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The effect of project-based learning on writing skill for the seventh grades student

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Article Info

ABSTRACT

This study aims to know the effect of Project Based Learning to the students' writing skill in descriptive text in the seventh-grade students of SMPN 3 Maospati in which the experimental research design was applied. The total of students are 30 hich is sample consisted of 14 males and 16 females students. The essay test of writing descriptive text was used to collect the data about the students' writing skill before and after the treatments about teaching writing using project based learning. Then the data were analyzed using statistical formula of t-test computation. The result shown that the students'total score of experimental class post-test is 2170, and then total score of pre-test is 1758. It means that students' score increased. Based on the data report of the table of t-test based on signification, the result of this research showed that T-score $0,003 < 0,05$. It means that was significant so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. In conclusion, there is significant effect of teaching writing. It can be concluded that the Project Based Laearning (PJBL) method is not effective in teaching writing.

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1. INTRODUCTION

Writing is an important skill for language learners especially for EFL students which should be mastered. It is one of the skills of English which is very challenging. Many researchers conduct the study in the area of writing Styati (2016) states that writing using media youtube and picture series, Styati (2017) mentions writing can be accommodated using authentic materials, Vendityaningtyas & Styati (2018) say writing using computer mediated communicatin and face-to-face communication, Styati & Latief (2018) report writing using pair work activity, and there are still many schoolars who conduct the study on writing. However, many studies on writing it is still demanding skill to be overcomed.

Students also have difficulties in vocabulary, grammar and text structure. According to Mukarromah & Suryanto (2022) there are many students face the problem in writing because of having low ability in vocabulary, getting difficulty in using grammar, having trouble to express their ideas, and also having low interest in the lesson. In general, students need to know how to write, how to correctly express an idea in, and how to process and form sentences that can give meaning.To solve this problem, a learning model that uses project based learning is proposed.

Project-based learning (PJBL) is a learning method that emphasizes students to deal with real issues and problems that are useful for them. Project-based learning (PJBL) is a learning method that emphasizes students to deal with real issues and problems that are useful for them. The implementation of project based learning is to facilitate students in developing certain skills such as

writing, providing learning processes that can be significantly beneficial for students, increasing creativity and motivation, and increasing discipline and collaboration of students Syahmadi (2014). While according to Artini et al. (2018) investigates the impact of PjBL on learners' productive English skills. Research results showed that PjBL influence learners' positive attitudes toward learning a foreign language. The results also showed that the PjBL activity improved her EFL learners' communication skills, especially writing. From Ekawati (2018), this research explain the two main steps of teaching by project based learning (PJBL) with different types of texts recount text. This model requires students to learn independently, and be able to be creative more freely.

This study focuses on the effects of project-based learning on writing skill for seventh grade students, focusing on content, organization, grammar, vocabulary, and mechanics. Previous studies Eka and Utami (2019) have shown that this model is good in teaching learning process. This research focuses on teaching writing descriptive text grade seventh, which focuses on content, organization, grammar, vocabulary, and mechanic especially comas. Previous studies have shown that project-based learning narrative text on senior high school grades tenth.

2.   RESEARCH METHOD

This research was conducted by using quasi-experimental study. Based on Creswell (2009) "A quasi-experimental study is a research that assigns intact groups the experimental and control". Moreover, a researcher needed to know the causal relationship when used experimental and control classes at the same time. In this study, the researchers used a population of all seventh-grade students of Maospati State Junior High School. The total population in class VII is 210 students. The sample of this research was two classes. The sample was class VII E as experimental class and VII F as control class which consisted of 30 students each class. The research was conducted in four meetings.

The instruments used by the researcher was writing test. Writing test was employed to get the students' scores in pre-test and post-test. The researcher also used writing rubric by Styati and Latief (2018) to assess the students' writing skill. In the test, a writing test in the form of an essay test by adopting the writing test from English book "LKS Grade VII" for Grade VII. In the pre-test activity, the researcher will give the test before students are taught using Project Based Learning (PJBL).   The assessment criteria used in the test was the six criteria for assessing writing skill namely content, organization, vocabulary, grammar, and mechanics completion proposed by Styati and Latief (2018).

To analyze the data the researche used independent t-test which was used to evaluate the plausibility of a hypothesis using data samples. The goal of hypothesis testing was to determine whether or not the null hypothesis (no difference, no effect) can be accepted or rejected.

3.   RESULTS AND DISCUSSION
3.1 Pre-Test Data

The pre-test data have two classes which as a simple, there are the experimental class VII E and control class VII F. The students from experimental class who participated in this class are 30 students. Then students who got the score around 40-70 are 26 students. The students who got the score up to 70 are 2 students. The total of pre-test in experimental group is 1758 and the mean of the whole score is 58,60. Meanwhile the minimum score is 36 and the maximum score is 91. The students from control class who participated in this class are 30 students. Then the students who got score around 40-70 are 23 students. The total score of pre-tests in control group is 1700 and the mean of the all score is 56,67. Meanwhile, the minimum score of the students is 25 and the maximum score is 88. After get the pre-test data above, the researcher calculate the normality testing. This normality test is used measure the score of students' writing is normal or not. The data normality in this research is by using Shapiro-Wilk test. The result of normality test as followed:

Table 3.1 The Result of Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre_Ex	,142	30	,126	,941	30	,098
Pre_Cont	,119	30	,200[*]	,975	30	,695

Tests of Normality

The researcher conclude that the data is normal. The table shows that the result of the score from experimental class is 0,126. It means that the data of experimental class is normally distributed because the significance value is higher than a value (0,126 > 0,05). Then, the result of control class score is also higher, that is 0,200 which is higher than 0,05 (0,200 > 0,05). So, it can be concluded that the significance data of both classes are normal because of the result more than a = 0,05 (0,126 > 0,05 ; 0,200 > 0,05).

After calculate the normality testing and get the normal data, the researcher also calcite the homogeneity testing. The homogeneity testing is used to know the homogeneous data. The homogeneity of the data can see by using Statistical Package for Social Science (SPSS) 16.0 version which used Levene's test and employed 0,05 for the alpha value.

Table 3.2 The Result of Homogenity Testing

Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
,047	,830	,487	58	,628	1,933	3,974	-6,021	9,888
		,487	57,964	,628	1,933	3,974	-6,021	9,888

Based on the table 3.2 the significant value of writing score is 0,830. The basic decisison of homogenity test is 0.05, if the significant value is less than 0.05 the data is not homogeneous. In table 3.2 significant value above 0,830 is more than 0.05. It shows that the data have homogeneous distribution.

3.2 PostTest Data

The students who participated in experimental class and control class are 30 students. Meanwhile, the minimum score of the students on experimental class is 65 and the maximum score is 93. The total score of pre-test in experimental group is 2417 and the mean of the all score is 80,57. Then the minimum score of the students on control class is 50 and the maximum score is 90. The total score of post-test in control group is 2208 and the mean of the all score is 73,60.

Tabel 3.3 Normality Text

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post_Ex	,142	30	,124	,959	30	,300
Post_Cont	,138	30	,153	,959	30	,290

a. Lilliefors Significance Correction

The researcher get the conclusion that the data is normal. From the table, it is presents that the significant result of the score from experimental class is 0,124. It means that the data of

experimental class is normally distributed because the significance value is higher than a value (0,124 > 0,05). Then, the result of control class score is also higher, that is 0,153 which is higher than 0,05 (0, 153 > 0,05). So that, it can be concluded that the significance post-test data of both classes are normal because of the result more than a 0,05 (0,124 > 0.0 ; 0,153 > 0.05) and the independent sample t-test is done.

Tabel 3.4 The Independent Sample T-Test of Post-Test Experimental and Control Class

Independent Samples Test								
Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
1,824	,182	3,082	58	,003	6,967	2,260	2,442	11,491
		3,082	54,242	,003	6,967	2,260	2,436	11,498

Table 3.4 shows about independent sample t-test from post-test data of both experimental and controll class independent sample t-test, 0,003 < 0,05 it means that H₀ was rejected and H1 was accepted. This means that there is influence between the independent variables on the dependent variable. which there is effect of using Project Based Learning (PJBL) on students' writing descriptive text text skilll for seventh grade students high school students is accepted and H. It can be said that there is significant difference in the students' writing descriptive text text between experimental class and control class. So that it can be said that the Project Based Learning (PJBL) brings effect for the students writing skill, especially in teaching descriptive text.

The result presents that using Project Based Learning (PJBL) in writing descriptive text for seventh grade junior high school students shows significance different from the two groups. It can be seen from the description of the result of analyzing data. The experimental class shows total score 1758 with the mean 58,60 and the control class got 1700 with the mean 56,67. From here, the total score of the experimental class is higher than the control class, and the average score of the two classes, the experimental class is higher than the control class.

The result of the post-test experimental class is 2417 in the total score and the mean is 80,57. Meanwhile, the total score of control class is 2208 and the mean is 73,60. From here, there is significace different of both classes that can be seen that is the experimental class gain the higher total score and mean than the control class.

The result of this research shows that homogeneity testing and normality testing are homogeneous and normal which present the result 0,830 of homogeneity and normality got 0,124 from experimental class and 0,200 from control class. After that, the result of hypothesis testing from post-test data of both classes is also significance different. The significant is 0,003 which the result is lower than the alpha value (0,003 < 0,05). The students who taught by using Project Based Learning (PJBL) gain higher score than the students who are taught by using conventional teaching. It means that Project Based Learning (PJBL) brings many advantages for the students in their writing skill.

There are reasons that the use of Project Based Learning (PJBL) can help the students' skill to write descriptive text. This related to previous research from Syarifah et, al, (2019) mentions that Project Based Learning contributes positively to the development of students' ability and creativity in writing. Student understanding of the topics, objectives, structures, and linguistic features of the narrative genre is an aspect of that has improved after the implementation of project-based learning. Students also respond positively to this method. Therefore, project-based learning is very

helpful in teaching and learning writing. Therefore, this could be an alternative that could be implemented by teachers in the process of teaching and learning writing.

Second, students can write descriptive text using several stages in making a project. This is in line with the results of research Ekawati (2018) in her research described how the integrated PBL can enhance the students' writing skill through two main stages: (1) preparation stage. It entails grouping, deciding on project work, deciding on a schedule, studying subject, and learning how to create a recount text in the classroom. (2) Individual writing activity that includes (a) free writing, (b) drafting, (c) evaluating (peer review and teacher learner conference), (d) rewriting, (e) post writing, (f) posting in a social media, and (g) responding to a social media reader's response.

Third project based learning makes interesting and students active in class. It provide from previos research Sholihah (2018) states that project-based learning (PBL) can help students' writing capability, can create better situation in the way becomes more alive with various interesting activities, and can influence students' participation in teaching learning process. In other words, Project Based Learning (PJBL) has positive effect on students writing skills especially in writing descriptive text. The reasons to support the result are Project Based Learning (PJBL) can support the students skill in developing the idea and interesting, can affect students' writing skills in terms descriptive text which to focus on content, organization, grammar, vocabulary, and mechanic especially comas.

All in all, it is clear that there is significance different in students" writing skill at the seventh-grade students" of SMPN 3 Maospati. From the data above, project-based learning is helping in writing skill descriptive text for students grade seventh SMPN 3 Maospati academic year 2022/2023.

4.   CONCLUSION

Based on statistically analysis, there is a significance different of using project-based learning on students" writing skill for the seventh-grade students" of SMPN 3 Masopati in the academic year 2022/2023. The significance different can be seen at the results of the study. It shows that there is a better achievement in students" after being treated with project-based learning. The average score in pre-test experimental class VII E is 58.60 and the average score of post test is 80.57. Then for hypothesis testing the value of sig.(2-tailed) = 0,003 < 0.05 this 0,003 < 0,05 it means that H$_0$ is rejected and H1 is accepted. This means that there is influence between the independent variables on the dependent variable.

There are several reasons why the project-based learning strategy has a significance difference on students' writing skill in the experimental class. First, students in the experimental class are given a situation where they carried out discovery activities which are then actively involved in analysis and application. Second, during the treatment using the project-based learning strategy, it is successful in helping students explore their skill to write descriptive text and express their ideas by applying a deeper understanding of concepts according to the material in the lesson plans. In addition, students become active participation when the teacher conducts group discussions in class.

Based on students' achievement, are shown by several things, including better to expressing ideas, understanding meaning, the writing more organized, able to communicative briefly and better practicing English. This means that there are significance different result scores. It can be concluded that the use of project-based learning on students" writing skill shows succesfful. Finally, it can be concluded that there is a significance difference on students" writing skill at the the seventh grade of SMPN 3 Maospati in academic year 2022/2023 using PJBL and convetional teaching.

This study has limitation on the time treatment and the source of materials. It is also limited only for the small subject. So, since the study is time series design it is advisable that the further researchers follow up the study by conducting research on teaching and learning with different framework, design, and paradigm.

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