



The Implementation of Genre-Based Approach Through Project-Based Learning in Teaching Writing

Nur Khasanah✉, Abdurrachman Faridi, Sri Wahyuni

Universitas Negeri Semarang

Article Info

Article History:

Accepted 30 March 2023

Approved 8 June 2023

Published 15 September 2023

Keywords:

Genre-based approach, project-based learning, writing skills, recount text, perception, experience, reflection.

Abstract

Writing is one of the six elements of English in the Emancipated Curriculum that must be mastered by Phase E (10th-grade) students. It is a productive skill that proves challenging for students. Considering this, a genre-based approach and project-based learning will be the best techniques for the teacher and students to achieve the learning target. This study aimed to explain the implementation of a genre-based approach through project-based learning in teaching writing. The research design was a qualitative case study conducted at SMKN 1 Temanggung. The participants of this study were thirty-six students and one English teacher. The instruments used in this study were observation class, interview, questionnaire, and document review. The data were analyzed using an interactive analysis model based on Miles and Huberman (1994). The results show that the planning stage of using a genre-based approach through project-based learning was found in the teaching documents (the syllabus, lesson plan, and learning materials), the practice of using a genre-based approach through project-based learning was manifested in the teaching and learning activities, and the assessment of using it was conducted through formative assessment by giving the written test and work performance. So, it was concluded that the use of a genre-based approach through project-based learning was implemented in teaching writing. This holistic study contributes significantly to the understanding of effective pedagogical practices, providing a unique perspective on combining these approaches to enhance students' writing skills. It underscores the potential of this combined approach, offering a valuable contribution to the field of language education, especially in teaching writing skills.

✉Correspondence Address:

Kelud Utara 3 Kampus Pascasarjana UNNES 34572

E-mail: nkhasanah438@students.unnes.ac.id

P-ISSN 2087-0108

E-ISSN 2502-4566

INTRODUCTION

In the National Curriculum, English learning plays a pivotal role in shaping students into lifelong learners with a Pancasila Student Profile characterized by qualities such as faith, nobility, independence, critical reasoning, creativity, cooperation, and global awareness. Achieving the Pancasila Student Profile involves utilizing written texts, visual and oral materials, and integrated activities in the learning process. English, challenging for students alongside technical terms, deviates from their everyday language use.

Writing, being a productive skill, proves challenging for students. Students not only need help in learning how to write, but also in understanding how texts are shaped by topic, audience, purpose, and cultural norms (Hayland, 2002). They often require more time to complete tasks, especially in writing skills, due to various factors, such as the difficulty in producing quality text quickly. The students need to inquire into the details of text types and understand their social function, language features, and schematic structures accurately. Additionally, they often find conventional learning models boring. Furthermore, writing skills are one of the six elements of English in the Emancipated Curriculum that must be mastered by Phase E (10th-grade) students. Considering this, a genre-based approach and project-based learning will be the best techniques for the teacher and students to achieve the learning target. Both of these methods are considered optimal techniques for students to achieve learning targets, particularly in writing skills.

The genre-based approach was regularly used in teaching language as an appropriate method for learning writing. Therefore, much research has been undertaken in this field of study. For instance, some researchers found that a

genre-based approach enhances the students' writing skills (Dong & Lu, 2020; Herman et al., 2020; Irawansyah, 2016; Pham & Bui, 2021). Wijayatiningsih et al. (2021) pointed out that genre-based writing courses explained that writing was a complex skill and required stages of creating a coherent text. Simultaneously, the genre-based approach stands out as a precise method for understanding various types of texts. That means this method was not only for the students but also helped the teacher in teaching writing. It has four stages based on the texts in English learning and discusses the same topic. They are building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text (Emilia, 2011), as cited in the Standard Curriculum and Educational Assessment number 008/h/kr/2022 in the Emancipated Curriculum.

Within the Vocational High School Curriculum, English is an integral component of vocational courses with learning objectives focused on tangible outcomes. Project-based learning guides students to acquire knowledge through understanding, application, and action. The expectation is that students will develop knowledge, skills, and attitudes, serving as assessment criteria for teachers (Markham, 2000, cited in HOTS-Oriented Module: Project-Based Learning). Project-based learning proves to be a fitting model for application in all vocational courses, including English, aiding students in acquiring writing skills more effectively. The project-based learning is the central activities incriminate new knowledge of transformation and construction (Shekar, 2007, as cited in Sharma et al., 2020). Project-based learning can improve students' learning outcomes (Asa, 2020; Sudiro, 2020; Prasetya, 2019). Wahyuni (2014) noted that project-based learning involves the students' awareness of the

benefits of Linguistics and Educational Research classes. Rahmawati et al. (2023) stated that project-based learning can explore students' creative learning in writing skills. In this case, this model could help the students get the English product of writing skills more easily. Samsiyah et al. (2020) claimed that implementing project-based can improve the students' achievement in social studies of learning. Kim (2021) noted that project-based learning could demonstrate L2 learners' ability to conceptualize, apply, and reconstruct scientific knowledge through the Invention-Based Learning project and their linguistic and conceptual development through writing. Rahman (2021) revealed that teachers' perceptions of project-based learning were appropriate to their plan, implementation, and assessment of it.

The previous studies consistently examined the genre-based approach and project-based learning in separate ways. Each of the studies demonstrates positive outcomes. However, there is a lack of studies that combine these two approaches in a single learning context. SMKN 1 Temanggung, designated as a Sekolah Pusat Keunggulan (Center of Excellence) by the Directorate General of Vocational Education, Ministry of Education and Culture, has adopted the Emancipated Curriculum as its school model. Therefore, this study aims to investigate the implementation of a genre-based approach through project-based learning in teaching writing, especially the recount text to Phase E (10th-grade) students at SMKN 1 Temanggung. It is expected that this study will contribute positively to both students and teachers at the institution.

METHOD

This study aimed to explain the implementation of a genre-based approach through project-based learning in teaching

writing to Phase E (10th-grade) students of SMKN 1 Temanggung. The research design employed in this study was a qualitative case study. This approach involves an intensive examination of a phenomenon over time within its natural setting, typically at one or a few sites (Bhattacharjee, 2012). The chosen research site for this study was SMKN 1 Temanggung, with two primary research participants: The English teacher and thirty-six students from the X ATP-4 (Plantation Plant Agribusiness) program. The collected data were qualitative, and four instruments were used for data collection: The observation checklist, interview guide, questionnaire, and document review.

The data collection procedures consisted of four steps:

First, it was an observation. The observation checklist was developed from the teaching module (lesson plan). Simultaneously, the English teaching and learning process was observed to gather essential information on implementing the genre-based approach through project-based learning in teaching the writing of recount text.

Second, an interview was conducted with both the teacher and students. This step aimed to enrich the data obtained from the observations. The interview was a face-to-face semi-structured interview and the questions were developed from the teaching documents. Interviews were conducted after the observation phase was completed, with notes and recordings made to preserve authentic information. There were nine students participated in this data collection process.

Third, a questionnaire was distributed to both students and the teacher to gather additional information. It was closed-ended with five statements on the Likert Scale to reach the students' responses. The five statements in the questionnaire were developed from a

teaching document (lesson plan). This step took place on the day following the completion of the interviews with students and the teacher.

The final procedure involved collecting relevant documents, particularly from the document review form of the planning stages and the teacher's assessments. The document is a set of physical evidence that is used by the teacher to understand the research phenomenon. The planning stages consist of the syllabus, lesson plan, and learning materials. Moreover, the rubric scoring and observation sheets were documents for assessment. This step was undertaken after the completion of observations, interviews, and questionnaires focused on implementing the genre-based approach through project-based learning in teaching the writing of recount text.

Data analysis was conducted based on observation reports, interview transcripts, questionnaire notes, and document reviews. The analysis followed an interactive model, drawing upon the framework proposed by Miles and Huberman (1994). The data analysis process encompassed data reduction, display, conclusion drawing, and data collection in an interactive cyclical process.

RESULTS AND DISCUSSIONS

The results data was obtained from the observation reports, interview transcripts, questionnaire notes, and document review. The following results and discussion of this study as follows:

The Planning Stage of Using a Genre-Based Approach through Project-based Learning.

In this section, the data were collected from the interview and document review to obtain the correct answer for the first research question. First, based on the

interview results, it was found that the Emancipated Curriculum has been used by this school. The English teacher has five teaching documents as guidance, which include syllabi, lesson plans, learning materials, learning media, and learning sources.

Furthermore, the teacher selected the genre-based approach and project-based learning, as indicated in the teaching documents. This choice was aligned with the learning materials, especially the type of text, and its relation to the genre. The teacher stated, "The method and model of learning that I used, matches the learning materials. Here, I chose the genre-based approach and the model of project-based learning because it is very understandable for the students in learning the recount text." These methods are highly suitable for teaching writing, with four stages in the genre-based approach and eight stages in project-based learning outlined in the main activities of the lesson plan, facilitating the quick delivery of material.

The teacher explained, "For the method of the genre-based approach, I utilized four stages: Building knowledge of the field, modeling of text, joint construction of the text, and independent construction of text. Additionally, for the model of project-based learning, I followed the eight stages such as giving essential questions, choosing a project topic, creating the schedule, designing the project, finishing the project, monitoring the process, presenting the project results, and assessing the project because it is helpful and provides an easy way to deliver the materials." These stages are considered the best steps for teaching writing and aiding the teacher in material delivery, as recorded in the main activities of the lesson plan.

The teacher taught the recount text materials sourced from the X English Book and the Internet Link. Notably, there was no label for the method and model in these

materials. However, the teacher included the genre-based approach and project-based learning in the syllabus and lesson plan, stating, "For the method and model of learning, I wrote directly in the teaching documents of the syllabus and lesson plan." This selection of methods and models aimed to make learning more exciting is documented in both the syllabus and lesson plan.

Second, based on the data analysis, it was found that the English teacher prepared to teach with documents referring to the Emancipated Curriculum, including the syllabus, lesson plan, learning materials, learning media, and learning sources. The data showed that the genre-based approach and project-based learning were documented in the syllabus's learning strategies and the lesson plan's primary activities. Learning materials were presented through slides, explaining the definition, social function, generic structure, language features, and types of the recount text, all related to the genre on the learning side. The learning sources were derived from the English Book for X Grade, a module, and the Internet. The method and model of learning were evident in the teaching documents of the syllabus, lesson plan, and learning materials, though not explicitly stated in the learning sources and media.

Based on the findings, it was identified that the genre approach and project-based learning were demonstrated in the teaching documents of the syllabus, lesson plan, and learning materials, aligning with the planning stage in the Emancipated Curriculum. These planning stages serve as the teacher's guidelines prepared before the beginning of the class, essential for achieving the learning target. It relates to the theory that strategy in the teaching and learning process is a plan that is carefully prepared to achieve the learning objective (Daud, 2020, as cited in Hermansyah et al.,

2023). The other theory, a genre-based approach to socially situated writing facilitates learning privileged forms of discourse (Martin & Rose, 2008). The teacher teaches the recount, a kind of text or genre on the learning materials side. Abbaszadeh (2013) argued in the research that a genre-based approach forward to second language pedagogy is open to course designers, materials developers, and language teachers.

Furthermore, Blumenfeld et al. (1991) elaborate on the processes of PBL: Project-based learning is a comprehensive perspective focused on teaching by engaging students in the investigation. Fernandes (2014) described project-based learning as a linking of theory to practice of real life. The other research showed that project-based learning is a vital instrument to push students' motivation and their learning (Pedersen, 2022).

The Practice of Using a Genre-Based Approach through Project-Based Learning.

In this section, data were collected through observation and a questionnaire to obtain a valid answer to the second research question. Based on the observation results, thirty-six students were active in the class, with a time allocation of 180 minutes over two meetings.

During the first meeting, the teacher implemented three stages of the genre-based approach and project-based learning. The stages of the genre-based approach included building knowledge of the field to familiarize students with the recount texts related to the given topic, modeling of text to understand the social function, language features, and structures of the recount text, and joint construction of text to enhance student's writing skills by organizing jumbled sentences into well-structured personal recount texts on their worksheets.

In the second meeting, the teacher assessed the students using the independent construction and project-based learning stages. Students worked on the project of personal recount text in groups without teacher guidance. Initially, they wrote in their notebooks and then transferred it to the assignment sheet. All groups collectively discussed and collaborated on their tasks. Finally, each group presented their discussion results in front of the class, with other students actively participating. The teacher provided feedback and assessed their work.

In this case, data were collected from the students' questionnaire, consisting of five statements on the Likert scale, and presented in the percentage model of the chart.

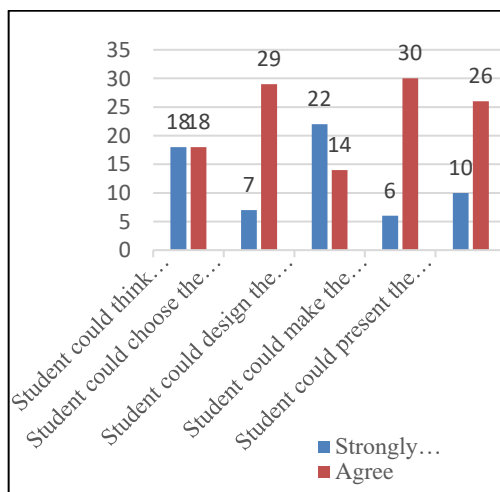


Figure 1. Questionnaire Result

According to Figure 1, for item 1, “By using a genre-based approach and project-based learning, I could think critically, creatively, and innovatively,” 50% of students strongly agreed, and 50% agreed. For item 2, “Using a genre-based approach and project-based learning, I could choose the project topic,” 19.4% of students strongly agreed, and 80.5% agreed. For item number 3, “By using a genre-based approach and project-based learning, I could design the project of personal recount

text well,” 61.1% of students strongly agreed, and 38.89% agreed. For item number 4, “By using a genre-based approach and project-based learning, I could make the project of personal recount text well,” 16.67% of students strongly agreed, and 83.3% agreed. For item number 5, “By using a genre-based approach and project-based learning, I could present the project result of personal recount text well,” 27.76% of students strongly agreed, and 72.2% agreed. Additionally, no students gave thick for disagree and strongly disagree.

Based on the findings, it was determined that the teacher adhered to the lesson plan as a guideline for teaching. A significant percentage of students, 88.9%, fell into the outstanding category, with 11.1% in the excellent category regarding its utilization. The teacher employed the four stages of the genre-based approach: Building knowledge of the field, modeling of text, joint construction of the text, and independent construction of the text, which were integrated into the main activities in the lesson plan. The teaching model of a genre-based approach proposed by Hammond (1992) involves four stages: Building knowledge of the field, modeling of text, joint construction of the text, and independent construction of the text (Emilia, 2016, p. 37, as cited in Luhur, 2023). Dirgeyasa (2016) viewed that a genre-based approach to writing covers distinctive dimensions in teaching and learning writing.

Furthermore, the teacher instructed the stages of project-based learning, such as giving essential questions, choosing a project topic, creating the schedule, designing the project, finishing the project, monitoring the process, presenting the project results, and assessing the project. The stages of project-based learning for language learning consist of three main stages: Planning, implementation, and

reporting (Stoller, 2006, as cited in HOTS-Oriented Module: Project-Based Learning, 2020). Garcia (2016) observed that project-based learning could improve students' meaningful learning during their course of study. Additionally, using project-based learning and quizizz was effective in teaching the writing of recount text and students were enthusiastic in writing lessons (Septiyani et al., 2023). It was found that the teacher used the stages of a genre approach combined with project-based learning in teaching writing.

The Assessment of Using a Genre-Based Approach through Project-Based Learning.

Based on the interview transcript results, both formative and summative assessments were conducted. Formative assessments were carried out at every meeting, while summative assessments were performed at the end of the learning materials evaluation. The teacher emphasized that the assessments were conducted independently for the English course. Formative assessments included writing and presenting performances, as well as class discussions. Additionally, skills assessments in writing and presenting were conducted through written tests and work performances.

The assessment for students' involvement in discussion sessions was conducted both in groups and individually, examining their active participation and providing feedback. The teacher explained that the written test, presented as the project form of the personal recount text, was given during the second meeting. Students worked in teams to complete their projects, and each group presented their discussion results in front of the class. The teacher provided feedback, acknowledging students who actively participated in the discussion. The teacher clarified, "There were two assessments, formative and summative. The formative assessment included the written

test in project form and work performance with a presentation in front of the class. The summative assessment, with an evaluation form in the written test, was conducted at the end of the learning material." These assessments were used to measure students' comprehension of the materials, specifically in English. The formative assessment involved the written test in the form of a personal recount text project, conducted after completing the materials. The teacher added, "The assessment was done independently, especially for English, in the project form where students created the text of a personal recount with their languages." The project was done in a group, and the assessment guidelines used the rubric scoring of the attitude and skills assessment." The assessment was given solely for English material and conducted in groups of six, using rubric scoring. Additionally, the teacher evaluated spiritual and social attitudes through observation during the learning process using observation sheets. Writing-presenting skills were assessed by evaluating project results and discussion outcomes during presentations.

Based on the observation results, it was found that the teacher assessed the written test and work performance on the personal recount text project for writing skills. Students were instructed to complete the project in a group and present it to the class. Furthermore, the teacher assessed a genre-based approach by giving a written test on personal recount text writing skills, combined with the project-based learning model by creating a project form. The teacher employed three assessment steps: Preparation, process, and the end of the assessment process. In the preparation stage, the teacher informed students of the points that would be assessed and instructed them to prepare the necessary materials for the project. The students chose the project topic of the personal recount text, and the

teacher provided assignment sheets and guidance. The teacher explained the project assessment criteria, including data processing, relevance, authenticity, creativity, and innovation. In the process stage, the teacher allowed time for group discussions and project completion, monitoring and observing students' progress. In the end, the teacher provided scores for the students' project results, evaluations, and conclusions.

Based on the findings, it was revealed that the teacher conducted attitudes and skills assessments using rubric scoring through the written test and work performance of the personal recount text project. These assessments aimed to measure students' mastery of the learning materials. Formative assessments, such as the written test of the personal recount text project, were given to gauge students' understanding. The study supports the idea that the success of productive skill tasks depends on how teachers organize and respond to students' work (Harmer, 2007). Additionally, it aligns with the notion that writing serves various purposes and takes different forms (Harmer, 2004). The formative assessment in project-based learning is based on the learning process stages (Palupi, 2016, as cited in HOTS-Oriented Module: Project-Based Learning, 2020). Putra (2021) stated having good experience in implementing formative assessment, teachers figured out the importance of assessment. The assessment used a genre approach and project-based learning in the formative assessment through written tests and work performances of personal recount text projects with rubric scoring.

The above findings demonstrate that a genre-based approach through project-based learning enhances students' writing skills, particularly in personal recount text projects for Phase E (10th-grade) students of the ATP-4 Program at SMKN 1

Temanggung. A notable difference from previous studies is the methodology and model, with the unique combination of a genre-based approach and project-based learning in one learning context. Moreover, this study contributes positively to both students and teachers at the institution.

The above findings demonstrate that the use of a genre-based approach through project-based learning was implemented in teaching writing. A notable difference from previous studies is the methodology and model, which in the study found the combination of a genre-based approach and project-based learning in one learning context. The novelty lies in this study's integration of a genre-based approach and project-based learning offering a unique pedagogical perspective, and a holistic and systematic learning process. This study contributes significantly to the understanding of effective pedagogical practices and provides a different perspective on combining these approaches to enhance students' writing skills. It sheds light on how these two combined approaches have potential value in developing students' writing skills. Moreover, this study is also valuable for the teachers to implement this combined approach to their teaching activity.

CONCLUSION

The study explores the implementation of a genre-based approach through project-based learning in teaching writing, particularly focusing on personal recount text projects among 10th-grade students in the ATP-4 program at SMKN1 Temanggung. The research has uncovered significant insights across various dimensions of the teaching process. The planning stage, as outlined in the emancipated curriculum, emphasizes the integration of both the genre-based approach and project-based learning into

syllabi, lesson plans, and learning materials. This combination provides a comprehensive teacher guide, aligning with the theory that a genre-based approach instructs learners on language patterns for coherent composition. Moving to the practice stage, the study reveals that the teacher effectively implemented the four stages of the genre-based approach: Building knowledge of the field, modeling of text, joint construction of the text, and independent construction of the text. Notably, these stages were seamlessly integrated into the lesson plan, showcasing the teacher's adept utilization of both pedagogical methods. Furthermore, the incorporation of project-based learning stages, such as posing essential questions, selecting project topics, scheduling, designing, and presenting, demonstrated a holistic and systematic learning process. Assessment practices aligned with the formative evaluation of the personal recount text project, employing rubric scoring, a technique proven to measure students' mastery effectively. For other researchers interested in expanding on the insights provided by this study, there is a need for in-depth investigations into the long-term impacts of integrating a genre-based approach through project-based learning. Longitudinal studies can provide valuable insights into sustained benefits and potential challenges associated with this innovative pedagogical approach. Other researchers can also explore variations in the combined approach across different educational settings, cultural contexts, and linguistic backgrounds.

REFERENCES

- Abbaszadeh, Z. (2013). Genre-based approach and second language syllabus design. *Procedia-Social and Behavioral Sciences*, 84, 1879–1884. Doi: 10.1016/j.sbspro.2013.07.052.
- Asa, P. (2020). Improve student learning outcomes in science grade iv elementary schools with a Google Meet-assisted project-based learning (PjBL) learning model. *Social, Humanities, and Education Studies*, 3 (3) 1154–1160.
- Banu, U. S. (2020). Technical skill up-gradation by project-based learning and exposure to state-of-the-art technologies. *Procedia Computer Science* 172, 950–953.
- Bhattacharjee, A. (2012). *Social science research: principles, methods, and practices*. Scholar Commons.
- BSKP Kemendikbudristek RI. (2022). *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka*.
- Dirgeyasa, W. (2016). Genre-based approach: What and how to teach and to learn writing. *English Language Teaching*, 9(9). DOI:10.5430/wjel. V11n2p95.
- Dong, J., & Lu, X. (2020). Promoting discipline-specific genre competence with corpus-based genre analysis activities. *English for Specific Purposes* 58, 138–154.
- Fernandes, S. R. G. (2014). Preparing graduates for professional practice: findings from a case study of project-based learning (pbl). *Procedia - Social and Behavioral Sciences*, 139, 219 - 226. Doi: 10.1016/j.sbspro.2014.08.064.
- García, C. (2016). Project-based learning in virtual groups - collaboration and learning outcomes in a virtual training course for teachers. *Procedia -*

- Social and Behavioral Sciences*, 228, 100 – 105. Doi: 10.1016/j.sbspro.2016.07.015.
- Hamidah, H., Rabbani, T.A.S., Fauziyah, S., Puspita, R.A., Gasalba, R.A., & Nirwansyah (2020). *Hots-oriented module: project-based learning*. SEAMEOQITEP In Language.
- Harmer, J. (2004). *How to teach writing*. Longman Pearson Education Limited.
- Harmer, J. (2007). *The practice of English language teaching the fourth edition*. Pearson Longman.
- Hayland, K. (2003) *Second Language Writing*. Cambridge University Press.
- Herman, Purba, R., Thao, N.V., & Purba, A. (2020). Using a genre-based approach to overcome students' difficulties in writing. *Journal of Education and e-Learning Research*, 7 (4).
- Hermansyah, Haryanti, R. P., Wahyuni, S., & Syafri, F. (2023). Utilizing Visual Literacy Competence as a Strategy in Teaching Descriptive Writing. *Metathesis: Journal of English Language, Literature, and Teaching*, 7(2), 174-185.
- HTTP: ejournal.RadenIntan.ac.id/index.php/ENGED.
- Irawansyah. (2016). Genre-based approach: a way to enhance students' writingability. *Jurnal Tadris Bahasa Inggris*, 9(1), 74-88.
- Kim, S. L. (2021). English learners' science-literacy practice through explicit writing instruction in invention-based learning. *International Journal of Educational Research Open*, 2, 100029.
- Luhur, A. B., Fitriati, S. W., & Rozi, F. (2023). The effect of genre-based approach on students' understanding of interpersonal and transactional conversation text at SMKN2 Slawi. *English Educational Journal*, 5, 11-16.
- Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. Equinox Publishing.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis (2nd ed)*. SAGE.
- Pedersen, H.N., & Heggholmen, K., (2022). What promotes motivation and learning in project management students? *Procedia Computer Science*, 196,791–799.
- Pham, V. P. H., & Bui, T. K. L. (2021). A genre-based approach to writing in EFL contexts. *World Journal of English Language*, 11(2).
- Prasetya, D. Y., Suparmin, Johan, A. B. (2019). Application of project-based learning models to improve student learning results techniques of manufacturing images of vocational school students. *Jurnal Taman Vokasi*, 7(1), 82-84.
- Project-based learning. (2023, December 1) *In Wikipedia*.
- Putra, R., & Faridi, A. (2021). The washback of formative assessment in EFL instructions. *English Educational Journal*, 11(3), 318-324.
- Rahman, D., F., Bharati, D., A., L., Rukmini, D. (2021). The evaluation of teachers' practices of project-based learning strategy in writing instruction. *English Education Journal*, 11(3), 356-356.
- Rahmawati, Y., Mujiyanto, J., Hartono, R., & Pratama, H. (2023). Teaching writing using pjbl in maritime higher education. *International Conference on Science, Education, and Technology*, 9(1), 892–898.
- Samsiyah, S., Musadad, A.A., & Pelu, M. (2020). Urgency of project-based learning model in social studies learning to improve students' learning achievement. *Social, Humanities, and Education Studies: Conference Series*, 3(2), 243- 251.

- Septiyani, N., Rozi, F., & Rustipa, K. (2023). The use of quizizz to develop instructional PJBL practices in teaching writing. *English Education Journal, 13*(1), 128-139.
- Sharma, A., Duttb, H., Saic, C. N. V., & Naik, S. M. (2020). Impact of project-based learning methodology in engineering. *Procedia Computer Science, 172*, 922-926.
- Solihin, R. K., Hartono, R., Rukmini, D., & Wahyuni, S. (2023). Enhancing writing skills by using the project-based learning model through the Hello Talk application. *International Conference on Science, Education, and Technology, 9*(1), 657-665.
- Sudiro (2020). Improvement of Indonesian language learning outcomes through the Zoom meeting assisted project-based learning (pjb1) learning model. *Social, Humanities, and Education Studies: Conference Series, 3* (3) 1236-1241.
- Wahyuni, S. (2014). The implementation of project-based learning to direct students in writing a research proposal. *Journal of Language and Literature, 8*(2).
- Wijayatiningsih, T. D., Bharati, D. A. L., Faridi, A., & Fitriati, S. W. (2021). The students' strategy formation in learning genre-based writing through blended synchronous learning. *English Language and Literature International Conference, 4*.