



A Qualitative Study of Project-Based Learning's Impact on Motivation and Self-Confidence in EFL Writing

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Article Info	Abstract
Received: 2026-06-09 Revised: 2026-09-11 Accepted: 2026-09-16 Keywords: <i>Project-Based Learning, EFL writing, motivation, self-confidence, vocational school, qualitative study</i> DOI: 10.24256/ideas.v14i2.11151 Corresponding Author: Arlin arlin18@guru.smk.belajar.id English Education Study Program, Graduate Program State University of Makassar	<i>This study explores the impact of Project-Based Learning (PjBL) on students' motivation and self-confidence in English as a Foreign Language (EFL) writing at SMKN 1 Mamasa. Writing in EFL contexts is often considered difficult because students must generate ideas, organize paragraphs, use vocabulary and grammar accurately, and revise their texts meaningfully. In vocational schools, the challenge becomes more complex because students often perceive English writing as less relevant to their vocational needs and future workplace contexts. This research employed a descriptive qualitative design to understand how PjBL was implemented and how students perceived its influence on their motivation and self-confidence. The participants consisted of two English teachers and six students selected through purposive sampling. Data were collected through classroom observation and semi-structured interviews. The observation focused on students' participation, collaboration, willingness to share ideas, responsiveness to feedback, persistence, and writing behaviors during project-based activities. Interviews were conducted to explore teachers' and students' experiences, perceptions, challenges, and affective development during the writing process. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing or verification. The findings show that PjBL was implemented through structured stages, including topic selection, project planning, drafting, peer feedback, revision, and presentation of final products. The projects were designed to be authentic, meaningful, and connected to students' vocational contexts. Students perceived that PjBL increased their motivation by making writing more creative, collaborative, purposeful, and relevant. It also enhanced self-confidence because students received peer support, teacher scaffolding, and opportunities to revise their work gradually. The study concludes that PjBL can transform EFL writing from an anxiety-producing grammar-focused task into a meaningful, collaborative, and confidence-building learning experience.</i>

1. Introduction

Writing in English as a Foreign Language (EFL) is one of the most cognitively demanding language skills because it requires learners to combine linguistic knowledge, cognitive organization, rhetorical awareness, and emotional readiness. Unlike receptive skills such as listening and reading, writing demands students to produce language independently and express ideas in a clear, coherent, and structured manner. Students must select appropriate vocabulary, apply grammatical rules, organize ideas into paragraphs, maintain coherence and cohesion, and revise their drafts based on feedback. Harmer (2007) explains that writing is a complex skill because it requires accuracy, organization, and careful planning. Similarly, Hyland (2016) argues that writing is not only a linguistic activity but also a social and cognitive process shaped by purpose, audience, genre, and context.

In EFL classrooms, writing is often perceived as difficult because students have limited exposure to English outside the classroom. Many learners struggle to generate ideas, arrange sentences, develop paragraphs, and express meaning accurately. These challenges are more serious when writing instruction is dominated by grammar correction and final-product assessment. When teachers focus mainly on errors, students may view writing as a risky activity rather than a meaningful process of communication. This situation may reduce motivation and increase anxiety. Brown (2007) emphasizes that effective language learning should involve meaningful use of language, student engagement, and supportive feedback. Therefore, writing instruction should not only focus on linguistic accuracy but also on process, meaning, confidence, and motivation.

The problem of writing is also closely related to students' affective conditions. Motivation and self-confidence play important roles in determining whether students are willing to engage in writing tasks, persist through difficulties, revise their drafts, and express ideas creatively. Gardner (1985) defines motivation as a combination of effort, desire, and positive attitudes toward language learning. In writing, motivated students are more likely to plan carefully, draft actively, seek feedback, and improve their work. In contrast, students with low motivation may write only to complete assignments, avoid revision, and give up when they encounter difficulties.

Self-confidence is another essential affective factor in EFL writing. Students who believe they can write successfully are more willing to take risks, experiment with ideas, and revise their work. Bandura (1997) explains that self-efficacy, or belief in one's ability to perform a task, affects effort, persistence, resilience, and achievement. In writing, self-confidence helps students manage fear of mistakes and negative evaluation. Students with low confidence may avoid writing, depend heavily on memorized sentence patterns, or produce minimal texts because they are afraid of being judged. Therefore, improving EFL writing requires not only teaching vocabulary and grammar but also building students' confidence and motivation.

At SMKN 1 Mamasa, these issues are particularly relevant. The thesis data indicate that students often perceive English writing as difficult and less connected to their vocational specialization. They face limited English exposure beyond classroom settings, which affects vocabulary development, grammatical control, and writing fluency. Students' written outputs often show weaknesses in idea development, paragraph organization, and language accuracy. In addition to linguistic challenges, many students experience low self-confidence and anxiety when asked to compose texts in English. They are afraid of making mistakes and receiving negative evaluation, which discourages them from elaborating ideas or revising their writing.

The vocational school context makes this issue more important. Vocational education prepares students for practical and professional environments. Therefore, English writing should be connected to students' future workplace needs, such as writing simple reports, product descriptions, business profiles, service information, and other job-related texts. Richards and Renandya (2002) argue that writing instruction should help learners use English for real academic and professional purposes. If writing tasks are disconnected from students' vocational realities, students may see writing as merely an academic requirement. However, when writing is connected to real-life and professional tasks, students may understand its value more clearly.

One instructional approach that can respond to these challenges is Project-Based Learning (PjBL). PjBL is a student-centered learning model in which students learn through authentic projects, inquiry, collaboration, problem-solving, product development, and reflection. Thomas (2000) defines PjBL as a learning model organized around projects that involve students in complex tasks based on challenging questions or problems. Bell (2010) states that PjBL promotes active learning, collaboration, creativity, communication, and responsibility. In the context of EFL writing, PjBL allows students to write for meaningful purposes rather than only for teacher evaluation.

PjBL is relevant to EFL writing because writing itself is a process. Students do not produce good writing instantly; they need to plan, draft, revise, receive feedback, and edit their work. PjBL naturally supports this process because students work through stages of project completion. They select topics, plan content, gather information, draft texts, discuss with peers, revise based on feedback, and present final products. Hyland (2016) emphasizes that process-oriented writing instruction helps students develop writing competence because it gives attention to planning, drafting, feedback, and revision. Therefore, PjBL provides a suitable framework for process-based writing instruction.

PjBL is also grounded in constructivist and social constructivist learning theories. Constructivism views learning as an active process in which learners construct knowledge through experience and reflection. Piaget (1972) argues that learners build understanding through active engagement with tasks. Vygotsky (1978) emphasizes that learning develops through social interaction and scaffolding. In PjBL writing classrooms, students construct knowledge by discussing ideas, negotiating meaning, giving feedback, revising drafts, and presenting products. The teacher acts as a facilitator who provides guidance, support, and feedback rather than simply transmitting information.

The relationship between PjBL and motivation can also be understood through Self-Determination Theory. Deci and Ryan (1985) explain that intrinsic motivation grows when learners experience autonomy, competence, and relatedness. PjBL supports autonomy because students are involved in selecting topics, making decisions, and managing their project. It supports competence because students receive scaffolding and gradually improve their writing. It supports relatedness because students collaborate with peers and receive support from teachers. Therefore, PjBL can strengthen students' motivation by making writing more meaningful, social, and personally relevant.

PjBL can also improve students' self-confidence. In conventional writing classes, students may submit one final product and receive correction after completion. This can make writing feel threatening because mistakes are exposed at the end. In PjBL, students work gradually and receive feedback throughout the process. Peer collaboration reduces anxiety because students do not face writing difficulties alone. Teacher scaffolding helps students improve step by step. Bandura (1997) argues that mastery experiences, social persuasion, vicarious experiences, and emotional states shape self-efficacy. PjBL provides

these sources of confidence because students experience progress, observe peers' success, receive encouragement, and work in a supportive environment.

Previous studies have shown that PjBL can improve EFL learners' writing ability, motivation, engagement, and self-confidence. PjBL has been reported to support writing fluency, accuracy, creativity, and organization because it provides repeated practice and meaningful revision. It also supports affective development because students feel ownership of their work and receive peer support. However, many studies focus on general EFL contexts or measure writing performance quantitatively. Fewer studies explore deeply how vocational students experience PjBL in relation to motivation and self-confidence. This creates a research gap, especially in rural vocational school contexts where English exposure is limited and students need practical, career-related language tasks.

The present study addresses this gap by investigating the implementation of PjBL in an EFL writing class at SMKN 1 Mamasa. The novelty of the study lies in its context-sensitive focus on a rural vocational school, its attention to motivation and self-confidence as interconnected affective constructs, and its alignment of English writing tasks with vocational relevance. Rather than treating PjBL as a general instructional technique, this study examines how PjBL is adapted to students' social, academic, and vocational realities.

Based on this background, the study was guided by two research questions: how PjBL is implemented to improve students' motivation and self-confidence in EFL writing performance at SMKN 1 Mamasa, and how students perceive the influence of PjBL on their motivation and self-confidence in EFL writing. The study is expected to contribute theoretically to the literature on PjBL, motivation, self-confidence, and EFL writing, and practically to English teachers who seek meaningful and confidence-building writing instruction in vocational schools.

2. Method

This study employed a descriptive qualitative research design. The design was selected because the research aimed to understand the implementation of Project-Based Learning and its impact on students' motivation and self-confidence in EFL writing based on participants' experiences and classroom realities. Creswell (2018) explains that qualitative research is appropriate when researchers seek to explore social phenomena in natural settings and understand participants' meanings, perceptions, and experiences. In this study, the researcher did not attempt to measure the effect of PjBL statistically but to describe how it was implemented and how students experienced its influence on motivation and self-confidence.

The research was conducted at SMKN 1 Mamasa, located on Jl. Pendidikan No. 244, Mamasa Regency. The school was selected because it represents a vocational school context where English writing needs to be connected with students' practical and professional learning. The participants were selected through purposive sampling. The data sources consisted of two English teachers and six students. Purposive sampling was used because the researcher needed participants who had direct experience with Project-Based Learning in EFL writing. Patton (2015) states that purposive sampling is suitable in qualitative research because it allows researchers to select information-rich participants who can provide deep understanding of the phenomenon.

The main instruments were an observation checklist and a semi-structured interview guide. The observation checklist was used to record classroom behaviors and writing performance indicators during the implementation of PjBL. Observation focused on students' participation, collaboration, willingness to share ideas, responsiveness to feedback, persistence in completing writing tasks, and confidence in presenting their

products. Cohen, Manion, and Morrison (2007) explain that observation checklists help researchers collect structured and consistent classroom data because the categories are defined before observation.

The interview guide was used to obtain deeper information from teachers and students regarding the implementation and impact of PjBL. The interviews explored how teachers designed project-based writing activities, what strategies were used to guide students, how students responded to the learning process, and how PjBL influenced students' motivation and self-confidence. Kvale (1996) states that semi-structured interviews provide a flexible framework that allows researchers to maintain focus while still giving participants space to explain their experiences in detail. In this study, the interview contained ten guiding questions and was conducted offline with an estimated duration of 30 to 45 minutes.

The data collection procedures consisted of classroom observation and interviews. Classroom observation was conducted to examine how PjBL was implemented in real learning situations. The researcher observed project stages, classroom interaction, students' engagement, peer collaboration, teacher scaffolding, and students' writing behaviors. Interviews were then conducted to explore participants' perceptions more deeply. Teacher interviews provided information about instructional design, classroom management, scaffolding, assessment, and challenges. Student interviews provided information about motivation, confidence, anxiety, collaboration, feedback, and perceived writing improvement.

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing or verification. In data condensation, the researcher selected, simplified, coded, and categorized relevant information from observations and interviews. The codes were organized according to the research questions, including PjBL implementation, motivation, self-confidence, writing attitude, peer collaboration, feedback, and challenges. In data display, the researcher presented the data in thematic categories and narrative descriptions. In conclusion drawing, the researcher interpreted the patterns and verified the findings by comparing observation and interview data.

To ensure credibility, the researcher used triangulation by comparing data from teachers, students, observation, and interviews. Triangulation helped confirm whether the findings were consistent across different sources and methods. Lincoln and Guba (1985) emphasize that credibility in qualitative research can be strengthened through prolonged engagement, triangulation, member checking, and careful interpretation. In this study, the combination of observation and interviews allowed the researcher to obtain a balanced understanding of how PjBL was implemented and how it influenced students' motivation and self-confidence in EFL writing.

3. Result

The findings of this study are presented based on two main focuses: the implementation of Project-Based Learning in EFL writing and students' perceptions of its impact on motivation and self-confidence.

The first finding shows that PjBL was implemented through structured writing stages. The learning process began with topic selection. Students were encouraged to choose or discuss topics that were meaningful and relevant to their interests and vocational context. This stage was important because it helped students see writing as connected to real life. Instead of writing only because the teacher assigned a topic, students were involved in

deciding what they wanted to write about. This involvement created a sense of ownership and made the writing task more meaningful.

After topic selection, students moved to project planning. In this stage, students discussed project goals, divided responsibilities, identified resources, and planned the structure of their writing. The teacher guided students by explaining the purpose of the project, the expected product, and the criteria for successful writing. Planning helped students reduce confusion because they had a clearer direction before drafting. It also supported collaboration because students worked together to decide how to complete the project.

The next stage was drafting. Students began to write their texts based on the plan they had developed. The writing tasks were designed to be authentic and connected with vocational contexts, such as workplace-related texts, product descriptions, simple reports, or business-oriented writing. During drafting, students still faced linguistic challenges, especially in vocabulary, grammar, sentence structure, and idea organization. However, the project framework encouraged them to continue writing because the task had a clear purpose and final product.

Peer feedback became an important part of the implementation. Students shared their drafts with group members and received comments, suggestions, and corrections. This process helped students understand writing as a developmental process. They did not view the first draft as the final result. Instead, they learned that writing could be improved through discussion and revision. Peer feedback also created a supportive environment because students realized that their friends experienced similar difficulties.

Revision was the next stage. Students revised their writing based on feedback from peers and teachers. Teacher guidance was important in this stage because students needed help with grammar, vocabulary, coherence, and organization. The teachers provided scaffolding, examples, correction, and encouragement. The revision process helped students become more responsible for the quality of their writing. Teachers observed that students showed stronger willingness to revise their drafts compared with conventional writing activities.

The final stage was presentation of the final product. Students presented or shared their completed writing projects. This stage gave students a sense of achievement because their writing was not only submitted to the teacher but also communicated to others. Presenting the final product helped students develop pride and confidence. It also gave meaning to the project because students could see the result of their effort.

The second finding concerns students' motivation. The findings show that PjBL increased students' motivation in several ways. First, PjBL made writing more meaningful. Before PjBL, many students associated writing with fear, boredom, grammar correction, and pressure for grades. After PjBL implementation, students described writing as more creative, collaborative, and purposeful. Students became more interested because the writing tasks were connected to real-life and vocational contexts.

Second, PjBL increased students' sense of autonomy. Students felt more motivated when they were allowed to participate in choosing topics, discussing ideas, and deciding how to complete their projects. This autonomy helped them feel that writing was not merely controlled by the teacher. Students became more active because they had ownership of the task. They were not only completing a school assignment but also creating a product that reflected their ideas and group effort.

Third, PjBL increased students' engagement through collaboration. Students enjoyed discussing ideas with peers, working in groups, giving feedback, and improving their writing together. Collaboration helped reduce boredom because the writing process

became interactive. Instead of writing alone, students shared responsibilities and supported each other. This collaborative atmosphere increased participation and persistence.

Fourth, PjBL encouraged students to set higher goals. Some students reported that they tried harder, revised more seriously, and wanted to produce better writing. Teachers also observed increased responsibility and effort. Students who previously gave up easily began to continue working because they wanted their group project to be successful. This shows that motivation was not only expressed through positive feelings but also through observable behavior.

The third finding concerns students' self-confidence. PjBL improved students' confidence because it reduced fear and provided gradual support. Before the implementation, some students felt shy and anxious when writing in English. They were afraid of making mistakes and receiving negative comments. Through PjBL, students worked collaboratively and received feedback in a less threatening environment. This helped them view mistakes as part of learning rather than signs of failure.

Peer support was a strong factor in confidence building. Students felt more comfortable sharing their drafts with friends before submitting them to the teacher. They could ask questions, compare ideas, and receive suggestions. This support made students feel that they were not alone in facing writing difficulties. Students became more willing to express ideas because they had peer encouragement.

Teacher scaffolding also contributed to self-confidence. Teachers guided students through the stages of writing and provided support during drafting and revision. When students received constructive feedback, they felt that their writing could improve. This experience strengthened their belief in their writing ability. Teachers also observed that students' revisions showed measurable progress, indicating that students became more confident in improving their work.

Students' emotional responses also changed positively. Some students reported feeling proud when their group's project was praised. Others felt satisfied when their writing improved or when they achieved better results. Some students described writing as more artistic, creative, and expressive. These emotional changes indicate that PjBL helped students experience writing as an activity that could produce pride and enjoyment.

The findings also show behavioral changes. Teachers observed that students became more active, responsible, and persistent. Students participated more in discussions, shared ideas more openly, revised drafts more seriously, and showed stronger accountability. These behaviors indicate that PjBL influenced not only students' perceptions but also their actual learning habits.

However, the findings also reveal that challenges remained. Students still experienced difficulty with vocabulary, grammar, and sentence organization. Some students needed more guidance in developing ideas and revising texts. Group work also required teacher monitoring to ensure equal participation. Some students were more active than others, so teachers needed to assign roles and encourage balanced contribution. Time management was also a challenge because PjBL required several stages, including planning, drafting, feedback, revision, and presentation.

Overall, the findings demonstrate that PjBL had a positive impact on students' motivation and self-confidence in EFL writing. It transformed writing from a grammar-focused and anxiety-inducing task into a more meaningful, creative, collaborative, and confidence-building process. Although linguistic and practical challenges remained, the positive changes in motivation, confidence, emotional engagement, and writing behavior show that PjBL is relevant for EFL writing instruction in vocational school contexts.

4. Discussion

The findings of this study indicate that Project-Based Learning was implemented as a structured, process-oriented, and student-centered approach to EFL writing. The stages of topic selection, planning, drafting, peer feedback, revision, and presentation reflect the essential principles of PjBL. This finding is consistent with Thomas (2000), who explains that PjBL is organized around meaningful projects that require students to investigate, collaborate, and produce outcomes. In this study, projects were not merely final assignments but became the main vehicle for learning writing.

The implementation of PjBL also reflects constructivist learning principles. Students were not passive recipients of teacher explanation. They actively constructed knowledge through planning, writing, discussing, revising, and presenting. Piaget (1972) explains that learners build understanding through active engagement, while Vygotsky (1978) emphasizes the importance of social interaction and scaffolding. The findings show that both principles appeared in the classroom. Students developed writing through their own effort, peer collaboration, and teacher support.

The use of vocationally relevant writing tasks was an important feature of the implementation. Students became more interested when writing was connected to real-life and professional contexts. This finding supports Bell's (2010) view that PjBL increases engagement because students work on authentic tasks that are meaningful to their lives. In vocational education, this relevance is especially important because students need to see English as a functional skill that supports career readiness. When students wrote texts related to workplace needs, product descriptions, reports, or business profiles, English writing became more practical and purposeful.

The findings also show that PjBL improved students' motivation. Students moved from viewing writing as boring, frightening, and grade-oriented to seeing it as creative, meaningful, and collaborative. This shift can be explained through Self-Determination Theory. Deci and Ryan (1985) argue that motivation increases when students experience autonomy, competence, and relatedness. In this study, autonomy appeared when students participated in selecting topics and making project decisions. Competence developed through drafting, feedback, and revision. Relatedness appeared through peer collaboration and teacher support. Therefore, PjBL supported the psychological conditions needed for motivation.

The increase in motivation was also reflected in students' behavior. They participated more actively, revised more seriously, and showed greater responsibility. This supports Dörnyei's (2005) view that motivation is not only an internal desire but also appears in learning behavior, effort, and persistence. The students' willingness to improve drafts and complete projects indicates that PjBL strengthened behavioral engagement. Students did not only say that they were more motivated; they demonstrated motivation through action.

The collaborative nature of PjBL also contributed to students' motivation. Writing often becomes stressful when students work alone and receive correction only from the teacher. In PjBL, students worked with peers, shared ideas, and helped one another. This made writing more social and less isolating. Johnson and Johnson (1999) argue that collaborative learning supports achievement and motivation because students experience positive interdependence and shared responsibility. In this study, group work encouraged students to continue writing because their contribution mattered to the project.

The findings also demonstrate that PjBL improved students' self-confidence. Students became more willing to express ideas, share writing, revise drafts, and present final products. This finding is consistent with Bandura's (1997) self-efficacy theory. Bandura explains that confidence grows through mastery experiences, vicarious experiences, social

persuasion, and emotional regulation. PjBL provided mastery experiences when students successfully completed writing projects. It provided vicarious experiences when students observed peers improving their writing. It provided social persuasion through encouragement from teachers and peers. It supported emotional regulation by reducing anxiety through collaboration and gradual revision.

Peer feedback was a central mechanism for confidence building. Students felt more comfortable receiving suggestions from classmates because the environment was less intimidating. Peer feedback also helped students realize that mistakes were common and could be improved. This finding supports Hyland's (2016) view that feedback is essential in writing development, especially when it is integrated into a process-oriented pedagogy. In this study, feedback did not function only as correction but as support for revision and confidence.

Teacher scaffolding also played an important role. Students still faced vocabulary, grammar, and organization problems. Without scaffolding, PjBL could become too demanding. The teachers helped students by providing examples, guidance, correction, and encouragement. This aligns with Vygotsky's (1978) concept of the Zone of Proximal Development, where learners can perform better with appropriate support. The findings show that PjBL was effective because it was not implemented as unguided project work. It was supported by teacher facilitation throughout the writing process.

The study also shows that motivation and self-confidence were interconnected. Students who became more motivated also became more confident, and students who became more confident were more willing to write. This relationship supports Pajares' (2003) argument that writing self-efficacy influences writing performance and engagement. Motivation encouraged students to begin and sustain writing, while confidence encouraged them to take risks, revise seriously, and express ideas more fully. Therefore, PjBL affected writing not only through task design but also through affective development.

The emotional changes reported by students are also significant. Students moved from anxiety and shyness to pride, enjoyment, and satisfaction. Krashen's (1982) affective filter hypothesis suggests that anxiety and low confidence can block language learning. In this study, PjBL lowered affective barriers by creating a supportive and collaborative classroom atmosphere. Students were less afraid of making mistakes because they had opportunities to revise and receive support. This emotional safety helped them engage more deeply in writing.

The findings also indicate that PjBL improved students' perception of writing. Before PjBL, writing was associated with grammar, errors, and grades. After PjBL, writing was associated with creativity, collaboration, and expression. This change is important because students' perception influences their engagement. If students see writing only as a test of correctness, they may avoid it. If they see writing as a meaningful way to express ideas and complete real tasks, they are more likely to engage. Bell (2010) and Stoller (2006) both emphasize that project-based instruction increases meaningful language use by connecting learning with authentic outcomes.

The vocational context also strengthens the importance of the findings. Students at SMKN 1 Mamasa need English writing that is relevant to their future work. PjBL allowed writing to be connected to vocational tasks. This is important because vocational students may become more motivated when they understand how English supports their professional development. The findings suggest that English writing instruction in vocational schools should not rely only on general textbook topics but should include career-related writing tasks.

However, the implementation of PjBL also presented challenges. Students still struggled with vocabulary and grammar. Some students had difficulty organizing ideas and developing coherent paragraphs. These challenges are common in EFL writing contexts. Hyland (2016) explains that writing requires control of language, discourse, and genre. Therefore, teachers need to provide language scaffolding during PjBL. Vocabulary lists, sentence patterns, model texts, guided outlines, and revision checklists can help students participate more effectively.

Group dynamics also need attention. While collaboration supported motivation and confidence, not all students contributed equally. Some students may dominate, while others may depend on peers. Teachers must manage group roles clearly so that all students participate. Johnson and Johnson (1999) emphasize individual accountability as an important principle of collaborative learning. In PjBL writing, each student should have a clear responsibility, such as idea developer, draft writer, editor, presenter, or reviewer.

Time management was another issue. PjBL requires sufficient time for planning, drafting, feedback, revision, and presentation. If time is limited, students may rush the project and fail to revise deeply. Teachers need to design projects that are realistic within the available schedule. Small-scale projects may be more suitable for short periods, while larger projects require longer planning. Thomas (2000) notes that PjBL requires careful project design to balance complexity, learning goals, and classroom constraints.

The findings have several pedagogical implications. First, English teachers in vocational schools should use PjBL to make writing more authentic and meaningful. Second, PjBL should be implemented through clear stages so that students understand the process. Third, teachers should provide scaffolding in vocabulary, grammar, organization, and revision. Fourth, peer feedback should be structured using clear criteria. Fifth, final presentations or product sharing should be included to give students a sense of achievement.

The findings also suggest that writing assessment should value both process and product. In PjBL, students learn not only from the final text but also from planning, drafting, feedback, revision, collaboration, and reflection. Therefore, assessment should include participation, project development, revision quality, collaboration, and final writing quality. This approach can help students understand that writing improvement is a process rather than a single performance.

Overall, the discussion confirms that PjBL is a meaningful pedagogical approach for improving motivation and self-confidence in EFL writing. It supports students affectively by reducing anxiety, building confidence, and increasing motivation. It supports students cognitively by providing structured writing stages, feedback, revision, and authentic tasks. In the context of SMKN 1 Mamasa, PjBL is especially relevant because it connects English writing with vocational needs and helps students see writing as a useful skill for their future.

5. Conclusion

This study examined the impact of Project-Based Learning on students' motivation and self-confidence in EFL writing at SMKN 1 Mamasa. Based on the findings, PjBL was implemented through structured stages, including topic selection, project planning, drafting, peer feedback, revision, and presentation of final products. These stages helped students understand writing as a process rather than a single final assignment. The projects were designed to be authentic, meaningful, and connected to students' interests and vocational context.

The findings show that PjBL positively influenced students' motivation. Students became more interested in writing because the tasks were creative, collaborative, and relevant to real-life and vocational needs. They participated more actively, revised more seriously, and showed greater responsibility in completing their projects. PjBL gave students autonomy and ownership, which helped them feel more engaged in the writing process.

PjBL also improved students' self-confidence. Through peer collaboration, teacher scaffolding, and gradual revision, students became less afraid of making mistakes and more willing to express ideas. They experienced pride, satisfaction, and enjoyment when their writing improved and their projects were appreciated. These emotional changes indicate that PjBL created a supportive learning environment for EFL writing.

However, challenges remained, including limited vocabulary, grammar difficulties, unequal group participation, and time constraints. Therefore, teachers need to provide clear guidance, language support, structured roles, and realistic project timelines. In conclusion, PjBL is an effective and contextually relevant approach for enhancing motivation and self-confidence in EFL writing, especially in vocational schools. Future research may involve more participants, longer implementation periods, and mixed-method designs to examine how PjBL influences writing performance, motivation, and self-confidence more comprehensively.

6. References

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