

## ABSTRACT

**M. Randy Sultan, 2023.** *An Analysis of Project-based Learning Model in Teaching Creative Writing at SMA Dunia Harapan Makassar.* Guided by Nur Qalbi and Syamsiarna Nappu.

As one of the innovative learning models, Project-based Learning is important to be discussed and investigated. This research aims to explore the ways teachers implemented Project-based Learning in teaching creative writing, the challenges faced by the teachers and to analyse the students' creative writing result. This research employed a mixed-method design incorporating qualitative and quantitative research methodologies. The data were acquired using three distinct instruments, namely observation checklist, interview guide and students' creative writing document. The subjects of this research were two English teachers who taught the eleventh grade at SMA Dunia Harapan.

The findings of this research revealed that both teachers implemented all the syntax of Project-based Learning. The teachers also introduced the linguistic features of the short story before students were assigned to write their own short stories. Related to challenges, both teachers faced challenges in managing their time while implementing Project-based learning, enhancing the students' motivation to write and integrating Project-based Learning with Cambridge A level and CCP which encompasses the development of character, communication and problem solving. Additional finding revealed in this research after analysing the students' creative writing document using scoring rubric of five writing elements namely content, organization, vocabulary, grammar and mechanic, it was clear that the average score of four elements of writing was excellent such as organization element which received an average score of 19.25, vocabulary received an average score of 18.87, grammar received an average score of 22.37 and mechanic received an average score of 4.5. Furthermore, the content element of writing received 25.12 which can be classified as good. Hence, while encountering specific difficulties, both teachers effectively implemented the six syntaxes of the Project-based Learning Model in their writing instruction, enabling students to enhance their creative writing skills.

**Keywords:** *Project Based Learning Syntax, Implementation, Challenges and Creative Writing*