

**INVESTIGATING THE IMPLEMENTATION OF PROJECT-BASED
LEARNING IN TEACHING WRITING NARRATIVE TEXT: A CASE
STUDY IN ONE SENIOR HIGH SCHOOL**

An Undergraduate Thesis

Submitted to the English Language Education Study Program as a Partial
Fulfillment of the Requirements for *Sarjana Pendidikan* Degree



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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Oleh
Karina Febrisa Putri

Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas
Pendidikan Bahasa dan Sastra

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PAGE OF APPROVAL

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STATEMENT OF AUTHORIZATION

I certify that this thesis entitled “**Investigating the Implementation of Project-Based Learning in Teaching Writing Narrative Text: A Case Study in One Senior High School**” states that the writing of this thesis and all its content is my own work. I do not plagiarize or quote in ways that are inconsistent with the ethics of science that prevail in linguistic society. For this statement, I am ready to bear the risk or sanction if in the future it is found that there is a violation of scientific ethics or there are claims from other parties to the authenticity of my work.

Bandung, August 2023



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PREFACE

All praise and gratitude to Allah SWT, God of this world, for all of His blessings during the process of writing this undergraduate thesis entitled “Investigating the Implementation of Project-Based Learning in Teaching Writing Narrative Text: A Case Study in One Senior High School”. This study is concerned with the implementation of project-based learning in teaching writing narrative text to senior high school students.

With every effort that has been made, this study is expected to be able to contribute to future research in the same area as well as to the English language and teaching. However, I acknowledge that this study is far from perfect. Thus, every suggestion and criticism is allowed and appreciated for better research in this area.

Bandung, August 2023



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INVESTIGATING THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING WRITING NARRATIVE TEXT: A CASE STUDY IN ONE SENIOR HIGH SCHOOL

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ABSTRACT

The purpose of this study is to investigate the implementation of project-based learning in teaching writing narrative text to senior high school students. In order to meet the desired purpose, this study used a qualitative research approach and employed a case study research design. There were twenty-one tenth-grade students in one private senior high school in Bandung, West Java involved in this study. This study collected data from classroom observation that was supported by videotapes and classroom observation checklists. Moreover, this study used the project or the final product as the data as the project is the main topic of project-based learning. Then, these two main data were analyzed using the framework of four phases of project-based learning by Buck Institute of Education (2019) and the seven gold standards of project-based learning by Larmer (2020). Based on the classroom observation, it was discovered that four stages of project-based learning was done in this study, namely launching project, building knowledge, understanding, and skills, developing and critiquing products, and presenting products. In addition, this study also revealed that during the implementation of project-based learning, only six out of seven gold standards of project-based learning by Larmer (2020) were accomplished. These findings occurred because of several problems that were experienced by the students and the teachers during the stages of developing and critiquing product and presenting product, namely miscommunication. Thus, further researchers need to be more prepared for the problems that occur during the implementation of project-based learning.

Keywords: EFL classrooms, narrative text, Project-based Learning, writing skills

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