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Exploring the Implementation of Project-Based Learning (PBL) in Teaching Recount Text Writing in Secondary School

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A B S T R A C T

English writing, especially recount text writing, is a challenging skill for secondary school students in Indonesia due to difficulties in organizing ideas, grammar, and motivation. Project-based learning (PBL) is a student-centered approach that encourages active engagement through meaningful, collaborative projects. This qualitative case study investigated how PBL was implemented in teaching recount text writing and the challenges faced by the teacher. Data were collected through classroom observations and semi-structured interviews with an English teacher applying Stoller's ten-step PBL framework. The findings showed that the teacher successfully implemented most PBL stages, including theme selection, project structuring, information gathering, drafting, revising, presenting, and evaluation. Adaptations were made to address students' limited grammar skills, vocabulary, and resource constraints. Challenges included students' difficulties with self-assessment and inconsistent motivation. The study highlights the importance of balancing student autonomy with structured linguistic support and flexible resource use. These findings provide practical insights for teachers and curriculum developers aiming to improve writing instruction and student engagement in resource-limited EFL classrooms.

1. Introduction

English has become one of the most important languages in the era of globalization, serving as a transnational medium of communication across education, business, technology, and culture (Adawiyah, 2022). In the Indonesian education system, English is positioned as a crucial subject because it equips students with the ability access global knowledge, communicate effecively in international contexts, and compete in a globalized world (Setiani & Saragih, 2020). Within this scope, secondary school students are expected not only to acquire receptive skills such as reading and listening but also to develop productive skills, particularly writing, which requires higher-order thinking and creativity. Writing in English is considered one of the most challenging sckills since it demands the ability to

generate ideas, organize them coherently, and express them in grammatically correct sentences (Sahayu, 2024).

Among the various text genres taught in secondary schools, recount text plays a central role because it enables students to share personal experiences or events in chronological order (Chandra et al., 2024). Writing recount texts helps students practice both linguistic and cognitive abilities, organizing ideas systematically, applying grammar rules, and developing narrative coherence (Mauliska & D'Angelo, 2024). Despite its importance, teaching and learning recount text writing in Indonesian classrooms continues to face challenges. Students often struggle to organize their ideas logically, apply correct grammar, and sustain interest in writing activities. study by Arochman et al. (2024) indicates that learners of English as a foreign language frequently experience difficulties in structuring ideas and maintaining grammatical accuracy when writing. Furthermore, monotonous and teacher-centred learning approaches have been reported to reduce students' motivation and engagement in writing activities (Chadafi & Syarifudin, 2021).

Teachers, on the other hand, also encounter several obstacles in facilitating writing instruction. Many rely on conventional methods that emphasize theory, drilling, and individual practice. While such approaches may transmit knowledge, they often fail to cultivate student engagement, collaboration, and creativity (Asrul et al., 2021). Additionally, limited classroom hours make it difficult for teachers to provide detailed feedback on student writing, resulting in insufficient scaffolding for improvement (Yusri et al., 2021). These challenges highlight the need for more innovative and student-centred pedagogical strategies to improve writing instruction, particularly in the context of recount text learning.

One promising approach is project-based learning (PBL), which emphasizes student participation in meaningful, real-world projects. PBL encourages learners to engage in collaborative problem-solving, inquiry, and creation, making learning both active and contextualized. This pedagogical approach promotes the development of writing skills by engaging students in authentic tasks that require the functional use of language in real-world contexts (Condliffe et al., 2016). Previous studies have shown that project-based learning enhances students' motivation and improves their writing skills. For example, Pohan (2020) found that students who engaged in PBL activities were better able to generate ideas and organize them systematically. Similarly, Setyorini (2018) demonstrated that collaborative projects supported by PBL improved students' writing performance by fostering peer interaction, research, and revision practices. Wismanto (2023) also emphasized that PBL provided students with opportunities to complete structured writing projects, such as news articles, which improved the logical and organized presentation of ideas (Farich et al., 2023).

Despite these positive findings, the existing literature also shows certain limitations. Chadafi and Syarifudin (2021), for instance, concluded that PBL improved students' recount text writing ability but primarily focused on outcomes rather than on the processes of how teachers implemented the model in the classroom. Similarly, Asrul et al. (2021) examined the influence of PBL on narrative text

writing, but narrative texts and recount texts differ in structure, purpose, and pedagogical demands. Arochman et al. (2024) discussed the general impact of PBL on EFL writing skills but did not address its specific application in teaching recount texts or the particular challenges teachers face. These gaps reveal the need for more detailed and contextualized research that explores not only the results of PBL but also the practical processes of its implementation in recount text instruction at the secondary school level.

This study seeks to address that gap by investigating how teachers implement project-based learning in teaching recount text writing and what challenges they encounter throughout the process. The research draws on the systematic model of PBL developed by Stoller (2005, as cited in Du & Han, 2016), which includes ten structured stages, ranging from determining project themes to presenting final products and conducting evaluations. By examining classroom practices, this study highlights how teachers adapt PBL principles in real instructional contexts and identifies barriers such as teachers' limited familiarity with the framework, students' low confidence in collaborative settings, and the complexities of assessing both the process and the product of writing.

Accordingly, the study aims to answer the research questions about how project-based learning is implemented in teaching recount text writing and to identify the challenges that teachers encounter in applying PBL in recount text instruction. Addressing these questions is significant because it not only enriches theoretical understanding of PBL in EFL writing pedagogy but also provides practical insights for teachers, curriculum developers, and policymakers. Ultimately, the findings are expected to contribute to the design of more effective, contextualized, and engaging writing instruction models that foster students' communicative competence and support the broader goals of English education in Indonesia.

2. Methodology

Research Design

This study employed a qualitative case study design to investigate the implementation of project-based learning (PBL) in teaching recount text writing and to explore the challenges teacher encountered during the process. A qualitative case study was considered appropriate because it enables researchers to obtain an in-depth understanding of phenomena within their real-life context (Creswell, 2013). Through this design, the study provided comprehensive insights into both the instructional practices and the difficulties faced by the teacher. This approach is particularly useful in educational research, where instructional practices and classroom interactions are influenced by multiple factors, including student readiness, teacher strategies, and contextual constraints.

Site and Participant

The research was conducted in a public secondary school in Karawang, Indonesia. The site was selected because one of the English teachers had applied PBL in writing instruction, which aligned with the focus of the study. The participant was an English teacher directly involved in implementing PBL in teaching recount text writing. The participant was chosen through purposive sampling, based on the specific criterion of having experience with PBL application. While classroom observations included students in a tenth-grade class of 36 learners, the students were not the primary participants; instead, they served as the context in which the teacher implemented PBL.

Instrumentation

Two main instruments were developed to collect the data. The first was an observation chechlist, which was adapted from Stroller's (2005) ten stafes of PBL and the instrument developbed by Hidayat et al. (2024). It was designed in the form of a checklist with indicators for each stage of the PBL process, compelemented by a note column for recording significant events, and served to capture how the teacher implemented each stage of the model in practice. The second instruments was a semi-structured interviews guide, also adapted from Hidayat et al. (2024) and aligned with Stroller's (2005) framework. Each stage of PBL was represented by specific questions aimed to uncovering the teacher's challenges during implementation, while additional questions explored students' responses and broader difficulties in writing recount texts. The semi-structured format further allowed the researcher to probe deeper into emerging issues during the interviews.

Data Collection Technique

Data were gathered through classroom observations and interviews. The researcher conducted non-participant observations of two classroom sessions, each consisting of three 45-minute periods, focusing on how the teacher applied PBL in teaching recount text writing. The observations were guided by the observation checklist, and to strengthen the findings, classroom activities were also documented with photographs. After the classroom observations, a semi-structured interview was conducted with the teacher to collect data about the challenges encountered during PBL implementation. The interview took place in the school's guest room at the teacher's request and was conducted in formal Indonesian to encourage natural responses. The entire session was audio-recorded with consent and later transcribed for analysis.

Data Analysis

The data were analysed using Miles and Huberman's (1994) interactive model, consisting of three stages: data reduction, data display, and conclusion drawing.
Raw data from observations and interviews were organized, coded, and categorized according to themes relevant to the research objectives. Observation data were classified based on PBL stages, while interview data were categorized by the challenges experienced by the teacher. The reduced data were presented narratively and supported with tables where necessary to highlight patterns and relationships.

Excerpts from interview transcripts were included to illustrate the teacher's perspectives. Conclusions were drawn by comparing and integrating data from observations and interviews. Continuous verification was employed to ensure validity, resulting in a comprehensive explanation of how PBL was implemented in the classroom and the challenges encountered by the teacher. Through this methodology, the study ensured transparency and replicability, enabling other researchers to follow similar procedures in investigating PBL in different contexts.

3. Results and Discussion

The classroom observed in this study consisted of 36 eighth-grade students, comprising 18 male and 18 female learners with diverse backgrounds and varying levels of English proficiency. The classroom environment was generally conducive to learning, and students demonstrated enthusiasm toward English lessons, although some remained less active during classroom interactions. Before the introduction of project-based learning (PBL), the English teacher primarily implemented a teacher-centered approach, relying on textbook explanations, grammar exercises, and individual writing tasks. This approach made students familiar with recount text writing but limited their understanding to sentence construction and vocabulary memorization. As a result, students often produced short, mechanical paragraphs with minimal creativity and weak organization. The introduction of PBL aimed to shift this pattern by making learning more engaging, authentic, and student-centered. It was expected to foster collaboration, enhance creativity, and connect writing practice with meaningful real-life experiences through project work that integrated language, design, and presentation.

During the implementation, the teacher maintained an active role in managing the classroom while gradually promoting student independence. Students' participation varied depending on confidence and linguistic ability. Those with stronger vocabulary and writing skills tended to take leadership roles within their groups, while others relied more on peer support. The gender composition also influenced collaboration patterns, mixed groups were generally more balanced in task distribution and discussion compared to single-gender groups. The teacher actively monitored each group, giving immediate feedback on grammar and structure while ensuring that all students contributed. The classroom atmosphere reflected a positive learning environment where students felt encouraged to share their experiences, even though the process still required strong teacher guidance to maintain focus and productivity throughout each project stage.

The implementation of Project-Based Learning (PBL) was conducted over two classroom meetings, each lasting three learning periods (approximately 135 minutes per meeting). The observation was carried out in a non-participative manner, meaning the researcher only observed the learning process without engaging directly in teaching activities. During the first meeting, the teacher focused on the early stages of Stoller's (2005) ten-step PBL framework, including agreeing on a theme for the project, determining the final outcome, structuring the project, preparing students for information gathering, and gathering information. In

the second meeting, the teacher continued to the following stages: preparing students to compile and analyze data, students compiling and analyzing information, preparing students for the culminating activity, presenting the final product, and evaluating the project. Data were collected through classroom observations using a structured checklist adapted from Stoller's framework and semi-structured interviews with the English teacher conducted after all classroom sessions. The interview questions were carefully aligned with each stage of PBL to explore the teacher's strategies and challenges during implementation. All data were recorded, transcribed, and analyzed thematically to ensure reliability and validity of interpretation.

Implementation of Project-Based Learning in Teaching Recount Text Writing

The implementation of project-based learning (PBL) in teaching recount text writing was examined through classroom observations and teacher interviews, revealing a generally positive alignment with Stoller's (2005) ten-step PBL framework, which include: (1) agreeing on a theme, (2) determining the final outcome, (3) structuring the project, (4) preparing students for information gathering, (5) gathering information, (6) preparing students to compile and analyse data, (7) students compiling and analysing information, (8) preparing students for the culminating activity, (9) presenting the final product, and (10) evaluating the project. The following table *(Table 1. Key Findings on the Implementation of PBL Stages Based on Stroller (2005))* summarizes the key findings from the implementation of project-based learning in teaching recount text writing. It highlights the main aspects observed during classroom activities and teacher interviews, providing a clear overview of how each stage was carried out.

Table 1. Key Findings on the Implementation of PBL Stages Based on Stoller (2005)

PBL Stages	Key Findings
Agree on a theme for the project	The teacher successfully guided students in selecting a common theme related to their experiences, ensuring it was relevant and engaging.
Determine the final outcome	The expected final product was clearly defined as a written recount text; however, some students required additional clarification regarding the format.
Structure the project	The teacher provided a step-by-step framework (brainstorming, drafting, revising), but the structure was sometimes too teacher-centred rather than collaborative.
Prepare students for information gathering	Students were encouraged to recall and outline their personal experiences, but little emphasis was placed on external sources or in-depth exploration of these experiences.
Gather information	Most students collected information individually from memory or simple notes, with minimal peer discussion and the use of multimedia resources.
Prepare students to compile and analyse data	The teacher briefly explained how to organise ideas chronologically, but some students struggled with coherence.

Students compile and analyse information	Students arranged their information into drafts; some groups demonstrated strong sequencing, while others showed gaps in detail and accuracy.
Prepare students for the culminating activity	The teacher emphasised the importance of presenting their writing, but rehearsal time and peer feedback were limited.
Present the final product	Students presented their recount texts through digital posters in front of the class. While many successfully showcased their work, overall class participation during the presentation stage remained limited.
Evaluate the project	The teacher assessed the final texts based on grammar and structure, with minimal emphasis on peer evaluation and reflection activities.

In the early stages (Stage 1), the teacher effectively guided students in selecting project themes by providing relatable examples such as *"The Funniest Moment at School," "Family Trips,"* and *"Our Last Holiday."* This strategy helped students connect personally with the project and increased engagement in the writing process. The collaborative decision-making in determining the final product, a digital poster recounting a personal experience, enhanced students' motivation and ownership of their work (Stage 2). This finding aligns with Stoller's (2005) principle of creating authentic learning contexts and is supported by Arochman et al. (2024) and Andargie et al. (2025), who emphasized the role of real-life tasks and group collaboration in improving EFL writing performance. The teacher noted that allowing students to choose digital posters as their final project encouraged creativity and participation, as teacher reflected *"Students chose to make a digital poster… which increased their enthusiasm."* This result supports Asrul et al. (2021), who found that providing students with freedom to determine their project outcomes enhances engagement and responsibility.

During the structuring stage (Stage 3), the teacher and students jointly developed a project plan that included timeline, task distribution, and expected outcomes. Students were assigned roles such as writer, editor, and illustrator to ensure fair contribution and collaboration within groups. This organization supported teamwork and clarity of responsibility, although the teacher admitted that guiding students through revision and peer feedback remained challenging. In the middle stages, students worked on information gathering and analysis, recalling personal experiences while integrating linguistic features such as the use of past tense, time connectives, and sequential organization. The teacher permitted the use of cell phones for research and idea generation, given the limited availability of school resources. This adaptation reflects flexibility in implementing PBL, aligning with Andargie et al. (2025), who emphasized student autonomy and technological support as essential elements in modern EFL classrooms.

In the middle stages, preparing students for information gathering (Stage 4) and gathering information (Stage 5), the teacher provided explicit instruction on recount text features, including vocabulary, past tense usage, and time connectives, and modelled guiding questions to help students recall and sequence their experiences. This preparation was crucial given the students' limited language proficiency and resource constraints, such as an outdated library. The teacher's adaptive strategy of

allowing cell phone use for research exemplifies flexibility in overcoming these limitations, aligning with Andargie et al. (2025), who emphasize student independence in gathering information. However, the focus shifted from Stoller's (2005) ideal of in-depth data analysis to prioritizing linguistic accuracy, as the teacher explained, *"Tenses are sometimes confusing… recount uses past tense, they forget."* This adaptation supports Chadafi and Syarifudin's (2021) findings that grammatical errors remain a significant challenge in narrative writing despite PBL implementation, and Arochman et al. (2024), who reported slower grammar improvement compared to other writing aspects.

At Stage 6 (preparing students to compile and analyse data), the teacher emphasized language features rather than providing direct guidance on organizing information, allowing students to independently arrange their notes. This approach balanced fostering student autonomy with ensuring linguistic accuracy, a necessary compromise given the students' proficiency levels. During Stage 7 (students compiling and analysing information), peer collaboration was observed as students exchanged drafts and provided feedback, albeit basic. The teacher's active role in revising and correcting errors during writing, as the teacher stated, *"Yes, I revised it… fix mistakes while I evaluate,"* reflects the dual role of facilitator and language guide, consistent with Andargie et al. (2025). Observations captured instances of peer teaching, where advanced students explained connectives like *"then"* and *"after that,"* enhancing group cohesion. This phase's emphasis on analysis revealed growth in coherence, with drafts evolving from fragmented lists to structured paragraphs, though some groups needed extensions to refine details. The teacher's interventions were pivotal, preventing frustration and aligning outputs with recount genre expectations, as supported by Yusri et al. (2021) & Dharmayanti et al. (2021) on scaffolded PBL in EFL.

Building on this foundation, Stage 8 and 9 focused on guiding students through revising their recount texts and presenting the final product as digital posters. The revision process emphasized content accuracy, past tense usage, time connectives, and clear organisation according to the recount structure, orientation, events, and re-orientation (Ahmed, 2023; Yusri et al., 2021). The teacher explained, *"Of course, motivation… I have to be more creative in a language class*," underlining that the Project-Based Learning approach encouraged creativity through a student-selected product. The teacher further noted, *"That is where the growing-up process comes in; more maturity is needed for better results,"* highlighting the importance of students' collaborative skills and responsibility in producing quality work. Observations revealed a spectrum of student engagement: while some students were passive, others assumed leadership roles, guiding group discussions and decisions about poster layout and content. During the presentation stage, each group displayed their digital poster via an InFocus projector and explained their recount text to the class. The teacher remarked, *"Specifically, vocabulary… motivation… presentations sometimes not good,"* reflecting teacher's attention to language accuracy and student confidence; despite occasional hesitations, all groups communicated their stories successfully, and the act of presenting promoted peer learning and inspired hesitant students to engage more actively. These stages reinforced not only writing proficiency but also communicative competence and

self-efficacy, as students practised vocabulary selection, pronunciation, and public speaking while receiving direct feedback from the teacher (Stoller, 2005; Andargie et al., 2025). The culmination of this process was the students' ability to create visually appealing digital posters that integrated textual content and design, exemplifying both linguistic and creative growth. Following this stage, the next section presents examples of the students' final posters, illustrating how their recount texts were transformed into engaging visual presentations. Figure 1, Figure 2 and Figure 3 are shown the example of final project that was done by the group students.

Figure 1. Final Product of Student Group 3rd's Recount Text as a Digital Poster

Figure 2. Final Product of Student Group 5th's Recount Text as a Digital Poster

Figure 3. Final Product of Student Group 6th's Recount Text as a Digital Poster

In the final stage (Stage 10), the teacher evaluated students' recount texts based on grammar, structure, and content relevance. However, opportunities for self-assessment and peer evaluation were limited. The teacher admitted, "*Maybe because they are confused, they do not know what to evaluate."* This indicates that metacognitive reflection, a core element of PBL, was underdeveloped. The emphasis on teacher-led assessment mirrors the traditional evaluation culture in EFL classrooms, where linguistic accuracy takes precedence over process-oriented reflection. This finding aligns with Arochman et al. (2024) and Stoller (2005), who advocate integrating reflective activities to promote learner autonomy and critical awareness. Although evaluation practices in this context were still evolving, the teacher's reflective awareness of these limitations demonstrates readiness to enhance future implementations through more balanced assessment strategies.

The Teacher's Challenges in Teaching Recount Text Writing Using Project-Based Learning

Implementing Project-Based Learning (PBL) in teaching recount text writing presents a unique set of challenges for EFL teachers, as it requires balancing student autonomy with sufficient guidance to ensure learning objectives are met. While PBL offers opportunities for students to develop creativity, critical thinking, and collaborative skills, its success is highly dependent on students' prior knowledge, language proficiency, and engagement levels (Stoller, 2005; Andargie et al., 2025). In the context of this study, the teacher encountered several difficulties ranging from students' limited understanding of the topic to linguistic and motivational barriers. Observations and interview data revealed that some students struggled to

organise ideas, apply appropriate grammar rules, and sequence events correctly in their recount texts, which often required ongoing teacher scaffolding. Motivation and engagement were also inconsistent, with certain students showing diligence while others remained passive or distracted, influencing group dynamics and the overall progress of the project. Additionally, limitations in available learning resources and challenges in planning, assigning roles, and evaluating group work added to the complexity of implementing PBL effectively. To provide a clear overview of these issues, Table 2 summarises the key challenges faced by the teacher during the project-based learning process in recount text writing, which will be further elaborated in the following discussion.

Table 2. Teacher's Challenges in Teaching Recount Text Writing Using PBL

Challenges	Key Findings
Students' Understanding	Some students do not fully understand the topic due to weak background knowledge.
	Ineffective study **habits** and limited exposure from junior high school affect performance.
	Students sometimes feel confused about what to discuss or how to structure their ideas.
	Difficulties arise in guiding students to draft, revise, and collaborate effectively.
	Language barriers can hinder smooth collaboration.
Vocabulary and Language Difficulties	Limited vocabulary makes it difficult for students to express ideas in writing and presentations.
	Errors in word choice, tenses, and grammar remain common.
	Students often forget past tense rules in recount texts.
Motivation and Engagement Issues	Varied student attitudes: some are diligent, while others lack motivation.
	Maintaining consistent engagement during project stages is a challenge.
Resource and Accessibility Constraints	Limited library resources to materials.
	Teachers struggle with resource accessibility to support students' research.
Planning and Evaluation Challenges	Difficulties in assigning roles, setting timelines, and organising group work.
	Unequal evaluation abilities among students.
	Teachers face a heavy workload in providing extra guidance, correction, and feedback.

The first major challenge observed during the implementation of PBL was students' limited understanding and weak background knowledge from junior high school. The teacher remarked, *"They did not study effectively in junior high school, so they are confused,"* highlighting that gaps in prior learning significantly impacted students' ability to generate ideas, sequence events, and organise their recount texts. Classroom observations revealed that students often struggled with orientation, event sequencing, and re-orientation structures, making the drafting and revising processes slower and requiring frequent teacher scaffolding. These difficulties align

with Chadafi and Syarifudin (2021), who reported that EFL students frequently encounter challenges in grammar and vocabulary, which can hinder writing proficiency. The teacher's role in correcting past tense usage and vocabulary errors increased her workload, reflecting the tension between PBL's emphasis on student autonomy and the practical necessity of providing ongoing linguistic support (Andargie et al., 2025).

Motivation and engagement presented another significant challenge, as student attitudes varied widely across groups. The teacher observed, *"Students are like children; some are lazy, some diligent,"* underscoring the spectrum of participation within collaborative activities. While some students assumed leadership, guided discussions, and helped peers revise drafts, others remained passive, requiring consistent encouragement. The teacher addressed this by allowing students to select the digital poster as their final product, increasing intrinsic motivation by providing ownership over the project. This approach is consistent with Asrul et al. (2021), who found that student motivation and attitudes can critically affect the success of collaborative projects. Through this strategy, even less engaged students gradually participated more actively, demonstrating the teacher's careful balance of guidance and student choice.

Resource limitations further complicated the PBL implementation. The school library offered few updated materials, forcing the teacher to adapt by allowing mobile phones for research purposes. The teacher explained, *"Teachers must learn how to maximise cell phones… sources are hard to find without phone."* While this adaptation enabled students to access authentic materials and supported PBL's principle of real-world inquiry (Andargie et al., 2025), it also demanded heightened supervision to prevent distractions, illustrating the tension between fostering independence and maintaining classroom control. This situation required the teacher to actively monitor student activity while still allowing self-directed research, demonstrating a pragmatic adaptation to contextual constraints.

Finally, planning and evaluation posed further challenges. Unequal task distribution and differences in student maturity necessitated careful teacher intervention. The teacher noted, *"That is where the growing-up process comes in… more maturity, better results,"* indicating that students' personal development and collaboration skills influenced group productivity. Additionally, most students lacked effective self-evaluation skills, limiting their ability to assess their own contributions and reflect on the project. This observation contrasts with the ideal of PBL, which emphasizes student-led reflection and self-assessment as central to project success (Stoller, 2005; Arochman et al., 2024). The teacher therefore modelled reflective practices, provided structured guidance, and offered feedback, ensuring that students could develop evaluative skills while completing the project successfully.

These findings collectively highlight the multifaceted challenges of implementing PBL in an EFL classroom, where teachers must simultaneously facilitate language development, maintain motivation, manage resources, and guide collaborative processes. Despite these challenges, the teacher's adaptive strategies, including scaffolding language use, providing creative options for the final product, and

allowing technology-mediated research, helped students achieve meaningful learning outcomes. This combination of guidance and autonomy culminated in Stage 8–9, where students revised their texts, transformed them into digital posters, and confidently presented them to the class.

4. Conclusion

This study aimed to explore the implementation of project-based learning (PBL) in teaching recount text writing at the secondary school level and to identify the challenges teachers face during its application. The findings showed that the teacher effectively applied most of ten-step PBL framework, guiding students through theme selection, project structuring, information gathering, drafting, revising, presenting, and evaluation. The collaborative and authentic nature of the project enhanced student motivation and writing skills. However, adaptations were necessary to address students' limited grammar and vocabulary, resource constraints, and difficulties with self-assessment. These results suggest that PBL can be successfully adapted to EFL classrooms by balancing student independence with structured linguistic support. The study contributes valuable insights into practical strategies for implementing PBL in resource-limited settings and highlights the importance of teacher guidance in fostering language accuracy and learner engagement. Limitations include the focus on a single classroom and qualitative data, which may affect generalizability. Future research should involve larger samples and mixed methods to evaluate both implementation and learning outcomes comprehensively. For practice, the study recommends professional development for teachers on PBL tailored to EFL learners, improved learning resources, and integration of technology. Additionally, curriculum designers should incorporate structured reflection to enhance students' self-evaluation skills. In conclusion, this study demonstrates that with thoughtful adaptation, PBL can effectively support recount text writing development in secondary EFL contexts.

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