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**THE EFFECTIVENESS OF PROJECT BASED LEARNING TO THE  
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT IN THE  
EIGHTH GRADE OF SMP NEGERI 8 KEDIRI  
ACADEMIC YEAR 2014/2015**

**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**

**IMANUELLA NATALIA**  
NPM: 13.1.01.08.0133P

ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2014/2015

APPROVAL PAGE

THESIS

By  
IMANUELLA NATALIA. L  
NPM : 13.1.01.08.0133

ENTITLED:

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Approved by the advisors to be proposed to  
The English Department Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, 21<sup>st</sup> August, 2015

The Advisors,

Advisor II



SUHARTONO, M.Pd  
NIDN. 0714026901

Advisor II



SULI MULYATI, M.Pd  
NIDN.



**APPROVAL SHEET**

**THESIS**

By:  
**IMANUELLA NATALIA LATUL**  
NPM : 13.1.01.08.0133

**ENTITLED:**

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Approved and Accepted by all its qualification  
By the Examination Committe of  
University of Nusantara PGRI Kediri

**Board of Examiners,**

Chairman : Drs. SETYA ADI SANCAYA, M.Pd

First Examiner : SUHARTONO, M.Pd

Second Examiner : SULI MULYATI, M.Pd

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



**Dr. H. SRI PANCA SETYAWATI, M.Pd**  
NIDN: 0716046202

#### THE STATEMENT OF WRITING ORIGINALITY

The undersigned below, I:

Name : IMANUELLA NATALIA L

NPM : 11.1.01.08.0098

Fac/Dept : FKIP/English Department

PdoB : Kediri, December 24<sup>th</sup> 1990

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NPM. 13.1.01.08.0133

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NEGERI 8 KEDIRI ACADEMIC YEAR  
2014/2015**

Imanuella Natalia  
13.1.01.08.0133P  
FKIP. BAHASA INGGRIS  
imansundari0905@gmail.com  
Suhartono, M.Pd dan Suli Mulyati M.Pd  
UNIVERSITAS NUSANTARA PGRI KEDIRI

**ABSTRACT**

This study research was aim to know the effectiveness of Project Based Learning to the students' writing ability in descriptive text in the eighth grade. The type of this research was quantitative research-experiment. This research took place in SMP Negeri 8 Kediri on March 2015. The subject of this research was the eighth grade students of SMP Negeri 8 Kediri consists of 16 boys and 14 girls. The writer choose 8A as the sample. The writer get the data analysis, used statistical formula and description. The result shown that t-score 14.54 and the table is 1.699 in the level of significant 5%. From the data analysis, it can be seen that Project Based Learning is effective to the students' writing descriptive text ability.

**Keywords :** Writing, Teaching Writing, Descriptive Text, Project Based Learning

**1. Introduction**

The national education system of Indonesia is regulated by Law No. 20/2003 (Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang SISDIKNAS). It means that all education programs in each educational unit in Indonesia are managed under this law. Based on it, the goal of national education is as follows:

Tujuan pendidikan nasional  
Indonesia adalah untuk

berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab. (Undang-Undang Republik Indonesia (UURI) No. 20/2003.



The statement implies that education does not merely aim at developing students' knowledge, but also skill and values. In other words, the education should be able to develop students' cognitive, psychomotor, and affective. To achieve the goal, the Indonesian government has developed the competence based curriculum into 2013 curriculum. Republic of Indonesia 2013 curriculum development uses socio-eco-cultural approach which integrates the moral education of local wisdom to be subject matter. Ministry of Education and Culture (2012: 14). The challenge identified in English as one of the subject matters is to what extent the moral values are integrated in the lesson plan so that it will not lose its language focus to improve the student's English Proficiency. This curriculum aims to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization, Ministry of Education and Culture (2012/2013: 14) Curriculum emphasizes on the changing of learning paradigm. Here, learning should place the students as active learners, not as passive receivers. It should direct learning to be students-centered. The teacher serves a

role as facilitator of students' learning, not as the source of information. By being involved actively during teaching and learning process, the students get meaningful learning experiences and feel the importance of their learning.

Writing has become problem for to the students in Junior High School. Some of the problems that are faced by the students are less of developing idea and vocabulary. So the students get difficulties to develop their ideas what they want to write and they do not know the vocabulary that refers to the topic of writing that they want to make.

Because writing is complex activity, students tend to feel writing is difficult and which make them bored in writing class. It becomes a challenge for the teacher on how to make the students to be competent in writing. Project Based Learning (PjBL) is a teaching method which is considered has different characteristics than conventional. PjBL is a teaching method which is based on student centered learning. It has a mission to increase students' participation during teaching and learning process. Ndraka (1985: 20) states that PjBL is rooted on investigation process, student can: solve problem during learning, make their decision in their



learning, and have scientific act so they can think and act critically. By doing the experiment, the effect of teaching method on students' writing competency can be known. To know whether or not the expectation is achieved, empirical study has to be done. The empirical study is done to collect information about how teaching writing is conducted and to know the level of students' writing ability. In practice, empirical study is done by observation, giving pre-test, treatment, and the last is giving post-test. The empirical study was conducted in SMP Negeri 8 Kediri in the eighth grade students in academic year 2014/2015. The empirical study was done for 5 times. In the observation, teaching writing was done with another skill for example with teaching reading. It was so in order to provide the students examples and topic to be written. Moreover, teaching writing was allocated just 2 schools hour (90 minutes). Descriptive writing was assigned to be written in the observation.

The ideology of PjBL lies in "learning by doing", Dewey (1938: 60) that then also reflects constructivism theory. As the pioneer of constructivism, Gimbatissta Vico, Perkins (1991: 37); Piaget, (1969: 72); Vygotsky, (1978: 47) states that individuals construct knowledge through

interactions with their environment, and each individual's knowledge construction is different. This theory states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. It also views knowledge as an idea that is constructed based on personal experiences and hypotheses of the environment. Meanwhile according to Barnet and Stubbs's (1983: 63), "Description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates."

Based on the previous explanation about PjBL, teaching writing, descriptive text, there were two questions which should be investigated in this research, namely:

1. How is the students' writing skill before and after being taught using PjBL?
2. How effective is PjBL to the students' writing ability in the eighth grade of SMP Negeri 8 Kediri?

## 2. Research method

In this research, the writer uses a quantitative research design where the writer manipulates the independent variable, while the dependent variable is controlled by the purpose of establishing



the effect of independent variable on the dependent variable. PjBL in writing descriptive text in the eighth grade of SMP Negeri 8 as independent variable. Writing descriptive text in the eighth grade of SMP Negeri 8 Kediri as dependent variable. There were 30 students included to be the sample. The data analysis involved descriptive report and uses t-test.

### 3. Finding and discussion

It is important to report the result of the study clearly and completely. The report informs about the process of pre-test, treatment, and post-test which had been applied on the eighth grade students of SMP Negeri 8 Kediri. The pre-test was done on Wednesday, April 7, 2015. Pre-test was taken by A class students of eighth grade at SMP Negeri 8 Kediri. It consists of thirty students, fifteen males and fifteen females. The test itself was conducted in the form of written test. It consist of only one question. The writer asked the students to make a descriptive text titled Bali. The total score which be turned out by 30 students is 2217. Post teaching was about giving post-test about Indonesia and give feedback and evaluation about their project. The total score was 2460. Based

on the scores of pre-test and post-test, the result was analyzed by using t-test :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$
$$= \frac{8,1}{\sqrt{\frac{2239 - 1968,3}{30(30-1)}}}$$

$$t = 14,54$$

t-result of this research shows that t-score is 14,54 at the degree of freedom 29 and the t-table is 1,699 at the level of significance of 5% (0,05). It means that t-score (14,54) > t-table at the level of significance 5% (1,699). The data shows that t-score is higher than t-table in the significance 5%. Therefore, at the alternative hypothesis (Ha) is accepted and (Ho) is rejected. It can be concluded that there is an effectiveness of project based learning to the students' writing ability in descriptive text in the eighth grade of SMP Negeri 8 Kediri academic year 2014/2015. T-test based on significant 5% showed the table below:

Based on the data report, the result of this research showed that T-score (14,54) > T-table 5% (1,699). It means that it was significant so the Null Hypothesis (Ho)





was rejected and Alternative Hypothesis ( $H_a$ ) was accepted.

It concludes that there is a significant to the effectiveness of Project Based Learning to the students' writing ability in descriptive text in the eighth grade of SMP Negeri 8 Kediri academic year 2014/2015.

#### Discussion

According to the research finding as explained before, the report informs about the process of pre-test, treatment, post-test which had been applied on the eighth grade students of SMP Negeri 8 Kediri. This part also reported the data of this research itself, which are the students' score of pre-test and post-test also explain briefly. Total score of post-test is 2460, and then total score of pre-test is 2217. It means that students' score is increase. The minimum of D (total scoring post-test – pre-test) is 2, and the maximum is 18. The final result of  $D^2$  is 2239.

Based on the data report of the table of t-test based on signification 5%, the result of this research showed that T-score (14, 54) > T-table 5% (1, 699). It means that was significant so the Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_a$ ) was accepted. Besides, in analyze t-test, t-score is higher than t-table.

The score of t-test is 14, 54 and the t-table is 1, 699 in the level of significant 5% (0, 05). Based on the t-test result which obtain that Project Based Learning has significant effect.

#### 4. Conclusion and suggestion

Writing is one of the language skills that has given an important contribution to human work, students should be mastery in writing. The teacher should encourage the students' writing ability especially in descriptive text. There are many ways to improve the students' writing descriptive text ability, one of them by using Project Based Learning.

Based on the research finding in the previous chapter, the writer concludes that by using Project Based Learning, the student get motivation in learning writing because Project Based Learning gives them new experience in teaching learning process. Project Based Learning guide the students to develop their idea in writing and apply it in project.

From the data analysis being mentioned in chapter IV the writer concludes that t-scores is 14, 54 while the t-table from 30 students is 1, 699 at the level of significance 5%. It can be concluded that t-observed was higher than t-table at the



level of significance of 5%. So the Alternative Hypothesis ( $H_a$ ) was accepted and the Null Hypothesis ( $H_o$ ) was rejected. It means that there is an effectiveness of Project Based Learning in teaching descriptive writing.

#### SUGGESTION

Project Based Learning gives significance effect in teaching writing process. So that is why, it is suggested to use Project Based Learning in teaching writing descriptive text. The suggestion are given to:

1. The teacher

- a. The teacher must use an interesting teaching method to teach descriptive writing. One of the interesting teaching method is using Project Based Learning.

2. The students

- a. Students must active in teaching learning process
- b. The students should use English not only at school but also in their daily activity. Therefore, English can be their habits and it can be received easily. One way to be fluent in English is by listening to the English songs, watching English movies, speak English without having doubt for the

structure or the grammar then they can rewrite it. It helps them to be master in English especially writing skill.

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