EFL

by Dina Merris

Project Based Learning on EFL Student's in Essay Writing

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Abstract:

Essay writing with Project Based Learning on EFL students' is considered as one of the most important academic courses in a supposed program help develop students' ability. The subjects of this study were 10 class 2019 A students of STKIP PGRI Sidoarjo English language education study program. The instrument used by the researcher was a questionnaire, observation checklist and a rubric score. The data analysis technique uses qualitative data. In analyzing essay writing data using 15 quistionnaires about the project-based application method (PBL) in writing essays using google form accompanied by the answer "yes" or "no". Respondents who answered 'yes' were 74% and those who answered 'no' were 26%. In the observation checklist that observes lecturer and student activities from beginning to end of essay writing learning. In collecting the rubric score data by assessing the results of writing essays. Based on these data we can know from that project-based learning (PBL) can be applied well and is suitable for teaching essay writing to EFL students. Students also gave a positive response to this method. The aim is to describe the application of project-based learning (PBL) methods to EFL students and to describe the writing of essays by EFL students when learning using project-based learning (PBL) methods for EFL students.

Keywords: *PBL, essay writing, EFLstudent's*
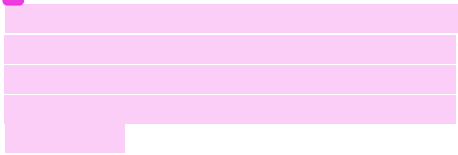
The focus of this research is the implementation PBL application in an essay writing class. students' responses in essay writing on virtual learning at college students' of class 2019 A STKIP PGRI Sidoarjo English Education study program. According to (Sugiyono, 2010) research method means the scientific way to get data with the purpose of certain objective and utility. This study was a descriptive qualitative in which the researcher acted as the observer. The research took the college student's of class 2019 A of STKIP PGRI Sidoarjo as the population of this study. Since the research was conducted at the college students' of STKIP PGRI Sidoarjo. Then the subjects of the study were the college students' and the lecturer on project based learning (PBL). Based on the purpose of the study, the object of the study is the students' implementation essay writing on project based learning (PBL) and students' responses in writing class at college students' of class 2019 A on project based learning (PBL) STKIP PGRI Sidoarjo English Education study program.

To get the data needed for this study, the research used three kinds of instruments. They were questionnaire, observation checklist and score rubric. The first instrument used in this study was questionnaire. The researcher used the instrument to know how the student's EFL responses after the implementation of Project Based Learning on EFL student's in essay writing. The researcher gave the questionnaire to the student's EFL after the learning process. Taking the data questionnaire was conducted using 15 questionnaires in a students' response to Project Based Learning in essay writing with Google Form with answers to 'yes' and 'no', collecting information needed and analyzing the data and making conclusion. After getting the data by collecting them in various techniques, the data is analyzed qualitatively in the form of description. However, the data in the form was assessed through close questionnaire.

The second instrument used in this study was Observation Checklist. The researcher used the instrument to answer the researcher question. It aimed to know how the implementation of Project Based Learning on EFL student's in Essay Writing. The researcher checked the observation checklist which had been prepared. The checklist was in the term of 'yes' and 'no' answer to help the researcher save the time during the observation. The last instrument used in this study was score rubric. The score of the EFL student's writings by using some assessment criteria dealing with the curriculum standart, while the researcher here only analyzed the result of the score.

RESULT AND DISCUSSION

The result of this study were got from the instruments used that had been mentioned before. The instruments were suitable to answer the research questions. The instruments used were Quistionnaire, Observation Checklist and Score Rubric. Then the result would be presented and explained more in descriptive manner to make them easy to read and understand. The following is a description of the respondent's data based on a questionnaire and observation checklist and Score Rubric.

1. **Presentation of Respondent's Data Based on a questionnaire**

   The first data description is a questionnaire. Presentation of respondent data based on a questionnaire was accepted by students' of class 2019 A STKIP PGRI Sidoarjo English Education study program. Taking the data questionnaire was conducted using 15 questionnaires in a students'

response to learning essay writing with Project Based Learning (PBL) with answers to 'yes' and 'no'. The following is a table of data descriptions for respondents based on a questionnaire:

Table 1. Respondent's Data Based on a questionnaire

No	Quistionnaire	Yes	No
1	I tried to learn essay writing independently	90 %	10%
2	I have no trouble in essay writing	70%	30%
3	I prefer essay writing over other skills	80%	20%
4	I can manage the time to learn essay writing	80%	20%
5	I am very happy when I have an essay writing assignment	60%	40%
6	I follow PBL method	90%	10%
7	I am active in participating in PBL method	90%	10%
8	I agree to always use PBL method	60%	40%
9	I have no difficulty understanding PBL method	70%	30%
10	I am very enthusiastic about learning to use the PBL method	40%	60%
11	I can take essay writing lessons through the PBL method	80%	20%
12	I am more active in participating in essay writing through the PBL method	70%	30%
13	I find it easier to understand essay writing through the PBL method	70%	30%
14	I easily essay writing using the PBL method	80%	20%

15	I can write essays via the PBL method	80%	20%
	TOTAL	74%	26%

The following is a circle diagram of the respondent's description based on the questionnaire implementation of Project Based Learning on EFL Student's in Essay Writing :
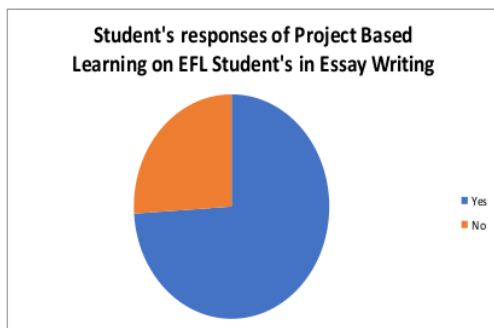
Picture 1. *Pie chart* Students' response of Project Based Learning on EFL Student's in Essay Writing

Based on the data above, it can be seen that the classification of respondents based on the questionnaire consists of answers to 'yes' and 'no'. respondents who answered yes, namely the blue part occupied three quarters of the circle 74%. Meanwhile, respondents who answered no, the reed part occupied a quarter of the circle 26%.

2. From the results of Observation Checklist made for three days, namely every Thursday 14, 21, and 28 May 2020, the following data can be taken

At the beginning of the lecture essay writing through Project Based Learning on EFL Student's in Essay Writing. Lecturers and students' greeting, checking the attendance of all students', and motivating all students' to always be active during Project Based learning activities. In whilst writing activities exploration in Project Based Learning activities get a stimulus from essay writing examples getting a generic structure of essay writing. Post writing activities review and clarify the material, remember and prepare what will be learned in the next meeting in Project Based Learning.

All students' pre writing activities Also responds when the lecturer does absent students' are very active in learning essay writing activities through Project Based Learning students' also do not forget to do brain storming even though in the Project Based Learning class, students' pay attention to the lecturer during the Project Based Learning in essay writing class, students' also create groups to present essay writing material so that students' can exchange ideas with others, during Project Based Learning students' respond to what has been explained by the lecturer.

As long as Project Based Learning makes students' better understand the material, makes students' independent and has critical thinking so that they can solve problems, train students' to have good essay writing skills even in a Project Based Learning in writing class. to what the lecturer has given them during Project Based Learning essay writing activities.

Based on the data above, it can be seen that the results all of students' essay writing 2019 A which were in implementing essay writing on Project Based learning are very appropriate like to support essay writing classes with Project Based Learning and lecturers can deliver all essay writing material is good even with Project Based Learning. All materials can also be conveyed well so that students' support Project Based Learning activities.

3. Presentation of respondent data based on scoring rubric.

The second description of the respondents is based on the scoring rubric. Presentation of respondent data based on scoring rubric was carried out by assessing and correcting the essay writing results of 10 students of class 2019 A STKIP PGRI Sidoarjo English Education study program. The following is a table of respondents' data descriptions based on the scoring rubric:

Table 2. respondent data based on scoring rubric.

INDICATOR	MAXIMUM SCORE
Format – 5 Points. Tite centered (2), first line of each paragraph indented (1), margins on both sides (1), text double spaced (1). Total	5
Mechanics – 5 Points. Punctuation : periods, commas, semicolon, quotation marks (3), capitalization (1), spelling (1). Total	5
Content – 20 Points. The essay fulfils the requirements of the assignment. The essay is interesting to read. The essay shows that the writer used care and thought. Total	5 5 10 20
Organization – 45 Points. The essay follows the outline, and it has an introduction, a body, and conclusion. **Introduction :** The introduction ends with the thesis statement. **Body** Each paragraph of the body discusses. Each paragraph has specific supporting material : facts, Examples, quotations,paraphrased or summarized information, etc. Each paragraph has unity. Each paragraph has coherence. Trasitions are used to link paragraphs. **Conclusion :** The conclusion summarizes the main points or paraphrases the thesis statement, begin with a conclusion signal, and leaves the reader with the writer's final and thoughts on the topic. Total	5 5 5 10 5 5 5 5 45
Grammar and	25

846

sentence structure – **25 Points.** Estimate a grammar and sentence structure score	
Grand Total	100

(Adapted from oshima'sbook (2006))

After carrying out the research as a whole, the results of the research from 10 students were analyzed and assessed so that the data obtained were as follows:

No	Format	Mechanics	Content	Organization	Grammar and Structure	Total Score
1	4	5	20	45	20	94
2	4	5	20	40	20	89
3	4	5	20	35	20	84
4	4	5	20	35	25	89
5	4	5	15	30	25	79
6	4	5	15	20	25	69
7	4	5	20	45	25	99
8	4	5	20	45	20	94
9	4	5	15	35	20	79
10	4	5	15	30	20	74
Average Value			85			

Based on the data above, it can be seen that the results of 10 students' essay writing 2019 A which were assessed using a scoring rubric consisted of 5 aspects, namely format,mechanics, content, organization, grammar and sentence structure. In the aspect of format students enough understand it because all of them got a score of 4. In the aspect of mechanic students could understand it because all of them got a score of 4 In the aspect of content, students who got a score of 20 were 6 while those who got a score below 20 were 4 students. In the organizational aspect, there were 3 students who got a score of 45, while those who got a score below 45 were 7 students. In the grammar and sentence structure aspect, there were 4

students who got a score of 25 while those who got a score below 25 were 6 students. From the description above, the average value was 85.

CONCLUSION

Based on the results and the discussion of the research data written in the previous chapter, the researcher then makes some conclusions as follows.

Project Based Learning can be implement in Essay writing to the EFL Student's. Based on the data the EFL student's to be more active and critical. Most of the student's have successfully reached the aim of the learning process. The student's writings are getting better. It means that implementation of Project Based Learning on EFL student's in Essay Writing for the student's, especially to help the students related to the knowledge and skill in Essay Writing.

The students give positive responses towards Project Based Learning implemented in the writing process. It is known from the result of the questionnaire. Most of them also agree with the statement that Project Based Learning is an attractive way to practice Essay Writing. In this case, the student's have increased their knowledge, critical thinking, and communicative skill. Surely those are beneficial because those can build their positive characters. Therefore, it can be concluded that most enjoy the writing process and get some good impacts from the learning process.

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