

PROJECT-BASED LEARNING PRACTICES
IN THE TEACHING OF ACADEMIC WRITING
IN AN INDONESIAN HIGHER EDUCATION CONTEXT

DISSERTATION

Submitted to fulfill one of the requirements of the Doctoral Degree of
English Education Program



By

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF LANGUAGE AND ARTS EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
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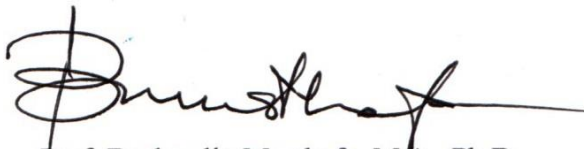
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AUTHOR'S DECLARATION

The dissertation entitled "Project-based Learning Practices in the Teaching of Academic Writing in Indonesia Higher Education Context" and all its contents comprise only my original work toward the Doctoral of Education Degree. I do not plagiarize or quote in ways that do not follow scientific ethics that apply to the scientific community. Based on this statement, I am ready to bear the risks/sanctions if in the future there is a violation of scientific ethics or there are claims from other parties regarding the authenticity of my work.

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ABSTRACT

Project-based Learning (PjBL) has been recommended as one of the language teaching approaches in Indonesia. However, much research of PjBL has been conducted on science teaching but less research has been conducted on language teaching. This study attempts to explore the implementation of project-based learning in the teaching of academic writing and the way students learn academic writing through the learning stages in PjBL. This study is a descriptive qualitative case study involving data collection from observations, interviews, documents, and student writing. The data analysis was conducted through qualitatively condensing and coding processes to seek for thematic classifications. The data on students and lecturer's activities were coded with references to the theory of PjBL in language teaching while highlighting emerging stages. The analysis found that the PjBL implementation followed the theoretically informed stages of activities by making emphasis on the information processing stage. The activities in the information processing stage involving collaborative work contributed to the enhancement of critical thinking and creative thinking. This study highlights various stages of implementation relying on teachers' cognition, rules, and orientations. This study suggest that teachers have determinant role in developing teaching activities based on PjBL.

Key words: PjBL, academic writing, higher education, teaching patterns, modification

ABSTRAK

Project-based Learning (PjBL) telah direkomendasikan sebagai salah satu pendekatan pengajaran bahasa di Indonesia. Akan tetapi, banyak penelitian tentang PjBL telah dilakukan pada pengajaran sains tetapi lebih sedikit penelitian yang dilakukan pada pengajaran bahasa. Studi ini berupaya untuk mengeksplorasi penerapan project-based learning dalam pengajaran penulisan akademis dan cara siswa mempelajari penulisan akademis melalui tahapan pembelajaran dalam PjBL. Studi ini merupakan studi kasus kualitatif deskriptif yang melibatkan pengumpulan data dari observasi, wawancara, dokumen, dan tulisan siswa. Analisis data dilakukan melalui proses kondensasi dan pengkodean kualitatif untuk mencari klasifikasi tematik. Data tentang aktivitas siswa dan dosen dikodekan dengan mengacu pada teori PjBL dalam pengajaran bahasa sambil menyoroti tahapan yang muncul. Analisis menemukan bahwa implementasi PjBL mengikuti tahapan aktivitas yang diinformasikan secara teoritis dengan memberi penekanan pada tahap pemrosesan informasi. Aktivitas dalam tahap pemrosesan informasi yang melibatkan kerja kolaboratif berkontribusi pada peningkatan pemikiran kritis dan pemikiran kreatif. Studi ini menyoroti berbagai tahapan implementasi yang mengandalkan kognisi, aturan, dan orientasi guru. Penelitian ini menunjukkan bahwa guru memiliki peran yang menentukan dalam mengembangkan kegiatan pengajaran berdasarkan PjBL.

Kata kunci: PjBL, penulisan akademis, pendidikan tinggi, pola pengajaran, modifikasi

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