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PROJECT BASED LEARNING OF ELT STUDENTS ON ESSAY WRITING

by

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Abstract:

Essay writing has always been an essential skill for students. However, this skill could be more comfortable for them. Therefore, an effective technique is needed to help students to cope with the problem. Project-based learning (PjBL) is one of the learning models which can make learners interested and motivated in writing. The study employs expose-facto with mixed data types. This research investigated 23 English students' activities, results, and their responses in essay writing using a PjBL model. We employed three instruments; observation, questionnaire, and test. Qualitative descriptive techniques analyzed the data. The results showed that (1) the implementation of the project-based learning model was classified as good and successful. It can be seen from the student's learning outcomes and the successful implementation of the steps that have been determined. (2) The students' responses to the project-based learning model have been classified as positive since the students explained effective ways of learning essay writing. The students' learning outcomes show better achievements in learning essay writing. Thus, learning essay writing can be concluded. It implies that implementing the PjBL model in ELT students yields good vibes in students' learning activities.

Keywords: PjBL, Essay Writing, ELT Students

Abstrak:

Menulis esai selalu menjadi keterampilan penting bagi siswa. Namun, keterampilan ini sepatutnya bisa lebih nyaman bagi mereka. Oleh karena itu, teknik yang efektif diperlukan untuk membantu siswa untuk mengatasi masalah tersebut. Pembelajaran berbasis proyek (PjBL) merupakan salah satu model pembelajaran yang dapat membuat peserta didik tertarik dan termotivasi dalam menulis. Penelitian ini menggunakan expose-facto dengan tipe data campuran. Penelitian ini menyelidiki aktivitas, hasil, dan tanggapan 23 siswa bahasa Inggris dalam penulisan esai menggunakan model PjBL. Kami menggunakan tiga instrumen;

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observasi, kuesioner, dan tes. Teknik deskriptif kualitatif menganalisis data. Hasil penelitian menunjukkan bahwa (1) implementasi model pembelajaran berbasis proyek tergolong baik dan berhasil. Hal ini dapat dilihat dari hasil belajar siswa dan keberhasilan pelaksanaan langkah-langkah yang telah ditentukan. (2) Tanggapan siswa terhadap model pembelajaran berbasis proyek telah diklasifikasikan positif karena siswa menjelaskan cara-cara belajar menulis esai yang efektif. Hasil belajar siswa menunjukkan prestasi yang lebih baik dalam belajar menulis esai. Dengan demikian, pembelajaran penulisan esai dapat disimpulkan. Ini menyiratkan bahwa menerapkan model PjBL pada siswa ELT menghasilkan getaran yang baik dalam kegiatan belajar siswa.

Kata kunci: PjBL, Penulisan Esai, Mahasiswa ELT

INTRODUCTION

Studies in writing has been shared with different types of writing. However; few did report essay writing with PjBL model. Previous studies reported writing for publication or called articles for scholarly publishing (Turmudi, 2020b; Turmudi et al., 2020). The same scholar also reported synthesis on writing essay (Turmudi, 2014, 2017), the importance of writing for publication in industrial revolution 4.0 (Turmudi, 2020a), and factors affecting the students writing product (Turmudi, 2015). The recent study in essay writing focuses on creating technique to aide test-takers and students in producing better essay writing product called 'computerized essay writing' (Turmudi, 2021) The findings shows that writing is inevitable and importance for EFL students. The study shows various gaps; variable, subject, design and sintrument (Miles, 2017).

It means that students' language learning of writing has always been an important skill in English learning (Arizena & Sari, 2021). Writing has an important role for students when learning to use language. Writing can be used as media to communicate for conveying a message in writing. One of writing skills that students can learn is essay writing. It is a paper that describes a problem or personal perspective that is explained in a direct, cursory manner and easy to understand an opinion with the help of argumentative points (Wardani & Sari, 2020).

Essay writing skills must always be trained for better essay writing results in various forms of essays such as: academic writing, scientific writing, argumentative essays, or various types of English texts (Turmudi, 2020c). Essay writing ability refers to the participants' ability to write essays of different length, exhibiting attention to a set of criteria (Firdausah & Sari, 2020). These are mechanic, content, style, logic, grammar, vocabulary, diction, and rhetorical aspects, including organization, cohesion, unity, topic, occasion and

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appropriateness to audience.

Initial research was carried out with how to interview and how to distribute questionnaires to several students in several classes. The result is that learning to write essay encountered many obstacles, such as, students that do not understand stages of the phenomenon, students that were unable to develop text according to the structure, and students who lack skills in connecting knowledge outside language. Regarding student's knowledge about essay writing, the researchers also distributed questionnaires. Based on the questionnaire, in learning to write essay, obstacles were still found, for instance, students that do not like essay writing because they do not understand the text. Students also still have difficulty in determining stages of the phenomenal process, and still require broad insight, and writing skills.

Some students feel writing is a very difficult subject to tolerate. Meanwhile some of them find it difficult to put their ideas into writing. In this case there were several factors that can make difficult for students to write such as; lack of ideas, low motivation to write essays, lack of knowledge in vocabulary, and no practice or rarely write. Limited grammar and vocabulary are very influential. Grammar is also very important for good essay. Other problems are limitations in understanding English grammar, being afraid to make a mistake, and guessing unfamiliar or unknown words.

For this reason and in addressing these obstacles, a solution is needed, one of which is by using a learning model that can make students active and creative. The learning model was project-based learning. It is a scientific learning model which can make students active to support learning so that learning is in accordance with the objectives to achieve. Project based learning as a learning activity which emphasizes the implementation of an activity that has a specific purpose and it can be completed based on the time that has been determined (Islamiyah & Sari, 2021). By using project-based learning model, the students are required to be active in solving the task. This learning model contains emphasis on achieving goals by project activity schedule that must be adhered to by students.

Project-based learning has great potential to provide a great learning experience that is more interesting and more meaningful for students (Sari & Prasetyo, 2021). The characteristics of project based learning include: 1) the students make their own decisions in predefined framework together before, 2) the student try to solve a problem or challenges

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that have no definite answer, 3) the students are encouraged to critical thinking, problem solving, collaborating , as well as trying various forms of communication, 4) the students are responsible for finding and managing their own information collect, 5) evaluation is carried out regularly continuously throughout the project, 6) regular students reflect and contemplate what they have done.

Project work in learning project-based views on processes, students' creativities, and activities in the learning process. This will have an impact on increasing student learning outcomes. Learning outcomes are the abilities that students have after receiving a learning experience (Sari, 2019). These abilities include cognitive, affective, and psychomotor. Learning results can be seen through evaluation activities which are aimed at getting proof data which indicates the level of students' ability in achieving learning goals. It can be concluded that project-based learning is a model that emphasizes students to be able to learn independently by solving problems. They can also generate a projector for real work.

Writing is an activity to convey ideas and messages with graphic symbols. It cannot be separated from other language skills; listening, speaking, and reading. Writing is basically a productive and expressive activities (Sari, 2020). Productive means to produce something written and expressive products mean to express thoughts and feelings.

The ability to write is the most difficult language skill. Writing is a complex cognitive activity because it requires simultaneous control of a number of variables (Bulqiyah, Mahbub, & Nugraheni, 2021). writing skills demand experience, time, opportunity, training in specific skills and direct teaching. They are complex components and complex language that must be studied well and trained intensively in the form of task recommendations from the teacher and the creativity of the students alone. To achieve this ability, a student must understand the rules of writing which include mastery to the content to be written and mastery of technique for organizing ideas which will be poured into the form of writing.

Writing is one of the language skills that must be possessed by every participant educated according to the level of education. It can be interpreted as a form of pouring ideas using written language, with the intention of providing information or explaining, convincing, or influencing, telling, and describing objects to other people. It is all a series of activities that a person expresses ideas and conveys them through written language to the

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reader. One of the writing skills that must be mastered by students is essay writing skills.

An essay is one of the most difficult types of writing. In order to write an essay in English, it is necessary to select the facts related to the expression of strangers and their thoughts in writing (Febyanti & Sari, 2022). Essay writing can improve students' skills. It is because students who can write essays are students who can pour many brilliant ideas in the form of writing.

Any topic can be written in essay form. Essay writing is a form of writing that expresses the problems contained in it is limited to interest the author on this issue (Sari D. M., 2020). Essay is part of a piece of writing, but an essay can also be interpreted as a complete short essay. Therefore, essay becomes one of the type of writing that is often used as a test tool to measure a person's intelligence.

Essay structure consists of three parts; (1) introduction, (2) discussion, and (3) conclusion. The ability to write essays is an important and strategic skill for students. Through essays, it is possible for students to make a positive contribution to problems that occur in the community, among others, by pouring brilliant ideas as outlined in essay writing. Essays can also cultivate the soul critically and creatively on students without causing anarchic actions as is often the case occurs among students when conveying aspirations to other parties (Sari, 2019). A person who is knowledgeable will be able to convey his ideas clearly coherent, logical, and interesting. The more a person reads, the bigger the possibility to be able to write essays. By reading a lot, one will have more ideas to write about. The main problem remains to realize ideas that have been embedded in the mind through writing that must be constantly practiced to make it more and more perfect. An essay contains views, author's opinion, feelings, and thoughts to a problem.

Project-based learning (PjBL) is a learning model that refers to philosophical constructivism so that students can construct their own linguistics knowledge through real experiences. In the collaboration process, learners will increase their communication skills, open up opportunities for them to exchange information, negotiate ideas, and increase decision-making abilities (Makarim & Sari, 2021). Thus, the implementation of project based learning model can make students skilled in essay writing and have overall linguistic abilities and competencies. Project based learning can provide evidence that it is able to integrate the four language skills possessed by students such as; listening, speaking,

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reading, and writing to complete the activities. This work can make students unintentionally involved in learning a language so that they can enter learning in an authentic context.

PjBL is a learning model that uses a project or an activity as the goal. PjBL focuses on students' activities in the form of collecting information and its use for producing something useful for the lives of students themselves or for others. Project based learning is a process mentality where students are able to assimilate a concept or principle (Kokotsaki, Menzies, & Wiggins, 2016). These mentalities include: observe, digest, understand, classify, make assumptions, explain, measure, make conclusion, and so on. A concept for example: triangle, pans, democracy and etc. While what is meant with the principles, among others, are: metal when heated it will expand. In this technique students are left to discover experience, process mental itself. The teacher only guides and gives instructions.

PjBL is a model related to learning questions and problems meaning, problem solving, decision making, process search for various sources, giving opportunity for members to work collaboratively, and close with real product presentation. The PjBl focused on the core concepts and principles of a discipline, facilitating students to investigating, problem solving, and other meaningful tasks, centered on students and produce real products (Habok, 2015). PjBL provides opportunities for teachers to manage learning in the classroom involving project work. Simply PjBL can be defined as a teaching trying to link between technology with life problems familiar with students, or with a school project. PjBL has great potential to make experience learning more interesting and useful for students.

In PjBL, the students are encouraged to be more active in study. A project is a plan work with specific targets and with a firm resolution. PjBL is learning strategies that empower students to acquire knowledge and new understanding based on experience through various presentations. It is a learning model that provides opportunities for teachers to manage learning in the classroom involving project work (Fernandes, Mesquita, Flores, & Lima, 2014). Project-based learning has enormous potential to make more interesting learning experience and useful for students.

In PjBL, students can learn science knowledge and skills through the process of investigating real problems and making various carefully designed works. Meanwhile, teaching and learning involve students to working on a project that is useful to complete

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community problems or environment (Sari, 2016). Project based learning which is a learning model which refers to the philosophy of constructivism, namely knowledge is a the results of cognitive construction through a student activity which includes: students' scientific skills and attitudes, so that students can construct their own and meaningful knowledge through real experience. PjBL contains complex tasks based on very challenging questions and problems and requires students to design, solve problems, create decisions, carry out investigative activities, and provide opportunities for students to work independently. PjBL is an authentic learning model or strategy in which students plan, implement, and evaluate projects which have real-world applications outside the classroom.

Upon all arguments the current study seeks to answers by setting the following research questions:

1. How are the students' activities on essay writing by using PjBL?,
2. What are the students' test results on essay writing by using PjBL?,
3. How are the students' attitudes on essay writing by using PjBL?.

METHOD

Design

This research uses a expost-facto with descriptive qualitative approach (Hatch & Farhady, 1981). Descriptive qualitative research is a research with data collected in the form of words, and pictures. Qualitative research is a research method that emphasizes the combined data obtained in the field of the real form (Cresswell, 2012). This research describes the implementation of the project-based learning model of ELT students.

Participant

The research subjects were 23 students of 2020 both male and female of English Education Department of STKIP PGRI Sidoarjo. The sampling was purposive due to no other classes to choose.

Instrument

The instruments of the research are observation, questionnaire, and test. The observation used is nonparticipant observation. The researcher was only present, not being

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active in carrying out the activities. As for the type the questionnaire used in this study is a Likert scale questionnaire structured.

Data collecting technique

The students' activities were carried out during learning process by observation. This observation aims at determining students' activity when the learning process produces essay writing text. The observation was made by using table that was prepared before the learning process. During the learning process, project-based learning model was carried out by observing its implementation. Observation sheets were then used by the researcher. In addition, recording was also carried out by using documentation tools. Aspects observed in implementation learning, namely lecturer activities in managing learning and students activities during the learning process applied in the classroom and conformity with the designed of lesson plan.

The data collecting technique are as follows:

Table 1. Data Collection Techniques

Sources	Types	Techniques	Description
Students	Writing ability	Essay Writing	During learning
Lecturer	Teaching activities	Observation	During learning
Students	Learning activities	Observation	During learning
Students	Responses	Questionnaire	The end of learning

Data analysis technique

The data analysis included of coding, data reduction, data display, and drawing conclusion (Cresswell, 2012). Coding is the process that the researchers read and reread all of the data so that it can be underlined the significant and appropriate data. Then the researchers reduce the data with choosing and focusing on the important data from observation checklist and fieldnote which shows how the teaching learning process have been done in the classroom. After that, the process of displaying data in analyzing the data to make it easier to understand. The last step of data analysis is drawing conclusion or interpreting the data to get the result and conclusion of the research. In this research, the researchers used a triangulation as a common technique to increase the data validity in qualitative research based on some different sources (Cresswell, 2012). The researchers gets some different sources such as filed note, students' task, and questionnaire.

RESULTS AND DISCUSSION

Students' activities

Here are the results and discussion of the implementation of learning by using the project based learning model. The implementation of this learning was observed to find out whether the designed learning was implemented or not in each learning, so that it can be seen its possible influence on the results of the end of students' essay writing. The following is the data from the observation of implementation of learning essay writing with a project-based learning model.

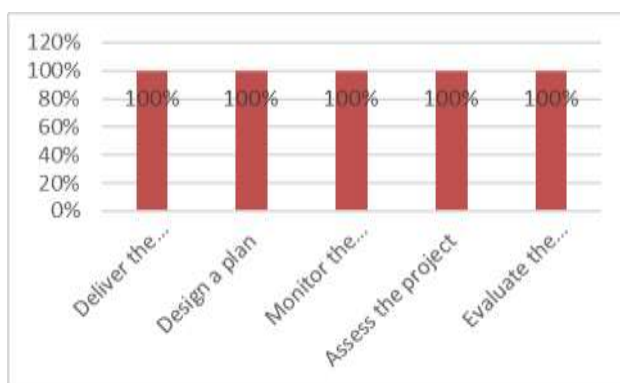


Figure 1. Implementation of Project-Based Learning

The data in figure 1 shows that the overall project-based learning was implemented with a percentage of 100% (very good category). The implementations were: deliver the question, design a plan, monitor the progress, assess the project, and evaluate the experience. It shows that in the learning process, the lecturer consistently applied project -based learning model.

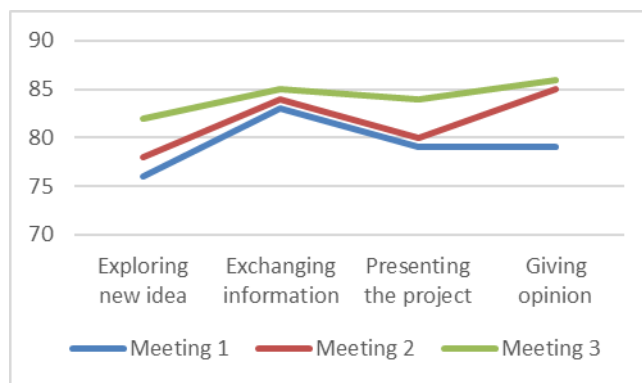


Figure 2. Students' activities

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The data in figure 2 shows the average overall students activity of 82.06% and is in very good category. Those are exploring new idea, exchanging information, presenting the project, and giving opinion. It shows that most students were actively involved in all learning activities.

Based on the observations carried out during the learning process, the overall students played an active role in making projects. The students followed every step made by lecturer. Thus, this learning can make students more active. PjBL should involve students in creating projects or product (Sari & Sari, 2022). The students were active to do the learning activities from planning to manufacturing project. The following are the results of observations learning process and student activities in essay writing with project-based learning model. Almost all students followed the learning steps that the lecturer had given.

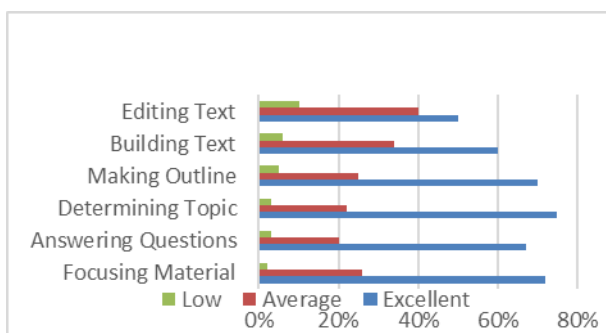


Figure 3. Learning activities

On the aspect of focusing material about students learning goals are very good. This aspect is 17 students (82.3%). Then students answering questions from the lecturer about essay writing is a total of 7 students (47%). Some of the other students did not answer. On this aspect, the amount obtained included in the sufficient category. Then, on aspects of determining topic of essay writing is very good, the number of students active in this aspect are 19 students (88,2). In the aspect of students making outline for the creation of a text essay writing project is very good. The number of active students in this aspect is 23 students (100%). After making outline, the student's built a text of essay based on a predetermined theme. On this aspect, students activity had been very good. The number of students who were active in aspects of this is 23 students (100%). Then the students edited a project design. In this aspect was already very good, the number of active students the 21 students (94%). The data implies the level of student activity in every aspect in the learning process.

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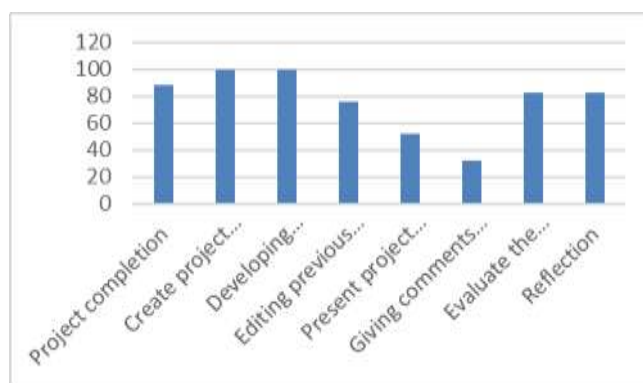


Figure 4. Project activities

In the aspect of making the steps for project completion, it is very good. Number of students who were active in this aspects is 19 students (88.2%). On the aspect of creating a project schedule from scratch work until the project is completed, includes implementation time, determining the sources used, the media used, and the deadline for processing the project had been very good, because the students who were active in this aspect were 23 students (100%). After obtaining sources such as a collection of encyclopedias knowledge, science books or social media, and electronic media for support the creation of essay text complex, students noted important things which was later developed into framework. In the aspect of students developing framework according to the structure of the text become a complex essay. In this aspect, student activities had been very good because active students were 23 students (100%).

On the student aspect of editing to previous writing is good because the number of students who were active in aspects of this is 15 students (76.4%). Then, aspect of students' presenting their project results in front of the class is enough because the number of students who were active in this aspect is 7 students (52%). On the aspect of students giving comments on projects presented is still lacking because it is not all students commenting on the project. The number of students who were active in this aspect is only 3 students (32.3%). Then, the students and the lecturer holding evaluation of experience in finishing the project is good because the number of students who were active in this aspect is 16 students (82.3%). After that, on the aspect of students and lecturer doing reflection on the learning that had been implemented is good because students who were active in this aspect is 17 students (82.3%).

Accordingly, the average students' activity in the learning essay writing by using the project-based learning model belongs to excellent category. However, there is deficiency at

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the time of editing. Students actively provided feedback when other students had less presentation. This matter was constrained by time availability. To make students more active, sufficient time is needed so that students can be more even in appreciating the work of other students.

The students' test result

The implementation of project-based learning model on essay writing is able to create a new atmosphere of students' essay writing. Project-based learning should involve students in creating projects or product. In addition, the advantages of the model project-based learning can make students actively develop and improve their skills in managing sources/materials/tools to complete assignments, to improve their abilities in working together, encouraging students to practice skills, and to communicate (Sari & Wardhani, 2020). Skill upgrade in source processing can be used when selecting relevant sources to find the facts of the process occurrence of a phenomenon, so that students can develop it into essay writing. In addition, if students experience difficulties, they can exchange opinions with others so that it can strengthen cooperation and communication skills in expressing ideas.

The total initial test scores on the 1st topic was obtained with an average of 58. The result is good enough because some students met the criteria assessment. As for the details of the results of the obtained by students can be seen in the following table.

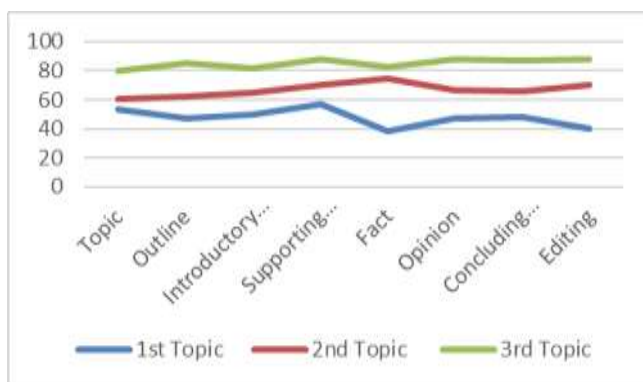


Figure 5. Writing ability

The average obtained on the beginning test was still quite inclusive. It is understandable because students had not received explanation of essay writing. They generally had not understood how the form and structure of essay writing are. The outcome after learning experiences obtained a very significant increase: the average value of 86,5.

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Based on the results of the study, the results increase after the treatment was given. Project-based learning model provides positive influence on students writing ability. On the initial test, the lowest score was obtained by students was 38 and the value of highest was 67. On the final test, the student who got the lowest score was 61 and the highest value was 88. Based on the results of the final test, the value obtained by students increased.

Scoring results of producing essay writing using structure and rules was 88,5. If judged by aspect assessment, the average assessment results were: mechanic 81,76, content 89,41, organization 83,52, and aspects of grammar 87,05.

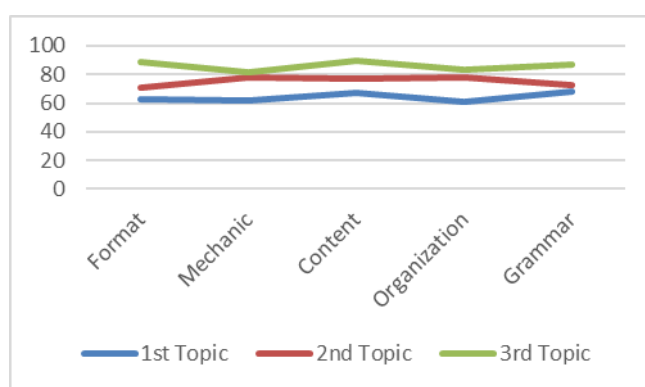


Figure 6. Writing organization

Based on the results of observations during the learning process, the students activity is good with average percentage of 80,3%. This is because the students took part in the learning process. In the project-based learning model, the students must be more active in learning knowledge and skills to make product. It is like a principle of project based learning that project-based learning enriches learning. Then the steps of project-based learning model emphasize students' involvement in learning so as to make them more active. It is as in the model of steps in project-based learning that students are involved in activities of project planning. It can be concluded that the average value of the final test of learning to produce essay writing was greater than of in the beginning test. This is due to the influence of implementation of project -based learning model in learning to produce essay writing.

PjBL model can make students more active. The students participated to define the project theme. Theme was not determined by the lecturer alone, but it involved students in devoting knowledge to determine the theme. The students also had to make a schedule to complete the project. Therefore, they must be good at using time. In addition, the students should also look for relevant sources to support project activities. This encourages students to

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be more active and creative. This is in line with Guo, et al (2020), that revealed the advantages of the project-based learning model that makes students are more active in completing problems, increasing students' motivation to learn and encourage them to do important work, improve ability to complete problems, and share experiences with others in organizing projects, allocate time, and manage resources such as equipment and materials to complete the task.

Results of writing skill were measured from the scores obtained by learners. The score of these values can be known by calculating the score individually the results of the work of students based on the assessment guidelines that had been determined. Based on the results of the score calculation value is known to the number of scores obtained by each student. It was calculated to obtain the average score of writing text results. Beginning tes and final test score data for essay writing of student can be seen in the following table.

Table 2. Results of the Test 1 and Test 2

Score range	∑	Beginning test (%)	∑	Final test (%)
85-100	5	16,7	19	63,3
75-84	10	50,0	4	36,7
0-74	8	33,3	0	0
Total	23	100	23	100

In table 2, from the results of the pretest without using internet enrichment of essay writing, many students had not finished. It was indicated by the achievement of the value of essay writing. The results of observations were less than 75, that is, 8 or 33,3%. The students getting score 75-84 were as many as 10 people with a percentage of 50,0%. The students with score 85-100 were as many as 5 people with a percentage of 16.7% of the total number of students. Therefore, there were still many participants/students who had not finished their essay writing.

After learning was carried out by using internet in enrichment essay writing and the final test was carried out, the difference in the score value reaches a 100% completeness level. It is confirmed from the scores achieved by the students. As for the acquisition of scores for essay writing from the observations, it is as many as 4 students with a percentage of 36.7% who got score of 75-84. And 19 students with a percentage of 63.3% got a score above 85.

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Therefore, after learning essay writing by using internet enrichment, the students' score was higher.

The students' attitude

The presentation of students attitude using questionnaire was accepted by 23 students. The data questionnaire used 15 questionnaires in a students' response to learning essay writing with Project Based Learning. Likert Scale answer was used. The following is a data description for students based on questionnaire:

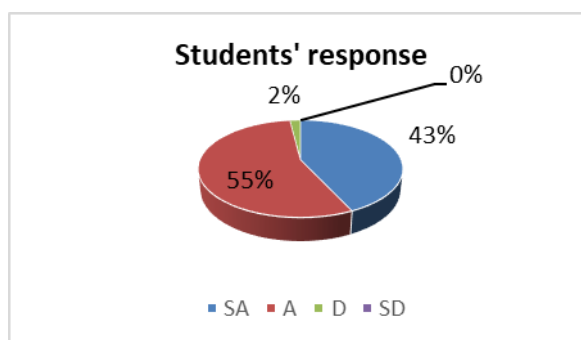


Figure 7. Students' response

Based on the pie chart above, it can be seen that 43 % students chose strongly agree, 55 % students agree, 2% students disagree and 0% students strongly disagree. The opinion above emphasizes on the advantages of projects-based learning model that can be used as a way to make an essay writing. Using the steps of project-based learning model, the students wrote an essay writing. Thus, the students' activities in essay writing were more directed and more systematic. In making an outline using project-based learning model, the students shared and exchanged opinion. In this case, they were involved in project creation as a writing framework.

The average score of student responses to the implementation of project -based learning is 98%. Thus, it can be concluded that almost all students gave positive, confident, and satisfied response with project-based learning. This is in line with Beier, et.al. (2019), that stated that project-based learning can increase students' interest in learning essay writing. The students are more actively taught by using project-based learning and learning becomes more fun. Project-based learning can increase students' motivation to learn. Project-based learning provides new challenges for students, provokes big curiosity, develops imagination, and succeeds in learning in with technology.

Discussion

This research was conducted on English students of STKIP PGRI Sidoarjo which aims at knowing the implementation of the project-based learning model to produce essay writing and students activities during learning. Based on the observations during learning process, overall students played active roles in making projects. They followed every step from the lecturer. Thus, this learning can make students more active. Balve & Albert (2015) revealed that project-based learning should involve students in creating projects or product. In making a project, students are required to be active in carrying out activities from planning to manufacturing project.

The results of observations during learning process, the students' activities in essay writing with project-based learning model were good because almost all of them followed the learning steps that the lecturer had given. In the project-based learning model, students become the center in learning, which means that they must be more active in learning knowledge and skills to make product. Project-based learning enriches the students learning. The steps of project-based learning model emphasize students' involvement in learning so as to make them more active (Beier, et al., 2019).

Project-based learning model makes learning students more creative and active. Project work is a process from planning to project creation which is carried out together with students (Fernandes, Mesquita, Flores, & Lima, 2014). Students understand and they can overcome the obstacles that they find while writing. Thus, they can actively participate in the process of learning to produce essay writing by using project-based learning. The implementation of project-based learning succeeded in increasing students' activity in learning. This is important because students are central in learning and they play an active role during learning process. Therefore, the implementation of project-based learning to produce essay writing can make students active during the learning process.

Learning to produce essay writing using project-based learning models can have a positive influence on students' writing ability. Based on the results of the final test, the value obtained by students' experience increases. Learning to produce essay writing by using project-based learning models can make students' ability increase (Sari D. M., 2022). Based on the description above, it can be concluded that the average value of the final test in learning to produce essay writing is good. This is due to the influence of the implementation

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of project-based learning model in learning to produce essay writing that can make students more active. Project-based learning should involve students in creating projects or product (Guo, Saab, Post, & Admiraal, 2020). In addition, the advantages of the project-based learning model can make students actively develop and improve their skills in managing source/material/tool to complete assignments, improve abilities in working together, and encourage to practice skills to communicate.

PjBL can increase students' motivation to learn. It encourages them to do important work, to improve ability to complete problems, to make students more active to solve complex problem, to provide experience to students in organizing projects, to allocate time, and to manage resources such as equipment and materials to complete tasks, and to involve students to learn to collect information and to apply knowledge (Habok, 2015). It is also to solve problem in real life.

By PjBL, students can use steps to complete task (Kokotsaki, Menzies, & Wiggins, 2016). First, students determine theme of any phenomenon. Then they determine the steps to complete the task, the next, students design a project work schedule. They determine when it should start, which sources are used to write, and the deadline for processing. After students have found the source information that fits the phenomenon to write about, they record the facts of the causes of this phenomenon. From sources of information, students make a framework based on the fact occurrence of the phenomenon that has been obtained, and they can develop into a text easily. In short, it can be concluded that the implementation of project-based learning model in learning to produce essay writing is beneficial for learning activities.

CONCLUSION AND SUGGESTION

Conclusion

This research is about the implementation of Project-Based learning in teaching writing essay to ELT students, with the goal of being a benchmark of students' ability to write essay. Their responses on the Project-Based learning is also worth investigating. Project-based learning on ELT students in essay writing can motivate all students to always be active during learning activities. In this case, there are several factors that can make it difficult for students to write such as; lack of ideas, low motivation to write essays, lack of knowledge in vocabulary, and no/rare writing practice. Limited grammar and vocabulary are

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also very influential. Other problems found are such as limitation of understanding grammar, being afraid of making mistake, and unfamiliar or difficult words. Thus, students should improve their writing essay skill by practicing. They need to be motivated to exercise for creativities when writing. Students' activities in learning to produce essay writing using project-based learning model can make them active. This can be seen from the results of the average acquisition value student activities by sheet observation. The project-based learning model can also make students more independent.

Limitation

The limitation of this study is the research subjects, the research method, and the learning theories. The research subjects of this study were only 23 students of English Education Program both male and female. For the further research, it is better to have more than one class of the students as the research subjects. Another research method dan learning theories can also be used for the following research to enrich the data of the study.

Implication

PjBL is beneficial in learning activities, particularly learning essay writing. This research contributes to developing the pedagogical, theoretical, and practical implications. For the further researcher, it should be enrich some innovations and informations in designing teaching and learning process using project based learning. This research will enrich the theories of project based learning, writing, and english language teaching. The finding of this research can also be implemented as a reference to develop english language teaching particularly in writing.

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