

**THE EFFECT OF USING PROJECT BASED LEARNING TO THE  
STUDENTS' WRITING ABILITY FOR THE TENTH GRADE STUDENTS  
OF SMKN 1 KEDIRI IN ACADEMIC YEAR 2015/2016**

**SKRIPSI**

**Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana Degree of  
Education of English Department Faculty of Teacher Training and Education University of  
NUSANTARA PGRI KEDIRI**



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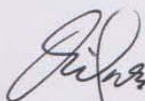
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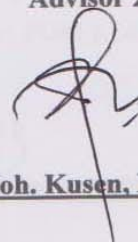
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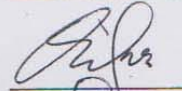
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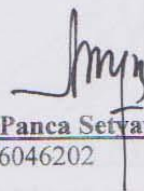
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# THE EFFECT OF USING PROJECT BASED LEARNING TO THE STUDENTS' WRITING ABILITY FOR THE TENTH GRADE STUDENTS OF SMKN 1 KEDIRI IN ACADEMIC YEAR OF 2015/2016

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## ABSTRACT

The objective of the study was to investigate whether there is a significance effect of teaching writing using Project Based Learning. Conducted at the tenth grade students of SMKN 1 Kediri in academic year 2015/2016, this research used experimental technique with one-group pretest-posttest design. It was conducted in X-TKJ 1 class as the research sample consisted of 32 students. The instrument used to collect the data was test. There were two tests; pre-test which was conducted before being given the treatment and post-test which was conducted after being given the treatment. The formula that was used to analyze the data was t-test. From the result, it was found that the obtained t-test was 11,759, whereas t-table was 2,750 at the degree of significance 1%. The t-score was higher than t-table ( $11,759 > 2,750$ ). It means that  $H_a$  was accepted while  $H_o$  was rejected. So, there was very significant effect of using Project Based Learning to students' writing ability for the tenth grade students of SMKN 1 Kediri in academic year 2015/2016. It is recommended that the teachers use Project Based Learning

**Key words:** Effect, Project Based Learning, Writing ability

## I. INTRODUCTION

Writing is one of language skills which is used as written communication. According to Patel and Praveen (2008:125) writing is a kind of linguistic behavior that presents the sounds of language through visual symbols. In line with the statement, Byrne (1993:1) stated that when people wrote they use graphic symbols that is letters or combinations of letters which related to the sound. While Ontario Ministry of Education (2005:1)

stated that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgements about what they have read, seen, or experienced. In short, writing is the process of express the ideas, feeling, and judgements through printed symbols to communicate with others.

Writing takes an important part in our life, it is used for communicating, reinforcing a language and getting a job. According to Elashri quoted from Clay

(2013:3) writing involves much more than the transcription of speech, to communicate in the new mode, a surer way than reading into mastering the written code, and more than speech written down in another sense. Students use writing to support and extend what they are learning in content classes; At work, writing is a gateway for employment and promotion, especially in salaried positions (Graham & Perin, 2007). To support those ideas, Harmer (1998:79) stated that the students need to know how to write the letter, how to write advertisement and how to use electronic media in writing because part of the job is to give those skills. Actually the most important role of writing is for communicating and learning, it is supported by that one way to think about the classroom uses of writing is to consider writing as a valuable tool for learning as well as for communication (Young:2008). Based on four arguments above, it can be said that there are many roles of writing; writing is used for communicating, reinforcing a language and getting job.

Writing is not just about transferring ideas into written form but it must have some criterias of ideal writing. According to Raimes ( 1983:6) there are several things that the writer has to deal with as they produce a piece of writing,

they are syntax (sentence structures, sentence boundaries, stylistics choices, etc), grammar (contain rules of verb, pronoun, articles, etc), mechanics (spelling, punctuation, transition words, etc), organization (topic, supporting sentence, unity, etc), word choices (vocabulary, idiom, and tone), and content (relevance, clarity, originility and logic). It isn't hard to tell whether a piece of writing is good or bad; good writing should have interesting and important ideas, logical and effective organization, individual and appropriate voice, specific and memorable word choice, smooth and expressive sentence fluency, and communicative conventions (Peha:2002). In line with the statement, Raibert (1995:1) stated that good writing permitted the readers to concentrate on the ideas, and they knew what the writer talk about. In short, for making ideal of writing, all of aspects such as syntax, grammar, mechanic, word choice must be clear and correct; the ideas must be interesting; and the organization of the sentences must be logical so the reader will understand message easily.

Writing may well be considered the most difficult of the language skills because there are some problems faced by the students in writing process. To support the idea, Heaton (1975:138) stated that "the writing skill is complex

and sometimes difficult to teach, requiring mastery only of grammatical and rhetorical devices but also of conceptual and judgemental statements". In line with the statements, Graham & Perin (2007:23) stated that writing is a skill that draws on sub skills and processes such as handwriting and spelling; a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use strategies (such as planning, evaluating, and revising text). According to Msanjila in her study (2005:17) found that the problems in writing are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and grammatical errors. While Byrne (1988:4) categorized the problem of writing into three categories. The first one is *psychological problem*. The students feel difficult to write because in their usual writing activity they just write their own writing without any interaction with others. As the result, it makes the act of writing difficult. The second is *linguistic problem*. In writing, the writer had to be able to compensate the absences of good linguistic features such as correct sentence, structure, appropriate transitional words, cohesion and so forth. The next is *cognitive problem*. Writing is

learned through a process of instructions. It means that the learners have to master the written form of language and certain structures that were less used in speech, but which are important for effective communication in writing. The learners also had to learn how to organize the ideas in such a way that the writing or the text could be understood by a reader. In short, there are three categories of problems that commonly happened in writing; the first is psychological problem that happened because there is no direct interaction in writing process; the second is linguistic problem that includes spelling, mechanic of writing, vocabulary usage, and grammar; and the third is cognitive problem that is about how to organize the ideas, illogical sequence, mastering the written form of language and certain structures that were less used in speech.

Dealing with some problems that may be occur, there are many ways to solve those problems that is by using appropriate methods, models and techniques. In this research, the writer chooses Project Based Learning (PBL) as the model in teaching writing. In this model, the teacher allows the students to work in group. They can share and make interaction about the project that they are going to make. To support this statement, Bozz and Krauzz (2007:31) stated that



Project Based Learning (PBL) restructure interactions with fellow teachers and other students, learn to give each other critical feedback, engage in new patterns of thinking and learn how to continually learn together. Students also enjoy Project Based Learning (PBL) because it gives them opportunities to interact with their friends and make new friends through cooperative projects (University of Indianapolis, 2009). In short, by applying Project Based Learning (PBL) in writing process, the students will get feedback not only from teacher and other students of same group but also from other students in different group, as a result this model can solve *psychological problem* during writing process.

Project Based Learning (PBL) gives many opportunities for the students to explore, make judgements, interpret, and synthesize informations. According to Rousova (2008:21) "During a project, students are often involved in a survey, research and gathering of information". She added that projects were beneficial from a linguistic point of view, extending students' vocabulary stock and consolidating new language. In conclusion, through this model the students can search and gather relevance informations, after that they can discuss about the linguistic features such as mechanics of writing, vocabulary and

grammar usage to compile their projects whereby teacher helps, as a result this model can solve *linguistic problem* during writing process.

As the writer mentioned above that Project Based Learning (PBL) allows the students to work in a group and make discussion to do the project, it will make the students easier to organize some ideas of writing. To support the statement, Tamim and Grand (2013:77) stated that collaboration is an important aspect of Project Based Learning (PBL) that gives place for the students to try out ideas with their classmates and to learn from mistakes. Chikita, Pahmadewi, Nyoman, Suarnajaya, and Wayan (2013:3) added that Project Based Learning (PBL) is the use of classroom project in learning and assessment in order to facilitate students in constructing their meaningful idea and knowledge to the real world. It can be concluded that Project Based Learning (PBL) facilitates the students to try out their meaningful ideas for accomplishing the project through discussion process. As the result this model can minimize *cognitive problem* in writing.

By applying Project Based learning in teaching writing, the writer believes that some problems in writing (psychological, linguistic, and cognitive problem) will be solved. Finally based on those explanations above the writer tries

to conduct a research with the title “The Effect of Using Project Based Learning to the Students’ Writing Ability for the Tenth Grade Students of SMKN 1 Kediri in Academic Year 2015/2016”.

## I. METHOD

This research used experimental research with one-group pre-test and post-test design since the researcher intended to examine the cause and effect between two variables, using Project Based Learning as the independent variable and students’ writing score as the dependent variable.

This research was carried out at the tenth grade of SMKN 1 Kediri in academic year 2015/2016 and it was conducted in first semester. The activities were started from giving pre-test, doing treatment, and giving post-test to the students.

The population in this research was all students of tenth grade of SMKN 1 Kediri in academic year 2015/2016 consisting of twenty classes. The number of the population was 648. While the sample of this research was only one class that was class X TKJ-1 consisting of 32 students.

The instrument used in this research to collect the data was written test. In this research there were two kinds of test, pre-test and post-test. Pre-test was

conducted to know the students’ writing ability before being given the treatment and the second one was post-test which was given after the treatment. The test of pre-test and post-test was same. It consists of a question. The students were asked to write a short sympathy letter. There were four topics that the students must choose : 1. *Your friend’s father has just passed away*, 2. *Your friend from England has lost his pet*, 3. *Your sister failed to be admitted to a university*, and 4. *Your uncle just got an accident*. In the test the researcher used some criterias; they are content, organization, vocabulary, language used, and mechanics.

For analyzing the data, the researcher used t-test to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

## II. FINDINGS AND DISCUSSION

Based on the result of students’ score in pretest, the total pre-test score of class X TKJ-I was 2198, and the mean was 68,69. While, The standard score of English subject for tenth grade students of SMKN 1 Kediri is 75. So, the requirement for the students to pass the test is their score has to be 75 or above. From the data of pre-test score, there was only five students who passed the test, the others were failed.



After being given the treatment, the students' writing ability was improved that can be seen from the result of students' writing ability in post-test with the total score was 2493, and the mean was 77,91. The standard score of English subject for tenth grade students of SMKN 1 Kediri is 75. So, the requirement for the students to passed the test is their score has to be 70 or above. From the data of post-test score, the total students who could pass the test were 10 students.

Then, the scores from pre-test and pre-test was analyzed by using t-test. From t-test computation,  $t = 9,738$  and the degree of freedom is 31. With  $Df = 31$ , the value of t-table with the degree of signifance 1% = 2,750 and the value of t-table with the degree of signifance 5% = 2,042. Based on the t-score above, the researcher can conclude that the students' reading ability is increasing and Two Stay Two Stray Strategy gave very significant effect to the students' reading ability. It can be proven by the table difference degree of significance from t-table and t-score below.

**Table 1. The statistical computation of using t-test**

<b>D f</b>	<b>T- Sco re</b>	<b>T- Ta ble 1%</b>	<b>T- Ta ble 5%</b>	<b>Signifi cant Ha</b>	<b>Ho</b>
31	11,759	2,750	2,042	Very significant	Rejected

Based on the calculation above, if t-score  $\geq$  t-table, and the degree of significance 1%, it means that it is very significant, so  $H_0$  is rejected. It can be seen that t-score is 11,759 and the degree of freedom  $(N-1) = (32-1) = 31$ .

Finally, the t-table is 2,750 in the degree of significance 1% and 2,042 in the degree of significance 5%. It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. So, there is very significant effect of Project Based Learning to the students' writing ability for the tenth grade students at SMKN 1 Kediri in academic year 2015/2016.

### III. CONCLUSION AND SUGGESTIONS

Regarding to the result of the data analysis, the conclusion of this study can be disclosed as follows: (1) Project Based learning gave good asmophere for the students in teaching writing because through discussion in group they can share their knowledge confidently without felt afraid. (2) This learning model also gave many opportunities to extend the students' creativity because in the end of this learning the students were asked to make real products. (3) By applying Project Based Learning in teaching writing, most of the students were required to think critically not depend on teachers' explanation. (4) The

students also can make interaction with others about the project, so this learning were not make the students feel strained and bored. In short, the researcher concluded that the Project Based Learning gave significant effect to the students' writing ability for the tenth grade students of SMKN 1 Kediri in academic year 2015/2016.

It is suggested to English teachers are suggested to use Project Based Learning as the learning model to increase the students' writing ability because it has been proved that PBL (Project Based Learning) has the effectiveness through the students' writing ability become better. For the other researcher, the researcher expects that they are able to improve their research and make a better research by exploring on Project Based Learning for teaching writing

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