

ARTICLE

TEACHING WRITING USING PROJECT BASED LEARNING TO SEVENTH GRADE STUDENTS OF SMP NEGERI 2 KEDIRI ACADEMIC YEAR 2016/2017



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Abstract

This research aimed to know the influence of teaching writing before and after using Project Based Learning in seventh grade students of SMP Negeri 2 Kediri. The type of this research was quantitative research by using experimental design. This research took place in SMP Negeri 2 Kediri on April and May 2017. The subject of this research was seventh grade students that consists of 14 boys and 16 girls. The writer chose 7-K as a sample. The data analysis used t-test. The result of the pre-test and post-test was different. The mean score of the pre-test 58.7 are lower than the mean score of the post-test 74. The statistical computation using t-test showed that t-score 7.408 and the table was 2.045 in the level of significant 5%. From the data analysis, there is significant effect of using Project Based Learning method to the students' writing ability. It can be concluded that teaching writing using Project Based Learning is effective to students, because this method can influence students' score.

Key word: Descriptive Text, Project Based Learning, Teaching Writing, Writing.

I. Introduction

Writing is one of the language skills that almost all of students find it difficult to understand and apply in their learning. It is because writing is not simply writing down a speech. It is support by Heaton J.B (1989: 139) who states 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.

Teaching English in Indonesia aims at helping students reach four levels of

literacy, performative literacy, functional literacy, informational literacy and epistemic literacy. In particular, the students in junior high schools are targeted to the functional level of literacy, (Dewi, 2015). It means that they must be able to communicate through written texts to deal with daily issues.

The scope of the English subject in junior high school covers some functional texts, short monologues and short essays. The short essays are in forms of procedure

texts, descriptive texts, recount texts, narrative texts and report texts. But in the seventh grade, students learn about the descriptive text. It refers to the English teacher's syllabus, now the curriculum change from KTSP to Curriculum 2013.

In Curriculum 2013, the students should have critical thinking. It means that the students must think clearly and intelligently. In critical thinking the students not only study about what they see and hear, but also they can think or imagine something by more than they have been seen and heard. After that, they can conclude it and try to solve the problem by their own way without following other people.

In Curriculum 2013, the process of learning uses scientific approach through observing, questioning, associating, experimenting, then communicating that support by innovation approach like problem based learning, discovery learning, project based learning, etc. The approach has the same principals of English's learning that all of them based on the genre or text in the syllabus. Besides learning, it should place the students as active learners, not as passive receivers. It should be 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.

In this study, the writer chose Project Based Learning (PjBL) become an innovation approach to teach writing in SMPN 2 Kediri in academic year 2016/2017. Because in PjBL, the students should produce a product, and in the end of this study, they can produce a simple text that is about descriptive text becomes a product from PjBL method. 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. According to Solomon (2003: 10) in Fauziati (2014: 167), in PjBL students are responsible for in their own education; they work collaboratively to solve problems. They have opportunities to create innovative learning environments and to work in teams, engaging in meaningful activities such as problem-solving, analyzing, evaluating, collaborating, reporting, and presenting. It means that, if the teacher uses this method, it will make her students can produce something and they can learn actively because they can discuss with their group about the project that will they do.

Furthermore, PjBL also has benefits. Strivers (2010: 2) mentions some benefits in PjBL, they are:

- 1) Puts students in a position to use the knowledge that they get.
- 2) Effective in helping students understand, apply, and retain information.
- 3) Can give students an opportunity to work with professional experts who enrich and support the teachers knowledge and how it connects to the real world.
- 4) Can be more effective than traditional instruction, and increase academic achievement.
- 5) Benefits include building skills such as critical thinking, communication and collaboration.
- 6) Students who work on projects show increased motivation and engagement in their studies.

Based on that benefits, during learning process by using PjBL method, students also gain opportunity to improve skills other than language. When they work in pairs or in teams, they need skills to plan, organize, negotiate, make their points, arrive at an agreement about the issues, and report. The researcher hopes that this study can improve and influence students' ability especially in writing skill but in different material and different level.

Based on some considerations above, the researcher was interested to conduct an action research to solve the problem which was related to the students, and found three research questions of this research, those are:

1. How is the teaching writing before using Project Based Learning to Seventh Grade Students of SMP Negeri 2 Kediri Academic Year 2016/2017?

2. How is the teaching writing after using Project Based Learning to Seventh Grade Students of SMP Negeri 2 Kediri Academic Year 2016/2017?

3. How is the influence of teaching writing using Project Based Learning in aspects of writing to Seventh Grade Students of SMP Negeri 2 Kediri Academic Year 2016/2017?

II. Research Method

In this research, the writer used quantitative research by using experimental design. There are two variable that used for conducting in this research. They were dependent and independent variables. Between dependent and independent variables has correlation to influence each other. In this research, the Independent variable was teaching writing using Project Based Learning, and dependent variable was student's writing ability. There were 30 students as a sample of the research.

The writer got the data analysis using t-test. She did pre-test by giving a test without preparation and after that, she gave a treatment by using PjBL in learning process. The last was giving post-test, that has function to know the influence that method after was given a treatment.

III. Finding and Discussion

It is important part to report the result of the study clearly and completely. The report informs about the process of pretest, treatment, and post-test which had been applied on the seventh grade students of SMP Negeri 2 Kediri. The post-test was done on April, 27th 2017 which participated by 30 students. The task itself is asked the students to describe about person and wrote it into paper. It can be their idol or their friend. The students only described about their name, age, profession and hobby. She only gave fifteen minutes to do the pre-test. The students just did the task by their own basic knowledge about descriptive text. The total of pre-test is 1761. The highest score is 73 and the lowest is 40. After did the pre-test, she gave them the treatment by using PjBL method. Then continued with post-test. It was held on May, 15th 2017. In the post-test, the teacher gave students test to write descriptive text based on the treatment that has been given. The students made a descriptive text by their own understanding

but not out of the context and topic that has been teacher given. The students also had to write the text in a good form of paragraph. She also asked the students to create their product as attractive as possible. They could add decoration in their paper. The total of post-test is 2220. The highest score is 100 and the lowest is 60.

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

Table 1.Data of Pre-test and
Post-test

No.	x	y	D	D ²
1	53	73	20	400
2	47	60	13	169
3	53	60	7	49
4	53	73	20	400
5	73	73	0	0
6	60	87	27	729
7	60	73	13	169
8	47	60	13	169
9	67	80	13	169
10	67	60	-7	49
11	60	80	20	400
12	73	100	27	729
13	73	87	14	196
14	60	67	7	49
15	60	73	13	169
16	60	67	7	49
17	60	67	7	49
18	67	73	6	36
19	67	73	6	36
20	53	73	20	400
21	60	80	20	400
22	67	93	26	676

23	47	67	20	400
24	67	73	6	36
25	40	67	27	729
26	40	87	47	2209
27	47	87	40	1600
28	60	67	7	49
29	60	67	7	49
30	60	73	13	169
Total	1761	2220	459	10733
Mean	58,7	74	15,3	

In analyzing the data, the researcher uses separated variants. It used to reach the result of test, the formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{15.3}{\sqrt{\frac{10733 - \frac{(459)^2}{30}}{30(29)}}$$

$$t = 7.408$$

From the formulas above, it can be seen that t-score is 7.408. After looking for t-score, the last step is looking for the table with t-score 7.408, and the correspondences are 30 and t-table 2.045 at the level of significance 5% (0.05). It means that t-score (7.408) > t-table as the level of significance 5% (2.045).

The result of the data analysis is t-score higher than t-table, it means that difference is significant, so the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected, it means that there is a significant difference of study before and after the students being taught

by using PjBL method. Based on the statistical computation above, the writer can conclude that there is significant effect of using PjBL method to the seventh grade students' writing ability at SMPN 2 Kediri.

Based on the result of the research, it is known that PjBL has an impact to the seventh grade students' in writing ability at SMP Negeri 2 Kediri academic year 2016/2017. The result of the pre-test and post-test was different. The mean score of the pre-test 58.7 are lower than the mean score of the post-test 74. It can be concluded that teaching writing using PjBL is effective to students, because this method can influence students' score, beside that they more interest in learning process especially in writing skill. By using this method, they more active and has creative thinking to engaging in meaningful activities such as problem-solving, analyzing, evaluating, collaborating, reporting, and presenting.

On the other hand, PjBL method needs long time because there are some steps that should students do. Every step needs creativity and cooperation with their group to discuss about the project. Besides, the teacher should create interesting classroom to make students happy and enjoy in the classroom, because when the students discuss with their group, the class become crowded and noise. When the teacher

cannot master the students, the learning process cannot run well.

In this research, to make the class become run well and appropriate with the steps, the researcher should limit the time, because the school only give twice time to learn by using this method. She have been modified the steps in short time by preparing the material that students need, for example, she gave them a text about descriptive text, then she asked them to identify the information based on text. They wrote the information on the paper by discussing with their group. Then, they gave conclusion about the information that explained in the text. They gave conclusion by sharing the result of discussion in front of the class that representative one person in each group. Then, she gave conclusion about student's discussion and they understood about the information.

After that, she asked them to interview their partner based on the questions that have been prepared by the teacher before. The questions about their family, it was consist of twelve questions. Then, they wrote the result in simple sentence. By modifying this step, she can finish this method in twice time. In one day, the students can produce the product in the form of sentence, and then in the next meeting they could wrote descriptive text. Besides, she also limit the time in

resourcing step, in this step they got the sources only from their group, they ask about their friend's family, and it do not need long time.

Based on the analysis of the teaching learning process, when the students used this method, it made the students more interesting and enjoyable, because they could produce a descriptive text by creatively with the correct aspects of writing, and also share with their friends about their ideas. Nurhajati (2016) also found this result, she says that by using this technique the students could share ideas with other students in their groups to solve their problem. That statement can be proved by seeing the result from before and after teaching writing using PjBL method. Before using PjBL method, the students score very law because they got some difficulties and errors on the aspects of writing. In the other words, PjBL method can influence students score in aspects of writing to seventh grade students of SMP Negeri 2 Kediri Academic Year 2016/2017.

IV. 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 PjBL.

Based on the research finding in the previous chapter, the writer concludes that by using PjBL is able to improve students' writing skills. The data showed that students' writing ability was improved in post-test than pre-test, it means that by using this method the student's get motivation and more interest in learning process because this method guide the students to develop their ideas based on their new experience. Beside that in this method ask the students to work by grouping. The group works conducted during the implementation of project-based learning gave positive impact to the students' involvement and participation. In addition, the group discussion also encouraged them to interact with other students.

On the other hand, PjBL method need long time because there are some steps that should students do. Every steps need creativity and cooperation with their group to discuss about the project. Besides, the teacher should create interesting classroom to make students happy and enjoy in the classroom, because when the students discuss with their group, the class become crowded and noise. When the teacher can not master the students, the learning process can not run well. The

mature preparation very needed to make this method become success.

As conclusion, this method is influence students writing ability before and after using PjBL in learning process. It has been explain in chapter IV in data analysis that the score after using PjBL is improve. When the students used this method, it made the students more interesting and enjoyable, because they could produce a descriptive text by creatively with the correct aspects of writing, it can be proved by seeing the result from before and after teaching writing using PjBL method. Before using PjBL method, the students score very law because they got some difficulties and errors on the aspects of writing. In the other words, PjBL method can influence students score in aspects of writing to seventh grade students of SMP Negeri 2 Kediri Academic Year 2016/2017.

Suggestion

Based on the conclusions and implications above, there are some suggestions addressed to the English teacher, the students, and the other researchers.

1. For English Teacher

Based on this research, this method is effective to use in learning process especially in writing skill, the teacher should imitating this method to learn their

students not only in writing skill, it can be used in other skills.

Hence, this method needs long time but the researcher can limit the time by modifying the step in short time and preparing the students' material that they need. Besides, this method needs teacher's creativity in managing the classroom, because the students should work in group, and it makes the class become crowded.

2. For Students

The students can apply this method in other subjects, besides they can increase their motivation to study hard about English subject especially in writing skill.

Although this method can improve students' writing ability, they still need practice and actively participate in the learning process like doing the task, finding new vocabulary or asking the teacher about the material.

3. For Other Researchers

The other researcher can use the result of this finding in their study by implementing this method to improve their study. Hence, this method needs well preparation and comprehension especially in the steps. Besides, the other researchers

can try to implement other methods like Problem Based Learning or Discovery Learning.

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