

ARTICLE

THE EFFECTIVENESS OF PROJECT BASED LEARNING MODEL TO TEACH WRITING TO THE TENTH GRADE STUDENTS AT SMAN 1 PAPAR



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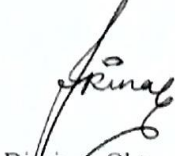
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ABSTRACT

Writing is one of the skills that should be mastered by the students. This skill is considered difficult because they have to find out the ideas to create a text in written form. In writing skill, the students need to do more practices in composing, developing, and analyzing the ideas. The teacher must use the innovation ways, one of it is by using Project Based Learning as a model. The fun materials with clearly explanation also makes the students is not getting bored and understand what teachers convey the materials during the lesson. There are 2 problems of the research: (1) How are the students' writing ability after being taught using PjBL to teach writing of the tenth grade Students of MIA 2 at SMAN 1 PAPAR?, (2) How are the scores for each aspect of writing of the tenth grade Students of MIA 2 at SMAN 1 PAPAR? The approach of this research is Quantitative Research and pre-experimental design as a technique that is one-shot case study. The sample of this research was class X MIA 2. This research was held in three meetings divided of treatment, second-treatment, and post-test. The researcher used essay test of descriptive text as the instrument to collect the data. She used the Mean Score to analyze the data of the students. Based on the data that has been collected by the researcher showed that most of the students got the good score. It can be seen from the mean of the score is 85. By looking the result of the aspects of writing that teacher used, they are: content, vocabulary, and mechanics, the highest score is located on the content that is 91. While the value of vocabulary is 77. And the result of the mechanics aspect is 84. That was evident after the teacher being taught by using Project Based Learning Model could make most of the students interested followed the lesson and the model brought good effect for the tenth grade students' writing ability of MIA 2 on descriptive text at SMAN 1 PAPAR. The model makes the students more active, creative, motivated and it makes them to be a designer or developer the materials in the real world. Thus, the researcher suggested that Project Based Learning is the appropriate model that can be used by the English teacher.

Keywords: Writing, Teaching Writing, Project Based Learning

I. BACKGROUND

Writing is very important in studying English by the students. Writing is one of the skills that considered have many difficulties in improving students' ability. Because from that skill they have to develop the ideas as well in written form.

According to Myles (2002: 15), writing is a skill which needs an effort and much practice in composing, developing, and analyzing ideas.

Moreover, Nunan (2003: 88) said that writing is a both a process and a product. A writer imagines, organizes, drafts, edits,

read, and rereads. He continued his statement that what the audience sees, whether it is an instructor or wider audience, is a product-an essay, letter, story, or research report. All the statements mean that writing is a complicated skill that in processing have to be details and complete for resulting the product. In other statement from him, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader. In this case, the students have to think hardly and make the paragraph to produce the product.

When the students want to produce into a good writing, they should notice through some steps. Those steps conducted by Harmer (2004: 4), there are four steps: planning, drafting, editing (reflecting and revising), and final version. In planning, the students plan what they are going to write, such as about the purpose (the language and information that will be used), the audience (choosing the language that make audience understand clearly), and the content structure (it contains of the next step in developing ideas). The second step is drafting. From drafting, the students have to consider in the previous step to make a draft in developing the

ideas. The third step is editing, that means the students make the draft is completed and fixed. The last step is final version. In this step, the students need to add as many as information which they guess is important. Some aspects of writing stated by Heaton (1988: 146) are content, organization, vocabulary, language use, and mechanics. Those aspects are used in considering aspects of writing by the teacher to assess the students.

In teaching writing, the teacher must be able to give the students a lot of activities in writing to produce a text. Statement by Nurhajati (2016: 52) said that teaching writing is facilitating students with learning activities in order that they are able to produce a written text. Many activities can increase their thinking in writing.

The way how to make the students have an interest in writing is by choosing the appropriate teaching learning models. There are some learning models, they are: Problem Based Learning, Project Based Learning, and Discovery Learning. According to Permendikbud Number 22 (2016: 3) concludes that to make the students produce the contextual work in individual or grouping, the teacher suggests to use learning approaches that produce of product, that is Project Based Learning.

Project Based Learning is an instructional approach build upon learning activities and real tasks that have brought challenges for students to solve. Moreover statement by Larmer *et. al.* (2015:1), Project Based Learning (PjBL) provides for students to build qualities and understand how it applies to the real world. From those definitions, it can be concluded that learning by using Project Based Learning is one of the ways to improve the students' qualities and gives the same opportunity to solve the project in the real life.

Furthermore, there are many researchers found that Project Based Learning is appropriate and effective model to teach writing. A study from Taarum (2015: 6) found that this model allows the students to work in individual or grouping. Another statement by Pradana (2015: 8) found that Project Based Learning can be applied in the teaching learning process of English, especially for teaching learning writing. Project Based Learning makes the students solve the project challenge and makes them to be more creative, active, and motivated.

Based on all the explanations above, the researcher wants to write her research entitled "THE EFFECTIVENESS OF PROJECT BASED LEARNING MODEL

TO TEACH WRITING TO THE TENTH GRADE STUDENTS AT SMAN 1 PAPAR". This research conducted to identify the students' writing ability after being taught using Project Based Learning to teach writing of the tenth grade Students of MIA 2 at SMAN 1 PAPAR and to measure the score for each aspect of writing of the tenth grade Students of MIA 2 at SMAN 1 PAPAR.

II. METHOD

In this research is using quantitative approach. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 26) explain that quantitative research may be further can be classified as experimental or nonexperimental. The researcher is decided to use experimental research. Campbell and Stanley in Arikunto (2010: 123), stated that there are two kinds of experimental research, they are: Pre Experimental and True Experimental. The design of this research is One-shot case study. It is consist of Treatment and Post-Test. The dependent variable of this research is students' writing ability and the independent variable is Project Based Learning.

This research was conducted from SMAN 1 PAPAR of the tenth grade Students in academic year 2017/2018. The researcher was taken on November 2017

until May 2018. The population is chosen 1 class of the tenth grade Students of MIA 2 at SMAN 1 PAPAR. The class consists of the 34 students, they are 10 males and 24 females. She divided into 7 groups, for each groups consist of 4-5 students. The instrument is Treatment and Post-Test in the learning of writing by using descriptive text. In the treatment, the researcher gives some practices about describing places to the students in the form of example of worksheet that the researcher made, then they complete vocabularies into paragraph. The next instrument is Post-Test. In this test, the researcher is giving the worksheet project that describing of unique parts of place on descriptive text. The students can work in grouping or individually.

The data was analyzed by using Mean to measure the aspect of students' writing. The purpose is to know whether the students' writing ability after being taught using Project Based Learning gives influence to the students' writing ability of the tenth grade Students of MIA 2 at SMAN 1 PAPAR.

III. FINDINGS AND DISCUSSION

This part is talking about the research finding between students' writing ability after using Project Based Learning as a model teaching learning of writing. The

result of Post-Test showed that the Mean of all aspect in students' writing is 85. For each aspect, they are: content, vocabulary, and mechanics are having different score. In the content is 91, followed by the vocabulary that is 77, and the mechanics of score is 84. It can be concluded, that Project Based Learning helps the students to develop the content well. Most of the students might be good in developing the content, but they do not too pay attention on the choice of words that they use. Thus, the mean of vocabulary is 77. Followed by the last result of mechanics aspect is 84. These tells about the spelling, punctuation, and capitalization.

By seeing the students' score of writing after using Project Based Learning in descriptive text, most of the students got score above the Minimum Mastery Criteria (KKM). The researcher also reveals that by using Project Based Learning as a model is effective and increase the students' writing ability to be more creative, active, and motivated.

In discussion, According to Simpson (2011: 58) mentions there are four main steps in Project Based Learning model, they are: starting the project, developing the project, reporting to the class, and assessing the project. All of the steps are appropriate way for the students to apply in writing project.

IV. CONCLUSION

After conducting this research, the researcher concludes of previous chapter. She states that writing is one of the skills which have to be learned by the students. Because the communication is not come from orally, but also in writing. The next is talking about Project Based Learning that included of suitable model by the teacher to teach English, especially in writing skill. This model makes the students to improve their qualities ability for preparing to be a designer or developer materials as well. The teacher also gives same opportunity to students in delivering the project with discussing others. By looking the students when they solve the project as well, it can be seen that by using this model is effective and make them to be more creative, active, and motivated.

From this research, there are some suggestions for the English teacher and the other researchers. She suggests to the teacher that by using Project Based Learning is bring advantages in teaching learning process, because these makes the students to be more creative, active, and motivated. The teacher should convey the material clearly and gives lots of exercises which can make the students interested in writing. The teacher also let them to

exchange the ideas with other friends, because it helps them creatively to complete the project. Then, for the other researchers, she suggest that this research can be used as references to give strength on increasing the writing skill by using Project Based Learning especially to descriptive text.

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