

IMPLEMENTATION OF PROJECT-BASED LITERATURE IN STUDENTS' WRITING PERFORMANCE

Irma Manda Negara; Nurul Hidayati; Kristina Laora

English Literature Study Program, Sekolah Tinggi Bahasa Asing Pontianak
Irmamanda23@gmail.com; nurulalvaro.na@gmail.com; Kristina.laora@gmail.com

015

Abstract- *This study aims to describe the process and learning activities of implementing PjBL in writing based on literature and students' writing performance after implementing PjBL. The qualitative method is used in this study. Data collection used observation checklists and interviews. Data is analyzed with represented, interpreted meaning, and reflected. The results show that the lecturer has carried out the stages of PjBL activities in accordance with theoretical references, starting from the planning stage to concluding. On the other hand, the results of students' writing performance showed an increase. This increase can be seen in the learning outcomes after implementing PjBL. Then, implementing PjBL helps students determine topics and ideas for them to put into their writing. The collaborative work offered by PjBL is also beneficial for students in writing. Finally, PjBL is recommended to be applied in learning, developing the targeted primary skills and skills included in "success skills."*

Keywords: *PjBL, literature, writing performance*

INTRODUCTION

Writing is one of the core competencies of several skills in English. Writing competence emphasizes the ability to produce something structured in content and grammar. Then, writing competence describes the writing ability students have to pour their ideas and knowledge into writing (Ratminingsih et al., 2018). Nevertheless, in the implementation of learning, students faced some obstacles in writing. The difficulties faced by students include difficulties in determining the topic, developing ideas, writing sequentially, and sentence structure. It is similar to Chairinkam & Yawiloeng (2021) stated that the main obstacle faced by students in writing is the use of correct grammar. Then students also find it challenging to find ideas, making it difficult to put them into writing. Furthermore, because they have weaknesses in grammar and low vocabulary mastery, it causes a feeling of burden, anxiety, and confusion when asked to write (Boonyarattanasoontorn, 2017; Jebreil et al., 2015; Bulqiyah et al., 2021). Thus, to overcome these obstacles, teachers need to implement strategies or learning methods that can help students in writing, seen not only from the results but also from the process they do.

Various kinds of learning methods have been proven to help improve students' writing skills, including communicative language teaching, flipped learning, contextual teaching-learning, cooperative learning, experiential learning, and group discussion (Sheerah, 2022; Satriani et al., 2012; Muslem et al., 2022; Muslem & Abbas, 2015). However, in this study, the researcher applied Project-Based learning (PjBL) as a strategy for learning writing, based on the premise that PjBL is one of the learning methods recommended by educators to develop student's language skills, creativity, and critical thinking skills (Ali, 2022; Syarifah & Emiliasari, 2019). PjBL is created on the basis that a person acquires knowledge based on experience, is structured, systematic, and complex in the form of well-designed project assignments (Petrovic & Hoti, 2020; Markham et al., cited in Pan et al., 2021). Furthermore, PjBL is a teaching method that can build an entertaining learning environment and provide many opportunities for students to improve their abilities (Ali, 2022). Thus, with these rationales, it can be said that PjBL is a learning method that offers systematic and creative activities or learning environments that provide more participation from students to build their learning experiences and knowledge through structured projects.

Several previous studies have applied PjBL in English learning. Among them is research conducted by Alotaibi (2020) which concluded that there was an increase in students' persuasive writing after implementing PjBL. Another study, analysis by Abu Bakar et al. (2019), concludes and recommends the application of PjBL to improve English language skills, especially communicative competence. In addition, PjBL is recommended for its application in learning foreign languages, significantly to help improve writing and speaking skills in foreign languages (Astawa et al., 2017). Meanwhile, this research applies PjBL in descriptive writing learning by implementing several projects emphasizing literary works as the last project. This research provides several alternative activities teachers can carry out in implementing PjBL for learning writing using literary works and helping students to improve their writing performance.

In detail, the implementation of PjBL emphasizes the implementation of projects carried out collaboratively as the primary teaching activity, and students are active actors in building and developing their knowledge (Condliffe et al., 2017). Furthermore, project implementation is said to be effective if it can encourage interaction between students in applying their knowledge and skills designed by teachers who emphasize content and

language application (Miller, 2016). In Poonpon (2017), as for the characteristics of PjBL implementation, including content learning is the main focus compared to grammar, the teacher acts as a facilitator, builds collaboration, refers to the integration of fundamental language skills, processes information from all sources, shows the final product as evidence of student understanding through several activities (presentations, performances, bulletin boards, or posters), and as a medium in using English in the classroom or every day (Fried-Booth, 1997; Simpson, 2011; Srikrai, 2008; Stoller, 1997). Thus in its implementation, PjBL is centred on students' activeness in carrying out their learning which is indicated by an increase in the cognitive domain, collaborative skills, language skills, and the ability to manage information.

Furthermore, in its implementation, PjBL has several stages, as shown in the following table:

Table 1. PjBL Activities

Stages	Activities
Planning Project	Determine topics, ideas, and problems, Develop questions from ideas and problems Select content, plan assessments, define groups, and determine group strategies.
Launching Project	Stimulate students' attention, enthusiasm, and interest Build high expectancy Define rules, procedures, products, schedules, and assessment practices
Guiding and Creating Project	Facilitate the use of resources Help students define assignments and assess improvement Framework for learning and working Rehearsing presentation skills
Concluding Project	Stage performance Carry out a summative assessment Reflecting on project and learning processes

(Mergendoller et al., 2009)

On the other hand, Astawa et al. (2017), there are several stages in the implementation of PjBL, including determining topics and problem-solving, project planning, observing information relevant to the project and project objectives, managing information and data obtained to solve problems, making important points related to information, presentation design, presenting the results, evaluation of learning. Thus, these activities can also train critical thinking, creative, and collaborative skills (Stoller,

1997; Korkmaz & Kaptan, 2001). Therefore, PjBL is implemented through several stages, including determining the topic; forming a group; designing problems to be solved; gathering information; managing the information; determining the rules, steps, schedules, products to be produced, and product assessments; planning product presentations; conduct presentations and evaluate results and learning. In the end, before implementing PjBL, teachers must understand the stages and rules for implementing PjBL in their classrooms.

METHODS

This study uses a qualitative method that presents the phenomena from the exploration results related to processes and activities (Creswell & Creswell, 2018). This study describes the implementation of a literature-based project and students' writing performance after implementing PjBL. Furthermore, researchers used observation and interviews in collecting data. Qualitative observation is carried out by making notes related to activities carried out by teachers and students during the learning process in implementing PjBL (Creswell & Creswell, 2018). Meanwhile, interviews were conducted by asking the lecturer face-to-face with unstructured questions (Creswell & Creswell, 2018). Furthermore, the data findings are represented descriptively, interpreting the meaning of the findings and reflecting on the findings and sources (Creswell & Creswell, 2018).

FINDINGS AND DISCUSSION

Implementation of a Project-based Literature

The findings showed that the lecturer had designed the application of this PjBL into the lesson plan that he had previously made. From the lesson plan, it can be seen that the lecturer arranges the material according to the characteristics of the course, namely writing skills. Furthermore, the lecturer used literary works as material for their studies. The purpose of implementing this PjBL is designed according to the national standard curriculum and focuses on developing students' writing skills, critical thinking, and collaborating with their peers. It is similar to Larmer & Mergendoller (2015) statement that the implementation of PjBL is to develop student skills that focus on "Success Skills,"

including critical thinking and collaboration, and building interactions with peers to make and use the new knowledge they will acquire (Indrawan et al., 2019). Then, in planning, PjBL is designed to implement a curriculum following national standards to develop thinking from scientific disciplines (Krajcik and Shin (2014) cited in Condliffe et al., 2017).

In practice, the lecturer chooses a short story entitled "A & P" as a study to be analyzed. As is known, several stories need to be studied in detail to understand the story being told. Therefore, in this project, describing the characters in the story is a challenge that students must solve. Before starting to write, the lecturer asks students to read the story first and understand the story's plot. During the process, students looked confused about understanding the story's contents. So, this is a problem that needs to be solved. Then, the lecturer explained that in the story, several things need to be studied seriously so that readers can understand the elements of the story. The lecturer and students share these elements, including the storyline, Quennie, Lengel, and Sammy (the characters in the story). From this, the lecturer asked students, "how are the characters in the story." Based on these questions, the student's main task is to describe the characters according to the characteristics of the descriptive text.

Then, the lecturer divides students into groups according to the story's characters and asks them to sit according to their respective groups. After that, the lecturer informs the assessment rubric he uses to assess the final results of their writing later. Furthermore, students in groups solve the problems discussed in the previous stage. In this stage, the lecturer functions only as a facilitator. Then, after they finished completing their project, each group presented their results to the class. In this activity, lecturers and students from other groups provide feedback on the results presented by a group.

Lecturers and students agree with the answers to the problems raised, and from that agreement, they put it into descriptive text. Finally, end of the activity, the lecturer assesses the students' writing according to the predetermined characteristics of each group. Even though they write about the same characters in one team, each student has a different writing style and abilities, resulting in different writing results. Finally, lecturers publish the learning outcomes of their writing and provide a brief review of their writing procedures, style, and what they have learned during project-based learning. In short, based on the description of the previous stages, it can be seen that most lecturers carry

out the steps of PjBL activities, which refer to the stages proposed by Mergendoller et al. (2009). These stages will be described below:

Stage 1, "Planning Project," starts with determining the topic and problem, displaying all the existing elements, making one main question about the project's focus, forming groups, and explaining how the assessment process is carried out. Referring to Mergendoller et al. (2009), activities at this planning stage include determining topics, developing questions from ideas and problems, selecting contents, planning assessment, defining groups, and determining group strategies. It can be seen that the lecturer plans the project according to the learning objectives, picks the topic of the problem, and displays all the elements in the story. Jonassen (2000, p.23) states that teachers need to consider implementing projects according to the curriculum in planning projects to help students gain increased skill outcomes that are the target (cites in Mergendoller et al., 2009, p.590). They also state that problems need to be solved by being built in a structured way. The problem is ordered by displaying all the elements of the problem that need to be studied and has an easy-to-understand solution (Mergendoller et al., 2009, p.591).

Furthermore, in their activities, the lecturer gives one question: the main focus of this project activity. In theory, Mergendoller et al. (2009, p.592) need to develop "Driving Questions," which serve as a driving force for further learning activities and as the main focus of the learning process. These questions can be easily understood and engaging. Developing these questions can also increase student motivation because students not only acquire knowledge but because they need it (Mergendoller et al., 2009; Larmer & Mergendoller, 2015). In developing content, lecturers select literary works to be analyzed. More precisely, in this project, choosing characters to be described differently and cleanly. The planning is following the course curriculum on the descriptive text while exploring the characters in the story in a scientific field as a literature student. In this case, the lecturer carries out as described by (Mergendoller et al., 2009) that the project design must be aligned with the curriculum and learn specific skills.

In its implementation, PBL forms students into groups and collaborates, and then groups are divided according to criteria (Mergendoller et al., 2009). In class, the lecturer divides students into several groups according to the number of characters in the story. Then, the teacher informs regarding the stages of the assessment and the rubric used. A

transparent assessment system provides benefits so that students understand the assessment criteria, thus giving them an idea of what they must do in their projects (Mergendoller et al., 2009). Then, a transparent assessment system can assist teachers in assessing the achievement of standardized student learning outcomes (Saputra et al., 2018).

Continue to stage 2, which is “Project Launch.” This stage is related to activity management which aims to increase motivation and interest, as well as student enthusiasm in carrying out projects (Mergendoller et al., 2009). This stage includes "Stimulate students' attention, enthusiasm, and interest; Build high expectancy; Define rules, procedures, products, schedules, and assessment practices." Astawa et al. (2017) found that implementing PjBL can increase student enthusiasm, self-confidence, and motivation. This statement was also seen in this study.

Students looked enthusiastic from the start of the activity. The lecturer divides students into several groups with their respective tasks. Students become motivated and interested in following the learning process because what is analyzed in this project is one of the literary works. They believed that this project gave them initial knowledge on how to explore storylines and characters because, according to them, as students of literature, this activity would also have relations with other subjects. Next, the lecturer conveyed the class rules for working on the project. At this stage, lecturers and students determine how activities are carried out. Teachers and students agree to practices, procedures, activities, project deadlines, and sanctions. This agreement is made so that activities are practical, avoid distractions, do not reduce collaboration to work, focus on tasks, and avoid sanctions that will be received if you violate the agreement (Mergendoller et al., 2009). Rules setting is needed as a collaborative process in solving problems related to the activities necessary to complete the project (Mergendoller et al., 2009).

Enter stage 3, "Guiding and Creating Project," which begins by facilitating the use of resources. At this stage, the lecturer gives directions to students to read related to theories related to psychoanalysis, which science is often used to provide an overview of a person's personality (Niaz et al., 2019). Furthermore, this psychoanalysis helps interpret hidden meanings, understand symbols and behavior, and the complex setting of a literary work (Niaz et al., 2019). At the planning stage, it has been explained that the lecturer gives driving questions related to how the characters are in the short story and the

problems to be solved. Therefore, the study and stages of "facilitating the use of resources" help students answer the driving questions and use psychoanalysis to answer questions and complete their projects. This stage can help students identify the resources needed to work on the project and how to use these resources to solve project problems (Mergendoller et al., 2009). Then, the lecturer provides feedback and helps students strategize to complete the progress of their work. This activity aims to help students understand their abilities, self-correct their actions, and focus on their progress. Mergendoller et al. (2009) stated that effective feedback is good if students can focus on their progress, provide opportunities to show what they have done, and adjust to their needs.

Furthermore, after students revised the feedback results, they presented the results of the work they had done. This presentation aims to get input and suggestions from classmates or other groups. This activity supports the feedback given by the lecturer personally. By getting criticism and suggestions from classmates, students can get more information about their performance results and help them improve their work for the better. Furthermore, these presentation activities help strengthen and motivate learning and open opportunities for reflection and assessment (Mergendoller et al., 2009).

The last stage is "Project Conclusion." This stage is the time for lecturers to assess student work and reflect on what they have learned during learning activities as additional knowledge with the hope that it can be applied in everyday life. As said before, the product of this activity is writing in the form of descriptive text about the characters in the store, so the assessment system used is performance appraisal, and in this case, the results of student writing will be assessed using the assessment rubric that was presented at the previous stage. According to Mergendoller et al. (2009), this performance assessment focuses on students' abilities by using direct methods for writing assignments. Meanwhile, according to Mergendoller et al. (2009), reflection aims to turn experience into knowledge gained from the project implementation process. Where students work as main actors for their projects, problem solvers from problems, learn to collaborate and understand the main content of what they have learned.

Students' Writing Performance After Implementing PjBL

The results of students' writing performance after implementing PjBL were seen from the learning outcomes and interviews conducted with the implementing lecturers. Student learning outcomes are shown in the table below:

Table 2. Student Learning Outcomes Before Implementing PjBL

No	Score	Frequency	Percentage (%)	Category
1	90 – 100	2	9.52	Very good
2	80 – 89	5	23.81	Good
3	70 – 79	2	9.52	Enough
4	60 – 69	9	42.87	Less
5	0 – 59	3	14.28	Less once
Jumlah		21	100	

Table 3. Student Learning Outcomes After Implementing PjBL

No	Score	Frequency	Percentage (%)	Category
1	90 – 100	3	14.28	Very good
2	80 – 89	4	19.05	Good
3	70 – 79	8	38.10	Enough
4	60 – 69	5	23.81	Less
5	0 – 59	1	4.76	Less once
Jumlah		21	100	

Based on table 2 and table 3 above, it can be seen that students' skills in writing descriptive text before and after implementing PjBL. From the total percentage, it can be seen that the percentage increased in several categories. In table 2, before implementing PjBL, it can be seen that student learning outcomes are in the less category, namely 42.87%. Then, there was an increase after implementing PjBL. This increase is shown by the learning outcomes of students who are in enough category, with a percentage of 38.10%. Based on these two data, it can be concluded that there was an increase in the percentage of student learning outcomes before and after implementing PjBL.

Furthermore, to support the data above, based on the results of interviews conducted with lecturers, one of the conveniences that students get from PjBL is that they work collaboratively. The collaboration helps students determine what they need to write about. The lecturer also revealed that one of the initial difficulties faced by students was choosing topics and ideas. However, with the implementation of this PjBL, students get topics and ideas during the learning process. Thus, the process helps students to start writing. These findings are related to several previous studies, including Aghayani & Hajmohammadi (2019), which show a significant influence between the implementation

of PjBL and students' writing ability. Then, research conducted by Abdullah et al. (2022) PjBL as enrichment provides a positive attitude by carrying out collaborative activities. Finally, research by Astawa et al. (2017) showed that implementing PjBL can increase creativity, independent and collaborative learning, and increase enthusiasm, and self-confidence.

CONCLUSION

Based on the analysis results, referring to the stages of PjBL activities proposed by Mergendoller et al. (2009), lecturers plan learning activities by implementing PjBL as stated in the lesson plan. These stages start from planning to concluding. In terms of learning outcomes, there was an increase in student learning outcomes, in this case, writing descriptive text. Then, working collaboratively to complete the project helps students find topics and ideas that are easy to put down in writing.

REFERENCES

- Abdullah, H., Harun, H., Juo, S. Y., Aidrin, M., Ali, M., Lecturer, S., Sembilan, N., Sembilan, N., Teacher, L., Nilai, B. B., Sembilan, N., Nilai, B. B., Sembilan, N., Lecturer, S., Insan, K. G., & Sembilan, N. (2022). *TEACHING ENGLISH FOR ACADEMIC PURPOSES THROUGH PROJECT-BASED LEARNING METHOD AND PROCESS WRITING*.
- Abu Bakar, N. I., Noordin, N., & Razali, A. B. (2019). Improving Oral Communicative Competence in English Using Project-Based Learning Activities. *English Language Teaching*, 12(4), 73–84. <https://doi.org/10.5539/elt.v12n4p73>
- Aghayani, B., & Hajmohammadi, E. (2019). PROJECT-BASED LEARNING: PROMOTING EFL LEARNERS' WRITING SKILLS. *LLT Journal*, 22(1), 78–85.
- Ali, H. A. (2022). The Effect of a Suggested Project-Based Blended Learning Program on Developing University Students' EFL Writing Skills and Reducing their Writing Apprehension ضد فحوق لعلف جمائرب جمدم حرته قم مناق د لع ملع تلا يذ بملاد لع. *Egyptian Journal*, 46(1), 91–136.
- Alotaibi, M. G. (2020). The Effect of Project-Based Learning Model on Persuasive Writing Skills of Saudi EFL Secondary School Students. *English Language Teaching*, 13(7), 19. <https://doi.org/10.5539/elt.v13n7p19>
- Astawa, N. L. P. N. S. P., Artini, L. P., & Nitiasih, P. K. (2017). Project-based learning activities and efl students' productive skills in english. *Journal of Language Teaching and Research*, 8(6), 1147–1155. <https://doi.org/10.17507/jltr.0806.16>
- Boonyarattanasoontorn, P. (2017). An investigation of Thai students' English language writing difficulties and their use of writing strategies. *Journal of Advanced Research in Social Sciences and Humanities*, 2(2), 111–119. <https://doi.org/10.26500/jarssh-02-2017-0205>

- Bulqiyah, S., Mahbub, M. A., & Nugraheni, D. A. (2021). Investigating writing difficulties in essay writing: Tertiary students' perspectives. *English Language Teaching Educational Journal*, 4(1), 61. <https://doi.org/10.12928/eltej.v4i1.2371>
- Condliffe, B., Quint, J., Visher, M. G., Bangser, M. R., Drohojowska, S., Saco, L., & Nelson, E. (2017). Project-based Learning: a Literature Review. In *mdrc : Building Knowledge to Improve Social Policy*. <https://www.mdrc.org/publication/project-based-learning>
- Creswell, J. W., & Creswell, J. david. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edit). Sage Publications, Inc.
- Indrawan, E., Jalinus, N., & Syahril. (2019). Review Project Based Learning. *International Journal of Science and Research (IJSR)*, 8(4), 1014–1018.
- Jebreil, N., Azizifar, A., & Gowhary, H. (2015). Investigating the Effect of Anxiety of Male and Female Iranian EFL Learners on their Writing Performance. *Procedia - Social and Behavioral Sciences*, 185(November), 190–196. <https://doi.org/10.1016/j.sbspro.2015.03.360>
- Larmer, J., & Mergendoller, J. R. (2015). *Gold Standard PBL: Essential Project Design Elements*. <https://www.pblworks.org/what-is-pbl/gold-standard-project-design>
- Mergendoller, J. R., Markham, T., Ravitz, J., & Larmer, J. (2009). *Pervasive Management of Project-Based Learning: Teachers as Guides and Facilitators*. Buck Institute for Education.
- Miller, B. A. (2016). The potential of project based learning and English language learners. In *Curriculum in Context*. <https://wsascd.org/wp-content/uploads/AMiller.pdf>
- Muslem, A., & Abbas, M. (2015). The effects of immersive multimedia learning with peer support on speaking skill among male and female students. *Studies in English Language and Education*, 2(2), 105. <https://doi.org/10.24815/siele.v2i2.2694>
- Muslem, A., Marhaban, S., Heriansyah, H., & Utama, R. P. (2022). The Effects Of Using Blog-Assisted Language Learning (Ball) In Improving Non-Native Students' English Writing Skill In Higher Education; Does It Work? *Journal of Technology and Science Education*, 12(1), 21–32. <https://doi.org/10.3926/jotse.1303>
- Pan, G., Shankaraman, V., Koh, K., & Gan, S. (2021). Students' evaluation of teaching in the project-based learning programme: An instrument and a development process. *International Journal of Management Education*, 19(2), 100501. <https://doi.org/10.1016/j.ijme.2021.100501>
- Petrovic, M., & Hoti, D. (2020). *Project Based Learning and Distance Learning Handbook 2*. [https://jpd.rs/images/prirucnik/Project Based Learning and Distance Learning Handbook.pdf](https://jpd.rs/images/prirucnik/Project%20Based%20Learning%20and%20Distance%20Learning%20Handbook.pdf).
- Poonpon, K. (2017). Enhancing English Skills Through Project-Based Learning. *The English Teacher*, XL, 1–10.
- Ratminingsih, N. M., Marhaeni, A. A. I. N., & Vigayanti, L. P. D. (2018). Self-Assessment: The effect on students' independence and writing competence. *International Journal of Instruction*, 11(3), 277–290. <https://doi.org/10.12973/iji.2018.11320a>
- Saputra, I. G. N. H., Joyoatmojo, S., & Harini, H. (2018). The implementation of project-based learning model and audio media Visual can increase students' activities. *International Journal of Multicultural and Multireligious Understanding*, 5(4), 166. <https://doi.org/10.18415/ijmmu.v5i4.224>
- Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual teaching and learning

approach to teaching writing. *Indonesian Journal of Applied Linguistics*, 2(1), 10–22. <https://doi.org/10.17509/ijal.v2i1.70>

Sheerah, H. (2022). The Use of Flipped Learning as Technology Enhanced Pedagogic Tool to Support EFL Students' Writing Skills in Saudi Context. *Tojet*, 21(1), 187–202. <http://www.tojet.net/articles/v21i1/21116.pdf>

Syarifah, E. F., & Emiliasari, R. N. (2019). Project-Based Learning To Develop Students' Ability and Creativity in Writing Narrative Story. *Indonesian EFL Journal*, 5(1), 85. <https://doi.org/10.25134/ieflj.v5i1.1627>