

**EXPLORING ENGLISH EDUCATION LECTURERS'
STRATEGIES AND CHALLENGES IN IMPLEMENTING
PROJECT-BASED LEARNING (PjBL)**

THESIS

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BANDA ACEH
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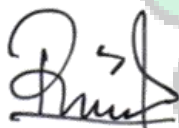
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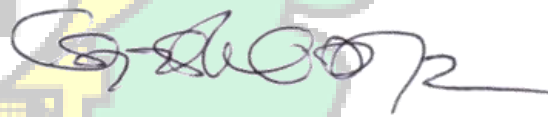
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IN IMPLEMENTING PROJECT-BASED LEARNING (PjBL)**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya, apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Banda Aceh, 14 Juli 2025

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ABSTRACT

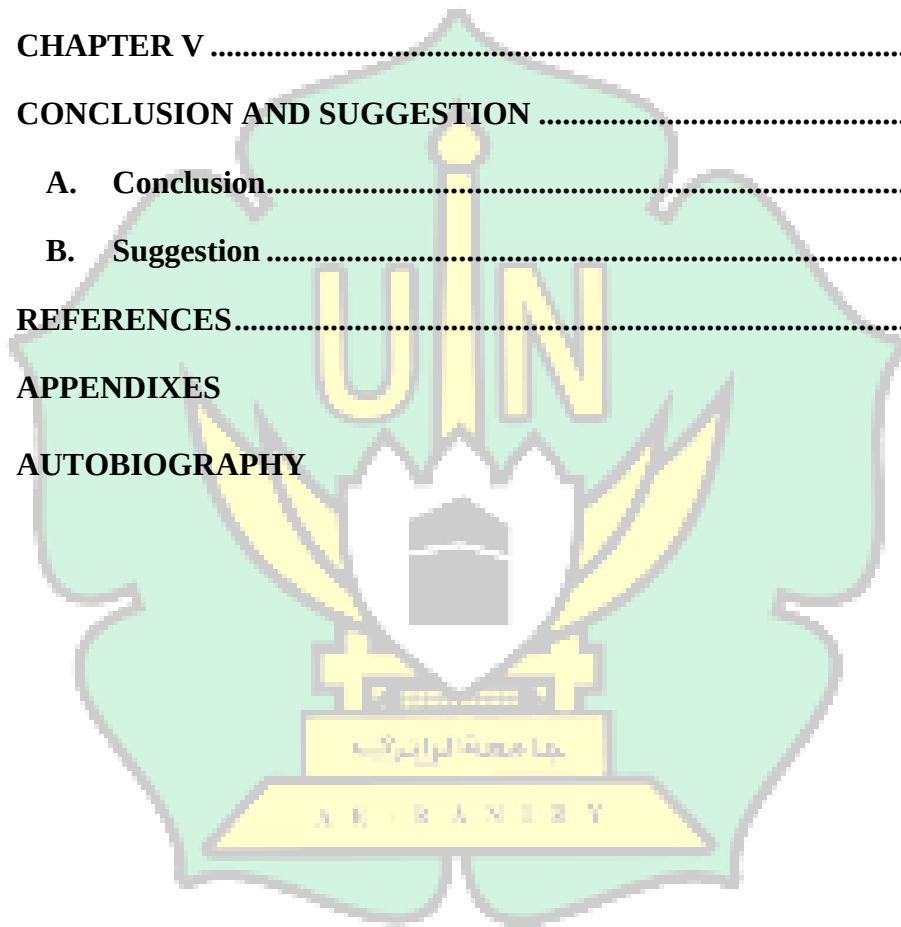
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This study explores the strategies and challenges of English Education lecturers in implementing Project-Based Learning (PjBL) in their teaching practices. Using a qualitative method, data were collected through semi-structure interviews with three lecturers from English Education Department of UIN Ar-Raniry Banda Aceh. The findings reveal that the lecturers employed five main strategies to implement PjBL effectively: Pre-planning project, ensuring project relevance and interest-based topics, modelling and guided instruction, providing continuous supervision and feedback, and promoting autonomy through flexible grouping. However, several challenges were also encountered, including students' lack of understanding of project instructions, varied levels of motivation and seriousness among students in completing project, and the needs of continuous of lecturer supervision and guidance throughout the process. These findings underscore the importance of planning, student engagement, and active lecturer involvement in successfully applying PjBL. The study offers insights that support lecturers, curriculum designers, and teacher education programs in enhancing the effectiveness of PjBL, particularly in EFL (English as a Foreign Language) teaching context.

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CHAPTER I

INTRODUCTION

A. Background of Study

English has long been recognized as a crucial skill for academic, professional, and social advancement in Indonesia. It plays a vital role in enabling communication across cultures and providing access to vast resources of knowledge. Consequently, English has been included as a compulsory subject in the national curriculum, taught from elementary school through higher education. The expectation is that consistent exposure over many years will equip students with adequate language skills, particularly in speaking, to meet the demands of an increasingly interconnected world.

However, despite being taught from elementary to higher education levels, many students in Indonesia still face difficulties in speaking English fluently. This is largely due to conventional teaching methods that focus more on grammar, reading, and writing, while speaking is often neglected. The learning process tends to be teacher-centered and exam-oriented, limiting students' opportunities to actively use English in authentic situations. Consequently, students become passive learners who lack confidence and fluency in speaking (Suprpto, 2022).

In response to these issues, the Indonesian curriculum, such as the 2013 Curriculum (Kurikulum 2013) and the more recent Kurikulum Merdeka, emphasizes student-centered learning, collaboration, critical thinking, creativity, and real-world application (Kemendikbudristek, 2022). These principles are strongly aligned with the Project-Based Learning (PjBL) approach, which encourages students to engage

actively in meaningful projects and use the target language authentically. However, despite these curriculum directives, the practical implementation of PjBL remains limited, particularly in higher education.

Project-Based Learning (PjBL) allows students to work collaboratively, apply language in real-world contexts, and develop critical thinking and problem-solving abilities. It helps integrate the four English skills with interpersonal communication and nurtures confidence through engaging tasks such as discussions, drama, and presentations (Dharmayanti & Joni, 2021; Angelina, 2020). These activities provide authentic input and promote active use of language in meaningful ways.

Several studies have highlighted the effectiveness of PjBL in improving speaking skills, particularly at the secondary school level. For example, research by Simatupang (2024) and Wahyudin (2024) showed that PjBL promotes students' motivation, collaboration, and active participation. However, research focusing on higher education, particularly on the strategies and challenges faced by lecturers in implementing PjBL, remains limited.

Implementing PjBL in higher education presents unique challenges, such as limited resources, time constraints, and the need to balance structured curricula with flexible project work. Lecturers may also lack sufficient training and experience in applying this method. Moreover, designing effective projects, managing diverse student proficiency levels, and conducting fair assessments are often cited as barriers (Handayani et al., 2024; Zhao, 2024).

Although numerous studies have demonstrated the effectiveness of Project-Based Learning (PjBL) in enhancing students' speaking skills, most of this research has been conducted at the secondary school level. There remains a lack of research focusing specifically on how PjBL is implemented in higher education, particularly in English

Education programs. Furthermore, studies that explore the specific strategies employed by lecturers and the challenges they encounter during the implementation process are still limited. This gap in the literature indicates a need for further investigation into how university-level educators navigate PjBL in their teaching practices, especially in the context of Indonesian higher education institutions such as UIN Ar-Raniry.

Therefore, this study focuses on exploring the strategies and challenges faced by English Education lecturers at UIN Ar-Raniry in implementing PjBL. By understanding the obstacles they encounter and the strategies they apply, this research aims to provide deeper insights and practical recommendations for optimizing PjBL implementation in university-level English learning. The findings of this study are expected to contribute to the improvement of pedagogical practices and institutional support systems in higher education contexts.

B. Research Questions

This study is divided by the following:

1. What are the strategies employed by English education lecturers in implementing Project-Based Learning (PjBL)?
2. What are the perceived challenges experienced by English education lecturers in implementing Project-Based Learning (PjBL)?

C. Research Aim

1. To explore strategies faced by English education lecturers in implementing Project-Based Learning (PjBL)
2. To explore challenges faced by English education lecturers in implementing Project-Based Learning (PjBL)

D. Research Benefits

1. To Students

This research benefits students by enhancing their learning experience through improved teaching strategies in Project-Based Learning (PjBL). By understanding the strategies and challenges lecturers face, students can receive more structured guidance, relevant resources, and engaging learning activities that promote critical thinking, collaboration, and problem-solving. Additionally, the findings can help institutions refine their curriculum to better support PjBL, ensuring students gain practical skills and knowledge that prepare them for future careers in English education.

3. To Educators

This research benefits educators by providing insights into effective strategies and potential challenges in implementing Project-Based Learning (PjBL). By understanding these aspects, lecturers can refine their teaching approaches, develop better instructional plans, and create more engaging and meaningful learning experiences for students. Additionally, the findings can help educators address difficulties such as time management, resource limitations, and assessment methods, ultimately improving the overall quality of English education in higher learning institutions.

4. To Researchers

This research benefits researchers by serving as a valuable reference for future studies on Project-Based Learning (PjBL) in higher education. It provides insights into lecturers' strategies and challenges, contributing to the existing literature on innovative teaching methods. Additionally, the findings can inspire further research on improving PjBL implementation, exploring its effectiveness in different

educational contexts, and developing solutions to overcome common obstacles in its application.

E. Research Terminologies

1. Project-Based Learning

Project-Based Learning stands under a constructivist approach as learning model through a project which focuses on student-centered, learner autonomy, collaborative learning, and learning through various tasks. (Dharmayanti & Joni, 2021). In this research, Project-Based Learning is examined as a pedagogical approach conducted through project implementation. The study focuses on exploring the strategies used by lecturers and the challenges they encounter in implementing Project-Based Learning in the classroom."

2. English Lecturers

The pedagogical meaning of English lecturers encompasses their role in facilitating English language learning, addressing challenges such as student motivation, language competence, and class management. They are tasked with enhancing students' linguistic abilities in reading, writing, listening, and speaking while navigating diverse proficiency levels in large classes (Ghafar et al., 2024). In this study, the English lecturer became a participant who was asked about project-Based learning, specifically about strategies for implementing PJBL and the challenges of implementing PJBL. The lecturer taught English, specifically English course design, instructional media, and Basic Language Skills at UIN Ar-Raniry.