

**EXPLORING STUDENTS' DIFFICULTIES IN WRITING
NARRATIVE TEXT IN PROJECT-BASED LEARNING CLASS**

THESIS



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2026

**EXPLORING STUDENTS' DIFFICULTIES IN WRITING NARRATIVE
TEXT IN PROJECT-BASED LEARNING CLASS**

THESIS

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In Partial Fulfilment of the Requirements

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I, the undersigned, declare that the thesis titled "Exploring Students' Difficulties in Writing Narrative Text in Project-Based Learning Class" is my own original research. The ideas, analyses, and findings presented in this thesis are the result of my own research. This thesis does not take any material from others' previous research, except for material that has been properly cited in accordance with academic writing standards, and has never been submitted to obtain any degree at any institution. I accept full responsibility for the originality of this thesis, which is submitted to fulfil the requirements for a Undergraduate degree (S1) in the English Education program at State Islamic University Syekh Wasil Kediri.

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Demikian agar maklum dan atas kesediaan bapak kami ucapkan terimakasih.

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Demikian harap maklum atas perhatian dan kesediaannya, kami mengucapkan terimakasih.

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MOTTO

“Maka sesungguhnya beserta kesulitan ada kemudahan, sesungguhnya beserta
kesulitan ada kemudahan“

(QS. Al-Insyirah: 5-6)

“Berdamai dengan apa yang terjadi, kunci dari semua masalah ini“

(Mangu – cover Azizah)

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The writer realized that this thesis was far from perfect. The researcher will receive any suggestion and critics that will help the researcher to be better.

Kediri, 19th May 2026
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ABSTRACT

Azzahra, Wanda Putri. 2026. Exploring Students' Difficulties in Writing Narrative Text in Project-Based Learning Class. An Undergraduate Thesis. Department of English Language Education. Faculty of Tarbiyah and Teacher Training. State Islamic University Syekh Wasil Kediri. Advisor: (I) Nur Afifi, M. App. Ling, Ph.D. and (II) Annisa Aulia Saharani, M.Pd.

Keywords: Writing, Students' Difficulties in Writing, Narrative Text, Project-based Learning

Writing is one of the most complex language skills for students, especially in composing narrative texts that require an understanding of chronological structure and specific linguistic features. Even though project-based learning methods have been implemented to enhance student collaboration, challenges in the writing process still arise in the classroom. This study aims to explore the difficulties students face when writing narrative texts. Additionally, this study aims to identify the factors contributing to these difficulties.

This study employed a qualitative research method, including questionnaires, interviews, and documentation as data collection instruments. A questionnaire consisting of 29 closed-ended questions was distributed to 35 students to identify the difficulties they experienced when writing narrative texts. These items consisted of four indicators of difficulty: writing correct sentences, using appropriate tenses, using appropriate vocabulary, and developing ideas. Meanwhile, semi-structured interviews were conducted with 7 selected students and one English teacher to identify the factors underlying these difficulties. The decision to interview only 7 students was made using purposive sampling based on the teacher's grade recommendations. In addition, documentation of students' written work was used as concrete evidence to support the findings from the questionnaire and interviews. The collected data was analysed descriptively to explain the information in greater detail.

The research findings indicate that students experience difficulties, including challenges in developing ideas, resulting in short written product; confusion in applying past tenses; limited vocabulary; and errors in constructing correct sentences. These difficulties are triggered by internal factors such as language limitations due to a limited vocabulary and a lack of understanding of grammar, which hinder students' ability to express their ideas in writing. Additionally, external factors such as noise disturbances from the Sports Hall disrupt concentration. On the other hand, the lack of learning resources, such as printed dictionaries, hinders group collaboration. Overall, it can be concluded that the success of the Project-Based Learning method in writing narrative texts is highly dependent on students' internal language proficiency and the conducive learning environment at school.

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