



**THE EFFECT OF PROJECT-BASED LEARNING MODEL TO THE
SEVENTH GRADE STUDENTS' WRITING ABILITY AT SMP N 1
SEMEN IN ACADEMIC YEAR 2014/2015**

THESIS

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



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

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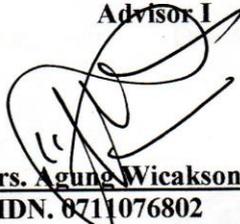
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Approved by the Advisors to be proposed to
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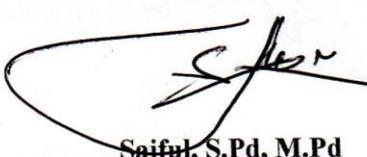
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Approved and Accepted by all its qualification
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Board of Examiners,

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ABSTRACT :

Writing is a process of transferring thoughts into a written text uses some steps, so it will extend and add the students' knowledge. Because of the steps, most of students get some problem to write. They get bored easily, difficult to generate the idea in writing, difficult to know the some rule of structure of the text. They also lack of the vocabularies which make them difficult to write something. And also some of them didn't know about the generic structure of the text. To make the students' understand about writing, and to avoid students' bored the teacher should have various ways in teaching learning. Especially on Descriptive text that is by project-based learning model. this thesis as a report of using project-based learning model to the seventh grade students' writing ability at SMP N 1 Semen Kediri.

The purposes of the research are to find out whether or not there is any effect of using project-based learning model in students' writing descriptive text to the seventh grade students. And to know the response of the students when teaching using Project-Based Learning Model to the seventh grade students' writing ability at SMP N 1 Semen academic year 2014/2015.

This research is called descriptive quantitative and employed pre-test and post-test design. The subject of the research was seventh grade students of SMP N 1 Semen Kediri. In this case the writer give some project to the student which produce the postcard and asked the students to make descriptive text in their postcard for the treatment. And the writer ask the students to write descriptive text about their friend in pre-test and post-test. Afterwards the writer compared the score using statistic formula called t-test.

This research showed that t-score - (5,6960) > t-table as the level of significance 5% (2.042). it was significant, the Null Hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It means that there is significant effect of using project based learning model to the seventh grade students' writing ability at SMP N 1 Semen Kediri. In academic year 2014/2015.

Finally the writer conclude that project-based learning model can be used in writing ability especially on Descriptive Text because it can arouse the students' ideas in writing a text. based on the conclusion the writer suggest that the teacher should be able to give technique before the students begin write the text and this technique can help students to understand and absorb the material better.

Keyword:

Project-based learning model, writing ability, descriptive text, postcard



I. INTRODUCTION

In learning English, there are four skills which should be mastered. They are listening, There are four skills that should be mastered by the language learner. They are listening, speaking, reading, and writing. One of the skills that should be mastered by students is writing. For the students, writing is one of the skills that difficult for them. Because, they should pay attention about sentence structure correctly. Although writing is difficult skill, the students must learn to write so that they know how to communicate with people who are not only close around them but also with those people who are far away from them. With the communication using writing, they can get some new knowledge from the other. Because writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter.

According to Harmer (2001:80) writing is appropriate for such learners. It can be quite reflective activity instead of the rush and bother of interpersonal face to face communication. It means that writing is a skill can make learner calmer to thinking something and the students' way to do the good communicate without make students difficult to communicate with other in a face to face manner. To support the statement above, Greville (2001: vi) states that the way I suggest you approach writing is to start by

letting your mind roam around the topic in a free-form way. You make notes and write little bits and pieces, exploring many different ways into the topic." From statement above, it is clear that writing is a process of transferring thoughts into a written text uses some steps, so it will extend and add the students' knowledge.

The writer found some difficulties that got by the students. For the first difficulties that they get is they are very difficult to put idea in to sequence of sentence. Second, they confused to put the best first sentence. Third, they get difficult in structure in grammar. Fourth, they lack of the vocabularies which make them difficult to write something about. Fifth, sometimes they are worrying much about the coherence between sentences. Six, they might make fault when they write the punctuation such as capitalization and sign. And the last is they didn't know about the generic structure. Those difficulties researcher found in the SMP N 1 Semen especially for the seventh grade students. To make students more interested in writing, especially in writing descriptive text, the teacher must use an interesting learning model. The writer will use Project-base learning which the product is postcard, to know the writing ability of students.

According to Thomas (2000:3) in his journal, Project-based learning (PBL) is a



model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). Within Project-based learning models, learner should be able to produce the product. This product to find out how understand they are about the material given, and to know how the students' ability in writing through their written as their product.

The purpose of this study is to provide essential criteria that a junior high school teacher may use as a guide to self-select appropriate Project-base learning model for the content areas of students' writing ability. Therefore, based on the assumption that the Project-base learning model is an effective model in teaching writing in the level of Junior high school, the writer implies a research at the seventh grade students of SMP N 1 Semen in academic years 2014/2015. So the writer wants to write the research entitled "THE EFFECT OF PROJECT-BASED LEARNING MODEL TO THE SEVENTH GRADE STUDENTS'

WRITING ABILITY AT SMP N 1 SEMEN IN ACADEMIC YEAR 2014/2015".

II. RESEARCH METHOD

This research, entitle "The Effect of Project Based Learning Model to the seventh grade students' writing ability at SMP N 1 Semen academic year 2014/2015.", that will discuss about the effect of the teaching using project based learning model to the students writing ability. This is descriptive quantitative in which data can be described using statistical formula. The first, data are got from pre-test in which the teacher gives test to the students directly without preparation before. The second, before teacher give test (post-test) she or he gives treatment.

The researcher will observes and gives test during teaching learning process as a treatment using project based learning model. After observing the teaching learning process, the writer gives treatment to the students before the students are given the second test (post-test). Finally, the researcher knows the result between pre-test and post-test. Then, the researcher makes conclusion based on the result of analysis of data and reporting the data as the final procedure.

Since the place of the research is the key point of this research, the writer does not want to make fault for deciding where it will be done. By considering some reasons so it is sure to choose the right place. In order to easy to be done this research is take research at SMP N 1 Semen. The

researcher also has to arrange the time so that the research becomes effective and efficient. This research was conducted in March until May 2015.

For this research, the writer uses test and questionnaire to collect the data. In writing test, there are some aspects that are used in scoring. According to Brown and Bailey in Brown (2004: 245) state that: "The order in which the five categories (organization, logical development of ideas (content), grammar, mechanics (punctuation and spelling), and the last style include the quality of expression are listed may bias the evaluator toward the greater importance of organization and logical development as opposed to punctuation and style." Based on the statement above, each aspect in students' writing will be scored in maximum is 25, and if the students' writing is perfect, the maximum score is 100. And the last step, the writer gives the questionnaire to the students. The questionnaire use to know the students response after their taught using project-based learning model. In the questionnaire there are seven items. The percentage of the questionnaire will be count to know how much students choose really like, like, and dislike about the item. And the result will analyze to know about the students' response, the questionnaire the writer will compare with the final score in post-test,

After collecting the data the writer must analysis the data. The process of analyzing the data in this study is focused on understanding the quality how to teach writing using project-based learning to seventh grade students of SMP N 1 Semen Kediri. It is necessary to know the

technique of analyzing data. Because this research uses pre-test and post-test as the tests, so to determine whether or not there is any effect of using project based learning model to the eight grade students' writing ability of SMP N 1 Kediri and looking for the result of pre-test and post-test, it uses T-test with the following formula.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where;

D : Mean from the difference between pre-test and post-test (post-test-pre test).

\bar{D} : The average of the total of Mean which is divided by the total of the students.

$\sum D$: The sum deviation of mean differences

N : Number of students.

The t-table was employed to see whether there was a significant difference between the mean score of pre-test and post-test of experimental class. Then, it was also used to see whether there was a significant difference between the mean score of pre-test and post-test of control group. The value of obtained was consulted with the value of t-table.

III. REASEARCH FINDING AND CONCLUSION

A. Results

Writing is most difficult for the students, the students say that they got some trouble if they asked by the teacher to wrote in the board. Not only for write in the board, also they were lazy to



write the subject that had been explained by the teacher in their book. Not only to write, for their habit in the class was to less when the teacher had been taught. For example, when the teacher explained about the material, there were students not listen the teacher explained, they were played with their friend, and there were student go out from the class.

Although they who were in the class look that they were listen and understood, but when they asked by the teacher to do exercise as the same as example, they kept asked how they should do it. Most problem that they kept do is write with wrong spelling, they can't generate the idea, they lack on vocabulary, and they don't know about put the right structure. Although they kept asked how to do the exercise but if the teacher asked them to ask something after the teacher explained the material, they just kept silent. In the class most of them active to talk with other, but if the teacher asked them about the material, they just kept silent and didn't understand. This proved the learning model that should used by the teacher can made the students understood about the English lesson, because most of them say that English is a difficult subject to be learned. The difficulties of English that they got are the structure of the sentence, and the difficult vocabulary. The students just do the task by their own basic knowledge about descriptive text. After they done to write descriptive text on pre-test, the writer found the data of the students' pre-test, it is known that mostly students get unsatisfying score. The writer found that there are 10 students got the minimum score which not more than 50. In

the middle of the score, 31 students got the score 60-70. And the higher score only 6 students who got score more than 71. We can conclude that most of the students really got difficult on writing, because there is no one got score higher than 80. The English teacher of SMP N 1 Semen say that the minimum score of the students for English lesson is 70. From 37 students, only 6 students got score above 70. It means that the average score of students' writing is poor.

And the next week the writer continues the activity. It is about how to using project based learning model to write descriptive text. In teaching using project based learning here, the students more active than in the previous study when the writer taught them. Most of the students give their contribution to their group. So the treatment going well which produce the postcard as their project.

After gave a review, the writer give a post test. Post-test was done to know the final score of the students' writing ability after being taught using project based learning model. The task in post-test was the same as in pre-test with the different topic. After did the post-test, the writer found that the data of post-test score higher than score before did the treatment using project-based learning model.

From the questionnaire the writer fount the data that 67% percentage of the students like using project based learning. The project

based learning help them too to memorize the new vocabulary. For each item, the students always choose like and really like, it prove that project based-learning really can help them on learning process.

To determine whether there is an influence of using project based learning model in students' writing descriptive text, and to know the students' respond which students' say that they like using project based learning model to write descriptive text better, the statistical computation is used to analyze the data and t-test implemented using the formula which showed before. Because in writing scoring need interrelation, so in the result of pre-test and post-test is the median of the scorers. The write found that the frequency of the post- test score higher than the frequency of the pre-test. Therefore, according to the differential frequency of pre test and post test above, the writer conclude that there are two research results. They are the students writing ability is increasing and project-based learning model of postcard gives significant effect to the students' writing ability. After the writer analysis the data of pre-test and the post-test, the writer found the sigma of the data which the sigma of pre-test is 2193 and the sigma of post-testis 2853. After the writer calculated the scores, the writer found the mean of the pre-test score is 59,27 and the mean of the post-test score is 77,10. So post-test's mean better

than pre-test's mean. After the writer found the mean of the score, the writer entered the formula and found that t-score is 5,6960. After the looking for t-score, the last step is looking for the table with t-score 5,6960, and the correspondence is 37 and t-table 2,042 at the level of significance 5% (0,05). It means that t-score (5,6960) > t-table as the level of significance 5% (2.042). It means that there is significant difference between the result of pre test and post test. The result of the data analysis is t-score higher than t-table, it means that difference is significant, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. This means that there is a significant difference of study before and after the students being taught using project based learning model. Based on the statistical computation above, the writer can conclude that there is significant effect of using project based learning model to the seventh grade students' writing ability at SMP N 1 Semen Kediri

B. Conclusion

According to Chikita, Ni Nyoman, & I Wayan (2013:4) when PBL is implemented in writing, the students will explore knowledge to be the material in their writing, this model is predicted to be able to make the students' writing competency better. It could be seen in the finding which the finding showed that almost all the students got the



higher score in post test after the teacher treated them using project based learning model.

In the conclusion, based on analysis of the teaching learning writing using project based learning model, it was found that the students had more active and well-motivated, besides they more enjoy and creative to write in teaching learning process. This is prove that the project based learning model can developed students' interest in teaching learning process, and can improve or given contribution to the students writing ability.

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