The Application of Project-Based Learning in Essay Writing within English Essay Writing Course

Ahmad Ryan Tryantama
Universitas Muhammadiyah Banjarmasin
ryanahmad911@gmail.com

Miftah Al Farhan
Universitas Muhammadiyah Banjarmasin
miftahaf@umbjm.ac.id

Abstract
This study used semi-structured and observational interviews as data collection methods to examine the impact of PBL on student learning. Findings suggest that implementing PBL in the English Essay Writing Course has a positive effect on student learning. Research shows that switching from traditional teaching methods to PBL can be very effective for courses with important writing topics, such as English essay writing. This study contributes to the understanding of effective teaching methods in English essay writing courses, demonstrating the steps to write an English Essay and the transformative potential of PBL in improving English students' motivation in writing skills. The suggestion is future researchers can do more research on how students explore their writing skills through essay writing at different kinds of essay.

Keywords: Project-Based Learning, Writing Skills, English Essay Writing, EFL Students.

1. INTRODUCTION
Adopting cutting-edge pedagogical strategies has become essential in the constantly changing educational scene to satisfy the varied needs of students. Project-based learning is one such transformative approach that has attracted a lot of interest (PBL). Expected of the long-term nature of PBL, a project-based learning experience may last for several days, weeks, months, or even years. A method of teaching known as "project-based learning" places a strong focus on task assignments, especially when it comes to projects that allow students to engage in an inquiry process (Hamidah et al., 2020). This contrasts with instructional strategies that separate lessons from one
another. PBL mandates that lessons be connected, with each day's session forcing students to reflect on earlier teachings. As a result of this method of learning, there will be more challenges to overcome during the project.

In the real world, students can find themselves lying in bed contemplating the project while trying to figure out a current issue. In the classroom, project-based learning has been used as an instructional strategy that gives students issues to solve or products to create (Sukerti & Yuliantini, 2018). PBL is supposed to be student-centered, with little time spent on the teacher and most of the time being devoted to the students working toward a goal. Students frequently work in cooperative groups and are independent time managers. Rather than lecturing, the instructor serves as a facilitator of teamwork. The teacher encourages pupils to think critically and work toward the project's final aim in many ways like that of a coach. Assessing students' learning from their work during the assignment is another duty of teachers.

A technique, approach, strategy, or method that educators employ in the learning process to try to meet learning objectives is called a learning model. Students should be able to practice critical thinking skills and abilities with the help of the chosen learning model. On abilities in collaborative work groups and give students the chance to plan out projects to be completed (Hanifa et al., 2022). It is anticipated that project-based learning will enable students to comprehend the subject matter at a deeper level and learn how to apply it. Students' motivation to learn and their level of creativity will both rise with project-based learning.

One essential skill that students should be capable of is writing. It is implied that each person expresses his or her unique opinions through written work and that people may view things from various angles (Argawati & Suryani, 2020). Writing, on the other hand, is the mental labor of creating sentences and paragraphs that make sense to the reader after brainstorming ideas and deciding how to convey them. However, writing is a difficult talent, particularly for EFL students. Even though they have studied English since elementary school, pupils still struggle most with writing. Students at universities also struggle with this issue. It implies that students must go through this process; they must formulate ideas, choose terminology, write, edit, and publish. In addition, teachers play a crucial role in assisting pupils in the development of their writing. Therefore, it is expected of the teachers to use an appropriate method or strategy when instructing writing. To address the issue, educators must keep looking for new strategies or approaches to use while instructing writing.

Within the context of this research, PBL has also had a particularly beneficial effect on improving students' writing abilities when they are learning English as a second language. Many of the skills that are developed through PBL are the same skills that students typically look for a spirit of teamwork, the capacity to work well and get along with others, the ability to take initiative, make informed decisions, and solve real-world problems. PBL has gained a lot of interest and support from educators, teachers, and students due to its unique qualities. Studies have shown that there are more advantages than disadvantages. Writing involves not only adhering to writing conventions but also generating creative ideas, solving problems, reflecting, and revising until the work is finished (Praba et al., 2018).
One of the most popular types of writing is the essay, which is referred to as both a prose work and a literary form. To construct an essay, the writer must be proficient in language, possess a broad range of knowledge, be culturally diverse, perceptive in their observation, and have delicate taste. Therefore, an essay is a work of writing that centers on a particular idea and conveys the learner's point of view while attempting to persuade the reader of his viewpoint through his ideas, vivid imagery, emotions, and imagination. It consists of the introduction, the essay's content, skillfully constructed and arranged paragraphs, and concluding remarks. There are two types of essays: subjective essays and objective essays (Mostafa & Alghamdi, 2022). In an objective essay, the writer's personality is concealed behind his subject, drawing the reader's attention to his topic and idea. In this instance, the writer believes that making the topic clear, breaking down the ideas into revealing phrases, and flowing the sentences together will satisfy the reader's thoughts and feelings.

When they have regular opportunities to discuss ideas with their peers, particularly when they are attempting to write an essay, they become very motivated. Finally, projects help students become engaged learners. It is expected of students working collaboratively that they will all contribute equally to the project. PBL fosters collaborative learning and teamwork among students in this field. They assume responsibility, inquire, make decisions, examine, critically think, create, and present. Additionally, PBL helps students learn the material. Due to the group dynamic, each student is required to fulfill a specific role within the interdependent team (Yimwilai, 2020). Others may decide not to want to be paired with them if they do not take responsibility for their part. Along with coming up with ideas, students working on these projects also need to listen well to other members of their group.

There have been various studies done on the topic of the use of Project-Based Learning in EFL class. According to Deveci (2008) Student Perceptions on Collaborative Writing in a Project-based Course, that the students thought writing collaborative projects fit in with Emirati culture. They expressed satisfaction with how it improved their cooperation and English language abilities as well. Additionally, a study conducted about A review of project-based learning in higher education: Student outcomes and measures (Guo et al., 2020) It is believed that project-based learning (PBL) is a promising strategy for enhancing student learning in higher education. in postsecondary education and eight related assessment tools. Lastly, a research was done about The Project-Based Learning Model Using Gamification to Enhance 21st Century Learners in Thailand (Wanglang & Chatwattana, 2023) that have a result It is creating a project-based learning model that uses gamification to improve learners who are in the twenty-first century and analyzing the outcomes after applying this model.

The objectives of this study are to see how the use of project-based learning in essay writing within an English essay writing course can be advantageous to both language learners and teachers. It could provide useful leads to creating effective writing instruction for EFL learning. However, only a few of them have used college students as research subjects for their experimental studies. The goal of the current study is to determine whether PBL Methods directly impact university students’
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writing abilities. This research raised two questions namely: 1) How was the implementation of project-based learning in essay writing within English essay writing courses? And 2) What are the benefits and challenges experienced by both students and lecturers using project-based learning for essay writing within English essay writing courses?

2. RESEARCH METHODS

This study sets out the implementation of project-based learning in essay writing. A qualitative approach and descriptive method were employed by the researchers. Three university students enrolled in English Essay Writing classes and one lecturer made up the total of four participants in this study. This study was conducted at the University of Muhammadiyah Banjarmasin. Methods of gathering data involved interviewing and observation. To ensure the conclusions drawn, the qualitative research technique of a semi-structured interview was employed to investigate the PBL experience in the English Essay Writing Course. The data gathered were analyzed through (1) data condensation in which the selection, abstraction, and categorization of data were conducted, (2) data display where the important findings were clearly exposed, and (3) conclusion drawing and verification from which a concise summary concluded from an in-depth verification process was generated.

3. FINDINGS AND DISCUSSION

Implementation of Project-Based Learning on English Essay Writing Course

The use of Project-Based Learning was applied to the English Essay Writing Course as long term project of this class. Students chose to work on an essay which partially conducted and directioned by the lecturer itself. They start it from deciding the topic they wanted to and continued into writing an outline, developed it into a paragraphs, and made it into a fully whole essays. Therefore, students idea about the contents of essays will be more essentials and focused because they wrote it part by part.

“The first is that it makes things easier, because we are given a framework for writing from what we initially had difficulty with, with the transfer of project base learning, it becomes easier for us. Usually lecturers give their teaching through examples, given examples of how to use the method. Then we are given assignments or are given college assignments to write essays but through the project based learning method. So the lecturer first gives examples, procedures, and how to complete them.” (Student A)

“My experience in writing essays using based learning can provide benefits in increasing motivation and making it easier for me to write essays. The lecturer's way of teaching English Essay Writing uses the project-based learning method by providing an explanation of the essay to be done, determining the title of the essay, and arranging a schedule and essay revisions.” (Student B)
“My experience with project-based learning in writing essays in the English Essay Writing course was very impressive because it was very easy and made it easier for me to write essays using project-based learning in the English Essay Writing course in essay writing. The lecturer's way of teaching English Essay Writing using the project-based learning method by explaining project-based learning in the English Essay Writing course is very easy to understand and the explanation is very thorough.” (Student C)

Those students got a big help from a method called Project-Based Learning that existed in their English Essay Writing Course. Some of them became a good writer of essays in this class because of the method. This method forces students to be more focused in every part of the essay, so they won't be creating an awful essay. Its main setting for the application of the project-based learning approach is in educational settings (Ozkan, 2023). The project development process forms the foundation of the learning environment.

Learner motivation is crucial to student-centered learning, as was previously mentioned. Conferring to the expectation-value theory, motivation is typically a blend of student needs and goals. Teachers' motivation is a fundamental force behind students' language acquisition. In this way, when analyzing learning motivation, essay writing skills, which reveal expectations of students' goals, should not be disregarded. Consequently, three proposed research questions were made. Therefore, three research questions were suggested. Based on the first findings above, it can be concluded that Project-Based Learning truly affected students' motivation in writing an English essay. It also can provide some benefits to students. PBL is a useful technique that has improved students' writing skills and allowed EFL students to write more precisely (Aghayani & Hajmohammadi, 2019). PBL greatly enhances writing ability in an EFL setting. With this method, students could be more focused on every section of the essay to write.

Benefits and Challenges on English Essay Writing Course

In terms of benefits and challenges for a student in this class, some of them getting motivated by a method that applied in this class. They got motivated because this method involves them into the essay and made it have an essential and exclusive contents, since they wrote it full in every section of the essay. This component is seen in light of the students' enthusiasm and drive to engage in project-based learning. The setting encourages students to engage in project-based learning; there are no barriers or outside factors that make it difficult for students to follow the project-based learning process (Hanifa et al., 2022).

“In my opinion, project-based learning has influenced my involvement and motivated me to write essays well and correctly in the English Essay Writing course. The first advantage is that we can understand how to write essays, how to write paragraphs, and how to write grammar well and correctly because the lecturer's explanations are very thorough and clear.” (Student C)
“It influenced me from initially being confused about how to do an essay, until finally, I was able to understand it quickly, increasing my involvement and motivation in writing essays.” (Student B)

“Which affects engagement and motivation. What is certain is that if we usually write essays there is a burden because we have difficulty deciding on a topic, then we have difficulty deciding on chapter by chapter, let alone sub-chapters. So, with this base learning project, after determining the topic, we look for the sub-themes, then we get the gist of it. each chapter, there we are motivated to finish immediately because we want to know the results of our essay. That's my experience because I have written essays several times using this project-based learning.” (Student A)

Based on the second finding, students experienced a good journey in writing an essay because the lecturer implemented the PBL Method in this class. The lecturer chose this method because he knew that this kind of assignment couldn’t be checked only in a short time. Students have to revise some of their essays due to the format and kind of essay they wrote. So, both students and lecturers could be more pay attention to every detail of the paragraphs. To improve teaching and learning, project-based learning has been incorporated into the study of second and foreign language acquisition. Additionally, it is frequently employed to advance language acquisition in a variety of settings and at various proficiency levels. Learners are at the center of project-based learning, which gives them the chance to use language in meaningful and real-world contexts (Sirisrimangkorn, 2021). As a result, the essay will be more essentials and well-written.

Particularly in higher education, we must distinguish between problem-based learning and project-based learning because of their similarities and the ongoing discussion surrounding their effects on student learning. Students' ability to test and implement their ideas as they see fit is enhanced by this process of creating new knowledge, which also helps them become more innovative. Therefore, we think it's imperative to support professors in higher education who implement project-based learning. Moreover, this class uses a lot of project-based learning, even though disciplines were not examined in this review.

The results of this study demonstrated how well PBL can improve EFL students' writing abilities. The explanation is that the instructor promoted students' active participation in PBL by encouraging activities, inquiry learning, cooperative learning, and teamwork. Students gained meaningful experience mastering their content through projects. Based on their responses to the open-ended questionnaires, students expressed that they enjoyed project-based learning (PBL) because it motivated and engaged them in tasks that linked to real-world experiences, and they thought the lessons they learned applied to their lives. Students were able to learn literature and understand the value of writing an English essay for their future education, careers, and daily lives through the use of PBL.
4. CONCLUSION

Increasing student's motivation in writing essays could be reached by changing the old method to the fit method for this class. The results of this study demonstrated how well PBL can improve EFL students' writing abilities. The explanation is that the instructor promoted students' active participation in PBL by encouraging activities, inquiry learning, cooperative learning, and teamwork. The lecturer chose this method because he knew that this kind of assignment could not be checked only in a short time. Students must revise some of their essays due to the format and kind of essay they wrote. So, both students and lecturers could be more pay attention to every detail of the paragraphs. Students were able to learn literature and understand the value of writing an English essay for their future education, careers, and daily lives through the use of PBL. Considering the research results that have been obtained, several suggestions can be given to lecturers, students, and further researchers. The suggestion is future researchers can do more research on how students explore their writing skills through essay writing at different kinds of essays.

REFERENCES
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