CHAPTER V

RESEARCH FINDINGS AND DISCUSSION

This chapter explains the data presentation and analysis. It uncovers the three research questions given in this research, such as how the project-based writing activity and the motivational strategies based on the Keller's ARCS theory was conducted, in what aspects this program motivated the students to learn, and what factors that challenged students to accomplish project-based writing activity.

5.1 Implementing Project-based Writing Activity

The students' activity was producing a book about basic knowledge of art and design, which was made from the compilation of the six texts composed by the students collaboratively. To answer the first research question, the researcher had collected the data through observation of the project-based writing activity compiled by the teacher and the students, and supported by the interview.

5.1.1 Getting the Stage

The first step of project-based learning was getting the stage (Stix and Hrbek: 2006), in which the teacher gave real-life samples of the project the students would be doing. This stage was conducted in the first meeting.

After the teacher explained about the project-based writing activity the students would have in that semester, the whole class made a discussion to decide the theme and the topics. It was one of the strategies of PBL designed for Inquiry context by Han (2014). The discussion was mostly delivered in Bahasa and led by two of voluntary students (Azmil and Arri).

The students made several themes for the options, such as culture, lifestyle, and art and design courses. In fact, after the whole class voted, most of the students

preferred to make an article compilation about all materials of design courses they had got in the first semester. They also decided the purposes of the text and its reader target. Written down by Arri on the whiteboard, the text purpose was to give information, while the reader targets that need to be concerned (Poynter: 2005) were public and foreign students. It was expected to provide authentic needs for the campus community, particularly the foreign students and solve their problems in understanding the lectures. In this process, the students directly involved in the project as they directly design and implement the project later on. This hands-on experience is relevant with what Railsback (2002) has suggested.

When the teacher informed the pupils the foreign students would attend their presentation session, the students were a bit shocked which was reflected from the sudden- noisy classroom situation. However, it made the students seriously prepared the content, and it was reflected from the recorded discussion. It indicated they were responsible for completing the project (SRI: 2000, Railsback: 2002).

To 'drive' the 38 visual communication design students in struggling all the central concept and principles of the knowledge, the teacher gave a related *driven question*. Concerning this, they proposed several options for the media to publish the writing works. The options were wall- magazines, websites, and books. The students looked excited in this debate especially when their friends accepted their opinions, it was described in a Pasha's smile when he says "*I prefer a book; because it can be accessed by anyone…a website is only for those who owns internet facility*". His words were agreed by most of his classmates. Finally, they stated that a book was the best choice because it could be read by anyone, in contrast to websites which needed on-line service (internet) to access the information. This thinking process indicated the students used their critical thinking ability in analyzing certain phenomena in the real –world problems (Railsback: 2002, Thomas: 2000).

The same phenomenon was seen when Azmil led the discussion. He was enthusiastically involved in the discussion, and encouraged the other students to accomplish the project well by saying *"...please cooperate, if this book is done, it is ours. In finishing it, don't mind the tiredness and how much we get from selling it...what matter are the precious experiences we will gain from this project".* His statement was applauded by the whole class. It was because this leading student encouraged the others to cooperate well in accomplishing this writing project. He said they should focus on the beneficial experience in doing the project, instead of its difficulties. Azmil's statement reflected his development in learning attitude as what Thomas (2000) says. This case also supported the research findings stating that PBL gives many positive aspects such as increasing students' interest, motivation and attention (Beneke & Ostrosky: 2009).

Then, the students planned the book content. Arri wrote down a mind mapping as a pre-writing strategy which is relevant to Shields (2010) Gebhard (2000), with 'first year TCIS' in the center of the bubble and made some branches as the topics that would be composed by each team. Yet, concerning the theme, Kevin gave comment *"If the reader target is public, TCIS shouldn't write in the title, because it will limit the readers".* The student thought the TCIS acronym should not be in the title since it would bind the readers. Then, the main idea (title) in the bubble becomes 'The first year course materials of art and design students'. After the theme was agreed, the topics decided were Nirmana 2D, Nirmana 3D, Basic Drawing, Constructive Drawing, and the Introductory of Art Study. Yet, they still needed one more topic to complete the book.

The discussion continued with 'the life in dorms' proposed by the students as the other topic in the book content, yet it was criticized by the Azmil *"If we will sell it, and our reader target is public...it's a nonsense for a 30-year old man reading about our life in dormitory".* The student disagreed with the topic; as the students

planned to sell the book, he argued it did not suit the reader target. A 30- year old man would not like to read it because it was not relevant to his needs. Based on his argument, the topic was not included in the book content. Eventually, they made Visual Communication Design as the other topic that would uncover some subject concentrations such as Multi Media, Graphic Design, and Advertising.

In discussing the book contents, the students involved his critical thinking (Railsback: 2000). They gave opinion, made agreements and disagreements, in order to design a qualified and good product. The students also thought its business opportunity by selling the final project (the book). As what has been stated by Grant (2011), this project-based learning prepares the students with life and work skills.

Before the class ended, the students learned and discussed the sample of expository text that the teacher gave. They analyzed the language features and learned it as one of writing models. They also learned more about the other samples after the class. It is to increase students' responsibility in their own learning (SRI: 2000, Railsback: 2002).

5.1.2 Taking Role of Project Designers

Taking Role of Project Designers was the second step of project-based learning (Stix and Hrbek: 2006). In this stage, the students took on the role of project designers, possibly establishing a forum for display or competition. It was carried out in the second meeting.

Using the form of the group contract distributed by the teacher, the students shared their responsibilities. The form could be used as a peer- assessment in which the learners could evaluate the work of their peers in their teams and they could be involved in evaluating the final performance or products of others in the class. The students' roles/ works were varied, starting from pre-writing activities,

such as planning mind mapping, preparing questions for interview to publishing phase (Shields: 2010, Gebhard: 2000). The students also planned to design the articles and the book layouts, and deliver presentation. This indicated that the students were able to guide, manage, and monitor their learning through self-direction and self-regulation (Grant: 2000).

Concerning this group contract, a student (Faris) was fired from Group 1 for his null participation. Before the teacher called and warned the mentioned student, she got a phone call from Faris. It was disclosed that he could not pursue the writing project because he skipped many meetings for working out some design projects as a professional to earn money. He asked the teacher whether he could follow the final-term test and passed the course, nevertheless as what had been inform in the first meeting about the course rules, the students who missed the class for more than three times could be considered giving up and failed the course. In this case, the student showed disinterest/ negative attitudes in this writing project because he preferred working than finishing the course. This case had been revealed by the study conducted by Ates and Eryilmaz (2010) revealing the seven students' weaknesses categories in accomplishing this project-based writing activity.

Other insufficient contributions were also given by some of students due to internal and external factors. One of them was Isyam. The teacher found him frequently sleepy in the classroom and did not give enough opinion to his team (Group 3), when the teacher confirmed it; he admitted that he had sleeping disorder due to his previous medical treatment (tonsillectomy). Isyam stutters, "*I've got speaking and sleeping disorders because of the tonsillectomy*" In difficulty, the student said that the medical treatment he had before caused both sleeping and speaking disorder, and it really disturbed his productivity. The teacher confirmed it to his classmates, they adjusted his statement, "*Yes he is, Mam. He has the same problem in the other courses*". His friends justified his

condition. Nevertheless, with his limited concentration, Isyam kept cooperating and contributing by designing a book cover for his class final product and in fact, it was his work which was considered the most representative design by a Visual Communication Design lecturer. This fact showed a good effect in the students' attitude towards the learning process for difficulties he found never made him stopped completing his responsibility as what has been explained by Thomas (2000) and SRI (2000).

Referring to this case, the student successfully showed his autonomy. Egenrieder (2010) claims that the students who promoted autonomy in project-based learning can maintain their interest and resilience in any kinds of subjects. The stuttered student designed his book cover based on his interest and he had freedom to make choices, decision, and solution, in addition, the student were more confident to take responsibilities for process. Therefore, even though the students felt demotivated and frustrated sometimes because of his speaking disorder, he would be able to renew his spirit to learn.

In this second stage of PBL, the students were assigned to discuss and accumulate the writing content which is mentioned by Shields (2010) and Gebhard (2000). Apart from getting handouts from the teacher, they were also assigned to read the sources from on-line services, magazines, text books, note books, and prepared interview questions for the competent lecturers. This is to gain the familiarity subscale in Relevance aspect (Keller: 2000).

5.1.3 Discussing and Accumulating Necessary Background Information
Discussing and Accumulating Necessary Background Information was the third step of project-based learning (Stix and Hrbek: 2006). After getting the topic, the students with their team discussed about the writing content. It was conducted from the third meeting to the fifth meeting.

To decide the writing content, the students discussed it with their teams that were conducted inside and outside the class as what had been planned in the project calendar (Appendix I). They made discussion informally; it was indicated by the language used, the discussion contents and their behavior during discussions and negotiations. The students freely shared their understanding concerning the project, for instance, confirming the language style occurred in Group 2, among Suranta, Adit and Jati.

Suranta : *"What language should we use? Formal or what?"*

Adit   : *"It's formal, I think"*

Jati   : *"It's not that fomal….because it's for the freshmen"*

The students discussed about the language style they would use in making an article for a book of art and design. Discussion and collaboration were the component inside the project approach (Thomas: 2000). From this dialogue, they finally decided that the language used is semi-formal style because the target readers were the students.

What we inferred from the conversation, the students who discussed the language style of the book could analyze the problem and were free to conclude it. This was one of the benefits in grouping the students. According to Keller (2000), it can increase the students' confidence due to the corrective feedback given by their fellow friends. Furthermore Macarthur (2007) adds that peer- reviewing is highly motivating. This students' discussion also increased students' motivation to complete the writing content and develop their learning attitude (Thomas: 2000). One of the samples was revealed in the students' conversation.

Sri   : *"indeed, we need to confirm it directly to…our lecturer"*

Suranta : *"But when?"*

Jati: : *"So we must contact Mr.Jabar"*

Suranta   : *"Have you got his number?"*

Jati   : *" in Academic Service"*

The students discussed the solution to complete their writing project with the valid data, and then one of them suggested contacting directly the competent lecturer and they were eager to get his number.

At this third meeting, some of the students were still confused about the strategies. Then the teacher explained about the writing process, particularly pre-writing activity as what Sheilds (2010) and Gebhard (2000) explain. For three meetings, the students started their works, composing and revising their mind-mapping. It was the pre-writing strategy all the teams were mostly used, though there were two other teams using questioning (Group 4) and outlining (Group 1) to generate their ideas.

From the documents of the pre-writing, though there were still many mistakes in linguistic aspect, it was found that the students were quite familiar with the writing content because they had learned it in the previous semester. It was seen from many details included into the side branches of their mind maps which were written in English words and phrases. The students seemed no doubt and satisfied in planning their writing contents because they believed in the materials they had gained before and were able to practice their knowledge and skills as what Keller (2000) claims.

The students' efforts in accumulating background information were varied (Han: 2014). They read their previous notebooks, they read textbooks and magazines in library, and directly interviewed some lecturers to confirm the data they had compiled. The interview were recorded, thus they could arrange and analyze the whole data. In this interview session, the students were encouraged to make discussions with the competent lecturers using English if it was possible. It was in

line with personal control strategy in Confidence aspect by providing the students with corrective feedback.

Yet, In fact, all of the lecturers were not ready for that, only one lecturer who used bilingual and encouraged the students to do the same thing.

Kiki   : *"Using Indonesian….?"*

Lecturer   : *"No you can't…I am using both, you see"*

It indicated that this project has not been completely supported by the faculties as the integrated curriculum. From several lecturers that the students interviewed, only one who was willing to communicate in English. This fact is similar to what has been explained by Thomas (2000) about the challenges in PBL implementation that can be also caused by teachers and administrators.

Apart from the obstacle above, the students still showed their autonomy as a PBL criterion that stands on student-centre learning process. Referring to the description above, learners were more encouraged to decide the process of project implementation, how to create the artifact, how to publish it, and so on. It strengthens Thomas' statement (2000) dealing with students autonomy, choice, unsupervised work time, and responsibility compared to traditional instruction or traditional project. Yousuf (2010) describes it as non- scripted, non- teacher-led, or non- packaged.

These students probably could feel demotivated and frustrated in doing this program; however with their independent character gain from this learning approach, they would able to renew their spirit, refocus and regroup to gain their learning motivation back. It is supported by Egenrieder's (2010) statement, saying that the adult students who can promote autonomy in project-based learning can maintain their interest and resilience in any kinds of projects.

5.1.4 Negotiating the Criterion

Negotiating the Criterion was the fourth step of project-based learning (Stix and Hrbek: 2006), in which the teacher-coach and students negotiated the criterion for evaluating the projects. It was given to assist the students in managing their success. This phase was conducted in the second meeting.

The rubrics of PBL, presentation and collaborative writing were used as guidance by the students to achieve the best assessment result. They took those rubrics during the program and tried to adjust their activity and works based on those standards. As the result, the students were able to guide, manage and monitor their learning through self-direction and self-regulation, as well as collaboration and cooperation stated by Grant: 2011. This was observed in the students' efforts in accomplishing the project. The students planned the project, set the meetings for discussion outside the English class, made their own target, including maintained a good working condition within their teams.

5.1.5 Accumulating the Needed Materials

Accumulating the Needed Materials was the fifth step of project-based learning (Stix and Hrbek: 2006). In this phase, the students compiled all the project material they needed. This step could be prepared in the tenth step, when the writing content was about to finish.

Though the students were still in the second semester and they have not learned these things, they looked very excited and interested in doing it. They were challenged to solve the task that was usually done by those in the fourth semester. The students felt confident since the competent lecturers were available to guide them and give counseling service. These phenomena emphasize Keller's (2000) argument to maintain students' motivation through personal control strategy by

providing corrective feedback. The students' enthusiastic was reflected in this writing project.

Before the tenth meeting, each team had designed a book cover. With their creative elaboration, these teams made varied book covers; five of them used digital tools, such as Photoshop and Flash application as what Poynter (2005) suggests. However, the chosen design was the one created by Group III. According to the expert (lecturer), this manual drawing (a hand image) was the most representative design since all the courses explained in the book content were all about hand- drawing skill.

As what has been reported before, it was manually drawn by Isyam (see 5.1.2. Taking Role of Project Designers). The researcher/ lecturer then announced and explained about the chosen book design to the whole class. In accordance with Keller (2000) and Bas (2011), this announcement was a form of appreciation in a verbal praise that would provide reinforcement to the learner's success, and making his work as the book cover is a form of symbolic reward for his work

The other students gave an appreciation to this student by congratulating him and giving applause. From Isyam's face expression; obviously it meant a lot to him and his team. It was inferred from their impression "*We never expected before…our work is chosen...considering our simple design compared to the others*". The team said that it was a surprise to know that it was their design which was chosen for the book cover and they felt proud. In this case, relevant with Keller (2000), the students felt Fairness or Equity in which they have positive felling about their accomplishment.

Being compared to the other designs, theirs was simply using manual-drawing skill. This team also mentioned the reason *"The courses in this semester are still focusing on hand skills instead of digital tools to design"*. They explained that the concept of their book cover design was taken from the nature of courses in the first year (Appendix XIV). This process involved students' critical thinking

because the students directly investigate and observe the problem as what have been implied by Martin & Baker et al. (Railsback: 2002).

Meanwhile, to accommodate the other groups' designs, the teacher suggested to use them as the inside cover and the lay-out. However, the students thought to design the new ones based on the fixed book cover, in order to maintain its design concept. Lead by Pasha, the students negotiated and discussed how the book was supposed to be. Eventually, based on the chosen book cover design, they figured out the most representative typography, lay-out and also colors. Each group had their own opinion about those components. Yet, they finally decided to design a new font in order to maintain the design concept.

After class, these students had discussion as the previous weeks. They also came to the lecturers to consult the final book design including the preface. In this phase, the students totally used their creativity to innovate something new, including accepting the suggestion and feedback from the experts.

These students' decision and attitude in the chronology above indicated they were able to accept feedback from others especially the experts as the positive effect of collaboration and cooperation explained by Grant (2011).

This phase reflected the students' constructive investigation. It involves the learners' efforts in implementing their project by making observation/investigation, interview session, and problem-solving, in which the students used their prior and new knowledge to construct new skills. Hence, the learners could strengthen their prior knowledge, and gain a new experience in the thematic central activity.

Keller (2000) claims that a new experience is able to attract the learners' Attention, and it can enhance their learning motivation. Yousuf (2010) describes how different disciplines were integrated to create a Virtual Thermometer, Light Tracker, and Strain Gauge in Lab View environment. In this PBL, these projects were carried out in groups. Lamer and Mergendoller (2014) gives another sample

of PBL implementation in a class whose teacher gave a driving question dealing with the water pollution in a beach and how they could combat it. The students started to discuss about the solution and created more detailed questions about diseases, bacteria, the effect, and contaminated water. These questions led them to the interdisciplinary subjects.

5.1.6 Creating the Projects

Creating the Project was the sixth step of project-based learning (Stix and Hrbek: 2006). After all teams composed their writing plans, they made the drafts from the sixth meeting to the tenth meeting. This phase was conducted along with the revising and editing process.

In this phase, to implement all the information in pre-writing works, the students wrote their drafts from the information they had gathered, and each team had autonomy to use the collaborative writing methods. From the study conducted by Gimenez, J. and Thondhlana, J. (2010), it identifies several patterns for collaborative authoring/ writing as the researcher mentioned in the second chapter. However all of the teams conducted these two following steps:

1. the team plans and outlines the task, then each writer prepares his/her part and the group compiles the individual parts, and revises the whole document as needed;

2. the team plans and outlines the writing task, and then one member prepares a draft, the team edits and revises the draft.

The first model above was the sample of sequential model (Harley: 2008, Gimenez & Thondhlana: 2010) that made this step provided better coordination with simple organization but required high-level of control. The teacher anticipated such disadvantage by providing counseling schedule for all teams in drafting and peer-review phases. However, the teacher found several students showed their weakness of study habit as what Atez and Eryilmaz (2010). These students hardly came for the counseling, and they tended to count on the other

team members. The teacher used this problem to assign the students who came to share their knowledge with them.

In this phase, the students' collaboration was clearly shown. Moreover, in each team there was at least one superior student who assisted their friends in making drafting including its revising and editing. These students looked extremely glad and sincere in teaching their friends because they could reflect their understanding while helping others (Keller: 2000). This peer-review was motivating the students (Macarthur: 2007) and a suggested peer assessment (Hunaiti: 2010).

The second model was the group single-author model (Gimenez & Thondhlana: 2010) that made them write quicker, and the final project was more coherent and cohesive.However it made considerable demands on a single writer. Such disadvantage was anticipated by ensuring all the students accomplished their responsibilities written down on the group contract.

In writing their articles, most of the students in all teams wrote the writing contents in Indonesian language. In other words, the students did not write spontaneously. As the result they had to translate the articles using dictionaries or Google translator before they were revised, even so the students admitted they only used the Google translator if they could not find the English words in dictionaries. For building sentences, the students mostly made it themselves or revised the translation results from Google translator. The students realized as what Shields (2010) claims, technology and even the grammar checker cannot be realizable sometimes.

Unfortunately, it was uneasy to embed and check out the understanding about plagiarism to the students as the researcher still detected some copy paste evidence in the writing works of Group 6 explaining about Visual Communication Design. They took the information from on-line services without paraphrasing the sentences and did not cite the references. The students admitted that they got problem in building sentences for their insufficiency preparation level (Ates &

Eryilmaz: 2010). Furthermore, unlike the other topics, the topic written down by this team was abundant available in many media, it made the students was tempted to fasten the process with less effort.

Plagiarism committed by the sixth team could have been resulted from the teacher's failure in intensively monitoring students' writing works. Though it was found that this team was the only one which hardly had writing counseling, the teacher should have enough attention and enough explanation about plagiarism issue. Obviously monitoring students and their works in project-based learning was uneasy to do; therefore the teacher should have considered these possibilities and prepared for the strategies.

5.1.7 Peer-Reviewing

Peer- Reviewing was the seventh step of project-based learning (Stix and Hrbek: 2006). This phase was conducted along with creating/ drafting the writing project, from the sixth meeting to the tenth meeting.

Having got the review and handouts about learning materials used in writing skills, the students collaboratively revised and edited as well their writing works using the writing rubric given. These handout materials are about how to order the adjectives, how to build varied sentences and passive voice including the sentence requirements, how to place the connectors and use pronouns in order to form coherence and cohesion. Punctuation and capitalization materials were also given to edit their articles (Shield: 2010, Gebhard: 2000).

In this phase, one of the teams, Group III was assigned to present their text in front of the class. They told the class their writing process stating from prewriting to drafting, and revising phases. Then, the students explained their writing content. It was one of strategies in self- assessment in which the students reflected their own experiences, knowledge, and others (Hunaiti: 2010). The other students were

encouraged to analyze and revise the text with the colorful cards that had different points depending on the difficulty levels of their participations.

Most of the students who gave opinion and got the cards looked very proud and satisfied. It was reflected in their happy expression, such as smiling, and glaring eyes. Some of them screamed excitingly and gave round of applause for their participation. They acknowledged that they were compiling points for this course. The strategy above is in line with Keller's (2000) Satisfaction strategy.

Whole class discussion in peer-reviewing phase was made as a sample to revise and edit other texts. It was necessary because peer-review across different teams was also conducted. Poynter (2005) suggested a writer to use at least 4 reviewers. A snakes and ladders game was used to enhance students' interest and exterminate their boredom. Based on the dice they rolled, each of the team members was responsible for revising several items written down on the paper. It gave a great chance for collaboration among the team members. The researcher noticed that all the superior students in team assisted their groups to understand the writing convention.

Each team also attended the writing counseling the teacher gave in certain weeks that was signed in writing counseling form (Appendix VI). In this opportunity, the students confirmed their understanding about writing instruction handouts delivered by the teacher, such as genitive-s, building sentences (simple, complex and compound sentences), etc. The writing content was also consulted to the competent lecturers.

In the counseling result, the students' writing errors were detected from the aspects of organization, ideas, evidence & examples, appropriateness, and grammar & mechanics (Appendix II) for their insufficiency preparation level (Ates & Eryilmaz: 2010). The finding was the same as the research carried out by Al- Buainain (2009). From all the revision and editing results, though the text still contained mistakes, these EFL learners made some progress in composing content,

writing style and convention. They used complete sentences with varied length and structure such as relative clause with better diction, removed certain information to maintain the text coherence and cohesion, fixed some mistaken writing convention, and considered the references (Appendix XVII). However, the research still found a plagiarism indication conducted by one of the six teams. The sixth team totally copied some paragraphs without changes, quotation marks or acknowledgement of the source, as what is revealed by Shield (2010: 99). Consequently, the teacher only gave them 5 points, as the minimum writing score (Appendix II).

Also in this process, the whole-class students finally decided to classify Nirmana 2D and Nirmana 3D into the same title 'Nirmana', because they had analyzed that the course had the same concept. What made them different was just their dimension media. As the result the introduction and the conclusion parts were taken from the general summary of the two articles.

This phase could be considered the longest and the hardest section in this writing project (Shield: 2010). An intensive monitoring should be conducted by teachers as the facilitators. Teaching strategies should be varied because this phase dealt with confirming students' language skill that could affect the students' Confidence aspect due to the lack of English language skills.

This case appeared in several studies dealing with students' writing skills in the EFL context. As what had been analyzed by Al-Bunainan (2009), an associate professor teaching in Qatar University, Egypt, she investigated 40 exam scripts of first year university students majoring in English and found the students writing error lay in verbs (tenses, verb omission), articles, and fragments. These phenomena were shown in the students' writing works in this research.

5.1.8 Preparing the Presentation

Preparing the Presentation was the eight step of project-based learning (Stix and Hrbek: 2006). In the eleventh meeting, presentation preparation became the main discussion. It was conducted to get the best presentation performance in the following week.

In preparing their performance, each team made the slide several weeks/ one week before their presentation time. They consulted the presentation contents to the experts and the teachers as what has been suggested by Thomas (2000). They also practiced how to deliver it referring to the presentation materials and the presentation rubric that the teacher gave. Kusmayanti's (2010) teaching materials covered how to open the presentation, explain the content and close the presentation.

Each team made rehearsal during a week. From the recording result, it seemed that they practiced hard and seriously. They practiced one scene several times because they did not feel satisfied and they wanted to make it perfect. One of the teams, Group I prepared Batik costumes a week before the presentation. Some students struggled to speak without reading text as what the teacher suggested.

These learning attitude reflected their responsibility mentioned by SRI (2000) and the development of their self-regulation (Grant: 2011) in preparing the best performance for the presentation, and their autonomy in designing the project. The students' improvement was relevant with Thomas' statement (2000) concerning the PBL benefits.

5.1.9 Presenting the Projects

Presenting the Project was the last step of project-based learning (Stix and Hrbek: 2006). The publishing phase could be in the form of print media, performing art or presentation. As what have been explained, the students chose to make a book and a presentation to perform their final products in front of the whole class and the guests. It was conducted from the twelfth to the fourteenth meeting.

From the publishing/ presentation phase (Appendix III), it was found that all of the six teams had made adequate information by presenting more than three references, and the interviews made with the competent sources (lecturers). An in-dept study is compulsory in PBL as one of principles in this approach (Katz & Chard: 1995, Helm & Katz: 2011).

Concerning the speaking skill, in the interview session, Reza was one of the participants who admitted that he had a very limited ability. He was extremely nervous and confused when the teacher explained about this writing project, moreover when he knew that some experts and international students would be the audiences. However he said he would try hard to practice. The result was interesting, in his presentation moment, he performed well. He spoke fluently without any texts; he moved and gave a proper gesture, giving eye-contact and audible voice. His effort was successful. What happened to this student is claimed as the improvement of students' learning attitude and growth in self-reliance claimed by Thomas (2000).

For organization criterion, all of the teams had tried to follow the presentation phases explained and clearly written in one of the handouts. They gave different interactive opening methods such as questioning, amazing facts or storytelling based on the teaching materials compiled by Kusmayanti (2010). However four of the teams failed in managing the 20-minute presentation duration given for spending too much time in answering questions from the audiences. They were not ready for the questions even one of the team (Group 2) did not manage to address the audiences' questions and misunderstood without seeking clarification. Due to this insufficient time, each team was only allowed to answer two questions without gaining any suggestions from the other teams.

All the members of the teams participated mostly well in the presentation, though some of the teams did not share the participation equally. When it was confirmed, they admitted that it was one of their strategies to succeed their presentation, and

help their friends' problem in speaking English, Students in Group 3 said, *"...yes, Mam, he cannot speak English well...he asked to talk less in the presentation session"*. The statement revealed that his unequal participation in explaining their work was one of their strategies to succeed their performance. It was also a request from the unconfident student himself.

The students who did not contribute much in the presentation seemed unconfident for their insufficient preparation level in English skill (Ates & Eryilmaz: 2010). As the result, they made infrequent eye contact and reading notes or slides most of the time. They also often spoke in a monotonous intonation and occasionally used filler words.

The presentation aids were made with various programs. The simplest one is the Power Point program, while the others used Prezi and Flash. Though one of the team (Group 5) experienced problem in operating the presentation slides before the opening, all of the teams enriched their presentation aids with the visual effects, such as pictures and videos supporting their presentation contents. However, there was a presentation slides made by Group 3 which was still considered too wordy and had not covered the criterion provided in the presentation handouts.

The project based writing activity was carried out by placing the students as the centre. In this study, they negotiated and decided their own interest in choosing the theme and topics which was considered a real-life issue in their community. It aroused students' critical thinking, indicated by their discussion in deciding the title, giving opinion, and debating as described above. The finding was in line with the research done by Katz & Chard (1995) and Helm & Katz (2011) concluding that this learning process can encourage the students to make an in-depth learning in which the students had to answer a complex question, problem, or challenge.

The students were also able to collaborate well with their fellows from the very beginning the project was planned. From sharing responsibility, discussing the writing content including making research and interviewing the sources, revising and editing the result, to presenting and publishing their works in the form of book were accomplished in team. These facts support the research about the seven teachers' view concerning the implementation of PBL given to diverse learners in their classrooms carried out by Beneke and Ostrosky (2009). These teachers described how PBL gave many positive impacts in students' attitude toward learning (Thomas: 2000), increased student' responsibility in their own learning (Sri: 2000), and developed their self-direction and self-regulation (Grant 2011).

However, improving students' English competence must be not easy in the EFL/ESL context if it did not get enough support from the lecturers/experts who were reluctant to support in this program. Meanwhile, dealing with English writing skill in EFL/ESL context, Myles (2002) analyzed that the ESL/EFL learners mostly produce texts that contained varying degrees or grammatical and rhetorical errors. In making expository text for the art and design book content, the students in this research used a lot of ideas, it meant they wrote a lot and in fact, the richer the writing content was, the greater its error possibility was. The students admitted they used translating method to accomplish their writing project. According to the students, they used print and digital dictionaries, thesaurus and Google translation for the supporting tools.

Furthermore, the fact that there was still a plagiarism indication committed by the sixth team could have been resulted from the teacher's failure in intensively monitoring students' writing works. It was found that this team was the only one which hardly had writing counseling due to the limited time that also made the teacher did not give enough attention and enough explanation about plagiarism issue. The previous study carried out by Krajcik's and Marx's, as cited by Mapes (2009), mentions the insufficient time can fail the teacher to plan and implement the program.

5.2 Investigating Students' Motivation

To investigate in what aspects the students were motivated with the implementation of project-based writing activity, a questionnaire (Appendix VIII) called Instructional Material Motivational Survey (IMMS) was distributed to the students. There were 36 questions given that consisted of Relevance (9 questions), Confidence (9 items), Satisfaction (6 items) and Attention subscales (12 items) (Keller: 2000).

The results (Appendix IX) were determined from the 5 ranges formed from each these four subscales. The interpretations of these ranges started from Very Low- Low- Neutral- High- Very High. The range points of the four ARCS categories depend on the questions numbers given in the questionnaire.

5.2.1 Attention

Attention was the first subcategories to gain learners motivation which was significant to create and maintain students' interest in developing their knowledge and critical thinking. The attention strategy made by teacher was to arouse student curiosity and interest (Keller: 2000).

There were 12 items in Attention aspect, confirming whether the lesson appeal the students, and made them curious to learn. The total point of this subscale showed 1638 points. It was in the fourth range between 1554- 1919. It means the students were highly motivated. The Attention chart can be described as follow:

Total Attention points= **1638**	
12 Questions	
Highest: 38 x 12 x 5 = 2280	
Lowest: 38 x 12 x 1 = 456	
Range: 2280 – 456= 1824	
Class: 5	
Class Interval: $\underline{1824}$ = 364.8= 365 $\qquad$ 5	
Very Low: 456 – 821	
Low : 822 – 1187	
Neutral : 1188 – 1553	
High : **1554 – 1919**	
Very high: 1920 - 2285	
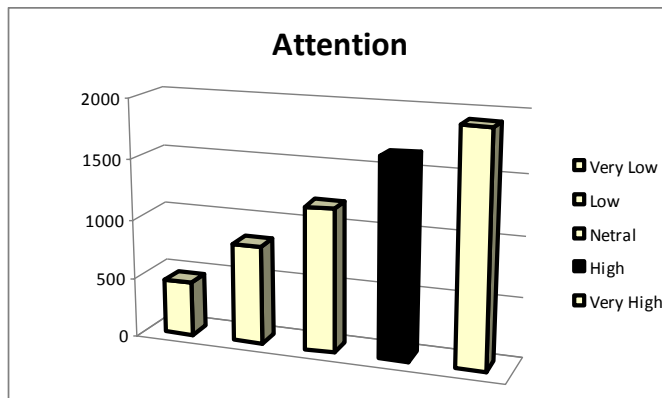
Figure 5. Attention Aspect

It showed that the lesson given was clear and attracted students' attention from the beginning; because the students thought that it was an eye-catching activity that increased their curiosity. Having mentioned before that the project was begun with a driven question that was considered a criterion of PBL (Thomas: 2000). It triggered the students' metacognition, such as what they should make, how they make/ accomplish the project, and how to inform the basic knowledge of art and design course materials to the new international students learning in their campus.

We could conclude from the figure and table above that PBL could improve students' attitude towards learning, students' attendance and growth in self-reliance. The attraction in experiencing new skills, increased students' responsibility in their own learning compared to the traditional classroom (SRI: 2000). It was in line with Martin & Baker et al., cited by Railsback stating that

PBL was a student- centered learning in which the students can directly investigate, observe, and doing the real-world problems in their environment

Making a book about the basic art and design articles was chosen as the final product of this project. The student's excitement was reflected in the statement below,

Diana : *"I've been excited since the beginning of the course…it's different from the previous English courses…I had never written a book before"*

The student stated that she was glad with the instruction due to its uniqueness and his new experience. In support of this claim, Keller (2010) describes Berlyne's (1954) research that made an experiment involving two groups. One was given a 'fore' question or driving question before the instruction, and the other one was only given the instruction without the question. The finding showed that the group with the 'fore' question performed a greater curiosity and better understanding.

Besides, they also experienced some surprising and unexpected events such as the new learning method and the presence of the outsiders participating in their presentation. In this case they felt being challenged, that is indicated by these testimonies.

Sri : *"It challenged us…..it was the most thrilling presentation…due to the presence of those 'bule' "*.

Reza : *" It affected my performance,mam….thrilling, but I was encouraged to try"*

Those students' statements implied students' curiosity that affected their self-regulation. They well prepared and practiced before the presentation to give the best performance. This phenomenon could be found in the previous research done by Arnone and Small (2011). It revealed one of their findings describing the surprised John who became curious about the color changing of the Litmus paper

when he mixed certain chemicals in his school lab. As the result, this interesting experiment encouraged him to try to find out the reasons. Therefore teachers should consider the activities that can challenge the students to attract their attention.

5.2.2 Relevance

Relevance was another important element after Attention. It dealt with the learners' personal needs or goal (Goal Orientation), their previous experiences or prior knowledge (Familiarity), and their style (Motive Matching). Interest could not stand longer if the learners did not meet any benefits for their personal desire.

Consisting of 9 questions, this Relevance aspect confirmed that the lesson was related to the students' goal. With 1361 points which was also in the fourth range, it indicated that the materials of this project-based writing activity were highly relevant to their needs, interest and their life.

The Relevance aspect can be described as follow:

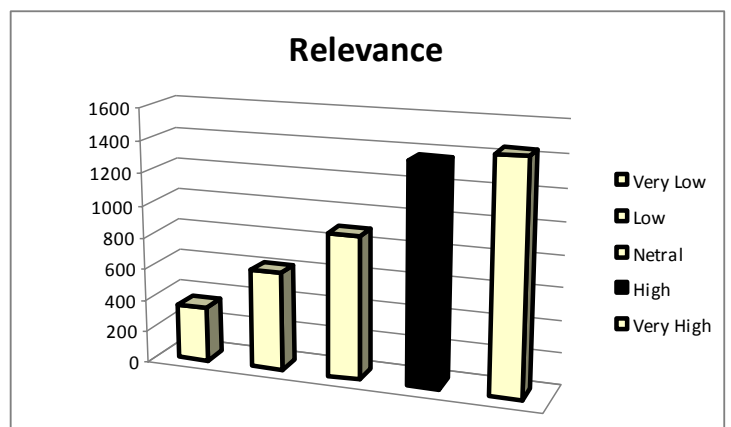| Total Relevance points= **1361** |
| --- |
| 9 Questions |
| Highest: 38 x 9 x 5= 1710 |
| Lowest: 38 x 9 x 1= 342 |
| Range: 1710 – 342= 1368 |
| Class: 5 |
| Class Interval: $\frac{1368}{5}$ = 273 |
| 1. 342 – 615
2. 616 – 889
3. 890 – 1163
4. **1164 – 1437** |

Figure 6. Relevance Aspect

5. 1438 - 1711

From the questionnaire data, the students realized the project was relevant to their needs and goals. Even though some of them thought the topic was not their interest as what described in the challenges in this project-based writing activity (5.3.1 Students' internal challenges), they still believed that the instructions given were important and it was compulsory to complete the project.

Another benefit that the students experienced in this project, particularly in the Relevance aspect, was applying their prior knowledge gained in the previous semester as what Keller (2000) mentions, such as the basic courses of art and design. Some students admitted this fact, in the interview session as transcribed below,

Arri : *"We have a better understanding because we have got Pengantar Studi Seni Rupa (PSSR) before"*

Diana : *" From this writing project, we understand more about Nirmana 2D"*

Yolanda : *" Now, I understand the assessment standard of Nirmana 3D"*

This writing activity also included and gave the students opportunity to implement all materials in English I, as stated by Azmil in an interview session, "*I've got the theories and how to implement them*". Meanwhile Diana added, "*Now I do concern finding better words for my sentences*".

In other words, students got more enrichment from the language aspects, such as word choices, sentence pattern, punctuation, and others. As the result, they felt it was useful for them and motivated them to complete the lesson successfully. The word "useful" mentioned by Bruning & Horn (2000), Hidi & Boscolo (2006, 2007), cited by Boscolo and Gelati referred to 'having an informative, practical or aesthetic values' in this writing activity.

Furthermore, Boscolo and Gelati (2007) adds that relevant also involves a social activity because the learners can share, discuss and comment on it with others. These "useful" characteristics were reflected in this writing project.

5.2.3 Confidence

In this study, one of factors that differs students' persistence in achieving their goals was confidence. With confidence, the students would keep on achieving their intention, no matter what obstacles were. Without confidence, learners were conquered by the fear of failure, instead of the attraction of achievement. Therefore, Keller (2000) suggests the teachers to provide meaningful success experiences for learners as soon as possible in a workshop or course. Furthermore, Keller had designed several concepts and strategies to be implemented in the three subcategories of Confidence, namely Learning Requirements, Learning Activities, and Personal Control (Success Attribution).

From the questionnaire result, compared to the other motivation aspects, Confidence scores indicated different phenomenon. Though it could not considered low, still it was in the third range with 1089 points. Confirming the students' confidence to finish the project, this aspect also has 9 question items as the Relevance subscale.

The Confidence aspect can be described as follow:

Total Confidence points= **1089**
9 Questions
Highest: 38 x 9 x 5= 1710
Lowest: 38 x 9 x 1= 342
Range: 1710 – 342= 1368
Class: 5
Class Interval: $\underline{1368}$ = 273
5
1. 342 – 615
2. 616 – 889
3. 890 – 1163
4. 1164 – 1437
5. 1438 - 1711

Figure 7. Confidence Aspect

The point indicated that the students were only neutrally Confident. From the questionnaire results, it showed some indication that the students were unconfident at the beginning of the program. They thought it was uneasy to do and in fact, they said it was more difficult than what they expected before, as what Sri says, *"At first, when I was assigned this task, I didn't know if I could accomplish it or not"*. In this statement, the students doubted her ability in finishing the project. It was because of the insufficient preparation level (Ates and Eryilmaz: 2010) which was described as Students' Internal Challenges in the third research question.

The repetition of revising and editing phase in writing process was considered highly boring and irritating episode in this PBL journey (Shields: 2010). The students' statement emphasized it in an interview session with Sri and Indah.

Sri   :   *"Yeah, mam….the revising phase"*

Indah   :   *"definitely, It was tiring"*

Sri   :   *"Because we had to revise, then it was mistaken…again…."*

Indah   :   *"Moreover the one who got this task… (pointing the paper) deciding the subject and verb agreement…she did not understand but he had to accomplish it….it made us desperate."*

Students argued that revising and editing phase was exhausting because they had to fix the drafts more than once. They admitted that some of the team members were lack of English language skill and often found difficulties in revising and editing the text. It is in line with a research conducted by Al-Buainain (2009) indicating the insufficiency preparation level (Ates & Eryilmaz: 2010).

Fortunately, PBL was mostly carried out collaboratively, therefore peer-review and teacher-review could encourage and develop the students to write and revise (Hunaiti: 2010), as what these students say,

Sri   :   *" …I prefer working in team, mam...I have no idea to whom I can ask for help if I am alone"*

Indah   :   *" We asked Hasna many questions, because she knows structure better than us"*

Azmil :   *"Jesica helped us a lot in revising and editing the text, mam…among us, she is the best in it"*

The researcher also observed those who were considered the superior students contributed much in helping the other team members both inside and outside the class. The team members seemed comfortable because they were just criticized by their own fellows, thus they could develop their writing skill.

The statements above supported Hillocks' findings cited by Pritchard and Honeycutt (2007) stating that writing practice alone did not improve writing. Based on his six studies, Hillocks reported that teaching the students to revise and evaluate their writing or their peers' using specific criterion had contributed strong

effects on revision and writing quality. This approach could gradually develop students' confidence and made them believe to accomplish the project and passed the exam because they were supported by good instructional organization, including the peer and teacher reviews, just like what these students say,

Teacher : *"How did you revise your work? You did it…"*

Indah : *"….You helped us in the counseling, mam*

Sri : *"perhaps, it's because of our efforts, for example…one of us knows, like Hasna…, we asked her how the sentence can change like this…that's what we did in revising process, so we all understand…"*

From the statements above, the students could still feel confident since they realized that those who were insufficient in English language would never be left behind. There were always peers and teachers who were willingly to help. Macarthur (2007) states the peer-review can highly motivate the learners.

From this fact, revising and editing process was important in writing project. Though it was considered the longest and the hardest part in writing process as having mentioned by Shield (2010), skipping this part will demotivate the students at last for not being able to reflect and acknowledge their ability and skills.

5.2.4 Satisfaction

Satisfaction referring to positive feeling about someone's accomplishments and learning experiences was the last category of the motivational instructional design. It could be different for each individual. From the observation and the interview results, some learners got satisfaction from getting awards, gaining payment, having respects from others, acquiring new knowledge and skills, or just receiving a certificate. This fourth point of motivational design was also significant to maintain student motivation..

As the Attention and the Relevance aspects, Satisfaction was also in the fourth range with the total points of 1361. Satisfaction had only 6 questions referring to positive feeling about someone's accomplishments and learning experiences. It could be reflected by their statements and expressions when they got awards, gained payment, had respects from others, acquired new knowledge and skills, or just received a certificate.

The Satisfaction aspect can be described as follow:

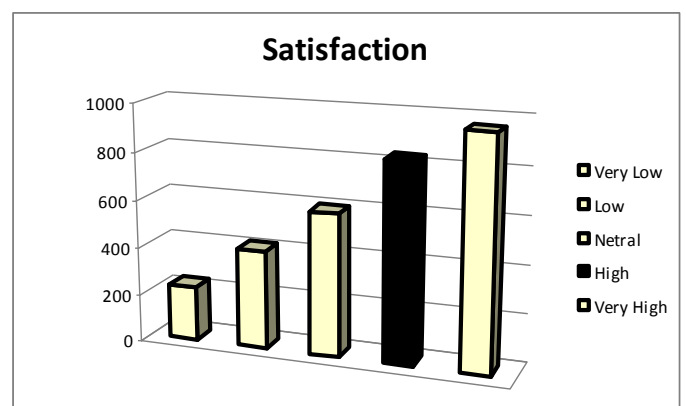| Total Satisfaction points= **826** |
| --- |
| 6 Questions |
| Highest: 38 x 6 x 5= 1140
 Lowest: 38 x 6 x 1= 228
 Range: 1140 – 228= 912
 Class: 5
 Class Interval: $\frac{912}{5}$ = 182.4 = 182 |
| 1. 228 – 410
 2. 411 – 593
 3. 594 – 776
 4. 777 – 959
 5. 960 – 1142 |

Figure 8. Satisfaction Aspect

The data inferred that the students felt rewarded for their efforts because the teacher always gave positive feedback during or after they did the task. Corresponding to Keller (2000), a strategy was given to increase the students' satisfaction by rewarding the students with colourful cards every time they gave opinions in revising and editing process. The students smiled and looked happy whenever the teacher handed each card (Appendix XIII). They were proud of reflecting their English language skills. This indication is revealed in the statements below,

Ghifari : *"I was glad when I got those cards, mam....it encouraged me to speak"*

Kevin : *"To elevate my scores mam...it was a competition, to collect many points*

The students also felt proud of their final product of this project-based writing activity that could be determined as one of their intention in accomplishing the project. This finding was found in the following statements,

Sri : *"Firstly, when we were told that we would make a book, Gosh!"*

Indah : *"We are glad to image that it is our book, We are proud...."*

Diana : *"I am curious about the final product, mam...I feel proud of making my own book that will be used by others."*

Apart from the Satisfaction phenomena above, student collaboration in discussion could also increase the students' satisfaction, especially for the superior students who taught their fellow friends (Keller: 2000, Hunaiti: 2010). These students used their newly- acquired knowledge/skill to develop their friends' understanding.

In this qualitative research, the IMMS data presentation that was gained demonstrated that the students were highly motivated by the project-based writing activity designed by the lecturers in the categories of Attention, Relevance, and Satisfaction. However the students' Confidence aspect showed neutral score.

This students' unconfidence effect can be also shown in their presentation performance in publishing phase. Most of them admitted they were extremely nervous with their speaking skills that could be detected from the way they spoke with fillers and frequently read text written on their cue cards instead of having eye-contact with the audiences (Appendix III).

The phenomena in this students' Confidence aspect was due to the lack of English language skills, therefore the students needed more assistance in learning it. This

case appeared in several studies dealing with students' writing skills in the EFL context. As what had been analyzed by Al-Bunainan (2009), an associate professor teaching in Qatar University, Egypt, she investigated 40 exam scripts of first year university students majoring in English and found the students writing error lay in verbs (tenses, verb omission), articles, and fragments. These phenomena were shown in the students' writing works in this research.

Furthermore, cited by Boscolo and Gelati (2007), from the two-decade research, many findings found such phenomenon. Writing Confidence that deals with self-perception of competence and self-efficacy in writing had been claimed as one of the factors that influenced students' performance (Pajares and Valiante: 2006). Furthermore, it was also strengthened with a research conducted by Boscolo (2007) stating one of the biggest obstacles in writing was the Confidence factor. In addition, some research conducted by Csikszentmihalyi (1990) and the others, which was cited by Pritchard and Honeycutt (2007: 31) claim that those difficulties above indeed affected the students' perception and could also affect their attitude, if the teacher did not provide adequate instruction and time.

5.3 Challenges the Students Encountered

To validate the third question, an interview was carried out to support the phenomena found in the observation and the questionnaire results. The interview was given to the 12 students (Appendix XI) representatives from the 6 teams at the end of the program in order to gain the whole students' experience in this study and to find out their difficulties in this project-based. These interviewees were chosen from their scores in the first semester – the highest and the lowest scores. It had 5 questions (Appendix X) which were able to confirm the other two research questions. The interview questions covered the students' activity and their responsibilities in accomplishing the writing project, their impression of this program, the benefits of the learning method and the obstacles they found.

There were several phenomena encountered by the students which were found in this project-based writing activity. They were categorized into students' internal challenge and students' external challenges.

5.3.1 Students' Internal Challenges

Students' Internal Challenges found in this study covered Insufficient Preparation Level, Managing Time, and Disinterest/ Negative Attitude in the Project.

5.3.1.1 Insufficient Preparation Level

In EFL writing activity, students encountered several problems that could be categorized as Insufficient Preparation Level particularly in composing text. These difficulties were in finding out and developing the writing content including understanding of the academic writing standards, as what had been observed in the project-based implementation when the students created the writing works (see 4.1.6 Creating the Project), revised and edited the texts (see 5.1.7 Peer-Reviewing), presented their works (see 5.1.9 Presenting the Project). Furthermore, the questionnaire result showed that the students doubted their writing ability (see 5.2.3 Confidence).

The students found out some obstacles when they faced language features that involved structure, vocabulary, and diction, like what has been described by Al-Bunainan (2009) who investigated 40 exam scripts of first year university students majoring in English. She found the students writing error laid in verbs (tenses, verb omission), articles, and fragments. These phenomena were shown in the students' writing works in this research, and admitted by the students,

Bayu : *"I frequently make mistakes in vocabulary and structure"*

Having mentioned above, another writing content difficulties the students found was in revising and editing phase in which they had to reflect their language knowledge (see 5.1.7 Peer- Reviewing). As Shield (2010) has argued, it is the

longest stage in the writing process and sometimes frustrating for the students. It made them need more assistance in peer-review process. In addition to speaking skill, some students admitted they were afraid of speaking English in presentation that indicated they did not have enough self-confidence (see 5.2.3 Confidence).

Based on the interview and the observation result, from the classified codes and similar to Keller's (2000) statement, it can be seen that language skills was the most appeared problem followed by personal problem and students' other homework (Appendix XII).

5.3.1.2 Managing Time

From the interview, the students admitted that they most of the time had to choose which task should be done first and put as the priority. As the researcher mentioned in the third chapter, the students of art and design in this tertiary school usually had many projects in almost all the courses they took in each semester.

Jati : *"Managing the time was difficult, moreover many students were not accustomed to waking up early…these tasks, those tasks…in this kind of moment, we sometimes underestimated English…as the result, and I did the other tasks first."*

Desti : *"I didn't concentrate enough, and did the writing work properly mam….due to the other tasks. I am not satisfied with the result"*

In this condition, Jati was forced to choose English as a minor subject. In admitting it, Jati laughed at himself for what he did. Meanwhile Desti who had the highest score in the previous English course did not feel satisfied with their final product due to this condition.

Principally, these students realized that they had limited time to finish the project. They had no other solution and decided to finish the English task after doing the major ones. However for some students who had a high self- orientation and self-regulation like Desti, such condition was disappointing, because she could not

perform well. This perception indicates that the student realizes her responsibility (SRI: 2000).

These two statements indicate that the students found challenges in managing their time due to other works and tasks from the subjects besides English. According to Krajcik and Marx cited by Mapes (2009), this has been a difficulty found in PBL since the approach needs a longer duration than the classical classrooms. In this case, students should be able to manage their time and be more diligent because that is what they will face as the professional designers in the future.

5.3.1.3 Disinterest/Negative Attitudes in the Project

In theory classes, each subject had around 50 students collaborated from two classes. Hence the students in this research came from two different classes (Class C & D) who had different perspective about English. Some people were excited but the others were less or even disinterest. Disinterest or negative attitudes in the learning process could influenced the collaborative learning process, for instance the statement from a student below,

In the interview, Jati says "*I was afraid…hmm how should I say…I was afraid to give them tasks. As the team leader I was confused because when I asked to choose their responsibility in conducting this project, they depended on me*". He also added some more views, "*I was reluctant at first because we came from different classes, to gather people and discuss was uneasy*".

The statement above revealed that Jati as one of the team leaders and came from different class from his team members expressed his confusion in behaving towards his new friends who did not enthusiastically participate in the project. It made him hesitated to make a decision. This case supports Krajcik and Marx (Mapes: 2009) stating that it is uneasy to balance the students' autonomy with others.

A student postponed the English class only because he preferred earning money was a student's negative attitude in group I (see 5.1.2 Taking Role of project Designers). The other member in this team (Arri) who was considered as an active participant in this class also complained about his other friends' performance. He claimed that his team members were too lazy and ignorant about this project task. He thought that Desti as the only female student in his team could give a good influence. His expression implied his disappointment to this indiscipline behavior.

Arri: "*...the annoying incident was when the team members could not be contacted, and they were late to attend our discussion sessions…most of the team members were men…many difficulties, they were too lazy and ignorant. Therefore we needed a female student like Desti*".

This argument was interesting to observe for further research, to find out the difference between the two groups of genders (male or female) in learning motivation. A previous experimental research that integrated PBL with the four categories of ARCS model was carried out by Alhassan (2014). The research described how the class that consisted of all female students was given treatment with the integration of PBL and ARCS model. The finding showed that the experiment class performed highly better than the control class.

Another negative attitude in the project was done by team 6 who committed plagiarism. They took the information from on-line services without paraphrasing the sentences and did not cite the references (Shields: 2010) (see 5.1.6 Creating the Projects).

5.3.2 Students' External Challenges
Students' External Challenges found in this study caused by teachers and administrators

5.3.2.1 Administrators

Referring to the students' internal challenges that have been described above, the issue of insufficient preparation level can be considered significant to counter since it can affect students' confidence which is extremely significant for students' learning motivation (Keller: 2000).

To accommodate the students' needs, the institution managed by the administrators should have provided proper curriculum to lead the students to the global competition in which English used to communicate. Unfortunately, English previously was treated improperly. It was placed as a general subject, which was followed by around 200 freshmen at the same time and place. It contributed only 2 credit hours weekly. Therefore it was not surprising when most of the students got C for their English scores (see 4.1.2 Taking Role of project Designers).

When the English lecturer confirmed it and negotiated with some of curriculum designers, she did not get satisfying answer but the statement "*This (the faculty) is not English Department*". It reflected they discriminated a discipline with others. Such paradigm indeed could not accommodate the PBL implementation. The time which was very limited in this writing project was not enough for the teacher to give a proper monitoring and plannin

5.3.2.2 Teachers

Project-based learning gives an opportunity for collaboration and cooperation (Grant. 2011) not only among the students but also the teachers from different disciplines. This student- centered teaching approach does not suit individualist teachers who prefer sitting alone, and unwillingly sharing their thoughts and experiences.

To develop representative environment for PBL, all components including the teachers should integrate and collaborate in order to give realism on the project. In this study, the students were expected to gain an in- depth experiences in English

writing and speaking, unfortunately in the learning process, most of teachers did not totally participate in it. They could not or did not want to use English in the interview session. From the PBL implementation, it was found there was only one teacher who was willing to speak English (see 5.1.3 Discussing and Accumulating Necessary Background Information).

According to Martin & Baker et al., cited by Railsback, PBL is a student- centered learning in which the students can directly investigate, observe, and doing the real-world problems in their environment. In the implementation, the students often involved with others, such as teachers who could be a challenge for the students, as what had been revealed by these students below.

Azmil : *"We found difficulties in fixing the content, the lecturer who we interviewed seldom attended the class and if he did, his class took place in the evening…we hardly focused"*

Yolanda : *"The textual references of Nirmana 3D are difficult to fin, the teachers did not give us any. They gave the materials on presentation slides…therefore we took them only from several sources. We also found difficulties in finding the references since we didn't cite them at first"*

5.4 Discussion

From the stages of this writing project implementation, the researcher observed that the students performed almost the same learning behavior. Most of them follow all the project steps and gained some useful activities that led them to the processes of critical thinking, collaboration and communication.

However, from the findings inferred, in this art and design tertiary school, English was still perceived as a minor subject. As the result, it only got a weekly minimum credit that led to insufficient preparation level, and disinterest/ negative attitudes

in the project. This insufficient time for planning and monitoring contributed to the students' unoriginal work, and a student's failure in accomplishing the task. It should be considered seriously by programming a better plan and strategies designed not only by the English teachers but also all the faculties. This was one of significant issues which were considered as the teachers' problem mentioned by Krajcik and March (Mapes: 2009).

Referring to the present writing motivation concept (Boscolo and Gelati: 2007), almost all of the students basically had the same perception about the task relevance to their personal objectives. Though most of the time they did not feel confident about their writing ability, they realized this writing skill was significant and relevant to their needs. Therefore, they still could be considered the motivated students because they valued and were willing to use writing as a beneficial activity to communicate, collaborate, even though it was not always enjoyable for them (Boscolo and Gelati: 2007).

Besides lack of Confidence problem, the other phenomenon was the students' internal factor reflecting in a disinterest/ negative attitudes in the project. As the data presentation demonstrated above, some students complained about his team members' poor participation in creating the final project. This can be mentioned as one of the weaknesses in collaborative learning, as one of study conducted by Ates and Eryilmaz (2010) that reveals the students' insufficient preparation level, disinterest/ negative attitudes, weakness of study habit, and insufficient knowledge about the system.

The strategies to improve and sustain students learning motivation should be developed as well, particularly in the aspect of Confidence. It goes along with the teacher's effort to provide meaningful success experiences for learners. The teacher should make the students believe that they can face all the challenges in the leaning process by using their knowledge and skills.

5.5 Concluding Remark

This chapter presented the description of PBL implementation, students' learning motivation, and the difficulties they found. It was shown that the students got many positive benefits from this program, especially in collaboration, critical thinking, and communication. The students were highly motivated in the aspects of Attention, Relevance, and Satisfaction. However they were only neutrally motivated in Confidence. It was because of several difficulties the students found because of the students' internal and external challenges. Referring to these findings, suggestion and further research are recommended in the next chapter.