



Using Project-Based Learning to Enhance Writing Skills for 11th Graders at Tran Van Quan High School at BaRia VungTau, Vietnam

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Abstract

In the contemporary period, there has been a growing understanding of the importance of learners' roles in the learning process, shifting from teacher-centered to learner-centered approaches. Learners are no longer seen as passive consumers of knowledge, but rather as active participants in the process of knowledge exploration. The same learner autonomy was given to this transition in learners' roles as responsible controllers of their own learning. Despite the obvious significance of developing writing skills, students' writing abilities are far from sufficient. Writing is regarded as the most challenging skill for second language learners to acquire. It might be termed thus since various issues and problems develop during the writing teaching and learning process in the EFL classroom. According to early observations made at Tran Van Quan Senior High School in grade 11, where students learn English as a foreign language, there were several obstacles in the teaching and learning process of writing. This study uses project-based learning method to test whether the students can change their behaviors and improve their writing skills. After doing some projects-based learning, the researcher sees that most of them improve their writing skills and they are interested in joining writing class.

Keywords: project-based learning, writing skills, 11th graders

Introduction

In the contemporary period, there has been a growing understanding of the importance of learners' roles in the learning process, shifting from teacher-centered to learner-centered approaches. Learners are no longer seen as passive consumers of knowledge, but rather as active participants in the process of knowledge exploration. The same learner autonomy was given to this transition in learners' roles as responsible controllers of their own learning.

In ESL education research from the late 1970s and early 1980s, a lot of attention has been dedicated to the notion of learner autonomy. Locally, there has been an increase in interest and activity to encourage learners to learn independently in order to enhance language learning quality. Gradually, literature on this learning trait has grown in tandem with development in journals, international conferences, and other venues, and there is no evidence that this trend will ever end in order to meet the need to improve human autonomy in learning.

Writing ability is highly important in all language skills since people nowadays utilize non-verbal communication as well as verbal communication to interact with one another. In other words, writing is an important method of communication that is utilized to link individuals regardless of time and location. A solid writing skill allows students to express their thoughts and share their ideas in a way that others can understand. As a result, one of the most important abilities that English language learners must acquire is writing.

In addition, writing capability is vital since it impacts students' success in learning English. Writing ability, on the other hand, is one of the markers that may be used to assess a student's English aptitude. Kingston *et al.* (2002:3) support this idea by stating that students' achievement in learning English is measured by their productive skills, particularly their writing performance.

ESL students, according to Ferris (2002:328) ^[6], will not be able to succeed outside of the ESL classroom unless they can generate a strong written product and learn how to eliminate their writing faults. As a result, students learning English as a foreign language must be able to write in English in order to absorb the language.

Despite the obvious significance of developing writing skills, students' writing abilities are far from sufficient. Writing is regarded as the most challenging skill for second language learners to acquire (Richards 2002:303) ^[6]. It might be termed thus since various issues and problems develop during the writing teaching and learning process in the EFL classroom. According to early observations made at Tran Van Quan Senior High School in grade 11, where students learn English as a foreign language, there were several obstacles in the teaching and learning process of writing. At least three things contributed to the difficulty in writing:

The teacher was one of the factors that led to the students' difficulties in writing. The teacher used a typical approach to teaching the information. He or she did not encourage students to actively participate in teaching and learning activities. When teaching writing, the teacher employed a straight Vietnamese to English translation approach. He/she frequently requested that the students use their dictionary, gadget, or cell phone to interpret the terms. The students' tools, on the other hand, were unreliable and ineffective since they only translated words by word, and the result of the translation was not always appropriate for the context of the writing. This type of instructional method will not assist students in improving their writing skills or reducing errors when writing.

Furthermore, the teacher rarely assigned writing assignments to the students. Writing activities were given less attention than speaking ones. She valued speaking activities above writing as a way for learners to express themselves. Aside from that, the teacher mostly used the grade 11 textbook as a source of reference when delivering the materials. He/she only sometimes merged and developed activities from other materials with other intriguing and participatory activities. As a result, the chores and activities appeared to be repetitive.

Students had to meet numerous parts of the writing instruction and learning process, including vocabulary, grammar, and structure. Students, on the other hand, were still unable to meet those standards.

In writing, vocabulary is an important factor to consider. However, since they lacked vocabulary, students often found it difficult to articulate what they intended to say while writing. The majority of students struggle to find the perfect term to convey what they mean. Picking the correct words for their work was a challenge for the students. They were unable to distinguish between the meanings of the terms, and the majority of them just translated the words from the dictionary without evaluating whether or not the word was acceptable in the situation. As a result, students' writing was difficult to comprehend, leading to confusion among their readers. Furthermore, a lack of vocabulary caused students to be sluggish writers since it required time for them to discover the correct words for their writing, which hampered their ability to write well.

Grammar is another part of writing that must be addressed. A good writing style is frequently mirrored in good grammar. The lack of students to employ the right tenses and their incompetence in terms of Subject-Verb agreement were the two most serious grammatical issues. When it came to

changing the tenses, the students were confused. They couldn't make up their minds on which tenses to employ. They utilized past tense to describe current events at times, and vice versa. Furthermore, they frequently failed to notice grammatical norms about subject-verb agreement. For example, they frequently mistook "is" for plural subjects such as "you and we." They also utilized infinitive forms for singular subjects, writing "he do" instead of "he does" on occasion.

Additionally, organization is a factor that must be considered. When it comes to writing, most students overlooked the text's arrangement. Students struggled to integrate their thoughts into a well-organized paragraph. In their writing, they frequently use jumbled phrases. Their supporting information in their writing did not always support the theme or the major point. Furthermore, students frequently scribbled phrases without thinking about how well they were arranged or how well they fit together. As a result, it may be difficult for readers to understand what the students were trying to say.

This aspect originated from the students during the writing teaching and learning process. This aspect arose as a result of students' lack of drive to write. Most students believe that writing is a tough talent to master. As a result, when it came to writing exercises, they were hesitant to complete them. Students with poor motivation for writing had a limited supply of ideas since it took them a long time to think about what they were about to write when they were asked to write. They were unable to develop any thoughts due to their aversion to writing. Students also have a negative attitude about the teaching and study of English. Some students were not paying attention in class. Students also showed negative opinions concerning the teaching and study of English. When their lecturers discussed the materials, several students did not pay attention.

Furthermore, several students were preoccupied with other subjects, utilizing devices, playing games, or texting. During English class, they also conversed with their peers. Furthermore, several learners became drowsy and yawned repeatedly. Aside from that, they tended to be passive when it came to participating in teaching and learning activities. They, on the other hand, had little ambition to learn how to write.

Because of the difficulties that arose in the teaching and learning of writing, it was evident that an instructional approach that could address these issues was required immediately. As a result, the researcher sought for a suitable solution. The study noted that project-based learning has lately become more popular and taken into consideration in the English instructional process. Several researches have suggested that project-based learning may be used to improve the teaching and learning of English. Project-based learning is said to improve students' cognitive abilities (Fragoulis: 2009) ^[7]. It has the potential to increase students' enthusiasm for the teaching and learning process, and it also works well in a classroom with mixed-ability students, allowing students to exchange ideas and opinions (Stoller: 2002; Phillips: 1999) ^[15]. In light of these considerations, the study discovered that project-based learning might help students improve their writing skills.

A project-based approach is an educational strategy that allows students to build knowledge and skills via interesting projects that are based on obstacles and issues they may encounter in the real world. Project-based learning (PBL) encompasses much more than projects. PBL requires students

to research and respond to a real, engaging, and challenging problem or challenge with deep and sustained attention, according to the Buck Institute for Education (BIE). PBL stands for project-based learning.

PBL has been widely embraced in writing classes, but many instructors in Vietnam are still unfamiliar with it, and it is viewed as an evaluation innovation rather than a standard classroom practice that improves writing teaching and learning. Many issues have arisen as a result of teaching and acquiring these types of productive abilities in this environment.

The research seeks to use PBL for 11th graders at Tran Van Quan Senior High School in Ba Ria Vung Tau, with the goal of improving English teaching and learning outcomes by promoting learning autonomy and students' accomplishment in acquiring English writing skills.

Research questions

- To what extent do writing by PBL improve learner autonomy dimensions?
- What are the improvements of writing by PBL on students' overall writing achievement?

Literature Review

The Teaching of Writing

It is very prominent for students to be taught about writing skill. Teaching writing to students is significant because it can reinforce students' language acquisition, support students' language and learning development, and help students to master the basic skills of language (Harmer, 1998:79) ^[8].

According to Nunan (1999: 272), there are two basic approaches underlying the teaching of writing. They are product-oriented approach and process-oriented approach. The very first approach, that is product-oriented approaches, concerns on the result or the final product of students' writing, the coherent, and the error-free text. Meanwhile, the process-oriented approach focuses on the steps involved in drafting and redrafting a piece of work.

The teaching of writing for many years concerns more on the writing product than the writing process, in which this is called as product approach (Harmer: 2007) ^[10]. As cited from Brown (2001: 335) ^[2], a half century ago, the teaching of writing is emphasized more on the final product, such as the essay, the report, the story, and what that product should be like. However, the teacher needs to pay attention more on the writing process as students will not only concern about what text they can produce but also how to construct a writing text. Students will have to focus on both the process of making the text and the final product of their writing.

Regarding with this issue, Harmer (2007) ^[10] proposes some strategies which can be considered by teachers in dealing with the teaching of writing:

- The way the teacher gets students to plan: Before starting to write, the teacher may support students to think about what they want to write. The teacher can help students in building their knowledge before they start writing.
- The way the teacher encourages students to draft, reflect, and revise: The teacher can involve students to collaborative writing activity as it allows students to draft, reflect, and revise. This way enables students to respond to other students' writing.
- The way the teacher responds to students' writing: At this point, the teacher can help students by giving

suggestions to students' draft. Teacher's suggestion can be very useful to make some betterment in students' writing. Other than the teacher's feedback, peer response is one alternative to give some suggestions to students' writing.

Types of classroom writing performance

According to Brown (2001: 343) ^[2], there are five types of writing performance:

- Imitative, or writing down: At this stage of writing, students only need to write down English letters, words, and sentences to learn the conventions of the orthographic code. At some points, the teacher may do some dictations to students as well.
- Intensive, or controlled: Intensive writing commonly appears in controlled-written grammar exercises and does not offer much creativity on the writer's side. Intensive writing usually presents students with a paragraph in which they need to correct a given structure. Other than that, intensive writing often appears in the form of which students need to rewrite the paragraph. Controlled writing may loosen the teacher's controls but can function as stimulators.
- Self-writing: Self-writing is writing with only the self in mind as the audience. There are several forms of writing which fall into this writing category, such as note-taking and journal writing.
- Display writing: Display writing is highly related to academic world. It is a requirement in which the students need to master in the school context as at school they need to be able to take short answer exercises, essay examinations, as well as the research methods. Those short of things can be categorized into display writing.
- Real-writing: Real-writing aims at transferring and communicating information and messages to the audience who needs the messages.

Definition of project-based learning

Project-based learning is a learning method which is not new in the field of English as a Second Language and is thought to be relevant with the teaching and learning of English in the 21st century. States that project-based learning is suitable with the English teaching and learning need as project based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or product to develop. Furthermore, Solomon (2003) ^[16] emphasizes that project-based learning focuses on learning through student-centred, interdisciplinary, and integrated activities in real world situations.

In project-based learning, students are responsible fully for their own learning. They work collaboratively to solve problems. Project-based learning concerns on the learning activity based on real world problems and challenges that require students to work as a team through meaningful activities and result in a final product, Simpson (2011). Stoller (2002) adds that project work is a part of cooperative learning. It allows students to work on their own, in a small group, or as a whole-class. Throughout the process, the students share their ideas, resources, and expertise.

Project based learning helps students to inquire. Students drive their own learning through inquiry, as well as work collaboratively to create projects that reflect their knowledge (Bell, 2010) ^[1]. Moreover, project-based learning fosters students to critical thinking. It causes students to get engaged

in critical thinking in order to construct their own meaning by applying what they learn (Krauss and Boss, 2013) ^[13].

Furthermore, according to Phillips *et al.* (1999) ^[15], project-based learning consists of recognized units of work with a beginning, middle, and finish that are linked to build a concrete final result in which students may feel a sense of accomplishment. Project-based learning is an individual or group activity that produces a product, presentation, or performance within a set time frame.

Project-based learning, based on the ideas stated by the experts above, is a teaching style in which students are given a problem or task to solve in order to obtain new information or abilities. Project-based learning is a student-centered approach because it demands students to be active learners and allows them to explore information and abilities via the project they are working on. It encourages students to think critically and allows them to collaborate with others. The term technique is utilized throughout this thesis because technique refers to the specific actions that take place in the classroom during the teaching and learning process in order to achieve the learning goal (Brown, 2001) ^[2].

Project-based learning characteristics

- Project-based learning is a genuine learning experience: Experiential learning is what project-based learning is all about (Phillips *et al.*, 1999) ^[15]. It allows students to participate in tasks that are both meaningful and practical. Students are exposed to real-world problems while working on their assignment through project-based learning (Markham *et al.*, 2003). Students' learning is more meaningful with project-based learning because they can connect their past knowledge to their present study, which is based on a real-life issue.
- Students are at the core of project-based learning: Students are encouraged to be active learners through project-based learning. It provides students with several possibilities to use their skills and expertise to identify the answer to the given problem. Students are in charge of their own learning in project-based learning (Savery, 2006). Furthermore, project-based learning encourages students to organize, finish, and present the work (Simpson, 2011).
- Project-based learning is collaborative: Students can collaborate as a group in project-based learning. Project-based learning helps students to solve challenges and analyze what they've learned by working together and cooperatively. They collaborate and exchange ideas, resources, and expertise. Projects encourage students to collaborate and learn as a group. Students are exposed to stimulating and difficult tasks that demand teamwork as well as motivation in project-based learning (Herrington and Herrington, 2006).
- The integration of abilities occurs as a result of project-based learning: Students' skills and knowledge are absorbed through project-based learning. According to Stoller (2002), project-based learning requires students to process information from a variety of sources. Project-based learning projects are similarly similar to real-life tasks. Students in project-based learning must combine their knowledge and talents in order to finish the work. Integration of skills is an important part of project-based learning, and it should be noted in the project's outcomes. As part of the project design, students must study, practice, apply, and extend these abilities.

Furthermore, language presented and practiced inside a project is closely tied to the activities that students do through project-based learning. As a result, the project introduces and practices language while also seamlessly integrating language skills (Phillips *et al.*, 1999) ^[15].

- The end result of project-based learning is a final product: The end outcome of project-based learning is a physical product. The product's outcome may be shared and demonstrated to others. Presentations, posters, bulletin boards, wall magazines, reports, and performances are all examples of goods. As the project work has a process and product orientation, the value of the product rests in both the finished result and the process of creating it (Stoller, 2002). Aside from that, the students will have a genuine sense of accomplishment as a result of the final product they generate, as they will have something to display as evidence of their development (Phillips *et al.*, 1999) ^[15].

Project-based learning's importance

- Project-based learning promotes independent learning: Project-based learning encourages students to learn on their own. In project-based learning, students are expected to work independently, with the teacher's role reduced to that of a facilitator. Students must accept responsibility for their own work when working on a project (Phillips *et al.*, 1999) ^[15].
- Thinking and social skills are developed through project-based learning: Students will have to cope with problem-solving exercises that represent real-world situations in project-based learning. Students must address challenges utilizing higher-order critical thinking skills in project-based learning (Fragoulis, 2009) ^[7]. According to Thomas (2000), problem-based learning can aid in the development of critical thinking abilities in students. Project-based learning encourages students to think critically in order to solve challenges and create the final output. Students must determine how to execute tasks, gather information, and assess their final result. Students can acquire teamwork skills, communication skills, listening skills, persuasive skills, presentative skills, logical skills, and leadership abilities through studying together (Phillips, 1999) ^[15].
- Project-based learning improves motivation: Students are more motivated to learn and study when they are working on a project. The students are motivated to work hard in order to complete the assignment and generate the final output. According to Stoller (2002), project work may be inspiring, exciting, empowering, and demanding. Project-based learning is thought to have a significant impact on student motivation as well as knowledge gathering and presentation (Blumenfeld *et al.*, 1991).

Students will realize that the supplied assignment is significant to them since project-based learning is focused on genuine learning and real-world situations. As a result, it has the potential to pique students' interest, motivation, involvement, and enjoyment in the activities and learning process (Fragoulis, 2009) ^[7]. Additionally, project-based learning increases students' intrinsic drive and commitment, causing them to become more engaged in the learning process (Simpson, 2011). Students' confidence, self-esteem, and

autonomy are typically improved as a result of project-based learning, as are their language skills, topic acquisition, and cognitive ability (Ponpoo, 2011).

- Mixed-ability courses can benefit from project-based learning: Students with varying levels of skill, interests, and needs may be found in the same classroom. Project work is well suited to classrooms with students of varying abilities since it allows students to collaborate. Project work allows students to contribute in a variety of ways, depending on their strengths and interests (Phillips *et al.*, 1999) ^[15]. As a result, each student will be able to engage fully in the lecture and in the project.

Project-based learning in a language classroom

There is a protocol to follow in project-based learning in order to assist the instructor in developing the project as well as to lead students through the project they are working on. The technique consists of steps for implementing project-based learning in the classroom and serves as the foundation for carrying out the project-based learning process. Researchers, educators, and higher education institutions, such as Stoller (2002) and The George Lucas Educational Foundation, have advocated several approaches in improving project-based learning. Nonetheless, The George Lucas Educational Foundation's processes for project creation appear to be the most productive and acceptable technique to use in this study. As a result, the researcher chose to use this method to perform her investigation. The following are the steps to take:

- Begin with the most important question: During this phase, the instructor begins the teaching and learning process by asking important questions to the students. The questions should be engaging for the students and related to the objectives that they must meet during the project development. The questions must be related to the information that the students must build, and the topic must be appropriate for their level of skill. It should be relevant to the students' everyday lives.
- Design a project plan: Not only the instructor, but also the students are involved in the project plan design. In order to make the project suit the students' interest, capability, and expectation, the instructor allows students to engage in the planning process by expressing their ideas on the projects they are going to work on. The project's design of plan provides a description of the project's development rules, materials selection, project completion activities, and project tools.
- Make a timetable: At this point, the teacher and students talk on how much time they should spend on the assignment. The teacher and the students agree on a project development date by which the students must present their final result.
- Monitor the students' progress on the project: The most important step of project creation is monitoring the students' progress on the project. It is very important since the success of a project is defined by how well the students complete their assignment. Furthermore, it is at this point that the instructor is expected to act as a monitor. The instructor is in charge of facilitating the learning process, guiding students through the project development process, assisting students when they encounter challenges, and ensuring that all students are active in the project.
- Analyze the outcome: After the students have turned in

their final output, the instructor will assess the students' progress. It can be either product- or process-oriented. During this phase, the teacher also offers comments to the students. Assessing the outcome aids the instructor in bettering the design of education.

- Evaluate the experience: At this point in the project development process, the instructor and students reflect on their work. At this point, the instructor must ensure that the students can discover solutions to critical questions. The teacher and students discuss their project-related experiences and debate what needs to be changed and improved for the next project, as well as offer ideas for future projects.

The Roles of the teacher and students in project-based learning

Teachers' responsibilities in project-based learning differ from those in traditional learning. The teaching and learning process in conventional learning is teacher-centered; it places a greater emphasis on the instructor as the center of the teaching and learning activity, and students tend to remain passive. Project-based learning, on the other hand, demands students to be active learners. It is more concerned with the students than with the teacher.

The teacher's role in project-based learning shifts from content supplier to learning coordinator. The instructor communicates the content directly to the students in the conventional approach. As a result, the instructor spends more time explaining things to the students. The instructor, on the other hand, spends less time explaining or lecturing the topic in project-based learning. More time is spent by the teacher observing and coaching the students. The instructor acts as a facilitator and provides direction to the students.

Students may encounter obstacles when working on the project, and it is the teacher's responsibility to model, lead, and help the students so that they may complete their projects effectively (Simpson, 2011). Aside from that, the teacher should keep track of the students' progress and provide criticism and recommendations for improving the final work (Savery, 2006).

In project-based learning, students play a significant role as well. Students perform three important roles in project-based learning, according to Simpson (2011). The student is, first and foremost, a self-directed learner. This is due to the fact that students must choose a topic that is relevant to their areas of interest and experiences. In addition, they must allocate tasks within groups, complete projects, locate resources and information, and review and update projects.

Next, students collaborate or work as part of a team. Based on their strengths and interests, each kid in the group is assigned to a distinct responsibility. To complete the assignment, the students must work together as a team and assist one another (Simpson, 2011).

Finally, students have the opportunity to act as knowledge managers or leaders. Students must be able to manage their own learning in the context of project-based learning. They are in charge of gathering data, analyzing and interpreting it, and presenting it as a result of their learning (Simpson, 2011). In summary, the teacher's role in project-based learning is to act as a facilitator, assisting students in completing the project effectively. Aside from that, the teacher offers direction and supervises the students' projects. Aside from the teacher's responsibilities, students are also responsible for numerous roles, including: 1) functioning as a self-directed learner, 2)

collaborating, and 3) becoming a knowledge manager.

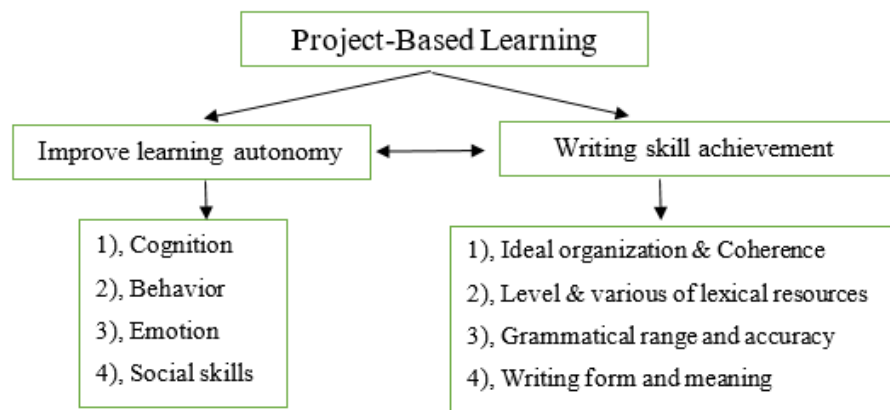


Fig 1: The conceptual framework of the paper

Methodology

This research falls under the umbrella of action research. Action research is defined as a study that tries to discover problematic situations and devise an intentional solution in order to bring about changes and better solutions to the issues (Burns, 2010: 2) ^[4]. Furthermore, according to Burns (1999: 30), action research is the application of fact-finding to practical problem-solving in a social environment with the goal of improving the quality of action in that situation, requiring collaboration and cooperation among researchers and practitioners. It also entails the development of action in order to bring about change and betterment, as well as a greater awareness of one's own social condition.

The purpose of this classroom action research was to identify a strategy to improve the writing skills of Tran Van Quan High School's 11th students. This study was done in a group setting. The experiment was carried out by the researcher with the assistance of associates. There were two collaborators that helped me put the research's actions into action. The first partner was a researcher's colleague who was in charge of monitoring the research's execution, and the second was an English instructor who assisted me in understanding the data.

The main subjects of this research were the students of grade 11 at Tran Van Quan high school. The study focuses on 44 out of 353 11 graders in the classroom, consisting of 18 male students and 26 female students. All of them have been studying English since grade 3.

The qualitative data was collected in the form of interview transcripts, observation checklists, field notes, and images. This type of information was gathered through class observation and interviews.

The interview began with the English instructor and students to determine the issues that arose during the teaching and learning of English. In addition, the interview was conducted to understand more about the students' cognition, behavior, emotion, and social skills, as well as their project-based learning implementation. The interview was beneficial in learning the learners' perspectives on their development. It was also organized to get feedback from the collaborators on how the activities were implemented and what hurdles they encountered. Writing topics for PBL focus on global warming, Vung Tau tourist destination, and Covid 19 through 4 circles.

Results

In circle 1 and 2, the researcher divided the students into four groups to complete the second project task. She explained to the students what they needed to complete for their assignment. The goal of the project was to create a Vung Tau tourism brochure. She presented the kids a sample of the brochure. After the researcher and the students agreed on the assignment, they set a deadline for the students to turn in their work. Because of the time constraints, the students were required to submit the project the next day. She provided the students with all of the materials they would need to complete the project, including papers, markers, and glue.

The researcher also instructed students that after completing the assignment, they should write a paper about it. She gave each student a writing sheet. The students were instructed to write a hortatory paragraph as part of their writing assignment. She had previously given the students the thesis portion of the text, and they had to finish it by writing the argumentation paragraphs and making the suggestion. They might talk to the other members of the group about their ideas and opinions on what they should write. They were not, however, allowed to cheat. The researcher warned them that if they were discovered cheating and writing the same thing as their buddies, their work would be disqualified.

The researcher then invited the students to talk about the project and their writing after explaining what they should accomplish. Some of the groups have already begun working on their projects. Some students searched for images for their brochure using their iPhones. By moving around the classroom, the researcher kept track of their development. The students also discussed their proposal with the researcher and solicited her feedback on their ideas. She praised them and, if necessary, offered additional suggestions for their work. She also encouraged kids by complimenting them. When the time was nearly over, the researcher and the students collaborated to describe the lecture. She also reminded the students that they had a day to turn in their assignments. The researcher then concluded the lecture.

Following the completion of the acts, there followed a period of reflection. The goal of the reflection was to assess the activity in order to determine whether the study should be re-implemented with some changes in the following cycle or not. Overall, the researcher and collaborators discovered via reflection that in cycle 1, they were successful in making a

significant positive improvement in their writing through project-based learning. There was also a significant improvement in their school performance. In addition, students' attitudes and behaviors toward writing shifted. It was clear from their upbeat demeanor. The following data may be used to draw this conclusion:

Questions for the Collaborators

- 1) In your opinion, how are the students' abilities in writing after 1st cycle?

I think their abilities in writing after 1st cycle have some positive improvement. They can write some paragraphs in the writing. They can develop their main ideas and especially they can improve their working in group skills.

- 2) What is your opinion about the activities carried out and using project-based learning in 1st cycle?

I think it's good and interesting. The students work very happily and energetically.

- 3) In your opinion, what are the shortcomings in 1st cycle?

I don't see any shortcomings because you prepare well for the class.

- 4) What advice can you give for the next cycle?

Personally, your posters should be bigger to help the students see clearly from a distance.

- 5) Are students' writing skills progressing?

Yes, they are. They write faster they can do before.

Questions for the Students

- 1) What do you think about your writing class?

It's so exciting. We can work freely together.

- 2) What do you think about the assignment of projects given by teacher?

I think it's real in our life and easy for us.

- 3) What are the difficulties that you encountered during doing projects?

We don't have much time to work together. Some students are afraid to discuss.

- 4) How is the material delivered by the teacher? Is it easy to understand?

They are new information and I find it easy to understand.

- 5) What shortcomings do you encounter in doing projects?

We still lack words to express our ideas

- 6) What do you think about your teachers' giving feedback?

She is careful to help us understand and use effectively structures and new words related to the topic.

- 7) What kind of activities do you expect in writing class?

Go around the class to see posters and discuss with friends about them.

In sum up, students showed some noteworthy gains while working on these assignments. First and foremost, students' attitudes and behaviors toward English were improving. When the students worked on their projects throughout this cycle, they appeared to be motivated. It was evident in their eagerness to complete the assignment. They were active members of the organization. If they came across something

that perplexed them, they would occasionally ask the researcher or observer questions. Students were also given handouts of the contents by the researcher. The handouts served as a guide for students as they learned more about the contents.

Moreover, the activities carried out during the project's implementation aided students in comprehending the linguistic meanings and constructs that were taught to them. Because the students were given more time and opportunities to practice writing, they improved their grades. Furthermore, the students were provided several opportunities to converse with their peers. Students were able to exchange facts, ideas, and suggestions with one another throughout the group discussion. When they were constructing their idea, they also had several opportunities to ask the researcher and collaborator questions.

The second cycle was made up of two classes. The researcher and collaborators attempted to establish better preparations for the activities that would be conducted in the second cycle in order to achieve the goal of enhancing the teaching and learning process of writing skills on hortatory material. Several actions were selected after considerable debate. As with the previous cycle, field notes and observation checklists were generated for this one as well.

In third and fourth circles, the researcher and colleagues thought on the cycle's actions at the end of the second cycle. Everyone had the opportunity to think about what they had done. Interviews with the collaborator and students, as well as talks with the English instructor, were used to conduct the reflections. The reflection revealed that towards the conclusion of the cycle, the teaching and learning process, as well as the students' writing abilities and motivation had improved.

The researcher discovered no significant challenges in requesting the students to write in cycle 2. Students were able to practice writing throughout this cycle by following the writing process, which included planning, drafting, and refining drafts into final work. These activities were incorporated into the project's development to provide students more opportunity to practice and deepen their grasp of writing. Students were given opportunities to experiment with the usage of language and grammatical rules to create a hortatory text when creating the drafts. They were not frightened to make mistakes in their writing because they were supervised by the researcher. Furthermore, as they were drafting the draft, their writing was not evaluated. Rather, students would receive comments on their writing so that they could improve it and make it better.

The students noticed that they had made some development and improvements in their writing. They were willing to put up the effort to develop their writing abilities. They stated that including project-based learning into the instructional process would increase their drive to write and make writing simpler since they would be able to debate their ideas with their classmates. It influenced their attitudes and behaviors toward writing in a favorable way. During the lesson, the students enthusiastically engaged. They appeared enthused and intent on writing.

Questions for the Collaborators

- 1) How do you think about project-based learning?

It's practical for teaching writing in English.

- 2) Are your students' writing ability improved after the 2nd

cycle?

Yes, I think so. They perform well in their writing.

3) What are the drawbacks in this 2nd cycle?

There are some students who are not still familiar with the project-based learning. There were a few difficulties to implementing project-based learning in the classroom. It was expensive, took too long, and occasionally made a lot of noise when dealing with group projects.

4) Do you think that the activities carried out in cycle 2 have been done good?

Yes, I think so. Most of them do well the activities in cycle 2.

5) How do you rate the use of project-based learning to improve students' writing skills in this 2nd cycle?

Although the project doing time is short, it shows positive advantages for learning how to write English effectively.

6) Do you think that project-based learning can improve student's writing ability?

Yes, I think so.

7) What are the disadvantages of project-based learning during learning English activities, especially in teaching writing skills?

The class is quite crowded, so the teacher finds so hard to organize the class. Tables and chairs are traditional, so it's difficult to move them.

Questions for the Students

1) What do you think about the activities in the writing class? They are so interesting and useful.

2) What difficulties do you face with in 2nd cycle? Sometimes, we don't know some English words to express our ideas.

3) What do you think about using project-based learning, especially in writing skills?

We think that it's great for learning English writing skills.

4) Do you feel that the use of project-based learning can improve your writing skills in English learning?

Yes, I find it is not difficult to write English as I thought.

5) What do you think about providing feedback?

The teacher is very kind to help us correct our errors.

6) What progress did you feel during the implementation? writing activities through project-based learning?

We know how to discuss and share information about the topic as well as we can join with funny emotion together when we work in group.

In sum up, after the cycles and the interview, the researcher sees that they improve their writing skills and their behaviors in learning English writing. They are happy and satisfied with what and how the teachers suggest them to do in classroom's activities. However, we must spend a lot of energy, time and money to organize project activities.

Conclusion

After doing projects, we go to the following conclusions:

Although there were a few difficulties to implementing project-based learning in the classroom such as it was expensive, took too long, and occasionally made a lot of noise when dealing with group projects, it made the classroom interesting.

During the introduction of project-based learning, students were given frequent feedback. Throughout the project's progress, the researcher oversaw and monitored them. Aside from that, the learners expressed their thoughts and opinions with the rest of the group. Peer feedback was generated as a result of this circumstance. The students also received comments on their writing, which allowed them to have a deeper grasp of the many parts of writing.

The use of the teaching aids and various activities were interesting for students so that it could drive students' attention towards the lesson. The students did their best in doing the activities in the classroom. They were involved actively in every activity during the teaching and learning process. It helped the students to understand the language meanings and constructions easier.

During the implementation of project-based learning, the students' engagement in teaching and learning activities was positively influenced by group discussions and group work. Students with varying degrees of skill made up the group. It allowed them to complement one other based on their respective areas of competence. It also helped students form healthy relationships.

The use of project-based learning in the English writing teaching and learning process was shown to be effective in improving students' writing abilities. The students' writing improved in terms of grammar, vocabulary, fluency, and form or organization, according to the qualitative results.

When students were included in the project development phase of the English teaching and learning process, their motivation was increased. Their attitudes and behaviors regarding writing have been altered. They appeared to be eager to write and unafraid to get started writing.

Suggestions

To the teachers

For successful learning, the instructor should assign appropriate assignments and practices to the students.

The instructor should offer students with knowledge by providing them with a thorough explanation and background on the subject they are studying.

The teacher should think about offering students feedback. The importance of feedback in the learning process of students cannot be overstated. It is preferable if the teacher offers students with frequent feedback.

Because they learn best when they encounter the language on their own, the instructor should provide chances for them to practice their writing abilities.

To the students

To improve their writing abilities, they should have more opportunities to practice writing both within and outside of school.

The students must be engaged and confident in the classroom so that they can receive clear explanations regarding the lesson if they encounter any challenges throughout the teaching and learning process.

The students should improve vocabulary, grammar and writing organization.

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