

## **CHAPTER II**

### **LITERATURE REVIEW**

This section is the explanation for each theory to clarify the key terms. It is also a key component in the formulation of the research. It introduces some theories that can be applied as a foundation for the research. Thus, the researcher provides several theories of the key terms to create a comprehensive description of this research as follows: project-based learning, theories of writing, writing ability, teaching writing to English as Foreign Language (EFL) learners, students' resilience, report text, students' perception, and the previous studies.

#### **2.1 Project-Based Learning (PBL)**

##### **2.1.1 The Definition of Project-Based Learning**

In the 21<sup>st</sup> century, students should be equipped with four life skills, namely critical thinking, creativity, collaboration, and communication (Erdoğan, 2019). These skills are important for students to assist and challenge them in learning. Hawanti (2021) stated that the students become more open-minded and empathic, better communicators, and more likely to engage with their peers, as well as accept and explore their views by thinking critically and seeing things from diverse perspectives.

In addition, Facione (1990) identified six core critical thinking cognitive skills with certain sub-skills, namely interpretation (including categorisation, decoding significance, and clarifying meaning), analysis

(including examining ideas, identifying arguments, and analysing arguments), evaluation (including assessing claims and arguments), inference (including querying evidence, conjecturing alternatives, and drawing conclusions), explanation (including stating results, justifying procedures, and presenting arguments), and self-regulation (including self-examination and self-correction). These skills with the sub-skills are central to critical thinking in students' learning. Therefore, many teachers and researchers search for the best method to integrate these skills into the teaching and learning process; moreover, these skills are in line with 21<sup>st</sup>-century learning. One of the applicable teaching and learning methods is project-based learning (PBL).

As Hawanti (2021) described, PBL is centred on a central topic or theme that can last a week, a semester, or the entire school year. Besides, according to Thomas (2000), PBL is a model that organises learning around projects. This is in line with Beckett and Slater's (2005) work about PBL, which explained that PBL encourages students to foster creativity, build independence, improve cooperative learning skills, develop decision-making, promote critical thinking, and help students integrate their language into the local academic and social cultures.

In order to make PBL run smoothly, teachers must understand the knowledge of PBL and how to implement PBL through meaningful activities until producing the final work, so they can help students improve their comprehension of language skills. Thus, it can be

concluded that PBL is a student-centred learning method in which students learn actively, think critically, and work collaboratively to solve a problem and undertake a project within a period of time.

### **2.1.2 The Characteristics of Project-Based Learning**

Thomas (2000) reported in his review that the project-based learning model has some characteristics. Those features are summarised in the following explanation. First, projects in PBL are central. Here, the project is the curriculum. In other words, the project is the central teaching strategy. Therefore, in PBL, students are expected to discover and learn the central concepts of the discipline through projects.

Second, the project is focused on the questions or problems. In this context, these projects are considered to encourage students to discover the central concepts and principles of a discipline. Therefore, students' questions, activities, products, and performances are organised to achieve important intellectual goals.

Third, the project engages students in constructive inquiry. The definition of inquiry here is a goal-directed process that involves investigation, knowledge building, and resolution. However, in PBL, the main project activities must represent the transformation and construction of knowledge and skills. Simply, PBL integrates students' knowledge and abilities.

Fourth, the project is student-driven. This PBL project should combine student autonomy, choice, unsupervised working time, and responsibility. Above all, the PBL model encourages students to be active learners.

Finally, the project must be realistic. In more detail, project-based learning is authentic learning because it provides students to experience relevant and real-world tasks. Thus, these real-life challenges should focus on authentic problems or questions that can apply solutions.

### **2.1.3 The Advantages of Project-Based Learning**

This section addresses some of the advantages of incorporating project-based learning into the teaching and learning process according to some researchers (Rahayu & Fauzi, 2020; Sukerti et al., 2018; Thomas, 2000). First, project-based learning promotes self-directed learning or autonomous learning. PBL encourages students to learn on their own because they are expected to work independently, while the teacher's role is limited to that of the students' facilitator.

Second, project-based learning fosters the development of higher-order thinking skills. It is encouraged for the reason that PBL allows students to generate their own ideas and integrate the knowledge gained through various disciplines to solve problems and complete real-world tasks.

Third, project-based learning improves motivation, collaboration, learning autonomy, and student resilience. The project that the students work on motivates them to work hard in order to complete the final product, which increases their enthusiasm to learn and study. In addition, the learning process involves adult skills such as collaboration and reflection since it allows them to collaborate and reflect on their work. The next result is an increase in learning autonomously on the part of the students because they are more self-reliant. More importantly, there is ample evidence that PBL has a positive effect on student resilience.

Fourth, PBL can generate gains in students' general academic achievement, content learning, and skills. Thus, the result of project-based learning is expected to provide an opportunity to create a productive and enjoyable classroom atmosphere.

#### **2.1.4 The Steps to Conduct Project-Based Learning**

Several procedures should be conducted to ensure the effectiveness of PBL implementation. These steps are discussed by Chikita et al. (2013). The first step is writing commenced by posing questions. The question is a real-world problem that can motivate students to commence an investigation for their writing. The second is designing project planning. The students are taught the characteristics of good writing as well as criteria for their writing products, and they are directed on what to write and how to write it.

The third is making a schedule. It means that the students are given a time limit to complete their projects. The fourth is controlling and observing the students and their project development. The students are learning how to work, collaborate, be a leader, and determine their roles in the project. The fifth is assessing the result. The teacher should evaluate the process and product of the project holistically. The last is evaluating experience. In this step, the teacher instructs students to reflect on their first project in order to prevent making the same mistakes in the following project. In addition, as Hawanti (2021) stated, the teaching evaluation of PBL can be adjusted by applying a rubric to evaluate all activities, from planning to project presentation.

## **2.2 Writing**

### **2.2.1 The Definition of Writing**

★ Brown (2001) explained the four primary skills in ELT are listening, speaking, reading, and writing. Since this research focused on writing skills, the first theory discussed in this sub-chapter is in regard to writing. Many scholars in English teaching have their own definitions of writing. The first definition of writing, according to Pinter (2006), is a complex talent that progresses from the level of copying familiar words and phrases to the level of gaining comprehension of text structures, genres, the drafting and editing processes, and writing for a reader.

In addition, Alotaibi (2020) classified writing as a productive English skill, which is an essential skill that English learners must master because it is considered that writing is the final ability in the language skill hierarchy. His opinion is in line with Harmer (2007), who revealed in his book that language consists of two major skills, namely receptive skills, including reading and listening, as well as productive skills, including writing and speaking. He added that writing is related to literacy because students judged as literate are those who can read and write in certain situations and for certain purposes. On the other hand, related to collaborative writing, Alwasilah and Alwasilah (2007) argued that writing is collaborating involving social learning.

In conclusion, writing is a productive skill that requires such a complex process, from only copying words to its final goal of producing good writing for the readers. From the above definitions, it can be seen that writing is one of the important skills that should be learned and mastered by students, especially in learning English.

### **2.2.2 The Characteristics of Written Language**

According to Brown (2001), some characteristics of written language from a writer's viewpoint include permanence, production time, distance, orthography, complexity, vocabulary, and formality. A writer must understand these characteristics.

First, what is meant by permanence here is when a written work is completed, the writer abdicates the power to correct, clarify, and withdraw. Second, regarding the production time, the writer is given a time span in which the writer can be a good writer by developing an efficient process to achieve the ultimate goal.

Third, the distance issue requires a writer to have the ability to read their writings from the reader's point of view. Fourth, when talking about orthography, a writer must be able to capture everything about language through the manipulation of letters and written symbols. Fifth, complexity in written language relates to how to eliminate redundancy, how to combine sentences, how to make references, how to create syntactic and lexical variations, etc.

Sixth, the richness of English vocabulary is required by a good writer in written language. The last is a formality, in which the writer should consider the academic writing conventions that require them to learn how to describe, explain, compare, contrast, defend, argue, etc.

### **2.2.3 The Writing Process**

According to Brown (2001), the writing process approach is divided into three stages. Those are prewriting, drafting, and revising. Meanwhile, Seow (2002) believed that the writing process provides students with a sequence of developed training experiences to assist them in grasping the nature of writing. Thus, they should follow these steps,

including planning, drafting (writing), revising (redrafting), and editing. In addition, Harmer (2004) proposed four main elements in the writing process, namely planning, drafting, editing (reflecting and revising), and final version. The last overview is that of Oshima and Hogue (2007). Since writing is an ongoing creative act, the writing process includes more than a one-step action, namely prewriting, organising, writing, and polishing (revising and editing).

Based on their explanation, it can be concluded that the writing process includes prewriting, planning, drafting, revising, and editing until it can reach the final version. If these steps are depicted in a diagram, they will be as follows.



Figure 2.1 The Writing Process

From the above figure, the following writing steps are explored. In the first stage of writing, students need to create ideas, and this stage is called prewriting. The second stage is planning, when the practice might encourage students to commence writing. At this stage, students who want to write usually plan and decide the ideas into a simple outline. Besides, they must consider three main points in planning, which include purpose, audience, and content structure (Harmer, 2004). In the third stage, the students write a draft as a form of raw writing which aims to direct their focus on the fluency of their writing. In the revising stage,

students reexamine and recheck their writing to ensure that they can convey the message in their writing to the reader effectively.

Further, editing is the stage in which students finalise their pieces of writing. If revising is related to content and organisation, editing focuses on grammar, punctuation, and mechanics (Oshima & Hogue, 2007). Finally, the last stage is to produce the final version. It means that the written text is ready to be delivered to the intended readers.

## **2.3 Writing Ability**

### **2.3.1 Students' Writing Ability**

Yi (2009) said that writing ability could be defined based on the teacher's personal experience as a teacher and writing philosophy, as well as the qualities of the learners and the pedagogical aims in a specific environment. Besides, Brown (2001) added that writing is a particular learned behaviour, so students will learn to write if someone, in this case, the teacher teaches them. However, since the final goal of this entire writing process is to be able to produce good writing, the teacher needs to teach writing skills to students, and on the other hand, students should learn these skills in order to master them.

In addition, since writing is a productive skill, the key to the success of this skill lies in how the teacher organises and responds to the students' work. According to Yi (2009), the context of writing skills is viewed from five aspects, namely task, situation organiser, writer, setting, and

materials. In defining writing ability, these five aspects should be considered, but the teachers' ideology, in which they are responsible for how learners acquire language and how writing competence should be defined, also plays a role.

### 2.3.2 The Micro and Macro Skills for Writing

In writing, the students' competence is reflected by some skills, namely micro and macro writing skills, as proposed by Brown (2004). These abilities can be applied to assess their writing abilities. The micro-skills are more suitable to be applied to imitative and intensive types of writing tasks, while macro skills affect the success of responsive and extensive writing mastery. The following table describes the micro and macro skills for writing, according to Brown (2004), in more detail.

Table 2.1 Micro and Macro Skills for Writing

<b>Micro Skills for Writing</b>	<b>Macro Skills for Writing</b>
1) Create English orthographic patterns and graphemes.	1) Use written discourse's rhetorical structures and conventions.
2) Write efficiently and effectively to meet the objective.	2) Complete the communicative functions of written texts in accordance with form and purpose.
3) Create an acceptable core of words and employ proper word order patterns.	3) Communicate connections and links between events, as well as relationships between the main idea, supporting ideas, new information, given information, generalisations, and exemplifications.
4) Employ proper grammatical systems, such as tenses, agreements, and pluralisation; patterns; and rules.	4) When writing, differentiate between literal and implied meanings.

<b>Micro Skills for Writing</b>	<b>Macro Skills for Writing</b>
5) Communicate a specific meaning using various grammatical forms.	5) Communicate culturally specific references in the written text's context correctly.
6) In written discourse, employ cohesive devices.	6) Create and employ a variety of writing strategies, such as evaluating the audience's interpretation with accuracy, employing pre-writing devices, writing fluently in the first draft, utilising synonyms and paraphrases, requesting feedback from peers and instructors, and using that feedback for revising and editing.

## **2.4 Teaching Writing to English as Foreign Language (EFL) Learners**

### **2.4.1 The Teaching of Writing**

According to Omar (2014) as well as Richards and Renandya (2002), writing is a complex process that requires skills and strategies from organising ideas to translating them into readable text. This is in line with Qamariah (2016), who said that teaching writing is a complex and continuing process.

Moreover, Harmer (1998) stated that the reasons for teaching writing include the opportunity for language processing, reinforcement, preparation for some other activities, language and text development, learning styles and interests, as well as writing as a skill. His explanation was based on the distinction between writing-for-learning and writing-for-writing. These reasons, thus, will significantly affect the way the teachers teach writing to the students. For example, when teachers arrange their students' writing, the way they offer suggestions and corrections will differ depending on their writing type. As another

example, when the teachers ask their students to do a certain type of writing can depend on their learning styles and interests.

Since writing is a complex process, Harmer (2004) suggested that the teaching of writing should focus on the written product and the writing process, as previously explained. It aims to help students write successfully and enthusiastically, even in different styles. Regarding this, the teachers need to consider the following three issues, namely genre, the writing process, and building the writing habit (Harmer, 1998). The first issue is about genre or a type of writing. In teaching writing, a teacher must know what makes students write will depend on what genre they need to write or that will be useful to them.

Moreover, in writing, the teacher must consider several strategies to get students to plan, encourage them to draft, revise, and edit, as well as respond to their writing. Building the writing habit is important for the last issue because many students think that they cannot or do not want to write. By discussing these issues, it is expected that teachers can involve and familiarise students in the writing process, so they can acquire writing habits and enthusiastically involve themselves in the writing process.

#### **2.4.2 Types of Classroom Writing Performance**

As a teacher when teaching writing to students, Harmer (2007) asserted that the teacher's roles are as a motivator, a resource, and a

feedback provider. Thus, the teachers must comprehend that there are different types of classroom writing performance proposed by Brown (2001) in order to recognise the students' writing ability.

The first type is imitative or writing down, in which the students are still in the stage of writing down the English letters, words, and sentences, including dictation. The second type is intensive writing, which typically appears in controlled, written grammar exercises because it includes a production mode for learning, reinforcing, or testing grammatical concepts. The third type is self-writing, in which the writer only writes about the self as an audience, for example, in journal writing. The fourth type is display writing, which involves an element of display, such as short answer exercises and essay examinations. The last is real writing, which aims to convey a message sincerely to readers who require the message, for example, academic, vocational or technical, and personal writing.

Regarding the teachers' roles and types of classroom writing performance, the teachers must also be able to design fun writing lessons for their students. Therefore, they must know the principles of designing writing techniques. Brown (2001) revealed several techniques as follows: combining good writing practices, balancing process and product, taking into account cultural or literary background, connecting reading and writing, providing as much authentic writing as possible, and framing techniques in terms of writing stages. If the teachers have understood

their roles, the types of classroom writing performances, and the principles of designing writing techniques, it is expected that teaching writing can be successful and achieve its goal, in which the students can be good writers who can produce good writing.

## **2.5 Students' Resilience**

### **2.5.1 The Definition of Resilience**

To make a clear understanding of resilience, this section provides a definition of the third variable in this study, namely resilience. The first definition is from Martin and Marsh (2006), who defined resilience as the process, capacity, or outcome of successful adaptation to maintain high levels of achievement, motivation, and performance in challenging or threatening situations. Besides, Lees (2009) revealed that resilience is the ability to thrive in the face of adversity. The next notion is proposed by Siddiqa and Nadaf (2017), presenting that resilience is the ability to overcome life's challenges and adapt to adversity. In addition, resilience is interpreted as the ability to survive various obstacles experienced and adapt to these conditions to achieve optimal success (Latif & Amirullah, 2020). Finally, according to Rahayu and Fauzi (2020), resilience is the ability to remain calm in stressful and emotional conditions so that a person can rise up and adapt well to these things.

It can be concluded that resilience is a person's ability to successfully survive and adapt to complex, challenging, stressful,

emotional, or threatening situations. In the education field, students often experience various difficult academic, psychological, and social situations, either at home, in school, or community. Therefore, student resilience refers to a student's ability in the field of psychology to adapt and survive in those various challenging situations.

The objectives of building student resilience are, when students are tough enough, they can improve their skills or achievements, they will not give up easily, they will be tough, they will be involved in the classroom, they will manage their emotions, they will enjoy every phase in the teaching and learning process, they know how to solve their problems, they can maintain their mental health and well-being, and finally, they will become autonomous learners (S. Hawanti, personal communication, December 21, 2021). In conclusion, resilience is a priority nowadays because students need not only high intelligence or knowledge but also the attitude and ability to face every problem in real life. For teachers, an understanding of resilience is an important factor in the teaching and learning process.

### **2.5.2 The Characteristics of Resilient Students**

Martin & Marsh (2006) exposed that five factors predict academic resilience, namely self-efficacy, control, planning, low anxiety, and persistence. Therefore, they proposed the 5-C model of academic resilience, which includes confidence (self-efficacy), coordination

(planning), commitment (persistence), control, and composure (low anxiety). First, academic self-efficacy is a significant factor of academic resilience that can involve restructuring learning to maximise opportunities for success. Second, the planning factor relates to how students work in self-regulation and goal-setting to increase their capacity to plan and manage their studies. Meanwhile, when talking about persistence, it is still related to the planning factor. This means that students must set effective goals, demonstrate how to work towards these goals, and persist in facing challenges. Fourth, the control factor refers to their sense of control over their ability to achieve or repeat success or even avoid failure. Furthermore, a primary factor relevant to anxiety is a fear of failure. Therefore, the joint operation of these factors is expected to reduce the students' low anxiety.

In addition, Ginsburg and Jablow (2014) proposed "The 7C's Model of Resilience", which consists of competence, confidence, connection, character, contribution, coping, and control. First, based on their work, resilient students should have competence, in which they have a feeling of knowing that they can handle various situations effectively. Second, they have self-confidence or belief in their own abilities that come from their competence. Third, they can build connections or relationships with other people, schools, and communities that offer security and allow them to stand on their own and develop creative solutions. Fourth, they have character, which is a set of morals and values

to determine right and wrong, and to show a caring attitude towards others. Fifth, they recognise that the world is a better place because they are in it and that personal contribution can be a source of purpose and motivation. Sixth, they can learn to cope with stress effectively. Finally, they realise that they can control the outcome of their decisions.

On the other hand, Siddiqa & Nadaf (2017) explained several factors that make a person resilient, such as a positive attitude, optimism, ability to regulate emotions, and ability to see a failure as a form of helpful feedback. They also added that resilient people are able to change their direction, move forward, and bounce back from difficult experiences.

### **2.5.3 Strategies to Improve Students' Resilience**

Being able to build resilience in establishing good health, both physical and psychological, is essential in the school context (Siddiqa & Nadaf, 2017). Thus, they suggested some strategies to promote resilience in young people. First, related to the environment that builds social interaction in a school setting, creating a supportive and caring classroom and school environment should be considered in order to create a sense of connecting and belonging. The second step is to develop positive expectations of students' capacities and behaviours with consistent guidance and support to help them accomplish their targets. Providing

genuine opportunities for participation and contribution to decision-making is the next strategy that needs to be applied.

The last strategy proposed by Siddiqa and Nadaf (2017), which relates to the teacher's role, is that teachers should give importance to the relationship with their students, express that they have positive expectations from them, and provide different opportunities for their participation. To increase the role of teachers in building student resilience, they should consider improving their teaching style in the classroom, building good relationships with others at school, developing disciplinary practices in and/or outside the classroom, and supporting the students to participate in all classroom activities as well as at school.

Moreover, referring to “The 7C's Model of Resilience”, Ginsburg and Jablow (2014) stated that children could work on developing attitudes and behaviours to build resilience that can help influence their ability to manage stress. Therefore, they also suggested several strategies for building resilience in children and adolescents, as summarised in the following table (Table 2.2).

Table 2.2 Strategies to Build Resilience in Children and Adolescents

No	The 7C's Model of Resilience	Strategies to Build Resilience in Children and Adolescents
1	Competence	a. Helping children focus on individual strengths. b. Empowering children to make decisions.
2	Confidence	a. Focusing on the best in each child so that they can also see that. b. Recognising when they have done well.
3	Connection	a. Building a sense of physical safety and emotional security within their home.

No	The 7C's Model of Resilience	Strategies to Build Resilience in Children and Adolescents
		b. Allowing the expression of all emotions so that children can feel comfortable reaching out during difficult times.
4	Character	a. Demonstrating how behaviour affects others. b. Helping children recognise themselves as caring people.
5	Contribution	a. Stressing the importance of serving others by modelling generosity. b. Creating opportunities for each child to contribute in some specific ways.
6	Coping	a. Modelling positive coping strategies consistently. b. Guiding children to develop positive and effective coping strategies.
7	Control	a. Helping children understand that most of life's events are not purely random but happen as a result of another individual's choices and actions. b. Learning that discipline is about teaching, not punishing or controlling.

In addition to those strategies above, S. Hawanti (personal communication, December 21, 2021) explained that resilience is an important issue nowadays, so it must be trained and prepared by teachers through classroom activities. The strategies that can be applied in the classroom to develop resilience are as follows:

- 1) conducting group work discussions;
- 2) asking the students to do the assignment by training them to set milestones in doing the assignment;
- 3) giving more appreciation and compliments to them after they have finished their work;

- 4) giving them feedback by making them understand that it is something good for them to improve;
- 5) avoiding giving them punishment by turning it into a more educated strategy; and
- 6) implementing appropriate teaching strategies using problem-based or project-based learning to make them work in a team.

From the above explanation, it can be concluded that project-based learning is one of the teaching models that can be applied to improve resilience in the classroom because integrating the language activities into PBL can encourage the students to work in a team, work under pressure, be precise in planning their work so that they can complete all the assignments on time, and finally, they can be more confident as well as creative in learning English. Instead of having to be more competitive, those activities can also encourage them to be more open-minded to other people's opinions, works, or differences during the completion of the work, so when they receive a rejection from other members of the group, they can deal with the uncomfortable feeling, and they will think creatively in solving problems of their personal conditions.

## **2.6 Report Text**

### **2.6.1 The Definition of Report Text**

According to Togeby (2014), a 'text' is a communicative act performed by a sender when uttering a complete intentional unit of some

written or spoken sentences separated by silence or blank space, or by the shift of the sender. Therefore, the concept of 'text' involves both written and spoken languages.

The experts classify several types of text, and the texts studied at the junior high school are descriptive text, recount text, procedure text, narrative text, and report text. Thus, one type of text taught at the ninth-grade junior high school level for semester two is a report text. It is based on the syllabus for teaching English in the ninth grade of junior high school. According to Utami et al. (2018), a report text is a text that gives factual information to the reader.

### **2.6.2 The Components of Report Text**

Each type of text has three components that are usually discussed, including report text. In discussing the report text, teachers will usually refer to these three components, namely social function, generic structures, and language features. This is in accord with Farikhah's (2014) work, which states that as a factual text, a report text has three rhetorical structures, which cover social functions, schematic structures, and language features.

First, the social function of report text is to describe factual information on natural, synthetic, and social phenomena. Second, a type of text will be easy to learn if students know the schematic or generic structures. This text has two generic structures, namely, general

classification and description. The general classification is an introduction to the report. Meanwhile, the description covers a sequence explanation of the topic of the report text, such as parts, functions, qualities, and habits or behaviour.

Moreover, the last characteristic of the genre is the use of language or linguistic features. A report text has the following language features, which are the use of generalised participants, material processes (action verbs), relational processes (linking verbs), and simple present tense, as well as no temporal sequence in this text.

## **2.7 Students' Perception**

Lexically, perception means the ability or way to perceive, see or understand something (Oxford University Press, 2008), a belief or opinion many people hold based on how things seem (Cambridge University Press, 2008). Lamatokan (2018) also argued almost the same, in which perception is people's opinion or view about a particular object that they think is true. In Zhou and Brown's (2015) textbook, perception or awareness is the ability to use sensory cues to guide motor activity, which ranges from sensory stimulation to cue selection for translation. Besides, according to Dewi (2021), perception can affect a person's response, motivation, and attitude. Therefore, it can be concluded that students' perception is students' ability or belief to see or perceive something after receiving a stimulus to achieve an understanding, which can affect their response, motivation, and attitude.

In sum, by understanding the students' perceptions, teachers can evaluate the teaching-learning activities and the usage of the methods or strategies. For this reason, it is pivotal to recognise the understanding of students' perceptions. In this study, the students' perception of the use of PBL is investigated to discover their beliefs and experiences in using PBL in writing class.

## **2.8 Previous Studies**

Several studies on project-based learning and student resilience have been conducted previously. First, Aghayani and Hajmohammadi (2019) investigated the effect of project-based learning on EFL learners' writing skills at a language institute in Iran through a pre-test/post-test quasi-experimental design. As a result, they found that project-based learning had a significant effect on the learners' writing ability, and it did aid learners in enhancing and promoting their writing ability in a collaborative environment. From this research, the researchers revealed that it was carried out for higher-level students, in which most of them already had a high awareness of working together. On the other hand, this research did not study whether PBL also had an effect on student resilience and how students perceived the use of PBL.

Second, Alotaibi (2020) conducted quasi-experimental research to investigate the effect of the project-based learning model on the persuasive writing skills of Saudi EFL secondary students. The result of his study showed that the students' level of persuasive writing performance significantly developed after receiving the explicit project-based learning model. However,

this research was only focused on persuasive writing. In addition, as the first previous study, it had not studied whether or not PBL also had an effect on student resilience and how students perceived the use of PBL.

Third, Chikita et al. (2013) recommended using project-based learning after investigating the effect of this model and students' perceived learning discipline on the writing competency of the eleventh-grade students of SMAN 5 Mataram. Based on their research, the results exposed that 1) there was a significant effect of PBL on students' writing competency; 2) there was no significant effect of the interaction between teaching methods (PBL and conventional teaching method) and students' learning discipline level (high and low levels) on students' writing competency; 3) PBL had a significant effect for both high and low discipline students. This research was quite different from the two previous studies because it used two treatments, namely PBL and students' perceived learning discipline. However, it was intended for senior high school students, and it used experimental research with a 2x2 factorial design.

Fourth, Karaçalli and Korur (2014) analysed the effects of project-based learning on students' academic achievement, attitude, and retention of knowledge in relation to the subject of "Electricity in Our Lives" in a fourth-grade science course through a quasi-experimental design with 2x2 factorial design (as a pre-test, post-test with the control group). They concluded that, for the students, being in the project-based learning groups resulted in better academic achievement and knowledge retention than being in the traditional

teaching group. This study used three dependent variables, but it was conducted at the elementary school level for the science course.

Fifth, Rahayu and Fauzi (2020) analysed the effect of an online-based project-based learning model on students' resilience during the pandemic COVID-19 through pre-experimental research. They concluded that the online-based project-based learning model positively influenced students' resilience while studying during the COVID-19 pandemic. This fifth study succeeded in testing the effect of PBL on student resilience, but the implementation of PBL is carried out online. Besides, this study did not discuss the effect of PBL on students' competence.

Sixth, Sukerti et al. (2018) analysed the impact of PBL on the writing achievement of the second-semester students majoring in Informatics Management in the Electrical Engineering Department. The results of their research disclosed that there was a significant effect of implementing PBL in improving students' writing achievement. As the first to the fourth previous studies, this research had not investigated whether or not PBL had an effect on student resilience and how students perceived the use of PBL. In addition, it is conducted in higher vocational education.

Last but not least, Latif and Amirullah (2020) examined the differences in the students' academic resilience based on gender and cohort through a cross-sectional survey in the Department of Educational Psychology and Guidance, Faculty of Education, Universitas Negeri Makassar. The results of their study revealed that there was no difference in academic resilience between

female and male students. It was also found that there was a significant difference in academic resilience among the students in the academic years 2013, 2014 and 2015. However, this last study used a different method and only focused on academic resilience profiles.

Based on the search and limitations of those previous studies, there is still little research on project-based learning in improving the students' writing ability of report text and their resilience at the junior high school level. It means that there is still no study combining these three variables in one research because some are more focused on seeing whether PBL affects writing skills only, or some only focus on student resilience. Therefore, the objectives of this study are to investigate how project-based learning affects students' ability to write report text, to examine how project-based learning affects students' resilience in writing report text, and to determine students' perceptions of the use of project-based learning in writing report text to the ninth-grade students of SMPN 1 Kawunganten through mixed methods research. The distinctions between the previous and current studies lie in the variables, research subjects, sampling technique, and research methodology. However, since the previous studies are relevant to this research, all of them can still be used as references for this research.