

# **THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING NARRATIVE TEXTS: TEACHERS' PERSPECTIVES**

**A THESIS**

Submitted in Partial Fulfilment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English Education



By :

**ANA SAPUTRI BAROK ASARI**  
**SN. 20522105**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2026**

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2026**

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DAN PENGGUNAAN BANTUAN KECERDASAN ARTIFISIAL**

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Nama : Ana Saputri Barok Asari  
NIM : 20522105  
Program Studi : Tadris Bahasa Inggris

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Ana Saputri Barok Asari  
NIM. 20522105

Dr. M. Ali Ghufron, M.Pd.  
Desa Pegaden, Kec. Wonopringgo  
Kab. Pekalongan

## **NOTA PEMBIMBING**

Lamp 3 (Tiga) Eksemplar

Hal Naskah Skripsi

Sdr. Ana Saputri Barok Asari

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

c.q. Ketua

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Nama Ana Saputri Barok Asari

NIM 20522105

Jurusan FTIK/Tadris Bahasa Inggris

Judul THE IMPLEMENTATION OF PROJECT-BASED  
LEARNING IN TEACHING NARRATIVE TEXTS:  
TEACHERS' PERSPECTIVES

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Wassalamu'alaikum Wr. Wb.

Pekalongan, 25 Juni 2026  
Pembimbing



**Dr. M. Ali Ghufron, M.Pd.**  
NIP. 198707232020121004



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**K.H. ABDURRAHMAN WAHID PEKALONGAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Pahlawan KM 5 Rowolaku Kajen Kab. Pekalongan Kode Pos 51161

Website: [ftik.uingusdur.ac.id](http://ftik.uingusdur.ac.id) | Email : [ftik@uingusdur.ac.id](mailto:ftik@uingusdur.ac.id)

**PENGESAHAN**

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan mengesahkan skripsi saudara/i:

Nama : ANA SAPUTRI BAROK ASARI  
NIM : 20522105  
Judul Skripsi : THE IMPLEMENTATION OF PROJECT-BASED  
LEARNING IN TEACHING NARRATIVE TEXTS:  
TEACHERS' PERSPECTIVES

yang telah diujikan pada Hari Rabu, 08 Juli 2026 dan dinyatakan **LULUS** serta diterima sebagai salah satu syarat guna memperoleh Gelar Sarjana Pendidikan (S.Pd.) dalam Ilmu Tadris Bahasa Inggris.

Dewan Penguji

Penguji I

**Dr. Dewi Puspitasari, M.Pd**  
**NIP. 197902212008012008**

Penguji II

**Chubbi Millatina Rokhuma, M.pd**  
**NIP. 199005072015032005**

Pekalongan, 13 Juli 2026

Ditandatangani Oleh

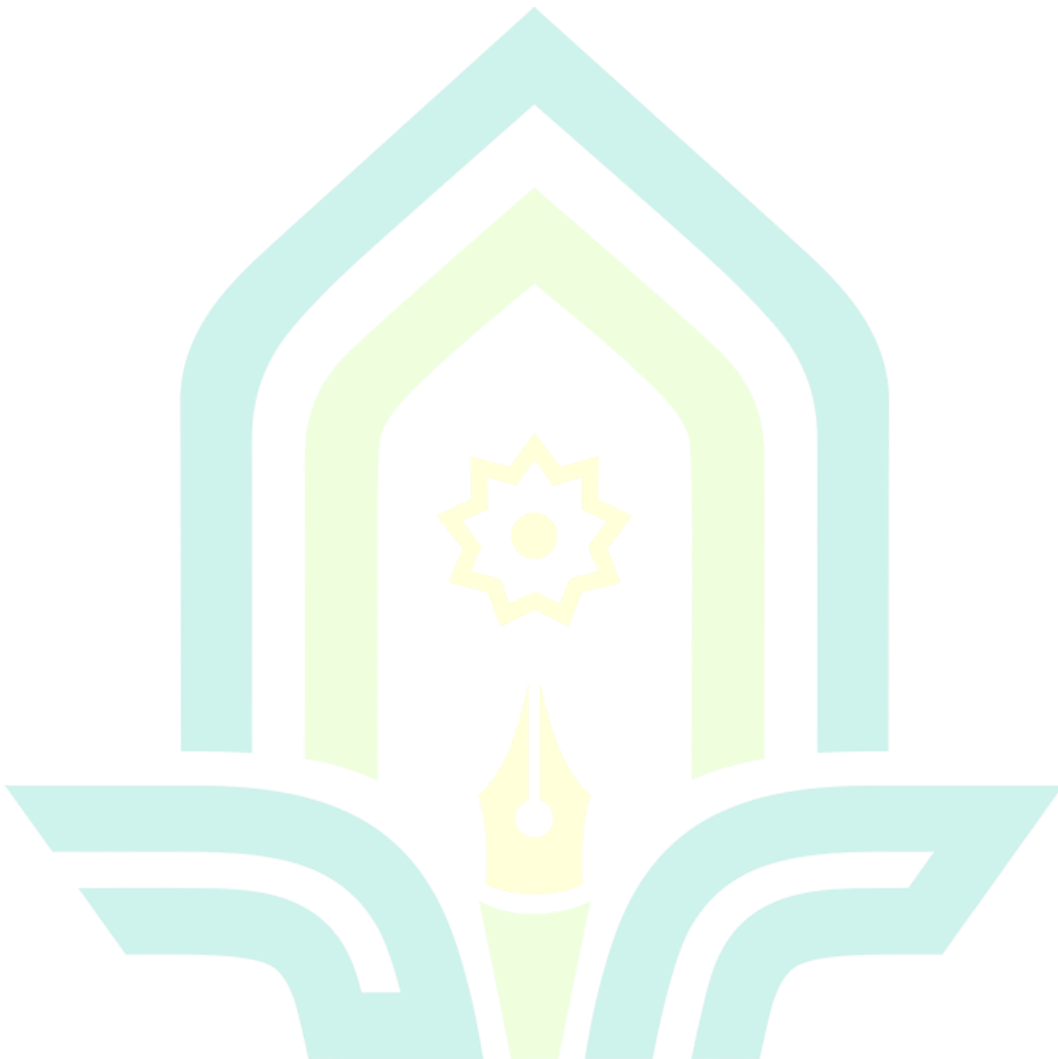


**Prof. Dr. H. Rokhuma, M.Ag.**  
**NIP. 197007061998031001**

## MOTTO

*"Yesterday is over. Tomorrow is yet to come. Today is still unknown. So just live, because we're still alive."*

*-Yoo mi ji, Min yoongi-*

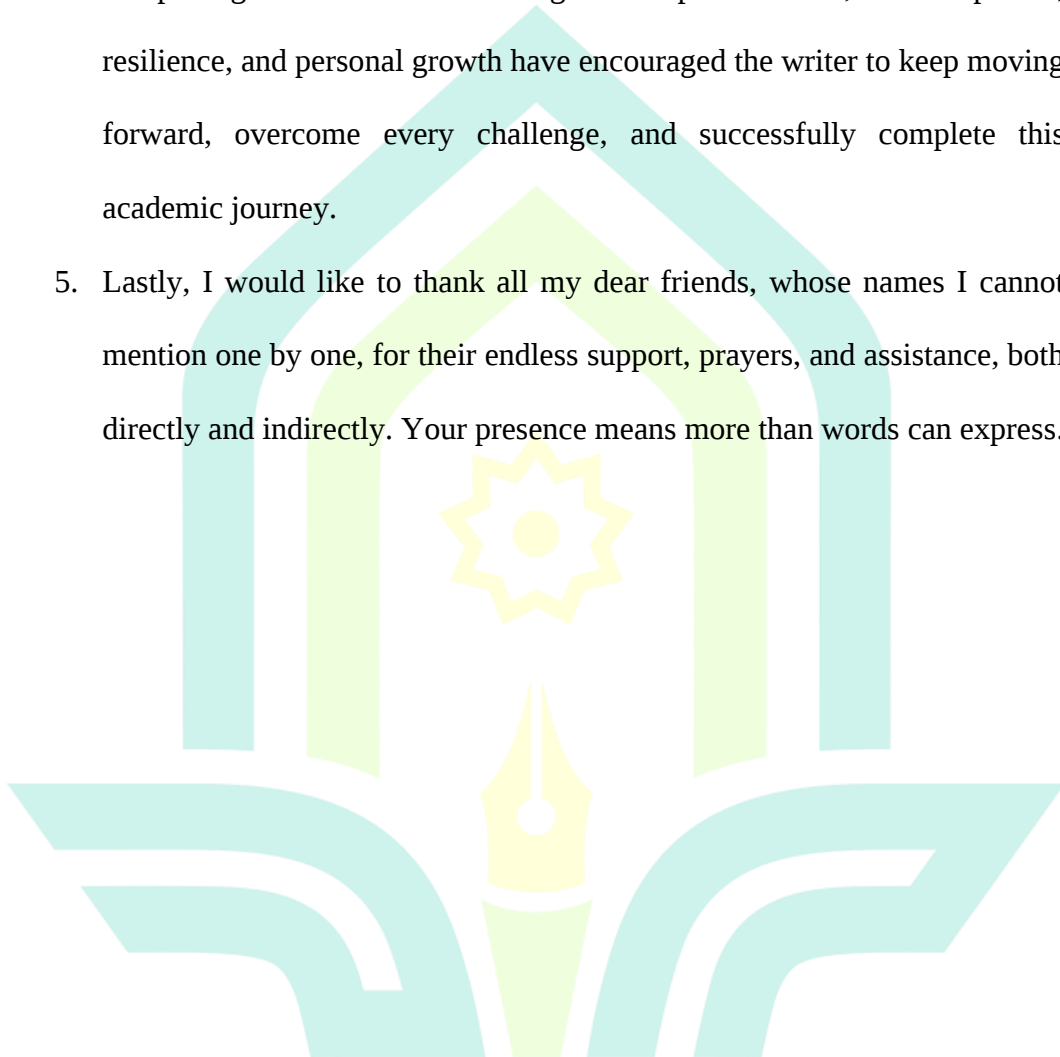


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## ABSTRAK

Penelitian ini bertujuan untuk mengungkap bagaimana guru bahasa Inggris mengimplementasikan *Project-Based Learning* (PjBL) dalam pembelajaran teks naratif serta tantangan yang dihadapi selama proses implementasinya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi terhadap dua guru bahasa Inggris. Data dianalisis menggunakan teknik analisis tematik dengan mengacu pada tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi *Project-Based Learning* dilakukan melalui tiga tahap utama, yaitu *instructional planning*, *classroom practices*, dan *evaluation*. Pada tahap perencanaan, guru mempersiapkan materi, instruksi proyek, dan media pembelajaran untuk mendukung pelaksanaan proyek. Pada tahap pelaksanaan, siswa terlibat dalam aktivitas kolaboratif seperti diskusi kelompok, pengembangan cerita, dan *storytelling performance*, sementara guru berperan sebagai fasilitator. Pada tahap evaluasi, guru menilai hasil proyek, penampilan *storytelling*, dan partisipasi siswa melalui penilaian autentik. Penelitian ini juga menemukan beberapa tantangan yang berkaitan dengan motivasi siswa, kemampuan bahasa Inggris, manajemen waktu, dan pengelolaan kelas. Untuk mengatasi tantangan tersebut, guru memberikan bimbingan dan dukungan selama proses pembelajaran berlangsung. Dengan demikian, *Project-Based Learning* dapat diimplementasikan secara efektif dalam pembelajaran teks naratif melalui perencanaan yang sistematis, aktivitas kolaboratif, dan evaluasi yang autentik. Namun, keberhasilannya bergantung pada kemampuan guru dalam mengelola kelas, memberikan bimbingan, serta mengakomodasi kebutuhan belajar siswa yang beragam.

Kata kunci: *Project-Based Learning*, teks naratif, guru bahasa Inggris, pembelajaran kolaboratif, studi kasus.

## ABSTRACT

This study aimed to investigate how English teachers implemented Project-Based Learning (PjBL) in teaching narrative texts and the challenges encountered during its implementation. This study employed a qualitative approach with a case study design. Data were collected through classroom observations, interviews, and documentation involving two English teachers. The data were analyzed using thematic analysis through data reduction, data display, and conclusion drawing. The findings revealed that the implementation of Project-Based Learning was carried out through three main stages: instructional planning, classroom practices, and evaluation. During the planning stage, teachers prepared learning materials, project instructions, and instructional media to support project implementation. During classroom practices, students participated in collaborative activities, including group discussions, story development, and storytelling performances, while teachers acted as facilitators throughout the learning process. In the evaluation stage, teachers assessed students through project outcomes, storytelling performances, and classroom participation using authentic assessment practices. The study also identified several challenges related to students' motivation, English proficiency, time management, and classroom management. To address these challenges, teachers provided continuous guidance and support during project implementation. In conclusion, Project-Based Learning can be effectively implemented in teaching narrative texts through systematic planning, collaborative learning activities, and authentic assessment. However, its successful implementation depends on teachers' ability to manage classroom challenges and accommodate students' diverse learning needs.

*Keywords: Project-Based Learning, Narrative Text, English Teachers, Collaborative Learning, Case Study.*

## **PREFACE**

All praise and gratitude are due to Allah SWT for all His blessings and guidance, which allowed me to complete this undergraduate thesis entitled " The Implementation Of Project-Based Learning In Teaching Narrative Texts: Teachers' Perspectives" This thesis was written as one of the requirements for a Bachelor of Education degree at UIN K.H. Abdurrahman Wahid Pekalongan.

I realize that this thesis is far from perfect. Therefore, constructive criticism and suggestions for improvement are warmly welcomed. I hope this research will be beneficial and serve as a reference for those interested in developing English speaking skills.

On this occasion, the author would like to express his deepest gratitude to:

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The writer,



Ana Saputri Barok Asari

SN. 20522105

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

In the 21st century, English language education is expected to develop not only students' linguistic competence but also higher-order skills such as critical thinking, communication, collaboration, and creativity, commonly referred to as the 4Cs (Partnership for 21st Century Learning, 2009). These competencies are closely aligned with the principles of the Kurikulum Merdeka, which emphasizes student-centered and competency-based learning. Through this curriculum, students are encouraged to actively construct knowledge, develop practical skills, and engage in meaningful learning experiences connected to real-life contexts (Ministry of Education, Culture, Research, and Technology of Indonesia, 2022). This educational orientation reflects the principles of constructivist learning, in which students actively build knowledge through authentic experiences and social interaction (Vygotsky, 1978). Consequently, English teachers are required to implement instructional approaches that promote active participation, collaboration, and authentic language use in the classroom (Richards, 2015).

One instructional model that supports these educational objectives is Project-Based Learning (PjBL). Thomas (2000) defines PjBL as a learning model in which students acquire knowledge and skills by investigating authentic questions or problems over an extended period and producing meaningful products. This approach encourages students to take an active role

in constructing knowledge rather than merely receiving information from the teacher. Bell (2010) further explains that PjBL promotes student-centered learning by engaging students in inquiry, collaboration, and the creation of authentic products that demonstrate their understanding. In English language learning, these project-based activities provide students with meaningful opportunities to communicate, negotiate ideas, and collaborate while using the target language in authentic contexts. As a result, students can develop not only their language proficiency but also creativity, teamwork, critical thinking, and Student autonomy (Guo et al., 2020). Furthermore, Kokotsaki et al. (2016) emphasize that the successful implementation of PjBL depends on careful project design, effective classroom management, and continuous guidance from teachers throughout the learning process.

Within the Indonesian senior high school context, narrative text is one of the important genres taught in English classes. Learning narrative texts is intended not only to improve students' reading and writing abilities but also to develop imagination, creativity, and communicative competence. However, the teaching of narrative texts in many classrooms is still dominated by conventional instructional practices, such as grammar-focused explanation, memorization, and teacher-centered instruction. Friska (2018) reported that conventional teaching practices in narrative text learning tended to limit students' active participation and engagement during the learning process. Furthermore, Fasihatlulisan (2023) found that students had limited opportunities to use English meaningfully and express their ideas creatively

when learning activities were predominantly teacher-centered. As a result, students frequently experience difficulties in understanding the schematic structure and language features of narrative texts and struggle to express ideas creatively.

In response to these challenges, Project-Based Learning has increasingly been viewed as a potential approach for teaching narrative texts more meaningfully and interactively. Through project-based activities, students are involved in various learning processes, including planning, discussing, writing, revising, and presenting their work collaboratively. Merriam (2009) states that Project-Based Learning promotes deeper inquiry and meaningful learning experiences that increase student engagement. Similarly, SEAMEO QITEP in Language (2020) emphasizes that PjBL supports communicative competence by connecting classroom learning with authentic language use. In the context of narrative text instruction, PjBL allows students to collaboratively create and share stories, integrating reading, writing, speaking, and critical thinking skills within a communicative learning environment.

Before conducting this study, the researcher carried out a preliminary survey at the selected senior high school in Pekalongan Regency. The preliminary survey was conducted through an informal interview with one of the English teachers to identify the current teaching practices used in narrative text instruction under the Merdeka Curriculum. The initial findings indicated that Project-Based Learning (PjBL) was still implemented as one of the instructional approaches in English classes. The teacher explained that students

were involved in collaborative projects such as creating stories, presenting their work, and producing simple digital products related to narrative texts. However, the implementation of PjBL varied depending on classroom conditions, students' participation, available learning time, and the teacher's instructional strategies. These preliminary findings confirmed that PjBL remains relevant in the research setting and highlighted the need to further investigate how teachers implement the approach and address the challenges encountered during the learning process.

Several previous studies have reported the positive impact of Project-Based Learning on students' narrative text learning. Fasihatulisan (2023) found that the integration of projects in narrative text instruction improved students' comprehension and learning motivation. Friska (2018) reported improvements in students' reading achievement, while Giawa (2022) revealed that Project-Based Learning positively affected students' writing performance. These findings indicate that PjBL has considerable potential to support active learning and improve students' mastery of narrative texts. Nevertheless, most previous studies have primarily focused on students' learning outcomes, while limited attention has been given to teachers' perspectives and experiences in implementing PjBL in actual classroom practice.

In fact, teachers play a significant role in determining the success of instructional implementation. As facilitators, planners, and evaluators, teachers are responsible for adapting instructional models to meet students' needs, classroom conditions, and curriculum demands (Richards, 2015; Kementerian

Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). Their perspectives are essential for understanding how Project-Based Learning is implemented in classroom practice within the framework of the Kurikulum Merdeka. Guo et al. (2020) explain that the effectiveness of Project-Based Learning largely depends on teachers' ability to facilitate learning, guide students throughout project activities, and create meaningful learning experiences.

Furthermore, Kokotsaki et al. (2016) emphasize that successful implementation of Project-Based Learning requires teachers to carefully design projects, manage classroom activities effectively, and provide continuous support and assessment throughout the learning process. Therefore, investigating teachers' perspectives is important for understanding both the implementation of Project-Based Learning and the challenges encountered in actual classroom practice.

Previous studies by Wuryandini (2023) and Sedubun and Nurhayati (2024) revealed that although teachers generally have positive perceptions toward PjBL, they still encounter several challenges, including limited instructional time, inadequate resources, and difficulties in designing project-based activities. These findings demonstrate that there is still a gap between the theoretical expectations of PjBL and its practical implementation in English classrooms.

Therefore, this study aims to investigate English teachers' perspectives on the implementation of Project-Based Learning in teaching narrative texts at a public senior high school in Pekalongan Regency. This study specifically

explores teachers' instructional practices, challenges, and strategies in implementing PjBL within the Kurikulum Merdeka framework. The findings of this study are expected to contribute to the development of more effective and innovative English language teaching practices, particularly in integrating Project-Based Learning into narrative text instruction.

## **1.2. Identification of the Problem**

Based on the background of the study, the problems of this research can be identified as follows:

1.2.1. English teachers implement Project-Based Learning (PjBL) in different ways depending on classroom conditions and instructional understanding.

1.2.2. English teachers encounter several challenges in implementing Project-Based Learning (PjBL), including classroom management, time allocation, and the design of project-based activities.

## **1.3. Scope of the Study**

This study examines the implementation of Project-Based Learning and the challenges encountered during its implementation from the perspectives of English teachers at senior high school. The study specifically explores teachers' instructional practices, experiences, perceptions, and challenges in applying Project-Based Learning within the classroom context. This research does not examine students' academic achievement or measure the effectiveness of PjBL on students' learning outcomes.

#### **1.4. Formulation of the Problem**

Based on the background of the study, this research aims to explore the following question:

1.4.1. How do English teachers implement Project-Based Learning (PjBL) in teaching narrative texts?

1.4.2. What challenges do teachers face in implementing Project-Based Learning (PjBL) in teaching narrative texts?

#### **1.5. Aims of the Research**

Based on the background of the study, this research aims to explore the following question:

1.5.1. To explore how English teachers implement Project-Based Learning (PjBL) in teaching narrative texts.

1.5.2. To identify the challenges encountered by English teachers in implementing Project-Based Learning (PjBL) in teaching narrative texts

#### **1.6. Significance of The Research**

##### **1.6.1. Theoretical**

This study contributes to the theoretical understanding of Project-Based Learning (PjBL) in English Language Teaching, particularly in the teaching of narrative texts within the Kurikulum Merdeka framework. By exploring teachers' perspectives and classroom implementation practices, this study enriches discussions on student-centered and project-based instructional approaches in secondary education.

### 1.6.2. Empirical

This research provides empirical insights into how English teachers implement Project-Based Learning in teaching narrative texts. The study highlights teachers' instructional practices, experiences, challenges, and strategies in conducting project-based activities in real classroom settings. This study contributes to a deeper understanding of the practical implementation of PjBL in English classrooms.

### 1.6.3. Practical

The findings of this study are expected to provide practical benefits for several stakeholders:

1. For Teachers: This study is expected to help English teachers better understand the implementation of Project-Based Learning in teaching narrative texts, including the potential challenges and strategies involved in classroom practice.
2. For Curriculum Developers: The findings of this study can provide references for curriculum developers in supporting the integration of Project-Based Learning into English language instruction, particularly within the Kurikulum Merdeka framework.
3. For Schools and Educational Stakeholders: This research can provide insights for schools and educational stakeholders regarding the support needed for teachers in implementing innovative and student-centered learning approaches effectively.

## CHAPTER V

### CONCLUSION

#### 5.1. Conclusion

This study aimed to investigate how English teachers implemented Project-Based Learning (PjBL) in teaching narrative texts and to identify the challenges encountered during its implementation.

Regarding the first research question, the findings revealed that the implementation of Project-Based Learning was carried out through three main stages: instructional planning, classroom practices, and evaluation. During the instructional planning stage, both teachers prepared lesson plans that included learning objectives, teaching materials, learning resources, instructional media, project activities, and assessment criteria according to the characteristics of the projects implemented, namely Picture Sequence Storytelling and Hand Puppet Narrative Performance. During classroom practices, the teachers implemented the stages of Project-Based Learning by beginning with essential questions, designing project activities, organizing the sequence of project tasks, and continuously guiding and monitoring students throughout project completion. During the evaluation stage, the teachers assessed students' project outcomes using predetermined assessment criteria and provided feedback during and after the learning process as part of the assessment process. These findings indicate that the implementation of Project-Based Learning was carried out systematically through the stages of planning, implementation, and evaluation.

Regarding the second research question, the findings showed that teachers encountered several challenges during the implementation of Project-Based Learning. The main challenges included differences in students' learning motivation, limited instructional time for completing project activities, and the need to provide intensive guidance to students who experienced difficulties in using English during project completion. To address these challenges, the teachers adjusted their instructional strategies, provided continuous guidance, and offered additional support according to students' learning needs to ensure that all students could participate in the project activities.

Overall, the findings indicate that the implementation of Project-Based Learning in teaching narrative texts requires careful instructional planning, well-organized classroom practices, and continuous evaluation throughout the learning process. The teachers' ability to design appropriate projects, facilitate students during project implementation, and conduct authentic assessment with continuous feedback contributed to the systematic implementation of Project-Based Learning in teaching narrative texts. These findings provide insight into how Project-Based Learning can be implemented to support the teaching of narrative texts in the context of the Merdeka Curriculum.

## **5.2. Recommendations**

Based on the findings of this study, several recommendations are proposed for English teachers, schools, and future researchers.

First, English teachers are encouraged to plan Project-Based Learning (PjBL) activities systematically by preparing lesson plans that include clear

learning objectives, appropriate project activities, instructional media, learning resources, and assessment criteria. During project implementation, teachers are also encouraged to provide continuous guidance and feedback to accommodate students with different levels of English proficiency and to support them throughout the project completion process. In addition, teachers should create collaborative and student-centered learning environments that encourage students to participate actively in learning narrative texts.

Second, schools are expected to provide adequate learning resources, instructional media, and sufficient instructional time to support the effective implementation of Project-Based Learning. Schools are also encouraged to facilitate teachers' professional development by providing training or workshops related to Project-Based Learning so that teachers can further develop their knowledge and skills in designing and implementing project-based instruction.

Finally, future researchers are encouraged to investigate the implementation of Project-Based Learning in different educational contexts, grade levels, or language skills to obtain a broader understanding of its application in English language teaching. Since this study focused on teachers' implementation of Project-Based Learning and the challenges they encountered, future studies may involve students as participants to explore their perspectives on Project-Based Learning. In addition, the teachers in this study perceived that Project-Based Learning encouraged students' participation and understanding of narrative texts. Therefore, future research may investigate

these aspects by examining students' engagement, participation, and learning outcomes using qualitative, quantitative, or mixed-methods approaches. Such studies may provide more comprehensive evidence regarding the implementation and potential impact of Project-Based Learning in English language teaching.



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