Students' Perception on The Use of Project-Based Learning in Writing Activity at SMAN 7 Padang

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Abstract

Project-based learning is intended to provide opportunities for students to advance their English skills. Writing is one of the English abilities that students should learn in their English classes. This research intended to figure out the students' perception on the use of project-based learning in writing activity. This was a survey study with a quantitative methodology, with data collected through a questionnaire. There was 51 students from 11th-grade students of SMAN 7 Padang who learn English using Project-based learning for writing activities became the sample of this study. They were given 25 questions to find out their perception of the use of project-based learning in writing activity. The result indicated that most of the students had positive perceptions about the use of project-based learning in their writing activity. In addition, the use of project-based learning received a positive view that involves engaging the students to produce English texts.

INTRODUCTION

Project-based learning well-known as PjBL is a method that organizes learning around projects. This method of instruction is a student-centered approach where students gain a deeper understanding of the problem after working with and using their ideas. According to Krajcik, Joseph S., and Blumenfeld (2005), project-based learning (PjBL) lets the students figure out problems, come up with hypotheses and explanations, deliberate their ideas, stimulate the ideas of others, and creatively

come up with new ideas. Doing a project for classroom activity can be a part of an active learning approach and can be a more reliable way of learning than the lecture method. Boss & Krauss (2015) also stated that project-based learning is a method that makes the students engage in real-world projects. This method will result in changes in students' behavior, instead of following teachers' lead, students solve their questions to create their meaning. Therefore, Project-based learning allows students to collaborate with other students while also gaining practical experience in a real and meaningful classroom setting.

Project-based Learning (PjBL) is also likely intended to provide opportunities for students to advance their English skills. Writing is one of the English abilities that students should learn in their English classes. Harmer (2001) also mentions that Writing, unlike speaking, is a skill that students can learn naturally by being exposed to the language. It indicates that writing is more complex, and many parts must be mastered before students can be considered competent in writing. Linse (2005) stated that writing is one of the ways of thinking and communicating. Learning, comprehending, applying, and synthesizing new information are all part of the cognitive domain-based skill of writing. Moses & Mohamad (2019) mentioned that writing associates students with what is happening in the world around them. Moreover, teachers play an essential role in helping students improve their writing. In this case, Project-based learning is considered one of the teaching models that may provide an effective way for teachers to do writing activities. According to Perry (2020), Project-based learning is a model that comes from the idea that students should be doing a task to guide them in the learning process.

To ensure that EFL students can produce written texts, English teachers should provide learning activities that encourage them to do so. The exercises should be able to meet the goal of teaching writing, which includes how to generate ideas, arrange good sentences, organize sentences into a decent text, and more. Project-based learning support the students to obtain knowledge and skills by working together over a certain amount of time to create and present their results. According to Kusmartini (2018), it is convincing that Project-based learning in writing activities enables students to work on their initiative to create a script for a text. Ismuwardani et al. (2019) mentioned that project-based learning can encourage students' creative thinking resulting in the creation of writing products that are different from others.

In addition, Ramadhan et al (2020) stated that Project-based learning helps improve knowledge, particularly in scientific and social studies, including language learning, because it allows students to get an idea of a topic. Therefore, as stated by Praba' et al. (2018) according Foulger and Silva (2007), through project-based learning, writing is linked to basic things that contribute to the development of higher levels of language acknowledgement, concentration on topic organization, greater awareness of linguistic elements, vocabulary and word preferred, genre principle, and sentence structure for a different of purposes.

There are various activities to support the improvement of students' writing. Larmer et al. (2015) mentioned that students' written product may be some traditional academic kinds of writing, but in project-based learning, the writing is for a specific audience or authentic purpose, not just for school assignments.

METHOD

This research used a survey quantitative method to find out the student's perception of the use of project-based learning in writing activity. According to Gay et al. (2012), Survey research includes gathering data to answer questions about people's perspectives on a certain topic or issue. A survey is an instrument for gathering data about one or more aspects of a specified group of people. Survey research can be used to learn more about a group's beliefs, attitudes, behaviors, and demographics. Survey data is gathered by asking members of a population a series of questions, which can be administered via a questionnaire. The population was 11th-grade students of SMAN 7 Padang who are currently learning English as a foreign language with the project-based learning model. There are 3 classes of 11th-grade students in SMAN 7 Padang who study English with Project-based learning. Therefore, proportional stratified random sampling was used in this research. According to Hayes (2022), proportional stratified random sampling divides a population into smaller subgroups known as strata. As proportional stratified random sampling was used in this research, the sample was 51 students from 11 *Bahasa Inggris Lanjut* 1, 11 *Bahasa Inggris Lanjut* 3, and 11 *Bahasa Inggris Lanjut* 5.

This study used a questionnaire to collect the data. The questionnaire contains 25 close-ended questions which are divided into four parts questions 1-4 about students' perceptions on teaching materials, questions 5-12 about students' perceptions of the learning stage, questions 13-18 about students' perception on teachers' roles, and question 19-25 about students' perception on writing activity. The questionnaire given to students used a 5-point Likert scale. The result of the instrument's reliability was 0.938. Based on the results of measurements using Cronbach's Alpha, it can be concluded that the reliability of the instrument used in this study was high.

In collecting the data, the researcher collaborated with the English teacher to distribute the questionnaire through a WhatsApp group. Then, the students were asked to fill out the questionnaire. After the students answered the questionnaire, the researcher collected and analyzed the data.

RESULT AND DISCUSSION

Research finding

The research questions were related to students' perception of teaching materials of project-based learning in writing activity, students' perception of the stages of project-based learning in writing activity, and students' perception of project-based learning in writing activity.

1. Student's Perception of Project-based Learning in Writing Activity

No	Statements	Students' Answers										Mean	Category
		SD		D		N		A		SA			
		F	%	F	%	F	%	F	%	F	%		
1	Project-based learning encourages me to work autonomously and responsibly in producing text.	0	0	0	0	7	13.7	25	49	19	37.3	4.24	Positive
2	The project provokes my creativity to produce the writing text.	0	0	1	2	12	23.5	30	58.8	8	15.7	3.88	Positive
3	The project is effective in increasing my knowledge and helping me understand the topic given.	0	0	0	0	8	15.7	31	60.8	12	23.5	4.08	Positive
4	Through the project, I can understand the purpose of writing in English learning.	0	0	0	0	10	19.6	32	62.7	9	17.6	3.98	Positive
5	By creating the project, I can write text based on its forms such as narrative text, descriptive text, procedure text, etc.	0	0	0	0	8	15.7	32	62.7	11	21.6	4.06	Positive
6	By creating the project, I can write text by following the process of writing such as looking for a subject, exploring topics, making a plan, and making a draft and revising.	0	0	0	0	11	21.6	32	62.7	8	15.7	3.94	Positive
7	Through the project, I can understand the focus of the topic, awareness of language features, vocabulary and word choice, and sentence formation in writing.	0	0	0	0	5	9.8	33	64.7	13	25.5	4.16	Positive
Average		**0**	**0**	**0.14**	**0.29**	**8.71**	**17.08**	**30.71**	**60.2**	**11.43**	**22.41**	**4.05**	**Positive**

Table 1. Students' Perception on Writing Activity in Project-based Learning

In terms of project-based learning in writing activity, there are seven statements were given. for all seven statements, the students' perceptions were positive. The table above shows that from all of the statements, most students chose agree. This implied that the students felt that project-based learning in writing activities encourages them to work independenly and responsibly in producing text. It also indicates that most students think that the project they made provoked their creativity to produce the writing text. Through the project, students can understand

the purpose of writing in learning English. The student can also write text based on its forms, be able to write text by following the process of writing, understand the focus of the topic, awareness of language features, vocabulary, word choice, and sentence formation in writing by doing the project given by the teacher.

2. Students' Perception of Teaching Material in Project-Based Learning.

No	Statements	Students' Answers										Mean	Category
		SD		D		N		A		SA			
		F	%	F	%	F	%	F	%	F	%		
1	The teaching materials given by the teacher came with a project-design template to help me create the project.	0	0	1	2	6	11.8	29	56.9	15	29.4	4.14	Positive
2	The teacher gave teaching material through technology that encouraged me to use technology to help me create the project.	0	0	0	0	7	13.7	31	60.8	13	25.5	4.12	Positive
3	The material given by the teacher involves real-world problems in the learning process.	0	0	2	3.9	17	33.3	21	41.2	11	21.6	3.8	Positive
4	The material given by the teacher includes the rubrics for assessing my project.	0	0	1	2	8	15.7	29	56.9	13	25.5	4.06	Positive
Average		**0**	**0**	**1**	**1.97**	**9.5**	**18.62**	**27.5**	**53.95**	**13**	**25.5**	**4.03**	**Positive**

Table 2. *Students' Perception of Teaching Materials in Project-based Learning*

In the teaching material, there are four statements which were given, out of all four statements, the result of students' perception is positive. Students mostly chose agree with all statements. Thus, the teacher material in project-based learning also includes the project design template, the material given through technology so that the students will feel at ease in doing the project, then the material involves their real-world problem, and the material also includes the rubric to give the students a visual on how their project will be assessed.

3. Students' Perception of Learning Stage in Project-Based Learning

No	Statements	Students' Answers										Mean	Category
		SD		D		N		A		SA			
		F	%	F	%	F	%	F	%	F	%		
1	The topic given by the teacher helps me understand the learning topic and objectives	0	0	1	2	6	11.8	30	58.8	14	29.4	4.12	Positive
2	The teacher encourages me to communicate in the English language and motivate me to	0	0	1	2	5	9.8	30	58.8	15	29.4	4.16	Positive

No	Statements	SD F	SD %	D F	D %	N F	N %	A F	A %	SA F	SA %	Mean	Category
	complete the project.												
3	I was aware of the focus of the project, determined the project, and directed the investigation process.	0	0	0	0	9	17.6	31	60.8	11	21.6	4.04	Positive
4	I chose the type of project and choose the activities for the investigation process.	0	0	0	0	13	25.5	29	56.9	9	17.6	3.92	Positive
5	I created the project timeline.	0	0	1	2	17	33.3	22	43.1	11	21.6	3.84	Positive
6	I finished the project given by the teacher on time.	0	0	0	0	4	7.8	25	49	22	43.1	4.35	Very Positive
7	The teacher evaluates the student's performance and project results.	0	0	0	0	5	9.8	31	60.8	15	29.4	4.2	Positive
8	I looked into the learning activities by sharing my difficulties during the project and measuring my ability to do the project.	0	0	1	2	8	15.7	33	64.7	9	17.6	3.98	Positive
Average		**0**	**0**	**0.5**	**1**	**8.37**	**16.41**	**28.87**	**56.61**	**13.25**	**26.21**	**4.07**	**Positive**

Table 3. *Students' Perception of Learning Stages in Project-based Learning*

In terms of the learning stage, there are eight statements were given, and out of eight statements, the students gave very positive results to one of the statements. Moreover, the other statements result in a positive perception. The table above shows that most students chose agree with all of the statements. It indicates that during the learning process, the students experienced the learning stage in project-based learning. It is also implied that students were given topics by the teacher to help them understand the learning topic and objectives, the teacher encouraged them to communicate in the English language and motivated them to complete the project. Most students were aware of the focus of the project, determined the project, and directed the investigation process. Most students chose the type of project and chose the activities for their project-making process. some of them also created the project timeline and finished their project given by the teacher on time. It also indicates that the teacher evaluated their project result and let them reflect on their learning process during the creation of the project.

4. Students' Perception on Teacher's Role in Project-Based Learning

No	Statements	Students' Answers SD F	SD %	D F	D %	N F	N %	A F	A %	SA F	SA %	Mean	Category
1	Teachers design the project and set the learning goals and objectives.	0	0	1	2	5	9.8	31	60.8	14	27.5	4.14	Positive

2	The teacher facilitates me with guidance, feedback, and support in doing the project.	0	0	0	0	4	7.8	32	62.7	15	29.4	4.22	Positive
3	The teacher guides me in developing my problem-solving and critical-thinking skills.	0	0	1	2	2	3.9	35	68.6	13	25.5	4.18	Positive
4	The teacher evaluates my work and provides feedback on my project.	0	0	1	2	7	13.7	33	64.7	10	19.6	4.02	Positive
5	The teacher collaborates with me in the learning process and creates ideas in project-based learning.	0	0	0	0	7	13.7	35	68.6	9	17.6	4.04	Positive
6	The teacher reflects on the learning process to help me improve learning outcomes.	0	0	0	0	5	9.8	31	60.8	15	29.4	4.2	Positive
Average		**0**	**0**	**0.5**	**1**	**5**	**9.78**	**32.83**	**64.37**	**12.67**	**24.83**	**4.13**	**Positive**

Table 4. Students' Perception on Teacher's Roles in Project-based Learning

In terms of teachers' roles, there are six statements were given. all the statements received positive perceptions. The student's perception of the teacher's role in project-based learning has positive results. It implied that the teacher during the learning process in project-based learning acts as the project designer who designs the project, the facilitator who facilitates them with guidance and support, the mentor who guides the student to develop their problem-solving and critical thinking, the evaluator who evaluates the students' project result, the collaborator that collaborates with the students in the learning process, and the reflective practitioner that reflect on the learning process to help the students improve the learning outcomes.

Discussion

This study is intended to provide some of the perceptions of students on the use of project-based learning in writing activity at SMAN 7 Padang.
Based on the findings above, the results obtained by the researcher about students' perception on the use of project-based learning in writing activity were relatively positive. Most students have positive perceptions regarding teaching materials, learning stages, teachers' roles, and project-based learning in writing.

Firstly, the researcher also found that the student's perception of project-based writing in writing activity at SMAN 7 Padang results in positive perception with an average mean score of 4.05. Most students agree that project-based learning in writing activity has affected their thinking in producing writing text. This result is relevant to previous research conducted by Syarifah & Emiliasari (2019) that students believe project-based learning enhances their writing skills and creativity. Students thought they got better in writing skills, including a better understanding of topics, social functions, structures, and linguistic aspects in English texts. The previous research conducted by Argawati & Suryani (2020) that stated students have positive opinions toward the use of project-based learning in their writing class. They thought that project-based learning enabled them to increase not only their

knowledge but also their creativity during writing activities. The study conducted by Kartika (2020) mentioned that in learning with project-based learning, the students enjoyed learning in a group and learning the content more deeply.

Secondly, the students' perception on the teaching materials of project-based learning in writing activity at SMAN 7 Padang turned out to be positive with an average mean score of 4.03. Teaching material in project-based learning is important to facilitate the student in the making of the project. As mentioned by Boss & Krauss (2015) Teaching materials are designed to help the students to achieve the learning goals and objectives of the project. The result is relevant to the result of previous research conducted by Alyani & Ratmanida, (2021) mentioned that students had good responses to the project design during the learning process in project-based learning. The study conducted by Rostika et al. (2021) mentioned that teaching material used in project-based learning is suitable for the students' needs in doing the writing project.

Next, the researcher also found that the student's perception on the learning stage of project-based learning in writing activity at SMAN 7 Padang turned out to be positive with an average mean score of 4.07 most students were aware of the learning stage in project-based learning during the writing activity. This result is relevant to the result of previous research conducted by Praba' et al. (2018). The results showed that students actively reacted to the teacher's leading questions. It indicates that project-based learning encourages critical thinking as well. Moreover, classroom engagement has also improved. The research conducted by Halim & Rohmah (2020) stated that learning the English language through project-based learning brought a positive view for students in the classroom. The research from Kartika (2020) stated that during the implementation of project-based learning, the students enjoyed having discussions, writing their reflections for the learning process, and presenting their projects. The research conducted by Rostika et al. (2021) stated that Students agree that the teacher assisted students who had trouble working on the project, provided a clear timeline for consultation time, collected the project, and provided detailed feedback on the final product of their project.

The last, the researcher also found that the student's perception on the teachers' role in project-based learning at SMAN 7 Padang turned out to be positive with an average mean score of 4.13. Most students agree about the teachers' role in project-based learning. According to Boss & Krauss (2015), teachers in project-based learning act as project designer, facilitator, mentor, evaluator, a collaborator, and reflective practitioner. The result of this study is relevant to the result of a previous study conducted by Rostika et al. (2021). The results revealed that students have a positive opinion of the teacher's abilities to guide and promote project-based learning for writing.

Based on the results obtained, it can be concluded that most of the students have positive perceptions on the use of project-based learning in writing activity. By doing the project, the students can improve their writing skills in producing some texts. This implied that project-based learning can be used by the teacher to accomplish better writing activity for the students to produce more texts in the English classroom.

CONCLUSION

students have positive perceptions regarding teaching materials used by the teacher, learning stages, teacher's roles, and writing activity in project-based learning. It also indicates that project-based Learning is a suggested learning model in doing writing activity. In addition, using project-based learning for writing activity can help the students to develop critical thinking and creatively come up with ideas to write more text in English. This also implied that the students acquire knowledge and skills during the making of the project given by the teacher. Thus, project-based learning can potentially be a good method for creating interactive ideas to produce a good project that increases the students' improvement in learning English.

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