



The Implementation of Project-Based-Learning Learning Model in Procedure Text Material of English Subject in Grade 11 Senior High School 1 Mojokerto City

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Abstract: *This study aims to explore the application of Project-Based Learning (PjBL) learning model on procedure text material in English subject for grade XI students at SMA Negeri 1 Mojokerto City. Using a descriptive-qualitative approach, this study observed the implementation process of PjBL as well as students' responses to this method. Data were obtained through interviews and direct observation of students involved in the instructional video-making project. The results showed that the implementation of PjBL not only improved students' understanding of procedure text structure, but also developed additional skills, such as speaking, critical thinking, creativity, and teamwork. Despite challenges in coordination and division of tasks, PjBL succeeded in creating a dynamic and interactive learning environment. The findings confirm that PjBL is an effective strategy in improving the quality of English language learning in senior high schools.*

Keywords: *Project-Based Learning, Procedure Text, Descriptive-Qualitative Approach, Learning Quality*

Abstrak Penelitian ini bertujuan untuk mengeksplorasi penerapan model pembelajaran Project-Based Learning (PjBL) pada materi teks prosedur dalam mata pelajaran Bahasa Inggris untuk siswa kelas XI di SMA Negeri 1 Kota Mojokerto. Menggunakan pendekatan deskriptif-kualitatif, penelitian ini mengamati proses pelaksanaan PjBL serta respons siswa terhadap metode ini. Data diperoleh melalui wawancara dan observasi langsung terhadap siswa yang terlibat dalam proyek pembuatan video instruksional. Hasil penelitian menunjukkan bahwa penerapan PjBL tidak hanya meningkatkan pemahaman siswa terhadap struktur teks prosedur, tetapi juga mengembangkan keterampilan tambahan, seperti berbicara, berpikir kritis, kreativitas, dan kerja sama tim. Meskipun terdapat tantangan dalam koordinasi dan pembagian tugas, PjBL berhasil menciptakan lingkungan belajar yang dinamis dan interaktif. Temuan ini menegaskan bahwa PjBL merupakan strategi efektif dalam meningkatkan kualitas pembelajaran Bahasa Inggris di sekolah menengah atas.

Kata Kunci: Project-Based Learning, Procedure Text, Pendekatan Deskriptif-kualitatif, kualitas pembelajaran

1. PENDAHULUAN

Learning English in the era of Generation Z is becoming increasingly complex, as it requires not only mastery of the language itself, but also students' practical skills and critical thinking abilities. According to (Efendi Pohan & Br Sembiring, 2024), Traditional classroom teaching that is relatively passive is no longer relevant to the times that encourage students to be active in the learning process. One of the challenges in learning English at the high school level is the Procedure Text material, which requires students' instructional mastery and the ability to apply the instructions to real activities. Project Based Learning is a learning approach that prioritizes understanding. Learners explore, assess, interpret and synthesize information in a meaningful way. Active learning is strongly associated with creative individuals (Damayanti Naban, 2023). Therefore, the Project-Based Learning (PjBL) learning model is appropriate to be used as the best solution for effective and innovative learning, because students are invited directly to collaborate in project work to produce the final product in the form of both physical

and digital products. According to (Sari et al., 2018) As if in the real world, students work directly to produce realistic products.

A procedure text is a type of text that gives instructions or guides the steps to carry out a certain activity. This text is very important in everyday life, ranging from cooking recipes to instructions for using tools. However, many students struggle to understand and write procedure texts correctly. This can be caused by various factors, such as low motivation, lack of understanding of the structure of procedure texts, and little practice in composing such texts. Students become more creative when given the opportunity to work on projects that are directly related to their daily lives (Hardika & Pratolo, 2024). In this context, students are expected to plan, execute and present their own projects, which can include tangible products, presentations or reports in writing.

This helps students learn theory through practice and see how lessons relate to each other. According to (TIM PBL, 2020) “The Project-Based Learning Model is an educational approach that provides students with opportunities to learn in the classroom by completing project-based work.” (Murniarti, 2016) stated that the purpose of project-based learning is to encourage problem solving; it is also intended to help students learn problem-solving concepts and develop critical thinking skills. It is hoped that the application of PjBL in the process of learning methods can help overcome this problem. By involving students in a real project related to making a final product, they not only learn theory but also gain practical experience. For example, students can work in groups to create a video tutorial or presentation that explains how to perform a certain activity. Through this process, students will become more active in participating and collaborating with each other, which will improve their understanding of the material.

“By using PjBL, students not only learn to write, but also develop critical and creative thinking skills through understanding real-world problems. This creates a more relaxed and inclusive learning environment where students can develop several important skills including communication and teamwork.” (Damayanti Naban, 2023). In addition, PjBL allows students to learn and work in groups, so they can learn something new and develop social skills necessary for everyday life. PjBL creates an active learning environment where students learn through exploration and application of concepts in real-world scenarios (Nusfiah, 2024). It is expected that the implementation of Project Based Learning will result in a more dynamic and interactive learning experience. By engaging students in projects that are relevant to their lives, teachers can help them understand the basic concepts of the learning material in a more interesting and enjoyable way. This shows that PjBL is not just a teaching method, but also an

effective strategy to guide students in facing the challenges of the 21st century.

There are previous studies that show that the use of the PjBL approach can significantly improve students' ability to write procedure texts. For example, another study conducted by (Yanuar Eko Saputra, 2016) also supports this idea, as the implementation of PjBL shows a significant increase in student activeness and learning outcomes. According to the study, “the average learning activeness only reached 35.33% in the pre-cycle, learning activeness increased to 79.4% after the implementation of the PjBL model.” This indicates that the PjBL paradigm is not only effective in improving students' ability to write procedurally, but also in increasing students' overall engagement. In addition, research by (Riza & Susilaningih, 2020) It also shows that students have a positive attitude towards project-based learning, which creates a more interesting and dynamic learning environment.

This research focuses on two main issues. First, how is the project-based learning (PjBL) model implemented in procedure text? The PjBL model was chosen because it has the potential to increase students' understanding and engagement through activities related to project activities. Secondly, how do students respond to the learning process of project-based procedure text using PjBL model? Students' responses are important to know in order to understand how effective this method is for themselves.

However, these studies have not specifically examined the application of PjBL in learning procedure text at the high school level with various classroom contexts. Therefore, this study seeks to fill the gap by analyzing the implementation of PjBL in learning procedure text at SMAN 1 Mojokerto City, specifically focusing on the learning experience of grade XI students. Through a qualitative approach, it is expected that this study can provide useful information regarding the effectiveness of PjBL in improving students' English language skills, especially in producing applicable and coherent procedural texts.

The purpose of this study is to describe the implementation of Project-Based Learning (PjBL) model in procedure text and analyze students' responses to it. Through this research, it is hoped that educators can develop new strategies to overcome challenges in teaching English and improve the quality of English teaching to students throughout the school for a better future of education.

2. RESEARCH METHODS

This research uses descriptive-qualitative approach to analyze the implementation of Project-Based Learning (PjBL) model in learning procedure text. This approach was chosen because it is able to provide an in-depth understanding of students' experiences when

participating in learning with the PjBL model, so that the results obtained can reflect the real conditions in the field. Through this approach, it is expected to know how the PjBL model affects students' understanding and involvement in procedure text material.

This research was conducted at SMA Negeri 1 Kota Mojokerto located at Jalan Irian Jaya No. 01, Mergelo, Kranggan, Kecamatan Prajurit Kulon, Kota Mojokerto, East Java 61321. Data collection was carried out in the odd semester of the 2023/2024 school year. This research location was chosen to simultaneously carry out the PPL final project.

The research subjects consisted of XI grade students at SMA Negeri 1 Mojokerto City, involving class XI-5. From each group, the total number of interview respondents was 4 students. The selection of respondents was carried out using purposive sampling technique with several criteria, such as student activeness in learning, communication skills, involvement in procedure text projects, and recommendations from subject teachers. This selection is expected to represent the variation of students' characteristics in following the PjBL model. (Saleh et al., 2017)

a. Respondent Demographics Table

No.	Responden Name	Class	Gender	Liveliness	Language Skills
1	R1	XI-5	Male	High	Medium
2	R2	XI-5	Female	High	High
3	R3	XI-5	Male	High	Medium
4	R4	XI-5	Female	High	High

The data analysis technique in this study uses the Miles and Huberman Interactive Analysis Model, stating that to be able to determine the meaningfulness of this data or information requires deep understanding, ingenuity, creativity, conceptual sensitivity, experience and researcher expertise (Saleh et al., 2017), which includes three main stages:

Model Analisis Interaktif Miles dan Huberman

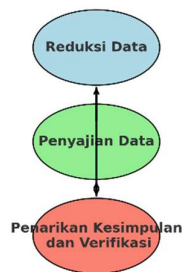


Figure 1. Miles dan Huberman interactive analysis model

1. **Data Reduction:** This stage involves summarizing interview data, selecting relevant information, and categorizing data according to the research themes. The purpose of this data reduction is to simplify and adjust the data to the research focus.
2. **Data Presentation:** At this stage, the data is arranged in an organized narrative form according to the research focus. Presentation of data in narrative form makes it easier for researchers to identify patterns and main findings from the interview results.
3. **Conclusions:** Based on the data that has been presented, the researcher makes interpretations to understand the findings obtained. This step also involves formulating the implications of the research results as well as recommendations that can be used to improve the effectiveness of procedure text learning through the PjBL model.

3. RESULT AND DISCUSSION

RESULT

1. Data Reduction

Data reduction is a summarizing process. To get a better picture and make data collection easier, researchers choose the main things, focus on the important things, and look for themes and patterns (Muliaan et al., 2024). Based on the interviews conducted with 4 respondents from class XI-5 of SMAN 1 Kota Mojokerto with 5 questions, the following data were obtained:

a. Perception of PjBL Learning in Procedure Text

No	Question	Respondent 1 (R1)	Respondent 2 (R2)	Respondent 3 (R3)	Respondent 4 (R4)
1	Perception of Project Based Learning	Learning becomes more interesting because we practice directly. We make video tutorials on how to make traditional cakes in English, so it's easier to understand.	Project learning is very helpful because we can be creative. My group made an origami tutorial for class decoration, it was fun to discuss.	It was difficult at first because I wasn't used to it, but it ended up being very helpful. The project of making DIY craft tutorial videos made me understand the structure of procedure text.	It's more effective than memorizing theory. My group created a digital guide on how to use a video editing application, so you can immediately practice writing and speaking.
2	Project challenges	Coordinating the	Difficulty in	Main obstacles	The challenge is

		time to do group video shooting because there are different extracurricular schedules	choosing vocabulary to create subtitles/text in the video according to the theme being worked on	in the video editing process and English pronunciation during recording	simply in distributing tasks fairly and making sure all members understand each task.
3	Understanding Generic Structure in Procedure Text	Coordinating the time to do group video shooting because there are different extracurricular schedules	Very helpful, so I understand the importance of a clear and coherent sequence of steps in using temporal conjunctions.	This project made it easier for me to understand the structure, especially the use of imperative verbs as well as sentences in each Step.	Easy to understand, because of the direct practice of composing procedure text complete with all the materials that must be needed.
4	Skill Development	So it's easy in speaking skills and also teamwork.	Better writing skills, more creative in video editing design, and public speaking.	more creative, editing skills, also more interesting and better presentation delivery skills.	In this project, I gained more leadership skills and better time management, as well as improved writing and speaking.
5	Group Working Experience	All members contribute according to their respective duties	It's fun to help each other and share creative ideas with a group of friends.	It is very easy to understand the material because we can teach and complement each other.	Although there were some conflicts in the division of tasks, they were resolved through discussion.

2. Data Presentation

According to (Dasar et al., 2016) Data presentation is the process of providing a concise summary of the findings from observations, interviews, and documentation. Tables or detailed explanations are two ways of presenting data.

a. Project Progress Table

Project Stage	Group A	Group B	Group C	Group D
Planning	Create a storyboard/ Draft	Conceptualize the video	Make a script plan	Developing video project ideas
Video Production	Project video capture	Video editing and subtitling	Video footage	Adding visual editing effects
Settlement	Compile video project report/Reflection	Make a project presentation	Completion of video editing	Improve project results again
Presentation	Final presentation	Feedback	Discussion	Presentation

b. Table of Skills Developed

Skills	Percentage of Students who Mastered
Writing	85%
Video Editing	65%
Speaking	70%

3. Inference

Miles and Huberman argue that inference drawing is just one aspect of a larger configuration. the operation of the whole arrangement (Widyaiswara BPSDM Propinsi Maluku Utara, 2022). Findings were also confirmed during the research process. Based on data analysis using the Miles and Huberman model, it can be concluded that:

- 1) The implementation of PjBL in procedure text learning provides a more meaningful and contextual learning experience for students. Students become more motivated and also more active in learning.
- 2) The main challenges in implementing the project include technical aspects in writing the procedure text draft according to the existing structure, coordination with group mates, and mastery of language according to the linguistic features of the procedure text, but can be overcome through effective collaboration and division of tasks.
- 3) With a good atmosphere, students can more easily understand the structure of procedure text increased through direct practice in making projects by making videos according to various kinds of procedure text.
- 4) The PjBL model successfully developed students' multiple skills, not only in language aspects but also technological skills and soft skills.
- 5) Group work in the project encourages peer learning and social skills development. But from there we can provide students in transferring knowledge and collaborating and communicating well with friends.

DISCUSSION

1. Perception of Project-Based Learning (PjBL)

The respondents had positive views on the application of the Project-Based Learning (PjBL) learning model to procedure text materials. Respondent 1 stated that learning becomes more enjoyable because it allows for real practice through projects, such as making an instructional video on how to make a traditional cake in English. Because of the direct involvement in the content, this really helped students understand the material better. Respondent 2 stated that the project offered opportunities for creativity, such as a tutorial on making origami ornaments for a class project that was discussed among group members. Respondent 3 initially expressed dissatisfaction due to their lack of interest, but after a while, they felt happy with the projects such as making handicraft video tutorials which were very helpful in understanding the structure and procedures of the text. In addition, Interviewee 4 stated that PjBL was more effective than the theory analysis method because the digital guide project used a video editing app to encourage them to write and communicate in a relaxed way. Overall, students' perceptions of PjBL were very positive, as they benefited from the contextualized and collaborative learning experience.

Conclusion: Overall, students have a positive view of the Project-Based Learning (PjBL) model in procedure text. They stated that project-based learning is more engaging and facilitates understanding of the material as it allows for field practice relevant to everyday life. PjBL is also proven to be more effective than traditional methods in helping students understand the material. According to research conducted by (Nusfiyah, 2024) the application of video content-based Project-based Learning (PjBL) can encourage students to think creatively, actively, and innovatively through their social media. Learning that uses video as a medium is considered an effective alternative for online learning, provided that the content presented must be interactive, creative, and innovative to increase students' learning motivation. The creativity fostered by this method is also very important for students' development in managing and implementing meaningful learning activities at school.

2. Project Challenges

During the project, students faced many challenges that tested the complexity of PjBL. Respondent 1 mentioned the difficulty in managing time for video production due to different extracurricular activities that interfered with group meeting time. Respondent 2 mentioned the difficulty in choosing the right words to create text or

subtitles that fit the theme. The technical constraints of video editing and English pronunciation problems during recording were mentioned by Respondent 3, who saw this as a significant challenge. Respondent 4, on the other hand, pointed out the difficulty in distributing tasks fairly, ensuring that all group members understood each aspect of the work. These examples show that although PjBL is effective, the students still need guidance from the teacher in terms of technicalities and coordination for the project to run better and smoothly.

Conclusion: Although PjBL has many benefits, some challenges arose during the process of implementing it, such as time coordination, vocabulary selection, editing techniques, and group assignment. These challenges highlight the need for teacher support, both in technical aspects and project management, in helping students overcome obstacles during the learning process. As stated by (Hardika & Pratolo, 2024), “student performance challenges and demonstration techniques after conducting project-based learning. Elements such as pronunciation, grammar, vocabulary, fluency, and comprehension are particularly noteworthy in the evaluation of speaking skills. The results showed that the use of demonstration strategies by teachers in a classroom setting can improve students' abilities, with 80% of students stating an increase in their own speaking skill scores.”

3. Understanding Generic Structure in Procedure Text

Through PjBL, students' understanding of the structure of procedure text improved significantly. Respondent 1 stated that the project made it easier to understand the subject because he could directly draft a video that must pay attention to clear elements of goals, materials, and steps. Respondent 2 stated that the project was helpful in understanding the importance of a coherent sequence of steps and the use of temporal conjunctions. Respondent 3 felt that the project made it easier for her to understand the use of imperative verbs and sentence construction in each stage. Respondent 4 found it easier to understand the structure of the text because she was directly involved in the preparation of the procedure text by using all the necessary materials. With PjBL, students find it easier to understand the concept of procedure text because they can practice it directly and observe how the text structure is used in a real project.

Conclusion: PjBL helps students understand the structure of procedure texts more effectively by allowing them to practice key concepts and elements such as goals, materials, and steps directly. The exercise enhances students' understanding of the logic, use of temporal conjunctions, and imperative language typical in procedure texts.

By using PjBl media according to (Smpn et al., 2022) Using animated video content to support Project Based Learning (PBL) can make its implementation more successful and efficient.

4. Skill Development

In addition to English proficiency, PjBL also contributed positively to students' proficiency in other skills. Respondent 1's speaking and teamwork skills had improved as a result of the project work. Respondent 2 stated that with this process, public speaking and writing skills as well as creativity in video design improved. Respondent 3 stated that after engaging in this project, creativity, presentation skills and communication skills improved. Similarly, Respondent 4 stated that the project improved time management and leadership skills, as well as the ability to speak and write clearly and concisely. Thus, PjBL not only improves academic ability but also important 21st century skills including teamwork, leadership, and project management.

Conclusion: In addition to academic proficiency in English, PjBL also enhances students' abilities in other areas, such as teamwork, speaking, writing, creativity and time management. This project-based education equips students with critical 21st century skills such as leadership, collaboration and creativity. According to research (Zahrah Delia Permana & Diena San Fauziya, 2024), "students can improve their ability to speak and write procedure texts with the PJBL model is expected to help them become more critical and creative in a group learning environment."

5. Experience in Group Working

Despite some obstacles, all respondents evaluated the group work experience in PjBL favorably. According to respondent 1, each group member contributed according to the tasks assigned, so the project ran smoothly. Respondent 2 was happy to be able to help each other and share creative ideas with group mates, which made learning more fun. Respondent 3 said that group work made learning the material easier as everyone in the group could help teach and improve each other's understanding. Although there were some minor disagreements during the assignment, Respondent 4 stated that group discussion was an effective solution to the problems encountered. Teamwork in PjBL allows for peer learning and develops social skills that students need in everyday life.

Conclusion: Teamwork in PjBL provides useful learning experiences for students. They learn how to cooperate, communicate and be helpful in completing projects together. This experience reinforces peer learning and socializing skills, creates an enjoyable learning environment, and improves students' interpersonal

communication skills. According to (Zahrah Delia Permana & Diena San Fauziya, 2024), having such a project in groups can help students with teamwork and also help them with their procedure text writing skills. It is important for students to present in groups with the results presented in a clear way so that other groups can be encouraged to pay attention.

4. CONCLUSION

This study concludes that the implementation of Project-Based Learning (PjBL) learning model on procedure text material at SMA Negeri 1 Mojokerto City provides a more contextual and interesting learning experience for students. Through the project of making an instructional video, students not only learn to understand the structure of procedure text better, but also develop important 21st century skills, such as communication, collaboration, and time management. The main challenges faced were group coordination and technical constraints, which could be overcome with teacher guidance in technical aspects and project management. Overall, PjBL proved to be more effective than traditional methods in improving students' understanding of the material, language skills, as well as the ability to work in teams, making it a suitable learning method to face the demands of education in the modern era.

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