

EXPLORING TEACHER'S EXPERIENCE IN IMPLEMENTING PROJECT-BASED LEARNING AND STUDENTS' PERCEIVED MOTIVATION

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Abstract

Project-Based Learning (PjBL) has emerged as a learner-centered approach aimed at enhancing student motivation and engagement in English as a Foreign Language (EFL) classroom. This study explores how an experienced junior high school teacher implemented PjBL in their English teaching practices, and how students perceived its impact on their motivation. Drawing on theories of task-based instruction and second language motivation, this qualitative case study was conducted in a junior high school in Malang, Indonesia. Data were collected through classroom observations, documentation of teaching activities, and semi-structured interviews with one teacher and three students. Thematic analysis following Braun and Clarke's six-phase framework was employed to interpret the data. Member checking and expert validation were used to strengthen the credibility of the findings. The results indicate that the teacher carefully integrated PjBL into speaking and writing lessons, aligning projects with students' interests and real-life contexts. Challenges such as limited time and varied student participation were addressed through collaboration and flexible planning. From the students' perspective, PjBL fostered both extrinsic motivation through peer interaction, teacher recognition, and presentation opportunities and intrinsic motivation, as learners expressed enjoyment in teamwork and idea-sharing during authentic tasks. These findings suggest that PjBL can effectively support motivational development in EFL settings, provided it is adapted to the classroom context. The study highlights the value of purposeful instructional design and encourages the inclusion of PjBL in language curriculum and teacher training programs. Further research is needed to explore long-term effects and broader applications of PjBL in varied educational contexts.

Keywords: English as a Foreign Language (EFL); Junior High School Education; Project-Based Learning (PjBL); Qualitative Case Study; Student Motivation.

INTRODUCTION

English as a Foreign Language (EFL) learning involves diverse student learning styles that require adaptive teaching methods to optimize outcomes (Masitowarni & Haswani, 2020). However, teachers often encounter challenges such as students' lack of motivation and limited technological infrastructure, particularly in secondary education (Pertiwi et al., 2022). In addition, conventional methods like grammar translation and memorization tend to offer limited engagement and do not effectively stimulate learners' critical thinking (Sianipar, 2020).

To address these limitations, several innovative strategies have been explored. Digital Game-Based Learning (DGBL) has shown promise in enhancing students' affective and cognitive domains in English learning (Umamah & Saukah, 2022). Other methods, such as outlining and teacher feedback, have been proven to help students overcome writing difficulties and improve their performance (Kurniasih et al., 2024; Asnas et al., 2022). These strategies reflect the need for more student-centered approaches in EFL instruction.

One method that continues to gain attention is Project-Based Learning (PjBL), which integrates real-world learning, creativity, and collaboration (Salam et al., 2024; Suradika et al., 2023). In EFL contexts, PjBL has been associated with improved language use and more meaningful engagement, particularly in writing and speaking tasks (Imbaquingo & Cárdenas, 2023; Wang, 2023). Prior studies have shown that this method can enhance student achievement, foster motivation, and promote active learning environments (Ngadiso et al., 2021; Benham, 2020; Almulla, 2020).

Despite its increasing use, most existing research emphasizes outcomes such as writing scores or product quality, rather than exploring how teachers implement PjBL in practice. Moreover, limited attention is given to the teaching process at the junior high school level, including how teachers address challenges and how students' motivation, both intrinsic and extrinsic, are influenced by PjBL.

This study aims to explore the experiences of a experienced English teacher in implementing Project-Based Learning and examine how students perceive motivational changes during the process. By focusing on instructional strategies and affective responses, this study contributes to a better understanding of how PjBL operates in practice and how it can support student motivation in EFL classrooms. Accordingly, this study is guided by the following research questions:

- (1) How does the teacher implement Project-Based Learning efficiently in their English language classrooms?
- (2) How do students perceive the change in motivation to learn English using Project-Based Learning?

METHOD

Study Design

This study employed a qualitative approach, utilizing a case study design to explore the implementation of Project-Based Learning (PjBL) in the English language classroom. Through this approach, the researcher aimed to gain an in-depth understanding of how English teachers applied PjBL and how students perceived changes in their motivation within this learning context. The use of a case study allowed for a detailed examination of specific phenomena in a natural setting, focusing on a single case with selected participants to capture rich, contextual data relevant to the objectives of the research.

Participant's Profile

The participants in this research consisted of four individuals: one teacher, identified as T1 (pseudonym), and three students, labeled ST 1, ST 2, and ST 3 (pseudonyms). These students were selected based on their varying academic performance levels, high, medium, and low, and all of them had previously been taught by the same teacher during their time at the school. The selection of participants was carried out using a purposive sampling method, with the objective of ensuring that each individual met the established criteria. The teacher participants were required to have at least five years of teaching experience, specifically in junior high schools, and to be English teachers. They also needed to possess archived lesson plans that implemented the Project-Based Learning approach, complete student academic data such as grades, and a willingness to be involved in the study. This

study was conducted at one of the most prominent public junior high schools in the Malang Regency, which had been purposely chosen as the main research location.

Data Collection

As part of the data collection stage, the researcher directly conducted interviews with each participant. Before beginning the interviews, the researcher followed the predetermined interview protocols by first introducing himself and clarifying that all information shared would remain confidential and would not be passed on to any third party. Participants were also provided with a thorough explanation of the research objectives before the interviews took place.

The interviews were carried out individually, with each participant being interviewed in turn. A smartphone was used to record each session, and the estimated duration of every interview ranged between 20 to 30 minutes. The main line of questioning explored how the teacher implemented the Project-Based Learning (PjBL) method in classroom instruction. Additional questions were asked as follow-ups based on the context of the study.

In order to further enrich the data, students were also interviewed to gain insights into their learning experiences, especially in relation to how the PjBL method influenced their English learning, with a particular focus on speaking and writing skills. The interviews examined how the teacher's application of PjBL impacted students' motivation to engage in learning English, specifically in those two language areas.

To enhance the credibility and validity of the research findings, a triangulation strategy was employed. This involved cross-checking and comparing information gathered from several sources, namely interviews with both the teacher and students, along with relevant supporting documents such as student work samples and archived lesson plans. Through this triangulation process, the researcher was able to ensure the consistency and reliability of the collected data from different viewpoints.

Data Analysis

In the data analysis phase, the researcher employed a thematic analysis approach to derive in-depth meaning from the collected data. This method was carried out by adhering to systematic procedures aimed at gaining a clearer understanding of the phenomenon under investigation. The analysis followed the framework of Braun and Clarke (2019), which emphasizes the use of coding and theme identification.

Once the data had been gathered, the first step in the analysis involved transcribing the interviews. The researcher carefully rewrote the participants' responses to ensure accuracy and to avoid any potential misinterpretation. Following the transcription stage, the researcher engaged in a familiarization process by repeatedly reading through the transcripts until they became thoroughly acquainted with the content of the participants' answers.

FINDINGS

The findings of this study present a comprehensive elaboration of the collected data and its interpretation, focusing on how an experienced teacher successfully applies the Project-Based Learning (PjBL) method, both efficiently and effectively. These findings encompass the entire teaching process from initial preparation, the implementation during classroom instruction, to

activities carried out after teaching. Furthermore, they are supported by an explanation of how the teacher addresses various challenges encountered throughout the process. In addition, the findings also reveal how the PjBL method influences student motivation, as seen through the perspectives of the students themselves.

Then, the findings are explained into the following three sub-headings based on the thematic analysis of the interview results with the first participant or teacher to answer the first research question, *“How do teachers implement Project-Based Learning efficiently in their English classes?”*

Developing a Lesson Plan

In conducting the interview with the first participant, who was the teacher, the researcher focused on several key aspects. One of the primary areas explored during the interview involved how the teacher designed the lesson plan for implementing Project-Based Learning (PjBL). This included details about the planning stage and the process of selecting appropriate materials prior to the teaching phase.

The teacher selected materials based on their potential to support students' creativity and engagement in writing activities. For instance, T1 explained:

“I will choose to use the PjBL method on the material, for example, writing on a greeting card material, such as Eid greetings... then describe [a photo of] their idol in English”

By incorporating familiar and personally meaningful topics, the teacher aimed to increase student motivation. This strategy made students more enthusiastic about learning English writing, as it shifted away from passive learning methods such as listening to lectures.

Collaboration with fellow teachers emerged as an important element in the lesson planning process. T1 mentioned:

“At school we always have discussions... usually we discuss the material and questions too before starting teaching”

These peer discussions, which occurred both within the school and through district-level English teaching forums, helped the teacher refine lesson content and instructional strategies.

Engaging in collaborative sessions allowed the teacher to exchange ideas, ensure alignment in instructional goals, and gain new perspectives on how to approach specific materials. This collegial support not only promoted consistency across classes but also strengthened the teacher's confidence in implementing the Project-Based Learning method effectively.

The researcher further explored the importance of the planning phase in the implementation of Project-Based Learning. T1 explained that she consistently reviews the material beforehand and collaborates with fellow English teachers through discussions. Regarding lesson duration and preparation, T1 stated:

“I will just plan for two meetings... then I directly arrange the needs and regulations for the project... I also often make explanations or look for videos... so students are interested”

This illustrates that the teacher not only considers time allocation for project completion but also integrates digital content to suit students' familiarity with technology. Such planning reflects a student-oriented and adaptive teaching strategy.

After completing the discussion phase with colleagues, the teacher began preparing the lesson plan and outlining the requirements students needed to follow in carrying out their projects. T1 preferred to apply the Project-Based Learning (PjBL) method, particularly in writing lessons and occasionally in speaking activities. As T1 stated:

"For writing, I use greeting card material... because when doing a writing task, they become more familiar with writing new vocabulary and saying it when presenting in front of the class"

This reveals the teacher's deliberate integration of PjBL to strengthen both written and spoken language skills. By selecting writing-focused materials such as greeting cards and combining them with oral presentations, the teacher aimed to enhance students' vocabulary acquisition and their ability to express ideas in English. The planning process was also structured to span at least two meetings, allowing sufficient time for students to develop and present their projects meaningfully.

The researcher discovered that the teacher's lesson plan consisted of several structured teaching procedures. The teacher designed the plan to cover two meetings, with each session lasting 80 minutes. As she previously mentioned, she believed that Project-Based Learning (PjBL) would be more effective when conducted over two sessions. In the lesson plan, the learning objectives were clearly stated, focusing on enabling students to describe Indonesian fauna in detail, create a descriptive text using mind mapping, and present their work in front of the class.

During the first meeting, the teacher began by greeting the students, checking on their condition, and inviting them to start the class with a prayer. After taking attendance and ensuring all students were ready to learn, she continued with an apperception activity. At this stage, she connected the material with the students' daily lives to make the topic feel more relevant and engaging. She then explained the learning goals so students would understand the expectations and direction of the lesson. As a short warm-up, she included an ice-breaking session with fun hand movements to create a relaxed atmosphere.

Moving into the core activity, the teacher asked students to mention animals native to Indonesia as a way to activate prior knowledge. To reinforce their understanding, she showed several animal pictures, including *monyet bekantan*, as a review of content from the previous class. Students responded actively, which helped increase their involvement.

Next, the teacher introduced the topic of descriptive text and guided the class in reading an example text together using a PowerPoint presentation. To support vocabulary development and increase engagement, she handed out a word search worksheet filled with animal names for students to identify and write down.

The teacher then formed student groups, with each group consisting of eight members. Each group was assigned a specific Indonesian animal to describe in written form. This group work encouraged collaboration, task-sharing, and teamwork in composing descriptive texts.

At the end of the session, the teacher summarized the day's lesson, answered student questions, and provided an overview of the next meeting's activities. The first meeting closed with a collective prayer.

In the second session, the teacher opened the class with greetings and prayer once again. She briefly repeated the apperception activity and reminded students of the learning objectives. Students then resumed their group projects from the previous meeting. To help them, the teacher showed an example of a completed descriptive text on the screen for reference.

She also asked several guiding questions related to the animal topics, such as the habitat of the proboscis monkey, the behavior of orangutans, the physical features of gorillas, and the threats faced by birds of paradise. These questions were meant to help students focus on important details to include in their projects. Students responded actively to the questions.

After finishing their descriptive texts, each group presented their work in front of the class. This presentation session allowed students to showcase their group efforts and practice their speaking and confidence skills.

Finally, the session ended with reflection and a brief recap from the teacher. She summarized the learning, allowed time for a Q&A session, and gave instructions for the upcoming lesson. The class concluded with a closing prayer.

Teaching and Evaluation Approach

After completing the planning phase, the teacher proceeded to implement the Project-Based Learning (PjBL) approach as outlined in her lesson plan. She explained how she opened the class by introducing the topic, asked students to prepare the required materials, and actively guided them throughout the process. As T1 shared:

"I explain what material or theme we are learning today, then I instruct the students to prepare the materials as well as I check and when working, I guide them... if there is confusion... I can also direct"

This illustrates the teacher's active and responsive instructional role during project implementation. Rather than taking a passive stance, she monitored student progress, addressed misunderstandings, and provided immediate feedback to support learning outcomes. Her consistent presence throughout the activity ensured that students stayed engaged and could complete their work with clarity and confidence, even if the project extended into the following session.

After the students completed their projects, the teacher moved into the evaluation phase to assess student outcomes based on the previously communicated requirements. T1 mentioned that when students submitted their work, she checked each project carefully and gave notes as part of the assessment. As T1 explained:

"Yes, I give notes as their evaluation, for example, not being organized, or when someone uses a combination of Indonesian and English, even though the order is clearly required to use English..."

This indicates that the teacher implemented a formative evaluation strategy by providing specific, written feedback on each student's work. These notes functioned not just as a summative judgment but as guidance for improvement. Through this process, students were made aware of particular aspects they needed to revise, such as organization or language consistency, helping them reflect and prepare better for future assignments.

In addition to written feedback, the teacher also required students to revise their work if they failed to follow the given instructions, especially regarding the use of English or proper formatting. T1 emphasized:

“I will tell them to re-do, because for me, if the students still do these things, it means that you still haven't succeeded or don't understand the instructions on how to make the project, so... remediate.”

This approach reflects the teacher's commitment to mastery learning by encouraging students to meet the expected standards before progressing. Rather than allowing incomplete or inaccurate work to pass, she uses corrective feedback and revision as tools to reinforce understanding and responsibility, helping students recognize and correct their mistakes for future improvement.

Challenges and Adaptive Practices

During the learning process, the teacher naturally encountered various challenges, especially related to how students responded to project tasks. Although T1 believed that PjBL could generally boost students' interest and motivation in learning English, the researcher found that not all students reacted as expected. While many students showed positive engagement, there were still some whose motivation remained low, resulting in less optimal project outcomes. As T1 explained:

“As long as I teach using this PjBL, based on the score, I think the comparison is about 80% enthusiasm, interest and motivation to do and learn English, and that means 20% are just so-so, but so far more are interested and their motivation changes into good things.”

This indicates that although the majority of students show increased motivation and enthusiasm during PjBL activities, a minority still displays minimal engagement. It emphasizes the varying levels of student motivation and the importance of providing differentiated support to address these differences effectively.

Another challenge the teacher faced during the implementation of PjBL was related to the diversity in students' creativity and interest levels. T1 acknowledged that not all students approached the project with the same enthusiasm or capability, which affected the quality of their work, particularly in terms of design and sentence composition. As T1 stated:

“The challenges are various, yeah...the students are diverse, those who are creative and interested will do their projects well, such as using coloring and designing as well as possible, but if those who are less interested and creative, they usually only use pencils and sometimes also make mistakes when composing the sentences they use”

This finding reflects the teacher's awareness of learner diversity in the classroom. While some students excel in creative expression and take initiative, others struggle with motivation and language accuracy, which presents a challenge in ensuring all students benefit equally from PjBL.

The Role of Project-Based Learning in Shaping Students' Motivation

After acknowledging the challenges posed by differences in students' creativity and interest levels, the focus now turns to students' own perspectives regarding their motivation in learning English through Project-Based Learning. This part addresses the second research question, *“How do students perceive the change in motivation to learn English using Project-Based Learning?”* To explore this, three students who had experienced learning English through the PjBL method shared their views during interviews. They commonly noted that most of the project tasks were completed in groups and were mainly based on materials that focused on writing skills.

A shift in focus from the teacher's perspective to the students' own experiences reveals more about how Project-Based Learning (PjBL) influences motivation. Three student participants (ST 1, ST 2, and ST 3) shared their perceptions during the interviews, reflecting on how PjBL has shaped their learning journey, especially in writing tasks that were often done in groups.

One student explained the kinds of projects they worked on and how these allowed for creativity and autonomy.

"I made a poster about the environment... we were allowed to look for references... I also made a story in the recount text material... we decorated according to the theme... then took turns to read it." (ST 1)

"Most of the projects are done in groups." (ST 1)

Another student mentioned similar experiences:

"The projects that I have made... are mostly in writing... such as procedure texts, decorated and arranged as interestingly as possible." (ST 2)

And a third student added:

"I mostly do group writing projects... writing stories from the past, and making tutorials." (ST 3)

These excerpts show that writing is a dominant skill practiced through PjBL, and that students were often encouraged to be expressive and autonomous. It also confirms that most projects were carried out collaboratively, even though students had varied preferences and experiences with group work.

When it comes to motivation, ST 1 reported a preference for working independently, as it gave her more control over time and helped her better measure her own understanding:

"I prefer to work on projects individually... I can be more efficient... when working alone, I also feel that I can be more motivated... if there are notes from the teacher... we can better know how far we understand." (ST 1)

This reflects that individual work provided a sense of responsibility and allowed her to monitor her learning progress based on teacher feedback.

On the other hand, ST 2 and ST 3 felt more motivated when working in groups because it created an opportunity to learn from peers:

"I am more motivated... when working in groups... I find it difficult to understand a new word... I want to understand it better from group members." (ST 2)

"Group anyway... I can have the opportunity to discuss... when I don't understand the material... I can ask my groupmates." (ST 3)

For these two students, collaboration supported their learning process, especially in terms of vocabulary and grammar understanding, suggesting that social interaction during PjBL enhanced their confidence and motivation.

Beyond preferences in project format, the students also faced some challenges. ST 1 pointed out that group work often led to scheduling difficulties, while working alone sometimes triggered laziness and struggles with limited vocabulary due to poor internet connection. However, she found ways to overcome this:

"When I get a project, students who are not interested... are forced to do it, so they can slowly learn English vocabulary... even though they are forced to do it." (ST 1)

This shows how PjBL can still encourage learning even among students who initially lacked motivation by giving them hands-on exposure to English, indirectly promoting vocabulary acquisition and perseverance.

DISCUSSION

The first research question aimed to explore how an experienced English teacher effectively applied Project-Based Learning (PjBL) in a junior high school setting. The findings indicated that the teacher's implementation process was well-structured and thoughtfully executed.

According to Parish (2004), effective implementation of the Project-Based Learning method should involve at least eight instructional steps. The teacher's lesson plan demonstrated that all eight stages were thoughtfully incorporated into the learning design.

The initial phase of the lesson began with the teacher greeting the students, setting up a supportive classroom environment, and explaining the learning objectives, which focused on describing Indonesian animals. This stage aligned with the "Identification of a problem" step in the PjBL framework. At this point, students were encouraged to connect the lesson to their everyday experiences through prompting questions like "Have you ever seen this animal?" and by introducing examples of native Indonesian fauna. This approach helped students select topics that were personally meaningful and contextually relevant.

Following the introduction, the teacher presented images of Indonesian fauna, such as the *monyet bekantan*, along with other animals that had been previously discussed. Students were then encouraged to respond, which reflected their engagement in the "Preliminary investigation" phase of PjBL. At this point, they began activating prior knowledge and connecting it with the new material. Additionally, a word search activity was provided to help familiarize students with relevant vocabulary and background information, further supporting their understanding of the topic.

Continuing in the first meeting, the teacher asked students to form groups and begin creating descriptive texts based on the assigned animal topics. This activity aligned with the "Planning and assigning tasks" stage in the PjBL framework. At this point, students collaboratively distributed tasks and clarified individual roles within their groups. This phase not only promoted teamwork but also emphasized each student's responsibility in contributing to the overall success of the project.

The process of writing descriptive texts and shaping the text by each group became the fourth part, namely "Researching on the topic", although in a simpler form. Information was gathered and put into text form with assistance from the teacher, and was supported by materials from the PowerPoint.

During the second meeting, the learning activity proceeded with the ongoing development of the student projects. The teacher presented examples of previous projects and engaged students with deeper questions like, "Where is the origin of the *monyet bekantan*?" and "What are the physical traits of a Gorilla?". These discussions prompted students to think critically about how to communicate their ideas clearly, indicating a shift from simply composing texts to meaningfully presenting their findings. This stage reflected the "Implementing the project" step, where students advanced or completed their projects while preparing for their upcoming presentations.

The next stage involved students presenting their project outcomes in front of the class. This step directly represented both "Drafting and developing a final product" and "Disseminating the product," where students not only finalized their written work but also shared it with an audience, namely, their teacher and classmates, through oral presentations.

At the end of each meeting, the teacher conducted a closing activity focused on reflection. During this time, students were encouraged to ask questions and share feedback about the lesson. This phase aligned with the “Evaluating the project” step in the PjBL framework, where both the teacher and students assessed the learning process, measuring how well the material was understood and how effectively the projects were completed.

The researcher also found that the implementation of Project-Based Learning involved three key components: planning strategies, teaching and evaluation methods, and the teacher's adaptability in facing various challenges. These findings aligned with Macías (2023), who emphasized that teachers need to carefully prepare both lesson plans and teaching processes to ensure that PjBL has a meaningful impact on students' learning outcomes, particularly in vocational school settings. Additionally, the research showed that the teacher adapted the learning process to suit students' characteristics many of whom belonged to a generation familiar with technology from an early age. Tools like presentation applications were used to support collaboration and communication, reflecting the findings of Kusmaryani & Zona Tanjung (2023), who concluded that integrating technology into PjBL enhances both the effectiveness and efficiency of the learning process.

Support from previous studies also highlighted the role of teacher feedback in enhancing students' writing abilities in English (Elfiyanto & Fukazawa, 2021). This aligned with the findings of this research, particularly during the assessment and evaluation stage. The teacher consistently provided corrections and feedback on students' project outcomes, allowing them to recognize the errors or inaccuracies in their work. As a result, students were better prepared to make improvements if they received similar project tasks in the future.

However, this study also identified some contrasts with previous research. Through interviews with the teacher participant, the researcher discovered several challenges faced during the implementation of Project-Based Learning. One significant issue was that some students lacked interest in English, which affected their engagement in group project assignments. These students tended to be passive, showing little involvement in discussions or in completing tasks alongside their peers. This finding differed from previous research by Lin & Tiao (2020), which emphasized that project-based learning contributed positively to the development of students' teamwork skills.

In contrast to prior research, this study revealed challenges experienced by the teacher when implementing Project-Based Learning. The teacher noted that not all students showed enthusiasm for English, which in turn influenced their participation in group projects. Some students demonstrated a lack of interest, resulting in minimal contribution during group discussions and task completion. This observation stands in contrast to the findings of Lin & Tiao (2020), who highlighted the role of project-based learning in enhancing students' teamwork abilities.

The findings showed that students' intrinsic motivation improved as they experienced greater autonomy in the learning process, were able to express their creativity, and felt a sense of personal accomplishment. This was evident from their increased class performance, particularly in their use of new vocabulary and their growing experience in writing tasks. The positive effect of PjBL on intrinsic motivation was especially noticeable in ST 1, ST 2, and ST 3, who already had an interest in learning English. When assigned writing projects, these students showed active engagement by exploring previous works, adapting them creatively, and independently searching for new vocabulary using a dictionary. These observations aligned with the study by Alzubi and Nazim (2024), which found that

students with strong intrinsic motivation tended to be more proactive, creative, and consistent in learning English, particularly in developing their writing skills.

The progress in students' academic performance, particularly that of ST 2 and ST 3, in assignments involving writing skills, also reflected a shift in their motivation after participating in group project activities. To complete their writing tasks effectively, they employed several strategies, including collaborating with peers who had a stronger grasp of vocabulary or sentence construction in English. This behavior pointed to an increase in extrinsic motivation, which appeared to be encouraged by a supportive classroom environment. These findings were in line with Benham (2020), who noted that Project-Based Learning had a considerable impact on improving students' English writing abilities.

CONCLUSION

This study investigated how Project-Based Learning (PjBL) was implemented in an English classroom and how it influenced students' motivation, based on the experiences of one teacher and three junior high school students. From the analysis of the findings and discussion, two key conclusions were drawn.

Firstly, the teacher demonstrated an effective application of PjBL by thoughtfully designing learning activities that combined authentic tasks with creative expression, particularly in writing and speaking assignments. This involved structuring modules to span across multiple class sessions, engaging in peer discussions prior to instruction, and offering consistent guidance and feedback throughout and after the project phase. The teacher also showed flexibility in responding to student outcomes, such as asking for revisions when projects did not meet expectations, and encouraging deeper learning.

Secondly, PjBL positively influenced students' motivation. For instance, ST1, who had strong intrinsic motivation, experienced satisfaction in completing tasks independently and valued teacher feedback as a form of self-reflection. Meanwhile, ST2 and ST3 exhibited extrinsic motivation, which was fostered through group collaboration and support from peers. Both intrinsic and extrinsic forms of motivation were strengthened by the nature of project-based tasks, which encouraged teamwork, vocabulary development, and opportunities for students to present their work and express themselves. Overall, the integration of PjBL in the classroom enhanced student participation, supported their motivation, and contributed to the development of essential language skills in relevant contexts such as writing and speaking.

Based on the limitations of this study, future research is encouraged to involve more participants and documents to enhance the accuracy and generalizability of the findings. Researchers may also explore other possible effects of Project-Based Learning beyond motivation. For teachers, it is suggested to prepare learning activities more effectively by integrating technology, as future students will continue to rely on digital tools. In applying PjBL, teachers should also consider the unique characteristics of each class by conducting simple surveys or needs analyses, so that the approach used can truly foster student motivation and suit different learning contexts.

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