Research Article

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Students' Perception of Project Based Learning in Writing Class

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Abstract: The objective of this research was to find out students' positive perceptions on the use of project-based learning in writing class. The project-based learning focused on the students' perceptions and the benefits of their writing project. The data were collected through a questionnaire adapted from Unumeri, G.O (2009) and also interviews. The research method used a quantitative approach with descriptive statistic data analysis techniques. The subjects of this research were 60 senior high school students in SMA Qur'an Darul Fattah. The questionnaire results showed that most of the students had positive perceptions on the use of project-based learning. They agree that the material used in project-based learning is clear, interesting, and easy to understand. In addition, the use of project-based learning in learning activities can enhance their motivation and improve their writing skill. Furthermore, students have positive perceptions toward the teacher's ability in guiding and facilitating them in project-based learning in writing class.

Introduction

In learning English, there are four skills that need to be mastered by students, there are listening, reading, speaking, and writing (Tarigan, 1981). By mastering language skills, students are expected to be able to use the skills in communicating. Writing is one of the important skills that must be mastered because writing is a means of expressing ideas and messages clearly and directly to readers. To have good writing skills is not easy. Writing is considered the most difficult skill to be mastered by English learners as a foreign language (Zulkarnaini, 2011). Mastering vocabulary is the key to getting good writing. We need to enter the right vocabulary to arrange the words into a paragraph. However, students often experience difficulties in expressing what they want to write because of a lack of vocabulary. This causes them to spend a lot of time looking for the right words for good writing. In addition, students find it difficult to develop their ideas into a paragraph, sometimes the supporting ideas are not related to the main idea. Because of the problems that occur in the learning and teaching process, a method is needed that can solve students' problems in writing and increase students' motivation in the teaching and learning process.

One method that can be used is project-based learning. Project-based learning is a teaching method designed to help students practice various skills and provide opportunities for them to actively participate in making projects and their implementation so that they can produce outputs that are publicly exhibited such as: products, publications, or presentations. Project-based learning (PjBL) has been a long tradition in several countries and has been studied in the last two decades, dating back to the 19th century work of Francis W. Parker and John (Dewey, 1897). As a general education method, PjBL is not new method but it is an instructional and curricular method based on progressive ideas in education (Hovey & Ferguson, 2014). This component of project-based instructional instruction is thought

to have first appeared in the 1890s when John Dewey set up his school laboratory in Chicago (Dewey, 1897). Based on the study, project-based learning seems to be an effective method for general education in English classrooms globally. However, relatively few studies have a more specific perspective for students. In addition, high-quality research to support PjBL is limited (Chikita et al., 2013). Project-based learning in learning writing is an important assessment method because it allows students to explore ideas, skills, knowledge, and abilities by providing perceptions of projects made (Indarti, 2016). Project-based learning can be used in combination with modern writing teaching methods to help students acquire their knowledge and skills (Zheng, 2017).

The subjects in this study were students of the SMA Qur'an Darul Fattah Bandar Lampung. Researchers took a sample of 60 students to participate in this study. The purpose of this study was to determine students' perceptions about the use of project-based learning in writing class because students' perceptions influence the success of English learning activities. If the teachers know students' perceptions, they can decide on appropriate teaching techniques or allow teachers to apply other teaching methods. Teachers may know how students feel about

project-based learning, how far they understand it, what problems they face, and where the teacher needs to contribute to the learning process.

After all the explanations above, in this case, the researcher is interested in knowing students' perceptions about the use of project-based learning in writing class. Therefore, the authors decided to take the title of this study "Students' Perceptions of Project-Based Learning in Writing Class".

Method

This research is quantitative research and uses a case study method. Case study is the most appropriate research method for this research because this research is intended to determine students' perceptions about the use of project-based learning in writing classes. Yin (2003) states that "case studies are used in many situations to contribute our knowledge about individuals, groups, organizations, social, political, related phenomena". Questionnaire data was processed with descriptive statistics using SPSS 20.

Findings and Discussion
Findings

Table 4.1 Students Perception on Teaching Material in Project Based Learning

Items	Option		N	Frequency	Percent (%)
S1 The material given by the teacher is clear and easy to understand.	Valid	A	3	40	66,7
		SA	4	20	33,3
		Total		60	100,0
S2 The material given by the teacher is interesting.	Valid	A	3	36	60,0
		SA	4	24	40,0
		Total		60	100,0
	Valid	A	3	30	50,0

S3 The material taught by using project-based learning is suitable with the students' need in writing.	SA	4	30	50,0
	Total		60	100,0

The first statement shows that 40 students (66.7%) chose "agree" and twenty students (33.3%) chose "strongly agree". This result shows that the material provided by the teacher in project-based learning is clear and easy to understand. The results of the students' perceptions were also supported by the results of the interviews. As some of the students who were interviewed stated, "I think the material provided by the teacher was clear and the way the teacher explained it was easy to understand." (S1) "The material provided by the teacher was easy to understand and very interesting. The way the teacher presented the material was very clear. Therefore, we were also given clear writing guidelines." (S2) For the second statement, 36 students (60%) chose "agree" and 24 students (40%) chose "strongly agree". It means that most students agreed that the material provided by the teacher was interesting. For the third statement, 30 students (50%) chose "agree", 30 students (50%) chose "strongly agree". This shows that the material taught using project-based learning fits the needs of students in writing activities. The results of student perceptions are supported by interview results. Some students said that the material provided by the teacher matched the students' needs in writing activities. Some students said, "In my opinion, the focus material in this PjBL method is suitable for practicing my English in writing and speaking skills." (S2)

Table 4.2 Students Perception on The Use of PBL in Learning Activities

Items	Option		N	Frequency	Percent (%)
S4 Project-based learning increases your motivation to learn English writing skill.	Valid	A	3	28	46,7
		SA	4	32	53,3
		Total		60	100,0
S5 Project-based learning improves my writing skill.	Valid	A	3	32	53,3
		SA	4	28	46,7
		Total		60	100,0
S6 Project-based learning is designed systematically. Starting with explanations, exercises, and continuing with the final project.	Valid	D	2	5	8,3
		A	3	29	48,3
		SA	4	26	43,3
		Total		60	100,0

Table 4.2 shows the results of the three statements to determine student perceptions about the use of project-based learning in learning activities. In the fourth statement, there were 28 students (46.7%) who chose "agree" and 32 students (53.3%) chose "strongly agree", this shows that most students agree that project-based learning can increase their motivation to learn to write English. The results of these students' perceptions are also supported by the results of the

interviews. Some students said "by doing project-based learning, I am getting used to writing in English. Whenever I do project-based learning, I will naturally look for what to write and how to write it, via the internet, by asking the teacher, etc.." (S2) In the fifth statement, there are 32 students (53.3%) who chose "agree" and 28 students (46.7%) chose "strongly agree". This shows that project-based learning improves their writing skills. The students said that project-based learning improved their writing skills. Some students stated, "Yes. It improves my writing skills, especially in choosing the right words in context." (P2) "Yes, now my writing has become more structured.". (S3) The sixth statement, there were five students (8.3%) who chose "disagree", there were 29 students (48.3%) who chose " agree" and 26 students (43.3%) chose "strongly agree". This shows that most students agree that project-based learning is designed systematically. Starting with explanations, exercises, and continuing with the final project. Some of them stated, " Yes. the teacher starts this PjBL by giving an explanation first, then we make the paper up to the final assignment in a systematic manner based on the writing rules given by the teacher." (S2)

Table 4.3 Students Perception towards Teacher Roles in Project Based Learning

Items	Option		N	Frequency	Percent (%)
S7 Teacher helps students who find difficulties in working on the project.	Valid	A	3	29	48,3
			4	31	51,7
		SA		60	100,0
		Total			
S8 Teacher monitors the progress of your project.	Valid	D	2	2	3,3
		A	3	38	63,3
		SA	4	20	33,3
		Total		60	100,0
S9 Teacher gives a clear timeline regarding consultation time, revision, and collecting project.	Valid	D	2	9	15
		A	3	23	38,3
		SA	4	28	46,7
		Total		60	100,0
S10 Teacher gives clear feedback related to the result of your project.	Valid	D	2	3	5,0
		A	3	29	48,3
		SA	4	28	46,7
		Total		60	100,0

Table 4.3 shows the results of the four statements to determine student perceptions of the teacher's role in project-based learning. In the seventh statement, 29 students (48.3%) chose "agree" and 31 students (51.7%) chose "strongly agree" that the teacher helps students who experience difficulties in working on projects. And supported by interview results. The results of interviews with most of the students stated that "my teacher helped me in the process of working up to completing the project" (S1). In the statement number eight, two students (3.3%)

chose "disagree", 38 students (63.3%) chose "agree", 20 students (33.3%) chose "strongly agree" This indicates that the teacher monitor the progress of their project. Previously supported by interview results. Some students said that "My teacher always asks about the progress of my project and guides me to produce a good final project." (S3). Furthermore, in the ninth shows 9 students (15%) chose "disagree", 23 students (38, 3%) chose "agree" and 28 students (46.7%) chose "strongly agree" regarding the teacher providing a clear timeline about the time for consultation, revision, and project submission. And finally, the last statement, it shows that most students agreed that teachers provided clear feedback related to the results of their projects.

Discussion

The results showed that students had a positive perception of the benefits of project-based learning in writing activities. Based on the results of the questionnaire analysis, it shows that most students get a lot of benefits from projects completed in writing classes. Based on previous research, it shows that writing projects aim to achieve their goals in producing products to develop self-confidence and independence (Indarti, 2016). This also shows that students feel happy with this writing project, because it is very useful for them to improve their skills such as critical thinking, creative thinking, problem solving, increasing motivation and students' English skills. This makes students more interested in learning while working on projects. Project-based learning (PjBL) in writing class as a learning method to generate ideas, so that students can develop self-confidence, independence, collaborative teamwork, and English skills (Tsiplakides & Fragoulis, 2009).

Figure 4.1 Student writing activity projects (establishing their own educational institutions)

Furthermore, students' perceptions of the benefits of PjBL have a positive impression in the aspect of the teacher's role. Most students stated that they felt happy while learning while working on projects. Teachers provide clear timelines regarding time for consulting, revising and providing feedback on their writing projects using google docs. Teachers also monitor the progress of completing their projects. Most of the students also thought that the project was a challenge for them, because they were required to be able to think critically and work on projects according to the timeline that had been given. Overall, this project has more positive impact for students and no negative impact for them. In other words, students who have completed project assignments show a positive attitude related to their perceptions of the benefits of project-based learning in writing classes. Tama et al., (2016); Kalabzova (2015); Foss et al., (2007); conduct studies on project-based learning in different contexts. They found that PjBL has useful benefits for improving individual/collaborative work skills, increasing understanding, increasing learning experience, knowledge and student achievement.

Conclusion

The purpose of this study was to find out students' perceptions about using project-based nthis study, the researchers concluded that students' perceptions of the use of project-based learning were positive. Most students also agree

that the material used in project-based learning is clear, interesting, and easy to understand. In addition, the use of project-based learning in learning activities can increase their motivation and writing skills. Moreover, students have a positive perception of the teacher's ability to guide and facilitate them in project-based learning. Students agree that the teacher helps students who have difficulty working on projects, provides a clear timeline regarding consultation time, submits projects, and provides clear feedback related to the results of their projects.

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