



**THE EFFECT OF PROJECT BASED LEARNING MODEL TOWARD THE EIGHTH
GRADE STUDENTS' WRITING ABILITY AT SMPK St. MARIA TULUNGAGUNG
IN ACADEMIC YEAR 2015/2016**

THESIS

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

Kediri, January 12th, 2016

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Of University of Nusantara PGRI Kediri

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ABSTRACT

Writing is one of the language skills which must be taught by Junior High School students. It is important to be learned and mastered by every student. In teaching writing, the teacher should have various ways, so the students will not get bored. In this skripsi, the writer wants to present one of the new ways, especially in Indonesia to teach writing for Descriptive Text, that is Project Based Learning model. This skripsi is written as a result of The Effect of Project Based Learning Model toward the Eighth Grade Students' Writing Ability at SMPK St. Maria Tulungagung in Academic Year 2015/2016. The purpose of the study is to know whether or not there is any effect of Project Based Learning model toward the eighth grade students' writing ability in writing a descriptive text, before and after being taught by using the model.

This research, the writer used descriptive quantitative as a method to analyze the data and the experiment was used as a technique to get the result of the research. The experiment was implemented through written test and it was done by the students before and after being taught in writing by using Project Based Learning model. The subject of the research was the eighth grade students at SMPK St. Maria Tulungagung in academic year 2015/2016. Afterward, the writer compared the score using statistical formula of t-test.

This research shows that the t-score is $4.07 >$ and the correspondences are 27 and t-table 2,052 at the level of significance 5% (0.05). It means that t-score (4.07) $>$ t-table as the level of significance 5% (2.052). So, we can say that t-score is greater than t-table at the level of significant of 5%. It means that there is significant difference between the result of the eighth grade students' pre-test and post-test. Finally, the writer concludes that Project Based Learning model can be used for a various way to teach writing especially in writing Descriptive Text, because the students are more independent in the learning process which the project as their final result should be done a real world condition.

Keywords: Project Based Learning, Writing, Descriptive text.

I. BACKGROUND

In the process of language learning, there are four language skills that must be learnt by the learners namely listening, speaking, reading and writing. Writing becomes the most difficult skill. According to Heaton J.B (1989) stated that writing skills are complex and sometimes difficult to teach because the students need to concentrate in particular elements such as organization, grammar, vocabulary, etc. However, writing skill is undeniable aspect to be mastered. There are a lot of suggestions and arguments regarding writing.

As one of the language skills, writing plays an important role to express an idea in a piece of paper. That's why writing likes the hardest thing to do in the teaching learning process. In the English teaching-learning process, many students feel bored to study English, moreover about writing. From the small things like punctuation, capitalization, spelling until they have a lack of vocabularies, confused about grammar, and also they do not have any idea what will they write, so they will feel lazy and sometime give up and do not want to study.

Indonesia has become a development nation, especially in the development of its education. The education ministry has developed the curriculum and it affects all the elements of the teaching. It gives some learning models to teach, especially English. Learning models require students active and creatively. The example models are Problem Based Learning, Project Based Learning, Discovery Learning, Inquiry Based Learning and etc. In this research, the researcher will use Project Based Learning to know the writing ability of students.

According to Bell (2010:76), "PROJECT BASED LEARNING is a key strategy for creating independent thinkers and learners. Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies. Within this based learning project models learner should be able to produce the product. This product find out as much as their understood about the material given, and to know how the students' ability in writing through their written as their product.

PROJECT BASED LEARNING has the potential to engage students' and allow them to work on contextualized problems, which can support them in making connections between what they learn in school and their experiences outside of school" (Juwon;2005:112). Project-Based Learning seems to match this English teaching and learning need. **PROJECT BASED LEARNING** is different from traditional instruction because it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations (Solomon; 2003:94). Those are the reasons why the researcher wants to use the Project Based Learning model to knowing the students' writing ability. Whether students work individually, in pairs, or in groups, having them design something from scratch taps their creative abilities. The teacher's role is to serve as coach, guiding students to use a variety of resources, employ a strategy that is fun and motivating, and uncover content with depth and breadth. According to Larmer and Mergendoller (2010:53), there are seven essential components of project-based learning. Successful project-based learning first must spark the

interest of the students and then incorporate driving questions to keep students' interest. Allowing students to have their own voice and make their own decisions about the project foster individual learning and encourage inquiry so students can form their own driving questions. While working in groups, students learn and utilize valuable "21st century skills" including group collaboration, communication, and critical thinking. The teacher's role of facilitator involves providing feedback and allowing students to make revisions through means of rubrics and group evaluations. The final element of successful **PROJECT BASED LEARNING** is a 'Publicly Presented Product" (Larmer and Mergendoller, 2010). This final element gives students the opportunity to take pride in their work and provides them with presentation skills that they will certainly use useful in the future. With these measures that are in the learning model Project Base Learning, students will be able to think of an idea better, manage time well, and produce the maximum product. Teaching in an appropriate way is very needed to facilitate the students. The students must learn to write until they know the way to communicate with others. With

their good writing skill, the students will be able to make some various texts.

In line with the problem above that the Project Based Learning model effective to improving students' writing ability, the researcher wants to write the research with the titled "THE

EFFECT OF PROJECT BASED LEARNING MODEL TOWARD THE EIGHTH GRADE STUDENTS' WRITING ABILITY AT SMPK St. MARIA TULUNGAGUNG IN ACADEMIC YEAR 2015/2016".

II. RESEARCH METHOD

This is quantitative research in which data can be describing using statistical formula. The design is pre-experimental research in the form of one group pretest-posttest design. The first data got from pre-test in which the teacher gives test to the students directly without preparation before. The second, the teacher gives treatment using Project Based

Learning before teacher gives test (post-test). . In this research, the population target is the eighth grade of SMPK St. Maria Tulungagung that consist 151 students. The writer uses only one class to do the experiment. The sample of this research is the VIII C class. In this class, there are 27 students consists 16 male and 11 female.

III. THE RESULT AND CONCLUSION

Based on the result of the research, it is known that Project Based Learning has an impact to the eighth grade students' writing ability at SMPK St. Maria in academic year 2015/2016. The result of the pre-test and post-test is different. The mean score of the pre-test is 63.741 is lower than the mean score of the post-test that is 75.34. It can be concluded that Project Based Learning gave a

difference way to teach writing and it made the students become more interest in learning English especially for writing because the students were faced to the real world activities where each members of the group has to do their job. According to Bell (2010;39), "Project Based Learning is a student-driven, the real-world problems can be solved by designing their own project, planning their

project, organizing their project.” The definition is supported by the students who made the project. Whether the students work in pairs or in group, the students can solve their real-world problems and the students also can create themselves become a good manager.

As a conclusion, based on the analysis of the teaching-learning process, the researcher concludes that students have well motivated, become more active, and the students can manage themselves as a team who has a project that should be done creatively.

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