



## TEACHERS' PERCEPTION OF PROJECT-BASED LEARNING: CHALLENGES AND STRATEGIES IN EVALUATING STUDENT INTEGRATED PROJECT RESULT OF NARRATIVE AND PROCEDURE TEXT

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### **Abstract:**

Project-based learning (PJBL) is a learning method that provides opportunities for students to learn independently by doing group projects, which can gain the participation of the students than other traditional learning methods. This study tries to investigate teachers' perceptions about the challenges faced and the strategies used by English teachers at MTsN 2 Sidoarjo, located in Sidoarjo, East Java, Indonesia, in evaluating the integration of two different learning topics into the same learning approach. This study uses qualitative case study research involving three English teachers as participants. The interview method was used in this study, which asked the respondents a list of questions. The findings revealed that the teachers had a positive perception of project-based learning, as it allowed students to improve their collaborative skills, exchange ideas, and tackle real-world problems. However, integrating two topics posed challenges, such as limited time and students' difficulty understanding the project's step-by-step process. Despite these challenges, all participants agreed that project-based learning was a valuable approach.

**Keywords:** *Narrative Text, Procedure Text, Project Based-Learning, Teachers' Perception*

## 1. INTRODUCTION

Project-based learning is becoming popular in education, allowing students to gain practical knowledge by experiencing and practicing real-life situations (Greenier, 2020). This approach, also known as "Learning by doing," emphasizes that experience is the best way for students to acquire knowledge based on John Dewey's concept. On the other hand, project-based learning is a teaching model that emphasizes assigning tasks, particularly in the form of projects, that can lead students to experience an inquiry process. Hence, it is expected that students will be able to develop knowledge, skills, and attitudes as the basis for teachers' assessment (Thomas, 2000). The teaching approach known as project-based learning (PJBL) has drawn a lot of interest lately. This is because, according to Bell (2010), this teaching approach gives students the chance to drive their learning through inquiry as they work collaboratively to research and create projects that reflect their knowledge. PJBL also offers the ability to cultivate teachers' leadership skills as a teaching and learning approach (King & Smith, 2020).

In the environment where project-based learning is being used, teachers' role is to facilitate students' project completion (Ngadiso et al., 2021). Through this learning method, students are required to always actively participate in class during learning because this learning orientation focuses more on student-centeredness. Therefore, as already mentioned by Lee et al. (2014), PJBL can also make the classroom more engaging and allow students to concentrate on real-world applications rather than merely listening to teachers explain concepts through traditional teaching approaches. The aim of this method is to grow the student's ability to learn something continuously for life through contextual learning, where several problems are presented to be solved. By implementing it well, student motivation, enthusiasm, students' ability to think



critically to solve problems, skills in research and resource management, a sense of empathy and sympathy in collaborating and most importantly, the process of involvement in various levels of projects can have a positive impact on life experiences that they have (Yiying, 2015).

In line with what has been stated before, Kumaravadivelu (2001) said that the PJBL method presents many opportunities for students to be able to train and encourage language use and acquisition in the real world that is more contextual because the method begins with a presentation of problems that most will encounter in real life later. In addition, the literature reviews conducted by Thomas (2002) and Condliffe et al. (2016) suggest that PJBL can support the way students learn things, both in terms of the development of students' increasingly strong knowledge, especially in the fields of science and humanities, as well as in terms of intra-personal competence which can include several things that have a positive impact on students, such as a sense of independence, collaboration, communicative, and also other soft skills.

Many previous researchers have studied this with different focuses. Research related to project-based learning has been carried out by MacMath et al. (2017) by conducting group interviews with teachers using mixed-method research methods that investigate teachers' perceptions of teaching experiences using project-based learning in English, mathematics, science and digital literacy subjects at the ninth-grade students which shows the results that many factors influence the success of project-based learning along with the challenges and support that currently exist. In 2019, Syarifah and Emiliasari conducted research on a scope that investigated the use of project-based learning to develop students' abilities and creativity in writing narrative text. The results show that project-based learning can help the students to develop their ability and creativity in writing a narrative text on several points, including their understanding of the topic and their knowledge about the narrative genre, namely social function, the structure of the text, and language features. In addition, the students showed their creativity by creating their storylines and designing the illustrations of the story.

Similar to the research conducted by Syarifah and Emiliasari (2019), Kalabzová (2015) also explores project-based learning, which focuses on the genuine works of fifteen English teachers, their experiences with the PJBL implementation, and also focuses on listing the problematic areas that were considered troublesome by the teachers. The research results show eight major problematic themes and, subsequently, their subthemes that confirm the need for careful preparation for PJBL and what fields English teachers should concentrate on when preparing students for PJBL stages. Other than that, it also revealed that teachers should not underestimate PJBL time management and the decrease in initial motivation.

In other conditions, Wimolmas (2018) also conducted research on project-based learning, which focused on finding out the opinions of teachers regarding the implementation of project-based learning in English classes and wanted to know about the problems and difficulties experienced by both teachers and how they overcome existing problems. The findings of the research revealed that teachers agreed if project-based learning was implemented in the classroom, they could gain a lot of knowledge



about English through various projects that have been carried out, and it can provide an opportunity for a teacher to learn how to be creative, expose themselves to a piece of broader information and activities and also prepare themselves to be a successful teacher with the skills needed in the 21st century.

Additionally, in the implementation of a learning method, of course, there is an evaluation process of the project results or outputs produced by students who have their own evaluation criteria. Kurniawan et al. (2024) said that the success or absence of a project-based learning method is closely related to the evaluation process carried out, which teachers usually see in terms of student learning outcomes, while other researchers mentioned that it is also assessed based on other specific abilities. On the other hand, Kalabzová (2021) added that learning using traditional methods and project-based learning methods have different evaluation processes.

When utilizing this project-based learning method, the teacher should conduct an evaluation starting from the beginning of the learning activity, the process conducted by the students, and the result or output produced by the students. In addition, teachers should also provide frequent feedback and corrections so that students can continue to improve their abilities and eventually produce a satisfactory final product. A number of studies have examined how the evaluation process is carried out. Nani and Kusumah (2015) are researchers who applied project-based learning to improve communication skills, using the evaluation criteria seen from the progress of students' ability to communicate. In another study, Siew and Ambo (2018) integrated project-based learning by targeting the assessment seen from the students' final product, whether it fulfils the required criteria or not. Similar research has also been carried out by Cahyadi et al. (2024), which discusses the evaluation process for implementing project-based learning in enhancing students' creativity and innovation, and the results show that PJBL is successful in creating a more dynamic learning environment and stimulating student creativity.

Although there has been extensive research on project-based learning (PJBL) in various educational settings and subjects, there is still limited understanding of the specific challenges and strategies teachers use when evaluating student projects that combine narrative and procedure texts. Most previous studies have focused on general perceptions of PJBL and its effectiveness in enhancing student creativity, engagement, and learning outcomes (MacMath et al., 2017; Syarifah & Emiliyasi, 2019; Kalabzová, 2015). However, these studies have not deeply explored how teachers evaluate projects in more specific contexts, especially when different types of texts are integrated, which requires different evaluation criteria and approaches.

While some studies, such as those conducted by Nani and Kusumah (2015), Siew and Ambo (2018), and Cahyadi et al. (2024) have examined the evaluation process in PJBL, with a focus on skills such as communication and on the learning outcomes of integration between PJBL and STEM and also evaluating the implementation of PJBL to increase student creativity and innovation, they have not discussed in the field of English learning specifically about how teachers handle the evaluation process of integrating two similar materials into one project-based learning method. Additionally,



research by Wimolmas (2018) and Ringotama et al. (2022) has explored the general opinions and experiences of teachers and students with PJBL, but these studies have not examined in detail the evaluation strategies teachers use when dealing with projects that involve multiple text types.

This study explores teachers' perceptions and evaluation methods for project-based learning with integrated texts, offering insights into teaching practices and supporting student learning in an ever-changing educational context. This focus is important because it not only addresses aspects of PJBL assessment but also explores how teachers adapt their evaluation methods to the unique demands of integrating various forms of text in student projects. Therefore, this research offers new insights into teaching practices in PJBL and increases our understanding of how teachers can more effectively support and assess student learning in this ever-dynamic educational context.

The meaning of perceptions with different meanings is defined by numerous researchers. Gibson et al. (1996) offer a conceptualization of perception as a cognitive process that an individual can apply to interpret and comprehend a circumstance or condition. On the other hand, perception, according to Richards and Schmidt (2013), is the process of identifying and comprehending things through the use of one's senses (sight, hearing, touch, etc). We use our senses to make sense of the things and happenings around us when we perceive something. As soon as we begin to employ our senses throughout the stimulation process, perception emerges and takes place. Sensation is one way to interpret perception, and sensations are a part of perception.

However, according to Brancazio and Miller (2005), perception is a technique or approach to capturing the sights, sounds and situations around us. According to Walgito (2004), perception is the result of feelings and cognitive abilities that interact and shape each other. As a result, one person's perception will be different from another person's perception because each person has unique needs, viewpoints, and cognitive capacities. There are also differences in experience and knowledge between people.

In a nutshell, it can be concluded that perception can be understood as a way to understand, respond, and interpret all the conditions around us through the five senses. Through the theories of perception that have been described above, in this study, the intended perception is the teacher's perception of the challenges faced in the evaluation process of the student integration project between narrative text and procedure text and how the strategies and methods used in conducting the evaluation. More than just responding to something, the perception here also includes how teachers understand the situation or object based on prior knowledge and experience. The process is also influenced by each person's background and thoughts, which tend to vary so that each expressed view becomes unique and diverse.

Narrative texts are classified as literary works that are known to students at all grade levels and target specific readers which it can be to teach the four English skills. According to Derewianka and Jones (2016), the purpose of narrative is to entertain readers or listeners through the story told. Texts that center on one person are called narrative texts. Its social purpose is to entertain readers by telling stories about historical



events. Students should understand the structure of narrative texts (direction, complexity, and resolution) when they read them. The researcher greeted participants during orientation and provided information about the location and time. Then, it is continued the rising crises which the participants have to do with the complication. In the end, it will find a way for the participant to solve the crisis, whether it is a happy or sad resolution.

Narrative text, as Montgomery et al. (2007) state, is a type of story that involves a series of interrelated events. In a narrative text, there are several kinds of relationships between events, and the most obvious type is the existence of events that cause other events to occur. Such a cause-and-effect relationship can connect one event to another, which serves to give unity to the narrative created so that the narrative has an interesting conclusion that provides a certain moral message. In addition, according to Wardiman and Sukiman (2008) narrative text is an imaginative story used to entertain readers. Susilohadi (2008) also gives his view that narrative text is a text that begins with orientation by presenting an introduction and the characters that play a role, then continues with complications that bring up the crisis of the main problem, and the last is the resolution which is part of the solution of an existing crisis. The common linguistic characteristics of narrative text, according to Hartono (2003), are using simple past tense, past perfect, past continuous, past perfect continuous, and past future continuous.

In short, a narrative text is a text that contains a series of events where each event is related to one another. The narrative text also usually presents a story that has an important moral message for the reader, either explicitly or implicitly. The structure of narrative text generally consists of 3 aspects, namely orientation, problem presentation, and resolution and has several linguistic elements such as simple past tense, past continuous, past perfect continuous, and past future continuous.

Many researchers have defined procedure text. Procedure text is a piece of text that aims to inform readers or listeners about how to do, make, or operate something through a number of steps (Anderson & Kathy, 1998). In addition, Kadarwati (2015) explains that procedure text is one of the texts that are familiar in everyday society. For example, when we want to give instructions on how to make something, whether it is in a game, a cooking recipe, or the direction of a goal, then, according to Kurniawati et al. (2023), the procedure text explains the steps that must be followed so that readers can precisely follow the process of making something, doing something, or using a particular tool. Furthermore, Mulyanah et al. (2024) state that, in general, this procedure text is one type of text that begins to be taught in grade 4 in elementary school which is a type of text that contains a sequence of step-by-step instructions and is usually presented in a clear, logical order, and to guide readers to complete a certain task or activity.

Alvidril and Ratna (2021) revealed that this procedure text is a form of text that is often considered a text that provides its own challenges for students. The reason is students feel unfamiliar with writing the text by following the right structure, and students also need a long time to be able to describe their ideas, lack of skills in language development, and many students do not understand the rules of writing the language.



When viewed from the structure of the text, according to Yanuarista and Savitri (2021), procedure text has 4 main structures, namely objectives, tools and materials, steps, and closure. Dahliah (2019) adds that procedure text must have a relevant title, reflect the topic to be explained, and help readers understand the content of the text. The procedure text should also have logical content that can support the chosen title, and the steps given should be directly related to the main topic and contribute to the readers.

To summarize, procedure text is one of the texts that has been commonly learned since elementary school. The text is factual in nature and aims to inform readers about how to make, do, or operate something. Procedure texts are unconsciously known and understood in everyday life. For example, it can be in the form of an electronic appliance instruction manual, a recipe for cooking something, instructions for using a product, and so on. Procedure text also has a common structure that is usually used, such as the purpose, tools and materials, and steps of what you want to convey. In general, procedure text has its own benefits in everyday life that can make it easier for us to carry out a certain activity or activity.

## 2. METHOD

This study is a qualitative study, which can be specifically categorized as qualitative case study research because the researcher is the main instrument, and the research results are stated in a detailed description in the form of words. According to Creswell et al. (2007), case study research is research in the qualitative realm where researchers collect various detailed, in-depth data and information originating from various sources to review one or more systems that are linked from time to time, which are then presented based on existing case themes. This research aims to investigate, understand, and gather comprehensive data regarding teachers' perceptions of strategies and challenges faced when evaluating students' integration project results from narrative text and procedural text materials.

This study was conducted at MTsN 2 Sidoarjo, located in Sidoarjo, East Java, Indonesia. The site was chosen because the researcher has carried out and completed teaching assistance activities, and it is hoped that the results of this research in the future will be useful and can make a good contribution to the existing learning process. The participants of the study are three English teachers who teach at various grade levels and often use project-based methods in the English language learning process. The data obtained from this research included interviews with three teachers, two of which were conducted in person, and the other was conducted online. The aim of the interview data was to explore teachers' perceptions and views regarding the integration of two materials in one existing learning method. After collecting the data through interviews, the data obtained is then processed through several stages, such as (1) transcribing, (2) reading the transcription and highlighting the main information, (3) theming the categories, and (4) drawing conclusions.

## 3. FINDING AND DISCUSSION

The data presented below is in accordance with the research questions stated in the introduction above. In order to start retelling the experiences of participants, they were first asked about their background.



**Table 1.** Teachers' profile

| No | Teacher | Gender | Age |
|----|---------|--------|-----|
| 1. | P1      | Female | 47  |
| 2. | P2      | Female | 42  |
| 3. | P3      | Female | 54  |

The study focuses on gathering data from teachers who taught in the same school and their perspectives on integrating different materials into project-based learning. One teacher, P1, was interviewed to understand her perception of integrating two materials and the challenges she faced in evaluating the results. The study also aims to explore the strategies she used for the evaluation process and understand why teachers consider integrating different materials into the same learning method. Additionally, two other teachers, P2 and P3, were interviewed to gather their perspectives on the phenomenon of integrating materials into project-based learning. The data were divided into two points of view due to variations in how participants integrated the materials. Overall, the study seeks to gain insights into teachers' perceptions and experiences with integrating different materials into project-based learning.

### 3.1 The implementation of project-based learning in general context

Project-based learning is a method that has been familiarly applied by all participants in this study, and they have also utilized it in several lessons. The understanding of project-based learning expressed by all participants in this study is similar to that of the other. When explaining how to implement project-based learning in English learning, the three teachers who were interviewed said that the process of implementing project-based learning in schools had been carried out well and in accordance with the applicable curriculum. This learning method is considered to support learning because it allows students to produce real products, which in turn makes it easier for teachers to carry out evaluations. Not only that, implementing project-based learning can train students' abilities to work together, collaborate, share ideas and encourage students to be more actively involved in the learning process:

#### Participant 1

*"Project-based learning is clearly implemented in this school. Moreover, this kind of learning is more contextual and can provide opportunities for students to produce real products from their own creativity; that's why I often provide English learning in classes that are project-based."*

The additional statement given by other participants regarding project-based learning was that in implementing this learning, not always all the material can be carried out using project-based learning and most of this is carried out at the end of the teaching session, and this can make a good contribution to student development. Both from a cognitive and psychomotor perspective.



### Participant 2

*“Usually, I use project-based learning at the end of each lesson in the material. When I have explained everything to the students, then I provide this project-based learning so that I, as a teacher, can find out how far they understand the material that I have provided at the beginning. This activity also tends to be in groups, so this can train their teamwork skills in completing the project, and it also helps students think critically when they try to complete the activities.”*

P1 and P2 provided quite detailed statements regarding the implementation of project-based learning in the classroom. They are of the opinion that what has been implemented has provided many good benefits for both teachers and the students being taught. Then, P3 added again that during the application of this method in the classroom, the teacher felt that the interaction between the teacher and students and students with students became better, and they felt they enjoyed the ongoing learning.

### Participant 3

*“In my opinion, the project-based learning implemented at this school is very good because when I used it, the students looked very enthusiastic and had fun when they received it. “I myself also often apply it when teaching because this can also increase students' interest in learning because it is not boring.”*

Looking at the statements given by P1, P2, and P3 above, this is in line with what was discussed by Brunetti et al. (2003) that when students receive and carry out project-based learning, students have the opportunity to use several skills. Possess problem-solving skills, creativity, teamwork, and language skills at each stage of work so that the work and language skills are developed. When students are provided with learning that focuses more on the students themselves or what is better known as student-centred, this can also train students' independent learning, both in groups and individually, which can further provide them with a meaningful understanding of a topic being studied.

Furthermore, the three teachers who were interviewed also agreed that project-based English learning has quite a big influence on student learning achievement because students tend to be more enthusiastic, and their interest in learning something also increases. Students feel increasingly challenged to be able to complete assigned projects, so this is what ultimately makes it easier for them to remember the learning that has been carried out because they are directly involved in all activities starting from the initial stage, the work process, to the final stage which is usually closed with a presentation. Responding to the previous opinion, this is in line with the idea put forward by John Dewey, who stated that students could gain practical and efficient knowledge when experiencing and practicing



things related to the context of life in the real world. This concept became known as the "Learning by Doing" concept. Additionally, Dewey also explained that experience is the best way for students to gain knowledge (Rostitawati & Gorontalo, 2014).

### 3.2 Strategies used by teachers in evaluating the results of Project-Based Learning projects

Three participants were interviewed about evaluating student project results. They expressed opinions about evaluating skill elements, assessing criteria, learning objectives, processes, and project results.

#### Participant 1

*"When carrying out an evaluation, I usually first look at what skills I want to evaluate because the learning currently taking place consists of 6 different skills that are related to each other. For example, today, I want to evaluate students in terms of speaking, so I will also assess their listening skills because these two skills are connected to each other. Apart from looking at what skills are to be assessed, in my opinion, in carrying out an evaluation, an assessment rubric is also needed, which contains several criteria that can be used as a benchmark for us as teachers to see whether the student has met the criteria that have been created."*

Moreover, P2 and P3 also agreed with what had been conveyed and added that as teachers, it is also necessary to carry out evaluations starting from the beginning of learning, how students complete the projects they create (process), to the final stage of learning in the form of project presentations. Other than that, the results of what the student has done are also an important part of whether the student has truly understood the concept presented or not.

#### Participant 2

*"The way to evaluate it depends on the results they get at the end of the learning, whether the project they produce is suitable or not. However, student activity in class is also very important to assess whether the student contributes well during the lesson, whether the student understands what is being taught, and the like. "The assessment rubric is also important so that we as teachers can see whether the students have achieved the learning objectives well or there are still things that need further guidance."*

#### Participant 3

*"In my opinion, the assessment starts from the beginning of the learning, what the process is like, until the end of the learning. The evaluation in this process is important to look at because we can find out which students are active and*



*which are not, which students are enthusiastic and which are not, and then ultimately it can be concluded at the end of the lesson."*

In general, the evaluation process carried out by participants in project-based learning has more or less been adapted to the guidelines provided by the government, especially by the Ministry of Education and Culture. According to Hamidah et al. (2020), the process of evaluating a project is an activity carried out by a teacher by providing feedback on the project results. On the other hand, the students also do this while the students reflect on the learning activities. Moreover, she continued that there are several activities that can be carried out when evaluating projects produced by students, such as (1) the teacher gives feedback on the project presented by students, (2) the teacher reflects on the learning activities, (3) students are given the opportunity to share their experience when working on the project; (4) Students are also given an opportunity to revise the project results.

In relation to the process of evaluating the results of projects produced by students through this project-based learning, all the participants were also asked about how to evaluate the integrated project between narrative text and procedure text. P1 said that the strategy is to first distinguish which material is to be evaluated and then adjust to the skill element.

### **Participant 1**

*"The way to evaluate it is that we have to know first which part we will evaluate, which text and which skill will be evaluated first. If, on that day, it is time to assess the narrative text, then from the results of the project, we will focus on seeing whether the results of the narrative text are appropriate or not, what structure the resulting text has, what linguistic elements it has, what social function it has, and so on. Then, if we look at the skills being evaluated on the day the element being evaluated is writing-presenting, then we will focus only on those skills related to narrative text. Likewise, the evaluation process and strategy are carried out for procedural texts. Are the results of the product produced in accordance with what was narrated before the product was completed or not. Other than that, it can also be seen from the steps in making the product itself. "If we evaluate the skills section, for example, writing - presenting skills, then we see whether students are able to present the results of the product, how to make it, and how students present it step by step in front of the class."*

A second participant also added that in evaluating the integration project between the materials, the first thing to be considered is whether the material given has a close relationship with the next material. In addition, the materials to be integrated should have alignment with each other so that when evaluating them, it can make it easier for teachers to monitor the development of each student.



### **Participant 2**

*“In giving an assignment or learning, we must also adjust the abilities and characters of students in each class cannot be generalized so that during the evaluation process we can find out how each student's development between existing classes. From the results of the evaluation, we will also know what kind of treatment to give the students next.”*

On the other hand, P3 also explained that in addition to direct evaluation that is carried out in class during learning, using observations or existing rubrics, teachers also evaluate it through peer assessment that comes from these group activities. So, when learning, each group assesses the results of other groups' projects, for example, by giving a number of stars according to the opinion of each group.

### **Participant 3**

*“Besides evaluating through direct observation and also the rubric that I have made, what I do is also through assessment from other groups if the form of the project is done in groups, for example, group 1 gives 5 stars to assess the work of group 2, then gives 4 stars to group 3, and so on. Thus, all groups have the opportunity to assess each other's work. That way, the results will be summed up. Which group has the highest score then becomes the best group according to the assessment of their friends, although in reality, it is not always the case, but it is done so that students become even more excited.”*

The evaluation process is a crucial step in the implementation of learning. It allows teachers to assess the visible development of each student throughout various stages, including topic determination, project planning and scheduling, the investigation process, and data analysis (Hamidah et al., 2020). Having the same opinion, Satria (2022) revealed that assessing a process carried out by students in creating a product using project-based learning is one of the essential things because, basically, students play an important role in carrying out the entire process and have more time to be able to solve a problem either individually or in groups based on the concepts, theories and information they have learned. Therefore, evaluating all stages of the project, from beginning to end, and observing students' activities during learning is important for teachers to determine if students are effectively applying their knowledge and to measure their critical and creative thinking abilities.

### **3.3 Challenges faced by teachers in evaluating Project-Based Learning project results**

Teachers face challenges in implementing project-based learning, from planning to evaluation stages. One challenge is that students may struggle to understand the material and have difficulty following the teacher's instructions,



which can impact the evaluation process. This also leads to time constraints, as students' difficulty comprehending assignments or materials takes time and makes it challenging for teachers to evaluate in real-time. To address these challenges, teachers must effectively manage time and assess whether students can complete tasks within the given time frame and difficulty level.

### **Participant 2**

*“When giving assignments based on project-based learning, students must continue to be accompanied because, at that time, we can also evaluate it directly and find out the difficulties and abilities of each student. However, what goes on in the field is usually not always in accordance with what was planned. Sometimes, we can run out of time even though the material and assignments given have not been completed; it is one of the challenges that are often faced. Moreover, project-based learning requires extra assistance from the beginning of learning and the process to the final stage, which is usually a presentation.*”

Teachers face the challenge of properly evaluating their students' learning progress. To ensure a fair and objective evaluation, they must carefully prepare evaluation rubrics and determine how to assess student engagement. Teachers also need to consider which students have excelled in the learning process and who may still need improvement. The evaluation process depends on the teacher's ability to integrate the material and provide guidance effectively. P1 emphasizes that with a well-prepared rubric, teachers can assess whether students meet the criteria established for each task. This prevents confusion when evaluating different types of texts, such as narrative and procedure texts, even if they are combined in a single project. Overall, a thorough and organized evaluation process is essential for assessing students' progress accurately.

### **Participant 1**

*“To determine it, I use the assessment rubric for each text, so I don't think it will be confused and the assessment will be fair and objective.”*

Project-based learning can be implemented by integrating different materials, such as narrative and procedure texts. This approach can help teachers deliver the materials and evaluate student performance more effectively. One participant found that integrating narrative and procedure texts attracted students' attention and encouraged them to create projects that combined both types of texts. Students generated narrative texts from their own stories and procedure texts from the steps of making a scrapbook. This approach fostered creativity and active participation in the learning process. Another participant noted that integrating two materials in one project saved time and made the learning process more efficient. Additionally, this method broadened students' horizons across different domains while still



maintaining connections between the two materials. Although there are challenges, such as adapting to students' different learning styles, integrating materials offers benefits in terms of engagement and time-saving.

#### 4. CONCLUSION

Project-based learning is an effective approach that offers numerous advantages for students. It allows them to enhance their skills in a real-world context, equipping them to solve real-life problems. The process of project-based learning typically consists of three stages: preparation, implementation, and presentation. Various research studies indicate that this learning approach is beneficial for both students and teachers. Participants in these studies confirm that project-based learning supports the learning process by enabling students to create tangible products based on their acquired knowledge. Additionally, this method fosters collaboration and idea-sharing among students, encouraging their active engagement in the learning process. Overall, project-based learning not only enhances students' abilities but also increases their commitment to learning.

The evaluation process for integrating two materials using project-based learning involves assessing criteria at each stage, including planning, implementation, and presentation of student work. The evaluation is based on rubrics prepared by the teachers. Additionally, student participation and understanding of concepts play an important role in the evaluation. Challenges in the evaluation process include limited learning time, which makes it difficult for teachers to conduct direct evaluations in the classroom. Students also face difficulties in applying this learning method step by step, requiring extra assistance.

This study acknowledges several limitations that warrant further investigation. Firstly, the study relies on a small-scale sample size consisting of three participants, which restricts the generalizability of the findings. Future research should incorporate larger and more diverse datasets to enhance the validity of the study's results. Secondly, the study does not directly observe the implementation of project-based learning in a classroom setting, relying solely on the perceptions of the participating teachers. Therefore, future research should involve direct observation of the stages of project-based learning and the evaluation process undertaken by teachers to provide stronger empirical evidence. Lastly, the researchers did not supplement their explanations with additional data such as photographs, assignments, or scales. Consequently, it is recommended that future research include more comprehensive data to enhance the credibility of the study's conclusions.



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