

THE IMPLEMENTATION OF PROJECT BASED LEARNING (PjBL) TO IMPROVE THE STUDENTS' WRITING SKILL AT SEVENTH GRADE OF SMP SWASTA YPK PEMATANG SIANTAR

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ABSTRACT

The aim of this research is to find out the implementation Project Based Learning can improve students' writing skill at SMP Swasta YPK Pematang Siantar. This was a research with quantitative approach. The method in this research was true experimental with pretest-posttest control group design. The samples were 60 students of junior high school, 30 students classified as the experimental group and 30 students as the control group. It was used the writing test for the instrument and the data was analyzed using SPSS 2.6. The results of the data analysis indicate that hypothesis testing of posttest scores, it is found that $t_{count} = 8.973 > t_{table} = 1,699$ at the significance level $\alpha = 0,05$ and degrees of freedom $(df) = 29$, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there are significantly differences on students' skill by using Project Based Learning (PjBL) and without using Project Based Learning (PjBL) in writing in procedure text at seventh grade of SMP Swasta YPK Pematang Siantar. This is also supported by Sholihah (2017) that Project Based Learning gives the experience to students discussing and develops their critical thinking. The learning activity also is not teacher centered, because the researcher asked the students to design a plan and record video with the topic they choose. While the students were doing the project, the researcher was monitoring the progress of their project. This project increased the teamwork so that student could be more active in learning activity. After doing the video project, the students asked to write down the procedure text step by step based on the video they made. By doing the project video, the student could understand the process step by step of making a procedure of something, and could improve their writing better directly from the experience.

Keywords : Project Based Learning, Writing Skill, Procedure Text.

I. INTRODUCTION

The Background of Research

Language is a means of communication using agreed signs, sounds or gestures that are understandable to others. English is the most widely used language globally, with vocabulary, pronunciation, and grammar being key components of effective communication. Writing is an important tool for expressing ideas, sharing experiences and opinions. Procedure text is one of the basic texts that students should learn to write and has a specific purpose to tell someone how to do something. Students often find writing to be a difficult skill to master, with challenges such as grammar, vocabulary, and organization. The learning model is a guide for planning classroom activities and can increase student motivation and learning outcomes. The text discusses different learning models, including Project Based Learning, which allows students to create something using their own creativity and can improve their writing skills. This approach is based on the constructivist approach to learning and provides an authentic, challenging, and multidisciplinary environment for students to design, carry out, and evaluate a project. The researcher believes that Project Based Learning can motivate and empower students and facilitate language construction through collaborative group work. The researcher applied Project Based Learning to grade VII students at SMP Swasta YPK Pematang Siantar to see if it would solve their problems with writing procedure text.

The Problem of Research

Considering to the problems of teaching and learning in writing has been described in the background of the research, this research is addressed to answer the following question: "Does The



Implementation of Project Based Learning (PjBL) Improve Students Writing Skill at Seventh Grade of SMP Swasta YPK Pematang Siantar?"

The Objective of Research

This research is aimed to obtain the empirical evidence about the implementation of Project Based Learning to improve the students' writing skill at seventh grade of SMP Swasta YPK Pematang Siantar

II. THE REVIEW OF LITERATURE

Definition of Writing

Nation (2009) cited in (Mayekti et al., 2022) who states that writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. Writing is a process organizing the idea, opinions, and feelings into written form. Then (Hanson, 2009) said writing which are ideas and memories spill onto pages and computer screens. Writing helps the brain organize and reflect. Based on the definition of writing above, it can be conclusion that writing is a process of stimulate thinking that organizing the idea, opinions, and feelings into written form. Writing encourages the ability to summarize, analyze, and criticize.

Definition of Procedure Text

According to (Knap & Watkins, 2005), Procedure instructions such as recipes and instructions are affected teach someone how to get something done and the steps to the procedural instructions are purpose, document, and sequence steps (Lubis et al, 2020). Based on that, procedure text means a piece of text gives the reader instruction for doing something. Procedure text explains how something can be done such as direction, recipes, instruction manual, and itineraries.

Definition of Project Based Learning

Project Based Learning is a model or innovative approach to learning, which emphasizes the contextual learning through complex activities, (Cord, 2001) cited in (Indrawan, 2019). Project Based Learning focuses on the concepts and principles of the main (central) of a discipline, involving students in problem-solving activities and other meaningful tasks, giving learners opportunities to work autonomously reconstruct to learn on their own, and the summit produce learners work value, and realistic. The researcher concludes that the application of Project Based Learning is able to make students experience a learning process that is developed based on constructivism. Students are given the opportunity to dig up information on their own, design the project, limit the time to finish, and reflect on the activities and results of projects that have been carried out by themselves.

III. THE METHOD OF RESEARCH

The Research Design

The text discusses the importance of research design in a successful research project, which is a plan designed by a researcher to achieve research objectives in a valid way. There are three approaches to research design: qualitative, quantitative, and mixed methods. The research in the present text is classified as a quantitative research utilizing a true experimental method and a pretest-posttest control design, with Project Based Learning as the independent variable and the students' writing skill of procedure text as the dependent variable. The writer selects students representing the population of the research and assigns them to the experimental and controlled classes based on their scores while learning English in SMP Swasta YPK Pematang Siantar. Pre-tests and post-tests are given to both groups, and different treatments are provided to them to obtain significant results. The writer aims to examine whether Project Based Learning shows improvement in the students' writing ability of procedure text or not.

The Location of Research

This research is conduct at SMP Swasta YPK Pematang Siantar with academic 2022/2023, which is located at Jl. Seram Atas No. 15 Pematang Siantar. This research chooses SMP Swasta YPK Pematang Siantar because the researcher has been experienced internship for three months and found that the students' writing skill especially writing procedure text at the seventh grade students' must be improved.

The Population and Sample

Population of this research is the whole seventh grade students of SMP Swasta YPK Pematang Siantar on the second semester of academic year 2022/2023. There are two classes of seventh grade in



SMP Swasta YPK Pematang Siantar Sample in this research is all the seventh grade students of SMP YPK Pematang Siantar. To decide which class will be the control class and the experimental class, the writer considers making lottery paper. The quantity of students in each class of the population as follow:

Table 1. Population of the Research

No.	Class	Number of Students
1.	VII – 1	30
2.	VII – 2	30
Total		60

The Technique of Collecting Data

In the process of collecting the data involved a writing test as the instrument of the research. According to (Brown, 2004) cited in (Sumarni, 2015) stated that a test should be given to measure a person's ability, knowledge or performance in a given domain. In this research, the writer used pre-test and post-test as the written test. The pre-test is intended to know the students' writing ability before the treatment given. While the post-test is given to measure whether the Project Based Learning has a significant effect toward the students' writing ability of procedure text or not.

The Technique of Analyzing Data

In the pre-test and post-test assessment. Researchers calculated the frequency and normality of testing using SPSS version 26.0. The steps we have to do in the SPSS 26.0 program are frequency, statistic table, test of normality, test of homogeneity, testing hypothesis

IV. THE DATA AND DATA ANALYSIS

The Data and Data Analysis of Research

Based on the calculation of frequency, statistic and normality, the researcher got the result that all data in pre-test and post-test of both control and experimental class are normal distributed. Homogeneity test were used to decide whether a test was homogenous or not. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used a requirement to calculated t-test. Then, the next calculation was finding of homogeneity test by using SPSS Version 26.00 as follows :

Table 2. Homogeneity of the Research

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post Test Experimental and Control	Based on Mean	5.040	1	58	.229
	Based on Median	4.033	1	58	.049
	Based on Median and with adjusted df	4.033	1	39.629	.051
	Based on trimmed mean	4.272	1	58	.243

Determination of variance from several populations has the same variance or cannot be seen from the significance value. This rese use a significance level $\alpha = 0,05$. If sig > 0,05 then the data is declared to have the same variant, and if sig < 0,05 then the data is not declared to have the same variant. The table above shows that sig 0,229 > 0,05 then the data in the two class have the same variant (homogeneous), meaning that the data come from the same population.

Table 3. Population of the Research

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	Post Test Experimental - Post Test Control	18.533	11.313	2.065	14.309	22.758	8.973	29	.000



Based on the table above, it can be said that $t_{\text{count}} = 8.973 > t_{\text{table}} = 1,699$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 29, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there are significantly differences on students' skill by using Project Based Learning (PjBL) and without using Project Based Learning (PjBL) in writing in procedure text at seventh grade of SMP Swasta YPK Pematang Siantar.

The Finding and Discussion of Research

Based on the data of the analysis, it can be concluded that hypothesis testing of posttest scores, it is found that $t_{\text{count}} = 8.973 > t_{\text{table}} = 1,699$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 29, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there are significantly differences on students' skill by using Project Based Learning (PjBL) and without using Project Based Learning (PjBL) in writing in procedure text at seventh grade of SMP Swasta YPK Pematang Siantar. This is also supported by (Sholihah, 2017) that Project Based Learning gives the experience to students discussing and develops their critical thinking. The learning activity also is not teacher centered, because the researcher asked the students to design a plan and record video with the topic they choose. While the students were doing the project, the researcher was monitoring the progress of their project. This project increased the teamwork so that student could be more active in learning activity. After doing the video project, the students asked to write down the procedure text step by step based on the video they made. By doing the project video, the student could understand the process step by step of making a procedure of something, and could improve their writing better directly from the experience.

V. CONCLUSION AND SUGGESTION

Conclusion

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Suggestion

For English Teacher

Considering the advantages of Project Based Learning (PjBL), it is suggested that the English teacher of the apply PjBL as an alternative way in teaching procedure text. It's supported by the result finding that Project Based Learning (PjBL) not only help teacher improve the students' writing skill but also teachers' performance and student participation. The teacher is expected to be motivating the students in order to be excited in learning English since many student regard English is hard to learn.

For Students

The students can apply and practice Project Based Learning (PjBL) by following the steps and to improve their writing skill. By doing a project students can experience a real action and improve their language learning.

For Further Researcher

The researcher suggest the future to conducted classroom action research by using Project Based Learning (PjBL) to improve writing skill especially in writing procedure text.

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