



THE APPLICATION OF TEACHING WRITING USING PROJECT BASED LEARNING TO THE EIGHT GRADE JUNIOR HIGH SCHOOL OF SMPN 2 PAPAR KEDIRI IN ACADEMIC YEAR 2015/2016

SKRIPSI

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



By:

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NPM 11.1.01.08.0101

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

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Approved by the advisors to be proposed to
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Kediri, 2015

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Approved and Accepted by all its qualification
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III



THE APPLICATION OF TEACHING WRITING USING PROJECT BASED LEARNING TO THE EIGHT GRADE JUNIOR HIGH SCHOOL OF SMPN 2 PAPAR KEDIRI IN ACADEMIC YEAR 2015/2016

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Abstract

This This research aimed at knowing The Application of Teaching Writing using Project Based Learning to the eight grade junior high school of SMP N 2 Papar in academic year 2015/2016. The type of this research was qualitative research. This research took place in SMP N 2 Papar May 2015. The subject of this research was the eighth grade students of SMP N 2 Papar consisting 18 boys and 13 girls. In this research, the writer used observation, interview, questionnaire and the documentation to get the data. By using the descriptive qualitative analysis, the writer described the data had been collected.. The result shown that from the observation and interview the students have a real experience to solve and learning the material, and felt happy in learning English with project based learning. It also supported by the average of the questionnaire result which 74% students answer yes then 26% students answer no. From the data analysis, it can be seen that the application in teaching writing using project based learning helps the students to write easily, more creatively, and increased their self confidence.

Keywords: Writing, Application, Teaching, Writing, Project Based Learning

1. Introduction

Writing is very important for English communication on written and also for exploring their creativity to create the ideas on written product. According to Harsyaf (2007:33): “Writing is transforming thoughts into language. It means that writing is process to transfer the idea from thought into language. Language here means in written form, so that the reader can understand by reading what people write. In SMPN 2 Papar the students have some indication which students have a poor in writing. For example: students are difficult to explore their ideas to write down on their paper, because they have limited vocabulary, feel not sure with the tenses to organize in the content, and confused what should they write. Some students even give up and do not try to solve their problem. And the English teacher also states, most input on this school are not accepted in other school, so this is the last choice of them. This case reinforces the reason teacher to more creative and innovative to transferring their knowledge to the students for teaching writing. Teaching writing as a part of language teaching is much needed because knowing that writing is difficult to acquire. Byrne (1988: 6) states that writing will be the skill that is not only least proficient, needing considerable practice, but also

becoming the skill that will have the least use. Because, therefore, writing is a skill which is both limited in value and difficult to acquire, the teachers should be very clear about their purpose in teaching.

In line with phenomena of teacher application teaching writing using project based learning in SMPN 2 Papar is according to Permatasari (2014: 2) on her journal, PBL has positive effect on students’ writing competency. So, it is recommended to apply this teaching method in writing class as an alternative way to improve students’ writing competency.

In the process of writing, students usually translate the spoken form to written form. Whereas writing differs from speaking, as stated by Brown (2001: 335) that the process of writing requires an entirely different set of competencies and is fundamentally different from speaking. That is why, writing is also considered as a complex activity. To make a good written text, it must be constructed according to the rules or conventions of the target language. In the process of teaching writing, a teacher often faces some problems such as students’ low motivation and students’ poor capability in writing. Students are not interested in writing since they consider it as a difficult and boring activity. The teacher can use many ways to make the students easier to

study writing. In teaching learning process there are many teaching models which can be applied teacher in order to make the success learning process. There is “project based learning”, problem based learning. In this case the writer will be focus on project based learning, because in school which the writer need to observe are used Project-based learning (PBL). According to Klein (2009: 8) Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes.

With those characteristics in mind, teachers can plan learning experiences that result in in-depth understanding of important ideas in the content. Because students are driving the learning, they can draw upon their strengths and create projects that incorporate their own interests, native language, cultural background, abilities and preference for using different types of media. From the theories above the writer assumes that project based learning is the way of teachers to transform the knowledge of writing which process and product as the result, and the students learn to apply the material on the real live.

The writer attracted to observe the application of Project Based Learning to teach writing at SMP N 2 Papar which

Supardi'i as the teacher English were used this teaching method. The writer assumes PBL are match to teach writing in this school, because the student's more interest if the teacher used PBL in their class. I had observe with the other class which are not used PBL. And basically the teacher tells me if the students in SMP N 2 Papar more like practice than theory only. Dealing with this problem, the writer chooses SMP N 2 Papar, and the problem concerning in formulation of the research :

1. How is the application of teaching writing using Project Based Learning to the Eight Grade Junior High School of SMPN 2 PAPAR Kediri in Academic Year 2015/2016?
2. Can Project Based Learning improve the achievement of writing in the Eight Grade Junior High School of SMPN 2 PAPAR Kediri in Academic Year 2015/2016?

2. Research method

In this research, the writer uses a qualitative research design where is descriptive and the data collected is in the form of words of pictures rather than number (Sugiyono (2008: 13)). The data is presented in description. The purpose of descriptive qualitative is to make description of situation or certain procedures or technique. To select the data, the writer find out how to teach writing by using project

based learning to the first year students of SMP N 2 Papar. There were 31 students included to be the sample. The data analysis involved observation, interview, questionnaire, and documentation.

3. Finding and discussion

a. Result of Observation

Based on the writer observation of the learning process by the teacher when applied project based learning in teaching writing, the teacher in their lesson plan chose narrative material. Then the teacher arranged the procedure of teaching process. The teacher used three phase technique (pre, whilst and post) which combined by project based learning and the last the teacher also arranged the evaluation for the students.

b. Result of Interview

Mr. Supardi'i does not stop on PjBL, he still made many teaching variation and innovation to made students interested for learning English and practice more and more. Because he said that English language are nothing if it does not used, and more practice will make the students increasing their ability.

c. Result of questionnaire

Based on the result of questionnaire about the students response in application teaching writing using project based learning, it could be concluded that most of

students in SMP N 2 Papar enjoyed and felt happy with the learning process. It is deal with the average of the result which 74% students answer yes then 26% students answer no. So, the writer concluded that the students gave good response. because they more active, creative, and understand when teacher applied project based learning in teaching and learning process.

Discussion

Based on the result of observation, interview, and questioner about the students response in application teaching writing using project based learning, it could be concluded that most of students in SMP N 2 Papar enjoyed and felt happy with the learning process. It is supported from the result of observation and interview, and also deals with the average of the questionnaire result which 74% students answer yes then 26% students answer no. So, the writer concluded that the students gave good responses when teacher applied project based learning in teaching and learning process.

4. Conclusion and suggestion

Based on the result of the interview, classroom observation, questioner, and also documentation. The writer concludes that the applications of teaching writing using project based learning are successfully

implemented. During the learning process going on, the students given positive response, they more active and anticipated. Here they got their own experienced to practice and did the project in writing which the teacher designed. Then the teacher given feedback and corrected the students result.

Based on observation, the teacher taught writing using project based learning in the lesson plan. In the fact the application of lesson plan are not 100% match, the writer found some improvisation from the teacher. But students given good response, they were more active and enjoyed in the learning process using project based learning.

Based on the teacher interview of the application of teaching writing using project based learning, this method were suitable with the students in SMP N 2 Papar. The students can explore their ideas then they felt more interested to learn the material. But in the application still have disadvantages; some students are still confused to express their ideas.

And supported with the average of the questioner result which 74% students answer yes then 26% students answered no. It is the evidence from the application of teaching writing using project based learning in SMP N 2 Papar. So, from the questionnaire result writer concluded that the students gave good responses when

teacher applied project based learning in teaching and learning process.

Suggestion

Based on the conclusion above, the writer concludes some suggestions for the English teacher, the students, and the other researcher who wants to do the research which had the same field.

1. For the English teacher

For the English teacher, it is suggested that project based learning can be applied in the teaching learning process of English, especially for teaching writing. Project based learning made students own experience to solve the project challenge. It will increasing their self-confident to be more active, creative, and motivated. Project based learning also can applied in other skill in teaching learning English which the teacher creativity is needed.

2. For the Students

For the students, they should be more active and increasing their self-confident for practice English language. It will help the students for increasing their skill, which the students must pay attention for the teacher when the teacher given explanation in front of the class. Ask your teacher if you find the difficulties or did not understand about the material, and use your dictionary.

3. For the other Researcher

Teaching.London: Longman.

And the last for the other researcher, the writer hope that this research can give information and contribution to the next researcher. This research also suggest to the other researcher to developing this topic for more perfect and creative which giving some innovation or the other good idea. The writer also hopes this research can be conducted to other school which has different level of student's quality.

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