

**ARTICLE**

***TEACHING WRITING USING PROJECT BASED LEARNING TO  
SEVENTH GRADE STUDENTS OF SMP PAWYATAN DAHA 1 KEDIRI IN  
THE ACADEMIC YEAR 2016/2017***



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## TEACHING WRITING USING PROJECT BASED LEARNING TO SEVENTH GRADE STUDENTS OF SMP PAWYATAN DAHA 1 KEDIRI IN THE ACADEMIC YEAR 2016/2017

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### Abstract

This study research aimed to know the effectiveness of Project Based Learning to the students' writing ability in the seventh grade. The type of this research was quantitative research used pre-experiment. The design of pre-experimental is one- shot case study. This research took place in SMP Pawyatan Daha 1 Kediri on May 2017. The subject of this research was the seventh grade students of SMP Pawyatan Daha 1 Kediri consists of 17 male and 23 female. The writers choose 7A consist 40 students as the sample. The writer analyzed data used statistical formula. She used test to get the data. Based on the classification of the score after accumulated the mean of total score show that 67.67 score was effective enough level that the meaning 67.67 score was approach the standard. The result of each aspect were developing idea got higher score was 72. It could be concluded that there was effectiveness in teaching writing after being taught using PjBL, students writing skill is improve for developing idea.

**Keyword:** Teaching writing, writing, Project Based Learning, Descriptive text.

### A. Introduction

Writing is one of the language skills that taught to students. It is based on content standard stated in Permendikbud No.22/2016, in the writing skill, the students of junior high school must be able to write short written functional texts and simple essays in the forms of recount, narrative, procedure, descriptive, greeting cards, announcement. In addition, they also should know about grammar, spelling,

connectives, punctuations, and other aspects related to the writing to make their writing understandable. It means that writing is skill that should be mastered by junior high school students. In process of teaching and learning language, writing has a primary position.

Writing is complex skill. It is not easy to students write in English form. According to Sokolik (2003) in Linse (2005: 98), "Writing is combination of

process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers". In brief, writing is about a way students think to explore their idea, based on all aspects of life until they can have product writing in the end of process learning.

Teaching writing is a way of process writing. In here, students must have product in the end of process. Harmer (2001: 257) states that in teaching of writing the students can focus on the product of that writing or on the writing process itself. When concentrating on the product the students are only interested in the aim of task and in the end product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally 'publishing' their work, a process approach aims to get to the heart of the various skills that should be employed when writing. The students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the best possible ways on the page.

Based on the writer's experience when she conducted teaching practice in SMP Pawyatan Daha 1 Kediri, many students in

the school had problems in writing skill. It could be seen from the result of students' writing skill in the classroom. There were some aspects relates to their problems in writing. The first aspect relates to grammatical errors. The second aspect was on the mechanic aspect, for example, "...before back to Jakarta" had no verb after the preposition before, "we saw beach, and sunset a beatiful" was incorrect word order of the adjective. Moreover, the punctuations and the spelling. It should have written "beautiful". Based on the observation of the students, they also had difficulty to explore their ideas as well into written form.

Those problems affected the students become bored in teaching learning process. They could not explore their ideas as well to write although the theme has been already determined clearly. They faced difficulty in developing their writing. They become less motivated to learn when they found difficulties.

To solve the problem the teacher should use strategies in teaching writing. There are methods addresses scientific approach which includes inquiry-based learning, project based learning, problem based learning, discovery learning, and task based learning. They can make the students easier in learning process. Those are included in 2013 curriculum.

To overcome this problem the writer chooses Project-Based Learning (PjBL) in teaching writing process. According Maheu (2014: 1), "PjBL is a student-centered, inquiry-based approach that helps students engage with learning outcomes from one or more curricula". PjBL is a teaching method which is based on student centered learning. It is supported by Jones (2007: 1) in a student-centered class, students do not depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They do not ignore each other, but look at each other and communicate with each other. They value each other's contributions; they cooperate, learn from each other, and help each other. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills. In PjBL has beneficial for students to develop communicative, critical thinking, and problem solving. As the writer knew that PjBL is a part of 2013 Curriculum mentioned students should have critical thinking to learn in the classroom. Bassham (2011: 9) states that critical thinking can help students critically evaluate what they are learning in class. It means that critical thinking can help students critically evaluate when they are learning in the classroom.

The writer had shown that behind the advantages possessed by PjBL, such as PjBL can improve motivation from students. They also can solve the problem. The students are more active in class during teaching and learning process. In addition they can develop and practice communication in group.

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

1. How is the students' writing skill after being taught using project-based learning to seventh grade students of SMP Pawyatan Daha 1 Kediri?
2. How are the results of each aspect of writing after being taught using project based learning to seventh grade students of SMP Pawyatan Daha 1 Kediri?
3. How effective is using project-based learning to students' in writing skill to seventh grade students of SMP Pawyatan Daha 1 Kediri?

## B. Research Method

The approach of this research was quantitative research and the technique that being used by the researcher was experimental research especially the pre-experimental design mainly using one-shot case study. This research was carried out in SMP Pawyatan Daha 1 Kediri. This school

is located on Desa Banjaran, Kec. Banjaran, Kediri, which has nine classes of the seventh grade. There were 40-45 students in each class. Therefore the writer chose 7A class as the sample of the research. This class consisted of 40 students in this class, with 17 male and 23 female. The research was conducted since January to June. For the sampling technique, the writer used cluster sampling to determine the sample of the research.

In order to collect the data for the research, the writer used one types of the data collecting technique as the instrument of this research such as written test. The purpose of using these instruments was to measure the students' achievement the writing test after teaching using PjBL.

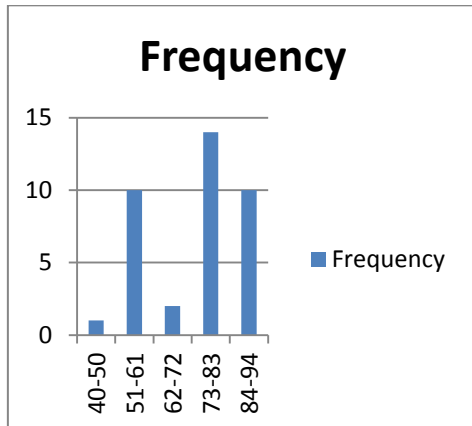
To analyze the result of the writing test that has been given to the students. The writer used analytical scoring to analyze the students' writing product based on the scoring scheme presented by teacher's book "When Rings a Bell VII Class" ( 2014: 20). According this book there are five components on aspect of writing, but the writer focus on three aspect of writing such as; developing idea, grammar, spelling. Next, the writer calculated the result of the scoring and find out the Mean to decide the average score that the students' achieve, and the score of each aspect of writing, which will become

guide to decide whether the research was succeed or not.

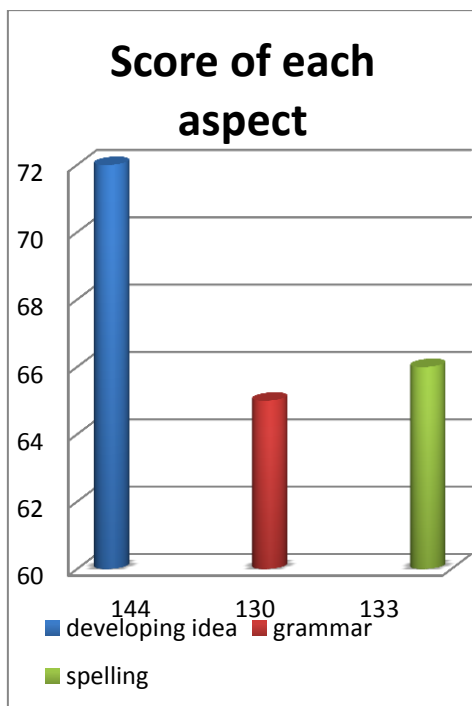
### C. Result and Discussion

The aims of this research were to find out find out the effectiveness of PjBL in teaching writing. After analysing the data, the writer found the data of students' writing skill after being taught using PjBL. From the diagram 4.1 frequencies of total score was effective enough after using this method. It could be seen from 73-83 score, there were 14 students. The second frequent 51-61 score and 84-94 score which had 10 students each. The third frequent 62-72 score, there were 2 students. The fourth frequent 40-50 score, there was 1 student. The from the diagram 4.2 the score of each aspect after being taught PjBL showed that developing idea which total 144 score, then for the mean score was 72 score, then for the spelling which total 132, then for the mean score was 66 score, the last for grammar which total 130, then for the mean score was 65 score.

**Diagram 4.1 Diagram Frequency of total score**



**Diagram 4.2 score of each aspect**



Based on the data above, it could be concluded that teaching writing using PjBL had effectiveness. It could be seen from the mean of total score after being taught using PjBL was 67.67. Based on the classification of the score the students score approaches the standard, it was effective enough level. It could be seen on the table 3.4 showed that score between

85-100 score was very effective, and then 71-85 score was effective, 55-70 score was effective enough, 0-54 score was not effective.

The writer found that the students who taught writing using PjBL could develop their idea in group; they also could choose appropriate word for their sentence. Here the writer must pay attention in grammar and spelling aspect. Based on a study was conducted by (Natalia, and Purnomo (2014), Nurhajati (2016)). Show that PjBL could help the students to develop their idea in the simple written text and facilitated them to understand the lesson more easily, then the students could motivate them to work in group and also could their creativity.

## D. CONCLUSION

### 1. Conclusion

In this part, the writer presents the conclusion of the research. After analysing the result of the research, the writer got the data about students' writing ability after being taught using PjBL showed that students got increasing. It also supported by some aspect that students got in writing such as developing idea, grammar and spelling. In the developing idea students got higher score than the other aspect. The score of developing idea was 72 which total 144, and then from the spelling aspect



students got 66 which total 132, and grammar students got 65 score which total 130. Then, 73-83 score, there were 14 students. The second frequent 51-61 score and 84-94 score which had 10 students each. The third frequent 62-72 score, there were 2 students. The fourth frequent 40-50 score, there was 1 student from total score and for the mean of total score was 67.67 score. Based on the mean of total score above, the writer concluded that teaching writing after being taught using PjBL was effective enough. Based on the classification of the score of the students score was approaches the standard. It could be seen on the table 3.4 showed that score between 85-100 score was very effective, and then 71-85 score was effective, 55-70 score was effective enough, 0-54 score was not effective.

The writer found that the students who taught writing using PjBL could develop their idea in group; they also could choose appropriate word for their sentence. Here, the writer must pay attention in grammar and spelling aspect. Besides, teaching writing using PjBL, she found some difficulty such as; the ability of students was differed, sometimes the students could explore their idea in Indonesia, but they did not know to write their idea in English.

Based on the data above, the writer concluded that teaching writing after being

taught PjBL was developing idea got higher score than the other aspect. The writer found that the mean total score was 67.67. it was effective score based on the classification score and it meets the standard.

## 2. Suggestion

Based the result of the research that was done in SMP Pawyatan Daha 1 Kediri especially at the seventh grade students in academic year (2016/2017), in this opportunity the writer tries to give score and recommendation to everyone who relates. The result of this study is expected to give practical contributions to English teacher, the students and next researcher.

1. For the English teachers, the writer suggests that PjBL made the students easier to explore idea. In addition, in PjBL can make the students to be able to choose the appropriate words in making sentences.
2. For the other researchers, applying PjBL in the writing teaching and learning writing needs a well preparation. They should know the characteristic and ability of students whom they gave the treatment. Thus, this method is running well. In addition, they can do a research on the application of qualitative approach.



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