

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this section, the researcher provides the theoretical background related to the research topic being studied. It covers the definition of writing, the principles of Project-Based Learning (PjBL), and an overview of existing literature related to the study.

2.1 Writing

According to Bain (1866) writing is a structured and rule-governed activity that can be systematically taught. In his influential work *English Composition and Rhetoric*, Bain introduced a clear classification of writing into four main types: narration, description, exposition, and argumentation. He believed that effective writing requires attention to organization, coherence, and rhetorical purpose. Bain's approach emphasized the mechanical and formal aspects of writing, highlighting that students could improve their writing skills by mastering distinct genres and learning how to organize ideas logically. His theory contributed significantly to early composition instruction by providing a framework that remains relevant in genre-based writing pedagogy.

On the other hand according to Dewey (1916), writing as an active, reflective process closely tied to thinking and learning. In his book *Democracy and Education*, he stated that writing should not be treated as a static product but as a dynamic means of inquiry and self-expression. Dewey believed that learners construct meaning through experiences and that writing serves as a tool for

organizing, refining, and communicating those experiences. He emphasized the importance of context, purpose, and personal relevance in writing tasks, advocating for a more student-centered and experiential approach to writing instruction. Dewey's perspective laid the philosophical foundation for later developments in process-based writing and writing across the curriculum.

Moreover, Harmer (2004) states that writing serves as a means of generating language and conveying thoughts, emotions, and opinions. This suggests that writing encompasses more than the construction of grammatically accurate sentences; it also serves as a medium for expressing one's ideas, emotions, and viewpoints. Writing holds an essential position in language education as it contributes significantly to learners' development in expressing ideas clearly and effectively in the language they are learning. Therefore, it is important to create learning environments that offer students meaningful writing experiences connected to real-life contexts. To support this goal, the application of suitable teaching methods, such as Project-Based Learning, can enhance students' engagement and improve their writing proficiency through collaborative and purposeful tasks.

According to Harmer (2001) Writing encourages students to concentrate on using language accurately. As students engage in writing, the process stimulates language development by prompting them to address challenges that arise, which in turn helps refine their language skills. This highlights that writing is not simply about producing text, but rather a process that promotes critical thinking, and reflection. As students write, they confront challenges related to grammar, vocabulary, and structure, which helps them refine their language skills over time.

Moreover, the act of revising and editing their work further solidifies their understanding of language rules, improving both accuracy and fluency.

2.2 Project-Based Learning

According to Dewey (1997), education should be grounded in real-life experiences and active participation. In his work *My Pedagogic Creed*, he argued that learning is most effective when it involves doing and experiencing, rather than passive absorption of facts. Dewey believed that students should engage in purposeful activities that reflect problems they might encounter in everyday life. This approach fosters critical thinking, problem-solving, and meaningful learning, forming the philosophical foundation of Project-Based Learning (PjBL).

Building on Dewey's ideas, (Kilpatrick, 1918) developed *The Project Method*, in which he defined a project as “a wholehearted purposeful activity proceeding in a social environment.” Kilpatrick emphasized that students learn more effectively when they are given autonomy to choose and carry out meaningful tasks in collaboration with others. He argued that education should involve real engagement with problems and projects that matter to students, promoting both intellectual and personal growth. Together, Dewey and Kilpatrick laid the groundwork for modern PjBL, which centers on inquiry, authenticity, and active student involvement.

According to Krajcik and Blumenfeld (2006), Project-Based Learning (PjBL) is an instructional approach that engages students in meaningful and sustained learning experiences through the creation of concrete products. This model places students at the center of the learning process by encouraging them to

actively explore relevant topics, construct knowledge, and present what they have learned through tangible outcomes. Rather than relying solely on memorization or passive instruction, PjBL fosters deeper understanding by promoting active participation, critical thinking, and personal responsibility. Students are encouraged to connect classroom learning with real-world contexts, making the learning process more engaging and relevant. As students work through their projects, they develop not only academic content knowledge but also essential skills such as independence, creativity, and communication. This study adopts Krajcik and Blumenfeld's model as the primary theoretical foundation due to its emphasis on structured inquiry, authentic tasks, and the production of meaningful learning outcomes.

In addition, this study refers to (Stoller, 2006) as a supporting perspective, especially in the context of language learning. Stoller emphasizes that Project-Based Learning in EFL classrooms provides learners with purposeful and meaningful contexts for language use. Through project work, students are able to integrate various language skills, such as reading, writing, and speaking, while producing a final product that reflects their comprehension and creativity. PjBL also enables students to use language in authentic situations, which promotes fluency and confidence.

2.4 Narrative Text

According to Derewianka (1990), the generic structure of narrative text includes orientation, complication, and resolution. The language features typically involve the use of past tense, action verbs, and temporal conjunctions. Teaching

narrative writing through PjBL allows students to develop their storytelling skills while practicing language features in context. By using prompts such as silent videos, students can construct narratives based on visual stimuli, enhancing their imagination and descriptive abilities. This genre also supports the development of writing fluency, as students are encouraged to write extensively and expressively.

2.3 Implementation of PjBL

According to Dewey (1916) the implementation of learning should be grounded in experiential activities that allow students to interact with their environment meaningfully. He emphasized that learning is an active and constructive process, not merely the passive reception of knowledge. This means that teachers should provide learning experiences that engage students in real-life problem-solving, encourage reflection, and promote application of knowledge. Furthermore, (Dewey, 1938) stated that education must be a continuous reconstruction of experience, suggesting that Project-Based Learning (PjBL) should involve cycles of doing, reflecting, and applying. In this framework, the teacher acts as a facilitator who supports students in developing their understanding through inquiry-based and student-centered activities.

Moreover, Kilpatrick (1918) extended Dewey's philosophy by introducing the project method as a structured approach to implement experiential learning in the classroom. He defined a project as "a wholehearted purposeful activity proceeding in a social environment," highlighting that students should engage in meaningful tasks based on their interests. Kilpatrick emphasized that students should be given autonomy to plan, execute, and evaluate their own projects, with

teachers providing guidance rather than direct instruction. This method shifts the classroom dynamic toward student-driven learning, where collaboration, real-world relevance, and personal responsibility become essential components. Through this approach, Project-Based Learning can be implemented in ways that promote both academic and personal development.

According to Krajcik and Blumenfeld (2006), Project-Based Learning (PjBL) involves several stages such as identifying a driving question, planning the project, conducting an investigation, creating a product, and presenting it to others. This instructional model encourages students to engage in real-world problem solving and construct knowledge through active and meaningful learning experiences. In line with this, Stoller (2006) provides a more detailed framework that outlines ten steps for implementing PjBL, including selecting a topic, determining the final product, structuring the project, gathering and analyzing information, drafting, revising, preparing, and presenting the final output. These stages allow students to work collaboratively, develop their language skills, and take ownership of their learning process.

Moreover, Stoller (2006) emphasizes the importance of using a stimulus, such as videos, images, or texts, to activate students' prior knowledge and help them generate ideas at the beginning of the project. She also highlights reflection as a critical final stage, in which students review their learning outcomes, evaluate their performance, and identify areas for improvement. In this study, the implementation of PjBL was adapted to the writing class at MAN Kota Blitar, where students used a silent video as a stimulus to help them write narrative texts. The teacher applied a

semi-guided approach that combined direct instruction and independent work. Classroom activities included brainstorming sessions, individual writing, group discussion, and reflection, allowing students to not only understand the structure of narrative texts but also to develop creativity, communication skills, and a deeper understanding of the material.

2.5 Student Responses in Project-Based Learning

According to Nunan (2004) student responses include how learners process and understand information (cognitive), how they feel about the learning tasks (affective), and how they behave or participate during classroom activities (behavioral). These responses serve as indicators of how effective the teaching approach is in engaging students intellectually, emotionally, and socially. In the context of Project-Based Learning (PjBL), student responses often manifest through their engagement in tasks, their willingness to collaborate, and their ability to reflect on their own learning progress.

In this study, student response focuses on three specific areas: creativity, communication skill, and understanding of the material. Creativity refers to students' ability to generate original ideas and express themselves uniquely during the writing project (Harmer, 2004). Communication skill is defined as the ability of students to express their thoughts clearly, both orally and in writing, especially during collaborative activities (Stoller, 2006). Understanding of the material refers to how well students comprehend the narrative text structure and apply writing concepts taught during the project (Krajcik & Blumenfeld, 2006). These components reflect students' cognitive reactions to the implementation of PjBL and

are used in this research to explore their responses to the writing instruction facilitated by the teacher.

2.5 Relevant Studies

Table 2. 1 Previous Studies

No	Research Title	Researcher Name	Similarites	Differences
1	Project-Based Learning to Promote High School Students' Descriptive Writing	Ardiana, Ariana, and Eka Irianti (2023)	Both studies implemented Project-Based Learning (PjBL) to enhance students' writing skills. Teachers played an active role in planning, guiding students during project activities, and providing feedback to improve writing outcomes.	This research focused on writing activities, utilizing semi-guided writing with prompt like silent videos focusing on narative text. Ardiana's research used a Classroom Action Research (CAR) model with cycles of planning, action, observation, and reflection, focusing on descriptive texts and projects like creating brochures.
3	Students' Perception of Project-Based Learning in Writing Class	Nurul Fadhillah, Sudjarwo, and Dwiwana Habsari (2023)	Both studies highlighted students' positive perceptions of PjBL's role in enhancing critical thinking, and writing abilities. Teachers provided clear project guidelines and facilitated the learning process through feedback.	This research focused on writing activities with semi-guided approaches fostering creativity. Fadhillah's research was quantitative, collecting data through questionnaires and interviews, emphasizing students' overall perceptions and benefits of PjBL rather than detailed planning or specific writing process.
4	The Use of Project-Based Learning Method to Improve Students' Skill in Writing Descriptive Texts	(Barus et al., 2020)	Both studies implemented Project-Based Learning (PjBL) to enhance students' writing skills. Teachers played an active role in facilitating the learning process, guiding students, and evaluating their writing skills. The research highlighted the effectiveness of PjBL in improving writing outcomes.	This focused on writing activities beyond employing semi-guided approaches with varied prompts like silent videos focusing on narative text. Barus's study used a Classroom Action Research (CAR) design with cycles of planning, action, observation, and reflection, focusing specifically on descriptive texts. Evaluation in Barus's research was conducted through pre-tests,

No	Research Title	Researcher Name	Similarites	Differences
				formative tests, and post-tests.
5	Improving Students' Writing Recount Text Through Project-Based Learning	(Dalpah Nursalimah & Muljanto, 2020)	Both studies implemented Project-Based Learning (PjBL) to improve students' writing skills. Both used a structured framework for planning, implementation, and evaluation, emphasizing collaborative learning and active student participation.	This research employed qualitative methods to explore writing activities, utilizing semi-guided prompt like silent videos focusing on narative text. Nursalimah's research used a quasi-experimental design with pre-tests and post-tests, focusing on recount texts. Evaluation relied on statistical comparisons between control and experimental groups.
6	Project-Based Learning in Teaching Writing: The Implementation and Students	Ningtyas Orilina Argawati and Lilis Suryani (2020)	Both studies explore the use of Project-Based Learning (PjBL) to enhance students' writing skills by engaging them in meaningful projects. They emphasize the steps of planning, implementation, and reflection within the PJBL framework. Additionally, both studies highlight the positive impact of PjBL on students' creativity, motivation, and ability to collaborate during the learning process.	The previous research examines the implementation of PJBL to teach writing descriptive texts to university students, with projects like creating mini magazines to improve writing skills. In contrast, the current study focuses on applying PjBL to teach writing to Grade X students at MAN Kota Blitar, using a case study approach to analyze execution of PjBL and Students respond toward PjBL

2.6 Theoretical Framework

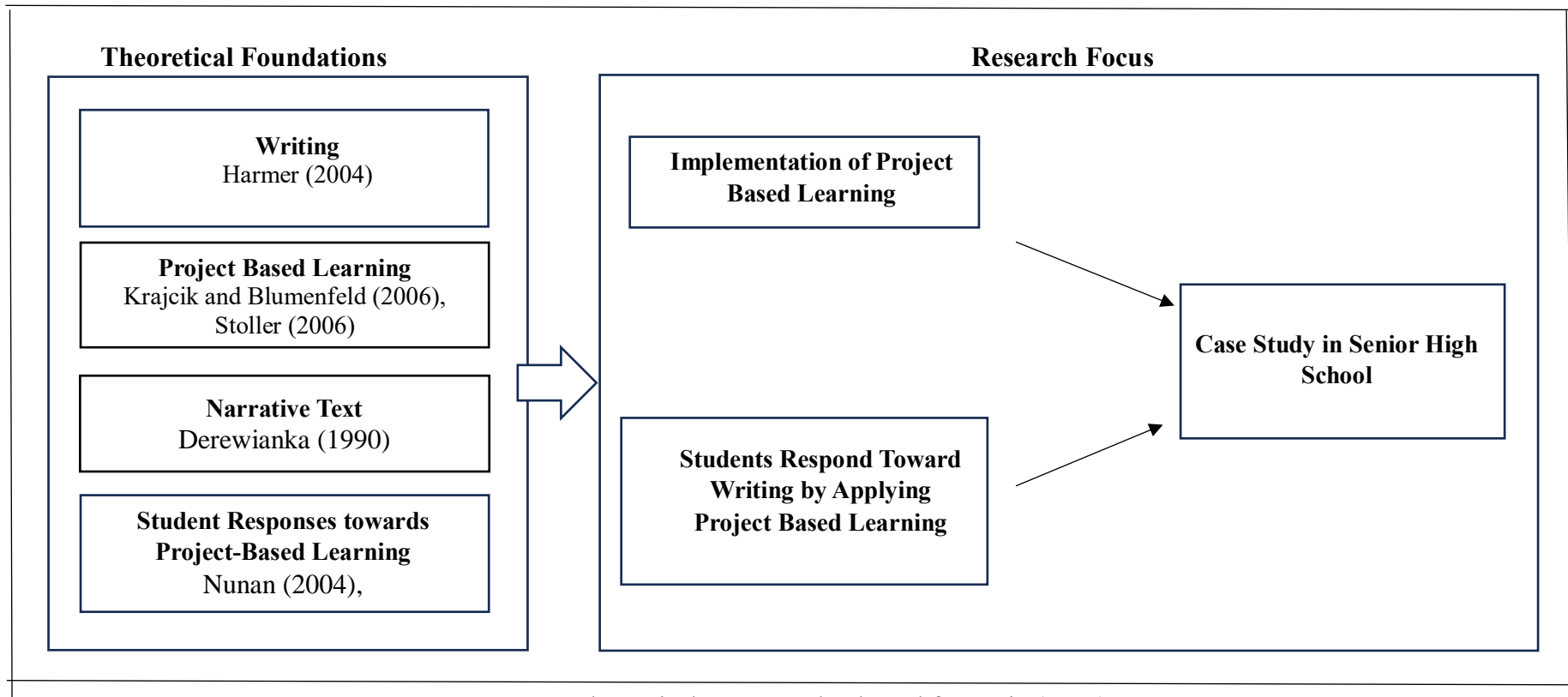


Figure 2. 1 Theoretical Framework adapted from Yin (2018)

2.7 Conceptual Framework

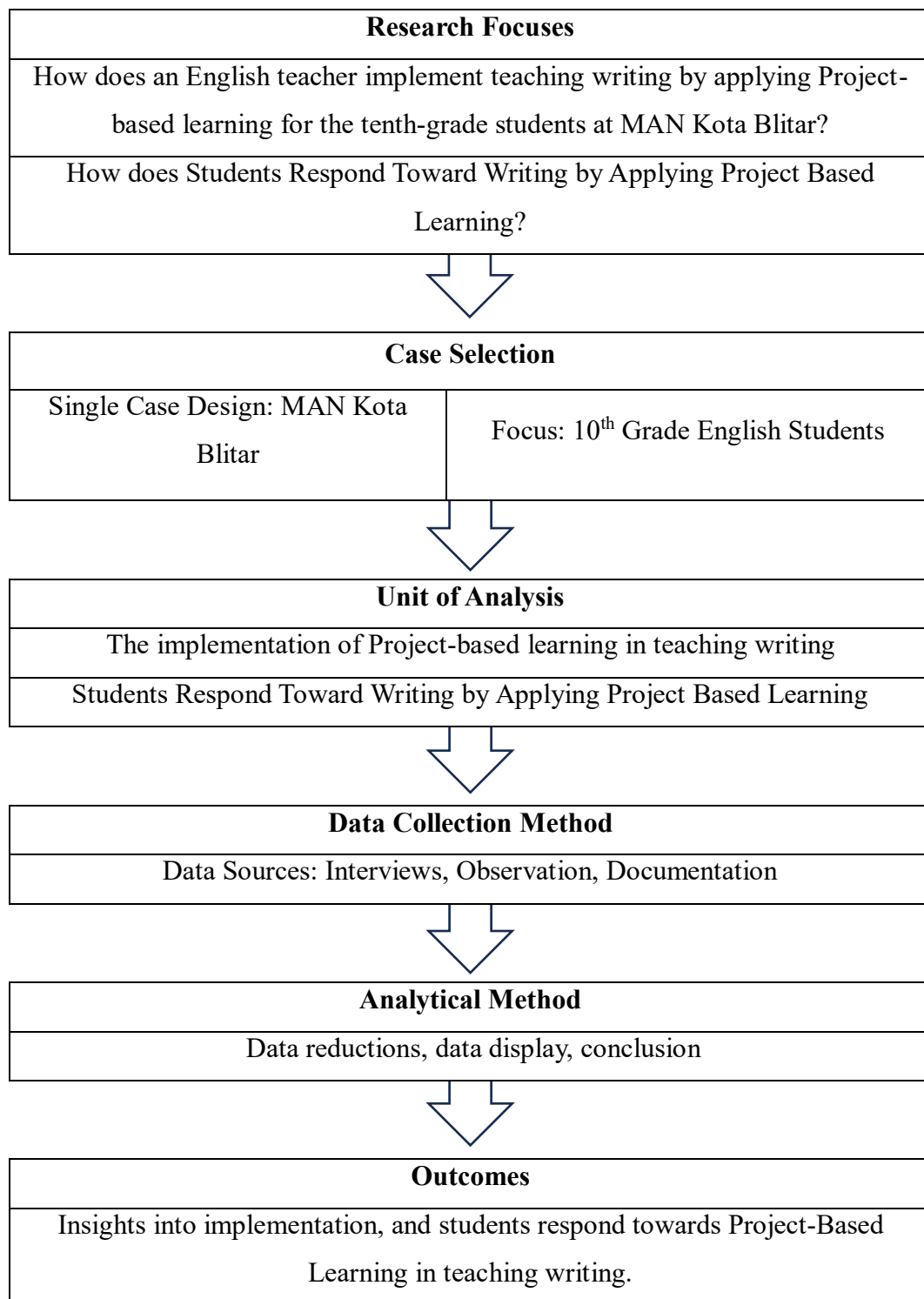


Figure 2. 2 Conceptual Framework