THE PROJECT-BASED LEARNING PRACTICES IN THE TEACHING OF WRITING COURSE

Ayu Fatmawati¹*; Bachrudin Musthafa²; Wawan Gunawan³

¹⁻³Department of English Education, Faculty of Language and Arts Education, Universitas Pendidikan Indonesia
Jl. Dr. Seriabudi No. 299 Bandung, West Java 40154, Indonesia
¹ayufatmawati@upi.edu; ²dinmusthafa@upi.edu; ³wagoen@upi.edu

ABSTRACT

The qualitative research aimed to observe Project-Based Learning (PjBL) implementation in writing courses viewed from the project types and the teaching-learning activities. Several activities in project-based learning implementation could be modified to meet various students' needs, unexceptionally in the same subject. The various patterns of PjBL often resulted in the bias of its implementation among teachers who wanted to conduct this teaching model. The participants were the lecturers who taught the Professional Writing course in the fourth semester. Data were collected using observation of classroom activities, semi-structured interviews, and documentation. The collected data were analyzed using thematic analysis, emphasizing identifying, analyzing, and interpreting patterns of meaning within qualitative data. The findings show that the project types are different in the form of the final output: business plans and video essays. The other findings find that there is a variety of teaching-learning activities, but they have identical project-based learning patterns, namely (a) preparation, (b) planning, (c) creating a project, (d) monitoring and revising, and (e) evaluation. PjBL provides some advantages for students. Thus, it is suggested that all EFL (English as a Foreign Language) lecturers implement those five project-based learning patterns in their classes.

Keywords: project-based learning, teaching-learning activities, writing course

INTRODUCTION

Project-Based Learning (hereafter PjBL) is a learning method in which students can learn and apply various skills (critical thinking, communication, collaboration, and creativity) through creating projects. Particularly, this method is simply recognized from its characteristics. There are seven essential characteristics of PjBL: in-depth investigation, originality of the product, active learning, independence and freedom learning, challenging questions/problems, collaborative learning, and product display (Shpeizer, 2019). Viewed from these seven characteristics, the implementation of PjBL will provide many advantages to students.

One of the advantages of PjBL is improving students' speaking, teamwork, and problem-solving skills and stimulating students to be active, communicative, creative, and innovative (Firdaus &

Septiady, 2023). Another advantage of PjBL is the flexibility of its method in use. The term "flexible" refers to the fact that this method can be used within and outside learning hours. Language expertise describes that one of the salient features of Project Work, known as PjBL, is a task with a planned outcome (Sultana, 2015) conducted both in and outside the class. Generally, students and teachers start making projects during the learning hours. However, if the project cannot be completed in class due to lack of time, students can add time to work on the project outside of learning hours. Besides, PjBL provides students to gain experience working collaboratively with their group members to explain their thoughts, negotiate, and accept diverse points of view. PjBL allows students to practice real-life jobs they may have to execute after graduation because PjBL facilitates students' synthesizing theoretical and practical knowledge (Shpeizer, 2019). According to Santhi,

Suherdi, and Musthafa (2019), PBL aids in learning 21st-century skills, increases problem-solving and critical thinking abilities, and provides learners with an opportunity to expand their material knowledge in a meaningful context. Furthermore, the PjBL activities can be changed to suit the needs as long as they still correspond to its features (Korkmaz and Kaptan cited in Du & Han, 2016). The modification makes the activities of PjBL seem different from one practice to another.

Literature acknowledges how PjBL implementation differs from one another. However, most previous research studies only focus on the perception towards PjBL (Haniah, Ngadiso, & Setyaningsih, 2021; Nitiasih et al., 2021; Puangpunsi, 2021), literature review on PjBL (Guo et al., 2020; Mohamad & Tamer, 2021); the benefits of PjBL (Chi, 2023; Myrtaj, 2018), and the relationship between PjBL implementation and increasing students' 4Cs abilities (Critical Thinking, Creative Thinking, Collaboration, and Communication) (Asman, Kumaro, & Barliana, 2022; Budiarti et al., 2021; Pardede, 2020; Priyatni & As'ari, 2019; Saimon, Lavicza, & Dana-Picard, 2023; Syahril et al., 2022). A limited number of studies compare PjBL implementations and recommend specific patterns to use. Therefore, the present research aims to fill the aforementioned gap guided by the questions: (1) what types of projects do students work on Professional Writing course? (2) What are the teaching-learning activities during the implementation of the project-based learning method?

In project-based learning, there must be a final outcome produced by students. Final outcomes can vary, such as written work, oral activity, and other tangible products (Stoller & Myers, 2019). These three types of outcomes can be developed into several types of projects (see Table 1).

Table 1 describes the types of projects students can create. The difficulty level of project types can be set according to the course's learning outcomes and the student level.

The project-based learning pattern of each implementation may vary since one benefit of PjBL is that its activities can be modified by the needs as long as it still refers to its characteristics (Korkmaz and Kaptan, cited in Du & Han, 2016). Thus, each expert has a different opinion about PjBL activities. According to Papandreu in Thuan (2018), there are

six stages of PjBL; they are (1) preparing the students before working on the project, (2) planning the project, (3) research or information gathering, (4) drawing conclusions upon the analysis in the previous stage, (5) presenting the project, and (6) evaluating the project by the lecturer (Papandreu cited in Thuan, 2018).

However, the other studies mention four stages in PjBL: (1) starting the project, (2) developing the ideas, (3) reporting the project, and (4) assessing the project for classroom activities (Argawati & Suryani, 2020). In the stage of starting the project, students have to make groups of five to six persons, choose the topic given, and analyze the topic. After that, students (in the group work) have to set and plan ideas for the project given during the second stage. Then, the students must submit the project they worked on in the reporting stage. Finally, the PjBL activity ends with the assessing stage, where every group does peer correction. Similar to Papandreu, Stoller and Myers (2019) also have stated that there are five PjBL stages, which cover: (1) planning, (2) obtaining information, (3) processing information, (4) displaying information, and (5) reflecting.

In addition, the other research has stated that there are seven stages of PjBL: (1) developing expected learning outcomes, (2) comprehending the idea of teaching materials, (3) developing skills, (4) creating a project-based theme, (5) marking the project proposal, (6) carrying out project tasks, and (7) presenting the project report (Jalinus and Nabawi in Syahril, Nabawi, & Safitri, 2021). Comparable to others, Firdaus and Septiady have also stated that there are six stages of PjBL, which cover defining the problem/question, planning the project, creating the schedule, monitoring the progress, assessing and evaluating the experience (Firdaus & Septiady, 2023). Besides, PjBL covers six stages: opening the lesson with challenging questions, planning the project, developing a schedule of activities, supervising the progress of the project, assessing the resulting project, and evaluating the experience (Rais in Armas, Aeni, & Radhiyani, 2023).

Table 2 describes the similarities and differences among the PjBL pattern. Among several patterns of PjBL proposed by experts, there are some similarities and differences. For example, the preparation pattern is only by Papandreou, while the project-making pattern is proposed by all the experts.

Although many studies have examined the

Table 1 Sampling of Tangible Project Types

Written	Oral	Other
Brochure	Debate	Community event (e.g., booth at Earth Day
Bulletin board display	Oral presentation	fair, charity/ fundraising event)
Email or letter	Panel discussion	Creation of materials for a local school
Literary magazine	Poetry reading	Digital story
Newsletter, wall newspaper	Role play	Power Point presentation
Paper (e.g., argumentative,	Simulation (e.g., board meeting, trade	Video creation
descriptive, proposal, research,	fair)	
report)	Theatrical	

variation of PjBL patterns in ELT (English Language Teaching), there is a lack of research on how the same patterns of PjBL are implemented through different teaching-learning activities. This research gap limits understanding of how to implement PjBL in some differences such as learning course, class level, student level, etc. Therefore, this research aims to explore how PjBL is implemented in the same course by different lecturers.

Table 2 The Summary of PjBL Pattern from Various Sources

Experts	Years	PjBL Patterns
Papandreu in Thuan	2018	Preparation, planning, research, conclusions, presentation, and evaluation
Argawati and Suryani	2020	Starting the project, developing, reporting, and assessing the project for classroom activities
Stoller and Myers	2019	Planning, obtaining information, processing information, displaying information, and reflecting
Jalianus and Nabawi in Syahril, Nabawi, R.A., & Safitri, D.	2021	Developing expected learning outcomes, comprehending the idea of teaching materials, developing skills, creating a project-based theme, marking the project proposal, carrying out project tasks, and presenting the project report
Firdaus and Septiady	2023	Defining the problem/ question, plan the project, create the schedule, monitor the progress, assessment, and evaluate the experience
Rais in Armas, Aeni, & Radhiyani	2023	Opening the lesson with challenging question, planning the project, developing a schedule of activities, supervising the progress of the project, assessing the resulting project, and evaluating the experience

METHODS

The methods explain how the author carried out the research. It must describe the research design clearly, the replicable research procedures, and how to summarize and analyze the data. The research is a case study because it aims to understand cases in full and in-depth (Hamied, 2017) related to the implementation of PjBL in writing courses.

The research participants are two writing lecturers (one taught class A and one taught class B) in one of the private universities in Kediri, East Java, Indonesia. The reason for choosing these two lecturers as participants is that they both taught the same course (a professional writing course) and implemented PjBL in their teaching-learning process. However, both lecturers apply different course outlines and do not coordinate with each other (see Table 3).

Table 3 An Overview of the Research Participants' Backgrounds

Initials	Gender	Tutored Class	Years of Teaching Experience	Age
WI	M	4A	3	31
SW	F	4B	8	40

Table 3 describes the detailed information about the participants. The table shows that both participants have some differences, such as gender, age, teaching experience, and tutored class. SW is older than WI. SW also has more teaching experience than WI. Besides, both of the participants assign different outcomes to the project. In WI class, the project's outcome is the business plan, while in SW class, the project's outcome is a video essay.

Data are collected using three instruments: observation fieldnote, semi-structured interview, and documentation. First, a classroom observation is conducted to get a more profound understanding of the classroom activities, in this case, the implementation of PjBL in the Professional Writing course. The instruments used in the classroom observation are a video recorder and field note.

Second, a semi-structured interview is conducted to explore the implementation of PjBL from the lecturers' point of view. The result of the interview is used to verify data obtained from observation. This is only conducted when the researcher wants to clarify findings in the observation data.

Third, documentation is needed to support the observation and interview data. There are two kinds of documents obtained from the lecturer, such as lesson plans and students' projects.

After collecting data, the data analysis is conducted. The data collection is in the form of video recordings, field notes, interview recordings, lesson plans, and students' projects. Those data will be analyzed using the qualitative framework (Miles & Huberman, 1994).

The data obtained in the observation are in the form of video recordings and field notes. There are some steps in analyzing the result of observation. First, the result of field notes is reviewed by watching the video of the learning process; second, the data are arranged and typed referring to the activities; then, the data of students' activity are categorized into some PjBL pattern.

The data obtained in the semi-structured

interview is voice recording. There are some steps in analyzing the result of observation. First, only the important recording of the interview is transcribed; second, since the interview is conducted in Indonesian, the transcript of the interview is translated into English; after that, the interview data are coded and categorized based on the research questions, and finally, the findings are interpreted.

The data obtained in the documentation are lesson plans and students' projects. There are some steps in analyzing the result of documentation. First, the researchers read the lesson plan and students' project carefully; second, they type some notes about the content of the lesson plan and students' project; finally, the findings are interpreted.

RESULTS AND DISCUSSIONS

First, this result attempts to answer the research question regarding student project types. The question is, "What types of projects do students work on in the Professional Writing course?" The observation indicates that there are two kinds of projects: business plan projects and video essay projects (see Table 4).

Table 4 Summary of the Course's Project

Teacher	Projects' Name	Descriptions
WI (Class A)	Business plan	It is a written plan that contains a summary and business objectives, working methods and financial/capital details, the composition of the owners and management, and how to achieve business goals.
SW (Class B)	Video essays	It is an essay in the form of a video that aims to persuade, educate, or critique. The video analyses a specific topic, theme, person, or thesis.

Table 4 describes that those two classes have different types of projects. The students in class A have to produce a business plan, while students in class B have to produce a video essay as the outcome of their project.

The first project, the business plan referred to in this project, is in the form of a proposal. It consists of a business' aims, ways of working, financial details, and the way to reach the business goals. It has at least four aims: to sharpen the plans that have been set or expected, to know the direction and purpose of the business, to achieve the goals to be achieved, and to seek profit from third parties such as investors, banks, or others. The lecturer said: "A business plan can help the businessman to minimize business risks that may arise in the future. Therefore, making a business plan

is something that business people must do before starting a business." For business people, composing a business plan is crucial since it can help the business owner start their business, get funding, make sure the business is always on track, predict the future risk, minimize the future risk, and up the business level.

There are five stages to making a business plan. Firstly, it identifies the business target and decides the vision and missions. It is also essential for business people to choose the customers or people who will use the product/service. After that, business people can arrange their business plans. Finally, arrange a complete business plan. It should be noted that a business plan consists of ten elements: (1) executive summary; (2) company background; (3) mission statement; (4) financial planning; (5) product or service description; (6) marketing plan; (7) competitor analysis; (8) operations; (9) SWOT (Strength, Weakness, Opportunity, Threat) analysis; and (10) timeline. An example of the students' business plans is displayed in Figure 1.

CHAPTER II
GENERAL DESCRIPTION OF BUSINESS PLAN

2.1 Business Activity Ideas

Lontong Pecel and Sayur are Indonesian traditional foods. In this new innovation, Lontong Pecel and Sayur will have additional menus in it such as: fried intestines and others. The packaging is also different, can be ordered in a box or wrapped as usual. This will make the package of Lontong Pecel and Sayur become more simple and convenient.

2.2 Market Opportunities

Lontong pecel and sayur has a chance of business were good and one of the businesses which is easily met. In addition to the culinary is also has different characteristics. This is the analysis of SWOT products Lontong Pecel and Sayur.

1. Strength

This lontong has additional menus, more simple presentation and not additional preservatives. So this product can persuade the kinds of customer. From young, adult and old. Sometimes, the children like to get additional menus. So that, this product can be consumde by consumed by all people.

2. Weakness

This productis has some of weakness.

a. Not durable

It means that Lontong cannot hold long time. The customer cannot save lontong to eat whenever they want. So that, you can make order to get Lontong when you want to eat. Of course, it is fresh because it has just made.

b. Easily to imitated

Lontong is a general food. Everyone can make this product although it has additional menus. So that, the seller must check the development of product

Figure 1 The Example of a Student's Business Plan Project

Figure 1 illustrates the business plan arranged by the student. One of the parts of a business plan is a general description, which covers business ideas, market opportunity, business opportunity, and business threat.

The result of the interview is that mistakes are still found in the projects made by students even though the lecturer has repeated explanations several times and given examples of a good business plan. The lecturer has said, "There are still several errors in student projects, but they have not been corrected because these errors were only discovered during consultation. Meanwhile, consultation activities that are too close to the deadline mean students do not have enough time to revise them". There are five common mistakes found in the project: (1) the students often omit executive summaries; (2) the company background that should explain the company's history, but the students did the wrong. Most students fill it with the reason for choosing the business theme; (3) financial planning, where there is an error in calculating the break-even point (BEP); (4) unclear SWOT analysis; and 5) evaluation part, which the students often omit. Unfortunately, the students do not have enough time to revise the mistakes because their awareness to consult their assignments is still low. The students want to consult their project near the due date.

The second project, video essay, is the latest trend among academics. Academics publish their scientific works as videos. The video essay is defined as a visual form of academic themes combining text, sound, and images to make it easier to convey ideas digitally. The lecturer has said, "The combination of text, sound, and image can increase the reader's interest in the text." It aims to persuade, educate, or critique a specific topic, theme, person, or thesis. There are four steps to making a video essay: (1) planning, (2) storyboarding, (3) finding, filming, editing, and (4) reference and credit.

In the planning step, writers should plan video topics and equipment and make short notes to facilitate the delivery flow. In the storyboarding steps, the activities are creating a video story outline to make it more organized and creating a visual image in each desired scene. The next is finding, filming, and editing. In this step, the writer should prepare video footage, make their recordings, and then edit the footage and personal recordings according to the needs of the video essay. Finally, in the reference and credit steps, the writer should write content references to avoid plagiarism and write credits as a form of appreciation (see Figure 2).

Figure 2 illustrates how video essays are made by the students. It covers the excerpts of student essays that have been approved by the lecturer, illustrations that support the content of the essay, and supporting voices. The students have to post the video essay project on two platforms with the conditions: (1) a one-minute video to upload on Instagram, (2) posted on each student's Instagram account, (3) tagging the lecturer's Instagram account @wulandsyam and the faculty's Instagram account @fkip.uniska.kediri, (4) attaching the hashtag #videoessayprofessionalwriting2021, (5) After steps one to four are done, upload the full version of the video essay on the student's YouTube channel, (6) write the complete video essay link in the Instagram bio, and (7) send the video essay narration in the lecturer's email.

Figure 2 The Example of a Student's Video Essay Project
Source: https://youtu.be/5yW7smvy_r4

However, mistakes are still found in the student's project. Firstly, there are some content and mechanical errors in the students' project. Secondly, most students detect plagiarism when they consult their project, but this can be handled with the help of a plagiarism-checking machine so that students can reduce the plagiarism rate by up to 35%. Thirdly, there is a misunderstanding of information received by students about the components of video script and video essay that influences the result of the student's project. For the video script, the main content should come from an essay that has been approved, and then scene details should be added so that it is like a script in general. Meanwhile, for video essays, most of them imitate the format of vlogs. The vlog stands for video log, which is known as a video blog. It is a form of blog for which the medium is the video (Garfield & Tames, 2006). The lecturer has said, "The second question is, what are the teaching-learning activities during the implementation of the project-based learning method?"

Table 5 Students-Lecturers' Activities

Class	Activities
A	Delivering materials
	Deciding themes and making the timeline
	Working in project outside the learning hours
	Consulting the project to the lecturer and revising the project based on the comments from the lecturer
	Collecting the project
B	Delivering materials
	Deciding themes
	Researching/ information gathering
	Working in project outside the learning hours
	Monitoring and revising project
	Collecting the project

Table 5 describes the result of the observation. It indicates that there is a different activity between the A

and B classes. The differences in activities are adjusted to the conditions and needs of the class.

In class A, the lecturer begins the PjBL method by delivering the materials about business plan material through the lecturing. The PowerPoint slides also show to make students easily understand and help the lecturer to explain the materials. The materials consist of definitions, aims, functions, stages to make the business plan, and elements that should exist in the business plan. At the end of the explanation, the lecturer provides an example of each component in the business plan. The next day, the lecturer sends the whole part of the business plan as a proposal through WhatsApp Group (hereafter WAG) and asks the students to read it. After reading the business plan, students have to decide the themes of their business plan. At the beginning of the PjBL activity, the students plan their projects.

The next activity is composing a student's business plan; the process of composing a business plan is known as conducting the project. The process is conducted outside the classroom, but the lecturer continuously monitors the student's progress through the consultation session. The lecturer shares the consultation schedule through the WAG and asks the students to choose the appropriate time. The consultation session is known as the monitoring stage because the lecturer monitors students' progress and gives some feedback through the students' projects. Finally, students should collect their business plan project to be scored. The project process (from explaining the business plan to collecting the students' business plan) takes about a month.

In class B, the lecturer begins the PjBL method by sending the materials titled "20 jobs for a writer" through WAG and asking the students to read the materials themselves. The materials explain about 20 possible jobs for writers and their descriptions. At the end of the materials, the lecturer gives a task for students to choose one of 20 jobs for writers and the reasons for choosing it and asks them to collect it through Google Forms. Choosing the writer's job is the beginning of PjBL implementation, in which students plan their projects. After filling out the Google Form, the students are asked to do simple research about the job writer that they have chosen. Then, the students can arrange an essay draft about that topic. This activity takes about a week.

Afterward, the lecturer explains the video essay and provides an example. After that, the lecturer allows the students to conduct their projects. During the process of conducting the project, the lecturer asks the students to report their progress regularly through a Google Form. This activity aims to monitor the student's progress and control so that their projects are carried out by existing regulations. If things deviate from the project provisions, the teacher will provide comments so that students revise the work as fast as possible. The monitoring and revising activities are conducted three times. It starts when the students conduct their projects and ends when the time to collect them comes.

The research uses content analysis to analyze project-based learning patterns implemented by lecturers. Researchers look at the activities carried out by lecturers and students during one semester; then, the activities of each of these activities are analyzed and grouped according to the PjBL pattern (see Table 6).

Table 6 The Identified PjBL Pattern

Class	Activities	PjBL Pattern
A	Delivering materials	Preparation
	Deciding themes and making the timeline	Planning
	Working in project outside the learning hours	Creating project
	Consulting the project to the lecturer and revising the project based on the comments from the lecturer	Monitoring & revising
	Collecting the project	Evaluation
B	Delivering materials	Preparation
	Deciding themes	Planning
	Researching/information gathering	Creating project
	Working in project outside the learning hours	
	Monitoring and revising project	Monitoring & revising
	Collecting the project	Evaluation

Table 6 describes that Classes A and B have the same PjBL pattern even though the activities are different. The first pattern is preparation (Papandreu in Thuan, 2018). As mentioned in Table 2, the lecturer adopts the preparation pattern from Papandreu's research.

The activity in the preparation pattern is delivering material by the lecturer. Understanding materials is a basis for developing a good project. Therefore, lecturers begin the course by explaining the detailed materials accompanied by examples and ensuring the students understand the materials clearly. In this pattern, there is almost no difference. The difference lies in how the material is delivered, whereas in class B, the teacher asks students to understand the material themselves and explain it at the next meeting. The other differences are found in the way of delivering examples. In class A, the example is given in the preparation stage, while in class B is not. It is given in the stage of creating a project. The following pattern is planning (Rais in Armas, Aeni, & Radhiyani, 2023; Firdaus & Septiady, 2023; Stoller & Myers, 2019; Papandreu in Thuan, 2018). As mentioned in Table 2, most of the experts implement the planning pattern.

The activity in the planning pattern is deciding themes. The students are asked to decide the topic

they want to make for the final project. In class A, the final project is making a business plan, so students are asked to decide what business they want to do. While in class B, the final project is making a video essay about 20 jobs for writers, so students are asked to choose one of the jobs for the writer. The lecturer controls the decision-making activity. Besides, in class B, the lecturer also asked the students to write down their reasons for deciding on the topic and report it through Google Forms. The third pattern is creating the project (Argawati & Suryani, 2020; Rais in Armas, Aeni, & Radhiyani, 2023; Firdaus & Septiady, 2023; Jalianus and Nabawi in Stoller & Myers, 2019; Syahril, Nabawi, & Safitri, 2021; Papandreu in Thuan, 2018). This pattern covers three general activities: researching, designing, and arranging the project. After students know what they want to make for the project, they can find some related information (hereafter researching) to support the project making. The students have to search for information and then read it so they can imagine their project's design. Researching means finding any supporting information that can help students design their projects. If the students have enough data, they can start designing their final project. Designing here means planning the framework of the project and putting the plan into writing. The students can check their preparation and meet the missing parts in this activity. After the design is finished, the students can start to do the project.

The following pattern is monitoring and revising (Rais in Armas, Aeni, & Radhiyani, 2023; Firdaus & Septiady, 2023). The lecturer monitors each activity in the fourth pattern. So, it can be said that conducting the project, monitoring, and revising run together. While the students are conducting their project, the lecturers monitor their work and give some notes if something wrong is found or missing in their project or work. Afterward, the students revise their work according to the lecturer's suggestions. These activities are carried out repeatedly until the time for the collection of tasks arrives. The revising activity aims to avoid fatal errors when submitting assignments. Besides that, this activity is also a means for students who want to consult their work. For the lecturers, these activities can take the students' activity value.

The last pattern is evaluation (Argawati & Suryani, 2020; Rais in Armas, Aeni, & Radhiyani, 2023; Firdaus & Septiady, 2023; Papandreu in Thuan, 2018). It is different from other patterns that involve both students and lecturers. Students collect the project in the evaluation, but the lecturers work hard to score the students' projects. To give an objective score, the lecturers must analyze the project carefully and match it with the assessment rubric. The scores are announced at the end of the semester. After the score is uploaded, the lecturer evaluates the whole teaching-learning process during one semester. It is used as a basis for arranging future courses.

As mentioned in Table 5, class A has five activities, while class B has six activities implemented. Those activities cover the learning process, structured assignments, and independent activities. According to the Regulation of the Minister of Education and Culture No. 3 of 2020 Article 19, the learning process in the form of lectures, responses, or tutorials consists of (a) learning process activities of 50 minutes per week per semester; (b) structured assignment activities 60 minutes per week per semester; and (c) 60 minutes of independent activities per week per semester (Mendikbud RI, 2020). Besides, the chosen PjBL method to realize the structured assignment following the Kampus Merdeka program that Junaidi (2020) revealed is the three methods that can help teachers implement the structured assignment: project-based learning, case-based learning, and collaborative learning.

At the beginning of the teaching-learning activities, the students (guided by the lecturer) plan some activities and divide tasks to guide them in completing the final project. Thus, the implementation of PjBL in this present research affects the students' interest in conducting research on their project, engages them in the learning process, and stimulates their students' creativity (Myrtaj, 2018). The advantages can be seen in the dominant role of students in the learning process. The activities of PjBL start in the classroom but get completed outside the class under the teacher's instruction. So, the limited learning time in the classroom is not an obstacle to learning.

Related to the project details, those two classes have different final projects: a business plan project and a video essay project. In the business plan project, students are not only required to be proficient in writing but also to think critically and creatively to create a unique and competitive business idea. In addition, students are also required to have good communication skills so that their business ideas can be conveyed appropriately. Therefore, completing the business plan project has covered eight features of constructivism theory (Alt, 2014) that facilitate students to develop their 4Cs (Saimon, Lavicza, & Dana-Picard, 2023). In the video essay project, students are required to compose a communicative essay through video. In this project, students do not necessarily make a video, but they have to make an essay, which is then developed into a script. It means that students are not only required to be proficient in writing but students are also required to speak fluently and be able to operate technology, especially video making. Hence, in the video essay project, the lecturer tries to integrate students' communicative competence with their English skills (Pardede, 2020).

Related to the teaching-learning activities, the two classes have different activities. Thus, it is in line with the statements from Korkmaz and Kaptan that the activities of PjBL can be modified by the needs as long as it still refers to their characteristics (Korkmaz and Kaptan cited in Du & Han, 2016). In addition, both lecturers have implemented various teaching platforms to help them organize online learning, but not all teaching platforms are effective because each has advantages and disadvantages. Both lecturers use

WhatsApp Group as a learning media for delivering information and asking questions with quick responses. Then to hold conventional learning, such as lectures and presentations by students, the lecturers use Zoom Meeting or Microsoft Teams. Additionally, to collect students' tasks, the lecturer uses google forms, YouTube, and Instagram. Collecting projects through YouTube and Instagram makes assignments easily accessible to others so that student project students can be helpful to the broader community, mainly social media users.

CONCLUSIONS

The variation of PjBL activities sometimes confuses beginners who want to implement it. To address the problem, the research aims to explain the possible project types and some modified activities during the implementation of PjBL. First, the research has two project types: a business plan and a video essay. A business plan is written in the form of a proposal, while the video essay is a visualization of the student's written essay, which includes essay, video, and sound. In determining the project type, the lecturers should refer to several aspects, such as students' learning outcomes, students' level, and the goals of the course.

Second, the activities between class A and class B are different. In class A, the activities are delivering materials, deciding themes and making the timeline, working on the project outside the learning hours, consulting the project to the lecturer and revising the project based on the comments from the lecturer, and collecting the project. In class B, the activities are delivering materials, deciding themes, researching/ information gathering, working on the project outside the learning hours, monitoring and revising the project, and collecting the project. In deciding the PjBL activities, the lecturer should consider three aspects: the project itself, teaching-learning activities, and the PjBL pattern selection. The lecturer must consider the learning goals and adapt them to the project given to students.

In addition, although the PjBL activities implemented are different, the same PjBL pattern is found in the two classes. Five PjBL patterns are found in this research: preparation, planning, creating a project, monitoring and revising, and evaluation. Those five patterns are modified from some PjBL expertise.

For further research, the suggestion is to invite more participants (novice and experienced lecturers) and conduct research in the other language skills to see if more PjBL patterns occur when implementing project-based learning.

REFERENCES

Alt, D. (2014). The construction and validation of a new scale for measuring features of constructivist learning environments in higher education. *Frontline Learning Research, 2*(3), 1-28. https://doi.org/10.14786/flr.v2i2.68.

Argawati, N. O., & Suryani, L. (2020). Project-based learning in teaching writing: The implementation and students' opinion. *English Review: Journal of English Education, 8*(2), 219-226. https://doi.org/10.25134/erjee.v8i2.2120.

Armas, F. M., Aeni, N., & Radhiyani, F. (2023). The application of project-based learning in speaking class at the English Language Education study program. *Journal of Technology in Language Pedagogy, 2*(2), 262-277.

Asman, A., Kumaro, M., & Barliana, M. S. (2022). Integration of 4Cs skills into learning by using the project based learning (PjBL) model to face the challenges of the 21st century. *Proceedings of the 4th International Conference on Innovation in Engineering and Vocational Education (ICIEVE 2021), 651*, 88-93. https://doi.org/10.2991/assehr.k.220305.018.

Budiarti, M., Ferguson-patrick, K., Macqueen, S., & Reynolds, R. (2021). Global project-based learning as an approach to teaching the 4Cs in schools. *Journal of International Social Studies, 11*(1), 33-62.

Chi, D. N. (2023). Benefits of implementing project-based learning in an English for business course. *Journal of Ethnic and Cultural Studies, 10*(3), 55-71. https://doi.org/10.29333/ejecs/1549.

Du, X., & Han, J. (2016). A literature review on the definition and process of project-based learning and other relative studies. *Creative Education, 7*(7), 1079-1083. http://dx.doi.org/10.4236/ce.2016.77112.

Firdaus, F., & Septiady, A. (2023). The effect of project-based learning on the students' speaking ability. *Journal on Education, 5*(3), 10105-10112. https://doi.org/10.31004/joe.v5i3.1900.

Garfield, S., & Tames, D. (2006). *Media revolution: Podcasting (part 2)*. Retrieved on July 21, 2022 from https://web.archive.org/web/20060814044000/http://www.nefilm.com/news/archives/2006/02/podcasting.htm.

Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research, 102*, 101586. https://doi.org/10.1016/j.ijer.2020.101586.

Hamied, F. A. (2017). *Research methods: A guide for first-time researchers*. Bandung, Indonesia: UPI Press.

Haniah, A. U., Ngadiso, N., & Setyaningsih, E. (2021). Students' perception on the implementation of online project-based learning in teaching 4Cs. *Indonesian Journal of English Language Teaching and Applied Linguistics, 6*(1), 123-140. http://dx.doi.org/10.21093/ijeltal.v6i1.895.

Junaidi, A. (2020). *Panduan penyusunan kurikulum pendidikan tinggi.* Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.

Mendikbud RI. (2020). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.

Menteri Pendidikan Dan Kebudayaan RI, pp. 1-76.

Miles, M. B., & Huberman, M. A. (1994). *Qualitative data analysis: An expanded sourcebook.* California, USA: SAGE.

Mohamad, A., & Tamer, Y. (2021). A review of literature on project-based learning inside language education. *Turkish Online Journal of English Language Teaching, 6*(2), 79-105.

Myrtaj, L. (2018). The benefit of using project-based learning. *European Journal of Research and Reflection in Educational Sciences, 6*(6), 48-55.

Nitiasih, P. K., Budiarta, L. G. R., Adnyayanti, N. L. P. E., & Erinaryani, N. N. (2021). Dealing with project based learning during COVID-19: Teacher's perception using educational video as ELT media. *Language Circle: Journal of Language and Literature, 16*(1), 118-124.

Pardede, P. (2020). Integrating the 4Cs into EFL integrated skills learning. *Journal of English Teaching, 6*(1), 71-85. https://doi.org/10.33541/jet.v6i1.190.

Priyatni, E. T., & As'ari, A. R. (2019). Project-based learning paper: Learning model to Develop 4cs (critical and creative thinking, collaboration and communication skills). *1st International Conference on Education, Social Sciences and Humanities (ICESSHum 2019).* (pp. 441-448). https://doi.org/10.2991/icesshum-19.2019.72.

Puangpunsi, N. (2021). Learners' perception towards project-based learning in encouraging English skills performance and 21st century skills. *Thaitesol Journal, 34*(1), 1-23.

Saimon, M., Lavicza, Z., & Dana-Picard, T. (2023). Enhancing the 4Cs among college students of a communication skills course in Tanzania through a project-based learning model. *Education and Information Technologies, 28*, 6269-6285.

Santhi, D., Suherdi, D., & Musthafa, B. (2019). ICT and project-based learning in a rural school: An EFL context. *Proceedings of the Third International Conference on Sustainable Innovation 2019 – Humanity, Education and Social Sciences (IcoSIHESS 2019).* (pp. 29-35). https://doi.org/10.2991/icosihess-19.2019.5.

Shpeizer, R. (2019). Towards a successful integration of project-based learning in higher education challenges, technologies and methods of implementation. *Universal Journal of Educational Research, 7*(8), 1765-1771. https://doi.org/10.13189/ujer.2019.070815.

Stoller, F. L., & Myers, C. C. (2019). Project-based learning: A five-stage framework to guide language teachers. In *Project-Based Learning in Second Language Acquisition* (1st Edition, pp. 25-471). https://doi.org/10.4324/9780429457432.

Sultana, M. (2015). Proposing project based learning as an alternative to traditional ELT pedagogy at public colleges in Pakistan. *International Journal for Lesson and Learning Studies, 4*(2), 155-173. https://doi.org/10.1108/IJLLS-09-2013-0049.

Syahril, S., Nabawi, R. A., & Safitri, D. (2021). Students' perceptions of the project based on the potential of their region: A project-based learning implementation. *Journal of Technology and Science Education, 11*(2), 295-314. https://doi.org/10.3926/JOTSE.1153.

Syahril, S., Purwantono, P., Wulansari, R. E., Nabawi, R. A., Safitri, D., & Kiong, T. T. (2022). The effectiveness of project-based learning on 4Cs skills of vocational students in higher education. *Journal of Technical Education and Training, 14*(3), 29-37. https://doi.org/10.30880/jtet.2022.14.03.003.

Thuan, P. D. (2018). Project-based learning: From theory to EFL classroom practice. *Proceedings of the 6th International Open TESOL Conference.* pp. 327-339.