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## IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING WRITING: KEY CONCEPTS AND STAGES

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### ABSTRACT

Project-Based Learning (PjBL) has gained popularity as an approach to language teaching over the recent decade. However, previous studies have highlighted that PjBL is often applied in diverse contexts. This study aims to identify the key concepts and stages of PjBL implementation in teaching writing within the context of higher education in Indonesia. The research approach was a case study that utilized observation and interviews. The participant was a lecturer who actively incorporated PjBL into their teaching. The data were analyzed using content analysis. The findings reveal several stages of PjBL in teaching writing, including posing essential questions, planning and scheduling, outlining, developing the outline into a draft, monitoring progress, presenting the first draft, reviewing and editing, finishing, and publishing, and evaluating and reflecting. Furthermore, the study identifies key concepts of PjBL in teaching writing, such as driving questions, process and product orientation, student ownership, extended project duration, natural integration of skills, dual commitment to language and learning, group work obligation, student responsibility for information gathering, processing, and reporting, assumed new roles and responsibilities for students and teachers, collaboration, and reflection. This study also sheds light on how PjBL can be applicable in teaching writing.

**Key Words:** project-based learning; teaching writing; PjBL stages; PjBL key concepts

### ABSTRAK

*Pembelajaran Berbasis Proyek (PjBL) telah menjadi metode pengajaran bahasa yang populer dalam dekade terakhir. Studi sebelumnya menunjukkan bahwa PjBL sering diterapkan dalam berbagai konteks. Penelitian ini bertujuan mengidentifikasi konsep dan tahapan PjBL dalam mengajar menulis di perguruan tinggi di Indonesia. Penelitian ini menggunakan pendekatan studi kasus dengan observasi dan wawancara pada seorang dosen yang aktif menerapkan PjBL. Analisis konten digunakan untuk menganalisis data. Temuan penelitian menunjukkan beberapa tahapan PjBL dalam mengajar menulis, seperti merumuskan pertanyaan esensial, perencanaan, pembuatan kerangka, pengembangan draf, pemantauan kemajuan, presentasi draf pertama, peninjauan dan pengeditan, penyelesaian dan publikasi, serta evaluasi dan refleksi. Studi ini juga mengidentifikasi konsep-konsep kunci PjBL, seperti pertanyaan pokok, orientasi pada proses dan produk, kepemilikan siswa, durasi proyek yang diperpanjang, integrasi alami keterampilan, komitmen ganda terhadap bahasa dan pembelajaran, kewajiban kerja kelompok, tanggung jawab siswa dalam pengumpulan, pengolahan, dan pelaporan informasi, peran baru siswa dan guru, kolaborasi, dan refleksi. Penelitian ini memberikan wawasan tentang penerapan PjBL dalam mengajar menulis.*

**Kata Kunci:** pembelajaran berbasis proyek; pengajaran menulis; tahap PjBL; konsep-konsep kunci PjBL

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## INTRODUCTION

In recent years, Project-based Learning (PjBL) has emerged as a promising approach in higher education. This approach has been employed in diverse contexts to enhance learning outcomes. Prior studies have investigated PjBL from different angles, including PjBL outcomes (Guo et al., 2020), technology use (Beckett & Slater, 2018), and 21st-century skills (Martinez, 2022). However, research on practice evaluation is lacking despite its importance in ensuring effective PjBL implementation. Teachers also hold varying conceptions of PjBL and its defining features (Markula & Aksela, 2022); Stoller, 2006); Hasni et al., 2016). Thus, it is crucial to conduct studies that focus on PjBL implementation in actual classroom settings to identify the essential components that teachers should prioritize.

PjBL has been implemented in educational contexts, including language teaching and science education (Guo et al., 2020). Markula and Aksela (2022) point out the key characteristics of PjBL in science education by referring to Krajcik and Blumenfeld (2022). They emphasize the concept of driving questions, learning goals, scientific practices, collaboration, the use of technological tools, and the creation of artefacts. From the context of

educational technology, Grant (2002) points out seven key features of PjBL, i.e., introduction stage, guiding questions, provided resources, collaboration, guidance and scaffolding, process, cooperative/collaborative learning, and reflection. As for language teaching, Stoller (2006) and Stoller and Myers (2019) categorize the key characteristics into process and product orientation, student's ownership of the project, extended period of time, natural integration, dual commitment to language and content, obligation, to work in group, student's responsibility on gathering, processing, and reporting information, defined students' roles, and the reflection. Simpson (2011) extends the feature in language teaching from the point of view of ESP by adding the idea of the use of technology in PjBL. The summary of compiled and referred PjBL key concepts is presented in Appendix 1.

In language teaching, writing is a key skill that is emphasized in higher education curricula. The quality of a student's written work is often used as an indicator of the effectiveness of writing instruction. Project-based learning (PjBL) has become increasingly popular in language teaching for writing since the early 21st century (Alexander, 2012; Storch, 2019). This approach has been applied in various contexts, with the use of technology being the most

prominent (Becket & Slater, 2018b). The integration of technology into PjBL has been employed as a tool for teaching, writing, and reflection. Lu (2021) utilized an online PjBL model for teaching writing, while Villalba (2022) employed a technology-focused project in the form of blogging. (Al-Busaidi & Al-Seyabi, 2021) found that both students and teachers responded positively to PjBL in terms of teacher readiness. In the context of Indonesia, Gai Mali (2016) explores the use of PjBL in the teaching of creative writing and recommends further study to focus on the recommendation of PjBL with principles to be implemented in Indonesian writing courses. This suggests an opportunity for improving the implementation of PjBL in writing instruction.

Regarding the classroom implementation of PjBL, previous studies have indicated the importance of effective planning when implementing PjBL in the teaching of writing (Alexander, 2012); Habók & Nagy, 2016). The planning process should consider factors such as the teaching stages, teaching materials, the writing process, instructions, and appropriateness to the student's level. In the Indonesian context, Ismail (2022) highlights the need for PjBL to focus on the applicability of the material to the learning goals. Additionally, Arihast

and Basthomi (2019) suggest incorporating a writing process phase into classroom writing projects. Therefore, a teacher's careful planning of the approach plays a crucial role in the successful implementation of writing projects through PjBL.

Moreover, a variety of contexts for implementing PjBL have been discovered in related studies, leading to diverse classroom practices. Stoller (2006) asserts that the different ways teachers implement PjBL in language teaching depend on their interpretation of the approach. Teachers' knowledge of PjBL can also be interdisciplinary, depending on their references and role models. Policymakers or experts in PjBL can be from any discipline, including science, and propose a model for PjBL that applies to any discipline, including language teaching. Self-interpretation of teachers can also affect the relevance of PjBL implementation in writing instruction. There are various models of PjBL implementation in EFL, such as individual text writing followed by group magazine compilation Argawati and Suryani (2020) and combining PjBL teaching stages with the process writing approach in project monitoring (Arihast & Bashtomi, 2019). The writing process adapts to the stage modelled by Hyland (2012). There is also the influence of a genre-based approach in PjBL implementation (Syarifah &

Emiliasari, 2019). It is reasonable that the genre-based approach is endorsed by the Indonesian government (Kartika-ningsih & Gunawan, 2019). These diverse models of implementation can be acceptable as long as they fall within the framework of a project-based approach, and several key concepts of PjBL should be considered to ensure successful implementation.

Therefore, the purpose of this research is to provide a further understanding of the implementation of PjBL in a specific context. By examining this context, the study aims to inform how theory should be adapted to effectively teach writing using PjBL, as well as to provide a clearer description of PjBL that is appropriate for the intended audience. Additionally, this study will focus on how PjBL teachers can effectively implement for the purpose of teaching writing. The research questions guiding this study are: 1) What are the key concepts of PjBL in teaching writing? and 2) How is PjBL implemented in teaching writing?

## METHODS

### Research Design

This study aims to investigate the implementation of PjBL in the teaching of writing in the context of higher education in Indonesia. It also constructs

a framework of the key concepts of PjBL in language teaching. This study is a qualitative case study in nature involving observation and interview. A case study investigates a case in a real-life context (Yin, 2018). A pilot study is done to explore the background of the participants. This study applied classroom observation and interview as the data collection method to provide an in-depth understanding of the case. Observation is one of the data collection methods in a case study (Creswell & Poth, 2018); (Yin, 2018). The observation provides a complex situation that contributed to the concrete situation of PjBL implementation.

### Research site and participants

The recruitment of participants was done with the participant's engagement with PjBL. The participant was interviewed to explore her background of belief and knowledge in teaching using PjBL and in teaching writing. In a case study, one participant is acceptable (Creswell & Poth, 2018). The participant is a lecturer who is engaged in PjBL and has experience in teaching writing. The participant is a lecturer at a private university in the province of Lampung, Indonesia. The lecturer has been teaching English for ten years and has been interested in project-based learning since the launching of the 2013 curriculum. The lecturer learned the

project approach by joining workshops, reading related articles, and visiting relevant websites. She joined two workshops about the project approach, namely the workshop on Merdeka Belajar Kampus Merdeka (Current Indonesian Higher Education Policy) and the Workshop on Pertukaran Mahasiswa (Indonesia Student Exchange).

### **Data collection and analysis**

This study collected data primarily from classroom observation with field notes. The classroom observation was conducted in 10 meetings in 5 weeks. The observation was done by attending the classroom session and recording classroom interactions using a video recorder and observation notes. The observation data includes the record of the lecturer's teaching activity in 90 minutes for each meeting. Interviews were conducted before and after classroom sessions.

### **Data analysis**

The data was analyzed using content analysis. The observation data is transcribed and then validated by the lecturer. By validating the transcribed data from observation with the lecturer, this study can reduce the potential for bias or error in its findings. The content

analysis followed the directed content analysis, where the data was classified based on existing theory (Hsieh & Shannon, 2005). The selected theoretical framework was used as the base for data analysis.

## **FINDINGS AND DISCUSSION**

### **Findings**

The findings of this study provide insights into the visible key concepts of PjBL in teaching writing and how it is implemented in the context of higher education in Indonesia. Additionally, the study found that PjBL is implemented in teaching writing through various stages, including essential questions, planning and scheduling, outlining, monitoring the progress of outlining, developing the outline into a draft, monitoring the draft writing, presenting the draft, editing, finishing and publishing, and reflection. Furthermore, this study also pointed out the contextualization of the crucial features of PjBL in teaching writing.

### **The key concepts of PjBL in teaching writing**

The framework Appendix 1 was used to analyze the key concepts of PjBL in this study. The key concepts are the summary of key concepts of PjBL compiled from the context of science

education (Krajcik & Shin, 2014), educational technology (Grant, 2002), language teaching (F. Stoller, 2006; Stoller & Myers, 2019), and English for Specific Purpose (Simpson, 2011).

Each key concept was identified through the steps of observation and content analysis. All stages of PjBL implementation were coded to identify which concept was fulfilled at each stage. Key concept identification was based on the degree to which each concept was visible in the project. The results of the analysis indicated that the visible key concepts of PjBL in this study were driving questions, process and product orientation, defined student roles, student ownership of the project, an extended period of time for project completion, dual commitment to language and learning, obligation for students to work both in groups and on their own, student responsibility for gathering, processing, and reporting information, assumed new roles for teachers and students, scaffold instruction, use of technology, collaboration, and reflection. However, the features of the inquiry process and sufficient resources were not explicitly identified.

The lecturer provided a detailed explanation of the complete process of PjBL, starting from the initial stage until the end. The planning and scheduling of

the PjBL were designed to cover an extended period of time. Additionally, the steps of the writing process were explicitly scheduled to provide a clear structure for the students. In terms of the driving questions, the lecturer formulated an essential question for each stage of the PjBL. This ensured that the students had a clear focus on what they were expected to achieve at each stage. By providing a well-structured and organized framework for the PjBL, the lecturer was able to guide the students in their learning process effectively. The explicit scheduling of the steps and driving questions helped to ensure that the students stayed on track and met the intended learning outcomes.

In this project, the lecturer formulated a set of driving questions called "essential questions" to aid students in processing information and writing their text. The purpose of these questions was to provide guidance throughout the project. The essential questions were divided into two parts: questions about the project topic and questions about the features of the text genre. This approach was intended to assist students in understanding both the content and the structure of their writing. By breaking the essential questions down into these two parts, the lecturer was able to provide targeted guidance to the students, helping them

to stay focused and achieve their objectives. The features of product and process orientation were identified from the extended period of time of the project. The PjBL stages were arranged in several meetings, with certain activities in each meeting. Each stage was maintained to create the final product of writing.

Collaboration is an integral component of PjBL for students working in groups, which is evident throughout all stages of the project. The project provides an opportunity for students to integrate their skills while working in groups, making it a valuable learning experience. The students are also obligated to work in groups, which helps to facilitate social integration. Furthermore, the lecturer delegates authority to each group to organize themselves and assign responsibilities, and the students are responsible for their projects. However, the roles of the lecturer and the students are balanced in a way that supports student-centered learning. During the writing process, scaffolding activities are used to support students and help them achieve their objectives.

Moreover, the PjBL framework used in this study emphasizes the importance of collaboration and the integration of skills in group projects. The project obligates students to work in groups,

which facilitates social integration. Furthermore, the lecturer provides support and guidance through scaffolding activities during the writing process while still maintaining a balance in the roles of the lecturer and students, which supports student-centered learning. The results of this study demonstrate the value of PjBL as a learning strategy that supports student engagement and active learning, and it can be applied in various educational settings to promote collaborative learning and skill integration.

The project also demonstrated a strong commitment to both language and content. The instructor facilitated this by providing references to resources via the learning management system and guiding students to explore more about the topic of the project. Students were also actively engaged in the process of gathering and filtering the relevant information. This demonstrated their willingness to take on responsibility for their learning, as well as their commitment to the project. Furthermore, the use of a specific genre in the writing practice showed a clear commitment to language. This genre helped students develop their language skills and ensured that their writing was coherent and appropriate to the topic of the project.

Throughout all stages of Project-based Learning (PjBL), the importance of student roles and ownership of the project was emphasized. The instructor facilitated a student-centered approach by allowing students to conduct independent research on their chosen topic, thereby giving them greater autonomy in their learning. Additionally, students played a significant role in reviewing and evaluating project texts. This process enabled them to develop critical thinking skills, analyze their own work, and become effective communicators. The incorporation of student roles and ownership in PjBL is a key aspect of the approach, as it encourages students to take responsibility for their learning and fosters a deeper engagement with the subject matter.

The lecturer provided scaffolded instructions during the hands-on activities, which allowed students to receive guidance at every stage of the project. This enabled students to ask questions and receive feedback from the lecturer as they progressed through the project. In addition to this, progress monitoring meetings were also scheduled to assess the writing progress of each group. These meetings were conducted to ensure that each group was on track and meeting the project requirements. The progress monitoring process helped the lecturer to identify

any areas where students were struggling and provide them with additional support as needed. By incorporating scaffolded instructions and progress monitoring meetings, the lecturer was able to facilitate a supportive learning environment where students were able to receive guidance and support as they worked on their projects. This approach helped to ensure that students were able to produce high-quality work and achieve their learning goals.

The use of technology was crucial in this PjBL practice. It is reflected in the employment of Learning Management Systems (LMS), software for presentation, and search engines. The LMS supported PjBL in maintaining classroom communication, distributing handouts, and controlling students' performance in the project. All targeted products of each stage were submitted to LMS. The software for the presentation was important in the material and project result presentation. In addition, the search engine supported the information gathering during the project.

### **The implementation of PjBL in the teaching of writing**

This study utilized classroom observation to gain insight into how Project-based Learning (PjBL) was



applied in a writing course at a private university in Lampung province, Indonesia. The course consisted of two meetings per week, each worth two credits. The project assigned to the 28 students in the course was to write an analytical exposition text, with the students divided into five groups, two of which had five members and three of which had six members. The study was conducted over a period of four months, from March to June of 2022. By observing the classroom practices and the implementation of PjBL in the writing course, the study aimed to gain a deeper understanding of how this teaching approach is implemented in the context of writing instruction. The insights gained from this study can be used to improve the effectiveness of PjBL in teaching writing skills and contribute to the broader understanding of how PjBL can be applied in different educational settings.

The writing project was divided into ten meetings, each with a specific focus. The first meeting was devoted to introducing the essential question and planning and scheduling the project. The second and third meetings were designated for outlining and monitoring progress. Once the outline was complete, the fourth meeting was dedicated to developing it into a draft. The fifth and sixth meetings focused on monitoring the draft writing process.

The seventh and eighth meetings were devoted to project presentations, which included a review and revision stage. The ninth meeting was dedicated to finishing and publishing the draft. Finally, the tenth meeting was reserved for the reflection stage. This ten-meeting structure ensured that each stage of the project received adequate attention and support and that students had ample opportunity to refine their work throughout the process. By dividing the project into manageable stages and providing regular monitoring and feedback, the lecturer enabled the students to work collaboratively and develop their writing skills effectively.

### **Essential question stage**

At the beginning of a PjBL project, the essential question stage serves to clarify the project's topic and objectives. In preparation for this stage, the lecturer provided students with instructional materials, including a video entitled "Children See Children Do" and information about analytical exposition text. The lecturer then asked students to watch the video independently and reflect on its content. During the essential question stage, the lecturer posed a series of driving questions related to both the project's topic and the genre of writing. These questions were

informed by the selected video's relevance to the project's theme.

In this way, the essential question stage set the stage for the project and allowed students to connect their previous knowledge and experience to the project's objectives. By introducing a relevant video and asking thought-provoking questions, the lecturer facilitated students' engagement and helped to lay the foundation for their learning. The clear structure and guidance provided in this stage ensured that students were well-prepared to move forward with the project. Excerpt 1 provides an example of an essential question related to the project's topic.

*L: So, what have you learned from the video?*

*S: Adult people are role models for children.*

*L: Ya, so what else?*

*S: I think adults must set a good example for children.*

*L: All, all right.*

*L: Are there any other factors that may influence children's behavior other than imitating the adults?"*

*S: I think the environment also impacts children.*

*L: Great answer. So, this is the topic of our group project". You and your group will write an analytical exposition about the*

*factors that influence children's character. You will have time to explore as many references about this topic.*

### **Excerpt 1**

In excerpt 1, the lecturer's steps of stating the essential question about the topic are identified in 5 steps. It starts with posing the initial question before eliciting further responses from the students. Excerpt 1 also captures a probe for the alternative perspective of students to enrich their perspective on the topic. Confirming students' understanding is also important before expanding on the discussion to further exposure.

As part of the commitment to language and content, the essential question about genre is also stated. The project of the writing is to write the analytical exposition. Excerpt 2 is the teacher's part of driving questions about the language features of the writing.

*"I wonder if you have read the material that I have shared in our Google Classroom. So, is there any of you who wants to say something about analytical exposition?"*

### **Excerpt 2**

In excerpt 2, the essential question statement moves from asking students' prior knowledge before posing essential questions about the topic genre. The lecturer accounted for students' input concerning the genres to engage them in

understanding the structure of their writing project.

### The planning and scheduling stage

In this stage, the lecturer explains the schedule and the details of activities in each stage of the PjBL. This stage takes place in the first meeting for the group project. Excerpt 3 figures out the project's schedule.

*"In the group project, you will start making the outline of your text with your group, and the next meeting will be for writing the draft. Next week, will you have to present your draft in front of the class to get feedback from other groups and also from me? After getting feedback, the project work continues to be edited. Finally, the last week will be for the showcase."*

#### Excerpt 3

Excerpt 3 shows the timeline of the project. In the scheduling stage, the lecturer outlines the timeline from outlining to publishing. There is also the exposure to the importance of feedback in the process of editing. Then, the lecturer informs the students that the final week will be for showcase, suggesting that the final product will be presented to an audience. This step helps to break down the project into manageable stages and provide clear expectations for the students.

#### Outlining stage

This stage is the step for all the group to outline their candidate of text. This stage takes place in the classroom and after-classroom activity. Previously, the class has discussed the generic structure of analytical exposition. Figure 1 is a slide of the genre explanation.



Figure 1. Lecturer's Handout About Genre

Additionally, excerpt 4 is the lecturer's instruction to the outlining.

*"Today, each group has to start initiating the outline of their analytical exposition draft. You may continue your discussion after this class because tomorrow, we will start writing your first draft for your text."*

#### Excerpt 4

Excerpt 4 illustrates the steps of outlining, from starting to organize their ideas to structuring their writing. At the same time, the lecturer emphasized the importance of outlining and collaboration. Moreover, the lecturer also sets the expected goal of the stage and provides the instruction to guide the students to complete this stage and to prepare for the next one.

## Developing Outline into Draft Stage

In this stage, each group writes a draft based on the outline that they have made. This stage is scheduled in the second and third meetings of the project. The lecturer checked and gave feedback on students' outlines, and students rechecked and revised their outlines.

*"I believe that all of you have explored the references about the topic. I will check your outline before you develop it into text. Now, it is time for you to develop the outline into a draft. Don't worry. You will have two meetings to finish your draft. So you organize a further discussion with your group after the class, too". The coming meeting will be asynchronous. The draft is submitted via LMS.*

### Excerpt 5

In Excerpt 5, the lecturer confirmed students' readiness for drafting by checking their outlines. The lecturer also provided guidance to encourage the students to develop their outline into a draft. The timeline set for the drafting was also emphasized by the lecturer. To support the practice of writing, the lecturer also promoted collaboration among students after the class session.

### Presenting First Draft Stage

This stage is the time for each group to present their draft of analytical exposition text. The lecturer started by

giving instructions. To start the presentation, the lecturer chooses a group to come first, and the next group will be appointed by the group who just finished presenting".

During the presentation, all the details of the essay are presented, and the presentation is followed by a review or feedback from peers and the lecturer. The review covers every aspect of writing.

*"Today's activity will be presenting your draft. So, are all of you ready with your draft? The delegate of your group will come forward and then present your draft. And other groups and I will give you some review about your draft."*

### Excerpt 6

Excerpt 6 reveals the lecturer's way of organizing the project presentation. The lecturer confirmed the students' readiness before she instructed the delegates of each group to present their draft. Furthermore, the lecturer pointed out the role of students in giving feedback as a consideration for revision to improve the quality of the writing.

### Editing first draft stage

This stage is after the draft has been reviewed by other groups. The step of editing in this excerpt is aimed at guiding the students through the editing stage of the writing process,

emphasizing the importance of collaboration, feedback, and guidance. The instruction to incorporate feedback from the presentation stage suggests that editing is intended to improve the quality of the written text, while the guidance for groups at different stages suggests that editing is tailored to the specific needs and progress of each group. The offer to monitor progress and provide assistance indicates that editing is a challenging and iterative process that may require ongoing support and guidance.

*"So, the activity for today's class will be editing. So, you may discuss this with your group member. For the review that you got from me or other groups during the presentation, you may directly type your expository text, or you can hand-write it first before you type it.*

#### **Excerpt 7**

The editing steps in excerpt 7 reveal the mechanism of editing. The lectures consistently promote collaboration by encouraging the students to discuss with their group members. Under the guidance of the lecturer, students are suggested to refine their written text. The lecturer also incorporated students' comfort and flexibility during this stage. The lecturer allows the students to rearrange their chairs for their comfort, implying that editing involves a significant amount of time and effort

that may benefit from a comfortable and flexible environment.

#### **Submitting and Publishing the Draft Stage**

The exhibition stage was open to the public, allowing visitors to view the displayed essay in a showcase event. Each group was tasked with creating a creative display board, showcasing their skills to the audience. The event was announced to other classes, inviting them to join in and provide feedback on the presented text. Figure 2 is an example of the gallery at the showcase.

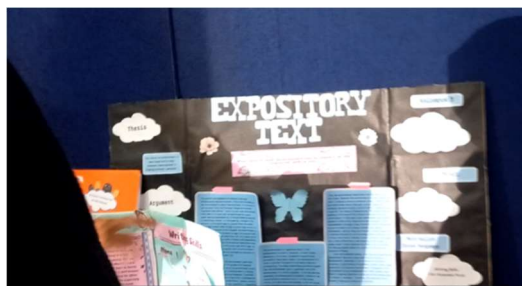


Figure 2. Students Walk Gallery

#### **Evaluation and reflection stage**

After all groups have presented their final drafts, the evaluation stage commences. During this stage, the lecturer provides general feedback on the entire PjBL process. Additionally, a reflection stage is conducted, allowing students to express their thoughts and

experiences during the project. To facilitate this, the lecturer requires students to maintain a reflective journal.

The reflective journal serves as a platform for students to share their thoughts and emotions regarding their writing project experience. They discuss both the moments of joy and the challenges they encountered during the project. By analyzing the reflective journals, the lecturer can gather valuable insights that can be used to improve the implementation of PjBL in the future. Figure 3 illustrates the reflective journal of students.

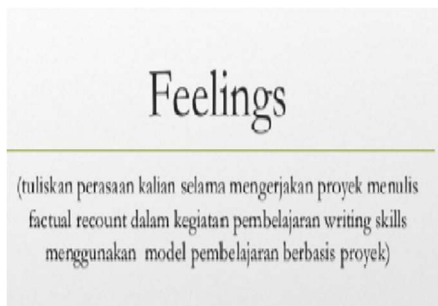


Figure 3. Student's Reflecting Journal

In Figure 3, the students reflected on their feelings during the completion of the project.

## Discussion

This study aims to investigate how PjBL is implemented in the teaching of writing in the context of higher education in Indonesia. In addition, it aims to identify the key

concepts of PjBL that the lecturer applied in the project. The study findings were analyzed with regard to the research question, and significant ideas were shared to offer fresh perspectives on the use of PjBL for the teaching of writing in EFL practice.

The study identified several main PjBL concepts utilized in the project, including the stages implemented by the lecturer for teaching writing. Based on these findings, the research discussion presented several essential points to provide new insights into EFL practice when implementing PjBL for the teaching of writing.

## The Factual Implementation of Project-Based in the Teaching of Writing

The results of the study indicate how project-based learning was specifically implemented in the teaching of writing. This implementation of PjBL in teaching writing identified specific stages of PjBL that were different from previous studies. Stoller (2006) implemented PjBL in language teaching in three stages, which included planning, implementation, and reporting. However, this study further specified the implementation of PjBL in the teaching of writing by introducing more detailed stages. The stages of outlining, drafting, reviewing, and

revision are all parts of PjBL that make it different from the teaching of other language skills.

In addition, the study findings revealed that the types of activities in the PjBL model initiated by Grant (2002) can be adapted to the teaching of writing using PjBL. The project activities were adapted to be more applicable to writing in this context. Specifically, the steps of the writing process were made more practical. The findings suggest that PjBL is a flexible approach that can be adapted to suit the specific needs of different contexts.

This study also highlighted how the key concepts of PjBL were contextualized and considered by the lecturer in the teaching of writing. It was found that most key concepts were visible in the PjBL, with thirteen out of fifteen key concepts being identified in the project. This suggests that PjBL is an effective method of teaching writing in higher education in Indonesia. The study aims to provide fresh perspectives on the use of PjBL for the teaching of writing in EFL practice. The identification of the specific stages and key concepts of PjBL in the teaching of writing contributes to the development of new insights and practical applications of PjBL in EFL practice. These findings have significant implications for EFL teachers and

curriculum designers who are interested in implementing PjBL in the teaching of writing in higher education in Indonesia.

### **The integration of PjBL with other teaching approaches in teaching writing**

The aim of the writing course in this project is to enhance students' proficiency in paragraph development, with an emphasis on the purpose of writing. The intended outcome of the course is to produce expository texts, which is consistent with the genre-based approach applied in material development and teaching practice. The lesson plan includes a designated time slot for discussing the features of expository texts, and the topic of expository text is included in the materials developed for the course.

The genre-based approach to teaching writing has gained popularity in Indonesia since the implementation of the 2013 curriculum (Kartika-ningsih & Gunawan, 2019). The lecturer's background knowledge, experience, and the implementation of Project-based Learning (PjBL) demonstrate the influence of the genre-based approach in the recontextualization of writing education. The lecturer's knowledge is evident in the lesson plan, material development, and the teaching and

learning cycle. Moreover, this approach is relevant to the digitization era, making it a suitable strategy for teaching writing.

In the implementation of PjBL in this study, the lecturer explained the features of expository texts before creating the writing project outline. The generic structure of the genre was utilized as a writing tool, and the lecturer explicitly stated the alignment of the structure of expository text in the writing project.

The genre-based approach has a significant impact on the implementation of PjBL in this study. This approach highlights the importance of teaching writing by focusing on specific genres or types of texts. Specifically, the implementation of PjBL in teaching writing utilizes the genre-based approach to emphasize the analytical exposition text.

By utilizing a genre-based approach, the lecturer is able to structure the PjBL implementation to focus on the specific characteristics and features of the analytical exposition text. This approach enables a more targeted and focused teaching of writing skills, allowing students to learn the specific language features, organization, and style of analytical exposition texts. Consequently, students are able to apply their knowledge of the genre to their

writing projects, resulting in a more effective learning experience.

Furthermore, the genre-based approach provides a clear framework for the implementation of PjBL in the teaching of writing. By breaking down the generic structure of the analytical exposition text, the lecturer can guide students through the writing process in a structured and organized manner. This facilitates a better understanding of the steps involved in writing a specific genre, ultimately helping students develop their writing skills in a more systematic and effective way.

### **The elements of the writing process model in the stages of the PjBL in teaching writing**

This study identifies the various stages involved in Project-Based Learning (PjBL) for teaching writing, including essential questions, planning and scheduling, outlining, drafting, monitoring, reviewing and editing, presentation publishing, and evaluation/reflection. It highlights that the process of teaching writing through PjBL may differ from teaching other language skills. However, the stages of PjBL in writing show similarities with the writing process formulated by Hyland (2012), which involves prewriting, drafting, responding, revising, editing, and publishing. The



PjBL stages mirror the writing process in terms of the activities involved, with prewriting being an important initial step in both approaches. The PjBL project's first four stages support students in understanding the task, generating ideas, organizing those ideas, identifying key points, conducting research, and outlining the idea. The drafting, reviewing, editing, and publishing stages are also present in both approaches. Therefore, the responding, revising, and publishing stages of PjBL align with the steps in the writing process approach.

The drafting process is identical in both approaches, while the next step of writing is different in terms but the same in idea. Reviewing in this PjBL project is to respond to one group's written text by giving them feedback, which is the same track as responding in the writing process. The editing process is identified in both approaches and the publishing process as well. In other words, the last four stages of PjBL, including the responding, revising, and publishing process, are identical to the steps in the writing process approach.

## CONCLUSIONS AND SUGGESTION

This study focuses on the implementation of PjBL in the teaching of writing in the context of higher education in Indonesia. It presents

prominent information about the key concepts of the PjBL approach implemented by the lecturer in the teaching of writing. The identified key concepts in the project are driving questions, the process and product orientation defined students' roles, students' ownership of the project, the extended period of time, the dual commitment to language and learning, the obligation for the students to work in groups and on their own, students' responsibility of gathering, processing, and reporting of information, the assumed new roles of teacher and students, scaffold instruction, the use of technology, collaboration, and reflection.

The visibility of key concepts of the PjBL can be identified in the stages of PjBL in the study. The implementation of PjBL in the teaching of writing generally follows the key features of PjBL in general. From fifteen key concepts that are framed, this study indicates thirteen features of PjBL in the project. The two concepts that were not identified are the inquiry process and sufficient resources. However, the commitment to language and content is identified as a unique concept of the implementation of PjBL in language teaching, including the teaching of writing.

The study also exposes new information on how PjBL is implemented in the teaching of writing in an Indonesian context. This study identifies the stages of the PjBL in the teaching of writing in several stages, including essential questions, planning and scheduling, outlining, monitoring the progress of outlining, developing the outline into a draft, monitoring the draft writing, presenting draft, editing, finishing and publishing, and reflection. This conception can contribute to the classroom practice of PjBL in the teaching of writing.

Furthermore, the study indicates PjBL integration with a genre-based approach and writing process approach in the implementation in the context of the teaching of writing. The lecturer chose the analytical exposition text as the genre of the writing project. The process of writing is also identical to the steps of writing in the writing process approach.

There are several limitations of the study. First, it only investigates one case in an Indonesian context. For a more actual context, future studies need to explore the phenomena in a broader context. Second, the analysis did not include the students' portfolios. Future studies with more comprehensive data collection are recommended. Third, this study only focuses on one skill. This

study recommends future studies to explore the implementation of PjBL in the teaching of other language skills.

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## Appendices

### Appendix 1 The Rationales for the Key Concepts of PjBL

No.	Key Concepts	Rationale for the Concepts
1.	Introduction	<ul style="list-style-type: none"> <li>• Introduction: to set the stage or the anchor (Grant, 2002)</li> <li>• Have a process and product orientation (Stoller, 2006)</li> <li>• Process (the step necessary to complete the task or answer the guiding or driving question)</li> </ul>
2.	Driving question	<ul style="list-style-type: none"> <li>• The driving question has an authentic link to the real world experienced by the learners/ Open-ended (Krajcik &amp; Blumenfeld, 2006) (Context in science education)</li> <li>• Guiding questions or driving questions explicate what will be accomplished and embed the content to be studied (Grant 2002)</li> <li>• Challenging questions, problems, or topics of student interest become the center of the project and the learning process (Simpson, 2011)</li> </ul>
3.	The stages over a period of time/ Scheduled	<ul style="list-style-type: none"> <li>• Extend over a period of time (rather than a single class session) (Stoller, 2006)</li> <li>• Complex exploration over a period of time (Simpson, 2011)</li> </ul>
4.	Product-oriented/ output-based	<ul style="list-style-type: none"> <li>• Have a process and product orientation (Stoller, 2006)</li> <li>• Practical goal and Creating an artifact that will answer the driving question (Krajcik &amp; Blumenfeld, 2006)</li> <li>• Result in a tangible final product (Stoller, 2006)</li> <li>• The production of meaningful artifacts that can be shared with peers, teachers, and experts in a public presentation</li> </ul>
5.	Sufficient-resources	<ul style="list-style-type: none"> <li>• Provide data to be used (Grant, 2002)</li> <li>• The use of authentic resources and technologies (Simpson, 2011)</li> </ul>
6.	Transformative roles of students and teacher/ The involvement of students	<ul style="list-style-type: none"> <li>• Be defined, at least in part, by students to encourage students' ownership in the project (Stoller, 2006)</li> <li>• A student-centered learning activity whereby students plan, complete, and present the task (Simpson, 2011)</li> <li>• The de-emphasis of teacher-directed activities (Simpson, 2011)</li> </ul>
7.	Inquiry	<ul style="list-style-type: none"> <li>• Scientific practice (Phases of inquiry/ conceptualization-investigation-conclusion) (Krajcik &amp; Blumenfeld, 2006)</li> </ul>
8.	Technology support	<ul style="list-style-type: none"> <li>• Using technological tools (Technology tools can help transform the classroom into an environment in which learners actively construct knowledge) (Krajcik &amp; Blumenfeld, 2006)</li> </ul>

9. Scaffolding
    - The use of authentic resources and technologies (Simpson, 2011)
    - Guidance and scaffolding (Student-teacher interaction, practice worksheets, peer counseling, guiding questions, job templates) (Grant, 2002)
    - Hands-on activities, frequent feedback from peers and facilitator (Simpson, 2011)
  10. Collaboration
    - (Krajcik, 2006; Stoller, 2006; Grant, 2002; Simpson, 2011)
  11. Information processing
    - Require students to take some responsibility for their own learning through the gathering, processing, and reporting of information from target language resources (Stoller, 2006)
    - The use of effort in connecting ideas and acquiring new skills during different stages of projects (Simpson, 2011)
  12. Evaluation and Reflection
    - Grant, 2002; Stoller, 2006; Simpson, 2011
  13. Presenting information
    - The production of meaningful artifacts that can be shared with peers, teachers, and experts in a public presentation (Simpson, 2011)
    - Reporting information (Stoller, 2006, 2019)
  14. Integration of skills
    - Encourage natural integration of skills (Stoller, 2006)
    - The use of a variety of skills, such as social skills and management skills (Simpson, 2011)
  15. Make a commitment to language and content learning (Stoller, 2006)
-