

The Academic Achievement of Writing via Project-Based Learning

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Abstract : This paper focuses on the use of project work as a pretext for applying the conventions of writing, or the correctness of mechanics, usage, and sentence formation, in a content-based class in a Rajabhat University. Its aim was to explore to what extent the student teachers' academic achievement of the basic writing features against the 70% attainment target after the use of project is. The organization of work around an agreed theme in which the students reproduce language provided by texts and instructors is expected to enhance students' correct writing conventions. The sample of the study comprised of 38 fourth-year English major students. The data was collected by means of achievement test and student writing works. The scores in the summative achievement test were analyzed by mean score, standard deviation, and percentage. It was found that the student teachers do more achieve of practicing mechanics and usage, and less in sentence formation. The students benefited from the exposure to texts during conducting the project; however, their automaticity of how and when to form phrases and clauses into simple/complex sentences had room for improvement.

Keywords : project-based learning, project work, writing conventions, academic achievement

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