4 Aims of the Study

Below are the aims to be achieved in writing this research.

1. This research aims to explore the application of PjBL in teaching procedure texts. It explores how an English teacher designs and implements PjBL in their classrooms to teach procedure texts, as well as explore various strategies and techniques used by the teacher in integrating PjBL into learning.
2. This research aims to describe the challenges faced by teacher in implementing PjBL for teaching procedure texts. This includes investigating the barriers and difficulties that arise during the planning implementation and evaluation of PjBL activities, as well as understanding the support and resources needed by a teacher to overcome these challenges
3. As a final, this research provides recommendations for the effective implementation of PjBL in teaching procedure texts, by suggesting best practices and strategies based on the research findings.

1.5 Significances of the Study

1. Theoretical Significance : This research explains the understanding of PjBL including its theory in teaching procedure texts and its application in teaching English in the classroom.
2. Practical Significance : This research offers valuable insights for teachers and curriculum developers. Through understanding the best practices and challenges in implementing PjBL, this research can guide improved teacher training and help in designing curriculum that increases its effectiveness.
3. Empirical Significance : This research provides empirical data on the effectiveness of PjBL in teaching procedure texts, highlighting its impact on student engagement, motivation and learning outcomes. The findings support the benefits of PjBL while identifying areas for improvement, and provide valuable insights for education.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This research explores the application of Project-Based Learning (PjBL) in teaching procedure texts in grade 9 junior high schools in Pekalongan Regency. The research focuses on the practices carried out by the English teacher as well as the challenges faced during the learning process. The results showed that the teacher implemented six stages of PjBL, such as starting with essential questions, designing a project plan, making a schedule, monitoring students' progress, assessing results, and evaluating the experience. In this learning, students and teacher collaboratively organize the project. Students work in groups to design and create a project on beverage making procedures. Meanwhile, the teacher acts as a facilitator who guides students in the exploration process.

However, there are some challenges in implementing PjBL, such as differences in students' abilities that affect their understanding. Time and classroom management are also a challenge for the teacher. Time constraints make it difficult to complete all activities within the set schedule such as video viewing, discussion sessions and presentations. In addition, poor classroom management especially in conflicts in group formation, uncontrolled seating arrangements and noise levels during discussions make learning less effective. The last challenge that emerged was the technological challenges, such as the

malfunctioning LCD projector. The findings show that although PjBL is an effective approach in teaching procedural texts, its success is highly dependent on teacher readiness, student engagement, classroom dynamics, as well as resource availability. Therefore, these factors need to be considered to optimize the application of PjBL in language learning.

5.2 Recommendations

Based on the findings of this research, some recommendations are put forward to improve the application of PjBL in teaching procedure texts.

1. For Teachers and Schools:
 - a. Use differentiated instruction to address students' diverse abilities.
 - b. Improve skills in PjBL strategies, classroom management and time management to create conducive and productive learning.
 - c. Increase technology resources to support project-based learning.
2. For Researchers:
 - a. Future research could explore students' perspectives towards PjBL in procedure texts to gain insight into their experiences, and perceptions towards this learning approach.
 - b. Conduct a comparative research on various teaching methods in procedure text to evaluate the effectiveness of PjBL compared to other methods.
 - c. Investigate the long-term impact of PjBL on students' language proficiency and critical thinking skills.

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