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IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE STUDENTS' LEARNING PARTICIPATION ON THE TOPIC OF PROCEDURE AND DESCRIPTIVE TEXTS

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Abstrak

Penelitian ini berfokus pada meningkatkan partisipasi belajar siswa dalam kelas mata pelajaran Bahasa Inggris melalui pengimplementasian Project-Based Learning pada materi teks prosedur dan deskriptif. Partisipan dari penelitian ini adalah siswa kelas VIII yang berjumlah 31 orang. Penelitian ini dilaksanakan berdasarkan model Penelitian Tindakan Kelas (PTK) oleh Kemmis dan McTaggart, yang terdiri atas dua siklus. Data dikumpulkan dengan menggunakan lembar observasi, catatan lapangan, dan wawancara. Di Siklus 1, siswa membuat proyek berdasakan teks prosedur dengan aktivitas bermain peran, dan hasil menunjukkan bahwa 32% siswa memperlihatkan partisipasi aktif tinggi, 48% siswa memperlihatkan partisipasi aktif sedang, dan 19% siswa menunjukkan partisipasi aktif rendah. Di Siklus 2, siswa membuat proyek dari teks deskriptif menggunakan format media yang berbeda, seperti poster, presentasi langsung, dan *podcast*. Hasil menunjukkan peningkatan, dengan 58% siswa menunjukkan partisipasi aktif tinggi, 32% siswa menunjukkan partisipasi aktif sedang, dan 10% siswa menunjukkan partisipasi aktif rendah. Penelitian ini menunjukkan bahwa Project-Based Learning sukses meningkatkan partisipasi siswa, kepercayaan diri, dan kolaborasi dalam pembelajaran bahasa Inggris, terutama ketika dikaitkan dengan gaya belajar siswa dan konteks kehidupan nyata.
Kata kunci: *Pembelajaran Berbasis Proyek; partisipasi siswa; penelitian tindakan Kelas; teks prosedur; teks deskriptif.*

Abstract

This study aimed to enhance students' learning participation in English classes through the implementation of Project-Based Learning (PjBL) on procedure and descriptive texts. The participants were 31 eighth-grade students at a state junior high school. This research employed a Classroom Action Research (CAR) design based on Kemmis and McTaggart's model, which consisted of two cycles. Data were collected using observation sheets, field notes, and interviews. In Cycle 1, students created projects on procedure texts through role-play activities, resulting in 32% of students showing high participation, 48% moderate, and 19% low. In Cycle 2, students worked on descriptive text projects using various media formats, such as posters, presentations, and podcasts. The result indicated an improvement, with 58% of students showing high participation, 32% moderate, and 10% low. The findings suggest that Project-Based Learning increases students' participation, confidence, and collaboration in English learning, particularly when aligned with students' learning styles and real-life contexts.
***Keywords**: Project-Based Learning; students' participation; classroom action research; procedure text; descriptive text*

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I. INTRODUCTION

Learning English in junior high school plays a vital role in developing students' communication skills, particularly in speaking and writing. However, in many Indonesian classrooms, students' participation in English learning remains relatively low. They often become passive listeners, showing limited engagement in discussions, group work, and presentations. This condition hinders the development of essential competencies, such as confidence, collaboration, and creativity, which are crucial in the 21st-century learning context.

One of the factors contributing to low participation is the dominance of teacher-centered approaches that emphasize theory rather than practice. Learning activities are often less contextual and provide limited opportunities for cooperative work or creative expression. As a result, students find the learning process less meaningful and disconnected from their daily lives. This situation highlights the need for more interactive and student-centered learning models.

Project-Based Learning (PjBL) offers an alternative to address these challenges. Project-Based Learning engages students in creating projects that are relevant to their experiences and everyday contexts. Through collaboration, problem-solving, and the production of tangible outcomes, students are encouraged to take active roles in the learning process. Previous studies (e.g., Zurima, 2024; Aifah & Astriani, 2024) have shown that Project-Based Learning can effectively improve student engagement, collaboration, and motivation. However, research focusing on the application of Project-Based Learning in teaching specific English text types, such as procedure and descriptive texts, particularly at the junior high school level, remains limited.

This study, therefore, aims to investigate the implementation of Project-Based Learning in teaching procedure and descriptive texts to enhance students' participation in English classes. By employing a Classroom Action Research (CAR) design, this study seeks to demonstrate how Project-Based Learning can improve students' activeness, confidence, and cooperation, while also offering practical insights for teachers in implementing student-centered learning in the context of the Merdeka Curriculum.

II. RESEARCH METHOD

2.1 Research Setting and Participant

This research was conducted at a state junior high school. The research participants were 31 students of class VIII, consisting of 14 boys and 17 girls.

2.2 Research Design

This research was conducted using the Classroom Action Research (CAR) model proposed by Kemmis and McTaggart (1988) and consisting of two cycles, each involving planning, action, observation, and reflection.

2.3 Research Instruments and Data Collection

The instruments used in this research consisted of:

a) Observation sheet, used to observe and record students' participation in terms of discussions, collaborations, and presentations.
b) Field notes, used to record the observation of the learning processes, students' responses, and challenges faced during the lessons.
c) Interviews, conducted with selected students and the supervising teacher, to gain viewpoints on their experiences.

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2.4 Research Procedures

Cycle 1 (Procedure Text)

Planning:

a) Developed a lesson plan for the procedure text lesson.
b) Develop observation sheets, field notes, and students' activity sheets.
c) Put students in groups based on their ability level.

Action:

a) Introduced the objectives and the description of the activities involved in the projects.
b) Each group of students developed projects based on the provided procedural text.
c) Each group exhibited their projects through the role-playing activities.

Observation:

a) Students' participation was observed and documented in the field notes and observation sheets. The observational aspects involved discussions (including asking questions and sharing ideas), students' collaboration within their groups, and project presentations.
b) Conducted interviews with selected students regarding their experience throughout this cycle.

Reflection:

c) The hindrances faced in this cycle were unclear role distinction between the members of each group, limited time allocation, and the level of confidence that students have.

Cycle 2 (Descriptive Text)

Planning:

a) Developed a lesson plan for the descriptive text lesson.
b) Develop observation sheets, field notes, and students' activity sheets.
c) Put students in groups based on their learning styles.
d) Included reflections from Cycle 1 for comparison with this cycle.

Action:

a) Performed project-related activities where each group chose a place in the city (local places around the city) that they had visited.
b) Every group conveyed the result of their projects through the medium of a poster, a direct presentation, and a podcast/voice recording.

Observation:

a) Recorded students' participation throughout the learning activities through observation sheets and field notes covering discussions, collaborative work, and presentations.
b) Conducted interviews with selected students regarding their experience in this cycle. Another interview was also conducted with the supervising teacher regarding the insight into this cycle.
c) Examined the outcomes of cycle 2 to evaluate students' participation and compared them with cycle 1.

Reflection:

a) The findings showed significant enhancement in students' participation in discussing the projects with the members of their groups, in collaborating with members of the group, and in presenting their projects.

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III. FINDINGS AND DISCUSSION

A. Findings

Initial Condition

Based on the preliminary observations, students' participation in learning English was considered low or unsatisfactory. Out of the 31 students who participated in this research, the majority exhibited low involvement in group discussions, teamwork/collaborative work, and presentations in front of the entire class. Their attitude exhibited passiveness with minimal feedback or questions, and a lack of confidence when interacting with their peers and presenting their work.

These findings highlighted the need to find a suitable learning model that could enhance students' participation. In support of Pangestu et al. (2024), student motivation will be increased when students engage in meaningful activities that require action and the construction of knowledge.

Cycle 1

Planning

In this cycle, the researcher implemented Project-Based Learning for procedure text material. Six small groups of students were formed according to the level of their ability. Six topics that align with everyday life at home or school were assigned to each group, such as *"How to Clean Your Classroom"* and *"How to Wear Your School Uniform."* The assigned projects comprised a role-playing activity, where students demonstrated the steps corresponding to the procedure texts that were prepared for them.

Action

The project implementation took place within two meetings. Here, the researcher outlined the objectives, gave the directions, and assigned the titles of the projects to the respective groups. Then, the students prepared the procedure text based on the discussions within their groups, and conducted the role-playing in front of the class according to their respective roles.

Observation

The distribution and the percentage of students' participation in this cycle are presented in the table below:

Table 1. Students' Participation in Cycle 1

Participation Category	Number of Students	Percentage (%)
High	10	32%
Average	15	48%
Low	6	19%
Total	31	100%

According to the table presented above, 10 students (32%) revealed high active participation by leading the discussion and confidently undertaking the role-playing

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activities. The majority of 15 students (48%) revealed average active participation, and 6 students (19%) revealed low active participation.

As stipulated by Arends (2012), Project-Based Learning helped the students to exercise the communication and collaborative skills, albeit taking time for all the students to get involved maximally.

Reflection

The implementation of Project-Based Learning had already enhanced the students' participation, yet it remained suboptimal. Challenges faced in this cycle were a lack of balanced distribution of roles between the members of each group, minimal preparation time, and a lack of confidence exhibited by some students.

Cycle 2

Planning

Following the results found in Cycle 1, the researcher redesigned the learning activities by teaching descriptive text. For this, the students were divided into three sizeable groups according to their respective learning styles (visual, auditory, and kinesthetic).

Their project was to describe a place within the city of Palu that they had visited. The projects were then presented in three different media formats:

a) Poster (for students with a visual learning style).
b) Live presentation (for students with a kinesthetic learning style).
c) Podcast or voice recording (for students with an auditory learning style).

Action

The project implementation took place within three meetings. Similar to the treatment in Cycle 1, the researcher also outlined the objectives, gave directions, and every group collected data based on one place within the city of Palu of their choice.

Then, by applying different media formats that align with their learning styles, the students presented their projects to the entire class.

Observation

The distribution and the percentage of students' participation in Cycle 2 are presented in the table below:

Table 2. Students' Participation in Cycle 2

Participation Category	Number of Students	Percentage (%)
High	18	58%
Average	10	32%
Low	3	10%
Total	31	100%

According to the table presented above, 18 students (58%) exhibited high active participation in terms of discussion, collaboration, and presentation. 10 students (32%)

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exhibited average active participation, and 3 students (10%) exhibited low active participation.

Reflection

Cycle 2 showed a significant rise in students' participation in terms of discussion, collaboration, and presentation. Students became more active and engaged in the activities, enthusiastic and creative. They also exhibited a rise in confidence in presenting the results of their projects. It was also noticeable that the teacher's role shifted more to that of a guide and a facilitator.

Comparison between Cycle 1 and Cycle 2

The comparison of students' participation between Cycle 1 and Cycle 2 is presented in the table below:

Table 3. Comparison between Cycle 1 and Cycle 2

Cycle	High	Medium	Low
Cycle 1	32%	48%	19%
Cycle 2	58%	32%	10%

As presented in the table above, there was a significant difference in students' participation after the Project-Based Learning was implemented in both Cycle 1 and Cycle 2. In Cycle 1, 32% of students exhibited high active participation, and 19% of students exhibited low active participation.

In Cycle 2, there was a clear improvement in students' participation. The percentage of students with high active participation increased to 58% and the percentage of students with low active participation decreased to 10%.

B. Discussion

Enhancement of Students' Participation

The implementation of Project-Based Learning over two cycles effectively enhanced students' participation in English lessons, in terms of discussion, collaboration, and presentation.

During Cycle 1, the role-play activity has proven to enable students to boost their confidence, albeit with uneven participation. During Cycle 2, the projects designed based on students' learning styles offered more opportunities for the students to show their strengths, with a more balanced participation.

The enhancement observed between Cycle 1 and Cycle 2 indicated that students reacted favorably towards projects that were relevant and real to their experience and everyday lives. When students were instructed to perform the role-play activities in Cycle 1, students were able to confidently communicate their ideas in English through words and bodily movements.

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During Cycle 2, the descriptive text projects presented an even broader range of options, allowing various media formats (poster, live presentation, and podcast/voice recording) that aligned with their learning styles to boost their participation and cater to different types of students as active participants.

This finding is supported by Nugroho et al. (2025), who stated that in the implementation of the Merdeka Curriculum, 75% of students asked questions, 80% of students generated new, creative ideas, and 85% of students finished their projects diligently, which revealed that the activities of project-based learning enhanced cognitive, affective, and psychomotoric aspects of students.

Thus, it can be inferred that Project-Based Learning effectively facilitated the enhancement of students' participation in the learning process, while also boosting their confidence and collaborative abilities. In addition to the increased number of students' participation, the quality aspect of participation also showed improvement as students exhibited more confidence in contributing to the group assignments and in presenting their projects in front of the entire class.

Students' and Teacher's Roles

Over the course of two cycles in this research, the roles of students and the teacher underwent a considerable shift.

Students' role transitioned from merely absorbing information from the teachers. They became contributors who engaged actively, collaborated with their peers, and presented their projects or work with confidence. They learned in task negotiation, responsibility allocation, and mutual support with their peers during the process of project preparation. This transition showed that students were not solely learning English but also cultivating essential soft skills, including leadership, creativity, and teamwork.

Concurrently, the teacher's role also transitioned from serving as a primary provider of information and knowledge to assuming the role of a facilitator, guide, and mentor. The teacher directed discussions, observed group work and interactions, and offered constructive feedback, while refraining from dominating the learning process in the classroom.

Furthermore, the teacher's role also transitioned into promoting student engagement in their learning journey. These transitions of roles embodied the fundamental principles of student-centered learning, where both students and the teacher held mutual accountability in the learning process. This was consistent with the views of Munirah, Rahman, and Bagiya (2025), who stressed that teachers in Project-Based Learning should support student learning, offer ongoing feedback, and enhance student empowerment through autonomy.

At the end of the research, students exhibited increased autonomy, while the teacher effectively boost a supportive atmosphere that harmonized structure and autonomy.

Challenges Faced in Implementing Project-Based Learning

Even though Project-Based Learning was successfully implemented overall, there were a number of challenges that arose during the research. In Cycle 1, some students remained passive due to uneven role distributions and minimal preparation time. While students' participation rose in Cycle 2, more time and resources were needed for the projects, which occasionally became a limitation.

The level of confidence exhibited by the students during the research presented another challenge. Due to their limited vocabulary and fear of making mistakes, several students were hesitant to speak in front of the whole class. Thus, it was a requirement for the teacher to give scaffolding and encouragement. Careful management of constraints was also required, such as access to equipment for podcast or voice recording, or supplies for creating a poster.

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These challenges faced in this research demonstrated how crucial adaptable planning, resource management, and continuous teacher assistance are to guaranteeing that every student can gain from Project-Based Learning. This was further reported by Walidaini, Syukri, and Sucihati (2023), who found that while Project-Based Learning raised student engagement in English language learning, challenges like time constraints, unequal participation, and the requirement for more support from the teacher persisted.

Implications of Implementing Project-Based Learning

The findings of this research showed that Project-Based Learning was a successful approach to getting active engagement in English class. It offered students applicable contexts and actual projects, which contributed to increasing motivation, collaborative work, and creativity. For teachers, it was necessary to plan projects that were highly connected with students' everyday lives and learning styles to maximize participation. Ariyani (2024), discovered that using Project-Based Learning in writing exercises enhanced students' engagement and learning outcomes by offering genuine and significant contexts.

Moreover, the result of this research suggested that schools could implement Project-Based Learning more overtly into the curriculum in order to facilitate more student-centered learning. The transformation from teacher-centered to student-centered learning supported the demands of 21st-century education, where critical thinking, creativity, collaboration, and communication were emphasized.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This Classroom Action Research on two cycles of action established that Project-Based Learning significantly contributed to the enhanced participation of students in English lessons. At the start, the students were passive and less confident in taking an active participation in discussions, groupwork, and presentations within the classroom. Project-Based Learning proved to be an effective learning model for enhancing both the volume and the quality of students' participation in English class.

B. Suggestion

The suggestions based on this research are as follows:

a) For teachers
   Teachers are encouraged to use Project-Based Learning more often in English classes. Additionally, teachers are encouraged to adapt their lesson plans to the various learning styles and contextual experiences of their students.
b) For schools
   Schools are suggested to facilitate the implementation of Project-Based Learning by allocating enough time and providing the necessary tools to ensure the projects can be successfully completed.
c) For future researchers
   Future research may examine the implementation of Project-Based Learning in four main English language skills (speaking, listening, reading, and writing). The long-term impact of implementing Project-Based Learning on students' motivation, collaborative learning, communication, and critical thinking may also be the subject of future research.

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