

**THE EFFECT OF PROJECT BASED LEARNING TOWARD THE STUDENTS'
WRITING COMPETENCY AT THE EIGHTH GRADE IN SMP NEGERI 6 KEDIRI
ACADEMIC YEAR 2014/2015**

THESIS

Presented As Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Education Department Faculty of
Teacher Training and Education University of Nusantara PGRI Kediri



By:

DEWI MASITOH

NPM: 11.1.01.08.0047

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL SHEET

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By:
DEWI MASITOH
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ENTITLED:

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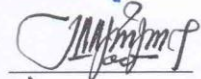
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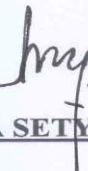
Second Examiner : MAHENDRA PUJI PERMANA A, M.Pd



The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



Dr. Sri SRI LANCA SETYAWATI, M.Pd.
NIDN. 0716046201



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Name : DEWI MASITOH
NPM : 11.1.01.08.0047
Fac/Dept : FKIP/ English Department
P.Dob : Kediri, March 28th 1994

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Dewi Masitoh

11.1.01.08.0047

FKIP/BAHASA INGGRIS

dewimasit28@gmail.com

Khoiriyah, S.Pd M.Pd and Mahendra Puji Permana Aji, M.Pd

University of Nusantara PGRI Kediri

Abstract

The teaching of writing in junior high school seems to meet some critical problems of which includes the monotonous, unattractive, and conventional ways of teaching. Moreover, learning writing is not easy since the students have to deal with the competency of writing. Thus, Project Based Learning incorporates a good deal more student autonomy, choice, unsupervised work time, and responsibility than traditional instruction and traditional projects which seems to suits the problems. Two groups consist of 16 students per each is selected as the sample. The static group comparison research model was used. The instrument was essay given in the post test. In order to test the significance between the groups, the independent samples t-test was used. The research aim to know whether there is any significance effect in writing competency between the students who taught and who not taught by using Project Based Learning at the eighth grade in SMPN 6 Kediri. Based on the analysis, PBL has positive effect on students' writing competency. So, it is recommended for the teacher to apply this teaching method in writing class as a way to improve students' writing competency.

Keywords: Project Based Learning, Teaching Writing

INTRODUCTION

Writing is the process which are inventing ideas, determining the best way to express those ideas, then organizing it into a good statements or paragraph in order to make the reader read understandably what the writer intend to deliver through the words arranged. All of the processes are connected to each other and continuous. What we write and how we write should be in good shaped of writing.

Furthermore, writing is very important to be learned, in fact there are many reasons and purposes why people write. Nation (2009: 115) states "written work is usually done for a purpose and for a particular audience". Writing activity includes the activity of determining ideas or messages in their mind and transferring it into written text. It implies that it is such an important thing to consider the ideas created before writing in purpose to producing a meaningful writing.

In order to produce a meaningful writing, there is some competency of writing students should be good at. Learning writing will cover some cognitive and linguistic knowledge. Chikita et al (2013) states that,

“Cognitive ability is viewed from the ideas created as the result of writing process. In the context of writing, cognitive ability is shown by the quality of ideas, the understanding of the topic selected, and the arrangement of ideas in a writing product. Meanwhile, linguistic ability is indicated by the quality of word choices (diction), the correct implementation of grammar and structure rule, the usage of appropriate utterances, and the correct usage of mechanics.”

From the theories mentioned, it can be said that writing is a complex activity since it covers several cognitive and linguistics ability. In this case, the students were expected to be competent in applying those knowledge and strategies to express their ideas so that their writing can be understood clearly by the reader.

Moreover, the implementation of teaching writing in junior high school seems to meet some complications which are teaching writing in junior high school was done in conventional way which leads the students to feel uninterested to the teaching learning process and makes the students less motivated to write. Another problem, the students were not given a chance to explore problems in the real situation. Real situation or authentic problems are familiar to the students and it can give more ideas as they have it experience and know it well. Thomas (2000:3) states that “PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline.” Also, authentic problems might look interesting to the students to be explored. Boredom is one of the problems here. It is very difficult to catch the students’ attention when the teacher teach in the conventional ways of teaching, it will make the students feel bored and leads to their lack of motivation engagement in learning.

These problems are then needs to be revised by the teacher for what could be done in order to, at least, decrease the bad impact and worse failure of the students in learning writing skill especially. As have been mentioned before that the teaching method is the problem which affect most. That is how the PJBL or project based learning is used as a way out of it. PJBL characterized by problem oriented, students centered, students take ownership of their projects organization, logic presentation and product, considered to be suits to covers the problems in students writing learning.

PJBL or Project Based Learning is considered as one of the teaching models which help the teacher in situating the English learning activity become an excited one. Project-based learning seems to match to the English teaching and learning need. It is a model of teaching which are applicable in the classroom with the activities that demand the students to effuse their attention to the language learning. Thomas (2000: 4) stated “PBL projects incorporate a good deal more student autonomy, choice, unsupervised work time, and responsibility than traditional instruction and traditional projects.”

In some reason there are benefits on using this method to affect student's improvement. Railsback (2002) mentions some of them, they are preparing children to the work place, increasing motivation, connecting learning at school with reality, providing collaborative opportunities to construct knowledge, increasing social and communication skills, increasing problem solving skills, enabling students to make and see connections between discipline, providing opportunities to contribute to their school or community, increasing self-esteem and allowing children to use their individuals learning strength and diverse approaches to learning, and providing practical, real word way to use technology. Based on the previous explanation about PBL and students' writing competency, the questions addressed in this study were whether there is any significance effect in writing competency between the students who taught and who not taught by using Project Based Learning at the eighth grade students of SMPN 6 Kediri?

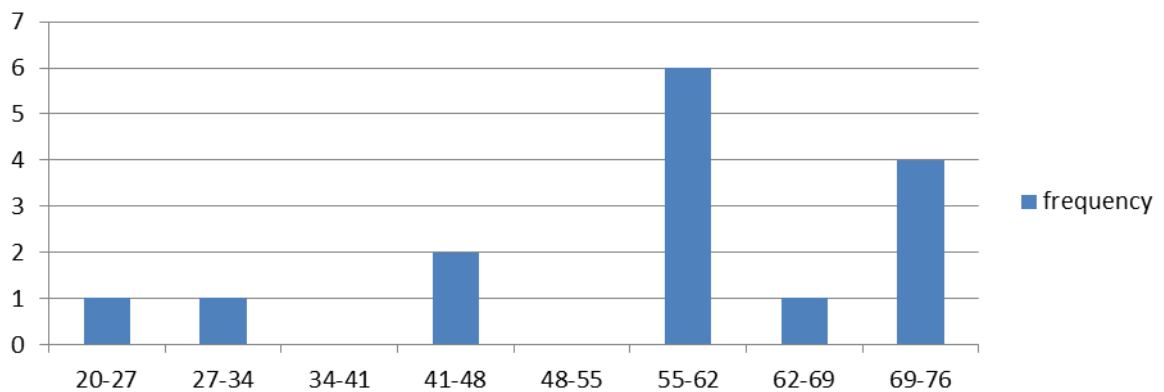
RESEARCH METHOD

In this research there are two variables which are Project Based Learning as the independent variable and students' writing competency as the dependent variable. The method used in this research is quantitative experiment design, it use static group comparison design with two groups as the subject. The target of population of this research is the second grade students of SMPN 6 Kediri with the total number 420 students. Class 8C was selected as the sample, with total of 32 students contains of 17 boys and 15 girls. The class is then divided into two groups called as group A and group B. Group A will be the controlled group and group B will be the experimental group. The group is taken randomly. So the researcher expects to have reliable data. The instrument of the study is writing test, in the form of essay done in the post test with the topic of narrative folk tale. The technique of data analysis used by the writer is t-test independent.

FINDING AND DISCUSSION

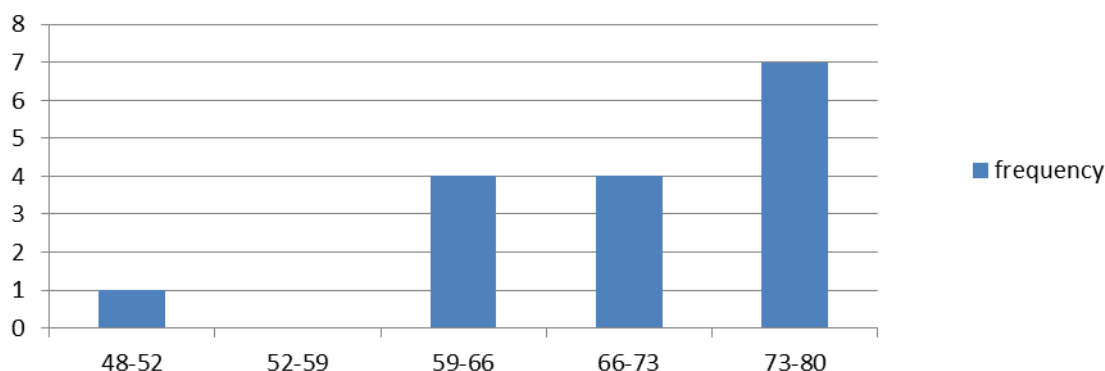
It was the Eighth Grade 8-C students of SMPN 6 Kediri which is chosen as the sample of the research. The writer divided the class into two groups of each contains of 16 students. The control group contains of 9 boys and 7 girls. The experimental group contain of 8 girls and 8 boys. The writer chooses the sample randomly. After the writer gave the treatment to the students, the teacher gives the student a test to know the effect of Project Based Learning to the students' writing competencies. The test is in form of an essay.

Diagram 1. The Data Frequency of Control Group



From the diagram frequency of control group above, it can be seen that there were 1 student who got score (20-27), 1 student who got score (27-34), no student got score (34-41), 2 student got score (41-48), no student got score (48-55), 6 student got score (55-62), 1 student got score (62-69), 4 student got score (69-76). It can be concluded that the most of the control group not have a good writing ability. It can be seen by the score that the students get.

Diagram 2. The Data Frequency of Experiment Group



From the diagram frequency of control group above, it can be seen that there were 1 student who got score (48-52), no student who got score (52-59), 4 student got score (59-66), 4 student got score (66-73), 7 student got score (73-80). It can be concluded that the most of the experiment group have a good writing ability. It can be seen by the score that the students get. Based on the report, it can be seen that t-score is 2,910 and the degree of freedom of db is $(n_1+n_2-2) = (16+16-2) = 30$. So that the t-table is 2,750 at the level significance of 1%, and 2,042 at the level significance of 5%. The researcher use the level significance to assert whether the null hypothesis was rejected or not. In this case the researcher used 5% and 1% level of significance as a standard for rejection of the null hypothesis. To prove the hypothesis, the researcher use t-table as a reference.

Table 1. The statistic computation using test

db	T-score	T-table		Significance / Non Significance	Ho
$n_1 + n_2 - 2$		5 %	1 %		
30	2,910	2,042	2,750	Very Significant	Rejected

In this section, the researcher would like to explain the description of the table above. From the table, it can be said that the students with no treatment get the score lesser than the student with treatment. It is needed to emphasize that the student main weaknesses on writing is less attractive and it is closely related to the teaching method used by the teacher.

According to some students, they feel bored to do translation all the time when they do writing project. It is then assume that the students need to get something new, fresh as well as interesting as the method of learning writing. And to know the significance of using Project Based Learning to improve the students writing ability, the researcher applied this method. Then comparing the students' achievement within a situation that one group was given a treatment while the other one was not. By doing it, the researcher then analyze the data she had gotten.

From the analysis, the t-score was 2, 910 at the degrees freedom of 30. By referring to the t-table at the level significance of 5% the t-score was 2,042 and 2, 750 at the level significance of 1%. It means that t-score $2,910 > 2,042$ or $2,750$. The result of data analysis, t-score was higher than the t-table at the level significance of 5%. So it could be concluded that the score of the t-test was very significant. Here, the alternative hypothesis (H_a) was accepted while the null hypothesis (H_o) was rejected. It was indicated statistically that the independent variable which is Project Based Learning influences on the improvement of the dependent variable which is the students' writing ability. Another research with the same issue done by Chikita et al (2013) found that using two-way ANOVA to process the data, it was discovered that the Project Based Learning implemented during the teaching and learning process affected significantly toward the students' writing. This ideas strengthen and proven at the same time than project based learning can affect the student' writing competency. They also added that the implementation of those steps was proven to be effective in the class. The observation done during the implementation showed the students could not play when the project was implemented. They did the project seriously and seemed they were motivated to study. It was predicted made the students' writing product that was taught with PBL was higher than those taught by using conventional teaching method. It means that PJBL method is good to be applied to the classroom and it has no doubt that it will work on the student to make them pay attention to the material given.

CONCLUSION AND SUGGETION

First, the use of Project Based Learning as a method in teaching writing can improve the students' writing ability of the second grade students at SMPN 6 Kediri. The improvement of the students' ability in this research happened when the students who taught with this

method have a higher score than the students who don't. It has been proved with the analysis of t-test, that there is significant difference of the writing ability between the students who taught by using Project Based Learning and those who don't. Second following the first conclusion above, it means that the use of Project Based Learning as a method in teaching writing can influence the quality of the students' writing ability. The influence is particularly in their writing competencies which are Writing Ideas, Generic Structure of the Text Written, Grammar, Organization of Ideas, and Mechanics.

Considering all the factors revealed after this research, the problem faced by the teacher are: they like to use the conventional way in teaching. The conventional teaching method that is used by the teacher are not interesting, which makes the student less motivated to write. Second, the students' were not given a chance to explore problems in the real world context. Real world or authentic problems are familiar to the students and it can give more ideas as they have it experience and know it well. Boredom is count as the third problems here. It is very difficult to catch the students' attention when the teacher teach in the conventional ways of teaching, it will make the students feel bored and leads to their lack of motivation engagement in learning. The researcher defines her opinion in order to help the teacher in improving their students' competencies of writing, it can be recommended that there are other interesting methods that can be used in teaching writing, for example is project based learning. It is a method where the students become the concern of teaching learning process. Make the student involve as the centered of the learning.

The teacher also has to consider that the goal of writing is to make the students be able to use their English on written product, and then the teacher must apply their right method and technique in teaching writing in order to encourage the students to be active during writing class. This will make it easier for the teacher to improve the students writing competencies. The teacher should encourage their students in order to make them become innovative during writing class, help them to understand the lesson and give them opportunity to express their creativity in writing. Project Based Learning in fact has been proven to be effective t be chosen as the method to do all those job. At last it is expected that teachers have this method applied in their classroom.

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