THE EFFECT OF PROJECT BASED LEARNING TO THE STUDENT'S WRITING ABILITY OF THE TENTH GRADE AT SMAN 1 PACE NGANJUK IN ACADEMIC YEAR 2015/2016

THESIS

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

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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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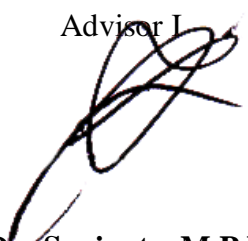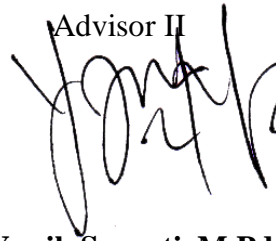**By:**
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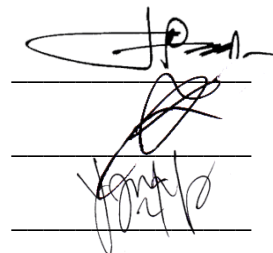University of Nusantara PGRI Kediri

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ABSTRAK

This research is conducted because of a tendency which scattered that writing is considered as the most difficult and complex skill to learn. Therefore, it needs an appropriate method to teach writing, one of them is Project Based Learning. In this method, the students are given opportunity to work with team, share their ideas to each member group and produced the final product. The purpose of this research is to investigate the effect of Project Based Learning as the method that can help students of the tenth grade at SMAN 1 Pace Nganjuk to have better writing ability in procedure text, in terms of content, organization, grammar, vocabulary, and mechanics. In holding this research, the researcher employed the pre-experimental research and one group pretest-posttest design. The sample of this study was all the 36 students at the tenth grade students of SMAN 1 Pace in academic year 2015/2016. To analyze the data, the researcher used t-test computation. This research, there is any effect of the students taught used Project Based Learning, they have better ability in writing procedure text than those taught by Non-Project Based Learning in the term of content, organization, grammar, vocabulary, and mechanics. Therefore, it is suggested that English teacher should use Project Based Learning as the appropriate method to be applied in teaching writing procedure text.

Kata Kunci

Writing, Project Based Learning, Procedure Text

I.   Background

Writing is one of language learning skill that is very useful for people who learns English. Writing is not the only activity to combine words. Writing is a process repeated, namely process of revising and rewriting. According to Harmer (2007), writing as one of the four skills of listening, speaking, reading and writing has always formed part of the syllabus in the teaching of English. Writing is the place to explore everything and measuring how far the students able to study english. Studying writing will give many benefis for students. Nowadays, more communication takes place in the written than in the oral mode, for the example communication by E-mail, Sort Message Service (SMS), Memo and many other form. Harmer (2007) that writing is used for a wide variey of pupozes it is produced in many different form. Rogers (2005) also explains states that in English, the term writing is used in various senses. At school writing is more dominantly needed because the test usually uses written form. It is why

the students must learn writing eventhough it is complex ability in learning English, it is described by Harmer (2007: 3), "In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge." It explains that writing is a way of life because it plays many roles in education. Across the level of school, writing is formally and naturally needed by all students to succeed in mastering a subject matter. Further, Harmer (2007: 3) explains that, "Being able to write is a vital skill 'speakers' of foreign language as much as for everyone using their own first language." It tells that students' writing ability is needed at virtually every grade level in the school curriculum as the consideration about their understanding in learning language especially English as foreign language. Peha (2003: 5) also states that, writing is the essential skill students need as they enter adult life and writing is power, it is the power

students need to understand and control their lives, to shape their future and define their dreams.

Therefore, to help the students to achieve the writing ability by understanding its ascpets in order to get better writing ability the teacher must give them good display in writing. The writing display means the technique or media that the teacher can manage to teach writing and give the students easiest way to comprehend how to write well. Writing skills include productive or produce other than speaking skills. Learning writing in schools has not been through the correct process. Teachers often delegate the task of writing without giving proper steps to be able to produce good texts. Writing is not simply a matter of putting words together, it is a recursive process, it is a process of revision and rewriting. As states by Weigle (2002), that written language is not merely spoken language put on paper, rather, it is a district mode of communication, involving among other thing very different sociocultural norms and cognitive process. Hinkel (2004) states that, student writing is evaluated on the quality of prewriting, writing, and revision. Meanwhile according to

Zemach and Rumisek (2003), the writing process there are : Pre–writing, drafting, reviewing, and revising, and rewriting. So, it means that writing needs step by step process to produce good result in writing. But the students write just put the words, combine the sentences what they want to write, so they always make mistakes in writing skill and they got low score in writing.

In fact there are many difficulties happening when students start to write. Based on the research conducted by Msanjila (2005) states that, the present study reveals six glaring writing problems, namely: capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problems and grammatical errors. Another problem according to Megaiab (2014) The result of this study showed that learners' English writing competence encountered problems in many categories. The problems were mostly in grammar such as tenses, articles, singular and plural, verbs, prepositions, and spelling. Moreover, the learners face some difficulties in the punctuation and capitalization. Most of these

errors were encountered as a result of the mother tongue influence. It means that the students had problems in writing or they were not competent in writing. Meanwhile Chikita at all (2013) in their journal. from the empirical study, states that : it was found that the main factor causing the students' low writing competency was the selection of the teaching method. It was based on three reasons. First, the teaching method was not interesting. It could be seen from the steps which were still conventional. It made the students less motivated to write. Second, there was not any brainstorming stage. It has been known that this step has crucial function leading the students to collect ideas. Third, the teaching method did not give chance for the students to explore more about the authentic problems in real world. If the students were assigned to write problems in reality, the students may get more ideas. So, their writing was more meaningful. Knowing those obstacles, it is needed to find a proper method to teach this skill and overcome the problems. To conduct a better writing activity in the classroom, teachers are required to choose appropriate method to be

applied. It is important to find other teaching method which has different characteristics than the conventional one.

There is a method that can be appropriately implemented in teaching writing and overcome the problems which is named Project Based Learning. Project Based Learning is a teaching method which is considered has different characteristics than conventional. Doppelt (2005) states Project-based learning that has authenticity in the pupils' world enables the teaching of science and technology to pupils from a variety of backgrounds. According to Scheneider (2005), Project Based Learning is a teaching and learning model (curriculum development and instructional approach) that emphasizes student-centered instruction by assigning projects. Based on Department of Education (2009), 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. It means that Project Based Learning is method or strategy to demonstrate to the learners idea and create a real thing

that is based on the teaching material then producing a product. Here, the learners are given opportunity to express their ideas and develop it by producing a product. Therefore, it is a model that organizes learning around projects. As conclusion, Project Based Learning is a teaching method that centered on project from the result of teaching learning process.

There are steps to implementating in the Project Based Learning that should follow by teacher when they teach using Project Based Learning method. According to The George Lucas Educational Foundation (2007) , The steps for implementing Project Based Learning which are :

a. The lesson start with the essential question. The question that will launch a Project Based Learning lesson must be one that will engage to the students. It is greater than the task at hand. It is open ended. It will pose a problem or a situation the students can tackle, knowing that there is no one answer or solution.

b. The teacher ask the students to make design a plan for the project. When designing the project, it is essensial that you have in mind which content standart is will be

adressed. Involve the students in planing, they will fell owner ship of the project when they are actively involved in decision making. Select activities that support the question and utilize the curriculum.

c. The students should create a schedule of their project. Design a timeline for project components. Realize that changes to the schedule will happen. Be flexible. But help the students realize a time will come when they need to finalize their thoughts, findings, and evaluations.

d. The teacher monitor the students and the progress of the project. To maintain control without preventing students from taking responsibility for their work, the steps are : the teacher facilitate the process and the love of learning, the teacher teach the students how to work collaborativelly, designate fluid roles for group members, have the students choose their primary roles, but assume responsilbility and interaxtivity for all group roles,the teacher also remind them that every part of the process belong to each individual and need each students's total involment, provide resources and guidance and the last the teacher asses the process by creating team and project rubrics.

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e. The teacher should assessing the outcome. Assesment meets many needs they are : the teacher provides diagnistic feedback, helps the educators sets standards, allows one to evaluate progress and relate that progress to other, gives students feedback on how well they understand the information and on that they need to impprove and helps the teacher design the instruction to teach more effectively. Whenever posibble, the teacher should give the students the opportunity to conduct self assesment.

f. Evaluate the experience after finish the project. Little time for reflection is available in the busy schedule of the school day, yet reflection is okay, component of learning. designed a time for reflection of the daily activities. Allow for individual reflection, such as jurnalling, as well as group reflection and discussion. To enable effectives self evaluaasion, follow the steps, they are : the students take time to reflect and indivudually and ask a groups, the students share feelling and experience, they discuss what work well, discuss what need change and share ideas that we lead to new queastions and new project. Jackson (2012) states that the

teacher' roles in Project based Learning is two fold. Sometimes the teacher are acts as facilitator and sometimes as manager. As fasilitator , the teacher work with the students to frame relevant and meaningful questions and to present logical arguments, guides students in seeking, answer and researching, structures knowledge buliding task, coaches necessary social skill, and asseses the students progress. As a manager, the teacher directs small groups and independent work experiences. Often, there are multiple activities in the classroom at one time. As a conclusion that the role of teacher in Project Based Learning is different that teaching using convensional method, here the teacher as a fasilitator and manager to help the students succesfull in their project.

Thus, Teaching using Project Based Learning method to the students can impprove their writing ability. Writing is productive skill in which the students have to produce writing product. Besides that Project Based Learning is rooted on investigation. The investigation in writing may involve the writing ideas, generic structure of the text written, grammar, organization of

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ideas, and mechanic. By investigating them, the students discover how to write a good writing product. It also directs the students to think critically when they write. It makes them be able to practice in their writing and finally produce qualified writing product. Therefore, it is urgent to experiment this method in teaching writing by comparing with the conventional method. By doing the experiment, the effect of teaching method on students' writing ability can be known. Based on the statement above, the writer formulates some problems as follows : Do the students taught using project based learning have better writing ability than those tought without project based learning ?

II. Research Method

The researcher employed the pre-experimental research and one-group pretest-posttest design. The sample of this study was all the 36 students at the tenth grade students of SMAN 1 Pace in academic year 2015/2016. This research was held in six meetings involved pre-test, first treatment until forth treatment, and post-test. To test the students' ability in writing procedure text, the researcher asked the students to write

a procedure text based on the topic given. To analyze the data, the researcher used t-test computation.

III. Result and Conclusions

The deviation based on the scores pre and post test, the writer could the data analysis as follows :

Table 4.3

Deviation Score of Pretest and post-test

N	ΣPre-	ΣPost-	Σd	Σd^2
36	2386	2866	480	6970

Based on the table of analysis of pre-test and post-test scores above, total score of pre-test is 2386, and then total score of post-test is 2866. It means that students' score is increase. The minimum of D (total scoring post test – pre test) is 7, and the maximum D is 23. The final result od D² is 6970.

According to the result of data analysis, the t-score was (20.833) while t-table was (2.080) at the level of significance 5% or (2.719) at the level of significance 1%. It means that the t-score was higher than the t-table in the significance 5% and 1%, showed in the following table:

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Table 4.4

Table of t-test based on significance 5% and 1%

.f (N - 1)	t-test	t-table (5%)	Significance	t-table (1%)	Significance	H₀
35	20.833	2.028	Significant	2.719	Very Significant	Rejected

Based on the table above, the the result of the research was very significant that t-score was higher than t- table. It means that the Null Hypothesis (H_0) was rejected while the Alternative Hypothesis (H_A) was accepted. It can be concluded that the students taught using Project Based Learning have better writing ability than those taught without Project Based Learning.

Based on the research finding, it could be proven that Project Based Learning gave significant effect to the students' writing ability in procedure text at tenth grade students of SMAN 1 Pace in academic year 2015/2016. Based on the t-test which obtain that implementation Project Based Learning in writing class has significant and positive effect to the students' writing abillity.

Based on the previous chapter, Project Based Learning comes as a teaching method which is considered has different characteristics than conventional, it is the teaching method or strategy to demonstrate to the learners idea and create a real thing that is based on the teaching material then producing a product. Here, the learners are given opportunity to express their ideas and develop it by producing a product. Therefore, it is a model that organizes learning around projects. As conclusion, Project Based Learning is a teaching method that centered on project from the result of teaching learning process.

Project Based Learning can increase the students' writing abillity in procedure text, because in teaching learning process they can work in team to design and do their project, students can free to share the ideas and knowledge with their own groups about the material especially procedure text, they also can design their project about procedure text and in the last post activity they can write a good writing product.

It means there is effect Project Based Learning on the students' writing abillity. Therefore, this teaching method should be applied in teaching writing. From the research,

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the researcher concludes that the Project Based Learning is an appropriate method in teaching writing because it can develop the students' ability in writing procedure text.

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