

ARTICLE

DIFFERENCES OF WRITING ABILITY BETWEEN STUDENTS WHO ARE TAUGHT USING PROJECT-BASED LEARNING AND TRADITIONAL METHOD IN SMP NEGERI 2 KEDIRI YEAR 2016/2017



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ABSTRACT

This research aimed: (1) to describe students' writing ability that is taught using Project-based learning; (2) to describe students' writing ability that is taught using traditional method (lecturing); and (3) to identify if there is the difference of writing ability between students that are taught using both methods in SMP Negeri 2 Kediri Year 2016/2017. The approach of this research was a quantitative research and took place in SMP Negeri 2 Kediri on April until May 2017. The subjects are two classes of the seventh grade students that the first one was in experimental class (PjBL) and other was in control class (traditional method which is lecturing). Each class consists of 30 students. The researcher analyzed the data analysis using statistical formula and description. The result shown that $t\text{-score} (0.585) < t\text{-table} (1.672)$ in the level of significant 5%. From the data analysis, it can be concluded that there is no difference of writing ability between students that are taught using Project-based learning and traditional method (lecturing) in SMP Negeri 2 Kediri Year 2016/2017.

Keywords: Writing, Descriptive text, Project-based learning, and Traditional method (lecturing)

I. Introduction

Writing is a process of expressing the ideas, thoughts, opinions, and feelings of the writer through written form by combining some words into sentences or paragraphs. According to Ministry of Education Ontario (2005: 13), writing is a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Graham and Perin

(2007: 138) say students need to express it because the instinct for human beings to express it in some lasting form has been with human for a very long time. That instinct has been in human since they can talk or write. Without express it, human cannot know and understand what they or other people want to.

According to Content Standard, the fourth scope of competence of the 2013 Curriculum is "*Menangkap makna dan*

menyusun teks tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar”. Students need to be able to grasp the meaning and compose written, short and simple text in contexts, also share their ideas, opinions, thoughts, experiences, and feelings in writing. They will be acted as an active learner and learning should be students-centered.

On other hand, students’ writing skills in Indonesia are considered poor. Writing skills are difficult while it is compared to the other skills for several issues and difficulties (Hyland, 2009: 24 and Harmer, 1998: 79). Students lack of grammar, lack of interest to write and lack to differentiate the characteristics of text. They are very rare doing the writing task even in their own language, uninterested with the methods and do not have self-confident. Writing also becomes less interested in terms of materials’ delivery by teacher and ineffectively because there is not used an interesting and innovative learning method. Because of this problems, teachers should be able to select and apply a right method for teaching writing.

There are so many kinds of method that can be used in the classroom, for example traditional (lecturing) and modern (Project-based learning) methods. In lecturing, it is usually teacher-centered.

Serbessa (2006) found that teachers talk and students just listen to the material that is given to them. Students are more passive in learning process and will get bored or even frustrated. Even though, lecturing method has some disadvantages, it is cheaper than the modern teaching methods. In lecturing methods, teacher does not require any special technical knowledge such as operating computer or laptop.

Project-based learning or PjBL is one of modern models for classroom activity that is to provide a structure through which students can demonstrate mastery of a subject by creating and presenting. Markham (2012: x) says students do not only acquire knowledge, but they also apply what they learn to solve authentic problems and produce results that matter in PjBL. It means students do not just memorize facts and recall information. They have to find answers to questions and combine those using critical thinking skills to come up with answers. That answers will be used to make and design the project that is given by teacher. In the end, students will be able to make a product. Chikita, Padmadewi, and Suarnajaya (2013) also stated that PjBL increases students’ motivation and students’ self-efficacy (both of high and low learning discipline students).

In this research, it was conducted for the seventh grade students in SMP

Negeri 2 Kediri Year 2016/2017. The research was done by giving treatment and post-test for four times (two times of PjBL or experimental class and two times of lecturing or control class). Based on the explanation above, there are some questions that should be investigated as follows:

1. How is students' writing ability that is taught using traditional method (lecturing) in SMP Negeri 2 Kediri Year 2016/2017?
2. How is students' writing ability that is taught using Project-based learning in SMP Negeri 2 Kediri Year 2016/2017?
3. Is there the difference of writing ability between students that are taught using both methods in SMP Negeri 2 Kediri Year 2016/2017?

II. Research Method

In this research, the researcher used a quantitative research that data can be described using the statistical formula. In this research, the independent variable is a manipulated or controlled factor by the researcher which was the methods of teaching writing that were Project-based learning (PjBL) and traditional method (lecturing). The dependent variable or output variable is a measure of the influence the independent variable that was students' writing ability. She conducted

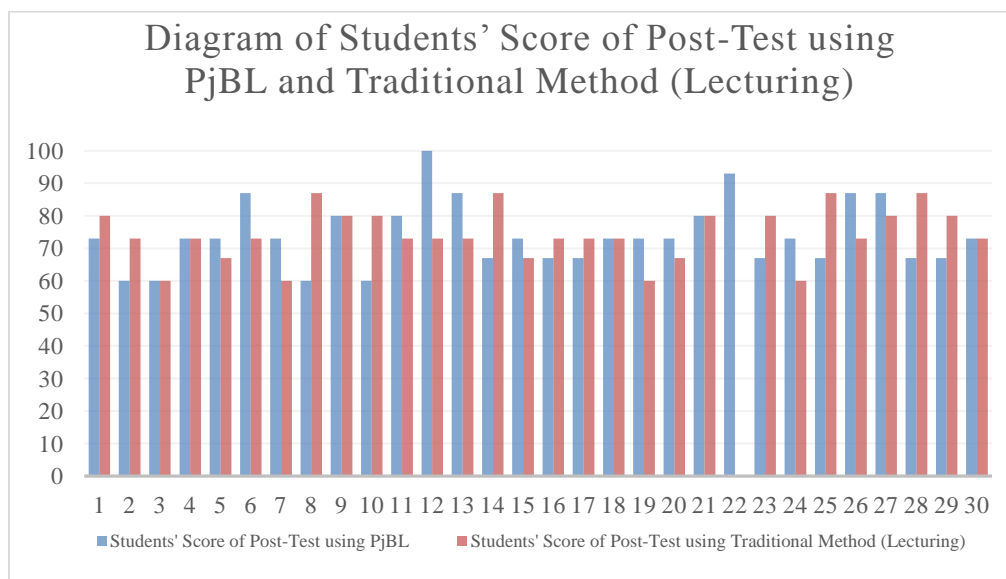
this research in the seventh grade students of SMP Negeri 2 Kediri. She used two classes that the first class has 30 students and the second class has 30 students that the total are 60 students. The first one was the experimental class and other class was the control class. In the experimental class, it taught using PjBL while the control class taught using traditional method (lecturing). The data analysis involved the report and the t-test.

III. Findings and Discussion

The research was held in the VII-B and VII-K classes of their second semester at SMP Negeri 2 Kediri academic year 2016/2017. The total students are 60 students that the first class (experimental class) has 30 students and the second class (control class) has 30 students. She gave a treatment how to write a descriptive text using PjBL for the experimental class and traditional method (lecturing) for the control class. It was used a test to get the students' score which was post-test only. Students were asked to make a descriptive text based on the treatment then the result of the test was compared to get the differences of their writing ability using both methods. The result was calculated to analyze the difference of students' writing ability between is taught using PjBL and traditional method (lecturing).

Diagram 1.1

Diagram of Students' Scores of Post-Test using PjBL and Traditional Method (Lecturing)



It found that the total score of using PjBL was 2,220 and the means of the score was 74 while the total score of using traditional method (lecturing) was 2,160 and the means of the score was 71.73. She chose to use independent t-test of separated variance to reach the result of t-test.

From the formula, it found out that t-score was 0.676. After that, she looked for the t-table 1.672 at the level of significance 5% (0.05). It means that t-score (0.676) < t-table as the level of significance 5% (1.672). The result of the data analysis was t-score lower than t-table, it means that difference was very significant, so the alternative hypothesis (Ha) was rejected and null hypothesis (Ho) was accepted. It can be concluded that there is no difference of writing ability between students that are taught using

Project-based learning and traditional method (lecturing) in SMP Negeri 2 Kediri Year 2016/2017.

While this research compared to other researches, there was slightly different to the results that was found. A study from Nurhajati (2016) had conducted PjBL used to develop writing skill using graphic organizer as supplementary materials in teaching. She found that PjBL helps the students to write a simple text. It also develops students' ideas and can motivate students to work with others. It encourages their creativity too. Other researcher named Boumová (2008) also compared between traditional (GTM) and modern (CLT) method. She found modern method is more effective in encouraging children to communicate and in creating a positive attitude to the subject.

IV. Conclusion and Suggestion

Writing is one of skills that express the ideas, thoughts, opinions, and feelings in written or text form. Most students cannot express it and think that writing is hard and often frustrating them. As teachers, they need to encourage students to write thus students will get better to develop their ideas or opinions in all problems using written text as one of the goals of education.

There are many ways to improve the students' writing ability by using traditional method such as lecturing or modern method such as Project-based learning. The use of appropriate methods for students will determine the effectiveness and efficiency of teaching learning process. Students also need to reach the learning purposes using the variations of learning methods that enhance the creativity and curiosity.

Based on the conclusion above, the researcher has some suggestions for the English teachers, students and other researchers.

1. For English teachers, they should use different methods to apply in teaching and learning process because it will motivate students to enjoy studying English. They can apply both Project-based learning and traditional method (lecturing), or even other methods in other skills that has modify based on

the situation of the school and the students. Teachers should be more creative and initiative while teach students because they like something new. Teacher also should prepare both methods well especially in each steps to make teaching learning process run smoothly.

2. For students, they need to participate, be active in teaching and learning process, and also study hard especially mastering grammar and vocabulary because many students cannot express their idea well.
3. For other researchers, this result can be the reference to do other researches in the future. They also can take this result to compare it with other researches either same fields or not. They can change the approach of research, the aspect of writing, the role of teacher, the methods, and so on that will be studied.

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