

The Effect of Using Project Based Learning Method on Students' Writing Skill

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan metode Project-based Learning (PjBL) terhadap keterampilan menulis siswa siswa kelas dua di SMAN 2 Tapung Hilir. Desain penelitian ini adalah penelitian eksperimen yang berhubungan dengan dua variabel. Variabel pertama adalah metode pembelajaran berbasis proyek sebagai variabel independen dan variabel kedua adalah keterampilan menulis siswa sebagai variabel dependen. Sampel penelitian ini adalah 61 siswa siswa kelas dua di SMAN 2 Tapung Hilir. Lebih lanjut, ada dua kelas dari penelitian ini. Ada kelas eksperimen dan kelas kontrol. Untuk mendapatkan data, peneliti memberikan teks penjelasan siswa sebagai tes menulis. Data dianalisis dengan menggunakan paired sample T-test melalui program versi SPSS 22. Berdasarkan hasil penelitian menunjukkan bahwa $t_{\text{was}} 8.682$ dan df adalah 29. Dapat dianalisis bahwa lebih tinggi dari t_{table} , sebesar 0,05 pada taraf signifikansi ($8.682 > 0.367$), bahwa hipotesis nol (H_0) ditolak, sedangkan alternatifnya adalah hipotesis (H_a) diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan metode PjBL pada keterampilan menulis siswa siswa tahun kedua di SMAN 2 Tapung Hilir.

Keywords: *Project-based Learning, Keterampilan Menulis*

ABSTRACT

The objective of this research was to know the effect of using Project-based Learning (PjBL) method on students' writing skill of second year students at SMAN 2 Tapung Hilir. The design of this research was experimental research which was deal with two variables. The first variable was project based learning method as independent variable and the second variable was students' writing skill as dependent variable. The sample of this research was 61 students of second year students at SMAN 2 Tapung Hilir. Further, there were two classes of this research. There were experimental class and control class. To obtain the data, the researcher gave the students explanation text as writing test. The data was analyzed by using paired sample T-test through SPSS 22 version program. Based on result shown that t_o was 8.682 and df was 29. It could be analyzed that t_o is higher than t_{table} , of 0.05 on the significance t_{table} ($8.682 > 0.367$), that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. It can be concluded that there is significant effect of using PjBL method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

Keywords: *Project-based Learning, Writing Skill*

INTRODUCTION

Language is used as a tool for communication. Besides, it functions as a vehicle for acquiring knowledge. Many types of language in this world included human language, animal language, sign language, and etc. In Indonesia have

742 of local languages. They are using Bahasa Indonesia as National language and English as foreign language.

English is the one of international language, but in Indonesia it was being foreign language. As foreign language in this country, it supposes to all of English teachers can be able to strive in teaching English subject. It is not only main content but also understanding of four English skills clearly. There are four of English skills, such as listening, speaking, reading and writing. As a beginner learner students need to achieve all of four language skills without exception. Learning English skills start from listening first, secondly speaking and reading and lastly, writing. The four language skills are related to each other in two ways they are the direction of communication (in or out) and the method of communication (spoken or written). Spoken input from listening and speaking as output, in other hand written start from reading and the output is writing.

Writing English text in Indonesia is difficult for students. There are not only comes from junior high school or senior high school students, but also university students. It makes many problems and matters arise during teaching and learning process of writing in the EFL classroom. According to Richards and Renandya (2002) explained that writing is considered as the most difficult skill to be mastered by the students. This condition makes students were lazy to write when they should write an English text because of they do not understand that they are going to do. It could be most difficult in learning English, many students always get stuck in their writing because of lack many things such as lack of vocabularies, knowledge, information, ideas and also grammar, because of English is not their own language. In this case, teachers should be upgraded all of the way in teaching-learning process, included methods.

Based on researcher's pre-observe at SMAN 2 Tapung Hilir, researcher finds that conventional way still exist in teaching English. The students still needs a lot of explanation from their teacher even though they are already using new curriculum (K13) officially. On third year students they are not using yet

K13 that makes the teachers influenced. On previous semester based on their syllabus at second years students they are not learn about any kinds of English text, they are only learning about Expression. Moreover, in expression material students are write some of conversations only but it are not valuable and appropriate to students' writing skill progression.

The teacher teaches writing in the classroom just using read-write (dictation) system. Teacher as reader and students will write down all of words that teacher did that it makes not really appropriate for students' writing skill progression. It is only focus on improving some vocabularies and listening comprehension. Likewise, the researcher also wants to introduce this method for improving the quality of teachers' skill on teaching and learning process that hopes it will be helpful for all of the teachers who have difficulties on applying K13 officially.

Writing has many aspects that students must understand included content, organizing, grammar, vocabulary and mechanics. It can be the reasons that students must know and understand clearly about writing. Furthermore, teaching writing is not enough with read-write or dictation system only. Teacher should improve their teaching method to progress students' writing skill, it makes the researcher suggests this method to all of English teacher at SMAN 2 Tapung Hilir to use this method on their teaching activity.

Project Based-Learning method focused on students center alike based of curriculum K13 that use. It will make easy to teach with this method, the classroom will be conducted with K13 officially without influenced with the previous curriculum. It is also involved they dynamic classroom that can be avoid students' pressure. Besides, according to Katz & Chard (2000:2) as quotes by Fida Oktnia (2017:4) claims that project based learning is very effective method that allows the students to throw out opinions about the topics covering fields of interest, to ask questions, to estimate, to develop theories, to use different tools, to use the skills acquired in the context of a real and meaningful life and allows learner to solve problems and answer question in a

creative way in the classroom and outside. It means that project based learning technique is appropriate and suitable to influence the development of students' skill and ability which is project based learning can decrease students' obstacles in learning English.

Method is a particular procedure for accomplishing or approaching something, especially a systematic or established one. It means teaching-learning process needs not only technique but also teaching learning process needs method. In choosing technic and method should follow curriculum that used. Nowadays, in new curriculum (K13 Revise) focus on student center. It has similar purpose and base of Project Based Learning that can make easy to use PjBL (Project Based-Learning) technique in teaching and learning English process.

Project based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems (Wikipedia). For more comparison, Bell states that Project-based Learning (PjBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century and Holm said that Project-based learning can be described as student-centered instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge.

Moreover, Markham (2011) defines "Project-based learning integrates learning and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter". Besides, according to Ferrara (2012) explains that Project- based learning is a systemic teaching method that engages students in learning essential knowledge and skills through extended, students influenced inquiry process structured around complex, authentic questions and carefully designed tasks and products. It make project based learning technique has lots advantages to use in the every situations and conditions of teaching and learning process.

From the experts above, the conclusion is project based learning method very appropriate and match with 21st century and also curriculum that used right now. It is not too difficult to apply and it is really suitable on the subject and content in the learning and teaching process. It means it not too waste half of time for nothing. So, project based learning can be appropriate way on students' writing skill that project based learning needs dynamic classroom to support teaching and learning process. Which is teachers as monitor and students as active learner also audience in the classroom, it can be avoid students' writing difficulties and obstacles.

a. Definition of Writing

Communication is important to this life. As a human, there are two kinds of the way human's communication which are oral form and written form. Writing is activity of written form. Writing is also an activity to deliver ideas, feelings, and information. It is between the writer and the reader communication that writing activity has a purpose to convey messages clearly and nicely. It is can be a productive activity which is writing has a product. Harmer (2004) states that writing is the only skill which enables learner to produce a real product, in which the product is touchable, readable, as well as keep able for a long period of time. Written language can be re-read again in accordance with what the reader needs.

b. Writing Components

Writing is the one of language skill. Richard (1992) exposed that writing skill is a system of written symbols which represents the sounds, syllables, or words of a language. In writing activity the writer should know each components of writing to be able to write well. Oshima and Hogue (2006:315) stated that there are five of writing components. They are:

1. Format
 - a) There is a title.
 - b) The title is centered.
 - c) The first line is indented.
 - d) There are margins on both sides.

- e) The paragraph is double spaced.
- 2. Mechanics
 - a) There is a period, a question mark, or an exclamation mark after every sentence.
 - b) Capital letters are used correctly.
 - c) The spelling is correct.
- 3. Content.
 - a) The paragraph fits the assignment.
 - b) The paragraph is interesting to read
 - c) The paragraph shows thought and care.
- 4. Organization
 - a) The paragraph begins with a topic sentence that has both a topic and controlling idea.
 - b) The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example.
 - c) The paragraph ends with an appropriate concluding sentence.
- 5. Grammar and Sentence Structure
 - a) Estimates a grammar and sentence structure score.

From the component writing that explain above, good writing result must be guided by the aspects of writing included of five aspects above. Writing components also have important role to students' writing skill. It can guide students to organize writing idea in writing clearly.

c. Writing Process

Writing has a process to be sentences, paragraph or text. Seow (2002) as quoted by Larasati (2015:16) explained the processes of writing are:

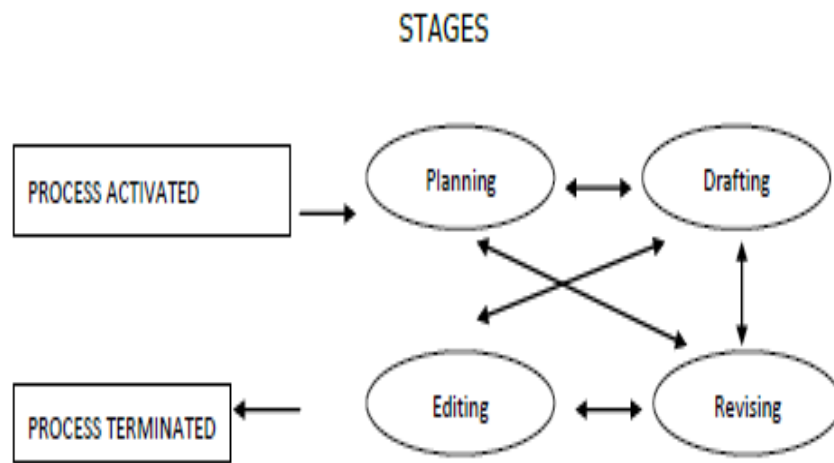


Figure 1. Stages of PjBL

- 1) Planning. Planning is the one of pre-writing. It is the first idea that makes the writer to think what will they going to write. In this part important to every writer before they are doing the writing activity. The pre-writing stage concentrates on stimulating students' creativity and letting them think about what they are going to write and how to approach the chosen topic (Bae: 2011). After they are choosing the topic they should have a plan of idea to write the text.
- 2) Drafting. Harmer (2004:5) states that drafting is a form of raw writing that needs to be revised before the final product are completed. It is only focused on fluency of their writing before the final product complete. Details of the content should be clear with the topic. As said by Bae (2011), students need to emphasize more on global issues, which are topic, organization, and evidence, while ignoring surface problems, likes spelling, punctuation, and wordiness. So, the students must pay attention with the content. The good writing texts have to make the reader understand clearly. It is not only topic but also all of the contents about the topic.
- 3) Revising. When the students do revising on their writing texts, they have to recheck and re-examine all of the text. It is not only the language error but also including contents and organization ideas. The purpose to make the product of writing can deliver messages clearly from the writer toward the readers. Revising also can make the text to be well written.

- 4) Editing. The editing stage is the stage in which the students put their pieces of writing into final form (Bae, 2011). It should be perfected form that can make the great final of writing. Ferris (2002) states that editing process refers to correcting grammatical, lexical, and mechanical errors, before turning in the final product of writing. So, in this stage the students ought to tidy up to gain better evaluation from the teacher, included language error and writing component.

d. Explanation Text

An explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge. Technical and scientific writing are often expressed in this form. Generic structures of explanation text are:

- 1) General statement. Stating the phenomenon issues which are to be explained.
- 2) Sequenced of explanation. Stating a series of steps which explain the phenomena.
- 3) Conclusion. An optional concluding statement can tie up the explanation.

There also have purposes of explanation text. Such as:

- 1) Explanation is a text which tells processes relating to forming natural, social, scientific, and cultural phenomena.
- 2) To explain how or why something happens.

e. Definition of Project Based Learning

Project based learning theory is the most popular on 21 century. It comes from John Dewey in 1897 that learning by doing. This theory grows up until now, it is passing many conditions and processes that can be project based learning that used now. Project based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. In the other hand , according to Ferrara (2012) states that Project- based learning is a systemic teaching method that engages students in

learning essential knowledge and skills through an extended, students influenced inquiry process structured around complex, authentic questions and carefully designed tasks and products. In this method, students as active learner and most dominating in teaching and learning process. They do independently even though they are on group system or on collaboration.

Markham (2011) defines that Project-based learning integrates learning and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Project based learning will decreasing laziness and low motivation to learn especially in learning English as a foreign language. They also feels confident and be brave to deliver their knowledge. Project-based learning concerns on the learning activity based on real world problems and challenges that require students to work as a team through meaningful activities and result in a final product, Simpson (2011). Stoller (2002) adds that project work is a part of cooperative learning.

f. Characteristics of Project-based Learning

Project based learning have several characteristics as following:

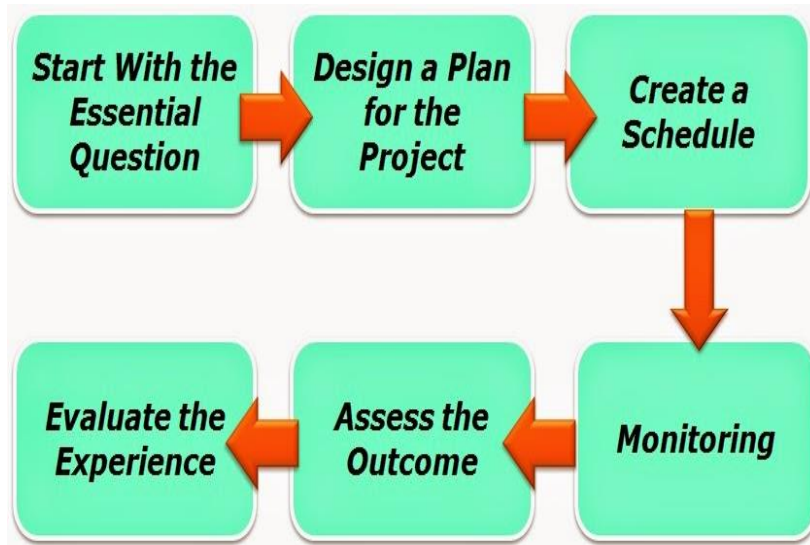
- 1) Project-based learning is an authentic learning. Through project-based learning, students are exposed to the real world situations while they complete their project (Markham et al., 2003). In 21st century this method is famous and familiar, this method offers student-centered that can make their expose the real world situation where they have to solve every problem not only theory but also they can practice directly to solve their own problem.
- 2) Project-based learning is student-centered. In this method, the teachers only have a role as monitor. Students will the most appearing in every moment. They do every project and problem by themselves no matter what they do the will individually trying better and be autonomous. It has many benefits, one of them is improving they skill without depends on the others included their teacher. Student Through project-based learning, students are urged to

plan, complete, and present the task (Simpson, 2011).

- 3) Project-based learning is cooperative. Project-based learning, students are exposed to motivating and challenging activities which require collaboration as well as motivation (Herrington and Herrington, 2006). It is including classmates and teacher. It is suitable to make a group discussion but still follow the instructions and procedures of project based learning. Sharing and discussing will motivate all of the students who get stuck and despair in learning and teaching process. It breaks their mindset of cannot do well to can be able doing better than the past.
- 4) Project-based learning leads to the integration of skills. According to George Lucas Educational Fundamental (2005) explain the steps of project best learning start from essential question, design a plan, creating schedule, monitoring assess the outcome and evaluate experience. All of the steps of project based learning will get a great respond and provoke to involve themselves that indirectly they will trying to listen, write, read and speak. Stoller (2002) states that through project-based learning, students need to process information from various sources. So, it leads to the integration of each skill.
- 5) Project-based learning culminates in an end product. The value of the product lays both in the final product and in the process of making the product as the project work has a process and product orientation (Stoller, 2002). Not only through writing activities will culminates in an end product but also every project of students will gain product based on the subject of project. Work hard and cooperatives of students is obtaining product no matter they do better or not project always follows by product.

g. Steps of Project-based Learning (PjBL)

According to the George educational foundation (2005) retrieved from Larasati (2015:32) the steps of Project-based Learning are:

**Figure. 2 PjBL Steps**

- 1) Start with the essential question. Essential question is needed in this method which the questions should be integrated with the topics. It much better than task at hand that will pose problem and situation based on the materials. For getting students' interests, it may use recently problem or situation which is make the students feels curious and will answer the questions with the spirit of study that questionnaire also related with the topic.
- 2) Design a plan for the project. Design a plan for the project has to involve both of students and teacher. In design a plan for the project, teacher should give a chance for student to participate by sharing their ideas. Students have an active role in deciding activities. They also have to know what they should do. It includes the explanation about the rules of the project development, the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project.
- 3) Create a schedule. To finish the project, teacher and students will create a schedule to decide the time allocation of working the project, and deadline to submit the project. Every student must submit the end product on time. It means project has a timeline when they begin and finish it depends on the agreement of both.

- 4) Monitoring. Teacher as monitor responsible to observe all of the progression, guide the students during the project development, facilitate the learning process and help the students when they get stuck or misunderstanding, and lastly, to ensure that every students is involved on the project. So, the role of teacher is only for monitoring students.
- 5) Assess the outcome. Students' achievement will gain of this phase. Product will assess by the teacher that it will give students feedback in understanding the material. Assessment also helps teacher in designing instruction to teach more effectively. So, the teacher can improve quality of teaching and learning process.
- 6) Evaluate the experience. This is the last stage of project development where the teacher and students reflect on the project they have done. At this stage, the teacher needs to make sure that the students are able to find answers of essential question. The teacher and students share their experience of conducting the project and discuss about the projects, what needs change and improvement for the following project, as well as share ideas on the new projects. It means disadvantages of the way that use before should be upgraded to get perfection of method until appropriate to use both of students and teacher in doing the next project.

METHOD

This research used experimental design which consisted of two groups such as control group and experimental group. Therefore, the experimental class was treated by using project-based learning method and control group was treated by conventional way. The sample of this research were XI IPS 2 as experimental group and XI IPS 3 of SMAN 2 Tapung Hilir as control group. To convey the data, researcher distribute writing test.

FINDINGS AND DISCUSSION

Researcher found the mean score of experimental class in pre-test was 50.67. After four meetings the researcher gave treatment using project based learning method, students were faced the improvement of writing skill. The

researcher found out the mean score of post-test in experimental class, it increased to 79. This evidence indicated that teaching using project based learning method was successful.

Furthermore, the highest score in pre-test was 90 and post-test was 95. The lowest score was 25 and 60. From the calculation above, PjBL method has a significant effect on students' writing skill and also gave the positive effect for students' writing skill.

Table Paired Samples Test

		Paired Differences				t		df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Lower	Upper		
Pair 1	ExPre-test - ExPost-test	-28.333	17.876	3.264	-35.008	-21.658	8.682	29	.000
Pair 2	CoPre-test - Co Post-test	8.065	24.382	4.379	-.879	17.008	1.842	30	.075

Based on table above, it could be seen that t_0 was 8.682 and df was 29. So, project-based learning method has a positive effect on students' writing skill with t_0 was 8.682 and df was 29 at level 5%. Based on t_{table} , it could be shown that t_0 is higher than t_{table} of 0,05 on the significance t_{table} ($8.682 > 0.367$), that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. It can be concluded that there is significant effect of using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

CONCLUSION

Based on the result of the research, researcher was concluded that there is a significant effect of using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir. Besides, students' result in experimental class was satisfied than control class.

So, Project-based Learning method has a positive effect on students' writing skill with t_0 was 8.682 and df was 29 at level 5%. Based on t_{table} , it could be shown that t_0 is higher than t_{table} of 0,05 on the significance t_{table} ($8.682 > 0.367$), that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. It can be concluded that there is significant effect of using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

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