Transformative Learning: Exploring Project Based Learning into Paragraph Writing

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Abstrak
Project-Based Learning (PBL) adalah metode pengajaran yang melibatkan siswa secara antusias dengan proyek-proyek penting yang bersifat individual dan nyata. Metode ini memungkinkan siswa untuk mengembangkan pengetahuan dan keterampilan mereka. Karakteristik tersebut sangat penting bagi siswa. Oleh karena itu, penelitian ini mengkaji implementasi Project-Based Learning (PjBL) dalam pengajaran menulis paragraf definisi, dengan menggunakan pendekatan penelitian kualitatif. Penelitian ini menekankan pada pemahaman tentang bagaimana PBL meningkatkan penugasan, kerja sama tim, dan keterampilan menulis siswa dengan berfokus pada tantangan yang dihadapi selama pelaksanaannya. Data dikumpulkan melalui observasi dan wawancara. Temuan menunjukkan bahwa PjBL meningkatkan keterlibatan yang penuh semangat dan pemikiran kritis, yang memungkinkan siswa untuk membuat paragraf definisi yang terorganisir dengan baik dan ekspresif. Meskipun penelitian ini juga menunjukkan tantangan seperti masalah siswa dalam membiasakan diri dengan tugas-tugas kolaboratif, masalah manajemen waktu, dan kebutuhan akan panduan yang jelas. Hasil penelitian ini merekomendasikan bahwa meskipun PjBL merupakan metode aktif dalam pengajaran menulis paragraf, keberhasilannya bergantung pada perencanaan yang terstruktur dan dukungan yang berkelanjutan dari para pengajar. Penelitian ini mendukung pengembangan informasi mengenai partisipasi PjBL dalam pengajaran menulis, memberikan pemahaman praktis untuk meningkatkan metode pengajaran dan hasil belajar siswa.
Kata kunci: Paragraph writing, Project-based learning (PjBL)

Abstract

Project-Based Learning (PBL) is a teaching method that contains students in enthusiastically involving with real-life, individualized significance projects. This method allows students to foster their knowledge and skills. Those characteristics are necessary for the students. Therefore, this research examines the implementation of Project-Based Learning (PBL) in teaching definition paragraph writing, using a qualitative research approach. The research emphasizes comprehending how PBL improves students' appointment, teamwork, and writing skills by focusing on challenges encountered through its implementation. Data were collected through observations and interviews. The findings expose that PjBL raises energetic involvement and critical thinking, allowing students to construct well-organized and expressive definition paragraphs. Though the research also points to challenges like students' problems in familiarizing themselves with collaborative tasks, time management issues, and the need for clear guidance. These results recommend that whereas PjBL is an active method of teaching paragraph writing, its success rests on structured planning and continuous support from educators. The research underwrites the cultivating body of information on participating PjBL into writing instruction, providing practical understandings for increasing teaching methods and student results.

Keywords: Paragraph writing, Project-based learning (PjBL)

INTRODUCTION

Writing paragraphs effectively is essential in scholarly contexts as they form the basis for clear, reasonable, and well-structured writing. Having the ability to use these skills allows students to convey their concepts logically, build opinions effectively, and outshine in numerous academic activities. It is explained clearly by Šafranj et al. (2022) that a paragraph should be a collection of ideas, with a single focus and goal, and should not be overlong or too short. In addition, Rahman (2022) states that paragraph writing entails freehand writing and expertise in initiating, increasing, adapting, and concluding rules to advanced writing ability and arranging ideas. This indicates that these paragraph writing steps improve students' ability to compose clear paragraphs in their scholarly work.

Several students fight with establishing their judgements reasonably, sustaining coherence, and confirming clarity in their writing. These problems can stalk from an absence of strong instructional direction, incomplete exercise, and trials in implementing academic information to real-world writing tasks. It is proven by Siddiqui et al. (2023) that college students create most errors in paragraph unity, trailed by paragraph expansion, and coherence, with stuffing culture, extreme grammar focus, and absence of quality comment being important aspects. Moreover, Pane & Sanchez (2023) add that first-year students find problems in deciding on a topic, main idea, content, grammatical error, vocabulary difficulty, brainstorming, conclusion, punctuation, translation, and coherence. At last, the students should follow the process of writing in order to result in an effective paragraph.

In fact, traditional approaches frequently contain straight coaching, standard approaches like the five-paragraph model, and monotonous drills intensive on grammar and sentence construction. On the other hand, Arumi (2015) explains that teaching writing effectively commands a diversity of techniques, containing active learning, group projects, and response, to create a supportive learning environment in the class and expand students' writing skills. Afterwards, Qizi (2021) mentions that active plans and procedures can develop writing skills in the beginners of foreign languages, regarding the perceived challenges and monotomy. Therefore, the language teachers have to provide the activities that are focused on students-centered learning, modelling the text, and guidance.

Moreover, one of the approaches that focuses on students-centered learning is Project-Based Learning (PjBL). This approach underlines creating active learning consideration and real world task. It is approved by Dïleklï (2020) that Project-based learning (PjBL) employs students in effective learning activities, stimulates socialization, thoughtful, and self-instruction skills, and emphasizes individual variations in learning processes. In addition, Viswambaran & Shafeek (2019) believe that Project Based Learning (PjBL) absolutely influences student appointment, enthusiasm, and theoretical accomplishment by inspiring them for profound learning and developing self-confidence and self-efficiency. It has also been declared by Wang (2022) that Project-based learning fosters detailed judgement in EFL college students by involving them in deeper learning over accurate contexts and applying language as a means of innovation.

Similar research has been conducted to investigate the use of Project-based learning in classroom contexts. For instance, Tryantama & Farhan (2024) agree that applying Project Based Learning (PjBL) in writing an Essay has a constructive result on student learning. It also expands students' writing skills and develops their

inclusive learning understanding. Therefore, it pays to a well understanding of the stages complicated in writing an English essay. Farida (2024) adds that PjBL offered the chances to practice the students' 4C skills over set of assignments, data gathering, demonstration, and the tourist spot visit. They also cultured to increase an English writing manuscript more expressively, and to concept information about tourism from the real-life context.

In light of the overhead concepts and explanation, the researcher aimed to offer a detailed picture of how Project-Based Learning (PjBL) is implemented in students' paragraph writing activity. Since the previous research did not mention the types of essay writing that were written by the students in an essay. Then, the previous research also did not use observation guidelines as the data collection in assisting students writing to make a tourism project. Thus, this current research would like to portray the implementation of Project-Based Learning (PjBL) in writing a definition paragraph. In gathering the data, the researcher used observation guidelines and interviews. The following research questions were laid out to look into such issues:

1. How does the implementation of Project-Based Learning (PjBL) in writing a definition paragraph?
2. What does the students' challenge in teaching writing by using Project-Based Learning (PjBL)?

RESEARCH METHOD

This research emphasizes qualitative research. According to Ary et al. (2019), qualitative research is associated with the data presented in arguments or depictions rather than numbers and statistics. Therefore, a specific set of research procedures, as well as in-depth interviews, focus groups, observations, content analysis, visual approaches, life histories, and biographies, can be applied in qualitative research to investigate people's practices in detail Hennink et al. (2020). Types of qualitative research in this research are case studies. Creswell (2007) describes that a case study is a qualitative research method in which a researcher observes a real-life, current restricted system or numerous bounded systems over time. Therefore, this research observed the implementation of Project-Based Learning (PjBL) in writing a definition paragraph. It also identified several challenges faced by the students during preparing the project.

The population of this research is 3rd-semester students of the English education study program at UIN Raden Intan Lampung who enrols in paragraph writing class. The researcher decided to use purposive sampling in sorting the subject of the research. Purposive sampling occurs when the sample characteristics are defined for the purposes of the study and are intended to represent certain specific subpopulations Andrade (2020). Moreover, in this research, the researcher chose six classes to be observed and asked about their experience while learning a definition paragraph through Project-Based Learning (PjBL). It is because the classes learned about a definition paragraph.

In addition, the researcher plotted the data collection. In gathering the data, the researcher used observation and semi-structured interviews. Firstly, an observation guideline is created by using stages of Project-Based Learning (PjBL) theory. As mentioned by Nargis et al. (2024) that a data collection approach where the researcher unswervingly monitors and archives the performance, actions and phenomena detected at the research setting. This procedure includes direct observation of the

object of research but frequently does not include direct involvement or communication with the object or phenomenon being observed. Secondly, the students are questioned by using semi-structured interviews. It is connected to their involvements in teaching a paragraph writing by using Project-Based Learning (PjBL). These types of interviews allow for a comprehensive investigation while maintaining consistency across interviews. Thus, the researcher could classify the students' challenges during learning a definition paragraph.

At last, the researcher analyzed the data. There were two types of data analyzed in this research. Observation guidelines and interview guidelines were the main data. The observation data was used to describe the implementation of Project-Based Learning (PjBL) in writing a definition paragraph. The researcher sorted, identified, and classified the observation results to get final information. Therefore, the interview data were entirely transliterated to discovery essential data. The data was then veiled. By grouping the veiled data into different group categories, the researchers formed a theoretical background (Corbin & Strauss ,2015). The interview exposed repeated topics that happened. Inside the data, researchers' discovery and observe repeated topics or outlines. This involves classifying or cataloguing pieces of the data in order to code it and then establishing the codes into more overall topics (Maguire & Delahunt (2017). The symbol "S" was used to denote to the student when probing the data. For example, student 1 is denoted by "S1." The understandings expanded from the interview gatherings were cross-checked and validated with the students' real classroom activities using observational data.

RESULTS AND DISCUSSION

The primary findings of the research are the result of observation and interview. The following is an example how to implement Project-Based Learning in definition paragraph.

Table 1. Result of Observation

No.	Stages	Explanations
1	The formulation of expected learning outcomes	In this initial stage, the lecturer offers an overview and investigation of the learning outcomes in making the paragraph writing project. The outcome is writing a definition paragraph within the topic concrete objects in students' surrounding. The lecturer has conceived that the students should write and decorate their paragraph interestingly. Furthermore, the lecturer motivates the students to choose the objects around their campus life. The students chose to define mosques, sports centres, football fields, cafeterias, and pools. At last, the students discuss their real-world topic surrounding their learning place.

2	Understanding the concept of teaching material	The lecturer shared a handout containing the brief instructions of the project. Then, students started to discuss the topic about the concrete object surrounding their campus life. The lecturer ensured that the students used their cognitive activities to elaborate instructional writing.
3	Skills training	In this stage, the lecturer demonstrates and practices how to design the project. The lecturer showed the sample of paper and decoration that is possible to customize in defining the paragraph writing. The lecturer showed the sample in defining favourite pet. For instance, a cute kitten is in the home.
4	Designing the project theme	The students have decided the topic of the project. The lecturer asked students to identify, observe, and research the common challenges that arise in areas where the concrete object is located. The students planned to visit the object. They have made a list of surveys to gather the information. Thus, the students worked in groups to make a layout of the project.
5	Making the project proposal	In this stage, the students started to arrange the proposal. For instance, the students make a list of materials, content of the paragraph, and costs to decorate the project. The students prepared the materials, such as paper, cardboard, colourful pencils, etc. Then, they sit in a group to do the process of writing. At last, they make an estimation to buy a decoration.
6	Executing the tasks of project	The students executed the project of definition paragraph writing with the full team group. On the other hand, the students found difficulty in managing the time with the member of the group. Then, they have limited access to look for the sources. In addition, the lecturer evaluated and guided the students' activities. The groups showed construction activities, shelter priority, and compact teamwork.

7	Presentation of the project report	In the last stage, the students presented their process and result of working on the project. The lecturer, together with the students, discussed the project. The lecturer also interpreted the evaluation toward the project.

Besides the result of observation, some interview guidelines are used by the researcher in this research. There were several questions related to the research question given to the students. The questions refer to a major theme, such as students' challenges in learning definition paragraphs by using project-based learning. The following are the main challenges faced by the students during writing a definition paragraph with the project. Most of the students explain that they find obstacles in managing time while working on the project. For instance, "The challenge I faced was managing time effectively because I also had other tasks to complete." The students also encounter the research phase of the project. Here is the example: "One of the most challenging things is finding sources that are reliable and relevant to the topic I am discussing." Moreover, the students face the difficulties with their group during the project. For example, "personal disagreements or conflicts can affect overall group cooperation.".

The first discussion is discussed about the implementation of Project-Based Learning in writing definition paragraph. The employment of Project-Based Learning (PjBL) in teaching definition paragraph writing has revealed important impressions on students' writing progress. Results designate those students established an improved capability to establish their thoughts, concept coherent meanings, and involve more enthusiastically in the writing process. The cooperative nature of PBL enabled deeper deliberations and peer learning, developing their thoughtful of content and encouraging imagination. Nevertheless, some students come across problems connected to time management, limited sources, and participating feedback effectively. These findings emphasize the complicated outcomes of PjBL, showcasing it's possible to enhance writing instruction while classifying ranges that may necessitate supplementary support or strategy regulations.

As several researches have revealed, research on the implementation of Project-Based Learning (PjBL) in learning writing designates extensive advantages in encouraging students writing abilities, cracking a problem, and improving critical thinking. For instance, Argawati & Suryani (2020) explain that Project-based learning efficiently develops students' writing abilities, increases their critical thinking, and creates it a respected teaching method. It also could be a meaningful project for them. In addition, Ilham (2022) adds that Project-based learning, participating ICT, effectively advances EFL students' academic writing at the tertiary level, while also developing their curiosity, challenge, enthusiasm, and inspiration. Therefore, Project-based allowed them to work together in groups and to think contextually about the topic given.

The implementation of Project-Based Learning (PjBL) in teaching a definition paragraph writing has established as an active and actual approach for increasing students' writing skills. The cooperative and student-centered nature of PBL nurtures a collaborative environment, permitting students to prepare organizing their opinions and expressing clear, well-structured definitions. It is visualized by the students

directly exploring and observing the object that is used as the main topic of the definition paragraph. The students also follow the process of writing, starting from narrowing the topic into revising the draft. This process showed students cooperation and self-reliance. Whereas many students promoted the cooperative and experimental characteristics of PjBL, challenges like time organization and actual combination of peer feedback were noted. Addressing these encounters over directed provision and battered interferences can feat the possible of PjBL, making it an even more strong method to teaching writing. On the other hand, the students can generate their best product from the project. They have written a definition paragraph. In addition, they decorate the project remarkably. To sum up, the results support the reception of PjBL as an appreciated educational technique that not only advances writing capability but also encourages important skills like critical thinking and collaboration.

The second result of the research demonstrates that the implementation of Project-Based learning (PjBL) in writing definition paragraphs gives comprehensive insight into the challenges students face in writing. The students asked several questions to assess numerous students' experiences containing their comprehension of project involvements, time organization, investigation and information gathering, collaboration and peer communication, implementation of writing skills, enthusiasm and participation, feedback and revision processes, and complete learning experience. By emphasizing these important topics, the interview required to classify detailed challenges and obstacles that students face during the PBL process, offering a nuanced knowledge of how this instructional method affects their writing advancement and learning results.

Numerous researchers have faced obstacles in implementing Project-Based Learning in teaching writing. For instance, Sultan et al. (2023)explain that implementing Project-Based learning in creative writing education can extensively increase students' writing skills, in spite of obstacles in time management, student enthusiasm, and supporting with the Cambridge A-level curriculum. In line with this research, Romsi & Sulistyaningsih (2024) mention that there are several important challenges confronted through the application of PjBL such as time management and clear guidance. First, time management refers to students' efforts to distribute adequate time for project accomplishment, which could delay the total learning experience and the growth of writing skills. Therefore, the students lack guidance in the initial stages of the implementation of Project-Based learning (PjBL).

To sum up, Project-Based Learning (PjBL) provides plentiful assistances in improving students' writing skills, it also offerings important challenges that can delay its efficiency. These challenges contain managing time effectively, adapting to collaborative work dynamics, and integrating critical thinking and creativity into their writing. Moreover, students frequently fight with inadequate properties, inadequate direction, and balancing the difficulties of PjBL with other academic responsibilities. Focusing on these challenges needs practical provision from educators during clear directions, consistent feedback, and substitute an atmosphere that inspires investigation and development. By incapacitating these difficulties, students can reveal the occupied potential of PBL to advance not only their writing skills but also respected life skills such as cooperation, problem-solving, and self-directed learning.

CONCLUSION

The research on Project-Based Learning (PjBL) in teaching writing has been well explored, with a number of research gaps identified. First, there is a limited focus on

diverse types of writing in studies conducted globally. Second, inconsistencies in findings regarding students' difficulties with PjBL are evident. This research addresses these gaps through the formulation of research questions aimed at bridging the existing literature. Therefore, the findings of this research contribute significantly to both the theoretical and practical aspects of implementing PBL in English language teaching. Theoretically, it adds to the literature by exploring how PjBL can be adapted to meet particular challenges in writing instruction. Practically, it provides educators with some strategies to support students in overcoming difficulties, fostering collaboration, and developing critical thinking. These implications have important consequences for a view of PjBL enhancing the teaching and learning of writing across different educational contexts.

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