



Lecturers' perspective on project-based learning on writing skill

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Abstract. Project-based learning (PBL) provides opportunities for students to gain knowledge, increase understanding, and acquire new skills through learning activities. By implementing it in the classroom, students can plan learning activities, determine projects to be made, solve problems, carry out tasks collaboratively, and improve their abilities. Students' Cooperation students build attitudes and skills abilities. This study explores lecturers' and students' perspectives on project-based learning in writing skills classes. The type of research used in this study is case studies. The research instruments used were interviews and checklist observations. Furthermore, the research subjects were students in a writing skill class at a private university in Banjarmasin. There result shows that the lecturers consider that PBL can increase student activity in writing skill classes because by implementing PBL, students are greatly assisted in working on their writing projects. Further research is suggested to explore more students' perspectives on PBL.

Keywords: Project-Based Learning, Writing skill

INTRODUCTION

PBL can also apply creativity, thinking skill, improve communication skill, improve collaboration skill, and build self-directed inquiry and lifelong learning skill. In addition, PBL is argued to support social learning. Because it is considered an education for students that makes the competent to respond to century skill such as communication, collaboration and teamwork Quint Handrianto., & Rahman. (2018). PBL is a complex task based on challenging questions or problems, students are involved in planning, problem solving. decision making and research. It can be concluded that the key elements of PBL implementation criteria are active learning. full students' participation, curriculum task, challenging question or problems, critical thinking and creative skill, communication and collaboration, teamwork, information management, problem solving. Problem make discussion, rate yourself and be product oriented PBL issue table for groups and individuals in teaching and learning.

Writing is not only concerned with producing a piece of writing that is grammatically correct, but it should reflect a communicative ability which helps deliver what the writer intends to convey. Qamariah. (2016). Stressed the need to gear efforts toward the right target of writing correct English, noting that most of the effort is aimed at skill building and grammar in-structure.

In project-based learning, students acquire knowledge and skills through cooperation within the agreed timeframe produce a tangible product and then present it. This study tries to investigate the use of project-based learning to develop students' abilities and creativity in writing narrative text and students' perceptions of the application of project based-learning in writing course. This study used a qualitative approach involving second semester students who took a writing course. The results of this study indicate that project-based-learning can help students to develop their abilities and creativity in writing narrative texts in several ways including their understanding of the topic, their knowledge of narrative genres i.e. social functions, text structure, and language features.

This research allows for project-based learning teacher or lecturer to do authentic assessment during lessons and projects activities according to Syarifah., & Emiliasari. (2018). useful for teachers or lecturers assess the ability of students as a whole and evaluate for further improvement Learning Activities. While the latest research that has been researched, project-based learning in class has project essays that students must complete in groups and also with the determination of this project students in class can increase activity in class. with this project can share ideas or exchange ideas among groups.

Writing skill is very important because it is an integral part of learning. Writing skills must continue to be honed so that students are skilled in writing. One way to develop writing skills is to apply the PBL model. The PBL model is an innovative learning model that can be used as an alternative in developing students' 21st-century skills. That is because project-based learning provides opportunities for students to gain knowledge, increase understanding, and acquire new skills through learning activities Parker. (2020). This study describes the relationship between elementary schools critical thinking skills and students' writing skills. main purpose of this This study aims to describe students' writing and critical thinking abilities through a project-based learning model.

This research uses quantitative approach with quasi-experimental type. in my research in class writing skills through project-based learning is very important to continue because participants said through this project, they are more active with assignments in class and will also help them in the future. because from previous research not much has been researched about "lecturer's perspective on project-based learning on writing skills" researchers want to be more in-depth to find out about this research because this research is still small, especially in tertiary institutions. so that researchers are interested in researching project-based learning writing skills in class.

The research questions in this study are:

1. What are lecturers the perspective of writing skill lecturer on project-based learning?
2. How do lecturers apply PBL in writing class? And then after doing this research, the researcher hopes that the results of this research can be useful for everyone, especially the lecturers. The researcher hopes that this research will help learn English or add insight into students' vocabulary because they are used to writing. This research has two benefits the findings of this study can be useful for creating a learning process that motivates student learning to improve students' writing habits effectively. For students, the findings

of this study serve as motivation to further improve writing habits in class so they are more active and have more insights about writing. The results of this study serve as input for lecturers in general, writers, and other prospective teachers.

The summary of research that has been done previously explains that the project-based learning model has advantages compared to the procedure learning model, because PBL is very useful for finding solutions to problems. From the previous study above all have the same advantages, namely one of which makes students more active in thinking, increases student participation in groups and also encourages students to be more active in discussions. The disadvantages of this previous study are that it requires more time for group discussions and also that the learning objectives are not easy to achieve for some students. It is also possible that there are differences in activity between group members. Lots of incidents in class for grouping assignments usually lack of time also in discussing one of them in one group there are different opinions resulting in difficulty equating the opinions of both parties resulting in a lack of time to discuss.

on the basis of this research, the researcher is interested in choosing the research title "Lecturers' perspective on project-based learning on writing skills" because this research is about how the views of lecturers teach, especially in tertiary institutions, there are still few who apply this, especially for English education students, for research in writing skill class So researchers are interested in researching how lecturers apply PBL in writing classes.

LITERATURE REVIEW

Project based learning

Project-based learning is a student-centered learning model and provides meaningful learning experiences, Students' learning experiences and acquisition of concepts are built on products produced in project-based learning processes. Project-based learning models can help students to develop creativity through project-based problem-solving activities. Wardani, Fauzi, Zafira, & Kurniawati. (2020). Stated that the project learning model is considered an excellent learning model for the development of the necessary skills of various students, such as decision-making skills and creative problem-solving skills of other processes. PBL can also improve the writing skills of pre-service teachers in terms of content, language and presentation quality.

Every prospective teacher is different learning style. project-based learning provides an opportunity to prospective teachers to explore the material by using various means of meaning to himself, collaborative, allowing each student to become able to answer the leading question but less able to facilitate various kinds of student difficulties Yustina, Syafii, & Vebrianto, (2020).

Project-based learning encourages students to recognize how to learn and work together in groups to find solutions to problems in the real world. Problem simulation is used to activate students' curiosity before starting to study a subject. Project-based learning prepares students to think critically and analytically and to be able to get and use appropriate learning resources. sari, murtono, utomo, & ardiandi, (2021). argued that PBL encourages students to have the ability to solve problems in real situations, build their own knowledge through learning activities, focus on the material studied, carry out activities and scientific communication through group work, and use knowledge sources from the library, environment, and the internet. that PBL made real problems a trigger in the learning process before knowing formal concepts. Students critically identify relevant information and strategies and carry out investigations to solve these problems.

By solving these problems, students gain knowledge and develop critical thinking skills and problem-solving abilities. Through the discussion process, the knowledge is woven into student knowledge. Problem Based Learning has the characteristics of real problems for students as a context for students to learn to think critically so that they have problem solving skills and gain complete knowledge.

Characteristics PBL

The characteristic of project-based learning is that it is best used in professional preparation. It is pedagogical and emphasizes the integration of theory and practice by presenting students with unstructured problems in the content domain. Content knowledge, problem-solving processes, and the development of mature metacognitive skills are important learning outcomes. These are the characteristics that professionals (experts) are expected to demonstrate and the knowledge and skills assessed through rigorous standardized examinations. Case-based learning equips students with stories that serve as platforms for key concepts in disciplines. A story is a very effective way to organize information and retrieve it for future use. However, the cases are generally well structured and the aim of the lesson is to find the correct answer using the available information. With unstructured problems in PBL, the scope is greater and the potential for a variety of appropriate responses is greater.

With this characteristic, PBL can be defined as the approach where “first learning is the problem” akben, (2019). Therefore, it can be suggested that the problem situation to be developed is the most important step in the implementation of the approach. When the characteristics of the problems used in science courses are examined based on this significance the information that is briefly explained below is reached.

Implementation of PBL in writing

In its implementation, project-based learning has sets of steps that should be carried out Astawa, Artini, & Nitiasih. (2017). Firstly, the learners and teacher make an agreement and decision about the theme or topic of the project and the method of solving the problem. Secondly, students design the project by enquiring information related to the project, the plan, and the objective of the project. Thirdly, the students collect, analyzed and organized data to answer the problems or the tasks. They create the project based on the application of the knowledge they achieve through the process of enquiring. Fourthly, the students define the essential point of the project and plan the presentation method. Fifth, the students design the presentation by analyzing and compiling the essential information about the project. Next, the students present their project by using their communicative skills. Finally, the students evaluate their learning. Though these steps, students are trained to become an active and creative thinker and are involved in collaborative learning to work on the group project.

Project Based Learning model is a learning model that properly can be applied in the learning process, because project-based learning model that is centered on the activities of learners during a learning process that will produce the product at the end of the lesson ismuwardani, nuryatin, & doyin, (2019) The steps in this learning can provoke students' creativity in thinking that will produce something in the form of tangible products, improving the response of students to any changes and as a result of a situation. Another benefit is students' ability to manage themselves, upgrades demonstrating of occurrences and the habit of doing self-evaluation Sugiastini., Dw., & Suartama. (2013). Study was conducted by Woro. (2015). That the Project Based Learning model is constructivist

approach, and makes learning students centered it will be easier for students to apply knowledge that they get in the real situations.

nirma, manurung, & budi, (2023). Conducted the following procedure to implement Project-Based Learning: First, the teacher made a story about their embarrassing moment. Second, the teacher explained about the nature of the narrative text. Third, the teacher gave the definition, characteristic, structure purpose, kind, and example of narrative. Fourth, the teacher showed the students about the narrative text in infographics. Fifth, the teacher leads to plan a project. Sixth, the teacher applied active Learning in the class. Seventh, the teacher let the students discuss the project and also gave them many examples. Eighth, the teacher showed the students the steps for making a good narrative. The last, students collect their project and it also became their post-test.

In terms of project-based learning, its implementation allowed students to develop their critical thinking and it could be a meaningful project for them Argawati, & Suryani, (2020). In this study, we gave the students themes that were relevant to their daily lives. We offered the children with a variety of themes pertaining to social, health, educational, and environmental issues in Indonesia since they lived there.

METHOD

This research will be conducted using qualitative methods where research will be carried out to obtain an overview by collecting data, looking for facts, then explaining and analyzing data, namely by compiling and collecting data. Furthermore, the data is interpreted based on the existing theoretical basis. This research took place at a private university in Banjarmasin, and the participants in this study were five people. Data collection techniques in this study were observation and interviews. The data analysis techniques used in this study were data compaction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Based on interviews with 4 students and 1 teaching lecturer, it is known that there are still some students who lack vocabulary so that it has an effect on when students write essays. the results of the checklist observations conducted by researchers in the writing skills class are: Agreements and decisions about themes or topics Because in class the lecturer's project is about essays, then students himself create a topic. After that, they consulted with teacher. They were asked to form two groups for each topic. However, they were also given input by the lecturer on what essay topics could be Continue on to the project until it's finished. Students design projects during class learning there are stages before they work on essays, namely an outline of the topic discussed in detail. that the information needed by students is one way to increase lecturer literacy explain to students before making a complete essay with paragraphs.

a) Project given by lecturers to students

Based on the results of interviews with students in the writing skills class on the results that the researchers obtained about what project the lecturer had given to students during the writing class the students explained to the researcher:

For writing class students are given group essay projects (N)

For now, students are given project assignments, namely essay (R)

So far students are asked to write essay and that is also for UTS assignments (N) Students themselves have got a project in the form of essay work (R)

b) The way the lecturer directs the task

Based on the results of interviews with students in the writing skills class on the information the researchers have obtained about how the lecturer directs assignments to students, then students explain to researchers:

The way the lecturer definitely explains first what is an essay then how to make an essay and all kinds of new things later in the end students are asked to divide a group and each group can make 1 essay with a certain title (R)

Students are divided into several groups and the groups consist of 4 people and there are also 3 people in each group and then direct the task gradually from the title first directly explained to the introduction then proceed to the body then the last conclusion (N)

With the condition of explaining one by one from the title, introduction, then the body and finally the conclusion (N)

The lecturer gives directions on how to start from the title, introduction, body, and conclusion (N)

c) Learn writing skills with PBL

Based on the results of interviews with students in the writing skills class researcher obtained about students were assisted in learning writing skills with project-based learning, after that students immediately answered the questions given by the researcher: According to the students who were studied, it was very helpful because by learning in projects, students could be more active in making writing that would later help students in the future (R)

This time it's been quite helpful (N)

For now, it might help a little because from the experience of last semester from the lecturer who is currently teaching writing it makes it easier for students to understand more than in the last semester (N)

Very helpful, those who didn't know before, now they know (R)

d) Students does the assignments

Based on the results of interviews with students in the writing skills class on the information the researchers have obtained about how students carry out writing skills assignments with project-based learning, then students explain to researchers:

The method can be asked to make essays then proposal articles and so on, then that can be one way to improve writing skills assignments (R)

Group discussion is the same as looking for material (N)

Students are divided into several groups and are also proposed in groups to submit different titles (N)

Divided into groups so that with group discussions you can exchange ideas (R)

e) PBL creates activeness in learning writing skill

Based on the results of interviews with students in the writing skills class on the information the researchers have obtained about whether the project-based learning model creates activeness in learning writing skills, then students explain to researchers:

This time, it's not very active, but it's been able to discuss and also ask and answer questions between lecturers and students (N)

So far it hasn't caused too much activity but it's starting to develop (R)

Very lively with group division so students can have more comfortable and structured discussions and also of course students can know what the process of how to write correctly is like (R)

Very supportive, the problem is that students who used to be passive asked questions in this semester so students asked more often because the nature of the atmosphere from the lecturer was very influential (N)

Based on the data presented above, which were obtained through observation checklists and interviews, most of them explain project-based learning of writing skills through essay projects given by lecturers to students. Based on the results of the analysis, it turns out that students' understanding of the application of project-based learning really helps students work on projects as long as there is this implementation in class and makes it easier for students to think actively in learning.

In addition to conducting interviews with students, researchers also conducted in-interviews with writing skill class lecturers. where this interview is used to complement data from students. Then an interview with the lecturer (Mr. M) will be held on May 22 2023. This interview was conducted to find out project-based learning in the writing skills class based on the point of view of the teaching lecturer which is divided into several questions, namely: What do you think about PBL? how to implement PBL in writing class? how do lecturers teach project-based learning writing skills? what are the advantages of using PBL learning in writing class? Are there any difficulties in implementing project-based learning models in writing?

a) Lecturer's opinion PBL

In this interview process, the researcher asked the lecturer who supported what project-based learning was. Based on the results of the interview

with Mr. M as the lecturer who teaches the writing skills class, he said that:

PBL is one of the methods and approaches to teaching that are actually the most suitable for teaching children at a higher level, usually at least high school or college. well, PBL is very helpful in English because spiritual learning requires a lot of non-written exercises, meaning Project exercises, then exercises that aim to hone skills, so that's why project-based is prioritized in language learning, including in English, in general, you speak PBL. there are more advantages than disadvantages because if we talk about deficiencies, it is only limited to the student or the student is given a continuous assignment, that means more burden than answering questions in class right away. it can be honed more through PBL because he is forced to do it on an ongoing basis so skills do not count from right or wrong but how often he can practice it until it really fits what he is doing with his skills.

b) PBL implementation by lecturers

Before starting teaching and learning activities, the lecturer also gave directions on how to apply PBL writing skills in class. Based on the results of the interview with Mr. M as the lecturer who teaches the writing skill class, he said that:

If you are positive in writing, the pattern of writing requires getting used to, meaning that people who are not used to writing have a lot of problems in choosing words, lots of problems in the preparation of sentences, which sentences are complete, which sentences are incomplete, which are standard and which are not standard, meaning that of the four skills, writing including those who need more practice as well as speaking because they are a product of skills, skills are producing something when writing, it's writing, speaking is speaking, so the way to apply PBL in writing is the same as the subjects taught in

lectures, so it's from basic writing to paragraph then to essay to academic. Thematically, basic writing is as simple as writing sentences, then moving up to paragraphs, moving up to essays, moving up to academics, which are more specific, more formal, so the application of Project Based in writing is not far from forming students' habit of or students to write, so the more they get used to writing, the more sentences they write. good then paragraphs are getting better. The essay is getting neater and so on.

c) The way the lecturer teaches writing implementing PBL

Before starting the learning activities, the lecturer explained the teaching in class beforehand telling the project that the lecturer would give to the students. Based on the results of the interview with Mr. M as the lecturer who taught the writing skill class said that:

Actually, because the project is one of the methods that must be used to teach skills because they have to practice, the writing project used in writing 3 is suitable for the project because it is at the essay level because when writing 2 and 1 it is still a paragraph and still a sentence. It's more complete, more detailed, so the essay project can be used to invite or improve writing skills, so students are first taught how to write essays because the project was long, yesterday there were about 2 to 3 meetings to work on essays. So they are guided from the start on how to write the essay, so how to make the clue, make the structure, that is, beforehand, what should the essay teach, for example, there is an introduction first, then there is a body, there is a conclusion, then because this essay is longer than para-graphs, it contains more content, so the introduction dissected again, bringing the introduction like that at the beginning of the essay. There has to be a hook, meaning that is the part that makes people interested in reading a long essay, so there must be a hook first in the introduction, then there is additional information called connecting information, then there is a thesis statement, which is similar to topic sentences. So what you want to discuss in an essay must ap-pear in the first paragraph of the introduction, the next is the body or the contents of the topic discussed, for example the essay is about in-creasing literacy, ways to increase literacy, so the body must contain all the ways to improve literacy. sometimes it's enough with 2 or even three paragraphs, maybe more actually depending on the depth of the topic discussed in the essay, so there are two or three paragraphs in the body, all of which must be filled in, then closed with a conclusion paragraph, the conclusion of the essay discussed, then there are suggestions, so the entire contents of the essay teach the details first then ask them to make an outline first because again the essay is long so you need to gradually teach the project after explaining all the con-tents then asking them to make an outline so make it straight first make connecting information make the thesis statement make the body anything then the conclusion is roughly What is it, the outline is made first, then they make a more complete essay in paragraph form because if the outline is already there, they have an idea of what to write in the first paragraph, two or three to the last paragraph, it is concluded, well, that's how to teach Project writing with Project Based Learning.

d) Advantages of using PBL

besides that, during the learning process or projects that are being carried out, there are many benefits that can be obtained through PBL. Based on the results of the interview with Mr. M as the lecturer who teaches the writing skill class, said that:

If the focus is on writing, one of the advantages of PBL is that stu-dents get their own writing patterns. sometimes it's a bit difficult to be constrained, so the more often he

writes, the more often he puts his ideas in writing, meaning that those assigned to Project based get their own patterns. so, the way he starts to write can be used to it, so writing courses are tiered from beginning to end, so the more he gets used to writing, the more he knows where to write, where he de-velops, the easier it is. The method that supports the process of re-fraction is project based because he is always given a continuous project or writing assignment so that the pattern will form the lat-er the task becomes more difficult. It will be easier to work with be-cause the refractive pattern is already in shape.

Abbreviations and Acronyms

The extensions of common abbreviations, such as UN, SI, MKS, CGS, sc, dc, and rms are not a necessity to be described. However, it is crucial to give the extension for uncommon abbreviations or acronyms made by authors. For instance: OIDDE (Orientation, Identify, Discussion, Decision, and Engage in behavior) learning model can be used to train mastering solving problem skills. It is suggested to not using abbreviations or acronyms in the manuscript title, unless unavoidable.

e) Difficulties' in implementing the PBL learning model

lastly, were there any difficulties during PBL learning? Based on the results of the interview with Mr. M as the lecturer who teaches the writing skill class, he said that:

if the difficulty is Project based on writing, the difficulty is a factor in the student actually rather than how to implement it so if the student while he is working on the project is not optimal, for example the guidance pattern is not optimal, meaning that between him and the lecturer there is less communication in developing the results of his writing, less asking questions then including lecturers who less, less checking, means not giving directions in writing, the obstacles that cause students to not be accustomed to writing neater, so the more difficult the assignment, the more difficult it is because the habit from basic to paragraph to essay is not formed, so if you have met or even simply found essays or met academic writing it's actually really difficult because there are a lot of things to write so the problem is that if you can count one for example from the factor the students are not active in writing, it means that he writes only as much as assignments that can be collected, then the pattern of mentoring from his sins less than optimal, meaning that the lecturer does not guide students how to compose their writing or beautify their writing. Vocabulary is some-times difficult, meaning the choice of words is not narrative but that's just there is always a solution when it comes to vocabulary, there is already a dictionary and others that use synonyms or a dictionary meaning that it just separates the word Make. vocabulary there is still solution to look for in the dictionary, for example, now there are 3 problems in general.

According to Shin. (2018). When students are given a topic that is relevant to them, they tend to stick with it interest in learning activities. In observed observations, they doing projects, determine their own topics because that way students can think creatively of their own accord so that students are excited about working on projects and can get more information, while In the interview, they choose a topic freely, the two options are then discussed accordingly student interest to maintain enthusiasm. them in learning this is supported by Helm, & Katz. (2011). Project work assigned to individual or group of students. Then, the work project starts with the selection of certain topics by students is generally a problem that can be solved by students with individual or group experiments in class.

CONCLUSION

Based on the results of the research that has been done, there are 2 most important things that the authors found as conclusions or results of this study, namely:

Lecturer's Perspective on Project-Based Learning on PBL project- based learning writing skills it can be concluded that The PBL Project-based learning model can increase student activity in writing skill class because with this PBL model students very helpful in project work. Based on the results of interviews with lecturers that students in class, there are still some who lack vocabulary so that when writing essays there are still mistakes in the vocabulary section.

Based on the results of interviews with lecturers, how do lecturers implement project-based learning in Writing skills class is the same as the subjects taught in lectures, from Basic Writing to paragraphs, essays, and academics. Thematically, basic writing is as simple as writing sentences, then moving up to paragraphs, then essays. Therefore, Project Based Writing is close to forming students' habits so that students get used to writing, so the more accustomed to writing, the more sentences they write then the paragraphs get better. The arrangement is getting tidier, and so this part provides the summary of results and discussion which refers to the research aims. Thus, the new principal ideas, which are an essential part of the research findings, are developed. The suggestions, which are arranged based on research discussed findings, are also written in this part. These should be based on practical activities, new theoretical development, and/or advanced research.

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