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A Case Study on Students' Perceptions of Project-Based Learning in Teaching Writing at a Senior High School

Renindi Putri Syafwa*, Mansyur Srisudarso, Totoh Tauhidin Abas

English Language Education, Universitas Singaperbangsa Karawang, 41361, Indonesia

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* Corresponding author:

E-mail: 2110631060103@student.unsika.ac.id

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ABSTRACT

This study explores students' perceptions of Project-Based Learning (PjBL) in teaching writing at an Islamic and science-based senior high school in East Jakarta. The research was conducted to understand how students viewed PjBL as an alternative method that could make writing more engaging and meaningful. A qualitative approach was used with six tenth-grade students selected based on different English proficiency levels. The data were collected through classroom observation, interviews, and supporting documents such as lesson plans and students' writing projects. The findings showed that students generally had positive perceptions toward the use of PjBL in writing. They stated that this method made them feel more motivated and confident in expressing their ideas. Working in groups helped them share opinions, discuss topics, and improve their vocabulary and grammar through peer feedback. The opportunity to choose their own topic also made writing feel more enjoyable and personal. However, some students faced challenges in group work, such as unequal contribution and time management. Despite these challenges, they agreed that the teacher's guidance and feedback were helpful during the process. In conclusion, PjBL created a more active, collaborative, and supportive writing environment that encouraged students to be more involved and independent in learning. It contributes to the growing body of literature by offering student-centered insights into how PjBL enhances writing experiences in Indonesian EFL classrooms.

1. Introduction

Writing is not only a media to convey information but also can help students to practice their thinking process to become more structured. Writing involves a complex process of thinking, that starts from learning a new information, understanding it, and then combining it (Linse, 2005, as cited in Zulfi & Fitrawati, 2024). This highlighted that writing not only needs language skills but also critical thinking and creativity. Moreover, writing is a process that involves several stages such as planning, drafting, revising, and editing (Harmer, 2007). These stages are beneficial to develop students' writing through ongoing refinement.

However, writing is often considered as a skill that is complicated to be mastered, yet it is an important thing to possess. The challenging aspect that students usually face in writing comes from the process of organizing ideas, expressing thoughts clearly, and paying attention to grammar. Rosli et al. (2024) stated that these challenges influence the students' interest and motivation. Therefore, it is necessary to implement a teaching method that can gain students' interest and engagement. In line with Argawati and Suryani (2020), writing is a structured process to deliver a thought that needs organization and clarity in order to make the ideas easy to understand for the readers.

Conventional methods in teaching writing that heavily emphasize technical aspects of writing, such as grammar, can reduce students' interest and motivation in learning to write (Wang & Troia, 2023). Therefore, a method that can make students more active, such as collaboration, creativity, and real-life connection found in Project Based Learning (PjBL), offers a more interesting approach for students. In addition, PjBL gives students more freedom and responsibility in learning compared to conventional methods, which tend to be teacher centered (Sudadi et al., 2021). With PjBL, the learning process involves students working on projects by exploring, collaborating, and solving problems (Nuha et al., 2020). This learning process is also in line with the goals of the current curriculum, which includes critical, creative, collaborative, and communicative thinking. Thomas (2000) stated that PjBL can motivate students to become active learners through real-world problem solving and the creation of tangible products as the final result of their project work. Moreover, Bell (2010) stated that the teacher has an essential role as a facilitator in PjBL, guiding the students and ensuring they understand the objectives of the project. PjBL is also supported by the Zone of Proximal Development (ZPD) concept by Vygotsky, which explains that students are able to learn effectively when they are guided through scaffolded support, such as peer collaboration or teacher feedback (Wood et al., 1976). Yuliansyah & Ayu (2021) explained that integrating technology in PjBL in learning helps in increasing students' learning motivation, research, and teamwork skills. The PjBL method in the context of teaching writing in this research emphasizes the creation of making a writing product through technology.

The process in the PjBL method also help create a more comfortable learning environment and reduce pressure on students (Irwandi et al., 2024). Batubara et al. (2023) also mentioned that driving questions are essential to start a meaningful project for the students and help to motivate them at the beginning of the project. Mohamad and Tamer (2021) stated that PjBL can improve student engagement and participation. However, Halim et al. (2023) found that there are still students who show low responsibility and involvement in completing project tasks. This shows that the effectiveness of PjBL can vary depending on the students, so it is important to explore in depth how they perceive the use of this method.

There have been several previous studies that discussed the Project Based Learning (PjBL) method. However, most of these studies focused more on how effective PjBL is in improving students' writing skills. Research by Arochman et al. (2024), Hakimah (2023), and Susanti et al. (2020) more focused on measuring how

effective PjBL is through test results. Most of the studies use a quantitative approach or a mixed-method approach, without exploring how the students perceived the learning process itself. For example, Zulfi and Fitrawati (2024) conducted a study to find out about the student perception, but they only used a questionnaire and didn't explore in depth through interviews and observation.

To fully understand the benefits of the PjBL method, it is important to explore how students perceive the learning process. Based on constructivist theory, effective learning happens when students are directly involved in meaningful learning experiences. The projects students work on in PjBL help them to collaborate and reflect on their learning. PjBL follows this idea by involving students in planning, creating, and evaluating writing projects that are connected to real-life situations (Krajcik & Shin, 2014, in Markula & Aksela, 2022; Miller & Krajcik, 2019). At the same time, to explore students' perspectives, this study also draws on Robbins and Judge's (2013) perception theory. The theory explains that perception is influenced by several factors, including individual characteristics, the nature of the object being perceived, and the surrounding context. This perspective helps to explain why students may react differently to the same learning method, as their interpretations and experiences are shaped by their personal traits and the learning environment around them.

This research was conducted to fill the existing gap by exploring in depth how students perceive the use of Project Based Learning (PjBL) in writing lessons, especially in the context of argumentative texts. The purpose of this research is to gain a deeper understanding of how students perceive the use of the PjBL method, whether it is helpful in improving their writing skills and increasing their motivation, or if there are challenges that need to be addressed so that the method can be applied better in the future.

2. Methodology

Research Design

This research used a qualitative approach with a case study design. The research was conducted in one of the Islamic and science-based high schools located in Indonesia. The purpose of this study is to explore students' perceptions towards the use of Project Based Learning (PjBL) in teaching writing.

Instruments

The observation checklist was used to capture the general classroom atmosphere and students' engagement during the writing project. It focused on aspects such as participation, interaction, collaboration, and motivation that appeared throughout the learning process. The observation served as supporting data to provide a clearer context for understanding students' perceptions toward Project-Based Learning (PjBL).

Interview guidelines were the main instrument used to explore students' perceptions of PjBL in writing. The questions were open-ended to allow students to share their experiences freely. The interviews aimed to find out how students perceived the benefits of PjBL, the challenges they faced, their motivation and collaboration in group work, as well as their feelings and opinions about using PjBL to learn writing.

Data Collection

The participants in this study were six tenth-grade students with different levels of English proficiency, selected using purposive sampling. The six students consisted of two high-level proficient, two mid-level proficient, and two low-level proficient students. This selection allowed the researcher to gather diverse perspectives in understanding students' perceptions of Project-Based Learning (PjBL) in writing. Observation was conducted to gain a general understanding of the classroom atmosphere and students' engagement during the writing project. During the observation process, the researcher noted students' participation, collaboration, and motivation in completing the project. Field notes were also used to record classroom interactions that reflected how students responded to PjBL activities.

Semi-structured interviews were the main technique for collecting data on students' perceptions. The interviews were conducted individually after the project was completed, focusing on students' experiences, opinions, and reflections on learning writing through PjBL. Each interview lasted around 15–20 minutes and was carried out in both English and Indonesian to ensure clarity and comfort. The interviews aimed to explore students' perceptions regarding the benefits, challenges, motivation, and collaboration that occurred during the project.

Supporting documents such as students' project results (in the form of PowerPoint slides) and assessment rubrics were collected as complementary data. These documents helped to confirm and enrich the findings from observations and interviews, providing a clearer picture of how students experienced the writing project.

Data Analysis

Interview data related to students' perceptions obtained in this study were analyzed using thematic analysis techniques developed by Braun and Clarke (2006). The stages of analysis included familiarizing with the data, generating initial codes, identifying themes, reviewing, and naming the themes. The interview transcripts were analyzed to find recurring patterns that reflected students' perceptions of Project-Based Learning (PjBL) in writing.

The observation notes and supporting documents were used as additional data to enrich and validate the interview findings. These sources helped the researcher to interpret how students experienced and perceived PjBL during the writing project. The final themes were then described and interpreted to provide a comprehensive

understanding of students' overall perceptions toward the use of PjBL in learning writing.

3. Results and Discussion

Results

This research aimed to explore students' perception of the use of Project-Based Learning in teaching. The data were collected using classroom observation, interviews, and documentation. The participant in this research was an English teacher and six students with different English proficiency levels: high (S(H1), S(H2)), middle (S(M1), S(M2)), and low (S(L1), S(L2)). This research was conducted at a private senior high school in East Jakarta that is based on Islamic and science values. The class involved in this study consisted of 18 students, including 10 female and 8 male students. English was taught once a week for 130 minutes, mainly focusing on reading, grammar, and writing. The school promotes active and collaborative learning, where students are often encouraged to take part in cross-subject group projects. Most of the students showed a moderate level of English proficiency, while a few demonstrated higher skills, especially in speaking. The overall learning environment was positive, and students were already familiar with collaboration in class since project-based tasks had become part of the school's culture.

Besides implementing Project-Based Learning (PjBL), most English writing activities were still conducted through conventional approaches such as grammar drills from textbooks, short paragraph writing, and teacher explanations. This made students see writing as a rigid and individual task rather than a creative process. The implementation of PjBL aimed to change this perception by encouraging collaboration, topic exploration, and authentic writing experiences. Through PjBL, students were guided to work in groups, choose real-life issues that were relevant to them, and present their projects using digital media. This approach also aligned with the school's vision to integrate creativity, communication, and critical thinking into the learning process.

To explore students' perceptions, the researcher conducted semi-structured interviews after the project was completed. The interviews were held face-to-face in the classroom and recorded with the participants' consent. Each interview lasted approximately 15–20 minutes and was conducted in both English and Indonesian to ensure clarity and comfort. The questions focused on students' perceptions of the PjBL process, challenges, benefits, motivation, collaboration, and teacher support. The list of guiding interview questions is presented in Table 1.

Table 1. Interview Questions for Students' Perceptions

Interview Questions
In your opinion, between the conventional method of learning writing (such as doing exercises or writing in a book) and the project-based group work approach, which one do you find more effective or preferable? Please explain your reason

What is the thing you like the most about the writing project activity?
In your opinion, does the project activity help you understand the writing material better?
What challenges did you face during this writing project?
How was your experience working in a group during the project?
Did you have a clear responsibility in your group? Please explain.
Do you feel more motivated to write because of this project activity?
Do you feel free to express your ideas when working on the project?
In your opinion, did the teacher guide enough during the project process?
What is your overall opinion about using a project like this in writing lessons?
In your opinion, did your habit of doing projects or research before help you when working on this writing project? Please explain.

Students' Perceptions of the Use of Project-Based Learning in Writing

The results showed several themes that appeared related to student perception. There are: benefits of PjBL, motivation and engagement, challenges, teacher support, collaborative in writing, and previous PjBL experience.

Benefits of PjBL

Most of the students revealed that the use of PjBL in the learning process made them feel more engaged and also helped them develop their writing skills. PjBL gave them the opportunity to work in groups, which allowed them to discuss, divide tasks, and use digital tools such as slides, rather than doing writing tasks in a traditional method like writing in notebooks.

"I prefer projects rather than working individually." (Excerpt 1, S(H1))

"We can do research first, because it's hard to just think on your own." (Excerpt 2, S(M2))

"I understood better because there was a process... I remembered the material better." (Excerpt 3, S(H2))

There were also students who stated that the chance to choose the topic for their writing based on their interests made the writing process more meaningful and engaging. This aspect encouraged them to express their opinions more confidently and helped them build better arguments.

"Because the topic could be chosen freely, I chose the military bill. It made it easier to write arguments and give strong reasons." (Excerpt 5, S(M1))

The students stated that the aspect of peer discussions and teacher feedback during the writing project was beneficial during the drafting process. Because of this, they felt their writing improved, particularly in vocabulary, grammar, and organization.

"Now I know to express agreement or disagreement not just using 'I agree', but also 'from my point of view' or 'I believe'." (Excerpt 6, S(H2))

“At first, we made a draft in Indonesian, then translated it together and checked the English grammar.” (Excerpt 7, S(M1))

Motivation and Engagement

The motivation appeared during this project because they could do it together and had the opportunity to choose the topic for their writing. This made them more enthusiastic during the project, as they could work collaboratively and choose a topic they wanted to discuss.

“It was fun because we could work on it together and exchange ideas, so we didn’t get bored.” (Excerpt 9, S(H2))

“I was motivated because we could choose our own topic, and that made the ideas come more easily.” (Excerpt 10, S(H1))

Students with lower proficiency mentioned that working on the writing project in groups helped reduce their fear of making mistakes and made them feel less intimidated by the writing task, because their friends could help explain parts they didn’t understand. This also allowed students to learn from each other.

“If I didn’t understand something, I could ask my friends. So, it felt easier and I wasn’t afraid of being wrong.” (Excerpt 13, S(L1))

However, there was a student who admitted to preferring individual work for personal comfort and felt that the task was more structured when done alone. This showed that not all students were motivated to work in group settings.

“I prefer working alone because I’m more introverted. It feels more structured that way.” (Excerpt 14, S(L2))

Challenges

With the group settings in the project, the challenges that the students faced during the project was related to group cooperation. The challenges appeared was about uneven contribution and group members lacking initiative.

“Sometimes it’s always the same people doing the work.” (Excerpt 19, S(H2))

“My friends are willing if asked, but they don’t take initiative.” (Excerpt 19, S(H2))

Although there were issues faced in group dynamics, the students stated that the division of roles was generally clear, and group collaboration still worked effectively. However, some group members had to remind and encourage those who were less proactive.

“We divided the tasks. I wrote the text, another friend made the design, and another presented the content.” (Excerpt 22, S(M2))

“I helped give ideas for the argument and translated them into English.” (Excerpt 23, S(H2))

Teacher Support

The teacher's role as a facilitator in the project was also carried out well. Based on the student interviews, they seemed to appreciate the teacher's guidance during the project. The teacher helped them understand the material and the project they were going to do. During the drafting process, the teacher also assisted them and checked their grammar.

"Miss E explained first and made sure we understood. If we had grammar mistakes, she corrected and explained them." (Excerpt 25, S(H2))

"During discussions, the teacher checked each group and helped if there were grammar mistakes." (Excerpt 26, S(H1))

Collaborative in Writing

During the implementation of the project, the students went through the stages of writing, starting from brainstorming, then drafting, revising, and finally presenting their work. Producing writing by working in groups helped them exchange and express their ideas more confidently and develop their writing more effectively.

"I made the Indonesian version first, then asked friends who are better in English to check the grammar." (Excerpt 29, S(M2))

"I gave ideas, my friend wrote it down, and I helped check the structure and design the slides." (Excerpt 31, S(L2))

The following image shows the collaborative writing activity conducted by the students, as presented in Figure 1.



Figure 1. Students collaborating in groups

Previous PjBL Experience

The school culture that had implemented PjBL helped the students manage their time and tasks better. However, being familiar with this method did not necessarily overcome the issue of lacking initiative among group members, as shown by the previously mentioned results indicating that challenges still existed.

"We've done many projects before, so we already know how to manage time and divide tasks." (Excerpt 32, S(H1))

*“Sometimes there’s too much joking during discussions, so the work gets delayed.”
(Excerpt 33, S(H2))*

Discussion

This section discusses the findings related to students’ perceptions of Project-Based Learning (PjBL) in teaching argumentative writing. The interpretation links results with relevant theories and previous studies to answer the research questions.

Student Perceptions on the Use of Project-Based Learning in Teaching Writing

Based on the results of the interview that was conducted with the students, there were themes including benefits, challenges, understanding, writing experience, and group work. Overall, the students gave a positive view toward PjBL. The opportunity to collaborate, exchange ideas, express their opinion, and choose the topic based on their interest made them enjoy writing using PjBL more than writing tasks using conventional methods. This aligns with Krajcik and Shin (2014), who emphasized meaningful and engaging tasks. Moreover, the digital tools integrated into the project also increased their enjoyment, which aligns with Yuliansyah and Ayu (2021), who highlighted the role of technology in boosting motivation. The aspect of PjBL, which is collaboration that allows them to go through stages such as topic selection, brainstorming, and revising, helped them become more engaged and gain a better understanding of the material because of the process they had to go through. This reflects Harmer’s (2007) process writing. The support from peers, such as peer feedback, improved vocabulary and structure, especially for lower-level students.

The result of the aspect of motivation varied based on the students' ability. High-level students stated they felt motivated because, with this project, they could brainstorm and exchange ideas with their peers, also because of the topic freedom, as PjBL allows students to have autonomy. These findings are in line with Irwandi et al. (2024), who stated that collaboration reduces learning pressure. However, there were students who chose to work individually, explaining that they felt more comfortable and organized when working alone, which reflects how personality traits can influence learning preferences. This aligns with Robbins and Judge (2013), who stated that perception is influenced by internal characteristics such as personality. The challenges appeared from the unequal participation and passive group members, which had the same result as Halim et al. (2023). Besides that, most of the groups managed it well in terms of role division based on strengths, although the group was still dominated by active students. The teacher's support in the project was essential. The students said the teacher’s guidance throughout the project was very helpful. The guidance during the discussion and the process of making the draft helped them with grammar and also ensured participation during the discussion. This reflects Wood et al.’s (1976) scaffolding theory.

The writing experience the students went through made them aware that writing requires idea organization in a structured way and serves as a medium for them to

express what they want to say, not only about grammar. This matches Argawati and Suryani (2020), who described writing as structured thinking. The stages during the writing project process, such as brainstorming, researching, and revising, helped students produce meaningful writing through collaboration. The previous experience in other subjects they had at school with PjBL made the students more confident in managing time, roles, and the presentation aspect. However, this doesn't necessarily prevent the challenges that come from group dynamics, as shown in the results where some students still lacked initiative, showing the need for teacher supervision.

4. Conclusion

This research has the aim to explore how students perceive the PjBL method in teaching writing. The result of the research revealed that most of the students had a positive perception toward PjBL. They stated that the aspect of PjBL made them feel motivated, confident in their writing, and more engaged in the learning process. Factors such as group work, freedom in choosing the topic, teacher support, and clear writing stages made the learning process more enjoyable and meaningful for them. While there are benefits of PjBL, the students also felt there were challenges they faced during the process. The challenges especially came from group dynamics and differences in contribution among members.

Even though this research didn't measure whether the students' writing skills improved quantitatively, this research were able to describe in-depth information about how students experienced and perceived PjBL, including how this method can create a supportive and engaging learning environment, especially in teaching writing. In the future, further research can be conducted in a broader scope or at a different school to get a more diverse perspective about how different environments could influence how students see this method.

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