# ABSTRACT

Project-Based Learning is a student-centered strategy to encourage initiatives focused on solving authentic problems with interdisciplinary knowledge, skills, and beliefs. Therefore, project-based learning is very important for students' skills in English. However, the implementation of project-based learning in the writing class model has become a challenge for teachers in carrying out their activities more deeply. This study aims to find out the praxis of project-based learning at one of the senior high schools in Garut and to identify the teacher's principles and the teacher's understanding of project-based learning. The design of this research is a qualitative case study. The data collection techniques were semi-structured interviews and documents (lesson plan). The informant of this study was one English teacher. The result of the interview showed that there was a varied understanding of project-based learning in senior high school. The materials he should give to the students are based on the teacher’s understanding of the principle and the teacher’s understanding of stages.

**Keywords : Project-Based Learning, Teachers’ Understanding, Writing**