

# **JIMMA UNIVERSITY**



**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**INVESTIGATING THE EFFECT OF PROJECT-BASED LEARNING ON  
GRADE 12 STUDENTS' PARAGRAPH WRITING PERFORMANCE AND  
MOTIVATION: CHORA BAGGIE SECONDARY SCHOOL IN FOCUS**

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**FEBRUARY 2025**

**JIMMA, ETHIOPIA**

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**JIMMA UNIVERSITY**

**DEPRTMENT OF ENGLISH LANGUAGE ANDLITERATURE**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

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LANGUAGE AND LITERATURE TO THE PARTIAL FULFILLMENT OF  
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TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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## Declaration

I, the undersigned student, declare that this thesis entitled “ **Investigating the Effect of Project Based Learning on Grade12 Students’ Paragraph Writing performance and their motivation:Chora Baggie Secondary School in Focus** “is my original work and has not presented for a Degree of Masters Arts in any other university. All sources of materials used for this thesis proposal have been dully acknowledged.

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This thesis written by the above signed student has been guided advised and completed under my approval as a university advisor.

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## **Abstract**

*The main objective of this study was to investigate the effect of project based learning paragraph writing on learners' performance and motivation towards writing paragraph. To achieve the intended objective of the stud, experimental research method was used. Experimental research method was arranged in experimental and control group of students that were selected from section A and D of grade12. The quantitative approach was used to analyze the pre-test and post-test results of experimental and control group of students. The result of total sum and average results of the pre-test and post test were analyzed and presented in the tables. Based on the analysis made of the pre-test and post test results, the findings of the study were identified. The findings of the study were presented side by side with the basic research questions of the study. Therefore, the result of the study revealed that there was very insignificant difference between paragraph writing performances of the experimental and the control group of students before the intervention (59.32-58.80) which was 0.52% statistics mean difference, The result of the study also revealed that there was significant difference between paragraph writing performances of the experimental and the control group of students after the intervention (69.32-58.80) which was 10.52% difference respectively. The result of the study also indicated the presence of motivation of experimental group students towards project based paragraph writing. Based on the findings of the study, recommendations were given. The recommendations that were given for the study were English teacher should design Project based paragraph writing in their teaching approach to improve the performance and motivation of students in paragraph writing as well as they should employ Project based paragraph writing in their teaching approach to improve the performance and motivation of students in paragraph writing and should motivate students to use Project based paragraph writing to improve their performance and motivation in paragraph writing.*

**Key words:** pretest, post test, experimental group, control group.

## **List of Abbreviations**

**EFL**- English as a Foreign Language

**FDRE** – Federal Democratic Republic of Ethiopia

**MOE**- Ministry of Education

**PBL**.Project Based Learning

**SPSS**- Statistical Package for Social Sciences

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## **CHAPTER ONE: INTRODUCTION:**

### **1.1. Background of the study**

Writing is one of the productive skills that should be mastered by the students. As stated by(Krajcik and Mun,2014), writing is a way of sharing personal meaning, and writing course emphasizes the power of individual to construct ideas. In another saying, writing is the mechanism that for human beings expresses their thoughts, feeling, ideas and interest to each other. We can show our love, devotion, need and own interests that hidden in our mind to our comrades through writing. Besides, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Nichols and Haimson, 2013).In another word, writing is the instrument that learners deal with their environment, culture, daily activities and challenges they face with situations. It also shows the interaction among societies through day-to- day activities can be dealt in it.

PBL is rooted in the progressive education movement, which advocated for more student centered and experiential approaches to education that support “deeper learning” through active exploration of real-world problems and challenges (Yang, Zeiser and Siman,2016). Inspired by the philosophies of John Dewey, William Heard Kilpatrick developed the “project method,” which is cited as the first formalization of a PBL model (Hattie and Gan, 2011). For Kilpatrick, the key to the “project method” lay in its being “an activity undertaken by students that really interested them” (Hattie and Gan, 2011). Kilpatrick’s ideas were disseminated widely among teachers and administrators during the progressive education movement but have been significantly revised since.

Notably, PBL and other student-centered and inquiry-based approaches have historically encountered resistance and criticism by those who emphasize the importance of students’ developing specific content knowledge in traditional subject areas (Koparanand Guven,2015). However, PBL and other instructional approaches that emphasize deeper learning and the development of skills needed for success in college, career, and civic life have become increasingly popular (Larmer and Mergendoller, 2015a).

According to Mathalicious(2015): “project-based learning of writing paragraph is a model that organizes learning around projects”. In addition, Parker, et al (2013), describe project based learning as a “comprehensive perspective focused on teaching by engaging students in investigation”. In this model, students approach the solution to complex problems by asking questions, debating the ideas with each other and clients, finding and analyzing information, deriving conclusions, discussing the findings and ideas and creating artifacts.

Project based learning is a powerful teaching method that has extensive benefits for students ranging from critical thinking to project management to self-confidence. According to the research conducted the Autodesk Foundations, studies have shown that project based learning is linked to significant improvements in student test score, attendance and classroom engagement. Is a method that allows students design, plan and carryout an extended project that produces a publicity exhibited out such as project, publication or presentation It is in line with ask based instruction which gives the opportunities for student to free doing their task in ways. The most different thing is dealing with the term” project”. This project is being able to engage students on doing thing done based on their plan, idea and creativity.

Project based learning increases students’ activeness during discussion in writing class and the motivation as it effect also elevated. Besides, they felt that the application of project based learning is able to improve not only their knowledge but also their creativity during activities on creating mini magazine. Working in group to complete the project seemed to make them be more active and increase their motivation to write. It also gives teachers the opportunity to build stronger relationships with their students on learning facilitator. In essence, PBL is an instructional method where students collaborate with others and learn by doing. The same skills learned through the PLB are also many the skills sought by employers.

To increase the benefits of PBL- or any other instructional methods - is to think and design the text book in a way that increases the motivation of students participating in the text book. Among the first ones to study the effect of PBL on student motivation was (Radford, et al, 2010). They conducted a literature review on the effect of PBL on student motivation and they found several aspects of PBL which affect the level of motivation experienced by students. According to their study, the first aspect which has to be considered in PBL design is authenticity of project. Students are more motivated to bring out and test their ideas and increase their level of

understanding when they are confronted with authentic projects and problems. However, Radford,etal(2010),state that the evidence does not fully support this hypothesis. Regardless of how interesting and meaningful the projects are from the students' point of view, they may not want to put in the effort necessary to acquire the knowledge and develop their skills in order to complete the project. They propose that several components might explain more deeply how motivating the project is from the students' perspective. Among one of these components is interest and value.

Therefore, EFL learners are exposed to achieve the paragraph writing performance interaction with each other. Many researchers have also proven that students are much more ready to engage in project work rather than simply join the class. In addition, learners feel comfortable work, active, interactive and making mistakes and learn from their mistakes. Furthermore, the potential strategy to maximize students' role in learning should take into account the principles of constructivism, and one of the mostly used is Project Based Learning (PBL). PBL is simply defined as a learning strategy which is organized around projects (Raudenbush, 2005).

Thus, this study was conducted to investigate the effect of paragraph writing performance and motivation of EFL learners' paragraph writing performance grade 12 students Chora Baggie Secondary School.

## **1.2. Statement of the problem**

One of the innovative teaching models proposed for teaching writing is project based learning that goes an over period of time, resulting in a product, presentation or performance. It typically has a timeline and milestones and other aspects of formative evaluation as the project proceeds. Project based learning is a learning model that is centered on the activities of learners during a learning process that will produce the product at the end of the lesson(Alozie, Moje and Krajcik,2009). Project based learning (PJBL) is an instructional approach built up on an authentic learning activities that engage student interest and motivation. Campbell (2012) stated that project based learning as al learning based objective, given nature which controls learners particular purpose. Explained classical theoretical project based learning. Project based learning is based learning on the goals; among other things i.e. introduce learners to some methods of design and complete their project.

Project based learning is an educational system where learners face with meaningful real- world problems and cases, learners determined how to deal with them and then collaboratively try to find solutions. (Capraro,etal,2016).meanwhile students pass through natural English language learning practice and use foe special purpose such as nursing, agriculture and business. This implies that students acquire new things from their life, environmental factors and relationship with each other (whether they are positive or negative) on human life. Since human being is social animal, they try, accept, debate, solve and engage many methods and atmosphere of life. Project based learning is an instructional model that involves students in investigation of compelling problems that culminate I authentic products. Projects that make for stronger classroom learning opportunities can vary widely in subject matter and scope, and can be delivered at a wide range of grade levels.None the less, they tend to share defining features. Projects grow out of challenging questions that cannot be answered by rote learning. Projects put students in an active role such as problem solver, decision makers, investigator or documentarian. Projects serve specific, significant educational goals; they are not diversions or adds-owns the to the real curriculum (Cote, 2007).

The previously mentioned characteristics of project based learning were practically tested and proved byCregghan and Adair-Cregghan (2015) in several schools networks that are good examples of project based learning implementation. Project based learning on constructivist, social constructivist and other contemporary instructional theories' principals (Darling-Hammond and Adamson, 2010). Project based learning encourages students to collaborate in conceptual understanding to apply prior knowledge and to gain skills. It can integrate several disciplines to create a project (Filippatou and Kaldi,2010). On the other hand, learners can develop their prior knowledge, experiences they acquire from their environment and change them into practice. By using it, learners can collect analyses and interpreted certain information and then they can compare and contrast with tangible environment and put it into considerations on the way that is suitable for them. Project based learning is one of the models appropriate for with certain products as output (Edutopia,2014).

Hence there are many local studies on paragraph writing in Ethiopian context, the little attention was given to project based learning in secondary schools. Therefore, the finding of this study was different from the previous studies. The researcher observed some general problems in grade 12 students writing paragraphs; most students face the problems of generating ideas and their paragraphs very poor organization. In addition to this, there are misspelling and capitalization

problems during writing lesson. There are some writing tasks in the students textbook of grade 12 however majority of are used as writing part. Besides, the motivation of students' paragraph writing of the experimental group students toward learning was assessed.

### **1.3. Research Questions and Hypothesis**

#### **1.3.1. Research Questions**

1. Is there any significant difference between the experimental and the control group of students before the intervention?
2. Is there any significant difference between the experimental group of students and the control group after intervention?
3. Does project-based learning have any effect on the motivation of the experimental group towards paragraph writing?

#### **1.3.2. Research Hypothesis**

1. **Alternative Hypothesis Ha1-** it is **hypothesized that** there is no any significant difference between paragraph writing performances of the experiment group of students and the control group of students before the intervention.
2. **Alternative HypothesisHa2-it is hypothesized that** there is no any significant difference between paragraph writing performances of the experiment of students and the control group of before the intervention
3. **Null hypothesis Ho-** there is no any significant difference between paragraph writing performances of the experiment and the control group project-based learning have any effect on the motivation of the experiment group towards paragraph writing.

## **1.4. Objectives of the study**

### **4.1.1. General Objectives**

The general objective of the study was to investigate the effect of project-based learning on students' performance and motivation towards paragraph writing.

### **4.1.2. Specific Objectives**

1. To determine whether there is a statistically significant difference in paragraph writing performance between the experimental group and the control group following the implementation of Project-Based Learning (PBL) in the writing instruction.
2. To assess the impact of Project-Based Learning (PBL) on the motivation of the experimental group towards paragraph writing compared to the control group, by measuring changes in motivation levels before and after the intervention.
3. To examine if project based learning have any effect on the motivation of the experiment group towards paragraph writing.

## **1.5. Significance of the Study**

The result of the study will be important for the English teachers and English department head to get information about the effect of project-based learning on motivation and performance of students towards paragraph writing. The basis of the information that will be obtained from the result of the study English teachers and English department head may plan project-based learning paragraph writing to improve motivation and performance of students towards paragraph writing.

The researcher hopes that the findings of the present study was have different significances. Firstly, it gives valuable information to serve as a feedback which contributes to improve paragraph writing process and increase understanding about paragraph. Secondly, it may enable educational personnel to recognize the actual practices. Thirdly, it could help teacher educators to re-examine their foreign language teaching methodology at the teacher training centers. Fourthly, material writers & syllabus designers may use the findings to consider learners' while preparing teaching materials and designing the syllabus. Finally, it might stimulate language teaching methodology researchers to conduct further research in the area which may open the way to the development of paragraph writing in many directions for learners.

## **1.6. Scope of the study**

The geographical and the conceptual scope of the study were identified. The study was delimited to ChoraBaggie Secondary School geographically .Study was delimited **to investigating the effect of project-based learning of students paragraph writing performance and their motivation** conceptually. Methodologically, the study was limited to experimental research method that limited to identifying the presence of significance relation between the experimental and control group of students before intervention and after on the motivation and performance of students towards paragraph writing.

## **1.7. Limitations of the Study**

The study was conducted side by side with regular work. Therefore, there was time constraint. The study was conducted by own fund. Then there was budget constraint. Therefore, only one secondary school was taken for the study. However, concerning time and budget constraint, the researcher managed time and budget constraint and conducted the study.

## **1.8. Organizations**

The study was organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and limitations of the study. The second chapter was about review of related literature particularly in relation to different aspects of process approach to writing. The third chapter describes research methodology like research design, research participants, sample size and sampling techniques, data gathering instruments, data collection procedures reliability of the instruments, methods of data analyses and interpretation. The fourth chapter presented data analysis and presentation. Finally, in chapter five conclusions and recommendations were addressed.

## 1.9. Definitions of terms

**Writing performance-** the writing ability of correct sentences coherent, paragraphs, diction of words etc in TEFL classroom.

**Experimental group** - the group that is selected to be taught writing through PBL adapted by the researcher.

**EFL learners** - students who learn English as a foreign language that mean English is not their first and second language.

**Controlled group-** The groups that learn writing traditionally only by using students textbook of grade 12 and used for comparing the mean difference between control group and experimental group.

**Motivation** is a process whereby a certain amount of instigation arises, initiates action, and persists as long as no other forces comes into play to weaken dot thereby terminate action, or until the planned outcome reaches( CelceMurcial and Olshtain 2000).

**Project based learning** is an educational system where learners face with meaningful real-world problems and cases, learners determined how to deal with them and then collaboratively try to find solutions.( Barell, 2006; Bender, 2012)

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. The concept of writing skills**

Writing is a means of expressing thoughts, ideas and feelings. Different scholars define writing in the following ways. For Han, et al, (2015), “writing is the way in which a writer puts together the pieces of the text, developing ideas thorough sentences and paragraphs within the overall structure.” In addition, Jonassen (2011), consider writing as a process of putting ideas in words to the target reader in mind. The second category consists of linguistic problems. Anderson and Shattuck(2012), stated that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevents us from fully monitoring what we are saying in particular, our sentence construction and the interconnection of our sentences. In writing, on the other hand, we have to express ourselves in a clearer and more grammatical manner in order to compensate for the absence of certain features of spoken language. The motivation and performance students in project based paragraph writing has been at the very low level since the project based paragraph writing has not been practiced at the secondary school level. Grammar mistakes cannot be tolerated since project based paragraph writing has not been practiced in the secondary schools which also affected the motivation and performance students in project based paragraph writing.

### **2.2. Problems in writing paragraph**

Paragraph is the collections of sentences that describe about one main idea. The paragraph structure has topic sentence that carries the main idea of the paragraph, supporting sentences that describe the details of the main idea of the paragraph with the scope of the topic sentence and the concluding sentence that conclude the paragraph by restating the main idea of the paragraph.

Many scholars or researchers have carried out researches on writing problems of EFL/ESL learners. However, their work focused on writing problems related to composition. Rather than learners’ problems in writing at a paragraph level. Since writing problems at composition level are more complicated than learners’ problems in writing at a paragraph level, they might not show learners’ problems at a paragraph level. They are also not real to give solutions at a paragraph level which help students develop their paragraph writing skill. Theresearcher has taught English for many years starting from grade one to twelve and knows the detail of the problems. Let us leave the writing problems of primary students. Most high school students

cannot even spell correctly their names as well as cannot construct simple paragraphs. Therefore, this research will be conducted to fill the gap seen in the previous researches. As Aslan and Reigeluth (2016) stated, in its simplest form, writing may be just using graphic symbols or reproducing in a written form something which has been heard or read. Writing becomes more complicated when it involves producing meaningful segments to carry a message in the language.

### **2.3. System of writing**

According to Bailey and Dynarski (2011) a social endeavor goes on to claim that “writing is a system of graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking”. Also, writing can be defined as much more than the production of these symbols, just as speech is more than the production of sounds. For that, the graphic symbols have to be arranged or combined according to some conventions to form words, and words to form sentences, and sentences to form paragraphs and essays. Writing is a process. The first time you write a draft, it does not matter if your writing comes out wrong or sounds stupid to you because you can change it as often as you want. You can go over it until you are completely satisfied or until you need to shift gears. You can show your draft to your friend or family and get a response before you ever make it public (Bailey, Jeong and Cho, 2010). They added that we should not put pressure on ourselves by thinking that we are going to write a perfect first draft. No one can sit down and write polished reports, letters, essays, paragraphs without changing (or revising) them at least slightly. Writing is a complex cognitive activity that draws on an individual’s knowledge, basic skill, strategies, and ability to coordinate multiple processes. Conley and Darling-Hammond (2013) identified the following four vital areas in the writing process: (1) knowledge of writing and writing topics, (2) skill for producing and crafting text, (3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to achieve writing goals.

### **2.4. Importance of writing skill**

“Writing provides an important mean to personal self-expression” (Sutinen, 2013). This skill is considered as an important part since it is a priority to language teaching and learning that is why teachers gave more importance to such skill during the past few years in order to improve the level of their students. Writing expresses social relationships which exist due to the individuals’ creation via discourse, but these relationships are not only discourse. ChanLin (2008) stated

“writing is one of the main ways that we create a coherent social reality through engaging with others”. Because most exams often rely on the student’s writing proficiency in order to measure their knowledge, strong writing skills may improve their chances for success.

## **2.5. The Challenging nature of writing**

Writing is a challenging skill which requires controlling a number of factors such as physical, cognitive, psychological and social and so forth. As writing experts like ChanLin (2008), suggested for writers, in order to be effective in their writing, they often need a conducive, encouraging and interactive working environment in which they compose their written texts so that they can achieve their goal. Edmunds, et al (2017) further elaborated that writing is extremely a complex cognitive activity in which the writer is required to demonstrate his/her ability to control a number of variables simultaneously. These variables could emanate from the cognitive, linguistic, and psychological makeup of the writer. In general terms, regardless of the fact that writing is a language skill which plays a crucial role in the overall human interactions and progress, it is a very complex language skill which calls for the strong patience of the learner in order to become a competent and proficient writer.

## **2.6. Role of writing skill in EFL/ ESL**

In EFL/ESL education, writing has received great concern from EFL/ESL researchers and instructors who have contributed much to the concepts of EFL/ESL writing, both in theory and practice. In early EFL/ESL writing research and instruction, like those of native English speakers’ writing, writing skills were measured with a focus mostly on the written products, and thus language proficiency was taken into greater account. However, this view has gradually shifted towards a new perspective way (Fogleman, McNeill and Krajcik, 2011).

Many researchers and instructors have realized that this focus on the product may not truly reflect the complete nature of writings, and therefore have started trying to understand the process of the act of writing in communication (Fogleman, McNeill and Krajcik, 2011). Cote (2007), also acknowledges that writing is not merely a language skill as an adjunct to language learning, but an effective approach to developing language from words, sentences, and thereafter to discourse in language. Students are likely to write research papers and reports that is why they should have a good level of writing because if their writing is badly structured, there might be a misunderstanding and misinterpretation from the readers. The good level of writing is not helpful

only for students but also for people which may help them overcome many problems such as nervousness that results happen during a conversation or an interview. In the school setting, writing plays two distinct but complementary roles. First, it is a skill draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter (Edelson and Reiser,2006).Because writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the importance of writing, so they only spend a few times on it.

Nowadays, writing is also the key to success in college and university. The most context of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands proficient writers can adapt their writing flexibly to the context in which it takes place. Otherwise, almost college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams.

Writing in a second language seems to be the most difficult skill for language learners to acquire in the academic context (Negari, 2012). Myles (2002), stated that various social and cognitive factors help in assessing the underlying reasons why L2 learners exhibit particular writing errors. According to Myles (2002), social factors that influence second language writing include motivation and attitudes. Similarly, Ellis (2003), pointed out that social factors explain why learners differ in the rate of L2 learning and in proficiency type, for instance, conversational versus writing ability. (McGroarty1996), Research based on motivation and attitudes shows that learner with positive attitudes and motivation towards writing for academic purposes experience success unlike those with negative attitudes.

## **2.7. Learners' Writing Problems**

Edutopia (2015) thinks that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting device so that the text can be interpreted on its own. Similarly, Hedge (1988) quoted in as the writer to compensate the absence of the prosodic feature in writing, he/she has to write with a high degree of organization, careful of choice vocabulary and using complex grammatical devices.

Grammatical problems, mechanical problems, sentence structure problems, and problems of diction are linguistic problems that hamper students' effective in writing in English.

## **2.8. Grammatical Problem**

Grammar means the rules that structure the language, and writing a meaningful sentences or paragraph require understanding grammar rule. For example, this sentences has grammatical sense" she writes the lesson", unlike these sentences "Her writes the lesson " m, or Writes the she lesson". The two last sentences break the grammatical rules. Learners have a number of problems in their attempts to write in the second language.

## **2.12. Punctuation Problem**

According to Geier, et al (2008), the fact that punctuation has never been standard to the extent as spelling makes it is problematic. Similarly Alfaki, (2015) state "students' writing encounter punctuation problems as there are no universal rule of punctuation". Punctuation is the marks used in writing that divide sentences and phrases such as comma, colon, semi colon, period, hyphen and (According Oxford Advanced Learner Dictionary (eight editions). The use of different punctuation marks seems to be difficult task for the learners because it needs much time and practice.

The punctuation system has two principal roles. The first gives meaning to longer sentences in order to read them coherently through classifying successive units, for example sentences are separated by full stop. The second identifies the language function such as question mark which is used to ask questions.

### **a. Capitalization Problems**

Capital letters are useful for sentence initials the beginning of important words, in topics; headings etc. (Kroll, 1991). However learners have problems in using capitalization properly.

### ***b. Spelling Problem***

Spelling is the act of forming words correctly from letters. When students have no ability to form the words, they produce a weak piece of writing. Also the mixing of spelling in English language affects the writing accuracy of students, since they sometimes confuse which word spelling to use whether American English spelling or British one. (Gowere, et al, 1995), due to influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students.

### ***Organization Problem***

According to Kharma (1986) learners have the problem of structuring the paragraph, topic development of a paragraph, structuring whole discourse and its structure problem. Raimes (1983), states that other problem of organization in students' writing is the difficulty of differentiating a topic and supporting ideas generalizations and specific details. 2.17. Definition of Project Based Learning

Project based learning theory is the most popular on 21<sup>st</sup> century. It comes from John Dewey in 1897 that learning by doing. This theory grows up until now, it is passing many conditions and process that can be project based learning that used now. Project based learning is student centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire deeper knowledge through active exploration of real world challenges and problems. In another hand, according to Larmer and Mergendoller (2015b) states that project based learning is a system teaching method that engages students in learning essential knowledge and skills through an extended, students influenced, inquiry process structural around complex, authentic questions and carefully designed tasks and products. In this method, students as active learner and most dominating in teaching and learning process. They do independently even they are on group system or on collaboration.

Markham (2011) defines the project based learning integrates learning and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Project based learning will decreasing laziness and low motivation to learn especially in learning English as a foreign language. They also feels confident and be brave to deliver their knowledge. Project based learning comes on the

learning activity based on real world problems and challenges that require students to work as team through meaningful activities and result in final product(Larmer and Mergendoller,2015b).

Project based learning is an education approach that places students in authentic problem scenario where they work in a team using problem solving and research skills to find solutions. A driving question guides the multi- disciplinary inquiry, as does the teacher who serves as a facilitator and advisor. Often, real experts from the field are asked to present or share information and technology tends to be a valuable tool in the learning process (Harris,etal, 2014). Though definitions vary, project based learning often involves the following key components and are arguably a good working, modern definition of project based learning (Harris,etal, 2014). In most project based learning students engage in a true to life or real life situation where the purpose of the learning is clearly evident. In the best case, the topic is of particular interest to the age of students completing the work. If the situation allows, the project is one that can make an impact outside of the classroom. In the best project based learning experiences, students engage in authentic context a local water problem, a political situation facing children, a what if energy or health crisis- to energize the students and illicit their interest. As a part of this authentic experience, some projects will require contact with outside experts in the field in order to complete specific parts of the project or answer the questions that were generated along the way (Anderson, 2010).

In project based learning, the flow of knowledge moves away from the teacher to the student. The students become the conduit of information and the teacher serves as the facilitator of the learning experience as well as content advisor if not content expert, guiding the students in their explanations, innovation, research and synthesis. It is a decidedly different approach than traditional models where the teacher is seen as the deliverer and vessels of all knowledge. In project based learning classroom, knowledge can be found in multiple sources – books, teacher, outside experts, the internet and each other

A project based learning experience worth doing is one that seeks answer to important questions. These questions spark interest, debate, consternation, excitement but no real absolute answers. The part of project based learning experience is a question with enough substance that allows for considerable research and meaningful and rigorous academic study- reflective of academic standards. The question is one of the interests to the students or that the students help choose.

Inquiry must be at the heart of the project based learning experience. As a Fortus and Krajcik (2012) succinctly put it when we are curious, ask question, and seek to find answer, we at some point along this journey, begin to think critically.

#### **2.14. Elements of Problem Based Learning**

At its most fundamental level, project based learning provides students the context which to construct meaning and learn content through completing a task that is important to them (Fortus and Krajcik, 2012).

Project based learning often involves the following key components and are arguably a good working, modern definition of project based learning (Fortus and Krajcik, 2012). In most project based learning, students engage in a true life or real life situation where the purpose of learning is clearly evident. In the best cases, the topic is of a particular interest to the age of the students completing the work. If the situation allows, the project is one that can make an impact outside of the classroom. In the best project based learning experiences- students engage in authentic context- a local problem etc.

#### **2.15. Problem Based Learning and project based learning**

Project based learning is the focus of this study and the study to follow because it is the more prevalent approach whereas problem based learning has a more of connection to medical educational program (Fortus and Krajcik, 2012). However the difference between project based learning and problem based learning can be an area of confusion for early implementers of either approach. The definitions can be blurred the two. Authors like Jussim and Harber (2005), differentiate project based learning from problem based learning by describing the former as an instructional method that uses projects as the central focus of instruction in a variety of disciplines.

Table 1. Problem Based Learning and project based learning

| Project Based Learning                                                                                                                                                                                                 | problem based learning                                                                                                                                                                          | Differences                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Driving question</li> <li>• Collaboration</li> <li>• Student choice</li> <li>• Multiple disciplinary subjects</li> <li>• Skill focused</li> <li>• End presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Open problem</li> <li>• Team approach</li> <li>• Authentic scenario</li> <li>• Students or content focused</li> <li>• Solution presentation</li> </ul> | <ul style="list-style-type: none"> <li>• project based learning involves more student choice in direction</li> <li>• problem based learning is often more content or standards focused</li> <li>• problem based learning focuses on the skills as much as the end product</li> <li>• problem based learning focuses specifically on using team work to identify and find to a solution</li> </ul> |

Problem based learning is similar to Project based learning, typically involves one content area (as opposed to several in project based learning). The approach comes out of the medical tradition and because of this may mean the learning experience has specific, prescribed steps or looks for a specific solution (Jussim and Harber, 2005).

## 2.16. The Discourse on Defining project Based Learning

It is not long before study of selected literature will reveal widely varied definitions of project based learning. In fact authors have discussed how difficult it is to study project based learning due to the variability of its design and implementation (David, 2008; Thomas, 2000). Teacher can

set up a project based learning experience to last a day or weeks, cover one standard or many, a variety of skills of disciplines for a variety purposes. Other terms are used to capture similar approaches to project based learning. Science programs, for instance, are embracing inquiry base learning “as a means to engage students in scientific method. Apple computer is interested in challenged based learning, where students leverage technology to solve real world problem of high interest to them. Additionally students have engaged in problem based learning, where a problem context drives the learning an idea formalized (Jussim and Harber,2005). However despite the variability in definition, selected literature supports a theoretical foundation and key elements that from a consistent definition.

### **2.18. WritingSkills in Project Based Learning**

In a traditional classroom, the purpose is to deliver to the student the set content of a particular course. Project based learning differs in that it seeks to address a central problem using whatever content are skills are needed to do so. In fact, project based learning engages students in skills necessary in the modern workplace calls the habits of mind and include skills common in most literature about project based learning such as critical thinking, flexibility, ability to work in groups, think creatively etc(Larmer and Mergendoller,2015b). The project goals and the standards identify the distinct association the project has to a course, but the skills listed above and in the literature transcend segmented course title and provide an opportunity to cross disciplines through the project.

### **2.19. Collaboration in Project Based Learning**

What differentiate project based learning from traditional forms of education is how student work in, through and around the context. This kind of activity separates students from a controlled, single student focused learning to one that is group focused, messy, dynamic and collaborative. Several writers write of the importance of collaboration and how it is central to the learning process in project based learning. (McNeill and Krajcik,2008). McNeill and Krajcik (2008) wrote about this interims of curious people in pursuit of learning and prompted by their at the core of all project based activities whether they are in the classroom, in the lab or in the field. Often the way of students collaborate will be very focused and purposeful, sometimes identifying specific roles for each member of the group.

## **2.20. Characteristics of Project Based Learning**

Project based learning have several characteristics as following.

### **1. Project based learning is an authentic learning**

Through project based learning, students are exposed to the real world situations while they complete the project (O'Brien, Lavadenz and Armas,2014). In 21<sup>st</sup> century, this method is famous and familiar, this method offers student-centered that can make their expose the real world situation they have to solve every problem not only theory but also they can practice directly to solve their own problem.

### **2. Project based learning is student-centered**

In this method, the teacher only has the role as a monitor. Students will the most appearing in every moment. They do every project and problem by themselves no matter what they do they will individually trying better and autonomous. It has many benefits, one of them is improving their skill without depends on the other included their teacher. Students through project based learning are urged to plan, complete, and present the task (O'Brien, Lavadenz and Armas, 2014).

### **3. Project based learning is cooperative.**

Project based learning students are exposed to motivating and challenging activities which require collaboration as well as motivation (O'Brien, Lavadenz and Armas, 2014). It is including classmates and teacher. It is suitable to make group discussion but still follow the instructions and procedures of project based learning. Sharing and discuss will motivate all of the students who get stuck and despair in learning and teaching process. It breaks their mindset of cannot do well to can be able doing better than the past.

### **4. Project based learning culminates in an end product.**

The value of the product lays both the final product and in the process of making the product as the project work has a process and product orientation (O'Brien, Lavadenz and Armas,2014). Not only through writing activities will culminates in an end product, but also every project of students will gain product based on the subject of project. Work hard and always follows product.

## **2.21. Steps of Project Based Learning**

According to the George Educational Foundation (2005) retrieved from Larasati (2013:32) the steps of project based learning are the followings:

1. Start with the essential questions

Essential question is needed in this method which the questions should be integrated with the topics. It much better than task at hand that will pose problem and situation based on the materials. For getting students interest, it may use recently problem or situation which is make the students feels curious and will answer the questions with the spirit of the study that questionnaire are related with the topic.

2. Designs a plan for the project

Design a plan for the project has to involve both students and teacher. In design a plan for the project, teacher should give a chance for students to participate by sharing their ideas. Students have an active role in deciding activities. They also have to know what they should do. It includes the explanations about the rules of project development, the selection of materials, the activities leading to the project accomplishment and tools needed for the project.

3. Create schedule

To finish project, teacher and students will create schedule to decide the time allocation of working the project, and deadline to submit the project. Every student must submit the end product on time. It means project has timeline when they begin and finish it depends on the arrangement of both.

4. Monitoring

Teacher as monitor responsible to observe all of the progression,, guide the students during the project development, facilitate the learning process and help the students when they get stuck or misunderstanding, and lastly to ensure that every students is involved on the project. So the role of teacher is only for monitoring students.

5. Assess the outcome

Students' achievement will gain of this phase. Product will assess by the teacher that will give students feedback in understanding the material. Assessment also helps teacher in designing instruction to teach more effectively. So the teacher can improve quality of teaching and learning process.

6. Evaluate the experience

This is the last stage of project development where the teacher and students reflect on the project they have done. At this stage, the teacher needs to make sure that the students are able to find answer of essential questions. The teacher and students share experience of conducting the project and discuss about the projects. What needs change and improvement for the following project, as well as share ideas on the new projects? It means disadvantages of the way that use before should be upgraded to get perfection of method until appropriate to use both of students and teacher in doing the next project.

## **2.22. Advantages of Project Based Learning**

Project based learning has many of advantages not only for the students but also for the teacher. A growing body of academic research supports the use of project based learning in school in school to engage students, cut absenteeism, boost cooperative learning skills and improve academic performance. Project based learning increases autonomous learning. Project work necessities students to take responsibility for their own work (Phillips, 1999). So they will create product without cheating each other which is based on their ideas, experiences and own knowledge to solve problem and do the project because of basic of this method using dynamic classroom and student-centered.

Project based learning develops higher order thinking skills. Project based learning requires students to solve problem using a higher order critical thinking skill. Project based learning helps students to think critically to solve the problem as well as to produce the final product. The students need to decide how to complete tasks, how to get information, and how to evaluate their final. Learning by doing demands the students extra work hard and high thinking to finish projects with self-independent (O'Brien, Lavadenz and Armas,2014).

### **1. Project based learning increases motivation**

Project based learning is said to have great influence in enhancing students motivation and supporting information collection and presentation. It can draw students' interest, motivation, engagement and enjoy towards the activities and the learning process. Furthermore, project based learning builds students' intrinsic motivation and commitment which leads students to get involved in the learning process. Project based learning usually results building learners confidence, self esteem and autonomy as well as improving students' language skills, Content

learning and cognitive abilities. The conclusion is project based learning will be a booster of students motivation that make their motivation increase (Özdemir,Yildiz and Yildiz,2015).

2. Project based learning is suitable for mixed-ability classes. Project work enables students to give different contribution, based on their capabilities and interests (Phillips et al., 1999). Because of many factors that makes this method appears. Of one of the factors project based learning method easy going and easy to use for 21<sup>st</sup> century, it is flexible to use for all of subjects whatever the teacher will teach.
3. Increased attendance grows in self-reliance, and improved attitudes toward learning activity, interesting classroom will motivate the students' spirit to go to school every day because of learning is not bored activity anymore. They also think that school is the place for fun but educated.

Academic gain equal or better than those generated by other model, with students involved in projects taking greater responsibility for their own learning than during more traditional classroom activities. It means that project based learning is not only good method but also has many advantages for students progression(Özdemir,Yildiz and Yildiz,2015).

### **2.23. Teaching Writing Skill through Project Based Learning in Secondary School**

As an appropriate method, project based learning is suitable to each language skill, not only for language skill but also project based learning can use to other subject. In teaching writing through this method, students will be interested and motivated that it is using student –centered by involving a dynamic classroom approach. According toPatall,Cooper and Robinson(2008)stated that project based work is potentially to motivate, stimulate, empower and challenge. It can be effective learning gain the greatest of result. In other hand, teaching writing needs the understandings of genres and short functional texts in writing skills.

## **2.24. Project Based Learning and student Motivation**

Pellegrino and Hilton (2012) reported greater student and staff satisfaction from project based learning method (p.51). This speaks to a common trait that comes up in the literature when researching the topic. Beyond this, the literature supports a connection between project based and student motivation to learn (Pellegrino and Hilton,2012).

Project based learning carries with different structure. Students are always out of seats, working in groups, with a variety of materials, at different stages of learning, with different standards and skills at different times. It is a decidedly different approach that the traditional classroom where one might imagine students sitting in rows, learning the same content, in the same way, at the same time. traditional model as an industrial model of education designed to emphasize “explicit rules and regimented behavior. In this model, students were seen as products on the assembly line where they received the same curriculum and expected to achieve the same understanding .

The value of project based learning is that it allows for student choice and voice, collaboration, a focus on authentic problems, the opportunity for feedback and revision and emphasis on technology and open up the learning environment to different learning styles and interests all of which can increase students’ motivation and satisfaction in the learning process(Pellegrino and Hilton,2012).

## **2.25. Project Based Learning and Long-term Knowledge Retention**

Long term knowledge retention is one of the most prominently mentioned traits common to both project based learning and problem based learning that seems to be a benefit of the both kinds of approaches. Boaler (1998b) found this to be true with the result of her long term learning tests (p. 134) that showed students from the project based learning schools remembered more after six months than did students from the more traditional schools and, again, it is one of the learning elements favored by problem based learning as reported by Strobel and Van Barneved,(2009).

Strobel and Van Barneved,(2009) found that in the knowledge assessment category, short term results were mixed when compared to traditional learning methods, but long term favored problem based learning in retention of knowledge. They found similar results in the performance or skill based assessment and mixed knowledge and skill categories. Short term retention favored traditional method and long term retention of knowledge and skills favored Problem based Learning.

## **2.26. The Connection between Project Based Learning and 21<sup>st</sup> Century Skills**

The term 21<sup>st</sup> century skills is used in the literature, a part of everyday education lexicon, and because of this, has become a bit cliché(Pellegrino and Hilton,2012). The term means different things to different people. For many, it simply means students using technology. To understand the connection between projects based learning and 21<sup>st</sup> century skills, the definition has to be much broader. Understanding the specific manner in which the partnership for 21<sup>st</sup> century skills defines 21<sup>st</sup>Century skills provides the foundation up on which to discuss how project based learning is connected to it.

## **2.27. Empirical review literature**

There are a number of reasons for the appeal of PBL and other deeper learning strategies among education reform advocates and practitioners, particularly in the last decade. First, despite decades of reform, poor postsecondary outcomes for high school graduates persist, particularly for low-income students(Scardamalia,etal,2012). Large numbers of students who graduate from high school and enroll in college fail to pass the mathematics and English/language arts placement tests, requiring them to enroll in remedial classes before being deemed “college-ready.” It has been estimated that around 60 percent of community college students enroll in remedial courses (Scardamalia, etal, 2012). This trend has contributed to a low completion rate in postsecondary education for academically underprepared and low-income students. Fewer than half of the students who begin public two-year colleges earn a credential or transfer to a four- year institution within six years of their initial enrollment.

Recent shifts in the education reform movement may also be contributing to the popularity of PBL. Education reformers and policymakers increasingly support a more expansive and holistic vision for public education that aligns with the deeper learning goals of PBL. For example, the emphasis of both the Common Core State Standards and the Next Generation Science Standards on students’ developing conceptual knowledge and deeper learning skills aligns well with the goals of PBL. Additionally, advocates of and researchers in PBL have long argued that technology can support successful PBL implementation and enhance its effectiveness recent innovations in educational technology could enhance the implementation and effectiveness of PBL and may contribute to its appeal(Scardamalia,etal,2012). There is some debate in the literature about the distinction between project- and problem-based learning. PBL scholars distinguish between the two and acknowledge that the two concepts have different histories, but

also argue that problem-based learning is a type of project-based learning (Shafaei and Rahim, 2015).

Similarly, Summers and Dickinson (2012) noted that although problem-based learning typically includes more “tutorial” components in order to promote deductive reasoning, the essential components of problem based learning align with his five PBL criteria. Others have argued that it is important to clarify the differences between the two concepts since some approaches to project-based learning, unlike problem-based learning, require that teachers specify the final product and provide guidance on the students’ approach to creating the product (Savery, 2006).

Driving Questions to Motivate Learning have all emphasized that the PBL unit/curriculum should be motivated by a driving question. Driving questions are at the core of the project-based science design principles<sup>10</sup> (Summers and Dickinson, 2012).

Wirkala and Kuhn (2011) explained: “a driving question is a well-designed question that students and teachers elaborate, explore, and answer throughout a project” (p. 3). Krajcik and colleagues provided the following five criteria for high-quality driving questions: 1) feasible, 2) worthwhile, 3) contextualized, 4) meaningful, and 5) ethical (Wirkala and Kuhn, 2011). Design principles highlight a number of strategies that teachers can use to cultivate students’ engagement from the start of a project. Zeiser, et al (2016) noted that the driving question of a PBL approach supports students’ engagement in project activities and PBL units, students take on roles in the project, for example, a congressperson who needs to move his or her legislative agenda forward, before the teacher initiates the “telling.” This “telling” refers to the delivery of the background knowledge necessary for students to engage in the work and fulfill their project roles. Parker and colleagues described why fostering a “need to know,” by defining a student’s role in the project before the delivery of pertinent information or content, is essential for student learning.

Although studies have found that teachers who implement PBL or similar student centered approaches like PBL often reported positive experiences (Finkelstein, Hanson, Huang, Harris et al 2014, it has also been noted that these approaches pose a number of unique challenges to teachers. In fact, Achinstein and Ogawa (2006) argued that “teachers in the learner-centered classrooms tend to have a broader set of management responsibilities than do teachers in more traditional classrooms”. The following paragraphs present the research literature that discusses implementation challenges and promising approaches related to designing a project-based curriculum, managing classroom interactions, facilitating student inquiry, and assessing student learning.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1. Description of the Study Area**

To get information about the establishment history of Chora Baggie Secondary School, the researcher went to Chora Boter Woreda and Jimma Zone educational offices. The evidence that were taken from Chora Boter Woreda and Jimma Zone educational offices were discussed as follows. The study was conducted in Chora Baggie Secondary School Chora Boter Woreda and Jimma Zone Oromia regional state. Chora Boter is situated **111** kilometers from Jimma town. And it is **445** kilometers from Addis Ababa the capital of Ethiopia and Chora Boter shares boundaries with Nonno Benja by North, Bototolay by South, Limmu akka by East and Limmu Kossa by West direction respectively. The town of Chora Boter is Baggie. The first secondary school was established in 2000 and called Chora Baggie Secondary School. Before the foundation of Chora Baggie Secondary School, Chora Boter people attended Secondary School program in Limmu Genet. Currently Chora Boter woreda embraces six secondary schools.

### **3.2. Research Design**

In order to answer the research questions raised in unit one of this research and achieve at the objectives of the study, quasi-experimental design was conducted to evaluate the performance project based learning paragraph writing on learners paragraph writing performance. Quasi-experimental design have different divisions such as nonequivalent control group and counterbalanced that designs, the researcher preferred nonequivalent group quasi experimental group.

Therefore, in this study of the project based learning (PBL) method, paragraph writing performance was an independent variable and motivation was dependent variable. The experimental group was taught paragraph writing by using project based learning (PBL) method while the control group was taught without project based learning (PBL) method. This helped the researcher to compare the variance of both groups' results after pre-test and post-test. By using these activities, the researcher compared the experimental group mean scores with control group mean scores before and after the intervention and questionnaire.

### **3.3. Research Participants**

The sources of data were forty nine male students and fifty five female students. From five sections of Chora Baggie Secondary school students, two sections were selected by lottery method to participate in this study. According to the information from the school, in 2016 academic year, there are five sections of grade 12 students in Chora Baggie Secondary School. From those, two sections (104 students) were selected by lottery method from five sections and categorized into two main categories (experimental group and controlled group).

The researcher decided to choose grade 12<sup>th</sup> students for two reasons. The first is that the researcher believes that respondents at this grade level are well matured related to other secondary school level students.

### **3.4. Sample size and sampling**

The total number sections of grade twelve students in Chora Baggie Secondary School were five. Since the total sections of grade 12 students in the target school was five, it is difficult to take all the sections as they are for the study. In line with five sections, (295 students), students of two sections from grade 12 were taken as sample population for the study by lottery method. So the total population size was 104 students. Therefore, the researcher used 104 (two sections i.e. section A and D) of the students from five sections as it is suitable for two groups' such as experimental group and control group. On this basis the researcher assigned section students as experimental group and section **D** as control group. After the selection, the experimental group was given treatment to determine project based learning on the independent variable on the dependent variable. Therefore, students in control group were not given intervention whereas experimental group was treated with project based learning.

### **3.5. Materials and Instruments and procedures of data collections**

Materials and instruments were utilized for this study. A pre- test and posttest were prepared for both controlled and experimental groups.

### **3.4.1. Tests**

Test refers to mental task that performed by a group of people to measure skill, attitude and behaviors. Test provided various type of information about learners, listening, speaking, reading and writing comprehensions, grammar, vocabulary etc achievements (Brown, 2004). Then, in this study the researcher was used the test to investigate the effect of project based paragraph writing performance and motivation on students' paragraph writing performance. To show this within practice, the researcher was preparing pretest and posttest for both experimental and control groups so as to compare the achievements of both groups. So the tests( pre-test and post-test) were used to investigate for the study in order to investigate the level of students separate groups, tests prepared from the same title and writing criteria's.

### **3.4.1. Pre- test**

Before the treatment, the students in experimental group were given pretest. After the treatment, the students in experimental group were given post test. The controls group also had given pretest and post-test without any treatment. The purpose was to know the students writing skills before treatment. Pre test was conducted. The paragraph writing tests those titled as: Life of city is better than life, Being teacher is useful than being healthy officer, Coffee has a great role in our economy and Jimma Abba Jifar Place and its role in tourism titled paragraph writing were conducted in 1hour. The researcher was gave explanation about the test and how to do the test.

### **3.4.2. Treatment**

The researcher was carried the class in four meetings. In each meeting, the students were learned by using project based learning to support their writing skill. The treatment was given only for experimental group. For experimental group, four meetings were given. The first meeting was given pretest, second meeting to fives meeting were taken for give treatment and last meeting was taken for posttest.

### **3.4.1. Post test**

After treatment post test was administered in order to know the students' writing skills after using project based learning. It was conducted at the last meeting of the treatment. For control group, they were also given a post test that researcher will be given to know learners' writing skill on English subject with topic '**steps to prepare coffee**'.

### **3.5. Post- Intervention Questionnaire**

To conduct the study, the researcher was passed through the following process. First he was identified the population of the study. After selecting sample population, for the sampling, he was identified (Chora Baggie Secondary School grade 12 students) purposively. Then, the researcher was selected two sections for experimental and control group.

The second action of researcher was treating both groups by separating. The treatments were teaching experimental group project based learning lesson; and the control group without project based learning lesson. Concerning those, the researcher was selected and paragraph writing lesson. At the end, the same tests were prepared for both experimental and control group by the researcher. By carrying out these activities, the researcher was compared the experimental groups' scores mean of project based learning achievements with the control groups' score mean of non-project based learning achievements as well as the mean score of both groups pretest and posttest achievements.

#### **3.5.1. Procedure of implementing PBL Improvement of students writing ability**

The first lessons that were planned for the interventions were students learning writing using PBL. The researcher was used classroom teaching which contains two cycles. Before starting cycle one, the researcher was began with pre cycle. That was a period by that the researcher gives pre- test to know the learners ability before implementing PBL.

#### **3.5.2. Pre Cycle**

The researcher conducted this research with in the three months from March to May 2016 E.C.

Four steps in each cycle

##### **1. Planning**

Is a phase researcher interviewed the students to identify their feeling to prepare the lesson for the experimental group of students. After that researcher arranged everything that needed to implement paragraph writing team strategy for the first time in the classroom such as lesson plan, media and so on.

##### **2. Action**

Researcher planned and informed the students about the strategy that was going to apply during learning process. All actions in this phase were noted clearly. In the end of learning process, researcher gives some open ended questions about given material that will be taught. The result of test is used as reflection in the next cycle.

### **3. Observation**

The researcher invited the English department head to observe the lesson while teaching the experimental students in the class room to get feedback from the English department head about the implementation of teaching project based paragraph writing.

### **4. Reflecting**

In first meeting, the researcher gave pretest in asking learners to write one paragraph on topic sentence that had chosen by students. This gave them free opportunity to choose the topic they wanted on the basis of their interest. This reflected that students reflect their ability to write. The result then used for researcher before implementing PBL as a point of pretest using the mean score 104 students.

#### **3.5.3. Reliability and Validity of Instruments**

In order to maintain reliability and validity of the questionnaire, a pilot study was done. The experimental and controlled groups of paragraph writing were piloted on fifty students at Chora Baggie Secondary school and the procedure of pilot study was lasted for two months and it was done in the classroom. To see the validity of the experimental and controlled groups having 40% to 80% difficult level contribute much to reliability. On the other hand, item that have more than 90% and less than 30% of the examinees answer correctly cannot possibly to reliability (Ebise and Frisbe 1991). Those were checked in using standard deviation.

### **3.7. Method of Data Analysis and Interpretation**

The data, which were collected from the pretest and the post results of experimental and control group students were analyzed in percentages out of 100% and the total sum of the pretest and the post results were analyzed and presented in the table. The total sum that calculated out of the two groups of 100% had been analyzed in average.

The questionnaire that was designed for the experimental group was analyzed in mean and standard deviations. Mean was used to analyze the average of the distributions of responses and standard deviation was used to analyze the distributions of responses around the mean to the sample.

According to Lazaraton(2005, as cited in Zoltan, 2007) comparing various groups of people is the most common statically procedure in applied linguistics research. Zoltan further explained that in statistics, there are different methods available for such comparisons depending on the

number of groups we wish to analyze. The result of the pre-test and post test for the experimental and the control group were calculated out of 100% for each participant the experimental and the control group of students, total sum and average result of the total sum were calculated for the experimental and the control group of students and presented in tables side by side in chapter four.

### **3.8. Ethical considerations**

The researcher informed the school and the students about the study. For the legality issue of the research, the researcher got letter from Jimma University Department of English Language and Literature to the school and conducted in the grade 12 students in the school. The researcher informed the students about the pretest, intervention and the post test that were given for them was not the part of their regular assessment. Therefore, the students were felt comfort when they attend the pretest, the implementation of PBL writing (the intervention) and the post-test as well as responding the questionnaires. After the pilot study was conducted, writing performance texts were selected to teach writing skills and integrating the definitions of paragraph, the paragraph structure, the role of topic sentence, the role of supporting sentences and the role of concluding sentences. The writing performance texts were based on the objectives that designed for grade 12 students based on the contents of writing skill in the syllabus. The writing performance texts adapted for this purpose were topic sentences that were given for the students to write their own paragraph based on the knowledge that they had obtained from the interventions that had been provided on paragraph structure and on how the topic sentence helped the students to control the scope of supporting sentences and concluding sentences. Next to the above actions, the researcher told the experimental and control groups, why they were selected for and everything that was conducted and implemented on them was kept confidential and reported anonymously.

## **Method of Data Analysis**

The data which was collected using pretest was used to examine the mean differences between the experimental and control groups initial performance on writing skills of students. Then a post test was given for both experimental and control groups, which is used to interpret by comparing the mean similarities and the differences between them.

After the treatment of experimental and control groups, some of selected writing performance works were given for six consecutive weeks. The researcher calculated pretest and posttest result to see the relationship between the variables. Using some writing selected genres on EFL learners writing performance and motivation. The results of the pre-test and post test results were analyzed for each participant out of 100% and the total sum was analyzed for all the participants of experiment group of students and control group of students.

## CHAPTER FOUR: RESULTS AND DISCUSSION

Under this part of the study the experimental and the control group of the study were compared on the project based paragraph writing performances of the two groups. Equal numbers of students in the two group 52 students in the experimental group of students and control group students took prep- test on the questions that were designed. The demographic information of the two groups, like, sex and ages were presented with the results of the pre-test results for the two groups were corrected and the results were condensed in the following tables. In addition the post test results for the treated group and untreated group were also presented with pre-test result side by side. The total sum and the average of the results of pre-test and post-test were also presented side by side in table 4.1.1 and 4.1.2 as follows.

Table 2 4.1.1. Experimental group of results analysis

| <b>Student Code</b> | <b>Sex</b> | <b>age</b> | <b>Result before intervention 100%</b> | <b>Result after intervention 100%</b> | <b>Deference</b> |
|---------------------|------------|------------|----------------------------------------|---------------------------------------|------------------|
| 001                 | M          | 17         | 62                                     | 69                                    | 7                |
| 002                 | M          | 18         | 59                                     | 70                                    | 1                |
| 003                 | M          | 16         | 60                                     | 64                                    | 4                |
| 004                 | F          | 17         | 62                                     | 67                                    | 5                |
| 005                 | M          | 16         | 57                                     | 65                                    | 8                |
| 006                 | M          | 15         | 53                                     | 61                                    | 8                |
| 007                 | F          | 18         | 67                                     | 72                                    | 4                |
| 008                 | M          | 17         | 67                                     | 77                                    | 10               |
| 009                 | F          | 18         | 64                                     | 78                                    | 14               |
| 0010                | M          | 18         | 67                                     | 73                                    | 6                |
| 0011                | F          | 16         | 68                                     | 80                                    | 12               |
| 0012                | M          | 19         | 64                                     | 76                                    | 12               |
| 0013                | M          | 18         | 56                                     | 66                                    | 10               |
| 0014                | M          | 18         | 51                                     | 68                                    | 17               |
| 0015                | M          | 18         | 53                                     | 67                                    | 14               |
| 0016                | F          | 16         | 63                                     | 74                                    | 11               |
| 0017                | F          | 17         | 57                                     | 67                                    | 10               |
| 0018                | F          | 17         | 51                                     | 68                                    | 17               |
| 0019                | M          | 17         | 52                                     | 69                                    | 17               |
| 0020                | F          | 18         | 56                                     | 62                                    | 6                |
| 0021                | F          | 17         | 50                                     | 65                                    | 15               |
| 0022                | F          | 17         | 51                                     | 69                                    | 17               |
| 0023                | F          | 18         | 60                                     | 78                                    | 18               |
| 0024                | F          | 15         | 57                                     | 67                                    | 10               |

|                  |   |    |              |              |              |
|------------------|---|----|--------------|--------------|--------------|
| 0025             | F | 18 | 51           | 67           | 16           |
| 0026             | F | 17 | 65           | 79           | 14           |
| 0027             | F | 16 | 66           | 80           | 14           |
| 0028             | M | 18 | 57           | 69           | 12           |
| 0029             | M | 17 | 60           | 73           | 13           |
| 0030             | F | 17 | 62           | 76           | 14           |
| 0031             | M | 16 | 67           | 75           | 8            |
| 0032             | M | 17 | 61           | 76           | 15           |
| 0033             | F | 17 | 57           | 71           | 14           |
| 0034             | M | 18 | 62           | 69           | 7            |
| 0035             | M | 18 | 59           | 74           | 15           |
| 0036             | M | 20 | 60           | 75           | 15           |
| 0037             | F | 16 | 62           | 73           | 11           |
| 0038             | F | 17 | 57           | 69           | 12           |
| 0039             | F | 18 | 53           | 72           | 19           |
| 0040             | M | 16 | 67           | 67           | 10           |
| 0041             | M | 16 | 67           | 68           | 1            |
| 0042             | F | 16 | 64           | 66           | 2            |
| 0043             | M | 17 | 67           | 69           | 2            |
| 0044             | M | 16 | 68           | 74           | 6            |
| 0045             | M | 18 | 64           | 71           | 7            |
| 0046             | M | 17 | 53           | 62           | 9            |
| 0047             | M | 17 | 63           | 64           | 1            |
| 0048             | F | 18 | 57           | 59           | 2            |
| 0049             | F | 18 | 51           | 56           | 5            |
| 0050             | F | 17 | 52           | 64           | 12           |
| 0051             | F | 16 | 56           | 59           | 3            |
| 0052             | F | 18 | 50           | 56           | 6            |
| <b>total sum</b> |   |    | <b>3085</b>  | <b>3605</b>  | <b>518</b>   |
| <b>average</b>   |   |    | <b>59.32</b> | <b>69.32</b> | <b>10.32</b> |

In the above table 4.1.1, the results the pre-test and post-test were analyzed in out of 100% and the results were presented in the above for each participants of the experimental group. When we consider the results of the treated group after innervations, the result of each participants of the experimental group results were improved. The total sum of students in the pre-test was 3085 with the average results of 59.32%. When we saw the total sum of students in the pre-test was 3605 with the average results of 69.32%. The results of the students after interventions were increased by 520 marks when we consider the difference by total sum of the pre-test and post test results. When we consider in average there was deference by 10 %( 69.32-59.32). This implies that project based learning paragraph writing on has positive effect on learners' paragraph writing performance in grade 12 students.

Table 3 4.1.2. Control group of results analysis

| <b>Student Code</b> | <b>Sex</b> | <b>age</b> | <b>Result before intervention 100%</b> | <b>Result after intervention 100%</b> | <b>Deference</b> |
|---------------------|------------|------------|----------------------------------------|---------------------------------------|------------------|
| 001                 | M          | 17         | 56                                     | 57                                    | 1                |
| 002                 | M          | 18         | 51                                     | 51                                    | -                |
| 003                 | M          | 16         | 53                                     | 52                                    | 1                |
| 004                 | F          | 17         | 63                                     | 56                                    | 3                |
| 005                 | M          | 16         | 57                                     | 50                                    | 7                |
| 006                 | M          | 15         | 51                                     | 57                                    | 6                |
| 007                 | F          | 18         | 52                                     | 51                                    | 1                |
| 008                 | M          | 17         | 56                                     | 52                                    | 4                |
| 009                 | F          | 18         | 50                                     | 56                                    | 6                |
| 0010                | M          | 18         | 65                                     | 50                                    | 5                |
| 0011                | F          | 16         | 66                                     | 64                                    | 2                |
| 0012                | M          | 19         | 57                                     | 56                                    | 1                |
| 0013                | M          | 18         | 60                                     | 59                                    | 9                |
| 0014                | M          | 18         | 62                                     | 61                                    | 1                |
| 0015                | M          | 18         | 67                                     | 66                                    | 1                |
| 0016                | F          | 16         | 61                                     | 62                                    | 1                |
| 0017                | F          | 17         | 57                                     | 55                                    | 2                |
| 0018                | F          | 17         | 62                                     | 60                                    | 2                |
| 0019                | M          | 17         | 59                                     | 60                                    | 1                |
| 0020                | F          | 18         | 65                                     | 64                                    | 1                |
| 0021                | F          | 17         | 66                                     | 67                                    | 1                |
| 0022                | F          | 17         | 57                                     | 58                                    | 1                |
| 0023                | F          | 18         | 60                                     | 61                                    | 1                |
| 0024                | F          | 15         | 62                                     | 61                                    | 1                |
| 0025                | F          | 18         | 67                                     | 66                                    | 1                |
| 0026                | F          | 17         | 61                                     | 60                                    | 1                |
| 0027                | F          | 16         | 57                                     | 56                                    | 1                |
| 0028                | M          | 18         | 62                                     | 63                                    | 1                |
| 0029                | M          | 17         | 59                                     | 60                                    | 1                |
| 0030                | F          | 17         | 65                                     | 64                                    | 1                |
| 0031                | 17         | 16         | 66                                     | 65                                    | 1                |
| 0032                | M          | 17         | 57                                     | 56                                    | 1                |
| 0033                | F          | 17         | 60                                     | 59                                    | 1                |
| 0034                | M          | 18         | 62                                     | 61                                    | 1                |
| 0035                | M          | 18         | 67                                     | 66                                    | 1                |
| 0036                | M          | 20         | 61                                     | 60                                    | 1                |
| 0037                | F          | 16         | 57                                     | 56                                    | 1                |
| 0038                | F          | 17         | 62                                     | 61                                    | 1                |
| 0039                | F          | 18         | 59                                     | 60                                    | 1                |

|                  |   |    |              |             |             |
|------------------|---|----|--------------|-------------|-------------|
| 0040             | M | 16 | 55           | 54          | 1           |
| 0041             | M | 16 | 58           | 57          | 1           |
| 0042             | F | 16 | 60           | 61          | 1           |
| 0043             | M | 17 | 59           | 58          | 1           |
| 0044             | M | 16 | 56           | 57          | 1           |
| 0045             | M | 18 | 51           | 52          | 1           |
| 0046             | M | 17 | 53           | 52          | 1           |
| 0047             | M | 17 | 63           | 62          | 1           |
| 0048             | F | 18 | 57           | 55          | 2           |
| 0049             | F | 18 | 51           | 52          | 1           |
| 0050             | F | 17 | 52           | 51          | 1           |
| 0051             | F | 16 | 56           | 55          | 1           |
| 0052             | F | 18 | 50           | 51          | 1           |
| <b>Total sum</b> |   |    | <b>3058</b>  | <b>3016</b> | <b>88</b>   |
| <b>Average</b>   |   |    | <b>58.80</b> | <b>58</b>   | <b>0.80</b> |

In the above table 4.1.2, the results the pre-test and post-test were analyzed in out of 100% and the results were presented in the above for each participants of the control group of students. When we consider the results of the treated group after innervations, the result of each participants of the experimental group results were not improved and even the results of same students are decreased. The total sum of students in the pre-test was 3058 with the average results of 58.80%. When we saw the total sum of students in the pre-test was 3016 with the average results of 58% the results of the students after interventions were deceased by 42 marks when we consider the difference by total sum of the pre-test and post test results. When we consider in average there was deference by 0.8 %( 58.80%-58%). This implies that absence of project based learning paragraph writing has negative effect on learners' paragraph writing performance and the motivation in grade 12 students.

Table 4.4.1. Descriptive statistics on students' motivation on the projects based paragraph writing.

| No | Items                                                                                                                                         | mean | standard deviations |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
| 1  | Students have been motivated in project based paragraph writing activities.                                                                   | 3.74 | 0.097               |
| 2  | Project based paragraph writing activities that has been taught by the teacher has improved the paragraph writing performance of the student. | 3.69 | 0.096               |
| 3  | Project based paragraph writing activities that has been taught by the teacher has not improved the paragraph writing performance             | 1.01 | 0.010               |

|    |                                                                                                                                                                       |             |              |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|    | of the student.                                                                                                                                                       |             |              |
| 4  | Project based paragraph writing activities that has been taught by the teacher has motivated the students.                                                            | 3.80        | 0.134        |
| 5  | Project based paragraph writing learning is linked to significant motivation of students.                                                                             | 3.67        | 0.094        |
| 6  | Learning paragraph writing through Project based paragraph writing is linked to significant motivation of students.                                                   | 3.75        | 0.098        |
| 7  | Learning paragraph writing through Project based paragraph writing increases students' motivation that can improve the performance students' paragraph writing skill. | 3.58        | 0.083        |
| 8  | Project based paragraph writing also gives teachers the opportunity to build stronger relationships with their students on learning facilitator.                      | 3.45        | 0.072        |
| 9  | Students ready to engage themselves in project work                                                                                                                   | 3.68        | 0.095        |
| 10 | Learning paragraph writing through Project based paragraph writing has engaged student in paragraph writing activities and motivation them.                           | 3.78        | 0.106        |
|    | <b>Aggregate mean score</b>                                                                                                                                           | <b>3.42</b> | <b>0.077</b> |

**Source: own survey 2024**

As it was presented in the above table 4.3.1, data were collected on ten items motivation of students on project based paragraph writing. The mean scores were interpreted interims of the value below 3 and above 3. The mean scores below 3 and descending from three up to 2.75 can be interpreted as undecided, mean scores descending from 2.74 up to 2.50 can be interpreted as low and mean scores descending from 2.49 < can be interpreted as very low. The result of the mean scores that ascending from 3.25 up to 3.75 was interpreted as medium, the result of the mean scores ascending from 3.75 up to 4.49 was interpreted as high and the result of the mean scores above 4.50 was interpreted as very high. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follow. .

The first research question was asked to identify students have been motivated in project based paragraph writing activities that was the result of the study (3.74 mean score and 0.097 standard deviation) revealed that students have been motivated project based paragraph writing activities.

The second research question was asked to assess that Project based paragraph writing activities that has been taught by the teacher has improved the paragraph writing performance of the student. The result of the study (3.69 mean score and 0.096 standard deviation) indicated that Project based paragraph writing activities that has been taught by the teacher has improved the paragraph writing performance of the student.

The third research question was asked to investigate that Project based paragraph writing activities that has been taught by the teacher has not improved the paragraph writing performance of the student. The result of the study (1.01 mean score and 0.010 standard deviation) showed that Project based paragraph writing activities that has been taught by the teacher has not improved the paragraph writing performance of the student.

The fourth research question was asked to identify that Project based paragraph writing activities that has been taught by the teacher has motivated the students. The result of the study (3.80 mean score and 0.134 standard deviation) revealed that Project based paragraph writing activities that has been taught by the teacher has motivated the students.

The fifth research question was asked to assess that Project based paragraph writing learning is linked to significant motivation of students. The result of the study (3.67 mean score and 0.094 standard deviation) indicated that Project based paragraph writing learning is linked to significant motivation of students.

The sixth research question was asked to identify that learning paragraph writing through Project based paragraph writing is linked to significant motivation of students. The result of the study (3.75 mean score and 0.098 standard deviation) showed that learning paragraph writing through Project based paragraph writing is linked to significant motivation of students.

The seventh research question was asked to investigate that learning paragraph writing through Project based paragraph writing increases students' motivation that can improve the performance students' paragraph writing skill. The result of the study revealed (3.58 mean score and 0.083 standard deviation) revealed that learning paragraph writing through Project based paragraph writing increases students' motivation that can improve the performance students' paragraph writing skill.

The eighth research question was asked to assess that Project based paragraph writing also gives teachers the opportunity to build stronger relationships with their students on learning facilitator. The result of the study (3.45 mean score and 0.072 standard deviation) indicated that Project based paragraph writing also gives teachers the opportunity to build stronger relationships with their students on learning facilitator.

The ninth research question was asked to investigate those Students ready to engage them in project work. The result of the study (3.68 mean score and 0.095 standard deviation) showed that Students ready to engage them in project work

The last research question was asked to identify that Learning paragraph writing through Project based paragraph writing has engaged student in paragraph writing activities and motivation them. The result of the study ( 3.78 mean score and 0.106 standard deviation) revealed that Learning paragraph writing through Project based paragraph writing has engaged student in paragraph writing activities and motivation them. The aggregate mean score result of the above ten items was 3.42 with the standard deviation of 0.077.

#### **4.2. Correlation analysis of project success between project management components**

This section includes the analysis of data related to project management component and project implementation. To investigate the relationship between project management practice and project implementation Pearson product correlation coefficient was used. The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1.

Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance.

This hypothesis was tested using Pearson Correlation Coefficient at  $p \leq 0.05$  significance level. Table 4.3.1 on interpretation of the strength of the correlation coefficient is based on Amin's (2005) approach. This approach emphasizes that at 0 there is no relationship, above 0 to .2 it is a

very weak relationship, above .2 to .4 it is a weak relationship, above .4 to .6 it is a moderate relationship, above .6 to .8 it is a strong relationship, and above .8 to 1 it is a very strong relationship. Similarly, the negative values imply negative relationship as enumerated above.

Table 54.2.1. Correlation analysis on the relation between projects based paragraph writing and student motivation

| <b>Correlations</b>             |         | Student motivation |
|---------------------------------|---------|--------------------|
| Project based paragraph writing | Pearson | <b>.503*</b>       |
| Correlation                     |         |                    |

\*. Correlation is significant at the 0.05 level (2-tailed).

As table 4.2.1 shows that, all the variables are positively correlated to each other. Project based paragraph writing had moderately positive correlation (( $r = 0.503$ ,  $p < 0.05$ )) with student motivation. This result was related with the result that was obtained through mean and standard deviations. This result also confirmed the result that obtained through post test result.

#### **4.10. Discussion**

The purpose of the study was to investigate Chora Baggie Secondary School grade twelve students' paragraph writing performance and their motivations. To do so, the study used pre test and post test to the inquiry. The first question examined whether there is there is significance difference between experiment and controlled group students. The second question explored the significance difference of experiment and controlled group students after intervention. The third question explored project based learning have any effect on the motivation of the experiment group of students toward paragraph writing. As defined by Krajcik (2009), project based learning was an instructional approach built up on an authentic learning activities that engage students interest and motivation. The previous chapters of this document established a purpose for studying project based learning including why it is significant to do how the researcher came o interested in the topic. The chapters also reviewed literature associated with historical and theoretical background of project based learning as well as selected literature on the definition and elements of project based learning and the efficiency of the approach.

Finally a description of the methods for collecting data on the research questions was presented including a description of the data collection and procedures to collect and analyze the data once collected.

## **CHAPTER FIVE: Summary of findings, Conclusions Recommendations**

### **5.1. Summary of Findings**

This study was started by addressing the back ground of the study with the related works of scholars focusing on the definitions of the Writing, the benefits of Project based learning for the performance of students to write paragraph in grade 12. Based on the background information of this study the statement of the problem was identified and basic research questions were designed. On the basis of the basic research questions of this study the general and the specific objectives of this study were identified for this study. Based on general and the specific objectives of this study the significances of this study were identified and the scope of the study was also determined.

The closely related literatures carefully reviewed from the works of researchers and included under chapter two for this study and used as sources of direction for this current study. In chapter three the research design, sources of data, study population, respondents and method of data collection and data analysis were identified. Under research design the method of the study which was experimental research method that arranged in experimental and control group of students that were selected from section A of grade as experimental and from section D of grade as control group. The quantitative approach was used to analyze the pre-test and **pos test** results experimental group of students and control group of students. The result of the pre-test were analyzed out of 100%, total sum and average results of the pre-test and post test were analyzed and presented in the table. The findings of the study were identified and presented side by side with the basic research questions of the study as follows:

The first basic research was asked to identify the presence of any significant difference between paragraph writing performances of the experiment group of students and the control group of students before the intervention. The result of the study revealed that there was very insignificant difference between paragraph writing performances of the experiment group of students and the control group of students before the intervention (59.32-58.80) which was 0.52% of difference.

The second basic research question was asked to investigate the presence of significant difference between paragraph writing performances of the experiment group of students and the control group of students after intervention. The result of the study revealed that there was there

was significant difference between paragraph writing performances of the experiment group of students and the control group of students after the intervention (69.32-59.32) which was 10.32% of difference respectively.

The last basic research question was asked to assess the motivation of the experiment group of students towards paragraph writing. According to the result obtained from the experimental pre-test and post results indicated the presence of motivation towards project based paragraph writing since the mean score was 3.42 with the standard deviation of 0.077. The result of the correlation analysis also indicated .503\* that indicated the presence of Project based paragraph writing with student motivation.

## **5.2. Conclusions**

Based on the above findings conclusions were given for the study and addressed as follows. The study concluded that project based paragraph writing activate is important to motivate, stimulate and empower students to write paragraph. The study also concluded that Project based learning has great influence in enhancing students' motivation and supporting information collection and presentation in paragraph level and can draw students' interest, motivation, engagement and enjoy towards the activities and paragraph writing activities of students. Finally, the study also concluded that Project based learning is suitable for increasing the performance students in writing paragraph.

## **5.3. Recommendations**

Based on the findings above the following recommendations were given as follows. EFL teacher should design Project based paragraph teaching approach to improve the performance of students' paragraph writing. Moreover, EFL teachers should employ Project based paragraph teaching approach to improve the performance students' motivation practice students to use Project based paragraph to improve the performance students' in paragraph writing.

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**Appendix I**  
**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES DEPARTMENT OF**  
**ENGLISH LANGUAGE AND LITERATURE**

**Questionnaire for experimental group after the intervention was conducted**

Dear, Chora Baggie secondary students of experimental group of students in grade 12 section A the purpose of this questionnaire is to obtain information about investigating the presence of your motivation towards project –based paragraph writing learning activities to check that presence of your motivation and improvement in paragraph writing performance. Therefore, I kindly request you to provide your respected responses by marking tick on the space that has been provided for each item. Your responses will not be used for other purpose rather than for the objective of this study. Writing your name on this question paper is forbidden.

Sex: M-----F-----

Age: 16-17-----18-19 -----19-20 Above 46-----

Grade: 12

**Part two questions**

Choices of Items. Strongly disagree (SD) 1, Disagree (DA) 2, Partially agree 3, Agree (A) 4 and Strongly agree (SA) 5

**A. Questionnaire for experimental group after the intervention to check the presence of student motivation towards project paragraph writing.**

| No | Items                                                                           | 1 | 2 | 3 | 4 | 5 |
|----|---------------------------------------------------------------------------------|---|---|---|---|---|
| A  | Students have not been motivated in project based paragraph writing activities. |   |   |   |   |   |
| 1  | Students have been motivated in project based paragraph writing activities.     |   |   |   |   |   |

|    |                                                                                                                                                                       |  |  |  |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 2  | Project based paragraph writing activities that has been taught by the teacher has improved the paragraph writing performance of the student.                         |  |  |  |  |  |
| 3  | Project based paragraph writing activities that has been taught by the teacher has not improved the paragraph writing performance of the student.                     |  |  |  |  |  |
| 4  | Project based paragraph writing activities that has been taught by the teacher has motivated the students.                                                            |  |  |  |  |  |
| 5  | Project based paragraph writing learning is linked to significant motivation of students.                                                                             |  |  |  |  |  |
| 6  | Learning paragraph writing through Project based paragraph writing is linked to significant motivation of students.                                                   |  |  |  |  |  |
| 7  | Learning paragraph writing through Project based paragraph writing increases students' motivation that can improve the performance students' paragraph writing skill. |  |  |  |  |  |
| 8  | Project based paragraph writing also gives teachers the opportunity to build stronger relationships with their students on learning facilitator.                      |  |  |  |  |  |
| 9  | Students ready to engage themselves in project work                                                                                                                   |  |  |  |  |  |
| 10 | Learning paragraph writing through Project based paragraph writing has engaged student in paragraph writing activities and motivation them.                           |  |  |  |  |  |

**APPENDIX II**  
**JIMMA UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**  
**CLASSROOM RULE AND REGULATIONS**

- a. Getting late is strictly impossible
- b. You should always bring your dictionaries while attending the class for writing activities in the class.
- c. Write transitional words and phrases (cohesive devices) from the written materials you are use in the class
- d. Bringing written module in the class is mandatory

**Main components of Lessons given as project based writing activities for experimental group students**

1. Definition of paragraph
2. Paragraph structure
3. The use of topic sentence
4. The use of supporting sentences
5. The use of concluding sentence
6. Position of topic sentence
7. Paragraph development
8. The use of transitional phrases and words in paragraph writing
- 9. The structural types of sentences that should be included in paragraph writing**
10. Descriptive type of paragraph writing
11. Narrative type of paragraph writing
12. Argumentative type of paragraph writing
13. Expository type of paragraph writing

## Reading Comprehension **Pre-Test** for Grade12 Students

### Consciences for Participation in Research

Time Allotted 1hr

Total Mark weight: 100%

### **Passage1:** Reading Comprehension **Pretest** for Grade 12 Students

#### **East African athletes**

Haile Gebresillassie is one of Ethiopia,s most famous long distance runners. Many people call him the best long distance runner ever. He was born in 1973 in Assela, Arsi, Ethiopia. He had to run 10kms to and from school every morning and even now he runs with his left arm bent as if holding his school books. He is one of ten children and his father wanted Haile to be a farmer but when he was 13 he competed in his first race. By the 1990s he was taking part in international races. His achievements are great: he was broken 26 world records both indoors and out, won two Olympic 10,000 meter gold medals, and four world outdoor and three indoor 10,000 meters tittles. He moved to road running in the latter part of his career. In September 2008, at the age of 35, he won the Berlli marathon with a world record time of 2:03:59, breaking his own world record by 27 seconds. Haile is so famous that he starred at himself in an American film called Endurance. He loves running and hopes he can continue running or jogging all his life.

Kipchoge(Kip) Keino was born in 1940 in Kipsano, Kenya. He did not participate in organized sports events until he went to Police College. In the 1960s and early 1970s he astonished the world with the range and number of events that he competed in at international level. In 1962 and in 1965 he set a new world records in the 3,000 meters steeplechase and the 5,000 meters. He won Olympic in the 1,500 meters and in 1972 in Munich in the 3,000 meters steeplechase. He won two gold in the commonwealth Games in 1966 in the one mile and the three miles, and again in the 1970 in the 1,500 meters. Also in the 1970 games he won bronze in the 5,000 meters. While competing in international events, Keino began what was to be his life's, work: with his wife he has brought up over orphaned or abandoned children on his farm.

14. Derartu Tullu, the first woman from Africa to win an Olympic gold medal, was born 1969 in Bekoji, in the Arsi highlands of Ethiopia. The seventh in a family of ten children,

, she began her career in athletics at school, but did not realize that she was an unusually fast runner until she was 16 years old. She launched her career by winning the first 10,000 meter Olympic gold medal in Barcelona in 1992, defeating Elana Meyer of South Africa. She competed in the Olympics in 1994, but suffered a knee injury and finished a disappointing fourth. In 1999 she gave birth to her daughter Tsion, but her running career was far from over. Regaining her form in the 20000 Sydney Olympic Games, she sprinted ahead to a clear victory. Derartu is still winning races and bringing home gold, silver and bronze medals to her people and her country. In her short career she has so far managed to win 35 gold, 12 silver and 15 bronze medals.

Catherine Ndereba is one of Kenya's leading marathon runners. She was born in 1972 in Nyeri, Kenya. She started running at school, where she had to train before and after class. After leaving school, she joined prison service, which allowed her to continue training and running races, and it was there that she met her husband. She began her international career in 1995 and the following year won eight out of her 13 international races. In 1999 she took time off to have a baby, but she has been running ever since and has achieved even great Boston and Chicago marathons and set a new world marathon records. In the 2004 Olympics she won a silver medal and in the world championships she won gold in 2003 and silver two years later. Ndereba says she owes much of her success to her husband who has supported her throughout her career and has taken much of the responsibility for looking after their daughter.

Filbert Bayi is Tanzania's most successful athlete. She was born in 1953 in Karatu, Tanzania his first international competition was the 3000 meters steeplechase at the Munich Olympics in 1972. In 1973, he caught people's attention when he beat Kenya's legendary Kip Keino to gain the gold medal at the Lagos African Games. A year later the commonwealth Games in New Zealand he won the 1500 meters in record time in what many people have called the most exciting 1500 meter race ever. He was unable to repeat this success at Montreal four years later because of the African boycott of the Games. In 1980, though, he won silver at the Moscow Olympics in the 3000 meters steeplechase. His health was not good and he never repeated these successes. In later life, however, he has devoted himself to the Filbert Bayis Institution, which helps young Tanzanian athletes and also educates young people about HIV and AIDS.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**Activity 2: Completing tables with the information discussed in the above text:**  
**Complete the following tables with information raised in the above texts toward each athlete. Write with suitable numbers, years and what happened with the above athletes in the following information given in the table.**

| No | Name of athletes        | Numbers that indicate about athletes | Things happened toward athletes |
|----|-------------------------|--------------------------------------|---------------------------------|
| 1  | Kipchoge                |                                      |                                 |
| 2  | Filbert Bayi            |                                      |                                 |
| 3  | Derartu Tullu           |                                      |                                 |
| 4  | Haile<br>Gebresilaassie |                                      |                                 |
| 5  | Catherine<br>Ndereba    |                                      |                                 |

**Source:** Taken from EFDRE MOE grade 10<sup>th</sup> English Textbook

**Appendix III**  
**JIMMA UNIVERSITY**  
**College of Social Sciences and Humanities**  
**Department of English Language and Literature**  
**Questionnaire for grade 12 students**

**General directions:** Dear students, the main purpose of the questionnaire is to investigate “**The effect of PBL on grade 12 students’ paragraph writing performance and their motivation towards paragraph writing grade 12 Chora Baggie Secondary school in focus**”. It has two parts. The first part is about your background information and the second part contains 13 alternative response questions (ranking from 1 SD to 5- SA. Therefore, I kindly request you to give your honest response to this questionnaire. The questionnaires’ is designed to find out your motivation toward writing after you have learned though PBL texts to learn the writing lesson.

Thank you for your genuine cooperation to be a participant in this research.

**TesfayeBayisa**

**Part I:Students profile**

Please fill in the information carefully in the space provided below.

Sex \_\_\_\_\_ Age \_\_\_\_\_

**Part I Questions related to EFL learners, writing motivation**

Instruction: after reading each of the following questions, choose one from alternatives given for each items and put a tick mark ( ) under your response.

1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

| NO- | ITEMS                                                                                                        | RESPONSES |   |   |   |   |
|-----|--------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
|     |                                                                                                              | 1         | 2 | 3 | 4 | 5 |
| 1   | PBL doesn't help me in improving my writing skill in the classroom.                                          |           |   |   |   |   |
| 2   | I don't get opportunity of thinking the context to improve my writing and develop my spelling while writing. |           |   |   |   |   |
| 3   | I am not interested to in the classroom and outside whenever possible.                                       |           |   |   |   |   |
| 4   | I like to write my ideas when the reflection activity is given in the classroom.                             |           |   |   |   |   |
| 5   | I feel confident in my ability to express my idea in writing.                                                |           |   |   |   |   |
| 6   | I am very happy to write about my own stories in the classroom.                                              |           |   |   |   |   |
| 7   | I don't feel confidence when I am writing because it is wasting time.                                        |           |   |   |   |   |
| 8   | It is too difficult to me to be better writer.                                                               |           |   |   |   |   |
| 9   | The PBL helps me to look forward to write down my ideas clearly.                                             |           |   |   |   |   |
| 10  | Before the implementation of the PBL texts, my mind seems to go blank to start writing.                      |           |   |   |   |   |
| 11  | I don't get good information from PBL texts that increase my writing performance.                            |           |   |   |   |   |
| 12  | I don't feel confidence when I am writing what happened in the story I have read.                            |           |   |   |   |   |

|    |                                                                                                                |  |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 13 | I am nervous about my writing                                                                                  |  |  |  |  |  |
| 14 | Learning writing daily through PBL gives me chance to improve my writing.                                      |  |  |  |  |  |
| 15 | Discussing my writing with others is an enjoyable experience<br>I can write the theme of story by paraphrasing |  |  |  |  |  |
| 16 | . I can write grammatically correct paragraphs on given topic in English class.                                |  |  |  |  |  |
| 17 | I review my draft for style, purpose and audiences.                                                            |  |  |  |  |  |

Reading Comprehension **post-Test** for Grade12 Students

Consciences for Participation in Research

Time Allotted: 1hr

Total Mark weight: 100%

**Passage1:** Reading Comprehension **post-test** for Grade 12 Students

## **Buchanan**

Buchanan James, (1791-1868) was the 15<sup>th</sup> president of United States. With a solid diplomatic and congressional career behind him, Buchanan became a president at a time when tension over slavery was building rapidly in the United States. During his administration, the first of Southern States withdrew from the Union.

The son of the country store owner, James Buchanan was born near Mercersburg Pa., on April 23, 1791. He was second of eleven children. As a boy, he worked in his father's store and later graduated from Dickinson College in Carlisle, Pa. He then studied Law and began practice in Lancaster, Pa., in 1812. Buchanan entered politics in 1814, winning election of to the Pennsylvania legislature. He served two terms. He then resumed his law practice for a brief

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period, returning to politics following the death of his fiancée in 1819. Buchanan never married.

Beginning in 1821, James Buchanan served 10 years in United States House of Representatives. As a democrat he strongly supported President Andrew Jackson. In 1831, Jackson made Buchanan minister of Russia. Buchanan was a senator from Pennsylvania from 1834 to 1845, and secretary of state under President James K. Polk from 1845 until 1849. During Buchanan time, as secretary of state, the United States settled the Oregon boundary dispute with Britain won a war with Mexico. The United States gained a large amount of territory in the Southwest as a result of the war.

Running against the first republican presidential candidate. John C. Fremont, Buchanan was elected president in 1856. He presided over a nation sharply divided over the slavery issue and threatening to disintegrate. Buchanan considered slavery to be immoral, but constitutional. He believed the federal government should not become involved in the issue.

Buchanan avoided taking a strong stand on slavery. He preferred middle of the road positions and compromises. At a time, when extremists on both sides demanded actions, Buchanan's moderation contributed to his unpopularity. The slavery issue was most bitterly contended in Kansas, which was about to become a state. Pro- and antislavery factions fought for control of the Kansas government. A state constitution permitting slavery came up for a vote in Kansas in 1857. The antislavery group boycotted the election, and the slavery was approved. President Buchanan favored congressional acceptance of the constitution, since both sides had had a chance, to express their views. This angered Senator Stephen A. Douglas of Illinois, who wanted Kansas to be free state, Douglas persuaded Congress to return the constitution to the Kansas voters. The controversy over "bleeding Kansas" split the Democratic Party into Northern and Southern factions. And in 1860, neither group favored Buchanan as a presidential candidate. The split helped elect republican Abraham Lincoln to the presidency. Between the time of Lincoln's victory and his inauguration, seven Southern states seceded from the Union.

Early in 1861, Buchanan agreed to send a supply ship to Fort Sumter, in the Charleston, S.C., harbor to relieve the federal garrison there. Firing on the ship, Southerners told it to withdraw because no blood had been shed, Buchanan took no action against the South. Northerners sharply criticized Buchanan for his lack of actions. But his cautious course did postpone the beginning of civil war and left open the possibility of a peaceful solution under Lincoln's administration.

**By A Scott Fester company Chicago London Sydney Toronto: Adapted from Student Information Finder Language Arts and Social Studies)**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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**APPENDIX IV**  
**JIMMA UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**  
**QUESTIONNAIRE FOR GRADE 12 STUDENTS**

**General directions:** Dear students, the main purpose of the questionnaire is to investigate “**The effect of PBL on grade 12 students’ paragraph writing performance and their motivation towards paragraph writing grade 12 Chora Baggie Secondary school in focus**”. It has two parts. The first part is about your background information and the second part contains 13 alternative response questions (ranking from 1 SD to 5- SA. Therefore, I kindly request you to give your honest response to this questionnaire. The questionnaires’ is designed to find out your motivation toward writing after you have learned though PBL texts to learn the writing lesson.

Thank you for your genuine cooperation to be a participant in this research.

**TesfayeBayisa**

**Part I: Students profile**

Please fill in the information carefully in the space provided below.

Sex \_\_\_\_\_ Age \_\_\_\_\_

**Part II: Questions related to EFL learners, writing motivation**

**Instruction:** after reading each of the following questions, choose one from alternatives given for each items and put a tick mark ( ) under your response.

1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

| NO- | ITEMS                                                                                                          | RESPONSES |   |   |   |   |
|-----|----------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
|     |                                                                                                                | 1         | 2 | 3 | 4 | 5 |
| 1   | PBL doesn't help me in improving my writing skill in the classroom.                                            |           |   |   |   |   |
| 2   | I don't get opportunity of thinking the context to improve my writing and develop my spelling while writing.   |           |   |   |   |   |
| 3   | I am not interested to in the classroom and outside whenever possible.                                         |           |   |   |   |   |
| 4   | I like to write my ideas when the reflection activity is given in the classroom.                               |           |   |   |   |   |
| 5   | I feel confident in my ability to express my idea in writing.                                                  |           |   |   |   |   |
| 6   | I am very happy to write about my own stories in the classroom.                                                |           |   |   |   |   |
| 7   | I don't feel confidence when I am writing because it is wasting time.                                          |           |   |   |   |   |
| 8   | It is too difficult to me to be better writer.                                                                 |           |   |   |   |   |
| 9   | The PBL helps me to look forward to write down my ideas clearly.                                               |           |   |   |   |   |
| 10  | Before the implementation of the PBL texts, my mind seems to go blank to start writing.                        |           |   |   |   |   |
| 11  | I don't get good information from PBL texts that increase my writing performance.                              |           |   |   |   |   |
| 12  | I don't feel confidence when I am writing what happened in the story I have read.                              |           |   |   |   |   |
| 13  | I am nervous about my writing                                                                                  |           |   |   |   |   |
| 14  | Learning writing daily through PBL give me chance to improve my writing.                                       |           |   |   |   |   |
| 15  | Discussing my writing with others is an enjoyable experience<br>I can write the theme of story by paraphrasing |           |   |   |   |   |
|     | 16. I can write grammatically correct paragraphs on given topic in                                             |           |   |   |   |   |

|    |                                                     |  |  |  |  |  |
|----|-----------------------------------------------------|--|--|--|--|--|
|    | English class.                                      |  |  |  |  |  |
| 17 | I review my draft for style, purpose and audiences. |  |  |  |  |  |



**Photograph 1:** Photograph which indicates while the researcher gives awareness for the learners



**Photograph 2:** Photograph that indicates while the researcher arranges the classroom setting for students practice.



**Photograph 3:** Photograph that indicates while the researcher gives awareness for the learners.



**Photograph 4:** Photograph that indicates while the researcher gives awareness for the learners.