**Project Based Learning and the Students’ Enthusiasm in Writing**

Fitri Wulandari

English Education Department of STKIP Muhammadiyah Pringsewu, Lampung.

email: [fitriwulandari@stkipmpringsewu-lpg.ac.id](mailto:fitriwulandari@stkipmpringsewu-lpg.ac.id)

Indri Lestari

English Education Department of STKIP Muhammadiyah Pringsewu, Lampung.

[indrilestari9322@gmail.com](mailto:indrilestari9322@gmail.com)

Abstract

Writing is not only productive skill that involves communicating in the form of letter or symbol but also involve a mental and learning process. Thus, the role of enthusiasm in the process of writing is very important. The researchers found some phenomena that referred to the problem of students’ enthusiasm in writing class. Based on some findings of previous research, project based learning was able to improve the students’ writing ability because it has challenging activity to be applied in every step of writing process.This study set out to investigate the using of project based learning in writing class. Thirty one of third year students at English Education Department in the academic year of 2017-2018STKIP Muhammadiyah Pringsewu Lampung attended this study. The lecturer applied project based learning at her advanced writing class. The design of the study was collaborative action research. The research found that the implementation of project-based learning at the advance writing class improved the students’ enthusiasm in writing.

Keywords: *writing, project based learning, students’ enthusiasm*

1. **INTRODUCTION**

Writing is not only productive skill that involves communicating in the form of letter or symbol but also involve a mental and learning process.Harmer (2004: 1) states that writing is both a mental and learning process. According to Spratt, et al.(2005: 26), writing is one of four language skills; listening, speaking, reading and writing. Writing is also one of productive skills which involve communicating a message in the form of letters and symbols. Communicating means sending information to others people, therefore, a message must have a purpose. It means in the process of writing the writer really booster to enhance their enthusiasm in generating and organizing the idea well.

Buchori (1993: 95) says that enthusiasm is a big contribution in learning teaching process. In other words enthusiasm is one of important aspect in learning teaching process; with the enthusiasm the goal of learning teaching process can be reached. Meanwhile, the researcher found some phenomena which referred to the problem of enthusiasm in her writing class at fifth semester students of English department of STKIP Muhammadiyah Pringsewu. Moreover, the problem was not only happened in writing class but also at almost all subjects. As Aaron D. Arndt and Ze Wang (2014: 27) states that enthusiasm can be shown via emotive facial expressions, eye contact, voice intonation, and gestures. First the teacher can be look in their facial expressions. Our face is like a projector, it shows the world what's going on inside. You are happy the face automatically wears the smile, you are sad and your face "melts" down. Dealing with that, when student feel happy and enthusiasm it show it their face.

Second eye contact, eye contact is otherwise known as mutual gazing between two people, it is the persistent gazing into the eyes of the individual they are conversing with. Eye contact is typically maintained when individual's are attempting to maintain the attention of participants. In the learning teaching process also need eye contact between teacher and student, it means there were the good relation when the teacher deliver the material and student focus on the material it show when they focus on teacher.

Third voice intonation, in the learning teaching process someone who have the good enthusiast always use their high voice to express, explain and ask in learning teaching process. The student with the spirit in learning teaching process often vocal in learning teaching, but the student who have low enthusiast in learning teaching process, they more like silent in learning teaching process.

Fourth gesture, gestures are a form of non-verbal communication with body action that seems to communicate certain messages, either as a substitute for speech or simultaneously with words. Gestures include movement from the hands, face, or other parts of the body. Student which indicate have the enthusiast in learning teaching process will show the good gesture, for example they always pay attention with Lifted their head, the good position when sit to show that they honor with teacher.

Based on explanation above, the researcher interpret that the enthusiasm of learning as an attitude of cooperation and participation to do learning activities. In this case, the students who have a sense of high learning enthusiasm than the student have a high spirit of learning. They will responds in learning teaching, give attention, concentration, awareness and desire which is come from students itself without pressure that followed by desire to involve in activities and learning teaching process, students can be said having high enthusiasm if : Students have respond with writing teaching learning, if the students active and perceptive in respond of teacher and other students when give the explanation or the answer that less precise, pay attention in learning teaching, if the students pay attention of explanation from teacher.

Students have desire in learning teaching, if the student always do the task which is given by the teacher, student want to ask to the teacher when they have not understand about the material, and also the students want to give idea or opinion when learning teaching process. Students have concentration in learning teaching, if the students always hear the explanation of material which is given by teacher, students did not noisy when teacher give explain, quick to understand what teacher’s explain so that the student can do the task.

Moreover, students have awareness in learning teaching, if the students do the home work that was given by teacher.

The phenomena were as follows: the students looked unhappy when they got task to write essay in writing class;when the lecturer delivered the material, the student were not focus on the material;they were more like silent in learning teaching process.

Based on the problems above, the researcher set out the study to investigate project based learning in teaching writing. Bell (2010: 39) declares that Project-Based Learning (PBL) is a student driven, teacher-facilitated approach to learning. Project-based learning is an instructional method centered on the learner. Students develop a question and are guided through research under the teacher‘s supervision. Project based learning prepare challenging activities that can stimulate students’ enthusiasm. There are six steps in conducting project-based learning in the classroom.

1. Create teams

In this procedure the teacher should create the teams, which is the each team consist of three or more students to work on an in-depth project.

1. Introduce a complex entry question

In this step, the teacher starts the teaching and learning process by giving students complex questions. Introduce a complex entry question that establishes a student’s need to know, and scaffold the project with activities and new information that deepens the work.

1. Planning

In this stage, the teacher and the students discuss and consider the ideas, topics and theme of the project. In designing the plan for the project, the teacher gives students chance to participate by sharing their ideas on the projects which they are about to work on in order to make the project meet with the students’ interest, capability, and expectation. The design of plan for the project includes the explanation about the rules of the project development, the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project.

1. Create the schedule

In this stage, the teacher and students discuss about the time allocation of working on the project. The teacher and students make an agreement about the deadline of the project development in which the students must submit their end product.

1. Carrying out the project

When all the preparations are done, the students can start to develop the project. Teacher’s roles during the development of the project are to monitor and check the progress of the project. Monitoring students’ progress on the project is the most crucial stage of project development. It is very prominent since the success of project accomplishment is determined by how good the students do their project. In this stage the teacher as a monitor and also aid the students when they find the difficult problem.

1. Provide timely assessments

Assessments same as the evaluation, in this stage the teacher give assessments or feedback on the projects for content, oral and written communication, team work, critical thinking, and other important ability. In conclusion, project based learning has appropriate composition to solve the students’ problem of enthusiasm in writing class.

Based on the background problem above, the researcher set out the study to solve the problem of the students’ enthusiasm in writing using project based learning.

1. **Research Method**
2. **Participants**

The participants of this study were 31 (26 females and 5 males) third year students of English Education Department of STKIP Muhammadiyah Pringsewu Lampung. The study was conducted in writing class. In this level the students were asked to produce essay.

1. **Instruments and data collection**

**a. quantitative data**

It was obtained from the students ‘writing product in the form of essay.

**b. qualitative data**

It was obtained from: the result of interview to the students, questionnaire, and field note / class observation.

1. **Data Analysis**

To analyze the quantitative data the researchers used descriptive statistic. Meanwhile, for analyzing qualitative data the researchers adapted the theory from Burns (2010: 104- 105). The stages of the data analysis technique are discussed as follows:

1. Assembling the data

Assemble the data will collect over the period of the research: field notes, journal entries, questionnaires and so on. The initial questions that began the research provide a starting point way.

1. Coding the data

Coding the data reduce the large amount of the data may be assign to a code relatively easily.

1. Comparing the data
2. Comparison was made to see themes or patters were repeated or develop across different data gathering techniques.
3. Building meaning and interpretations

This stage demands a certain amount a creative thinking; it was concern with articulating underlying concepts and developing the ores about why particular patterns of behaviors, interactions or attitudes have emerged.

1. Reporting the outcome

A major consideration was ensured that the report sets out the major processes of the research, and the findings and outcomes are well support with examples from the data.

1. **Results**

**Cycle 1**

In cycle 1, the students spent seven meetings for finishing the first project. Two meetings for delivering the topic “Children condition in Palestine” trough the video and producing outline, one meeting for drafting, two meetings for revising step in the form of presenting the draft ofeach group, two meetings for designing wall paper magazine and publishing. There were some findings got in cycle 1:

1. *Students’ attention*

It was hard to control the students in the first cycle. They were noisy. Some of them loved to talk and joked around.

2. *Students’ respond*

The students were shy to ask questions about something they had not fully understood. They tended to be quiet when they were asked to answer the tasks.

3. *Students’ desire*

The students needed long time for finishing the project.

4. *Students’ awareness*

The sense of belonging of the team work was still low for some groups.

5. *Students’ concentration*

The students showed positive attitude towards writing during the implementation of project-based learning.

They looked enthusiastic during the lesson.

5. *The students’ knowledge was still inadequate in several aspects of essay*. However, the students made some considerable improvements in some aspects of writing.

**Cycle 2**

In the second cycle, the researcher and the collaborators made several plans, they are: (a) empowering more controls on students’ attitudes and behaviors during the meeting to make the class run more effectively. (b) Reviewing on the previous materials by asking several questions related to it. (c) Giving one project work for the cycle 2 with the hope that the time allocation could be fulfilled. The details of the project work are as follows:

* + 1. Giving the students lead in activity by providing video with the topic **“The Shift of Moral Value of Children In Digital Age”** andquestions to be discussed together in order to get them ready for thelesson.
    2. The researcher and the students discussed the project work. The project work for the second cycle was making a wall magazine.
    3. The students were asked to made cause and effect essay to be posted on their wall magazine.
    4. The researcher and the students determined time allocation to do the project.
    5. Focusing to give deep explanation about the organization in essay, language use and also to make essay was scientific.
    6. The students designed the project and reported their progress to the lecture and researcher.
    7. The lecture and researcher monitored the progress of the students’ project.
    8. The students collected essay and publish together.
    9. The researcher and the classroom collaborator planned to continue using field notes and observation during teaching and learning process.

There were some improvements found in cycle 2.

1. *students’ attention*

The class situation was more conducive. The students really paid attention and actively joined in every steps of writing of project based learning.

2.  *students’ respond*

They didn’t doubt to ask to the lecture, researcher or their friends in learning teaching.

3. *students’ desire*

The time spent adequately. It needed five meetings for finishing the project. It was shorter than previous cycle. There were one meeting for planning, two meetings for drafting and reviewing the task, and one meeting for finishing and publishing the project.

4. *Students’ awareness*

Every student took a part in designing their project in their group. They work competitively, so they tried to make their project to be the best product.

5. *Students’ concentration*

The students showed positive attitude towards writing during the implementation of project-based learning. They looked enthusiastic during the lesson.

1. **Discussion**

The implementation of project-based learning during the advance writing teaching and learning process improved the students’ enthusiasm. Project-based learning offered motivating and challenging series of activities to students which stimulated them to be enthusiastic, critical and creative towards the teaching and learning process. Project-based learning also gave students more chances to practice writing. This method facilitated the students to understand the lesson effectively and easily as they solved the real-world problem while developing the project.In addition, the group activities which the students had during the project development enhanced their involvement in the learning activities. The group activities enabled the students to work by sharing their knowledge, experience, and information to each other. They were able to work and contribute to the project based on their expertise. The group was consisted of student with different levels of proficiency. It encouraged them to help and learn from each other. It also built positive bound of relationship among students.This finding is supported the previous research conducted byBell (2010: 5). He declares that when the assistant principal left theclassroom that day, and for many months after that, theteacher was only more assured that PBL was the best approach for her students. A didactic approach kept students passive, but the engagement and enjoymentof students during PBL only heightened the teacher’sconviction that she was imparting critical twenty-firstcenturyskills to her pupils. What sealed the deal wasthe students’ quick adaptation to the process and excitementabout their learning. A big cheer rises fromevery student in the class when they hear that a newproject will be beginning soon. That is what PBL is all about!

The used of project-based learning also could improve students’ writing abilities, particularly in the essay. The students were successful in making considerable improvements in the first cycle and continued to make significant progresses in the cycle two. The students showed positive changes and improvements on their aspects of writing, such as the content, organization, language use, vocabulary, and mechanics. It is linier to the finding from Poonpon (2013: 8). He states that hisfinding corroborates findings from a large number of studies in this field, whichshow that PBL activities allow students to integrate language skills and contentknowledge to complete the projects.

1. **Reference**

Aaron D. Arndt and Ze Wang. 2014. *How Instructor Enthusiasm Influences the effectiveness of Asynchronous internet-Based Sales Training.*Journal for Advancement of marketing Education Vol. 22, issue 2.

Bell, Stephanie. 2010. *Project-Based Learnin for the 21st Century: Skills for the Future*. The Clearing House, Vol 83: 39-43: Routledge, Taylor and Francis Goup LLC.

Buchori, M.1993. *Educational Psychology*. Bandung: CV. Jemmars.

Burns, A. 2010.*Doing Action Research in Language Teaching: A Guide to Practitioners.* London and NewYork: Routledge

Harmer, J. 2004.*How to Teach Writing*. Essex: Pearson Education Limited.

Poonpon, Kornwipa. 2013. *Enhancing English Skill Trough Project Based Learning*. Journal of the English Teacher Vol. XL 1-10: Khon Kean University, Thailand.

Spratt, M., et al. 2005. *The Teaching Knowledge Test Course.* New York: Cambridge University Press.