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An Analysis of Project-based Learning Model in Teaching Creative Writing

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Abstract

As one of the innovative learning models, Project-based Learning must be discussed and investigated. This study examines teachers' approaches to adopting Project-based Learning (PjBL) in teaching creative writing. Additionally, the study seeks to identify the obstacles teachers encounter during the implementation process. Lastly, the study wants to investigate the quality of students' creative writing outcomes. The present study employed a mixed-method design incorporating qualitative and quantitative research methodologies. The data were acquired using three distinct instruments: an observation checklist, an interview guide, and a creative writing document. The participants of this study consisted of two English teachers employed at the eleventh-grade level of SMA Dunia Harapan Makassar. The results indicated that both teachers effectively implemented all aspects of syntax associated with Project-based Learning. In addition, the teachers provided an overview of the linguistic characteristics of the short story genre before assigning the students the task of composing their own short stories. Regarding the issues encountered, both teachers experienced difficulties effectively managing their time while adopting Project-based Learning. They also needed help fostering students' enthusiasm to engage in writing activities. Furthermore, they faced challenges in successfully integrating Project-based Learning with the Cambridge A-level curriculum and the CCP framework, which encompasses the development of character, communication skills, and problem-solving abilities. Additional findings from this study, following an analysis of the creative writing documents produced by the students, indicate that the average scores for the four writing components were excellent. Specifically, the organization component received an average score of 19.25, vocabulary received an average score of 18.87, grammar received an average score of 22.37, and mechanics received an average score of 4.5. Furthermore, the content component of writing achieved an average score of 25.12, which can be classified as good. Hence, while encountering specific difficulties, both teachers effectively implemented the six syntaxes of the Project-based Learning Model in their writing instruction, enabling students to enhance their creative writing skills.

Keywords: Project-based Learning Syntax, Challenges, Creative Writing

INTRODUCTION

In the twenty-first century, cognitive abilities are no longer thought to be a perfect predictor of a student's success. According to Wongdaeng & Hajihama, (2018), students must know how the future changes and prepare themselves with the needed abilities when life becomes more difficult. Students need to think critically to thrive in this competitive time to take the initiative and develop meaningful solutions when issues arise. Students must be able to collaborate well and have strong communication skills since, in this day and age, networking is crucial to success. They must also be imaginative and creative to keep up with the rapid developments.

Article According to Yusri et al. (2021) project-based learning (PjBL) is a type of learning model that uses a problem as a beginning stage for gathering and integrating new knowledge based on experience in practical tasks. Teachers must adopt a holistic teaching approach and design learning settings for their students that enable them to examine real-world issues, go deeper into their subject matter, and perform other significant tasks if they are to employ project-based learning effectively. Additionally, Wongdaeng & Hajihama (2018) stated that PjBL is multidisciplinary by nature, since it enables students to use their knowledge and abilities from a variety of academic fields to finish a project.

Project-based learning must be combined with activities to provide information depending on the skills wanted to be taught by teachers such as writing skill and learning of English. Writing abilities have emerged as one of the English skills with the biggest influence nowadays. People use it for non-verbal as well as verbal language when interacting with one another. The implication is that writing is a necessary form of communication and that it may be used to link people who are in various places and at different times. Students who can write well are better able to express their ideas and thoughts (Praba et al., 2018). Additionally, writing is a tool for learning; it allows students to deepen and expand their knowledge (Graham & Perrin, 2007). Moreover, Nappu et al (2022) stated that students are proficient in the writing process, familiar with the various types of paragraphs, and skilled at creating logical and appropriate paragraphs.

According to Ariyana et al. (2019), A project-based learning model involves students being actively engaged in problem-solving activities that are carried out in groups or independently through scientific stages and within a set time frame. The finished result is then presented to others. This is in accordance with the understanding of Widhiastuti et al (2023) who stated that project-based learning is a type of learning models that gives students practical experience in order to help them become more knowledgeable and imaginative in their work or projects. The aims of this learning model include assisting students in a group project that involves integrating a range of subjects (material) into the curriculum, letting students explore the information in ways that are personally important to them, and working together to undertake experiments. Skills development, practical experience, enhanced discipline, improved relationships between students and teachers, and a pleasant learning environment are some advantages of utilizing PjBL (Afifah, I., & Sopiany, 2017).

Hamidah et al. (2020) claim that the syntax of Project-based Learning is as follows:

(1) Selecting the Project Topics. Teachers should select a topic before moving forward with any other tasks. The topic and objective of the lesson should now be clear to the pupils. The methods used to choose the topic are as follows: Teachers could start by implementing

the Core Competence themes. Second, teachers engage their students by showing captivating images, films, and stories; (2) The preparation for communication. At the onset, the teacher initiates pre-communicative activities wherein they introduce new terminology and linguistic components that the students will afterward utilize to do the project successfully. (3) Asking Significant questions. Before commencing the learning process, the teacher has formulated some essential questions. Preparing meaningful investigations can enhance students' understanding of the project's objectives, facilitate the identification of the study's nature, and provide guidance throughout the process. (4) The task at hand involves the development of the project timetable. This process is facilitated by the teacher, who ensures that the project plan is acceptable, coherent, and viable for the students. The project planning activities aim to assist students in cultivating critical thinking skills by guiding project selection, problem-solving, organizing activities within the inquiry process, and creating a project schedule. This phase's primary objective is to enhance students' self-management, time management, and teamwork skills—the project's successful conclusion. (5) The primary goal of project implementation is to conclude the project phase successfully. Students engage in the process of project development, commencing with the initial stage of inquiry and progressing towards its ultimate culmination. This phase aims to facilitate the development of students' abilities in factual and informational analysis, problem-solving, and collaborative project work within their groups and the wider community. (6) Assessing the project's results. The purpose of assessing the project outcomes is to verify the individual responsibility of each group member for their respective project outcomes. As a component of formative assessment, the teacher may also evaluate student performance and project outputs. (7) Evaluating the Project. The score of the project is influenced by the consideration of educational activities by teachers and students. The instructor offers input regarding the project's deliverables. During this phase, students are encouraged to openly discuss the challenges they encountered while finishing the assignment and assess their proficiency.

Implementing project-based learning model can bring about numerous benefits, such as promoting critical thinking, problem-solving skills, and collaboration among students. However, there are also several challenges that teachers may face when implementing it. Here are some common challenges according to (Aldabbus, 2018) namely challenges to teachers, challenges to students, challenges to curriculum, challenges to school and challenges to parents.

Meanwhile, relating to creative writing Burroway & Stuckey-French (2007) state that creative writing is the art of using words to ignite the imagination, evoke emotions and express ideas. It involves crafting original works of fiction, poetry or non-fiction that are infused with personal style and a unique voice. Besides that, King (1947) states that creative writing refers to the act of taking an idea, experience, or emotion and transforming it into a piece of writing that is both original and meaningful. It is about using language to create something new and engaging, whether it is short story, a poem or a novel.

The technique of creating original and expressive writing by fusing language and imagination is known as creative writing. It entails creating literary works that go beyond factual or informative writing, such as fiction, poetry, theater, and other genres. The emphasis on narrative strategies, literary methods, and the study of themes, emotions, and perspectives are characteristics of creative writing. It is not unexpected that creative writing

takes on a variety of formats given that it is frequently experimental and original in nature. Various forms of creative writing exist, including poetry, short stories, novels, scriptwriting, comics, personal essays, and comedy writing (Durand et al., 2020).

Following current writing trends, integrating innovations into the classroom, creating writing environments where students may express themselves freely and imaginatively, and allowing students to develop lifelong writing abilities are all vital (Okur & Göçen, 2020). As a result, emphasis must be placed on teaching writing skills in schools in order to encourage pupils to write. Therefore, there is a term called creative writing. It is defined as possessing the ability to produce inventive, original literary works or compositions (Ramet, 2007).

Several studies explored into how project-based learning and creative writing were implemented. First, a study by Hakim et al (2016) examined project-based learning using Cartoon Story Maker and found that students who used Cartoon Story Maker and those who were taught using Comic Life in project-based learning of creative writing achieved significantly different levels of success in their writing. Ismuwardani et al (2019) investigation into the use of project-based learning to boost students' creativity and self-reliance in their poetry-writing abilities revealed a statistically significant rise in the use of project-based learning to foster students' creativity and self-reliance in their poetry-writing abilities. In addition, Giawa (2022) looked into a certain sort of creative writing and suggested that employing Project-based Learning writing would make students more engaged and capable of being critical thinkers for themselves and their teachers.

Previous studies have investigated the implementation of project-based learning on particular kinds of creative writing. Unfortunately, those studies mentioned previously mainly focused on the performance of Project-based Learning on certain types of creative writing, such as poetry, comic and narrative stories. In contrast, the short story still needs to be investigated. In addition, the challenges of implementing Project-based Learning should have been explored. Besides that, only some of the previous studies analyzed the results of students' creative writing using the five elements of writing. Considering the vacuity of research on the implementation of Project-based Learning in teaching creative writing and analysis of students' creative writing, this present research aims to explore the ways teachers implement Project-based Learning in teaching creative writing, its challenges faced, and analyze the students' short story as creative writing result.

Based on the previous explanation, the aims of this study are (1) to find out the way teachers implement Project-based Learning in teaching creative writing, (2) to investigate the challenges faced by teachers in implementing Project-based Learning in teaching creative writing, and to know (3) students' creative writing after Project-based Learning being implemented.

METHOD

This study employed a mixed-method design. The research methodology used a comprehensive data collection, analysis, and integration approach, incorporating both quantitative and qualitative data. The data was obtained from eleventh-grade students at SMA Dunia Harapan Makassar. The research focused on two English teachers selected by purposive sampling, employing specific criteria such as teacher certification and utilizing the Project-based Learning model in their teaching practices.

Data collection tools, observation lists, interview guides, and documents were utilized to obtain the necessary data. A study collected comprehensive data and validated the teacher's approach to adopting the Project-based Learning model for teaching creative writing. Moreover, the observation checklist was used to determine how the teachers used the project-based learning syntax. The interview was conducted with two English instructors who have adopted Project-based learning to teach creative writing. The researchers employed a semi-structured interview methodology to gather data about the difficulties encountered in implementing Project-based Learning in teaching creative writing. Finally, a document on students' creative writing was utilized to enhance the data acquired from the observation and interview, as well as to analyze the students' creative writing outcomes. The creative writing documents produced by the students were gathered, and a quantitative assessment of their quality was conducted using predetermined scoring criteria for writing, including content, organization, vocabulary, language use, and mechanics.

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FINDING AND DISCUSSION

1.1 *The Ways of Implementing Project-based Learning in Teaching Creative Writing*

This study examined teachers' strategies to implement Project-based Learning into creative writing instruction. The observation was conducted utilizing a standardized observation checklist. The teachers were watched for two meetings to ensure the complete implementation of Project-based Learning throughout the study.

Based on the observation findings, teachers have incorporated eight syntaxes of Project-based Learning: project topic selection, pre-communication activity, formulation of essential questions, project plan design, project timeline creation, project completion, project results assessment, and project evaluation. The present observation aligns with the results reported by Pentury et al., (2020) who documented that teachers effectively employed various syntaxes of Project-based Learning through the utilization of creative writing to foster creativity. In addition, a parallel can be drawn between their study and the present research regarding the initial phase of Project-based Learning, specifically the selection of project topics. During this stage, educators employed various media forms, such as short stories or videos, to acquaint students with the project they were about to undertake.

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This present research finding revealed that introducing linguistic features of the short story was important like what T1 and T2 did during the observation where they introduced figurative language and the tense used in a short story to ensure the students understood those things before starting to write. On the contrary, Ismuwardani et al., (2019) did not explain the linguistic features of the types of creative writing. They only did monitoring to each group and when the students had difficulty, they would give some feedback on it. This present study also observed teachers gave some feedback and consultation to the students, however the linguistic features were considered to be very crucial to be explained first before starting to write. Syarifah & Emiliasari (2019) also supported this finding related to introducing the linguistic features, they considered that the linguistic features of the type of fiction writing in their research was taught so that students could increase their understanding in the topic they wrote.

Another finding revealed in this present research regarding the success of Project-based Learning depended on how students collaborated with their group members, and

teachers had to arrange the group well to ensure that all group members were involved in creating the project. It is supported by Syarifah & Emiliasari, (2019) who stated that Project-based Learning allows students to be more collaborative and learn about networking and teamwork so that students who do not have good writing ability would feel included.

Table 1.
Observation Checklist

No	Learning Activities	Teacher 1		Teacher 2	
		Yes	No	Yes	No
A. Choosing the project topics					
1	Using the topic according to the basic competence.	✓		✓	
2	Stimulating students by showing pictures/videos/stories related to the topic for their creative writing activity.	✓		✓	
B. Pre-communication activity					
3	Providing vocabulary related to the creative writing topic and ask students to learn the linguistic features	✓		✓	
C. Asking Essential Questions					
4	Showing interesting videos or presenting problems around and teacher gives question.	✓		✓	
D. Designing project plan.					
5	Decide the type of creative writing for their project.	✓		✓	
E. Creating Project Timeline					
6	Making project timeline	✓		✓	
7	Collecting the project timeline sheet from each group.		✓		✓
F. Finishing the project					
8	Asking the students to create the contents for their creative writing project.	✓			✓
9	Providing every group with consultation.	✓		✓	
G. Assessing Project Results					
10	Students present their creative writing projects and teacher conducts assessment	✓		✓	

11	Stimulating other group members to give questions.	✓	✓
H. Evaluating the project			
12	Giving feedback and reflection	✓	✓

Adapted from Hamidah et al., (2020)

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1.2 *The Challenges Faced by the Teachers in Implementing Project-based Learning*

Implementing Project-based Learning can bring numerous student benefits, such as promoting creative thinking, problem-solving skills, and student collaboration. However, teachers could also face challenges implementing Project-based learning (Aldabbus, 2018). Challenges came from the teachers, students, and curriculums in its implementation.

In terms of challenges to teachers, this research indicated that teachers found difficulties in managing their time well in implementing Project-based Learning. This finding is supported by Aldabbus (2018), who also revealed that using Project-based Learning often takes more time than other teaching methods, and it might delay the processes of presenting and covering the lessons created by the curriculum.

In terms of students, this research indicated that teachers found it challenging to enhance the students' motivation to write because writing is considered uninteresting for some students if it is not integrated with the appropriate learning model. Another challenge related to the students was that some seemed willing to dominate more, while others were passive. It is supported by Aldabbus (2018), who revealed that some students dominated the work and were not allowed to take active participation in the project. This challenge appeared because of having less exposure or training in group collaboration, and therefore, in this research, teachers revealed that the arrangement of the group and leaders' responsibilities were crucial. The groups must be set varied according to the student's achievement, and leaders must be able to guide their members and divide equal jobs for each member to ensure that all members would feel involved in the project.

Furthermore, this research revealed that students also faced a challenge in adding or expanding their ideas to write. This is also similar to the findings of Utami et al (2022) who also revealed that students' challenge was when they got stuck in the middle of writing and did not have ideas to continue. Before beginning to write, students should be knowledgeable enough by reading as many resources as possible to gain additional ideas for their short tale, according to the teacher who had been observed in this research.

Regarding curriculum, the present findings also revealed that teachers faced a challenge in integrating Project-based Learning with the Cambridge Curriculum and the school's internal curriculum. It is in line with Aldabbus (2018), who agreed that teachers can find it challenging to modify the curriculum so that it can be taught through relevant projects. Indeed, the curriculum challenge appeared because teachers needed more planning time. It is supported by Yang et al., (2021), who agreed that teachers had limited time to implement Project-based Learning. Therefore, an action needed to be taken to solve this; when teachers faced problems related to the curriculum, they would report it to the subject coordinator and share in a weekly meeting called SIT (share, inspire, and transform) to overcome it together.

1.3 Students' Creative Writing as the Results of Project-based Learning

To strengthen the data obtained from the observation and interview as well as to analyze the result of the students' creative writing, In this research, students' creative writing documents were analyzed and calculated quantitatively or using specific scoring criteria in writing such as content, organization, vocabulary, language use and mechanism.

Table 2

The Score of Students' Creative Writing (Short Story)

No	Group	Content	Organization	Vocabulary	Grammar	Mechanic	Score
1.	SCI 1	25	18	20	25	5	93
2.	SCI 2	25	20	18	23	4	90
3.	SCI 3	28	20	18	23	5	93
4.	SCI 4	25	20	18	20	4	87
5.	SOC 1	23	18	17	18	4	80
6.	SOC 2	25	20	20	25	5	95
7.	SOC 3	25	18	20	25	5	93
8.	SOC 4	25	20	20	20	4	89
Average		25,12	19,25	18,87	22,37	4,5	90

The short story that the students wrote and scored after using project-based learning to teach creative writing as shown on Table 2. There are eight groups altogether namely Science 1, Science 2, Science 3, Science 4, Social 5, Social 6, Social 7 and Social 8. Science means eleventh grade science program and Social means eleventh grade social program. Based on the table above, it is clearly seen that in terms of content, students' average score is 25.12 and it is classified as good. In organization, students' average score is 19.25 and it is classified as excellent. In vocabulary itself, students' average score is 18.87 and it is also classified as excellent. In terms of grammar, students' average score is 22.37 or classified as excellent while in mechanic, students' average score is 4.5 or classified as excellent as well. Based on the result of the analysis, it could be concluded that from five elements of writing, there is only one element of writing where students did not achieve the excellent classification which is content element while other four elements of writing, the students' average classification is excellent. As indicated by the good outcome, the students' excitement for fiction stories motivated them to write a short story as part of their creative writing and fiction writing tasks. This finding is line with Utami et al (2022) who revealed that most of the students were interested in and preferred fiction story.

Vocabulary constitutes a significant component within the realm of creative writing. The analysis of the student's creative writing revealed a notable proficiency in the vocabulary aspect, as indicated by an average score of 18.87. The present study demonstrates the successful implementation of project-based learning, which positively impacted students' vocabulary proficiency. As previously stated, the validity of the result was confirmed by the approval of both teachers during the early stage of project topic selection and the execution of pre-communicative activities. These exercises aimed to familiarize students with specific language relevant to their chosen topic, enhancing their vocabulary competency. This finding is substantiated by a prior investigation conducted by Nappu et al (2018), which showed that implementing suitable instructional methods in English language education enhanced students' vocabulary proficiency. Consequently, these students could utilize English concerning specific subject matter successfully. This finding is

consistent with a prior investigation in which teachers implemented Project-based Learning, leading to students attaining high scores in the vocabulary aspect of their writing assessments.

CONCLUSION

Teachers implemented all **syntaxes** of Project-based learning, starting from choosing the project topic until the stage of evaluating the project result. Another concern revealed in the implementation was the group setting and leaders' responsibility to divide equal jobs among their members to involve all students in creating the project and ensure that no students were left behind. In terms of the challenges, teachers mainly faced difficulties regarding teachers themselves, students, and curriculum. Related to the teachers, they faced problems managing their time for the project. Student's challenge stated by the teachers is related to their lack of motivation to write, and some students could be passive because of the dominant students in each group. For the curriculum, teachers found it challenging to integrate Project-based Learning with the Cambridge Curriculum and the school's internal curriculum (**CCP**), which stands for character, communication, and problem-solving. Therefore, the educational school administration devised a platform known as SIT (share, inspire, and transform) with the purpose of resolving any challenges or obstacles encountered by teachers within the classroom, specifically during the implementation of a learning model. Based on the assessment of five components of written expression, it is evident that the mean score for four aspects of writing was excellent: organization (19.25), vocabulary (18.87), grammar (22.37), and mechanics (4.5), but the content component of writing achieved a score of 25.12, which falls within the category of good.

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Wrong Form You may have used the wrong form of this word.

PAGE 6



Missing "," You may need to place a comma after this word.



Missing "," You may need to place a comma after this word.



Missing "," You may need to place a comma after this word.



Prep. You may be using the wrong preposition.

PAGE 7

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Article Error You may need to use an article before this word.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to use an article before this word.

PAGE 9



Wrong Form You may have used the wrong form of this word.



Article Error You may need to use an article before this word. Consider using the article **the**.

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