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THE IMPLEMENTATION OF PROJECT BASED LEARNING TO PROMOTE STUDENTS' MOTIVATION IN EFL WRITING CLASS

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Abstract
One of the problems in writing class is less of students' motivation. To promote students' motivation in writing, the researcher tries to implement Project Based Learning (PBL). This research focus on the implementation of PBL, steps by steps in writing class, as well as if it affects students' motivation in writing. This research employed case study research design. The data were gathered through teaching program and interview. The results show that there are three main parts in implementing PBL which consist of planning, creating, and processing. Moreover, the students felt motivated in writing through PBL.

Keywords: *Project Based Learning (PBL), students' motivation, writing*

INTRODUCTION

One of the challenging parts in teaching writing is how to help the students feel motivated and supported to write. Most of the students think that they need only to write an essay to complete a test or assignment without further thinking that their writing will give some benefits. In the view of this, project based learning can be a new way to promote the students' motivation in writing.

Project Based Learning accommodates the students to design, plan, and carry out a product through a project (Fragoulis, 2009; Patton, 2012). Project based learning fits to teaching requirement in 21st century which should be students' centered, work collaboratively, and enhance students' critical thinking

(Bell, 2010; Educational Technology Division, 2006). In completing their project the students will take a part in gathering data, analyzing data, and selecting information based on their need.

Project based learning offers some benefits in teaching and learning process which include giving contextual and meaningful learning for students, creating optimal environment to practice speaking English, engaging students actively in project learning, enhancing the students' interest, motivation, engagement, an enjoyment, promoting social learning that can enhance collaborative skills, and giving an optimal opportunity to improve students' language skill (Bell, 2010; Fragoulis, 2009). In addition, through project based learning the students are allow to decide the theme and the outcome for the project by themselves so they can be more inter ested and actively engaged in the learning process (Maulany, 2013).

This research is aimed to explore how project based learning is implemented steps by steps and if it is able promote students' motivation writing. This research is relevant for teacher who tries to find a new way not only in teaching writing but also in assessing students' writing.

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This research employed case study research design. There were 23 university students from the second semester took part in this research. The project's theme has been decided in the beginning of writing class. The project's outcome deals with narrative story. The students and the lecture decided to create a book which focuses on the story for children. The story can be a fable, a legend, folklore, a fairytale and others. They did the project in a group which consists of two or three members. This data were collected during 8 meetings. After completing the project, ten students were selected randomly and interviewed to investigate if the project can promote their motivation in writing.

FINDINGS AND DISCUSSION

There were two points that will be highlighted in the findings. First, dealing with the implementation of project based learning in writing class. Second, if any contribution of project based learning to promote students' motivation in writing. Based on the teaching program there are three main parts in implementing project based learning which consist of planning, processing, and evaluating. Each part has different steps.

Planning

In this part, there were three steps conducted in this research. First step, students and teacher agree on a theme for a project. At this step, the teacher and students agreed that the theme is narrative text writing (This is the Story). Second, students and teacher determined the final outcome of the project. The final outcome of the project is, the students agreed to write a story book for young learners in a group of two or three. Last, students and teacher structured the project. The students agreed that the story can be any types of narrative (i.e. fable, myth, legend, folklore, fairytale).

However, the story should be origin from Indonesia which has positive value (positive moral value, educate young learners and build their positive characters).

Processing

The second part deals with doing the project. There were three steps accomplished in this part. First, teacher prepared students for the demands of information gathering. The teacher asked the students to prepare any information that will be needed to do the project. Second, students gather information. Student gathered information based on the story that they selected previously. They tried to complete the information for the story line. Then, teacher prepared students to compile and analyze data and information to make sure that the students have had enough information for their project. Last, teacher prepared students for the language demands of the final activity. At this step, the students have had a final draft for their story book. The draft were discussed with the teacher and students from others groups. Then, they needed to revise their draft based on the feedback.

Evaluating

As the last part, there were to steps completed. First, the students presented the final product. They presented their story book which involved comment, feedback, compliment, or question from others groups. Second, students evaluate the project. They needed to give a reflection whether the project fits to the theme and condition that have been discussed in the beginning.

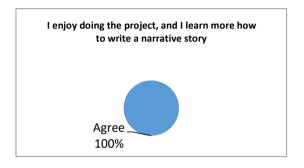Some example of the students' work can be seen as follows:

Figure 1. *Example of the students' work*

According to the analysis of interview results all of the students enjoyed completing their project. They mentioned that the project was not easy but they think that it was a new way of learning. They could discuss a lot with friends and teacher about the project. They also got a lot of new information through gathering the data.

Low achievers used to feel depressed when dealing with writing but they showed more attentive learning in this project. Most high achievers were used to paper-and-pen tests all the time, and they were reluctant to work with others. However, through this project, almost every student showed excitement about that writing became more interesting and meaningful. The challenge of this project is only that some of the students were not able to draw illustrations for the story book.

I enjoy doing the project, and I learn more how to write a narrative story

Agree 100%

As explained by Patton (2012), there are three main parts of project based learning in general. However, the steps in each part can be adjusted by the teacher based on the need of the project. In this research there were three steps in the planning part. The steps guided the students and the teacher to determine the outcome of project. The second part, processing was consist of three steps to lead the students to finish their project. The last was evaluating, in which the students present and evaluate their project.

As mentioned by Bell (2010), in 21st century, teaching and learning process need to adapt the situation that help the students to build their critical thinking and creativity. In this research, the project that accomplished by the students is also able to promote their motivation in writing.

CONCLUSION

There are some benefits of implementing project based learning. One of them, based on this research, is able to promote students' motivation in writing.

All of the students prefer this project than written test. They thought that this project is more meaningful and beneficial for them. In addition, this project also develops their creativity in arranging a story and designing the illustration.

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