

Implementation of Project-Based Learning in Increasing Students Writing Skills at IISIP YAPIS Biak Papua

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Abstract: This research was aimed to find out whether the implementation of Project Based Learning can be effectively increasing students' writing skills. Quantitative method was used in this research by giving pre-test and post-test in order to know the students' productivity in writing. There were 25 students as the participants. They were in the fifth semester in which 13 students became the experimental class and the 12 students became the controlled class. The mean score showed that the pretest was 50 and the score of the posttest was 76,15. The percentage and frequency of the students' score on the pretest for experimental class showed that 7 or 54% got an average score, 5 or 38% got a poor score, and 1 or 8% got a very poor score. While, after the researcher conducted the project based learning, the posttest showed that 5 or 38% of students got very good scores, 2 or 15% of students got a good score and 6 or 46% students got an average score. There was a significant difference between the pretest and posttest. based on the result, there was a significant difference between the experimental class and the controlled class in their writing achievement. Hence, the implementation of project based learning was effective in increasing students' writing ability in writing news.

Keywords: Project Based Learning, Writing Skills and News Text.

BACKGROUND OF THE STUDY

Learning English writing for university students can be challenging. The different level of proficiency in English writing can be one reason whereby some students may be proficient, while others may struggle with basic grammar and create ideas. The findings of the study which was conducted by Aktar et al (2020) presented that most of the students were average in their anxiety and apprehensions to their writing challenges, approximately a third of them were extremely apprehensive. Being university students, they ask to be more critical and writing activity can be more complex. Writing in university goes beyond basic composition such as analyzing texts, synthesizing information, and developing coherent arguments can be a daunting task.

The highly stressful situation in writing is found when students could not get the idea about a topic and find difficulty to generate new ideas because the subject can be more complex as well as the challenge is limited time (Aktar et al, 202). Another research foud that Indonesian EFL students encounter problems in writing aspects including content, organization, vocabulary, grammar, and mechanics. Their reasons in experiencing these problems are not only limited knowledge of writing aspects and comparison and contrast essay itself, but also they had own personal reasons; lack of writing practice, writing dislike, writing anxiety, negative writing perception, low writing motivation, insufficient time given in writing test, and also inadequate teaching writing process taught by their lecturers. (Toba et al, 2019)

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Indeed, university teachers often encounter several challenges when teaching English writing. The findings of a research reveal that university teachers face various problems in over-sized cohorts, including feedback, assessment, and classroom management (Ouahidi, 2021). As stated previously, some universities have a large number of students which can be difficult for teachers to provide individualized attention and feedback to each student, especially in writing-intensive courses where detailed feedback is crucial for improvement. Moreover, assessing writing can be subjective and time-consuming in which teachers will face problems to grade a large number of essays or papers. While providing meaningful feedback requires careful planning and time management. In the light of the findings, some suggested strategies will be set so that teachers working in similar contexts can implement them successfully.

Project Based Learning is a method where students have the opportunity to explore real world problems and challenges. Students actively engage in solving problems, collaborating with peers and applying critical thinking skills (Loyens et al, 2023). 'Students are given assignments in the form of problems that are still unsolved' (Kartini, 2024). Instead of traditional classroom instruction where teachers primarily deliver content, project-based learning focuses on students' active engagement in identifying a real-world problem, doing research, asking questions and gathering information from various sources, and working with peers to plan their approach to solve the problem. This learning method emphasizes the long-term learning process where student involvement starts from planning, designing, implementing, and reporting the result of activities in the form of product and implementation report (Septina & Riza, 2023). Hence, throughout the process, students reflect on their learning experiences and evaluate their progress.

Project-based learning can be applied well and suitable for teaching writing for EFL students (Firdaus, 2023). Project-based learning also can foster collaboration among students by assigning group writing projects which can help students develop teamwork and communication skills while also improving their writing through peer feedback and revision (Khalaf, 2023). The method can effectively foster the students' creativity, critical thinking, and problem-solving skills. (Hakimah, 2023). Project-based learning can empower students to take ownership of their learning because they have to choose their topic, design their plan, and make decisions about how to approach their work as they evaluate their learning progress. Thus, this project-based learning is recommended for teaching and learning especially English writing for its application in higher education. Since, the researcher found the same situation of students' writing problem in university in which some students at IISIP YAPIS Biak felt

anxiety in English writing and found difficulty in getting ideas, therefore the researcher aimed to implement the project based learning at IISIP YAPIS Biak. The research also was aimed to determine the progress of students' writing skill especially in English writing news items.

REVIEW OF LITERATURE

Project Based Learning

Project-based learning (PBL) is an instructional approach that encourages students to learn through active exploration of real-world challenges and problems. In project-based or project-centered learning (PBL), the learning process is organized around activities that drive students' actions (Blumenfeld et al 1991, as cited in Loyens et al, 2023). PBL is a method that allows students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation (Patton, 2018; as cited in Argawati, 2020). By incorporating these features, project-based learning promotes deeper understanding, meaningful engagement, and the development of essential skills for success in school and beyond.

Project-based learning differs from traditional instructional approaches by placing a strong emphasis on hands-on, real-world projects (Yuliansyah et al, 2021) that engage students in solving complex problems. This approach fosters critical thinking, collaboration, creativity, and communication skills, allowing students to apply their knowledge in practical scenarios, which enhances their overall skill development Haniah et al, 2021). 'By actively involving students in the process of investigating and experimenting, project-based learning promotes a deeper level of engagement and motivation '(Saad & Zainudin, 2022) compared to traditional methods. Furthermore, this approach allows students to develop practical skills that are directly transferable to real-life situations, helping them become more well-rounded individuals ready to tackle challenges in various contexts.

In contrast to conventional teaching methods, the hands-on nature of project-based learning helps students develop a comprehensive skill set that equips them with the challenges and intricacies of the modern world (Chen et al, 2022). By immersing students in authentic, project-based experiences, educators are able to foster a genuine passion for continuous learning and problem-solving that extends far beyond the classroom. This innovative approach nurtures individuals who are not only academically proficient but also possess the adaptability, critical thinking skills, and creativity needed to thrive in a rapidly evolving society.

Project Based Learning in Writing

Project-based learning (PBL) has become an increasingly popular instructional approach in the field of English writing education (Bastola, 2021). Project Based Learning can also lead to greater learner autonomy, better problem-solving skills, and improved writing abilities as students learn to generate, organize, and express ideas effectively through their writing projects (Bakri, 2023). This approach emphasizes the centrality of long-term projects that involve investigation and reporting, requiring both linguistic and content abilities from the participants. The project-based learning method has learning steps that are applied in teaching writing as follows: (1) Start With the Essential Question whereby students can be more active since they engage with answering the essential questions, (2) Design a Plan for the Project, (3) Create a Schedule, (4) Monitor the Students and the Progress of the Project, (5) Assess the Outcome, (6) Evaluate the Experience. (Yulandari & Widiati, 2023).

Previous research on project-based learning in English writing suggests that this educational approach offers substantial benefits for students. One key advantage of project-based learning in English writing is that it provides students with opportunities to use the target language in real and real-like situations (Bastola, 2021). Projects help students develop their linguistic competence as they engage in authentic communication and collaboration to complete the assigned tasks. For example, Stoller suggests that teachers can employ various projects in a large class to handle and collaborate with learning outcomes, thereby offering students multiple avenues to develop their language skills (Bastola, 2021).

In addition, project-based learning can have a positive impact on students' writing skills. A study on blended learning approaches in Malaysia found that students viewed project-based learning as providing them a flexible and conducive learning environment that had beneficial impacts on their writing abilities (Rahaman et al., 2020). The study suggests that this approach can be valuable for curriculum development in higher education institutions, as it enhances students' capacity to generate, organize, and communicate ideas through written expression.

Suteja and Setiawan (2022) conducted a study to know the correlation between writing skill and critical thinking through Project Based Learning. The results showed a good correlation between critical thinking and students' writing skills. In addition, there is a significant difference in students' writing skills before and after learning using the project-based learning model. Khulel (2022) conducted classroom action research which was to help students enhance their capacity in writing texts. It involved 33 high school students as research participants. The data collection device was a writing test. According to the findings, combining project-based learning with process writing and Instagram could help students

improve their writing skills. Students can improve their average writing score if it is higher than the passing grade. All of the students were able to improve their writing score by at least ten points over their previous score on the first test. The implementation of project-based learning in English writing classes have significant benefits for students.

Teaching English Writing Skills

One of the primary reasons for emphasizing English writing skills is that they are a fundamental component of academic success. Strong writing skills enable students to effectively communicate their ideas, organize their thoughts, and demonstrate their understanding of course material (Kellogg & Whiteford, 2009 as cited in Cahyaningrum, 2021). In the academic setting, students are frequently required to produce written assignments, such as essays, research papers, and reports, which serve as a means of assessment and a way for instructors to evaluate their learning. Additionally, proficient writing skills are highly valued in the workforce, as they are necessary for a wide range of professional tasks, such as composing reports, drafting emails, and creating presentations (Hyland, 2019). Employers often seek candidates who can communicate effectively in writing, as it reflects their ability to think critically, organize information, and convey ideas clearly.

Teachers can employ a variety of strategies to enhance students' writing skills (Selvaraj, 2019) and provide students with regular opportunities to practice writing. they can develop a better understanding of their writing progress since it becomes a habit. Additionally, instructors can incorporate explicit instruction on grammar, mechanics, and style, which are essential components of effective writing (Hyland, 2019). By addressing these fundamental elements, students can develop a stronger command of the English language and apply their knowledge to their own writing. Finally, it is important to provide students with constructive feedback on their written assignments. By offering detailed comments and suggestions for improvement, instructors can help students identify their strengths and weaknesses, and guide them towards becoming more proficient writers (Kellogg & Whiteford, 2009, as cited in Reidner, 2020). In conclusion, teaching English writing skills is a crucial component of education, as it prepares students for academic and professional success. By implementing a variety of strategies, such as frequent writing assignments, peer-review activities, explicit instruction, and constructive feedback, educators can help students develop the necessary skills to communicate effectively in written form.

Teaching English Writing News

news writing skills are productive abilities that can be trained in conveying actual information in the form of events, facts, or opinions that attract public attention which is

important to convey through the mass media to the public. (Anggraini, 2020) in writing news, there are requirements that must be met namely technique, material, form, and language. (Sata, cited in Anggraini, 2020). While, in teaching English writing news, there some elements can be taught so students can learn how to effectively and write news that inform, engage and communicate information accurately and professionally in English namely headline, lead, body, quotes, attribution (refers to crediting the source of information used in the news), facts and details, objectivity, clarity and coherence.

METHOD

This research implemented a quasi-experimental design to determine the effect of independent variable (project-based learning) on development of dependent variable (writing skill). The design included a control group and an experimental group. In this design, the sample was first given the pretest to determine the students' initial writing news before being given treatment. Then students were given treatment in which the project based learning was implemented to the experimental group. After being given treatment, at the of the learning, students were given the posttest to determine the final ability of students in writing news text. The participants of this research consisted of 25 students who were selected by cluster sampling method from students who were in communication science major at IISIP YAPIS Biak during the fifth semester of the academic year of 2023/2024. The design conducted a nonequivalent control group design (Creswell, 2014, as cited in Syaputra et al, 2024). The sample was randomly assigned into two groups, one group consisted of (12) students for the control group and the other consisted of (13) students for the experimental group. The instrument was a pre and post test. The two tests were used in order to determine the progress of students' writing skills through project based learning implementation. The participants' writing were scored by evaluating (1) the coherence and cohesion by means of how they arrange information and ideas coherently, (2) vocabulary, (3) grammar range and accuracy, (4) writing technique (interesting, not containing of ethnicity, religion, race, and class issue) (kusumaningrum, 2022).

RESULT AND DISCUSSION

The result of the research that has been carried out will be presented with the data. The pretest and posttest were administered to both the group control and experimental group. The project-based learning was implemented into several stages as follows:

1. The teacher stimulated students' feelings to activate their previous knowledge using videos. The teacher also gave questions regarding the material. Then the teacher gave the students a pre test

in the meeting. After that, the teacher divided the students into four groups in doing their project. Then, the students were asked to choose a news article which considered the current events or issues that provide opportunities for the next level of research. In this stage, the teacher clearly articulated the learning objectives and expectations for the writing project.

2. The teacher reviewed the previous meeting and reminded the students to develop the topic that they chose and then constructed the draft of their project. The teacher offered background and resources to help students understand the topic and develop deeper so that the students could explore multiple perspectives and sources of information.
3. The teacher guided students in conducting research to gather information, evidence, and supporting details of their project. Since the project was about writing news, they were taught how to evaluate sources, synthesize the information and cite the evidence.
4. The students started writing while the teachers actively supported the students through the writing process, including drafting and writing.
5. The teacher gave the students to share their writing drafts with peers for feedback and revision.
6. The teacher gave the opportunity to the students to publish their writing in a presentation as the posttest for each student.

The following table showed the scores of students' writing who were in experimental group:

Tabel 1. The score of students of Pretest and Posttest (Experimental Group)

Students	Pretest	Posttest
S1	60	80
S2	30	60
S3	70	90
S4	60	90
S5	30	60
S6	70	90
S7	30	70
S8	60	70
S9	70	90
S10	30	60
S11	20	60
S12	70	90
S13	50	80
Mean	660/13=50	990/13=76.15

From table 1, the mean score of the writing score of the students based on the pretest equals 50. It showed that the lowest score of the students was 20 and the highest score of the students was 70. The means score for posttest was significantly different because the lowest score was 60 and the highest score was 90. The mean score for the posttest has significantly improved to 76.15. Therefore, the implementation of project based learning could improve students' writing skills especially in writing news text.

Tabel 2. The score of students of Pretest and Posttest (Controlled Group)

Students	Pretest	Posttest
S1	40	60
S2	70	75
S3	70	70
S4	50	60
S5	30	60
S6	60	70
S7	60	75
S8	50	60
S9	60	70
S10	30	50
S11	30	50
S12	60	70
Mean	610/12=50.83	770/12=64.17

From table 2, the mean score of the writing score of the students based on the pretest equals 50.83 in the controlled group in which the lowest score was 30 and the highest score was 70. Besides, the mean score for posttest was 64.17 in which the lowest score was 50 and the highest score was 75.

Tabel 3. Percentage and Frequency of Students' Score of Pretest and Posttest (Experimental Group)

No	Criteria	Classification	F	Pretest (%)	F2	Posttest (%)
1	86-100	Very Good	0	0%	5	38%
2	71-85	Good	0	0%	2	15%
3	51-70	Average	7	54%	6	46%
4	25-50	Poor	5	38%	0	0%
5	0-24	Very Poor	1	8%	0	0%
Total			13	100%	13	100%

Based on the table 3, the pretest in experimental group was shown that there were no students who got very good criteria as well as good criteria on the writing test, while there were 7 students who got average criteria equals 54%, 5 students or 38 % got poor criteria, and there was only 1 student who got very poor criteria equals 8%. Yet, the posttest showed improvement whereby there were 5 students or 38% who got very good criteria, 2 students or 15% who got good criteria, 6 students or 46 % got average criteria, and there were no students who got poor and very poor criteria.

Tabel 4. Percentage and Frequency of Students' Score of Pretest and Posttest (Controlled Group)

No	Criteria	Classification	F	Pretest (%)	F2	Posttest (%)
1	86-100	Very Good	0	0%	0	0%
2	71-85	Good	0	0%	2	15%
3	51-70	Average	6	46%	8	62%
4	25-50	Poor	6	46%	2	15%
5	0-24	Very Poor	0	0%	0	0%
Total			13	100%	13	100%

Based on the table above, the pretest score showed that there were no students who got very good as well as good criteria in writing news text, the 6 or 46% students got average criteria, the 6 or 46% students got poor criteria, while there were no students for very poor criteria. On the other hand, the posttest showed improvement of students' writing score. There were no any students who got very good criteria, 2 or 15% students who got good criteria, 8 or 62% students who got average criteria, and there were no students who got very poor criteria.

Project based learning is an approach that emphasizes learning through engaging projects, which has proven to be significantly effective in teaching writing (Bakri, 2023; Bastola, 2021; Rahaman et al, 2020; Suteja and Setiawan, 2022; and Khulel, 2022). As the result of this research, the project based learning was significantly improved students' writing skills. Based on the research, project based learning made writing tasks relevant by connecting them to real-world issues and problem such as the students writing news to be read by the community which gave them a meaningful context for their writing. Afterwards, Project based learning allowed students to choose their news topics that they are passionate about which can increase their enthusiasm and commitment to the writing process. Since the project based learning engaged students in real world issues and problems whereby the students will reach the community such as in this research the students did the interview and research therefore students learnt to think critically. In doing research and interview, students must gather and evaluate information, organize their thoughts. Besides, students must analyze the problem from multiple angles, consider the pros and cons of each action. In this stages, students apply theoretical knowledge to practical scenarios that require the, to think critically about how to adapt learning to different context and situation.

In this research, the researcher also found that students' became more enthusiasm with writing activities because of project based learning involving collaborative work, where the students communicate intensively with peers. This collaboration took the form of peer reviews, group writing projects, or joint research efforts. Such interactions help students develop their ability to express ideas clearly and consider multiple perspectives. The positive comments and supporting comments from peer reviewing activity could decrease students' anxiety in writing. Therefore, group work was seen as important for reducing anxiety (Hilliard et al, 2020) Students can motivate each other, share resources, and confront challenges which can be particularly helpful in complex writing project. Group work and peer review are seen as fundamental aspects of project based learning that significantly increase students' writing skill especially in English writing skills. Working in group encourages students to brainstorm and generate diverse ideas, because every student come from different backgrounds and have

unique experiences that shape their perspectives. When they collaborate, these diverse viewpoints lead to richer and more varied ideas, enhancing the creativity of writing. Different students may approach a topic from various angles that can bring into a new ideas that ones might not consider.

Moreover, learning by doing a project could have positive effect of their learning progress especially in writing. Students will go through the discussion with peers whose unique experience which could encourage them to examine their learning experience. During the project based learning implementing, students will consider what strategies worked, what did not, and the reason of this could happen. This activity lead the to a deeper understanding of subject matter. Indirectly, it foster lifelong learning such as creating habits of reflection. Students learn to assess their progress regularly and identify areas for further development. Therefore, project based learning could enhance self-awareness, promotes critical thinking, encourages deep learning, develops communication skills, and foster lifelong learning habits.

9 CONCLUSION AND SUGGESTION

Based on the result of the research, implement project based learning in English writing could effectively enhance students writing skills at IISIP YAPIS Biak. Project based learning in English writing makes learning more engaging and relevant by connecting writing task to real world issues and students' interest, develops critical thinking by conducting thorough research and analyzing information as well as helps students improve various writing skills such as drafting, revising, editing and incorporating feedback. The implementation of project based learning in English writing has shown promise in enhancing students' writing skill in English. Thus, further research about what are the long-term effects of project based learning on students' writing abilities and their attitudes towards writing are needed.

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