

Implementing Project Based Learning Using Google Sites to Enhance Students' Travel Writing Abilities

Ririn Pratiwi Suharto¹, Zubaidi², Bambang Suryanto³, Ardian Wahyu Setiawan⁴,
Dhony Manggala Putra⁵

^{1,2,3,4} Politeknik Negeri Malang, Indonesia, ⁵ Politeknik Negeri Jember, Indonesia

¹ ririnpratiwi@polinema.ac.id, ² zubaidipolinema@gmail.com, ³ bambang.suryanto@polinema.ac.id,

⁴ ardian.setiawan@gmail.com, ⁵ dhony_manggala@polije.ac.id

Abstract

This research explores the intersection of project-based learning (PBL) and technology-enhanced language education, specifically focusing on the implementation of PBL through Google Sites to enhance students' travel writing skills. The research aims to evaluate both the implementation of PBL in travel writing and students' perceptions of this learning model. Utilizing a case study methodology, data were collected through observations and questionnaires. English for Tourism Industry students were divided into four groups, each consisting of five students, and each group created one Digital Travel Writing project. Findings indicate that all groups effectively followed three key steps in the PBL process: project preparation, implementation, and evaluation. The resulting Digital Travel Writing projects focused on Central Java, Bali, East Java, and West Nusa Tenggara. Questionnaire responses indicated that most students enjoyed the PBL activities. In conclusion, the implementation of project-based learning using Google Sites was successful in enhancing students' abilities in the Travel Writing course.

Keywords: Digital Travel Writing; Google Sites; Project Based Learning; Students' Perceptions; Teaching English with Technology

INTRODUCTION

In language education, the continuous evolution of teaching methodologies is imperative to meet the dynamic needs of students in an increasingly interconnected world. Writing proficiency, particularly in the context of travel writing, represents a crucial skill set for language learners, fostering not only linguistic competence but also cultural awareness and communication skills. Traditional instructional approaches often struggle to engage students actively in the learning process, and educators are continually seeking innovative strategies to enhance language acquisition and application (Mulyani et al., 2021; Waluyo & Apridayani, 2021). Project-based learning (PBL) has emerged as a pedagogical approach that places emphasis on experiential, collaborative, and inquiry-driven learning, aligning with the broader goals of fostering critical thinking and real-world application of language skills.

The integration of technology into language education further opens avenues for creative and interactive learning experiences (Ardiansyah et al., 2022; Sari, 2021). Google Sites, as part of the G Suite for Education, offers a user-friendly platform for collaborative project development, providing students with the tools to construct, curate, and showcase their travel writing projects. The platform caters to different learning styles and preferences by providing multiple representations of learning materials. Students have unique ways of understanding and retaining information, and various resources ensure they can choose the one that resonates best with them (Rosyada & Sundari, 2021). This personalized approach leads to better comprehension and retention of the subject matter. Flexibility in accessing and interacting with learning resources

can accommodate different learning styles and preferences, making the learning experience more effective and enjoyable. This active engagement also encourages students to take ownership of their learning process, fostering a more effective and fulfilling educational experience (Noah & Gbemisola, 2020).

This research seeks to explore the intersection of project-based learning and technology-enhanced language education by investigating the implementation of project-based learning using Google Sites as a means to enhance students' travel writing abilities. By combining the principles of project-based learning with the collaborative features of Google Sites, this study aims to address the following key aspects. First, this research intends to enhance students' writing proficiency. This could be done by investigating how project-based learning, facilitated through Google Sites, contributes to the improvement of students' travel writing abilities. This includes an examination of language structure, vocabulary usage, and overall writing proficiency.

The second key aspect is fostering collaboration and communication skills. This is conducted by exploring the impact of collaborative project development on students' communication and teamwork skills. The study will assess how the use of Google Sites as a collaborative platform influences peer interactions and communication strategies in the context of travel writing projects. Next, the third key aspect is to integrate technology for authentic learning by examining the role of technology, specifically Google Sites, in creating authentic and real-world learning experiences. This involves assessing how the digital platform supports the creation of multimedia content, incorporates visual elements, and mirrors the demands of travel writing in contemporary contexts.

Finally, the last key aspect is measuring student engagement and motivation by investigating the levels of student engagement and motivation during project-based learning experiences. The study aims to understand how the integration of technology and collaborative project development impacts students' enthusiasm for language learning and travel writing tasks. By delving into these dimensions, this research aims to contribute valuable insights into the efficacy of integrating project-based learning with Google Sites in the context of enhancing students' travel writing abilities. The findings have the potential to inform language educators, curriculum developers, and educational technologists on effective strategies for promoting language proficiency through innovative pedagogical approaches.

There were five previous research which conducted the implementation of project-based learning in writing. Those researches conducted by Foulger & Jimenez-Silva (2007); Praba' et al., (2018); Ralph (2015); Santyasa et al., (2020); Sumarmi et al., (2021); Zhou (2012). Based on five previous research, this present study is different from them. All previous research only focused the implementation of project-based learning in writing class and travel writing activities. This present research will examine the implementation of project-based learning using Google Sites. This present study will allow students to create their digital travel writing using Google Sites as learning output in Travel Writing class. It is very important to conduct this research because students need new learning method and new learning media to enhance travel writing abilities.

Based on the background of the study above, the statements of the problem can be stated as follows:

- 1) How is the implementation of project-based learning using Google Sites to enhance students' travel writing abilities?
- 2) What are students' perceptions on the implementation of project-based learning using Google Sites to enhance students' travel writing abilities?

METHOD

This study took data from observations, pre-tests, post-tests, and questionnaires. The results of the students' projects were validated by content and language validators. The observations covered data related to the implementation of project-based learning using Google Sites to enhance students' travel writing abilities. Observations included all of the students' interactions with each other in their groups during the implementation of project-based learning. The pre-tests and post-tests were used to measure the enhancement of travel writing abilities, based on the writing tests. Afterward, questionnaires were distributed to the students once they had completed the project-based learning activities. These questionnaires were in the form of a Likert scale and were used to identify students' perceptions of the implementation of project-based learning using Google Sites to enhance their travel writing abilities.

RESULTS AND DISCUSSION

Results

Table 1. The Result of Language Validator Scores about Students' Products

| No. | Aspects | Score | | | | |
|-----|--|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1. | The English text is easy to comprehend | | √ | | | |
| 2. | The application of English grammar in all sections is correct | √ | | | | |
| 3. | Punctuation and capitalization in the English text are properly used | | √ | | | |
| 4. | The spelling in the English text is correct | | √ | | | |
| 5. | The tourism objects descriptions in English are easy to understand. | √ | | | | |
| 6. | The sentences in the English descriptions vary between simple and complex structures | | √ | | | |
| 7. | The use of conjunctions in the English text on the website is appropriate | √ | | | | |
| 8. | The use of vocabulary in the English text is appropriate for the target audience | | √ | | | |

Note for Scale:

1. Strongly Agree: 5
2. Agree: 4
3. Neutral: 3
4. Disagree: 2
5. Strongly Disagree: 1

$$\begin{aligned}
 \text{Average} &= \text{Total Score} : \text{Total Statement} \\
 &= 36 : 8 \\
 &= 4,5 \text{ (out of 5)} \\
 \text{Score} &= (\text{Average} : 5) \times 100 \\
 &= (4,5 : 5) \times 100 \\
 &= 0,9 \times 100 \\
 &= 90 \text{ (out 100)} \\
 &= \text{Excellent}
 \end{aligned}$$

It showed that the result of languages validator scores toward the third group project of digital travel writing of East Java was excellent. The average score was 4,5. The score met 90. It meant that digital travel writing which was made by the third group met the criteria.

Table 2. The Result of Content Validator Scores about Students' Products

| No. | Aspects | Score | | | | |
|-----|--|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1. | The content on the digital travel writing is appropriate | | √ | | | |
| 2. | The digital travel writing design is suitable and effective for advertising the tourist destination information | | √ | | | |
| 3. | The English description of each tourism destination is informative, interesting, and attractive | | | √ | | |
| 4. | The images on the entire digital travel writing are interesting, relevant, and of good quality | | | √ | | |
| 5. | The digital travel writing navigation is user-friendly and helps users find the information they are looking for quickly | | | | √ | |

Note for Scale:

1. Strongly Agree: 5
2. Agree: 4
3. Neutral: 3
4. Disagree: 2
5. Strongly Disagree: 1

$$\begin{aligned}
 \text{Average} &= \text{Total Score} : \text{Total Staement} \\
 &= 22 : 5 \\
 &= 4,4 \text{ (out of 5)} \\
 \text{Score} &= (\text{Average} : 5) \times 100 \\
 &= (4,4 : 5) \times 100 \\
 &= 0,88 \times 100 \\
 &= 88 \text{ (out 100)} \\
 &= \text{Excellent}
 \end{aligned}$$

It showed that the result of content validator scores toward the second group project of digital travel writing of Bali was excellent. The average score was 4,4. The score met 88. It meant that contents in digital travel writing which was made by the second group met the criteria.

Results of Implementing Three Steps in Project Based Learning Using Google Sites

In the analysis of the project-based learning activities, it was observed that all four groups followed the steps in project preparation effectively. Each group began by selecting a leader who would oversee the project and coordinate the team's efforts. This role was crucial for maintaining organization and ensuring that all tasks were managed properly. The chosen leaders took on the responsibility of guiding their groups through each stage of the project.

Next, the groups chose a topic for their travel writing project. This decision was made collaboratively, with each group discussing various options before reaching a consensus. The topics selected were diverse and aligned with the interests and strengths of the group members. By choosing relevant and engaging topics, the groups were able to produce more compelling and meaningful digital travel writing.

After selecting their topics, each group determined the target audience for their project. Identifying the target viewer was essential for tailoring the content to suit the audience's interests and needs. The groups specified whether their projects were aimed at fellow students, potential tourists, or a broader audience interested in travel. This step helped ensure that the final output was both relevant and engaging for the intended audience.

Finally, the leaders of each group assigned specific duties to the group members. Each member was given tasks that matched their skills and interests, which included research, writing, and multimedia creation. This division of responsibilities helped streamline the project and ensured that all components were covered. By clearly defining each member's role, the groups were able to work efficiently and complete their projects successfully.

Overall, all four groups adhered to the project preparation steps effectively. This structured approach facilitated smooth project execution and contributed to the successful completion of their digital travel writing assignments. The careful planning and organization demonstrated by each group were key factors in their ability to manage and complete their projects.

In the step of project implementation, Group 2 and Group 4 encountered difficulties when they began writing in Google Sites. These difficulties were primarily related to technical challenges and unfamiliarity with the platform.

Group 2 faced significant issues at the start of their project. The group struggled with basic functionalities of Google Sites, such as formatting text and inserting multimedia elements. The members of Group 2 were not well-versed in using the platform's tools, which led to delays in the project's progress. They had difficulty navigating the interface and organizing their content effectively. This lack of familiarity resulted in a slower start and required additional support from the lecturer to overcome these initial hurdles.

Similarly, Group 4 experienced problems when they started working on Google Sites. This group encountered issues related to technical aspects of the platform, including difficulties with embedding external content and customizing their site layout. The members of Group 4 also struggled with understanding how to integrate various elements of their project into Google Sites. These issues caused frustration among the group members and hindered their ability to proceed with their project efficiently. Like Group 2, Group 4 needed extra guidance from the lecturer to address these challenges.

In both groups, the initial difficulties in using Google Sites highlighted the need for more comprehensive training on the platform. The issues faced by Group 2 and Group 4 underscored the importance of providing adequate support and resources for students unfamiliar with digital tools. As a result, the lecturer conducted additional workshops to address these challenges and help the students become more proficient with Google Sites.

Overall, the difficulties experienced by Group 2 and Group 4 reflected a broader issue related to students' adaptation to new technology. The challenges faced during the initial stages of their projects served as valuable feedback for improving the implementation of project-based learning using digital platforms in future iterations of the course.

In the analysis of the project-based learning activities, it was evident that all four groups adhered to the steps outlined for project preparation and presentation. Each group effectively presented their completed digital travel writing projects to both the lecturer and their peers. These presentations allowed the groups to display their work and explain their project's objectives and outcomes. The presentations were well-organized, and each group successfully communicated their project's key elements.

Following each group's presentation, the lecturer provided detailed feedback on their work. The feedback covered various aspects, including content accuracy, presentation clarity, and adherence to project guidelines. The lecturer's comments were designed to help the groups

understand their strengths and identify areas for improvement. This feedback was instrumental in guiding the students towards refining their projects and enhancing their overall performance. After receiving feedback from the lecturer, other groups were given the opportunity to offer their own feedback. This peer review process encouraged students to critically assess each other's work and provide constructive suggestions. The peer feedback sessions promoted a collaborative learning environment and allowed students to gain diverse perspectives on their projects. This additional layer of feedback further contributed to the improvement of the projects and enriched the learning experience.

Overall, the process of presenting projects, receiving lecturer feedback, and engaging in peer review was effectively carried out by all four groups. This comprehensive approach ensured that the projects were thoroughly evaluated and refined. The constructive criticism from both the lecturer and peers played a crucial role in enhancing the quality of the students' work and provided valuable insights for future improvements. The successful completion of these steps demonstrated the groups' ability to effectively manage and improve their projects through detailed review and feedback.

Questionnaire Result

Table 3. Students' Perception on the Implementation of Project Based Learning Using Google Sites

| No | Statements | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|--|-------------------|------------|------------|-------------|----------------|
| 1. | I enjoy English Travel Writing class through the implementing project-based learning with Google Sites | | | | 7 (35%) | 13 (65%) |
| 2. | I found that doing English Travel Writing project faster by using Google Sites than finished it in a piece of paper. | | 2 (10%) | | 8 (40%) | 10 (50%) |
| 3. | The features of Google Sites support for doing English Travel Writing project. | 1 (5%) | 1 (5%) | | 3 (15%) | 15 (75%) |
| 4. | I saved a lot of time because the use of Google Sites allowed me to work faster with teamwork. | | | | 8 (40%) | 12 (60%) |
| 5. | I more motivated doing English Travel Writing project by using Google Sites in project-based learning activities. | | 1 (5%) | 2 (10%) | 7 (35%) | 10 (50%) |
| 6. | I make meaningful interaction with teamwork when I do English Travel Writing project. | | | | 7 (35%) | 13 (65%) |
| 7. | Lecturer always support the learning process of English Travel Writing project. | | | | 11 (55%) | 9 (45%) |
| 8. | I think I am able to use English effectively through doing English Travel Writing project | | | | 5 (25%) | 15 (75%) |

| | | |
|--|-------------|-------------|
| by using Google Sites in teamwork. | | |
| 9. Project-based learning by using Google Sites allowed me to be creative and innovative as vocational higher education student. | 6 (30%) | 14 (70%) |
| 10. I believe that doing English Travel Writing project with teamwork can help me improve my English skills. | 10 (50%) | 10 (50%) |

In the analysis of student feedback regarding the English Travel Writing class, it was observed that 35% of the students agreed, and 65% strongly agreed that they enjoyed the class, particularly due to the implementation of project-based learning with Google Sites. This data indicated a high level of positive response among the students, with a clear majority expressing strong approval. The integration of project-based learning and the use of Google Sites as a tool seemed to have significantly enhanced the overall experience of the class. The predominant sentiment was one of enthusiasm and satisfaction, suggesting that the teaching approach effectively engaged the students and met their educational needs.

In analyzing the students' feedback on the efficiency of completing the English Travel Writing project using Google Sites versus traditional paper methods, it was found that 10% of the students disagreed with the statement that Google Sites facilitated faster completion. Meanwhile, 40% agreed, and a substantial 50% strongly agreed that using Google Sites was more efficient than working with paper. This data revealed a generally favorable view of Google Sites in terms of speed and efficiency. The majority of students, constituting 90%, recognized the benefits of the digital platform, indicating that it significantly streamlined the project process for them. This suggests that Google Sites was perceived as a valuable tool in enhancing productivity and reducing the time required to complete the assignments.

In evaluating the students' perceptions of whether the features of Google Sites supported the English Travel Writing project, it was noted that 5% of students strongly disagreed, and another 5% disagreed with the statement. Additionally, 15% of students agreed, while a significant 75% strongly disagreed. This distribution of responses indicated a predominantly negative view regarding the effectiveness of Google Sites' features in supporting the project. The overwhelming majority of students felt that Google Sites did not adequately meet their needs for the project, suggesting that the platform's features might have been insufficient or inadequate for the specific requirements of the English Travel Writing assignments.

In assessing the students' experiences with teamwork using Google Sites, it was found that 40% of students agreed, and 60% strongly agreed with the statement that they saved a lot of time because the platform allowed them to work faster in a team setting. This data demonstrated a strong consensus among students regarding the time-saving benefits of Google Sites for collaborative work. The majority of students recognized that the platform facilitated more efficient teamwork, likely due to its collaborative features and ease of use. This positive feedback indicated that Google Sites was effective in enhancing group productivity and streamlining the workflow for the English Travel Writing project.

In evaluating student motivation regarding the use of Google Sites in project-based learning activities for the English Travel Writing project, it was found that 5% of students disagreed, and 10% remained neutral about the statement. Meanwhile, 35% of students agreed, and a significant 50% strongly agreed that Google Sites increased their motivation for completing the

project. This distribution of responses indicated a predominantly positive impact of the platform on student motivation. The majority of students experienced heightened enthusiasm and engagement due to the use of Google Sites, suggesting that the tool effectively contributed to a more motivating and stimulating learning environment.

In analyzing student feedback on meaningful interaction within their teams during the English Travel Writing project, it was noted that 35% of students agreed, and 65% strongly agreed with the statement. This data highlighted a strong consensus on the effectiveness of teamwork interactions. The majority of students felt that their interactions with peers were significantly meaningful, indicating that collaborative efforts were productive and impactful. The high level of agreement suggests that the project facilitated valuable communication and collaboration among team members, contributing positively to their overall learning experience.

In evaluating the level of support provided by the lecturer during the English Travel Writing project, it was observed that 55% of students agreed, and 45% strongly agreed with the statement that the lecturer consistently supported the learning process. This distribution of responses indicated a largely positive perception of the lecturer's involvement. The majority of students felt that they received adequate support, which contributed to a more effective and guided learning experience. The strong agreement from nearly half of the students further underscored the lecturer's role in facilitating and enhancing the project, suggesting that their support was a significant factor in the students' overall satisfaction with the course.

In examining students' perceptions of their ability to use English effectively through the English Travel Writing project with Google Sites, it was found that 25% of students agreed, and 75% strongly agreed with the statement. This significant majority indicated that the use of Google Sites in a team setting positively impacted their English language skills. The data reflected a strong consensus that the project not only facilitated effective language use but also enhanced students' proficiency through collaborative efforts. The high level of strong agreement suggested that the integration of Google Sites and teamwork provided a valuable context for practicing and improving their English, contributing to a more effective learning experience.

In assessing the impact of project-based learning using Google Sites on creativity and innovation among vocational higher education students, it was found that 30% of students agreed, and 70% strongly agreed with the statement. This distribution of responses indicated a clear positive reception towards the role of Google Sites in fostering creativity and innovation. The substantial majority of students felt that the platform significantly supported their creative processes and allowed them to explore innovative approaches in their projects. The strong consensus among the students underscored that the integration of Google Sites into the learning experience effectively encouraged and facilitated a higher level of creative and innovative thinking, aligning well with the goals of vocational education.

In evaluating the impact of teamwork on improving English skills through the English Travel Writing project, it was found that 50% of students agreed, and the remaining 50% strongly agreed with the statement. This evenly distributed response revealed a strong and unified belief in the effectiveness of teamwork for enhancing English proficiency. The equal split between agreement and strong agreement indicated that all participating students recognized the value of collaborative efforts in boosting their language skills. The data highlighted that teamwork was perceived as a crucial component in the project, effectively contributing to the development and improvement of their English abilities.

Discussion

The analysis of results shows important insights about how project-based learning (PBL) helps improve students' travel writing skills. Students noted that they felt more engaged in their writing, clearly linking the use of Google Sites to better writing outcomes. Furthermore, feedback from teachers indicated a notable increase in students' ability to express ideas clearly,

which reflects patterns seen in English for Specific Purposes (ESP) programs as mentioned in (El-Garawany, 2021; Hyland, 2022; Tymbay, 2022). These findings together highlight the need for creative teaching methods that connect classwork to real-life situations and emphasize the importance of support during the project process to develop advanced travel writing skills in students pursuing careers in the tourism field.

A big part of learning comes from how students get involved with project-based learning (PBL), especially in places where real-life and useful application of knowledge is focused on. Using Google Sites for PBL helps students improve their travel writing skills in a group and hands-on way. This method closely matches results from (King et al., 2017), which point out the need for courses that include real contexts and various ways of learning. Students said that working on important projects really helped improve their motivation and ability to remember skills. Therefore, students' views show a strong appreciation for learning settings that emphasize experiential learning, which not only increases their confidence but also hones their practical skills.

Using new teaching methods can greatly affect how students grow in travel writing, especially with tools like google sites in project-based learning. When students work on real projects that show what the tourism industry needs, as mentioned in Anđelković et al. (2022); Argyroulis (2022), they can dive deep into varied experiences that help them develop real writing skills. This teaching method fits well with the need for customized lessons that link language usage to specific industry settings. Student-focused teaching methods boost involvement through teamwork and helpful feedback (Arifin et al., 2022; Muluk et al., 2022; Syamdianita & Cahyono, 2021). These approaches not only improve technical writing skills but also build critical thinking and creativity, which are key for good travel writing. In the end, students engaged in project-based learning gain important knowledge and practical skills, leading to a marked improvement in their travel writing, marked by clarity, appropriateness, and expressiveness.

CONCLUSION

The results of this study show how using project-based learning (PBL) through digital tools like Google Sites can improve students' travel writing skills, especially in tourism. Using PBL creates a lively learning space, allowing students to apply their writing skills in real-life situations. The study also found that students think this method is helpful, which enhances cooperation and creativity, important for good travel writing. This case study offers important insights into how new teaching methods can give future tourism workers essential writing skills, helping both their studies and careers.

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