

## ABSTRACT

Putri, Emalia. (2024). *Teaching Writing Through Project-Based Learning: A Case Study At MAN Kota Blitar*. Thesis, English Education Department, Undergraduate Program, Balitar Islamic University, Blitar. Advisor: (1) Dian Fadhilawati, M.Pd. (2) Nita Sutanti, S.Pd., M.Pd.

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Writing is a complex language skill that requires students not only to master grammar and vocabulary but also to express ideas creatively and coherently. However, many Indonesian students struggle with writing in English due to limited linguistic proficiency, a lack of ideas, and a lack of motivation. In response to these challenges, this study aims to explore the implementation of Project-Based Learning (PjBL) as an alternative method in teaching narrative writing and to examine how students respond to this approach. The objectives of this research are to describe how an English teacher at MAN Kota Blitar applies PjBL in narrative writing instruction and to identify students' responses toward this method in terms of creativity, communication, and comprehension.

This study employed a qualitative research approach, utilizing a single-case study design. It was conducted at MAN Kota Blitar during the second semester of the 2024/2025 academic year. The research participants consisted of one English teacher and a group of tenth-grade students at MAN Kota Blitar, selected through purposive and snowball sampling. The selection began with a recommendation from the Vice Principal for Curriculum, who identified a teacher experienced in implementing Project-Based Learning. The selected teacher then referred students who had actively participated in writing activities using the PjBL approach. Data were gathered through semi-structured interviews, classroom observations, and documentation of lesson plans, assessment rubrics, and student work. The data were analyzed using Miles and Huberman's interactive model, which includes three stages: data reduction, data display, and conclusion drawing. Triangulation across multiple data sources was applied to enhance the credibility, dependability, transferability, and confirmability of the findings.

The results show that PjBL was implemented through these stages: project development, presentation & reflection, and evaluation. Students engaged in video-based writing tasks, collaborated with peers, and received support from the teacher. They presented their stories, reflected on their learning, and were assessed through rubrics. Students responded positively, reporting improved imagination, vocabulary, speaking confidence, and understanding of narrative texts. In conclusion, PjBL was effective in enhancing student engagement, writing skills, and reflective learning. It is recommended for writing instruction, supported by multimedia, reflection activities, and assessment. Further research may examine PjBL in other genres and educational contexts.