

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the research findings and discussion regarding the implementation of a project-based learning method supported by comic strips in teaching English recount writing skills to tenth-grade high school students. The findings of this study are based on data collected through classroom observations, interviews with students and English teachers, and documentation. The research results are discussed in relation to the research questions and interpreted by comparing them with relevant previous studies to provide a deeper understanding of the learning process and the challenges encountered.

A. Results

This section presents research findings on the implementation of project-based learning combined with comic strips in teaching English recount texts to tenth-grade students at SMAN 1 Barat. Data were collected through direct classroom observations, interviews with students and English teachers, and documentation in the form of student work and photographs of activities. The research results highlight students' responses to the learning process, the challenges encountered, and the effectiveness of the strategies used during implementation. This project-based learning approach fosters student-centered learning, in which students do not merely passively receive knowledge but actively build understanding through real-world projects such as creating comics and writing recount stories.

1. Observation Results

Observations were conducted to directly examine the implementation of the project-based learning model using comic strips as a medium in teaching English recount texts in the tenth-grade class at SMAN 1 Barat. The learning process was designed in accordance with the Lesson Plan and the prepared observation sheet. The learning activities were divided into three main stages: Introduction, Core Activities, and Closing. All stages were carried out systematically and in accordance with the principles of project-based learning. The complete observation checklist can be found in Appendix 2.

a. Learning Activities Based on Stages

1) Introduction

The teacher began the lesson with an introductory activity aimed at creating a conducive learning environment, activating students' prior knowledge, and motivating them before moving on to the main activity. The teacher opened the lesson with a friendly greeting: "Assalamualaikum warahmatullahi wabarakatuh, children. Good morning, everyone! How are you today? I hope you're all in good health and ready for class." The students responded enthusiastically, "Waalaikumsalam warahmatullahi wabarakatuh. We're fine, Ms!" Upon seeing their teacher arrive, the students who had initially been engaged in their

own activities, immediately sat down quietly in their seats and prepared to begin the lesson.

Next, after ensuring that all students appeared ready to learn and the classroom was conducive to learning, the teacher led the students in a group prayer: “Before we begin today’s lesson, let’s pray together. Pray begin.” This activity helped the students enter the learning environment calmly and with full concentration.

Since the teacher arrived during the fourth period, attendance was not taken manually. The teacher then posed an engaging question: “Before we dive into the material, I’d like to ask you something. What did you do yesterday? Was there anything that made you feel happy or maybe sad yesterday? Who went somewhere over the weekend? Try to tell me briefly.” Several students responded enthusiastically, sharing their vacation experiences or weekend activities. The teacher responded to the students’ comments, “That’s great. It turns out everyone has different experiences. Today we’re going to learn how to describe those experiences in English.”

The teacher played an instructional video featuring a conversation about vacation experiences to further engage the students in the learning activity. “Now, pay close attention to the video I’m about to show you. Watch it carefully and pay attention to the important information conveyed by the characters in the

video.” After the video finished playing, the teacher asked several questions. The teacher randomly called on a few students to answer orally. The students seemed enthusiastic and were able to answer quite well, although some still used Indonesian. This introduction phase successfully sparked the students’ curiosity about the recount text material and connected the material to their daily experiences.

2) Core Activities

The core activity is the main part of the lesson that applies the principles of project-based learning. The teacher begins by explaining the material: “Today we will study one type of text in English, namely the recount text. A recount text is a text used to retell an experience or event that occurred in the past.” The teacher displays visual aids in the form of slides. The slides contain four key elements: the definition, purpose, structure, and language features of a recount text. Presenting the material through slides aims to provide students with a conceptual understanding before they begin the project of creating a comic strip.

The teacher explained that a recount text is a text used to retell past experiences or events. A recount text has three main structures: orientation, events, and reorientation. Orientation is the opening section that introduces who, where, when, and what

happened. Events is the main body that contains a chronological sequence of events in order of occurrence. Reorientation is the closing section that contains a conclusion or the author's personal commentary, which is optional.

In addition to structure, a recount text also has linguistic features, such as the use of the past tense for past events, the use of specific participants, the use of temporal conjunctions to indicate chronological order, and the use of action verbs to describe activities. After presenting the material, the teacher asked if anyone had any questions before moving on to the project activity. The students unanimously answered no, indicating that the teacher's explanation had been delivered thoroughly and clearly.

Next, the class moved on to the Planning Phase. The teacher divided the students into four groups, each consisting of six students. The teacher assigned groups randomly by calling out names at random. After each student had joined their respective group, the teacher provided instructions and explanations regarding their activity. "Now we're going to work on a group project. Each group's first task is creating a comic using *Canva* based on an experience you've had. The experience you choose can be a vacation, a weekend activity, or any other interesting experience. Once the comic is finished, each group will exchange

their comics and write a recount story based on the comic they received. Then, each group will present their written work in front of the class.” The instructions were clearly conveyed so that the students understood the flow of the activity.

During the Preparation and Implementation Schedule phase, the teacher sets deadlines for the project. These deadlines serve to organize the students’ workflow during the comic strip creation process. With these time limits in place, students are encouraged to manage their time between the planning and writing stages and the completion of the comic. “You have 15 minutes to create a comic and 20 minutes to write a story based on another group’s comic. Use the available time wisely and make sure all group members participate.” The students agreed to these terms and immediately began working in their groups. During the project implementation phase, the teacher supervised the students by moving around the classroom. “Discuss your ideas first before creating the comic. Make sure every member has clear tasks and responsibilities.” The teacher provided guidance to each group to ensure the discussion process took place before the students began creating the comic. Additionally, the teacher offered guidance on linguistic aspects of the students’ story writing. “Take another look at your use of the simple past tense in your stories.” The

teacher reminded the students to pay attention to the use of the simple past tense in their writing.

During the Project Evaluation stage, each group presented their work. The evaluation through presentations aimed to assess the students' understanding of the recount text material while also building their confidence in presenting their work. The teacher signaled that their presentation time was up and announced that the activity would move on: "Your presentation time is over. "Now each group will present their work." The teacher decided that the group presentations would be conducted in order according to group numbers, starting with Group One and ending with Group Four. During the presentations, each group displayed their pictures and read their writing aloud, while the other groups listened attentively. The teacher praised each group that presented: "Thank you for your presentation. You've all done a great job." This praise was given as a form of recognition for the students' effort and creativity in working on the project as a group.

3) Closing

The closing phase was conducted to reflect on what was learned and bring the lesson to a positive close. The teacher began the reflection by asking, "What new things did you learn today? Do you feel you understand recount texts better after creating your

comic projects?” The students enthusiastically replied that they were happy to have created their own comics and felt they had a better understanding of the structure of recount texts. Some students acknowledged having difficulty with grammar, but felt challenged and had done well.

The teacher then provided information about the next session: “In our next session, we’ll continue our lessons with material that’s still related to writing and reading skills in English.” Next, the teacher offered some encouragement: “Keep practicing writing in English. The more you practice, the better you’ll become at expressing your ideas and experiences.”

The lesson concluded with a warm closing greeting: “All right, children, thank you for your attention and participation today. Wassalamualaikum warahmatullahi wabarakatuh.” The students responded to the teacher’s greeting in unison.

Based on observations, the closing phase went according to plan. Students were given the opportunity to reflect on what they had learned, receive encouragement, and conclude the lesson on a positive note. The project-based learning approach using comic strips enhanced student participation, creativity, and the ability to compose structured recount texts.

2. Interview Result

In this section, the researcher presents the results of interviews conducted to gather information on the implementation of Project-Based Learning and the use of comic strips in teaching tenth-grade students at SMAN 1 Barat to write recount texts. The interview was conducted with the English teacher who was the subject of the study, Teacher H. The purpose of this interview was to gather information regarding the teacher's experience in applying this method, the instructional steps taken, student responses, the challenges faced, and the strategies used to overcome obstacles during the learning process.

a. English Teacher's Interview

The researcher interviewed Teacher H as an English Teacher several questions regarding the implementation of Project-Based Learning and the use of comic strips in teaching tenth-grade students to write recount texts. The interview was conducted on 16th April 2026 in SMAN 1 Barat. From the interview, a number of important pieces of information were obtained that support the findings of this study.

First, the researcher asked whether the teacher had ever used the Project-Based Learning method before. Teacher H explained that this method was not new to her because she had previously implemented it in her classroom. However, the use of comic strips as

a learning medium was a new experience for her, as stated in the following interview response:

Untuk project-based learning saya sudah pernah mengimplementasikannya di kelas, namun untuk penggunaan comic strip baru kali ini.

This statement indicates that the teacher already had experience implementing project-based learning models. However, integrating this model with comic strips provided a new experience in the teaching process.

Second, the researcher asked how the teacher assessed students' written work. Teacher H explained that the assessment focused on several key aspects of writing skills, such as spelling accuracy, grammar usage—particularly the simple past tense—and coherence between sentences in the story. The following is an excerpt from the interview.

Saya menilai penulisan kata, betul atau tidak, kurang huruf atau tidak. Lalu saya nilai grammarnya. Karena recount text, saya nilai penggunaan simple pastnya di setiap kalimat. Saya juga menilai struktur dalam kalimat. Apakah cerita mereka saling berkesinambungan atau tidak.

The interview results show that teachers evaluate students' writing based on several interrelated aspects. The first aspect is spelling accuracy. Teachers check for misspelled words or missing letters. The second aspect is grammar, particularly the use of the simple past tense, which is a characteristic of recount texts. The third aspect is sentence structure, ensuring that each idea is well-organized and easy to understand. The fourth aspect is narrative coherence, ensuring that the sequence of events is presented in a logical order.

Third, the researcher asked about students' responses when using comic strips to write recount texts. Teacher H noted that, based on her observations, students appeared enthusiastic while working on the project with their groups. As explained in the following excerpt:

Saat saya amati, mereka antusias dalam mengerjakan proyek mereka bersama-sama.

This statement indicates that students responded positively to the teaching methods used. The students' enthusiasm was evident in their active participation in group discussions. They took their work seriously as they developed their ideas, and a spirit of cooperation emerged as they worked on the project. Thus, the students not only completed their assignments but also enjoyed the learning process.

Fourth, the researcher explored the challenges teachers faced when implementing this method in the classroom. Teacher H noted that one of the main challenges was that some students did not participate actively in their groups. Furthermore, since the lesson involved the use of cell phones, teachers found it difficult to monitor whether students were actually working on the assignment or using their phones for other purposes. The following is an excerpt from the interview:

Kendalanya mungkin ada beberapa siswa yang kurang berpartisipasi mengerjakan proyek di kelompoknya. Karena menggunakan hp, jadi kurang termonitor mana yang beneran ngerjain, mana yang menggunakan hpnya untuk yang lain.

In that statement, the teacher emphasized that although most students were actively engaged in classroom learning, there were

some students who did not contribute to the fullest extent within their groups. In project-based learning, the participation of all group members plays a crucial role. Passive students can create an imbalance in the group's collaborative process. Additionally, using cell phones to design comics has the potential to cause distractions. Since these devices are difficult to monitor directly, the teacher cannot be sure whether students are truly focused on the task or are instead using them for other activities.

Fifth, the researcher asked whether the use of comic strips has certain limitations. Teacher H explained that the main limitation lies in the time aspect, as students tend to enjoy the process of designing comics so much that it takes them longer than expected. The following is an excerpt from the interview.

Keterbatasannya mungkin di waktu ya, karena mereka mungkin terlalu asik membuat komiknya, jadinya butuh waktu yang agak lama.

This statement indicates that there are challenges related to managing learning time. The main challenge arises when students begin to focus too much on the visual design aspects of the comic. Students' attention tends to shift away from the primary learning objective, which is for composing a recount text. Students become more focused on other activities, such as selecting or creating images. As a result, the teacher ends up spending more time than intended to give students the opportunity to complete their projects.

Sixth, the researcher asked how the teacher overcame these obstacles. Teacher H explained that she reminded students that the available time was limited; thus, students who were too focused on designing comics had to speed up their work, while those who were not focused had to return to their projects. The result of the interview is presented as follows.

Saya ingatkan bahwa waktu mereka tidak lama, agar yang asik mendesain bisa mempercepat laju kerjanya dan yang hanya main-main dengan hpnya bisa kembali fokus ke proyek mereka.

This response indicates that the teacher provided verbal instructions to address the problem that arose—namely, student distractions. These instructions took the form of a reminder about the time constraints for the assignment. The teacher explained that there was not much time left. The purpose of this reminder was to encourage students who were focused on their designs to work faster and to prompt those who were not focused to reengage with the project. Students who were not focused were generally distracted by their cell phones.

Seventh, the researcher asked about the teacher's strategies for helping students who struggle with writing. Teacher H explained that using comic strips is one strategy to spark students' ideas for writing.

As seen in the following quote:

Ya itu tadi, menggunakan media komik untuk memancing ide-ide mereka dalam menulis.

This statement indicates that comics are one of the strategies employed by teachers. Comics are used to spark students' ideas for writing. The use of comics helps students who are experiencing writer's block. Through images and visual storylines, students can more easily imagine the events they will write about. Thus, comics serve as a catalyst for creativity and facilitate the process of writing recount texts.

Eighth, the researchers asked how teachers encourage student engagement in Project-Based Learning. Teacher H explained that before students begin working on an assignment, each group is asked to assign responsibilities to each member. This ensures that all students have a role and are expected to actively participate in the project. Here is an excerpt from the interview.

Di setiap kelompok, sebelum mengerjakan tugas, saya perintahkan dahulu untuk membagi penanggungjawab di setiap kelompok. Dengan begitu semua siswa akan aktif dan berpartisipasi dalam proyek mereka. Tanpa ada yang sekedar menumpang nama.

The answer shows that the teacher implemented a task-assignment strategy within each group. Roles were assigned before the students began working on the project. Each student was given a clear responsibility within the group. This strategy aims to ensure that all group members participate actively. The assignment of tasks prevents students from merely being listed as members without

contributing. Thus, every member is encouraged to get involved, and the group project can proceed more effectively.

Finally, the researcher asked the teachers for suggestions on how this method could be implemented more effectively. Teacher H noted that students need to be reminded that creating comics is merely a tool or medium, while the primary focus of learning remains on English writing skills. The following is an excerpt from the interview.

Mungkin sarannya untuk pembelajaran ini, siswa bisa diingatkan kalau membuat komik itu hanyalah alat atau media, fokus utamanya adalah belajar menulis dalam Bahasa Inggris. Jangan sampai mereka terlalu perfeksionis menyusun komiknya, namun justru saat menulis mereka setengah hati.

This statement indicates that in implementing this lesson, the teacher emphasizes that comics serve only as a medium or teaching aid. The primary focus of the lesson is writing skills in English. Students need to be reminded not to be overly perfectionist when designing comics. This prevents them from approaching the writing process half-heartedly. Thus, the use of comics as a medium must be balanced so that the writing objectives are still achieved.

b. Students' Interview

To explore students' perspectives on the application of Project-Based Learning and comic strips in teaching students to write recount texts, the researcher conducted interviews with five tenth-grade students randomly selected from a class of 34 students. The interviews were conducted after the project activities were completed, with the aim of gaining direct insights from the students as the subjects of the

learning process. The interview instrument consisted of seven main questions focused on students' perceptions of comic strips, the ease of generating ideas, difficulties encountered, strategies for overcoming difficulties, improvements in writing skills, interest in writing, and suggestions for future learning.

The first question explored the students' views on learning to write recount texts using comic strips. This question aimed to determine whether story-based visual media could increase interest in learning and reduce the boredom that often arises in conventional writing instruction.

Menurut saya pembelajaran pakai comic strips itu seru, jadi nggak ngebosenin karena ada gambarnya. – Student I

Menurut saya pembelajarannya menarik, nggak cuma nulis tapi juga bikin gambar. – Student II

Seru sih, soalnya disuruh berkreasi sendiri. – Student III

Menurut aku menarik pakai komik, baru kali ini, apalagi karena kerja kelompok juga. – Student IV

Menurut aku seru, soalnya kan beda kayak biasanya. Kalo biasanya belajar nulis cerita itu langsung teori, ini enggak. – Student V

The students' responses indicate that comic strips successfully created a fun and innovative learning environment. Student I and Student V emphasized that the presence of illustrations kept them from getting bored quickly while learning writing theory. For them, the illustrations broke up the monotony that typically arises during writing lessons. Student II and Student IV, on the other hand, enjoyed the combination of writing and drawing. In addition, they also appreciated the group work within the framework of Project-Based

Learning. This collaboration made them feel more motivated because they could share ideas with one another. Meanwhile, Student III highlighted the element of individual creativity. The student was happy to be given the freedom to create according to their own imagination.

The second question asks whether the illustrations in comic strips help students come up with story ideas. The purpose of this question is determining the role of visual media in overcoming one of the main obstacles to writing: the difficulty of developing ideas.

Iya, lebih gampang dapet ide soalnya dari gambar bisa kebayang ceritanya mau ke mana. – Student I

Iya, gambar bantu banget buat dapet ide nulis. – Student II

Iya, gampang banget dapet ide kalo lihat dari gambar. – Student III

Iya, gambar komiknya kan sudah ada alurnya jadi tinggal dijabarkan. – Student IV

Iya, soalnya karena ada gambar jadi udah kebayang gitu apa yang mau ditulis. – Student V

All students stated that comic strips were very helpful in developing their ideas. Student IV specifically mentioned that the existing plot in the comic strips made it easier for them to describe events in a coherent sequence.

The third question concerned students' difficulties with grammar, vocabulary, story ideas, and sentence structure when writing recount texts.

Kalau saya mungkin agak kesulitan di grammar buat nyusun kalimatnya, kadang takut salah yang aku tulis itu sudah bener apa belum. – Student I

Kadang kosakatanya yang kurang, jadi biasanya harus cari di Google dulu kalau gak tau. – Student II

Di grammar sepertinya, susah di nyusun kalimat yang benar. – Student III

Mungkin susah inget kosakatanya ya. – Student IV

Kalau tadi sih, agak sulit nentuin simple pastnya, jadi tadi masih sering lihat Google buat mastiin verb keduanya sudah betul apa belum. – Student V

Based on the interview results, most students experienced difficulties with language-related aspects. Student I and Student III reported having trouble with grammar, particularly with constructing correct sentences. Student II and Student IV had limited vocabulary. Meanwhile, Student IV found it difficult to remember vocabulary words. Student V had specific difficulties using the simple past tense. They still frequently check verb forms on *Google* to ensure they are correct.

The fourth question asks about the strategies students use when they encounter difficulties while writing.

Biasanya sih saya tanya temen, guru, atau cari di Google. – Student I

Guru jelasin lagi kalau belum paham sampai saya paham. – Student II

Aku tanya ke guru atau teman. – Student III

Biasanya sih tanya ke guru, temen, tanya Google juga. – Student IV

Kalau aku biasanya coba cari tau sendiri kalo masih belum paham tanya ke Bu H. – Student V

Based on the interview results, students use three main strategies to overcome difficulties. The first strategy is asking for help from teachers or peers, as reported by most students. Students tend to ask

questions directly when they are confused about the material. The second strategy is the usage independent learning resources, such as the internet via *Google*, as mentioned by Student I and Student IV. Students use *Google* to look up the meanings of vocabulary words and verify the correct verb forms. The third strategy is trying to understand the material on their own first before asking the teacher for help, as described by Student V.

The fifth question asks whether students' writing skills improved after learning through Project-Based Learning and comic strips.

Menurutku iya, saya ngerasa lebih bisa nulis Bahasa Inggris pakai komik.
– Student I

Iya, sepertinya meningkat. – Student II

Iya, aku ngerasa meningkat. – Student III

Sepertinya meningkat. – Student IV

Kayaknya iya, soalnya kan pakai komik itu lebih gampang. – Student V

All students reported that their writing skills had improved, although their levels of confidence varied. Comic strips helped them transform visual ideas into more structured narrative texts. Overall, the students' responses indicate that the implementation of Project-Based Learning using comic strips is perceived to have successfully improved their writing skills. The sixth question asked about the students' interest in writing after using this method.

Iya, soalnya jadi lebih bisa nulis kalau pakai komik itu. – Student I

Iya, karena lebih menyenangkan dan tidak monoton terlalu banyak materi. – Student II

Iya karena gak biasa pakai komik buat belajar. – Student III

Iya karena kalau pakai komik itu ternyata bisa lebih gampang kalo dibikin cerita. – Student IV

Iya, karena belajarnya jadi lebih santai dan nggak bosanin. – Student V

All students reported an increased interest in writing. Learning felt more enjoyable, relaxed, creative, and less monotonous. These findings reinforce the idea that integrating Project-Based Learning with comic strips can boost students' intrinsic motivation. When students enjoy learning, they are more motivated to write without feeling burdened. In the final question, the researcher asked the students for suggestions regarding English language instruction in future classes.

Mungkin sarannya Bu H mungkin bisa sering pakai komik buat nulis. – Student I

Mungkin bisa lebih banyak belajar kayak gini lagi. – Student II

Sarannya mungkin bisa lebih sering pakai gambar buat nulis bahasa inggris. – Student III

Untuk saran mungkin durasinya bisa ditambah lagi. – Student IV

Sarannya sih sering-sering bikin komik ya buat nulis. – Student V

Students generally supported the continued use of comic strips. Some students suggested that this method be used frequently for English writing instruction. Student IV also suggested extending the project's duration so they would have more time to be creative.

3. Documentation Results

In this study, documentation was used as one of the instruments for collecting data. The researcher utilized various types of documents as data sources. These documents included lesson plan and photographs of learning activities. All of these documents helped to vividly illustrate the learning process and outcomes. Some of the information that can be obtained through documentation includes:

a. Lesson Plan

Based on documentation obtained during the learning process, instruction followed a structured lesson plan in accordance with the Project-Based Learning model as outlined in the lesson plan. This lesson was conducted with tenth-grade high school students in Phase E of the 2025 academic year, with a time allocation of 2×45 minutes. The primary objective of the lesson was to enhance students' ability to understand the generic structure and language features of recount texts and to write recount texts independently based on their personal experiences. The instructional materials used included comic strips created with *Canva*, student worksheets, laptops, a smart TV, and supporting videos about memorable experiences.

The lesson began with an introductory activity in which the teacher greeted the students, led them in a group prayer, took attendance, and inquired about the students' well-being and their understanding of the previous material. The teacher then posed

icebreaker questions such as “How was your day yesterday?”, “What did you do last weekend?”, and “Where did you go? How did you feel?” to spark the students’ interest. Next, the teacher showed a video about the personal recount text “Memorable Experience,” and students answered several oral questions related to the video’s content, such as the places they visited, the activities they did, and their feelings during the vacation.

During the main activity, the teacher explained the recount text material, including its generic structure and language features, from a theoretical perspective. Students were then divided into several groups to carry out a project. Each group was asked to create a comic strip based on a personal experience using the *Canva*. Once finished, the groups exchanged comic strips and wrote a recount text based on another group’s comic strip. During this process, the teacher monitored each group’s progress, provided guidance, and ensured the students worked together. During the presentation phase, each group presented the recount text they had written. The teacher provided instructions, feedback, and led a reflection on the learning process.

The learning process concluded with a closing activity that included a joint reflection between the teacher and students, an announcement of upcoming activities, words of encouragement, and closing remarks. The documentation shows that the lesson plan was successfully implemented through project-based learning. The use of

comic strips as a teaching tool made the learning experience more engaging, creative, and contextual.

b. Photograph

Photograph documentation was used as visual evidence to support the description of the implementation process of Project-Based Learning and the use of comic strips in teaching students to write recount texts. The photos were taken directly during the learning process, providing concrete evidence that the learning strategies were implemented in accordance with the Lesson Plan that had been developed.

1) Teacher Delivering the Lesson



Figure 4. 1 Teacher Delivering the Lesson

Figure 4.1 shows the teacher presenting the lesson on recount texts to the class, while the students listen attentively. This presentation serves as the initial stage before the students begin their project activities. The teacher explains the definition, characteristics, and the structure of recount texts. Throughout the lesson, the teacher paid close attention to the students. The teacher

used clear intonation and gave students the opportunity to ask questions if they did not understand the explanation. The students appeared to be listening carefully.

2) Project-Based Learning Activity



Figure 4. 2 Discussion Activity

Figure 4.2 shows students working together as a cohesive group on a project. They are actively discussing, dividing tasks, and collaborating to write a recount text based on the comic strip they created. During the activity, the students actively participated in discussions. They exchanged ideas about the content of the stories they would write based on the comic strips they had created. The classroom atmosphere was conducive and dynamic. There was good collaboration among group members as they worked on their writing projects.

3) Classroom Learning Atmosphere



Figure 4. 3 Classroom Learning Atmosphere

Figure 4.3 depicts an active and enthusiastic learning atmosphere in the classroom. The students appear to be listening carefully to the teacher's explanation. They are focused on the material being presented and show positive responses throughout the learning process. The students' enthusiasm is also evident when the teacher asks questions. Several students raise their hands and volunteer to answer the questions.

B. Discussion

This section discusses the research findings related to the research questions and the relevant theoretical framework. The discussion focuses on three main aspects: the process of implementing Project-Based Learning and comic strips in teaching students to write recount texts; the challenges encountered during the implementation process; and the solutions implemented to address those challenges. Each finding is interpreted based on observational data, interviews, and documentation that were collected and then compared with relevant previous studies to gain a deeper understanding.

1. The Implementation of Project-Based Learning and Comic Strips in Teaching Recount Text Writing to tenth-Grade Students at SMAN 1 Barat

The research results show that the implementation of Project-Based Learning combined with comic strips as a teaching medium was able to create an active, creative, and meaningful learning environment for tenth-grade students at SMAN 1 Barat. The learning process took place through three main stages: Introduction, Core Activities, and Closing, which were systematically designed in accordance with the principles of project-based learning.

During the Introduction stage, the teacher successfully engaged students from the outset by asking prompts relevant to their daily lives, such as vacation experiences and weekend activities. This approach aligns with Ratnawati's (2020) perspective that Project-Based Learning is grounded in constructivist philosophy, which positions students' real-life experiences as the starting point for building knowledge. By connecting the recount text material to students' personal experiences, the teacher not only activates students' prior knowledge but also fosters a sense of ownership over the material to be studied. Showing an instructional video about vacation experiences also provided a visual context that reinforced students' initial understanding of the purpose and characteristics of recount texts before the core activities began.

During the Core Activities phase, the teacher implements the stages of Project-Based Learning as outlined by Anggraini & Wulandari (2021).

These include the Project Determination stage, the Planning Phase, the Preparation and Implementation Schedule, Monitoring Activities, Report Writing, and Project Evaluation. During the Project Determination stage, the teacher explains the theoretical aspects of the recount text, along with its structure and language features, using a structured slide presentation. This explanation provides the necessary cognitive foundation before students engage in the project activities. Next, during the Planning Phase, students are divided into four groups and receive clear instructions regarding the project workflow. Students create comic strips based on personal experiences using *Canva* and then exchange comics with other groups to serve as the basis for writing their recount texts. Finally, students present their group's written work in front of the class.

Assignments involving the creation of comic strips have proven effective in stimulating students' active engagement. This aligns with the view of Losi et al. (2024), who state that comic strips are a series of images containing an open-ended dramatic narrative and are capable of actively stimulating the reader's imagination. In the context of this study, comic strips serve not only as a passive visual medium but also as a tool for creative production that encourages students to express their experiences visually before converting them into written text. The process of exchanging comics between groups also introduces a meaningful collaborative dimension, as each group is required to understand and

interpret the visual work of other groups into a coherent and cohesive narrative.

The results of the observations showed that throughout the activity, the students appeared enthusiastic and actively engaged. This finding was reinforced by the teacher's statement during the interview that the students seemed eager to work on the project with their groups. This visible enthusiasm serves as concrete evidence that comic strips successfully increased the students' motivation to learn. According to Ekorini & Rosiana (2018), comic strips are used in writing instruction to encourage students to master all writing indicators so they can produce texts that meet learning outcomes. In this study, this was reflected in the students' full engagement throughout the process—from designing the comics and writing recount texts to presenting their group work in front of the class.

This implementation was also reflected in the Report Writing stage, during which each group presented their recount text in front of the class based on the comic they received from another group. During the presentations, the other groups listened attentively, and the teacher offered praise to each group that presented. This process demonstrated that students were not only able to write structured recount texts but were also capable of communicating their work orally in front of an audience. This aligns with Pohan's (2020) view that Project-Based Learning is more effective than conventional models because it encourages students to

produce work that can be accounted for and presented to others, rather than simply handed in to the teacher. Additionally, the comic exchange activity between groups also provides benefits. Students have the opportunity to read and understand comics created by other groups and then write stories from different perspectives. Through this process, students' critical and creative thinking skills are honed. Students learn to analyze others' stories and then develop them into new texts. This aligns with the objectives of Project-Based Learning as outlined by Anggraini & Wulandari (2021). These objectives are to encourage students to think actively, ask questions, and solve problems through real-world, meaningful projects.

In addition, this project successfully encouraged students' overall engagement. Based on interview results, all students reported feeling more engaged during this learning experience compared to conventional methods. Students felt motivated to contribute because they had specific responsibilities within their groups. This finding is consistent with the research by Argawati & Suryani (2020), which demonstrated that Project-Based Learning helps students write effectively while also enhancing their creativity. Learning is no longer a mechanical activity of filling out worksheets but has transformed into an experience that holistically engages students' minds, emotions, and collaboration.

Another factor contributing to the success of this implementation was the teachers' positive response to the method. The teachers stated that although Project-Based Learning was not new to them, using comic strips as a medium provided a fresh, new experience in the teaching process. The teachers assessed that this combination successfully created a more dynamic and student-centered learning environment. During the Project Evaluation phase, group presentations served not only to assess writing skills but also to build students' confidence in presenting their work in front of an audience. The appreciation expressed by teachers toward each presenting group further strengthened the students' self-confidence and motivation to continue practicing their writing.

2. Challenges Encountered in the Implementation of Project-Based Learning and Comic Strips

Although the implementation went well overall, this study identified a number of challenges that arose during the learning process. These challenges were revealed through direct classroom observations and corroborated by statements from teachers and students during interview sessions.

The first challenge is time management. Teachers revealed in interviews that some students became so engrossed in designing the visual elements of their comics that they spent more time than had been allocated. This resulted in less time remaining for the activity of writing recount texts. This situation likely occurred because the activity of

designing comics using cell phones held a strong visual appeal for students. However, this situation has the potential to divert students' attention from the primary learning objective, which is to develop structured recount text writing skills. This finding aligns with Ratnawati's (2020) assertion that one of the challenges in Project-Based Learning is effective time management, particularly when students are engaged in project activities that require a high degree of creativity.

The second challenge is the difficulty in monitoring device use. Since students create comic strips on their phones using the *Canva*, teachers find it difficult to monitor whether all students are actually working on the assignment or using their phones for other purposes unrelated to learning. This is a common challenge in digital technology-based learning, particularly at the high school level, where students still need guidance on proper device discipline. In this context, teachers must fulfill a dual role: as facilitators of learning and as supervisors of students' technology use.

The third challenge relates to uneven student participation within groups. Some students were found to be less active in contributing to group activities, while others tended to dominate the project work process. This situation has the potential to create an imbalance in the distribution of workload among group members. In interviews, two out of five students acknowledged that there were group members who were less active. Additionally, differences of opinion within the group were also

mentioned as minor obstacles that arose. Pohan (2020) notes that the success of Project-Based Learning depends heavily on the active involvement of all group members. Therefore, disparities in participation are an issue that must be systematically addressed so that optimal group learning outcomes can be achieved.

The fourth challenge is students' difficulties with linguistic aspects, particularly grammar and vocabulary. The interview results revealed that the majority of students still struggle to use the simple past tense correctly and to choose appropriate vocabulary when writing recount texts. Student I and Student III cited grammar as their main obstacle, while Student II and Student IV placed greater emphasis on limited vocabulary. Student V specifically mentioned difficulty in determining the second verb form as a concrete obstacle he faced during the activity. Although comic strips proved effective in helping students generate and organize story ideas, this medium did not directly address issues at the language system level. This is consistent with the findings of Wahyudin et al. (2020), who emphasized that engaging learning media can indeed stimulate ideas, but strengthening linguistic aspects still requires intensive guidance from teachers so that students can produce grammatically correct writing.

3. Solutions to Overcome the Challenges

In facing the various challenges that arose, the teacher implemented a number of adaptive strategies that proved effective in keeping the learning process running smoothly. These strategies were revealed through an interview with Teacher H and confirmed through direct classroom observations.

The first solution to address time management issues is providing students with periodic time reminders. The teacher actively reminded groups that were too focused on designing comics to speed up their work. The teacher also set clear time limits from the start of the activity: 15 minutes to create a comic and 20 minutes to write a story based on another group's comic. The provision of these structured deadlines is an integral part of the "Preparation and Implementation Schedule" phase within the Project-Based Learning framework, according to Anggraini & Wulandari (2021). With mutually agreed-upon time limits, students are encouraged to manage their time more responsibly.

The second solution is reaffirming the primary learning objective to the students. The teacher explicitly reminds them that creating comic strips is merely a medium or teaching aid, not the ultimate goal of the activity. The actual goal is developing their ability to write recount texts in English. This reminder is crucial to prevent students from becoming so preoccupied with the visual perfection of the comics that they neglect the quality of the writing itself. This principle emphasized by the teacher is

consistent with the view of Ekorini and Rosiana (2018) that comic strips should be positioned as a medium that supports writing learning outcomes, not as a substitute for the primary learning objective itself. With this clarification, students are helped to maintain their focus on the core competencies to be achieved through the learning process

The third solution to address the imbalance in participation is establishing a clear division of roles before the activity begins. The teacher instructs each group to designate a person responsible for each part before starting the project. With a structured division of responsibilities, each group member has a specific role, ensuring that no student merely lists their name without making a tangible contribution. This finding reinforces Mulyani's (2020) view that Project-Based Learning, when implemented with a clear division of tasks, can encourage all students to be active and take responsibility for both the process and the outcomes of group learning.

The fourth solution to address students' language difficulties is for utilizing comic strips as both a source of inspiration and a tool for gradually building linguistic context. The teacher reminded students to pay attention to the use of the simple past tense in every sentence they wrote and provided relevant example sentences during the monitoring activity. Students who encountered difficulties were encouraged to ask the teacher or their groupmates for help, or to search for references on Google as a form of adaptive self-directed learning. This combination of

direct guidance from the teacher and independent exploration by students aligns with the view of Argawati & Suryani (2020) that Project-Based Learning provides space for students to learn through the process, rather than merely pursuing the final outcome. Within this framework, the teacher acts as a guide who provides responsive, constructive feedback, rather than simply serving as a single, directive source of answers.

This study shows that the implementation of Project-Based Learning using comic strips as a medium in teaching recount writing in the tenth grade at SMAN 1 Barat was carried out through three main stages: the introduction, the main activity, and the conclusion. In the introduction stage, the teacher related the material to the students' experiences. In the main activity, students created comic strips, exchanged comics between groups, and wrote recount texts based on the comics they received. The activity concluded with a presentation of the written work. Several issues arose, such as lack of optimal time management, the teacher's difficulty in monitoring device usage, uneven participation among group members, and students' challenges with grammar and vocabulary. To address these issues, several solutions were implemented: providing reminders and time limits for each stage; reiterating that comic strips are a tool to achieve writing objectives; establishing clear role assignments within groups; and providing direct guidance on the use of the simple past tense and vocabulary while encouraging students to ask questions and seek references independently.