



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 6 Tahun 2023 Page 7178-7187

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Implementation of The Project Based Learning Method on Students' Academic Writing Skill

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Abstrak

Pada tingkat mahasiswa, keterampilan menulis sangat diperlukan untuk mengungkapkan pemikiran atau gagasan yang dimilikinya dalam bentuk tulisan akademis. Menulis teks akademik merupakan suatu kegiatan akademik yang bertujuan untuk menghasilkan tulisan akademik. Penulisan akademik yang dipelajari pada jenjang perguruan tinggi pada mata kuliah penulisan akademik adalah penulisan gagasan dalam bentuk proposal penelitian, makalah, ringkasan buku, artikel, dan laporan yang ditulis secara logis dan sistematis dalam bentuk laporan. Penelitian ini bertujuan untuk meningkatkan kemampuan menulis akademik mahasiswa pada mata kuliah Academic Writing dengan menggunakan Project Based Learning (PBL). Penerapan Metode Based Learning berfokus pada permasalahan yang berkaitan dengan penulisan karya ilmiah baik berupa artikel ilmiah maupun artikel akademik dengan menggunakan metode Project Based Learning. Dengan menggunakan jenis penelitian deskriptif kualitatif dan sebagai sampel dipilih mahasiswa kelas A semester 5 Program Studi Pendidikan Bahasa Inggris Institut Pendidikan Nusantara Global. Pengumpulan data dalam penelitian ini menggunakan instrumen: observasi, wawancara dan kuesioner untuk menganalisis data dalam bentuk deskriptif kualitatif. Hasil penelitian menunjukkan bahwa model PBL dapat meningkatkan keterampilan menulis akademik. Peningkatan tersebut terlihat dari hasil pre-test siswa yang awalnya sebesar 63,87%, dan setelah dilakukan penelitian ini hasil post-test akademik menulis siswa meningkat menjadi 84%. Berdasarkan hasil penelitian, implikasi penelitian menunjukkan bahwa mahasiswa mampu menulis artikel atau tulisan akademik sesuai dengan kaidah yang tertera pada indikator penelitian.

Kata Kunci: *Pembelajaran Berbasis Proyek, Penulisan Akademik, Deskriptif Kualitatif*

Abstract

At the student level, writing skills are very necessary to express the thoughts or ideas they have in the form of academic writing. Writing academic texts is an academic activity whose aim is to produce academic writing. Academic writing that is studied at the tertiary level in academic writing courses is writing ideas in the form of research proposals, paper forms, book summary forms, review forms, article forms, and report forms written logically and systematically in the form of reports. This research aims to improve students' academic writing skills in the Academic Writing course, using Project Based Learning (PBL). Implementation of the Based Learning Method focuses on problems related to writing scientific papers in the form of scientific articles or academic articles using the Project Based Learning method. Using this type of qualitative descriptive research and as a sample, 5th semester class A students from the English Language Education Study Program at the Nusantara Global Education Institute were selected. Data collection in this research used instruments: observation, interviews and questionnaires to analyze data in qualitative descriptive form. The research results show that the PBL model can improve academic writing skills. This increase can be seen from the students' pre-test results which were initially 63.87%, and after conducting this research the students' post-test academic writing increased to 84%. Based on the results of this research, the research implications show that students are able to write articles or academic writing in accordance with the rules stated in the research indicators.

Keywords: *Project-Based Learning, Academic Writing, Descriptive Qualitative*

INTRODUCTION

Academic writing makes an important contribution to students, such as doing practice assignments given by lecturers, as well as training themselves to be able to write proposals and theses to meet their academic needs (Aunurrahman, Hamied & Emilia 2017). According to Abidin, et al (2017:5), academic texts can be called scientific papers, scientific papers are an inseparable part. This is in line with the fact that at every academic step, scientific work is always the main task for academics to show their scientific data. Through scientific writing, an academic will measure his knowledge insight, skills and abilities in applying his insight, as well as his ability to apply the knowledge he has. Nugraheni (2017:121) believes that scientific writing is written work that contains the presentation of a scientific discussion. Writing scientific work is carried out by a researcher or writer. The purpose of writing is to tell the reader something systematically and logically. The themes of scientific papers are things that are new (actual) and have never been written by anyone else. Even though themes that have been written by other people aim to develop previous themes, this is called further research. If we look at the content of scientific works, we can differentiate

between papers and research reports. Writing papers and research reports is written based on scientific studies and scientific methods of work. The preparation of such scientific papers is preceded by literature and field studies. (Azwardi in Satata, 2019: 176). Finoza (2007:121) classifies essays according to the weight of their content into three types, namely: (1) scientific essays, (2) semi-scientific or popular scientific essays, and (3) non-scientific essays, scientific essays including: papers, reports, theses, theses and dissertations. Semi-scientific essays, namely: articles and opinions. Non-scientific essays include fairy tales, anecdotes, short stories, novels, romances and drama scripts. These three types of essays have different characteristics, scientific essays have standard rules and special requirements that must be adhered to regarding methods and use of language, while non-scientific essays are essays that are not tied to standard essays, and semi-scientific essays are in between. At the tertiary level, the academic writing skill that every student must fulfill is being able to write an academic paper. The quality of an academic written work made by students often encounters errors. These errors show that students do not understand and have not implemented the demands that apply to an academic written work, both technically and substantively. At the student level, writing skills are very necessary because by writing students can express ideas and write them in the form of academic writing. With students' academic writing skills, their imagination can be sharper, their language mastery increases, and their sense of self-confidence increases because they are able to create. Academic writing taught in universities in the academic writing course of the English Language Education study program at the Nusantara Global Education Institute is writing ideas in the form of scientific articles, which are written logically and systematically. When writing scientific papers, students are required to comply with the rules that have been created, for example the systematics of writing in arranging sentences so that they produce effective sentences and do not use slang, so in writing they are only allowed to use standard language. There are many ways to encourage students to learn academic writing, teaching English using methods is one way to make students enthusiastic about learning academic writing. One relevant method for improving academic writing skills is to use the Project Based Learning (PBL) method. The PBL method is an instructional method based on a constructivist learning approach (Duffy & Cunningham, 2005). PBL can build students' writing skills because they gain a deeper level of learning and understanding of the learning material (Akinoglu, 2008).

The PBL model has learning steps that are applied. The learning steps in PBL as developed by The George Lucas Educational Foundation (2005) consist of: a. Start With the

Essential Question Learning begins with essential questions, namely questions that can assign students to carry out an activity. b. Design a Plan for the Project Planning is carried out collaboratively between lecturers and students. Planning contains the rules of the game, selecting activities that can support answering essential questions, by integrating various possible subjects, c. Create a Schedule (1) create a time line for completing the project, (2) create a deadline for completing the project, (3) encourage students to plan new methods, (4) guide students when they make methods that are not related to the project, and (5) ask participants students to make explanations (reasons) about choosing a method d. Monitor the Students and the Progress of the Project Monitoring is carried out by facilitating students in each process. e. Assess the Outcome Assessments are carried out to assist lecturers in measuring achievement of standards, play a role in evaluating each student's progress, and provide feedback about the level of understanding that students have achieved. f. Evaluate the Experience At the end of the learning process, lecturers and students reflects on the activities and results of projects that have been carried out. Another opinion: According to Rais (2010: 8-9), the steps for the Project Based Learning model are as follows: 1) Opening the lesson with a challenging question (start with the big question). Learning begins with a driving question which can provide assignments to students to carry out an activity. The topics chosen should be in accordance with real world realities and begin with an in-depth investigation. 2) Planning a project (design a plan for the project) Planning is carried out collaboratively between teachers and students. In this way, it is hoped that students will feel ownership of the project. Planning contains the rules of the game, selecting activities that can support answering essential questions by integrating various supporting subjects, as well as informing about tools and materials that can be used to complete the project. 3) Arrange an activity schedule (create a schedule). Lecturers and students collaboratively prepare an activity schedule to complete the project. The project completion time must be clear, and students are given direction to manage the available time. Let students try to explore something new, but the teacher must also remind them if students' activities deviate from the project objectives. Projects carried out by students are projects that require a long time to complete, so lecturers ask students to complete their projects in groups outside school hours. When learning is carried out during school hours, students just have to present the results of their projects in class. 4) Supervise the progress of the project (monitor the students and the progress of the project). The lecturer is responsible for monitoring students' activities while completing the project. Monitoring is carried out by facilitating students in each process. In other words, lecturers act as mentors for student activities.

Lecturers teach students how to work in a group. Each student can choose their own role without ignoring the interests of the group. 5) Assessment of the product produced (assess the outcome). Assessment is carried out to help lecturers measure achievement of standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that students have achieved, and help lecturers in developing strategies. next lesson. Product assessment is carried out when each group presents its product in front of other groups in turn. 6) Evaluation (evaluate the experience) At the end of the learning process, lecturers and students reflect on the activities and results of projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage, students are asked to express their feelings and experiences while completing the project.

The researchers used two previous studies for this research, the first was research conducted by Susanti (2020) whose research showed the influence of the PBL method in improving students' writing skills, the results of this research showed that students' abilities increased, the second research was by Nurfadhilah (2018) which examined the effectiveness PBL method in improving the ability to write narrative text. His research shows that quite a lot of students are able to write narrative texts well using the PBL method. Based on the two previous studies above, currently there is still no research on the Implementation of Project Based Learning Methods on Students' Academic Writing Ability, so it could be said that this research is state of the art or this research is still relatively new. The scientific work that will be used as a project for students for this research is in the form of articles. Articles are called freelance writing because anyone can write articles on free topics according to their individual interests and expertise. An article is a freelance piece of writing that contains someone's opinion that examines a particular problem that is actual and controversial in nature with the aim of informing, influencing, and convincing or entertaining the readership (Sumadiria in Satata et al., 2019: 208) 4. As for writing articles that will be carried out by students, lecturers will use Project Based Learning as a teaching method to write articles in academic form, PBL also allows lecturers to teach skills outside of content, making learning more personal and with more variety as well as teaching academic content more effectively (Ravitz, 2008). Students are able to move from beginners to experts in the knowledge domain (Grant & Branch, 2005) furthermore, Project Based Learning can improve students' ability to think critically by motivating students to ask questions in education (Sasson, Yehuda, & Malkinson, 2018). In addition, students appreciate the fact that they can encounter their projects in real life (Gubacs, 2004). The results of this research can be

followed up in the form of applied research in the form of qualitative descriptive which is used to improve students' lack of mastery in certain aspects of academic writing which is one of the final goals of integrating research topics which are carried out separately but under the control of one team leader.

RESEARCH METHOD

This research is descriptive-qualitative research, meaning that this research is descriptive-qualitative in nature and is intended to find out descriptive results from the data collected and its interpretation as a conclusion. According to Arikunto (2013), data is the result of documenting a particular activity by a researcher through observation, interviews, experiments and testing. This research data was collected from 5th semester students of the Nusantara Global Education Institute's English Language Education Study Program. Based on Steward's (1998) research theory, it can be concluded that the population in this study is all 5th semester students. As for the research sample, this kind of research sampling in a Qualitative Study must be explained clearly. Purposeful sampling selects participants for specific reasons (e.g., age, culture, experience), not randomly. Therefore, the head researcher and research members who also act as English lecturers at the Nusantara Global Education Institute's English Language Education Study Program will choose class A 5th semester students as research samples, this is because they are 5th semester students at the English Education Study Program at the Education Institute Nusantara Global has an Academic Writing course that is in accordance with the theme of this research, so that in the future this research will run in accordance with what will be studied in the academic writing course. The rationale for why researchers use this qualitative descriptive methodology is because qualitative descriptive provides a tool for researchers to study complex phenomena in their context. In this research, researchers used the Project Based Learning (PBL) method to teach students academic writing in the form of scientific articles or academic articles. Because even though the introduction of the 2013 curriculum has been implemented in the field of education, the transition to the teaching and learning process approach required by the curriculum is quite a challenge for language teachers and lecturers as far as the level of practice in the classroom is concerned because they have to learn new methods required by the curriculum. This research will be carried out for 1 year, which will be carried out by the chief researcher who will later carry out more of the research process starting from identifying research problems, designing research problem formulations, carrying out research data collection, analyzing data from research results and discussions,

making research reports and publication reports and making books on the themes of research that has been carried out, research members also help the head researcher in several ways, such as assisting researchers in making research questionnaires, collecting research data, helping document research activities, and helping in analyzing research data. The subjects of this research were students in the 5th semester of class A of the English Language Education Study Program at the Nusantara Global Education Institute for the 2023/2024 academic year. There is only one class that will be the research sample. To collect the data needed in this research, the instruments used consisted of observation, interviews and questionnaires. The technique for analyzing data that researchers use in this research is descriptive analysis, researchers will collect, compile and present research data by analyzing the results of observations, interviews and questionnaires that have been given to students, which will later be presented in the form of notes, field and documents. Then the researcher will carry out data reduction. Data reduction itself is summarizing and selecting points to focus on important things contained in the research data in order to find better research patterns, where later the researcher will present the data in qualitative descriptive form.

RESULT AND DISCUSSION

Academic writing is carried out after the lecturer who also acts as a researcher has finished teaching two or three times about the meaning of academic writing and the difference between it and non-academic writing, explaining what scientific work is and how to write scientific articles or articles in academic form which become student projects, and explain what the Project Based Learning method is, which they can then apply when carrying out their project. As for the time for working on scientific articles or academic articles, each group will be given 2 weeks to create their own scientific articles, during the time frame for writing scientific articles. In this study, researchers will ask students what they think and feel when they learn academic writing using the Project Based Learning Method in the teaching and learning process, and students will answer these questions in the form of interviews and questionnaires. Therefore, this research will use semi-structured interviews, so that the questions that have been prepared in the interview guide can be developed during the interview. Interview guides are used to collect more information from students regarding the learning they do, whether they like learning academic writing, especially writing scientific articles or articles containing academic content using the Project Based Learning method or not in the teaching and learning process. The subjects of this research were 5th semester

students in class A of the English Language Education Study Program at the Nusantara Global Education Institute. Meanwhile, the object of this research is students' academic writing skills which will be developed in the form of scientific articles or academic articles using the Project Based Learning (PBL) method.

From the research that has been carried out, research results were obtained regarding students' academic writing abilities. During the pre-test implementation of the learning process using PBL, students had a low level of ability to write scientific papers. This can be seen when the lecturer cross-checks each student's article. Students in compiling articles or scientific works, have not found a clear structure or writing logic in citing theories. The depth and breadth of relevant scientific theories are not visible and it seems that the theory section is a collection of theories that have nothing to do with the title of the article. Theoretical arguments to develop a framework of thought are not yet in accordance with the flow because many sources are not written down, it seems that the originality of students' writing is low, and students still don't know how to cite theories that are relevant to the articles they write. In developing collection techniques or the validity of instruments or data analysis, most students write things that do not correspond to what will be seen or measured. In providing a discussion, we have not been able to provide a structured explanation, the relationship between the proposal and the theory quoted and the research tools or instruments that will be used, we have not been able to develop a grid or aspects that will become research benchmarks. Therefore, research was carried out by applying PBL to improve students' academic writing skills. During the pre-test to post-test, the research showed the following results: Research findings show that (1) regarding improving students' academic writing skills by implementing the PBL model, the application of the project-based learning model is able to improve students' ability to write scientific papers. This can be seen from the average increase obtained by students. all research indicators experienced an increase in the post-test which initially from the pre-test had a value of 63.87, leading to the post-test with a value of 84. (2) student learning activities tend to be more active using PBL, this is because students have individual responsibility to complete their respective articles. (3) students enjoy learning to write academic articles in the form of articles. This is the final important finding in this research can be seen from the responses given by students in this learning through indirect interviews by researchers.

CONCLUSION

Based on the results of research analysis and discussion, it can be concluded that

the application of PBL in learning can improve students' academic writing skills. This improvement was obtained through implementing PBL with stages (1) Start With the Essential Question, (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. This increase is reflected in students' ability to write scientific work in the form of articles. This is proven by the average percentage of aspects or indicators of the ability to write scientific papers. In the pre-test it was 63.87, After improving the learning process and implementing PBL, students got a score of 84 in their post-test assessment. Thus, students' ability in academic writing has reached more than 80%. Observing the research results found, suggestions were submitted to the following parties. (1) students: ability in academic writing has increased. Therefore, it needs to be maintained to improve the quality of students. (2) Lecturer: a series of PBL learning processes can be used as a reference and applied, but adjusted to the suitability of the material, apart from that for self-development in improving the learning process. (3) Study Program: PBL is applied to all classes taking into consideration the suitability of the material. This research is useful for students, namely that students have a positive attitude towards learning academic writing in the form of scientific work, students are able to design research to complete their thesis as a graduation requirement and lecturers receive feedback from the learning carried out, so it can be used as a reference for subsequent research.

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