

CHAPTER IV

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Data Analysis

Results from data analysis in this research were used to describe the teacher's implementation of procedures of Project Based Learning in teaching writing a narrative text and the challenges for implementing it to year 10 students of SMAN 1 Kualuh Hulu. The data were obtained through observation and interview which adapted from Stoller (2006)'s theory. The analysis employed Miles at al. (2014) theory, in which the data were condensed, displayed and then conclusions were drawn.

4.1.1 The Procedure of Project Based Learning Implementation in Teaching Writing Narrative Text

The researcher conducted the observation with one English teacher who teaches year 10 students in Senior High School. There is a checklist observation sheet as a guide in observing the teacher in implementing the procedure of Project Based Learning. The following is a further explanation regarding the findings based on the results of the observation. The observations were made in X-E with Narrative Text. The observations were conducted on September 13, 2024 and September 20, 2024. Each meeting consisted of 2 x 45 minutes.

Table 4.1 Procedure of Project Based Learning Implemented by the Teacher

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
1	Choosing the topic	Teacher stimulates students by showing pictures/videos/stories/ related to the topic.		✓	Teacher asked students to read narrative text from the book.
		Teacher gives provocative questions to explore students' understanding of the topic.		✓	The teacher immediately explained the topic related to narrative text that the students had read without asking some questions to determine the extent of the students' understanding.

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
2	Pre-communicative activities	Teacher divides students into several groups.	✓		Teacher divided students into six groups, each consisting of 5-6 people.
		Teacher explains the related material.	✓		Teacher explained about narrative text to students.
		Teacher explains the definition of narrative text, generic structure, and language features used in narrative texts.	✓		Teacher emphasized to the students to use the past tense in writing narrative texts later in the project.
		Teacher appoints several students to read texts about narrative text.	✓		Teacher asked students to read in turns.

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
		Teacher asks students to analyze the generic structure and language features used in the text they have read previously.	✓		Teacher and students discussed the text that had been read.
3	Asking essential questions	Teacher asks the students some essential questions related to the topic before entering the learning process.		✓	Teacher did not provide brainstorming activities to encourage students to engage in critical thinking about the material they were about to learn.

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
		Teacher asks students to mention what they know about the material.		✓	Teacher simply asked the students whether they understand or not and then continues the lesson without trying to guide the students to share their understanding.
4	Designing project plan	Teacher gives the students a project that related to the topic.	✓		Teacher asked students to write a narrative text of the personal experience type, the final result of which was created in the form of a pop-up book.

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
		Teacher asks the student to make some plan about project related to the topic.	✓		Teacher asked students to start choosing whose personal experiences they will put there.
		Teacher asks students to create narrative texts based on the language features they have learned.	✓		Teacher told students to make projects according to the rules.
		The teacher provides input on the choice of materials, the activities that must be completed to	✓		Teacher informed everything in the beginning. She informed the materials, steps to work on the project, and things

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
					that students need to prepare.
5	Creating Project Timeline	Teacher and students discuss about the time allocation of working on the project.	✓		Teacher and students made mutual agreement regarding location and time of the project, which was carried out in only two meetings.
		Teacher and students make an agreement about the deadline of the project development in which the students must submit their end product.	✓		Teacher informed that in the second meeting, the project would be presented. There is no written timeline illustration of project; only verbally.

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
6	Finishing the Project	Teacher asks the students to prepare their result/project.	✓		Teacher walked around the class to monitor each student's activities and ensured that all students were actively participating in the project.
		Teacher helps students check the writing of narrative texts that students have worked on in the project.	✓		Teacher looked around and asked about the students' progress, assisted the students who need help.
7	Assessing the project results	Teacher asks students to present	✓		Teacher asked which group was willing to present

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
		the project in front of the class.			the project results first.
		Teacher asks other students give questions on the project results		✓	After finishing, there was no command from the teacher for students to ask questions to the group that was presenting.
		Teacher uses assessment to measure the students' progress		✓	Teacher did not assess based on the assessment rubric at that time. She only monitored how students presented the project.

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
8	Evaluating the project results	Teacher provides students with feedback at this phase.	✓		At the end of each group presentation, teacher always provided feedback.
		Teacher and students carry out reflect on their completed project.	✓		Following the students' presentation of the project, they had a discussion. The teacher inquired about the students' difficulty and what they found most engaging about working on the project.
		Teacher and students share their experience of conducting the	✓		They held a sharing session during which the teacher offered

No	Procedures of Project Based Learning based on Stoller (2006)	Criteria	Yes	No	Teacher Activities
		project and discuss the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).			some suggestions regarding the part in which the students' project.

As previously explained, the Project Based Learning model consists of eight procedures: choosing the topic, pre-communicative activities, asking essential questions, designing project plan, creating project timeline, finishing the project, assessing the project results, and evaluating the project result.

1. Choosing the topic

The first learning activity in this procedure involves selecting a project topic. The teacher prepares the topic in advance, aligns it with the lesson plan, and ensures that it will be introduced to students during the teaching and learning process. In this study, it was found that teacher SQ only chose topics without any preparation. This is supported by an interview between the interviewer (I) and teacher (SQ) as follows:

I : *Mengapa ma'am tidak menggunakan media apapun saat membawakan topic pembelajaran di dalam kelas? (Why don't you use any media when presenting learning topics in class?)*

SQ : *Untuk penyampaian topic ini saya rasa cukup singkat waktu yang diperlukan untuk menggunakan media dalam penyampaian saya memilih untuk langsung menjelaskan di depan kelas. Apalagi sekolah kurang memungkinkan untuk menayangkan video dan lain sebagainya di dalam kelas. Sehingga saya mengambil langkah cepat saja. (For the delivery of this topic, I think the time needed to use media in its delivery is quite short, so I chose to explain it directly in front of the class. Moreover, the school does not allow for showing videos and so on in the classroom. So I just took a quick step.)*

Based on the analysis, it could be seen that the teacher had chosen a text topic to be introduced to students during the learning process with a focus on personal experiences in narrative texts. However, in this procedure, the teacher did not prepare adequate supporting materials and chose to only deliver it through lecture method to explain the selected topic. While in Project Based Learning, this can be supported by the use of technology as a learning medium in the classroom.

2. Pre-communicative activities

The second learning activity in the procedure is the pre-communicative activities. In this study, it was found that teacher SQ carried out pre-communicative

activities in the implementation of Project Based Learning. This is supported by the results of interviews between the interviewer (I) and the teacher (SQ) as follows:

I : *Kegiatan prakomunikasi seperti apa yang ma'am lakukan selama pengajaran teks naratif?* (What kind of pre-communicative activities did you do during the teaching of the narrative text?)

SQ : *Saya menjelaskan kepada siswa tentang struktur kebahasaan, fungsi sosial, dan bahkan fitur bahasa yang perlu diperhatikan saat menulis teks naratif. Tidak hanya itu, saya juga memperkenalkan kosakata baru terkait narrative text.* (I explained to students the generic structure, social function and even language features that need to be considered when writing narrative texts. Not only that, I also introduced new vocabulary related to narrative text.)

Based on the analysis, in these learning activities, the teacher introduced new vocabulary and language features needed by the students to complete the assignment at the start of the learning activity. This procedure referred to the beginning of learning process. The vocabulary given was related to the learning topic, which was narrative text. So with this procedure, students were able to make a plan to write a narrative text on their project.

3. Asking essential questions

In the third procedure, the teacher did not appear to be asking essential questions to students. From the results of observations in the classroom, it can be

seen that the teacher immediately continued explaining the topic that would be studied that day. Based on the analysis, in delivering the material, the teacher did not use any media so that there was no curiosity in students about the material to be taught. The teacher only focused on delivering the material without involving students' active participation in discussing the material.

4. Designing Project Plan

Planning for project implementation was carried out in two meetings. Based on the results of observations, the following are activities in the learning process that are included in the procedure of designing a plan for project implementation. In this study, it was found that teacher SQ carried out designing project plan in the implementation of Project Based Learning. This is supported by the results of interviews between the interviewer (I) and the teacher (SQ) as follows:

I : *Apa saja yang ma'am lakukan sebagai cara mendesain perencanaan proyek?* (What do you do as a way of project planning design?)

SQ : *Saya merencanakan dua pertemuan saja untuk pelaksanaan proyek yang dimana pada pertemuan pertama saya menjelaskan materi terkait Personal Experience. Saya sengaja memilih materi ini agar siswa mudah memahami dan mampu mengerjakan project karena penulisannya berdasarkan pengalaman siswa. Kemudian pada pertemuan selanjutnya, siswa saya minta mempresentasikan hasil tulisan mereka di depan kelas.*

(I planned only two meetings for the implementation of the project where in the first meeting I explained the material related to Personal

Experience. I deliberately chose this material so that students could easily understand and be able to pursue the project because the writing was based on student experience. Then in the next meeting, I asked my students to present their writing results in front of the class.

Based on the analysis, the first meeting, one of the plans carried out by the teacher was to provide a brief explanation of the narrative material "Personal Experience". The explanation given by the teacher was carried out using the lecture method. This was done because the teacher wanted to provide an explanation to students about the personal experience so that students had a context regarding the project that would be given. After the teacher provided an explanation and ensured that students understood what had been explained, the teacher carried out the next plan, namely providing further activities to students in the form of determining presentations and submitting reporting.

Then, the teacher determined the project planning that would be done by students collaboratively. The teacher formed student groups into five groups consisting of five to six students. The planning included project techniques, rules for working on the project, and information about the tools and materials that students could use to complete the project according to the needs of each group's project.

Planning for the second meeting was the teacher's plan for students to work on projects using tools and materials that had been determined for project purposes. Then, after the students completed the project, the teacher asked the project results

to be displayed in the form of a presentation by the students with their group members in front of the class. In the next planning, an evaluation and assessment were to be carried out by the teacher on the results of the student's project.

5. Creating Project Timeline

Arranging a sequence of activity implementation schedules is very important so that all activities can be carried out in an efficient manner according to the plan that has been prepared. The teachers have targets about when material must be completed. In one meeting, the teacher has an allocation of 2 x 45 minutes. From the results of observations made, the teacher prepared a schedule of activities during the learning process according to the existing time allocation. Not only that, the teacher had also determined what would be done until the end of the project. In this study, it was found that teacher SQ carried out creating project timeline in the implementation of Project Based Learning. This is supported by the results of interviews between the interviewer (I) and the teacher (SQ) as follows:

I : *Bagaimana cara ma'am menentukan waktu proyek tersebut?* (How do you creating the timeline for the project?)

SQ : *Saya hanya menyampaikan timeline proyek di depan kelas sambil tetap memperhatikan persetujuan siswa. Dalam menentukan waktu, saya berusaha memastikan bahwa saya dan siswa sepakat tentang kapan proyek akan dipajang.* (I just convey the project timeline in front of the class while still paying attention to the students' agreement. In

determining the timing, I try to ensure that both I and the students agree on when the project will be presented.)

Based on the analysis, the teacher and students collaboratively determined the activity project timeline for carrying out a project in teaching writing narrative text with the topic "personal experience". This meant that the teacher involved students in discussing the completion time for the project they would do at the second meeting. The teacher and students form a time agreement collaboratively. Student project presentations were carried out at the second meeting for each group. A total of 6 groups in the class are given a maximum of 10 minutes to present, demonstrate, and conduct questions and answers.

6. Finishing the project

Finishing the project is a learning activity that aims to develop the skills of students, including processing data and information. In this study, it was found that teacher SQ carried out finishing the project in the implementation of Project Based Learning. Here is the interview between the interviewer (I) and the teacher (SQ) as follows:

I : *Apa langkah yang ma'am lakukan dalam prosedur penyelesaian project?*

(How do you creating the timeline for the project?)

SQ : *Untuk menyingkat waktu saya meminta siswa mengerjakan draft penulisan narrative text di rumah terlebih dahulu. Siswa mengirimkannya kepada saya melalui WhatsApp untuk saya monitor. Ini*

agar mereka bisa cepat membuat pop-up book nya dikelas. Jadi, pada pertemuan kedua itu, masih ada sisa waktu untuk menampilkan hasil projek tadi. (To save time, I asked students to work on the draft of writing narrative text at home first. Students sent it to me via WhatsApp for me to monitor. This is so that they can quickly make their pop-up book in class. So, in the second meeting, there was still time left to display the results of the previous project.)

Based on the analysis, some students had been working on projects at home so that when they were at school, they only had to finish what was missing. Teacher monitoring students' projects in online via WhatsApp. In this procedure, the teacher also continued to monitor project activities until the students had completely completed the project, but it seemed that this procedure was not implemented well because students should have carried out the project in class, not at home, for a predetermined duration.

7. Assessing the project results

Assessment or evaluation carried out by the teacher was carried out from the time the project is created at school. In this study, it was found that teacher SQ in assessing the results of the project did not understand the forms of assessment. Here is the interview between the interviewer (I) and the teacher (SQ) as follows:

I : *Bagaimana ma'am menilai siswa dalam project tersebut? (How do you assess students in this project?)*

SQ : *Penilaiannya itu berupa angka tapi biasanya yang saya berikan dalam bentuk penulisan karena saya tidak ingin menjatuhkan atau mereka kadang-kadang membandingkan nilai yang mereka. Padahal mereka sudah bekerja sesuai dengan kemampuan mereka yang maksimal. Jadi untuk mengurangi rasa rendah diri antar masing-masing kelompok saya biasanya memberikan applause atau ucapan “terima kasih banyak kamu sudah melakukan dengan hebat” seperti itu. Memang kalau untuk memberikan nilai angka saya hanya takut apabila saya memberikan itu akan ada rasa tidak adil. Meskipun nanti akhirnya penilaian akhir adalah angka yang akan keluar. (The assessment is in the form of numbers but usually I give it in writing because I don't want to bring them down or they sometimes compare their grades. Even though they have worked according to their maximum abilities. So, to reduce feelings of inferiority between each group I usually give applause or say "thank you very much you have done great" like that. Indeed, if I were to give a numerical value I am only afraid that if I give it there will be a feeling of injustice. Although in the end the final assessment is the number that will come out.)*

Based on the analysis, the teacher did not seem to bring a special assessment rubric for writing assessment. While in Project Based Learning, an assessment rubric is needed to see what aspects need to be assessed in the project results. From the observation results, it can be seen that the teacher only provided feedback on

the performance of each student's project. This is supported by the results of interviews with teachers that the teacher confirmed that he did not bring an assessment guideline rubric.

8. Evaluating the project results

Evaluation aimed to assess and measure whether an activity or program implemented was in accordance with planning and achieved goals. In this study, it was found that teacher SQ carried out the evaluating the project results in the implementation of Project Based Learning. Here is the interview between the interviewer (I) and the teacher (SQ) as follows:

I : *Apa yang ma'am lakukan untuk memastikan bahwa hasil proyek siswa dievaluasi?* (What do you do to ensure that student project results are evaluated?)

SQ : *Setelah proyek dipresentasikan, saya menanyakan keluhan apa saja yang dialami siswa saat mengerjakan proyek, baik saat berdiskusi dengan anggota kelompok atau saat mengerjakan proyek. Saya mengajak siswa untuk menyampaikan apa yang mereka rasakan agar dapat dievaluasi bersama. Saya meminta mereka untuk mengesahkannya.* (After the project was presented, I asked what complaints the students had while working on the project, whether during discussions with group members or perhaps while working on the project. I invited the students to convey what they felt so that it could be evaluated together. I asked them to certify it.)

Based on the analysis, the teacher had asked several reflection questions to students as a way to make the learning process even better. When the teacher implemented the procedure, there were several things that were recorded as students' answers to reflection questions while carrying out learning to write narrative text using a Project Based Learning. Firstly, for the time, students felt that it was quite difficult to determine writing ideas that fit the structure of writing narrative text. Second, students felt that the division of tasks in groups cannot be collaborated, as male students tended to have difficulty discussing and working on projects together. Lastly, students who were not used to presentations feel awkward and nervous, resulting in their inability to speak fluently in front of the class, as they tended to just read what had written in the pop-up book.

4.1.2 The Challenges faced by the Teacher in Implementing Project Based Learning in Teaching Writing to Year 10 Students

The second technique of data collection is interview. The researcher interviewed an English teacher to analyze the teacher's challenges in implementing Project Based Learning in teaching writing.

Nurkhamidah (2023) stated that there are challenges in implementing Project Based Learning in writing classes, such as shifting the instruction to facilitating group work, time for planning and implementing, creating the project, designing the project, managing group working, managing the project, and assessing the project.

The interview with the English teacher SQ mainly showed similar challenges faced by the teacher in implementing Project Based Learning in teaching writing. These challenges include:

a. Shifting the Instruction to Facilitating Group Work

Based on the results of the interview, the shifting from the teacher instructing to facilitating group work required a substantial amount of time for the teacher to adjust to students, as the teacher became a learning facilitator. The implementation of this model also required students to be able to construct their knowledge through the habit of producing products in learning. Therefore, the teacher had to make efforts to make students work in groups collaboratively. Here the interview between interviewer (I) and teacher (SQ):

I : *Apakah peran guru dalam memfasilitasi kerja kelompok dalam penerapan Project Based Learning merupakan tantangan yang ma'am alami dalam mengajar? (Is the role of the teacher in facilitating group work in the implementation of Project Based Learning a challenge that you experience in teaching?)*

SQ : *Tentunya butuh waktu yang cukup panjang buat saya yang beralih sebagai fasilitator untuk siswa karena masing-masing dari mereka yang ingin bertanya mau dilayani satu per satu sedangkan populasi siswa di dalam kelas banyak yang mau saya hadapi. Kemudian kendalanya karena terkadang masih banyaknya siswa mengajukan pertanyaan yang sejenis membuat saya harus mengulang-ulang jawaban yang datang*

pada kelompok kerja siswa. (It certainly takes quite a long time for me to shift into the role of a facilitator for students, as each of them wants to ask questions and expects individual attention, while the number of students in the class is large. Another challenge is that many students often ask similar questions, requiring me to repeatedly provide the same answers to different student groups.)

Based on the data above, the teacher felt she needed time to adjust to the shift from teaching to facilitating group work. The teacher made students become accustomed to asking her everything, showing that they relied on teacher as their primary source of learning information. This statement is relevant to Nurkhamidah's (2023) study that stated the challenge faced by the teacher is shifting the instruction to facilitating group work. It was not easy to experience a shift to a model like Project Based Learning if the teacher was used to implementing traditional teaching as the main source of knowledge.

b. Time for Planning and Implementing

Based on the results of the interview, the teacher identified time management and optimization as significant challenges during the implementation of Project-Based Learning. The teacher frequently encountered situations that disrupted the planned schedule requiring constant time re-management. This difficulty and reorganizing time led to Project Based Learning taking longer than anticipated. Moreover, the limited time available made it difficult to effectively

monitor each student's progress and development of competencies. Here the interview between interviewer (I) and teacher (SQ):

I : *Tantangan apa yang ma'am hadapi saat menerapkan Pembelajaran Berbasis Proyek selama pengajaran menulis naratif di kelas? (What challenges did you face when implementing Project Based Learning during narrative writing teaching in class?)*

SQ : *Waktu dalam pelaksanaan Project Based Learning juga menjadi tantangan yang saya rasa apalagi pada kurikulum saat ini, ada P5 yang harus dilaksanakan, ini dapat mengganggu jalannya proyek sehingga dikhawatirkan hasilnya tidak sesuai harapan karena siswa tidak lagi fokus dan konsisten dalam melaksanakan Project Based Learning yang saya berikan. (Time in implementing Project Based Learning is also a challenge because in the current curriculum, there is something called P5 which can interrupt the project so it is feared that the results will not be as expected because students are no longer focused and consistent in carrying out the project.)*

Based on the data above, the teacher said implementing the Project Based Learning model requires more time. The demands of a dense curriculum with a limited number of lesson hours to complete quite large projects make teachers feel limited by a tight schedule. This reason is relevant to the study conducted by Nurkhamidah (2023) in that one of the challenges faced by the teacher was the time for planning and implementing.

c. Creating the project

Based on the results of the interview, the teacher needed broad ideas to be able to determine project topics and had to collect lot of information for creating the project. Because there were many aspects that need to be considered including aspects of students, teachers, and the environment that the teacher faced the challenge of finding the best, most appropriate, and most effective projects to implement in writing class. Here the interview between interviewer (I) and teacher (SQ):

I : *Tantangan apa yang ma'am hadapi saat menerapkan Pembelajaran Berbasis Proyek selama pengajaran menulis naratif di kelas?* (What challenges did you face when implementing Project Based Learning during narrative writing teaching in class?)

SQ : *Kalau saya menentukan ide ini tidak ada terlalu beban karena menurut saya dalam khususnya penulisan teks narative ini bisa saja saya membebaskan siswa untuk menulis apa saja entah itu fabel, myth, dongeng tapi saya rasa itu kurang menarik. Itu sudah biasa dan berpotensi terjadinya plagiat. Maka saya meminta siswa untuk menulis teks narrative jenis personal experience.* (If I determine this idea, there is not too much burden because I think in particular writing narrative text, I can free students to write anything, be it fables, myths, fairy tales, but I think it is not interesting. It is common and has the potential for plagiarism. So I ask students to write narrative texts of the personal experience type.)

Based on the data above, the teacher said that creating projects in her implementation was not a challenge. The teacher could develop ideas of linking projects to real life so that it is more relevant to them when working on projects. This reason is not relevant to Nurkhamidah's (2023) in which the challenges faced by the teacher are creating the project.

d. Managing Group working

Based on the results of the interview, when dividing students into groups, the teacher had divided the students evenly by paying attention to the characteristics or abilities of the students, whether high, medium, or low, in a comprehensive manner. Using groups based on student characteristics makes the students feel shunned in the class. Apart from that, by dividing groups based on these characteristics, it was hoped that the project can be implemented well in class because within these groups there would be no inequality of knowledge between students. Because sometimes when students found their own group, they would look for friends who might distract them from studying, such as telling or playing, which would result in their work not being completed. Here the interview between interviewer (I) and teacher (SQ):

I : *Pernahkah ma'am mengalami tantangan dalam membuat kelompok kerja siswa saat mengimplementasikan model ini? (Have you experienced challenges in creating student work groups when implementing this model?)*

SQ : *Dalam pembuatan kelompok biasanya mereka ingin membuat masing-masing, kelompok hanya circlenya, padahal kan kelompok itu harus bervariasi. Jadi saya pertimbangkan di dalam itu ada kerjasama rekan sejawat, tidak hanya yang memiliki minat rendah tetapi juga ada yang minatnya tinggi, ada yang laki-laki juga perempuan. Jadi tidak hanya satu circle, sehingga mereka mampu bekerjasama dengan kemampuan yang berbeda-beda tapi diharapkan mereka sama-sama.* (When making groups, they usually want to make each group, just the group, even though the group has to be varied. So I consider that there is collaboration between colleagues, not only those with low interest but also those with high interest, some men and women. So it's not just one circle, so they are able to work together with different abilities, but hopefully they work together.)

Based on the data above, the teacher stated that managing groups in its implementation was not a challenge. The teacher was able to be firm and recognize the abilities of her students in order to create a fair group. The teacher wanted students in the group to vary so that students had the opportunity to share information with each other in order to work on the project until it was finished. This statement is not in accordance with Nurkhamidah's study (2023) in which the challenge faced by the teacher is managing group work.

e. Managing the Project

Based on the results of the interview, even though the stages and details of Project Based Learning had been covered by the teacher, students should not be left to work independently without guidance. The teacher had to actively monitor progress and be attentive to students' concerns to support their learning success. This was particularly important during group work, where the teacher needed to observe challenges faced by students and provide assistance or intervention when necessary. Here the interview between interviewer (I) and teacher (SQ):

I : *Bagaimana tantangan yang ma'am hadapi dalam manajemen proyek di dalam kelas? (How challenges do you face in managing projects in the classroom?)*

SQ : *Biasanya di dalam kelas mereka memiliki kendala seperti adanya laporan yang diterima siswa yang tidak mau bekerjasama sehingga saya harus memperhatikan kelompok sehingga saya nantinya harus memberikan pemahaman supaya siswa mau saling bekerjasama. Sehingga tantangan dalam manajemen project di kelas adalah keterlibatan siswa yang tidak kompak jadi saya harus membujuk mereka supaya mau bekerja sama. (Usually in class, they have problems such as receiving reports that there are students who don't want to cooperate so I have to pay attention to the group so that later it can provide understanding so that students cooperate with each other. So the challenge in managing projects in class is that student involvement is not integrated so I have to persuade them to work together.)*

Based on the data above, the teacher felt that implementing project management was a challenge. The teacher had to persuade and find ways to turn students who did not want to cooperate in working on a project as a group into students who were actively involved in the group. This definitely required time for the teacher to receive student complaints and find out why the student did not want to cooperate. The problem faced by the teacher is relevant to Nurkhamidah's (2023) in which the challenge is managing the project.

f. Assessing the Project to Determine a Grade

Based on the interview results, the teacher did not understand how to assess the students' projects. The teacher carried out assessment activities only to fulfill formal obligations, namely determining grades for their students. This means that there are still many teachers who do not properly understand the purpose of assessment activities and what benefits can be taken from the assessment activities that have been carried out. Here the interview between interviewer (I) and teacher (SQ):

I : *Dalam menentukan nilai siswa, apakah ada tantangan yang ma'am rasakan?* (In determining the grade of student projects, is that a challenge that you feel?)

SQ : *Kadang saya bingung memberikan nilai kepada siswa karena kadangkala siswa suka protes mendapatkan nilai yang saya berikan. Padahal saya memiliki nilai ambang batas terhadap penilaian kepada siswa seperti melihat penulisannya seperti apa, apakah menarik atau tidak urusan*

nanti. (Sometimes I am confused about giving grades to students because sometimes students like to protest the grades I give. Even though I have a threshold value for assessing students such as seeing what their writing is like, whether it is interesting or not, it will matter later.)

Based on the data above, the teacher showed a lack of understanding of the project assessment carried out to provide grades to students. From the statement, it could be seen that the teacher was not sure whether she needed to assess all the project processes carried out by the students or only the final project. This challenge could have been caused by the teacher's lack of understanding of assessment in Project Based Learning. The problem faced by the teacher is relevant to Nurkhamidah's (2023) in which the challenge is managing the project.

4.2 Findings

The findings in this research are based on the models used by the teacher in teaching writing skills to year 10 students and the discussions related to the description and explanation of the findings. The findings of this study will be described as follows:

The researcher first examined the procedure of Project Based Learning implemented by the teacher in teaching writing a narrative text. Based on the data analysis, the researcher found that the teacher implemented five procedures of Project Based Learning model adapted from Stoller (2006). These procedures were pre-communicative activities, designing a project plan, creating project timeline,

finishing the project, and evaluating the project result. The first procedure was pre-communicative. In this procedure, the teacher explained language features and generic structure of narrative text. The second procedure was designing a project plan. In this procedure, the teacher planned the implementation of Project Based Learning at the first meeting by providing material with a lecture method while forming student groups collaboratively. The third procedure was creating project timeline. In this procedure, the teacher and students agreed that the project would be carried out in two meetings. The fourth procedure was finishing the project. In this procedure, the teacher asked students to complete the project and went around monitoring the students' work in groups. The fifth procedure was evaluating the project result. In this procedure, the teacher asked for opinions about experiences in carrying out projects in groups, this was done by the teacher as a self-evaluation by providing evaluation questions regarding the achievement of learning objectives.

On the other hand, the second finding of the study problem based on interviews with the teacher referred to four challenges of implementing Project Based Learning in teaching writing. They were: shifting the instruction, time for planning and implementing, managing the project, and assessing the project to determine a grade. The first challenge was shifting the instruction. In this instance, the teacher needed to adjust to the shift from teaching to facilitating group work because the teacher must be able to be a facilitator rather than the primary source of knowledge. The second challenge was time for planning and implementing. The teacher identified time management as a significant hurdle due to schedule disruptions, limited lesson hours, and the demands of a dense curriculum which

resulted in longer-than-anticipated project timelines and difficulties in effectively monitoring students' progress. The third challenge was managing group working. The teacher faced the challenge of managing Project Based Learning by ensuring student engagement, addressing group dynamics, and providing continuous guidance, which required significant time and effort. The last challenge was assessing the project to determine a grade. The teacher lacked understanding of how to properly assess student projects, often perceiving assessment merely as an obligation rather than a tool to measure progress and improvement in learning in Project Based Learning.

4.3 Discussion

There were two main findings to be discussed in this study. They were the procedure of Project Based Learning implemented in teaching writing a narrative text to year 10 and the challenges faced by the teacher in implementing this model.

The researcher first examined the procedure of Project Based Learning in teaching writing a narrative text as implemented by the teacher. The findings indicated that the teacher taught writing a narrative text in class by implementing Project Based Learning using eight procedures, that was choosing project topic, pre-communication activities, asking essential questions, designing project plan, creating project timeline, finishing project, assessing the project results, and evaluating the project. This aligned with the research of Hidayat et al. (2024), which examined the use of Project Based Learning and found that the teacher used all eight procedures of Stoller's (2006) to teach speaking English using Project Based

Learning. However, this research revealed that the teacher implemented five procedures based on the findings. These were pre-communicative activities, designing a project plan, creating project timeline, finishing the project, and evaluating the project results. These findings were similar to Septina et al. (2023) who identified the teacher at SMAN 19 Bungo had not implemented all of the Project Based Learning procedures, but the teaching and learning process went well.

Three learning activities were found not to be implemented in the classroom teaching and learning process. These learning activities were choosing the topic, asking the essential questions, and assessing the project result. In choosing the topic activity, the teacher appeared unprepared, relying solely on the textbook to present the project topic without utilizing PowerPoint, images, or videos as additional reference sources. Furthermore, the teacher did not use asking the essential questions procedure, as there was no effort to provide students with a deeper understanding of the material, such as through videos that could stimulate their comprehension. As a result, fundamental questions were difficult to arise, and students tended to be passive in class. Additionally, the teacher did not implement assessing the project results, during student presentations, the teacher did not appear to use a rubric to measure the process and outcomes of the students' projects.

This research also supported the findings of previous studies. According to this study by Agustina (2021), implementing procedures in Project Based Learning helped teachers in teaching writing through six procedures, that was starting with essential questions, designing a plan for a project, creating a schedule, monitoring

the students and the progress of the project, assessing the outcome, and evaluating the experiences. It also helped students in improving their writing skills.

Furthermore, based on research conducted by Batubara et al. (2023) explained that when Project Based Learning was implemented for teaching writing, there was a writing process that was identical to the procedures so it is better to follow them. The procedures included essential questions, planning and scheduling stage, outlining, developing outline into draft, presenting first draft stage, editing first draft, submitting and publishing the draft.

According to the interview results regarding the challenges faced by the teacher in implementing the Project Based Learning model in teaching writing, it was clear that the teacher encountered several difficulties when teaching narrative text using this model. One of the challenges was shifting the instruction to facilitating group work. This was because the teacher and students both had to understand the concept of learning using projects. The teacher was accustomed to being a source of learning making the students rely on the teacher in learning in the classroom. So, the teacher had to encourage them to identify their own problems in learning materials because they were less able to understand and remember the learning procedures according to the syntax in the learning model.

Then, time for planning and implementing the project. This was because, in each meeting, the teacher realized that they only had 2 x 45 minutes, so the teacher was required to schedule everything well so that the time and learning objectives could be aligned and achieved. Meanwhile, based on information obtained from the teacher, the Merdeka Curriculum at the time required the implementation of P5,

which often delayed the implementation of the project. Therefore, this challenge was one of the main obstacles in the Project Based Learning model. As stated by Cintang (2018), limited allocation time was a major factor causing teachers not to implement Project Based Learning.

In addition, managing the project was one of the challenges because it was difficult for the teacher to make all students in the group actively involved in the project. This requires skills, as the teacher had to manage a more dynamic class and ensure that all students remain actively engaged. Lastly, assessing the project to determine a grade had also been a challenge faced by the teacher, because the teacher had not yet fully understood how project assessments should be carried out before assigning grades to students. In project assessments, there were many things that the teacher had to pay attention, starting from planning, implementation, to the final results of students' projects.