

# THE EFFECT OF PROJECT BASED LEARNING ON WRITING SKILL FOR THE SEVENTH GRADES STUDENT

*by Nuraisyah Egilia*

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**THE EFFECT OF PROJECT BASED LEARNING ON WRITING SKILL**  
**FOR THE SEVENTH GRADES STUDENT**

**THESIS**



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By signing, I certify that this submission is entirely original work of mine, and that, to the best of my knowledge and belief, it doesn't contain any passages that have already been published or written by someone else, nor does it contain passages that have substantially been used to award other degrees or diplomas from the university or other institutions of higher learning, unless they are properly acknowledged in the text.

Madiun, June 22nd 2013

Nuraisyah Egilia

## MOTTO AND DEDICATION

### MOTTO

No matter how stressed you are, remember how blessed you are..

### <sup>3</sup> DEDICATION

**This research is dedicated to:**

1. My beloved parents, Mr.Sugito and Mrs. Endang Suliasih, S.S who always provide motivation, financial support for my studies and life and who <sup>13</sup> have made everything possible so that I can reach the stage where this thesis is finally finished. Thank you for all the sacrifices, advice and good prayers that you never stop giving me.
2. All of my best friend who always help me whatever my situation and always be there for me.
3. To someone special in my life, thank you for helping, giving me support, kindness, concern and accompanying me in completing my studies in all situation.

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## ABSTRACT

One way for teaching and learning is project-based learning. Students can investigate, interpret, and gain additional knowledge through project-based learning to create a variety of new products. It uses problems as the cornerstone of knowledge and bases the teacher's assignment on the experiences of the students. This study, which used an experimental research methodology, aimed to determine the impact of project-based learning on the students' ability to write descriptive texts in the seventh grade at SMPN 3 Maospati. There are 30 students in all, and the sample included 14 men and 16 women. The data regarding the students' writing proficiency before and after the project-based learning (PJBL) treatments about teaching writing was collected using the essay test of writing descriptive text. The data were then examined using the t-test computation statistical formula. According to the results, the overall post-test score for the experimental class of students was 2170, while the total pre-test score was 1758. It implies that the grade of the students rose. The findings of this study indicated that T-score 0,003 0,05 based on the data report of the table of the t-test based on significance. It indicates that was important since the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. In conclusion, teaching writing has a major impact. Project-based instruction helps the students.





## CHAPTER 1

### INTRODUCTION

This section consists of six sections, they are: background of the study, research question, purpose of the study, delimitation of the study, significance of the study, and definition of operational key terms.

#### A. Background of Study

Writing is the process of conveying message (ideas, opinions, information and knowledge) to other person. Writing has always been regard an important skill to students language learning (Sari, 2019). This skill can improve students communicative competence in language learning. It is the process to create the idea and find a way to communicate. It is a way to convey information. In addition, learning. This helps to communicate an idea. The purpose of writing is to convey information to others, it means that writing is a tool to communicate with each other and how to deliver knowledge as entirely and as clearly as the students. Students as a writer should be able to apply and implement many types of text in writing.

There are many types of writing: descriptive text, procedure text, recount, news, explanation, narrative, and etc. There are twelve types of texts in English however in secondary schools, not all texts will be studied in detail. One of them is descriptive text. Text that describes thing is called descriptive text. Its goal is to identify and describe a certain person, place, or thing. The object is described in the description, is a method without being influenced by the author's personal opinion.

It means that the students must arrange events and create that text, but arrange the event is one of the student's difficulties in writing.

Additionally, students struggle with vocabulary, grammar, and text organization. According to Sari, Z. E., & Suryanto. (2021) there are many students face the problem in writing because of having low ability in vocabulary, getting difficulty Using grammar incorrectly, having difficulty expressing their thoughts, and showing little enthusiasm in the subject. In general, pupils should be able to write clearly, express ideas effectively, and comprehend and construct meaningful sentences. An instructional strategy that incorporates project-based learning will be used to address this issue. 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 (2014) Syahmadi. While Artini et al. (2018) looked into how PjBL affected learners' productive English skills. The findings of the study demonstrated that PJBL influenced students' favorable views toward learning a foreign language. The outcomes demonstrated that the PJBL activity enhanced her EFL students' communication abilities, particularly in writing. According to Ekawati (2018), there are two primary steps in project-based learning (PJBL) instruction. with different types of texts recount text. This model requires students to learn independently, and be able to be creative more freely.



In this study, the researcher found inspiration from the previous studies that discussed similar topic regarding teaching writing using project based learning in writing skill. The research conducted by Hardiyanto (2019) their studies have shown that project-based learning report text. The difference between previous research and this research are type of text and the level school. In this previous research also suggest for further researcher to carry out different level of school and type of text because this model it is good in teaching learning process.

Based on the explanation above, the researcher want to conduct the study in teaching writing descriptive text grade seventh. The research is entitled "The Effect of Project Based Learning on Writing Skill for the Seventh Grade Students". The difference between the previous study are this research focus on writing skill descriptive text which to focus on content, organization, grammar, vocabulary, and mechanic especially commas.

#### **B. Delimitation of the study**

The researcher gives the following research limitations. This study focuses on teaching writing of descriptive text. The researcher wants to find out the effect of Project Based Learning (PJBL) on students writing descriptive text on seventh grade students junior high school.

#### **C. Research Question**

Based on the statement above, this study tries to answer the problem. The researcher formulated a research question: Do the students who are taught by project based learning on students' descriptive text have better writing than those

students who are taught by conventional teaching in the seventh grade of SMPN 3 Maospati.

#### **D. Purpose of the study**

This study has an objective in answering the research problem which is to find out the students who are taught by project based learning on students' descriptive text have better writing than those taught by conventional teaching for students the seventh grade of SMPN 3 Maospati.

#### **E. The significance of the study**

The result of this research are expected to give the following contribution, for teacher, students, researcher.

##### **1. Teacher**

The result of this study can inspire English teacher to provide new method writing skills especially descriptive text by using project based learning. Then it makes teacher has fun teaching and learning writing. It can add new knowledge and learning skills that can be used to help the students skill and the quality of teaching and learning English.

##### **2. Students**

The result of this study are expected to be useful for the students to improve students writing skills. Make students easier to understand the material explained by teacher. It will be clearly in teacher.

##### **3. Future Researcher**

By the result of this research, the researcher will contribute to future research who will improve their ideas and creativity in teaching English. The future

research will know the new experience on applying the project based learning on descriptive text. The future research can find the same topic but the different types of text and different level of students.

#### **4. For The Reader**

By using project based learning on writing skills, this research can provide information to the readers. It can improve their knowledge and the quality effectiveness of writing. The readers can know about project based learning in writing skill.

#### **F. Definition of Operational Key Terms**

From the notions put forward from several experts behind the research, researcher formulated the following understanding.

##### **1. Writing**

Writing<sup>14</sup> is the process of conveying message (ideas, opinions, information and knowledge) to other person. It is mean that to make the reader understood as an indirect communicating tool. Writing means pouring the authors hearth into writing, so that the author intentions can be known to many people through writings, such as composing, writing letters, stories, novel, and etc.

##### **2. Teaching Writing**

Teaching writing is the process of transferring information and knowledge<sup>3</sup> from the teacher to the students. Teacher not only teaching but also must make learning fun by using many models and media in teaching especially writing.

### 3. <sup>29</sup>Project Based Learning

Project based learning is type of method in teaching and learning to make students study easily with many meaningful projects. <sup>74</sup>Students work on a project for a view time that engage them in solving solve issues or respond to teacher inquiries. They produce goods or invent things to show off their knowledge. Students that use this approach acquire skills. Project based learning makes both of students and teacher creative.

### 4. Descriptive Text

Text that describes thing is called descriptive text. Its goal is to identify and describe a certain thing. To describe the characteristics of a person or object is the aim of a description. For instance, describing the chair with terms like old, chair, etc. rather than just writing the word chair would assist the reader better understand what the chair looks like.

**REVIEW OF RELATED LITERATURE**

In this chapter, the researcher present literature review, theoretical framework, and hypotheses. The researcher also discusses several theories and research studies that are relevant to the topic in the literature review and the research relates the theories to be studied in a theoretical framework.

**A. REVIEW OF LITERATURE****1. Writing Skills for Junior High School**

Writing is a useful activity skills required to use a language, as writing has a significant impact on improving communication when learning a language. It's a can also review entire can also cycle through the steps more often. Then the next student must also learn discovery strategies, and the teacher must help the student create and find goals. In addition, can help writers their .or thoughts. According to Milah (2015), students have difficulty writing descriptive passages. Indeed, many students have a complete lack of vocabulary and are unable to clearly describe something when looking for detailed information. Then, according to Markhamah et al. (2013), students often feel frustrated when their teacher asks them to write an essay. Indeed, students have a feeling of not understanding the grammar used.

Meanwhile, according to Afridah (2014) proves that<sup>56</sup> the use of real media can improve students' writing skills and increase their interest in learning English.

During the writing process, students may see various improvements in their academic performance. According to Awaliya (2014), the use of objects can have a significant writing achievement. The findings of this investigation suggest that students' writing scores increase when using real objects or real media taught in class. Also, writing is a fun activity that can be done in several stages. First, they can explore and communicate ideas, thoughts, and feelings in writing. The second is to do some editing to get the text grammatically correct and orderly. The output of the written work is in readable text form and must be meaningful to all who read the written text. Next, Organizational and pragmatic competence are the two components of language proficiency. Organizational competence of sentences and to translate these sentences into a text, Finding meaning<sup>85</sup> is the first step in a two-part writing process, followed by the meaning of the language. Moreover, the written word can also express what we think because<sup>23</sup> in the process of writing it can reflect the things that live in the mind. Students who are reluctant to write something often experience this.

The writing process takes place in several stages. At each stage, students are always engaged in certain activities to build or develop their writing. The writing process includes planning, writing, revising and editing.<sup>64</sup> At the planning stage, students should be encouraged to write. At the writing stage focuses on the fluency of the finished article and does not care about the grammatical correctness or neatness of the manuscript. Writing can also provide an opportunity for students to

reflect for longer, change their mind about knowledge related to their beliefs, and overcome confusion in the form of writing in which they are writing. Because this article is permanent and may encourage more specific and accurate reflection. Meanwhile, according to Fitria (2016), writing is an important part of communication. In this case, the written word also functions as a communication tool.

It can be concluded that writing improve skills by going through different stages of preparation for writing, and in addition, it can also provide opportunities for students to transmit reach your ideas. productive. use a language., as it has a huge impact on improving communication when learning a language. This means students can also review the entire process and perform the steps more often.

## **2. Teaching Writing For Junior High School**

Especially in Indonesia today, teaching is very important. It's a strange tongue, English, that exists in Indonesia, and English and Indonesian have different rules, so they have their own rules. English that students must master. These aspects are listening and writing. In order to cope with the age of globalization, students must be able to acquire at least all English skills. One of his skills in learning English is writing. When teaching composition, the focus should be on teaching students proper writing techniques to help them write more effectively. According to Markhamah et al. (2013) teachers can improve outcomes and achieve learning goals appropriate in the. On the other hand, according to Felanie (2021) in the process of learning to write, teachers prepare and select appropriate materials to



guide the educational process. Therefore, teaching cannot be separated from learning, and when a teacher writes a letter to a student.

Teaching writing through mediums such as painting is one of his strategies when a teacher teaches. Students who learn to write with pictures under the guidance of a teacher perform better than those who are regularly tutored by a teacher. Moreover, writing in class not only supports and facilitates student learning. Some responsibilities or roles that teachers need to take on to help students become better writers when learning to write in the classroom. Among the tasks that teachers must complete before, during, and after students write, the first role is demonstration. Teachers can draw features such as writing styles about a particular style of writing to draw the attention of students. Students should be a related to specific text in every conceivable way. According to Faridha (2019), a more accurate understanding of a student's personality when assessing writing can influence student personality to achieve writing proficiency. Students can work harder and the second role is to motivate and provoke. Teachers can help students generate ideas and inspire them about the value of assignments. Even if students don't come up with ideas right away, they should be prepared ahead of time so that if they have a problem, they can get help right away.

Writing a lesson also has several processes. The first is a planning process that students can describe in detail. The second is a preparatory process for drawing frames for students to write. Teacher activity is very necessary here. The third is editing. Usually the student's writing is not yet clear in this process. As such, teachers can make positive suggestions for making the sentences clearer. The final



process is final and students should be ready to send their written texts to their intended audience. In this case, it is necessary to achieve the results of the writing lessons in order to get a better and correct result. According to Supiani (2017) students tend to do activities on their own and take a long time to come up with ideas to write down. Therefore, teaching how to write in a language is important because it can help students and encourage them to study more diligently. In the process of learning, students should express their thoughts with correct grammar and vocabulary.

It can be concluded that teachers should use appropriate media and prepare and select appropriate materials to guide the educational process. Demonstration is the first role that teachers must take on to help students become better writers. Teachers can draw features such as writing styles and layout issues to draw the attention of students. They can also motivate and provoke them by helping them generate ideas and inspire them about the value of assignments. Writing a lesson has several processes, including planning, drawing frames, editing, and sending written texts to their intended audience. Teaching how to write in a language is important because it can help students and encourage them to study more diligently.

### <sup>8</sup> 3. Using Project Based Learning For Teaching Writing

Project based learning is one of method <sup>28</sup> that is used to teaching and learning. Using project based learning students can explore, interpret, and more knowledge to product many new product. It use problem as fundamental of <sup>43</sup> knowledge and based on the experiences of the students to implement the assignment for the teacher. According to Goodman and According to Stivers (2010), <sup>5</sup> project-based

learning is a method of instruction based on practical tasks and learning activities that present students with problems connected to their daily lives that they must solve in groups. Students receive meaningful learning experiences through project-based learning, a type of instruction that is student-centered (Afriana 2015). The process of converting a fresh idea into project-based learning is one of the new experiences students are learning. One benefit of project-based learning is that it can help students develop writing skills while also offering educational opportunities that can be very helpful to them. Another benefit of project-based learning is that it encourages students to think more creatively and to work together more effectively.

previous teaching using project-based learning (PJBL) based on the research conducted by (Syarifah et al, (2019)) teaching writing skill descriptive text are useful and effective, but the research only explain the time-consuming steps of project based learning (PJBL). They are planning, action, observation, reflection. From that step, there is no time limit to implement project-based learning, so it is less efficient and time consuming. It focus on four indicators they are topics, objectives, structures, and linguistic features, with different types of texts narrative text, so this research lacks information in researching students' writing skill descriptive text. While, the study conducted by Ekawati (2018), this research explain the two main steps of teaching by project based learning (PJBL) with different types of texts recount text. First step is preparation stage, it entails grouping, deciding on project work, deciding on a schedule, study in subject and learning how to create a recount text in the classroom

.. Second Individual writing activity and examines writing skills with the five indicators using Brown's 2003 theory, they are organization, structure, or the content, grammatical error, disturbing comprehension, diction, or vocabulary, as well as the mechanic including the spelling.

Based on the explanation above, it can be concluding that project based learning (PJBL) can increase student writing skill, as well as through project based learning (PJBL) method has several step. Teacher must master each step of learning so that students can understand the material being taught. That way the learning process using project based learning (PJBL) will be effective and interesting.

In this research, the researcher got the combination step for project based learning (PJBL) between (Syarifah et, al, (2019) and Ekawati (2018) because in this study using the teaching steps from (Syarifah et al, (2019) students do not have a time limit for solving problems so it will take a lot of time, besides that students do not have a target time in make a project. It's make the project less efficient and time consuming. While the teaching steps from Ekawati (2018) have simple step teaching and will cause students to think less critical. Based on the combination step above, it can be concluded that project based learning (PJBL) develops higher thinking skill and helps students to think critically to solve problems as well to produce their final product with a fast time so as to accustom students to discipline.

Based on the explanation above the researcher implement teaching by using combination step for project based learning (PJBL) between (Syarifah et, al, (2019) and Ekawati (2018) are follow:

First is preparation stage, in this step the researcher has prepared writing material for descriptive text which will be given to students through project-based learning. Then the researcher gives a project, namely making a scrap book with the theme of place descriptions to train students to write and deal with it problems in writing descriptive text after that. The second is design a plan for project based learning (PJBL). In this steps the researcher directs students to get the scrap book project objectives in organizational material and grammar, and then the researcher paid attention to the students in using punctuation on their products. The researcher ask the students to write down the new vocabulary they learned doing project.

Then create a schedule, the researcher gives a dateline for their scarp book project during one weeks. After that present the result of project based learning (PJBL). Students present descriptive text, then the researcher monitors student activity and instructs students to focus punctuation, organization, content, vocabulary, use of language, and mechanism through their product is a scrap book. The researcher ask the students to record the new vocabulary they got when completing it their project. After that, the researcher evaluates students' progress, assesses their product and gives input.

From the explanation above, it concluded that project based learning (PJBL) can be used to teach writing skill. Project based learning (PJBL) uses step by step procedures and use strategy instruction to create descriptive text. Students can improve their skill to manage themselves by setting their own goals and monitoring of each writing element. This approach can be used for all genre of the text. Project based learning (PJBL) could be used to teach descriptive text and make

students improve their skills. So the researcher can create optimal conditions for students to improve their writing skill.

#### 4. Assessing for Students Writing

Assessment is part of classroom activities. An assessment is an assessment made by a teacher to determine a student's ability to learn or master the material being taught. Assessing a student's writing is a multi-step process that can of course vary across courses and have many variations and formats. Writing requires critical assessment to evaluate the student's writing results. This will later be used as a reference for reflection to improve students' writing skills. From this, we can conclude that assessment is very important in order to know how the student's progress and results cope with the material being taught. This study uses writing assessments from Setyati and Latief (2018).

Content, organization, vocabulary, grammar, and mechanics. Then for the weighting of scores, 4 is very good, 3 is pretty good, 3 is fair, 2 is unacceptable or not, and finally 1 is college level assignment. In order to be able to assess student writing, the minimum score for the five categories above is 1 while the maximum score for the five categories above is 4. To calculate the weighting score, as follow:

Content :  $(1-4) \times 7 = 28$

Organization :  $(1-4) \times 6 = 24$

Vocabulary :  $(1-4) \times 5 = 20$

Grammar :  $(1-4) \times 4 = 16$

Mechanics :  $(1-4) \times 3 = 12$

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Total : 100



First is content  $(1-4) \times 7 = 28$ , meanwhile organization  $(1-4) \times 6 = 24$ , vocabulary  $(1-4) \times 5 = 20$ , then grammar  $(1-4) \times 4 = 16$ , the last is mechanics  $(1-4) \times 3 = 12$ . after that it is added up and will get a maximum value of 100. Setyati & Latief (2018) suggests that there are five categories can used in assessing student writing. Besides that, in the scoring rubric there is a description for the minimum and maximum scores.

The first is content In the development of a logical idea, there is content that refers more to a writing substance, experience on the main idea or unity, namely a collection of related statements that have been put forward by the author as a unit in developing the main ideas of discussion points. This content section serves to convey ideas and messages to fulfill the special function structure of transitions, restatements, and emphasis in the text. Then this will make it easier for students to be clearer.

The second is organization, there is organization in writing skill to identification. Then grammar has a very important role to <sup>23</sup> be able to create a good context. grammar can help students to be able to distinguish between formal and informal expressions. In addition, grammar also helps students to know about ways to combine words into perfect sentences correctly. Then Mechanics is important. This can refer more language, which is a means to be able to arrange letters, sentence expressions, as well as to parts that may utilize information about structure and several other things that are interrelated.

Based <sup>1</sup> explanation.above.it.can.be.concluded.that.the.students must be mastered some aspects, that is structure of <sup>45</sup> the text, content.organization.grammar, vocabulary.and.mechanics.

## B. THEORETICAL FRAMEWORK

By writing <sup>19</sup> students are able to communicate and convey their idea. However, writing is the most difficult skill the fifth skill because there are several Besides, and the poor vocabulary.

They are too bored, they also spend too much time using smartphones, and lack of information about using an appropriate language and better reading organization. Students who do learning are more likely to have low grades and get a lot of problems in understanding in writing. Students are considered to lack ideas for the process of teaching writing. Therefore a learning strategy is needed in the classroom.

In writing there are several methods used, by using project based learning <sup>62</sup> (pjbl). Project based learning can improve writing skills for seventh grade students. <sup>1</sup> The use.of.project.based.learning.is expected help students in expressing their thoughts. In addition, it is also expected <sup>1</sup> that.the use.of.a media.in the.teaching.and.learning.process.can make students happier <sup>1</sup> in the process of learning to write. By using this method can <sup>1</sup> have.a.positive.impact on.the student writing.skills.

<sup>11</sup> Based on the explanation.above.it.can.be.concluded.that.the.teacher.must have the right writing method to help students in writing process. Therefore, it is hoped that by using PJBL method in.teaching.writing in classroom, the students

more interest and active. By using pjbl method will <sup>84</sup> make it easier for the students to understand in writing practice.

### C. RESEARCH HYPOTHESIS

This research is <sup>44</sup> to answer the question “Do students who are taught using Project Based Learning have a better writing comprehension than students who are taught using conventional learning?” From these questions, researchers have the form of hypothesis is as follows:

1. <sup>1</sup> Ho: <sup>1</sup> There is no significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) and conventional teaching for junior high school students.
2. <sup>1</sup> H<sub>1</sub>: <sup>1</sup> There is significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) and conventional teaching for junior high school students.

<sup>27</sup>

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher will explain things related to the research methodology. This research methodology includes research design, time and place, population, <sup>58</sup> sampling and sampling techniques, data collection techniques and data analysis. The parts of this research methodology will be explained as follows



## <sup>27</sup> A. Place and Time of the Research

### 1. Place of Research

This research will take place at the SMPN 3 Maospati, East Java. This researcher conducted research in this school for several reasons. First, SMPN 3 Maospati needs a new concept in teaching language in writing skills. Second, SMPN 3 Maospati requires methods in teaching writing skills to improve student achievement.

### <sup>12</sup> 2. Time of Research

This research was conducted for approximately six months at SMPN 3 Maospati. Starting from November to July 2022/2023. First, the researcher started to make plans from February to March which consisted of proposing titles, proposals, and permits. Then, the researcher applied the research from March to June, which consisted <sup>6</sup> pre-test, treatment, and post-test, and analyzing the data in June. And then the last one is to report data in July. <sup>57</sup> The schedule of this research was as follows

**Table 3.1 Research Schedule**

Activity	February	March	April	May	June	July
Planning						
a.purposing the title						
b. proposal						
c.arranging the permission						
Application						
a.collecting data						
1)pre test						
2)treatment						
3)post test						
Analyzing data						
Reporting						

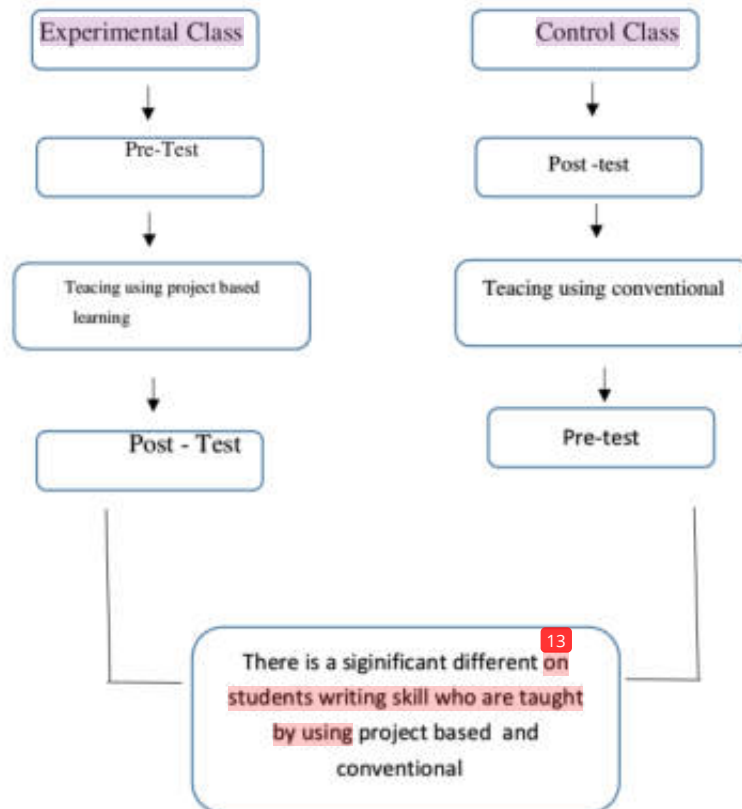
## **B. Research Design**

The quantitative research is a social research approach that uses empirical methods and empirical statements to test theories with a relationship between variables. This research was conducted using quantitative research methods. Instruments are available for measuring the existing variables, allowing statistical techniques to be used for data analysis. In this study, a quasi-experimental design

was used to identify a comparison group that was as similar as possible to the treatment group in terms of its baseline or pre-intervention characteristics.

Quasi-experimental is also known as a field experiment, this sort of experimental design gives the researcher in this study limited influence and control over the individuals he chooses for his study. The researcher, particularly in quasi-experiments is unable to assign participants at random or guarantee that the chosen sample is as homogeneous as intended. The ability to have complete control over all study variables and treatment implications in the study group may be limited. According to Creswell (2009) experimental design is an approach where attitudes are more valued both before and after experimental treatment. Experimental design is a traditional approach to be able to conduct quantitative research where attitudes are assessed both before and after experimental treatment. In this experimental research to be able to achieve the objectives of quantitative research. The purpose of the researcher using a quasi-experiment was to examine the effect of using project-based learning on the writing ability of seventh grade students of SMPN 3 Maospati.

<sup>9</sup>  
Table 3.2 Non-equivalent control group design



<sup>77</sup>  
In this study, a quasi-experimental design needs to be used for researchers to use a more complete group. Here the researcher can use the existing class and only choose one as the experimental group, then one as the control group. In the first quasi-experiment using a pretest-posttest design in the control group without any randomization. In a quasi-experimental design, the researcher can start the procedure with the researcher assigning a complete group to the experimental group and the control group.

### <sup>3</sup> C. Population, Sample, and Sampling Technique

#### 1. Population

The population consists of subjects, objects that have different qualities and characteristics from those selected by a researcher with the aim of being studied and concluded. All individuals who belong to a specific group of people, occasions, or things are referred to as a population (Ary et al., 2018). Groups that can attract the interest of this researcher can be generalized so that the research results can run well. The population is the part of all members in each class that have been chosen well.

Population is a collection of data that has the same properties and acts as its object. The population is said to be a group of individuals who can be said to have the same characteristics. So it can be concluded that the population is the whole of all individuals. From the explanation above, it can be concluded that the population is a unit consisting of many individuals. <sup>1</sup> In this study, the researchers used the <sup>1</sup> population in class VII SMPN 3 Maospati in the 2023 academic year.

#### 2. Sample

To be able to conduct a study, the most important step is sample selection. According to Syahrur (2012) the sample is one that can be generalized from sample to population. The sample is a group in the population, a good sample must be able to represent as a whole or as much as possible. The sample can also be <sup>7</sup> part of the number and characteristics that exist in the population. The population is part of the population if the researcher has found information in the sample, then the information is the result of the sample. There are how many samples we can

take to represent from the population but <sup>78</sup> in general, the larger the sample, the larger the population that can be described.

<sup>17</sup> The samples to be taken in this study were all students of class VII E and all students of class VII F. The sample in this study was class VII E, totaling 30 students as an experimental class or experimental group using Project Based Learning which is 13 female and 17 male. Then, class VII F with the number of students as many as 30 students as a control class or control group using conventional learning in class. In conventional learning, students are given an explanation of the material in accordance with basic competencies, namely using descriptive text material, the descriptive text material is also themed on descriptive place.

### 3. Sampling Technique

Sampling is taking a subset of a frame in the selected sampling or in the In addition, sampling can be used to make inferences about a population and to make generalizations in relation to existing theories. One way to be able to do random sampling is to make a sample frame first by using random numbers for sampling from the sample frame that has been made previously. or opportunity can also represent in terms of time and effort for the level of error in certain sampling.

In statistical research, it is crucial to reach the right findings during the selection of the sampling method and the calculation of the sample size. <sup>35</sup> If the sample size is too small, it may fail to detect effects and may be estimated incorrectly. Thus, <sup>35</sup> if the sample size is too large, the research will be more complex and may even lead to inaccuracies in the results. According to Sathian et al. (2010)



the determination of the sample size is a very difficult process to do and really requires good collaboration. If an incorrect determination of the sample size is given, then the real difference may become statistically insignificant. Meanwhile there are different methods for calculating sample sizes for different designs and different outcome sizes. There are also different procedures for calculating sample sizes for the two approaches to drawing conclusions on the statistics of the study results, and also based on the significance test approach.

In this sampling be able to have a certain predetermined This sampling can provide a better parameter estimation in the study compared to purposive sampling. Each individual in this sampling frame is known and is likely to be selected into the sample, this is an ideal and recognized one-stage random sampling. The goal can be applied between the relationships that have been obtained on the variables to the general public or population. In this case the selection of samples that represent the population is very important.

The sample methodology used by this researcher is <sup>6</sup> random sampling. <sup>52</sup> According to Cohen et al. (2007) every member of the population has an equal chance of being chosen in a simple random sampling, and the likelihood that any particular member will be chosen is independent of the choices made for other members of the population. The selection of this sample was done randomly. By using this selection technique, all classes can be selected as a sample in the study. SMPN 3 Maospati has a total of 7 classes with a total of 210 students. The class <sup>26</sup> consisted of VII A, VII B, VII C, VII D, VII E, VII F, VII G. From the total number of classes, two classes were selected using random sampling to serve <sup>3</sup> as the

experimental class and control class. The researcher used class VII E as the experimental class and class VII F as the control class.

#### D. Data Collecting Technique

In this study, an instrument that used a writing test. This test is to determine the effect of using Project based learning, this writing test is given from a writing test in the student's textbook and is adapted to the material being taught at that time. The researcher was adapted to the English material for even semester students. To ascertain the effectiveness of students' writing skills, the researcher gave a post-test. In addition, post-test is to be able to find out the results of student achievement after being given treatment in the form.

During the learning process, students asked to pay attention to the project based learning that were shown. Then write descriptive text texts using their writing ideas according to the steps that have been taught during. After that, the researcher asked the students to collect the results as data to be tested, because it was to be able to determine the students' familiarity with the material.

In this study, the pretest was given to both groups, namely the experimental group using class VII E students and the control group using class VII F students. This pretest was conducted in order to determine the level of students' writing skills. The essence of all pretest points is more focused on writing material through project based learning. Then this test is given to students and is limited to 60 minutes of processing time to complete. They are of course allowed to open a book or open a dictionary, but they are not allowed to use the dictionary on their smartphone. The



media on Project Based Learning uses in this pretest is one way to measure students' writing skills.

After the pre-test is given, then the next is the Post-test. The post-test was conducted by both classes, namely the experimental class group VII E and the control class group VII F at SMPN 3 Maospati. For all the steps taken during the posttest, they are the same as when doing the pretest at the beginning. Post-test is given after the treatment and to measure success or failure. The tests used by researchers are certainly related to the syllabus, curriculum and lesson plans applied in each school. The test that will be given to students focuses more on students' writing skills, where the researcher uses project based learning as a teaching media which is given to a total of 60 students in grades VII E and VII F at SMPN 3 Maospati.

#### **E. Instrument Writing Test**

Instrument is a tool for getting data. In experimental research, equipment to collect the necessary data is important. Investigating the connections between the components is the goal of the research project. However, it is usually difficult to measure the constituents directly, so it is important to choose or create a metric that is as similar to the constituents as possible. These indicators are the instruments that will be utilized to gather data (Ary et al., 2018).

There are various kinds of instruments that can be used to collect the data. One of them is a test. A test consists of a series of stimuli that are shown to a subject in order to elicit responses from them, from which a score can be obtained (Ary et

al., 2018). Tests can also be used as other standardized measuring tools. The writing test is an example of a test.

The writing test is used as an instrument <sup>22</sup> students' writing skills in descriptive texts. The essay test is used as a form of writing test. The test takers are permitted to express their ideas in their own words in this test. It is also referred to as a subjective test and a traditional test. There aren't many questions on a specific topic in essay tests. In a single test, it only covers a small sample of the content, leaving huge parts of it untested. This test was used to determine if students has improved (PJBL) instruction. The researcher provides written test classes.

By adapting <sup>1</sup> the writing test from the English textbook "LKS Grade VII" for Grade VII, <sup>1</sup> the researcher will administer a writing test in the form of an essay test. In the pre-test exercise, the researcher will administer the test before to project-based learning (PJBL) instruction for <sup>14</sup> the students. The purpose of this is to evaluate students' writing skills to look for descriptive analysis (mean, standard deviation, variance, and standard error), normality, and homogeneity. While <sup>1</sup> in the post-test activity, the researcher gives the test after students are taught by using Project Based Learning (PJBL) <sup>1</sup> for experimental class and conventional teaching for control class. This <sup>16</sup> test was conducted to determine students' writing skills to seek for descriptive analysis (mean, standard deviation, variance, and standard error), <sup>19</sup> normality, and hypothesis. Then the results of the pre-test and post-test of the two groups will be compared <sup>4</sup> to find out whether students who are taught using Project Based Learning (PJBL) <sup>8</sup> have better written skills <sup>38</sup> in writing descriptive text than students who are taught using conventional teaching.

The test are pre-test and post-test use similar essay test. This is done to make it easier for the researcher to clearly understand the progress of the students before and after the treatment by using the same questions in each test. The pre- test and post-test will be given to the students in the form of an essay test with three instructions in it. The first instruction is to write a descriptive text on the topic of place. The second instruction is to use these questions to help you to make a list of ideas based on that topic. The questions are what is your favorit place?; why do you like that place?; How many time you went there?; and the last instruction is that you have 60 minutes to write the text. After 60 minutes, the students must collect their test. The researcher will use test. Then, researcher will assess it using five indicators adopted from the theory from Styati & Latief (2018) In conclusion, instruments are needed to measure data. A test is one of the instrument methods. A test consists of a number of items to evaluate the data being gathered. The writing test in the form of essay test is meant to gather data on students' writing skills in order to understand how their skills have changed and been impacted by Project Based Learning (PJBL) instruction. Written tests were administered to treatment. In this study, the researcher adapted a writing test from an English textbook to fit the topic being studied and adopted the theory from Styati & Latief (2018) to assess the students.

#### **F. Data Analysis**

In this finding, researcher can use research to collect various information and measure the results of students' English writing skills. After all the data is collected, then what must be done it. The test data in this study are calculated analyzed

automatically using Microsoft Excel 2013 and SPSS 20 software. There are two steps <sup>1</sup> to analyze the data data pre test and data post test.

**A. The Data Pre-test analysis with:**

1. Descriptive statistic

The data pre test anlysis with descruptive statistic, normaly test and homogeneity test. Descriptive statistics, which only describes the data or what the data is shown. Without using any probabilistic formulas, descriptive statistics are methods for gathering and presenting data sets to estimate data quality through the use of variable types, statistical summaries (mean, median, mode, standard deviation, etc.), distribution, and visual representations (graphs). test for normality

For the data it contains, there is a normal distribution. The data distribution—whether it takes the shape of a normal distribution or not—is determined using this normality test. Testing of the data using SPSS 20 using Shapiro-Wilk. The hypothesis for testing normality are:

<sup>1</sup> Ho: There is no significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) <sup>1</sup> and conventional teaching for junior high school students.

<sup>1</sup> H<sub>1</sub>: There is significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) <sup>1</sup> and conventional teaching for junior high school students.

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## 2. Normality Test

The normality test by using Shapiro-Wilk test on SPSS 20 because the data is under fifty (<50) by select Analyze – Compare Means – Independent Sample T-test on SPSS menu. Looking at the significance value, the decision-making criteria are as follow: If the value of significance > 0.050, H<sub>0</sub> is accepted. It denotes a normal distribution of data. If the value of significance < 0.050, H<sub>0</sub> is rejected. It means that the distribution of data is not normal.

## 3. Homogeneity Test

The homogeneity test aims to determine whether the pre-test and post-test data of the experimental group and control group have the same variance or not. After the two research samples were declared normally distributed. The testing of the data using SPSS 20 by using Lavene's statistic with the following steps:

Before doing homogeneity testing, the researcher decides hypothesis in this homogeneity as follows:

H<sub>0</sub>: There is no significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) and conventional teaching for junior high school students.

H<sub>1</sub>: There is significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) and conventional teaching for junior high school students..

Calculate the data homogeneity test using Levene's test in SPSS 20 by select Analyze – Compare Means – Independent T-test – Define – Continue – OK - on SPSS menu. The result appears on the significant of independent t-test.



There is two possible value of significance in Lave's test. The value of significance  $>0.050$ , so  $H_0$  is accepted, it means that the data of sample has same variance. While, if the value of significance  $<0.050$ ,  $H_0$  is rejected.

#### **B. The Data Post-test analysis with:**

##### **1. Descriptive statistic**

Descriptive statistics, which only describes the data or what the data is shown. In order to estimate data quality, descriptive statistics are methods for gathering and presenting a data set that include variable types, statistical summaries (mean, median, mode, standard deviation, etc.), distribution, and visual representations (graphs) but do not use probabilistic formulas. whatever. Testing of the data using SPSS 20 using Skewness Kurtosis with the following steps:

Calculate the descriptive test using SPSS 20 Skewness Kurtosis test by select Analyze – Descriptive Statistics – Descriptive – Variables(s) – Display Order – Continue – OK on SPSS menu. The output shows minimum value, maximum value, average value, standard deviation, and number of measurements (N), Skewness, and Kurtosis of each variable.

##### **2. Normality test**

The data that has a normal distribution has a normal distribution as well. This normality test is used to determine the distribution of the data. Testing of the data using SPSS 20 using Shapiro-Wilk.

The hypothesis for testing normality are:

Ho: There is no significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) and conventional teaching for junior high school students.

H<sub>1</sub>: There is significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) and conventional teaching for junior high school students..

The normality test by using Shapiro-Wilk test on SPSS 20 because the data is under fifty (<50) by select Analyze – Compare Means – Independent Sample T-test on SPSS menu.

Looking at the significance value, the decision-making criteria are as follow:

If the value of significance > 0.050, H<sub>0</sub> is accepted. It means that the distribution of data is normal.

If the value of significance < 0.050, H<sub>0</sub> is rejected. It means that the distribution of data is not normal.

### 3. Hypothesis testing

Hypothesis testing is used to find out student's skill development in speaking from experimental class which teach using Project Based Learning and control class which teach using conventional teaching. In this test, the researcher used the SPSS 20 application, namely the Independent-Sample T-test analysis. The hypothesis testing of this study is done after doing homogeneity and normality test using t-test.

In hypothesis testing there are two alternatives, as follows:

The both data is normal and homogeneous, so independent t-test is used, the steps are as follows:



Make a test hypothesis:

<sup>1</sup>  
Ho: There is no significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) and conventional teaching for junior high school students.

<sup>1</sup>  
H<sub>1</sub>: There is significant difference on students in writing skill in descriptive text using Project Based Learning (PJBL) and conventional teaching for junior high school students..

<sup>1</sup>  
Calculate the t value by using independent sample t-test on SPSS 20 by select Anayze – Compare Means – Independent Sampe T-Test.

Look at the t value on Equal Variance Assumed column (assumed the same variance). The significance level that use is 5% ( $\alpha=0.05$ )

If the data both classes are normal but not homogeneous, it still uses independent test sample t-test, with the steps and testing same way as in point (a). However, there is difference to read the results of the test that is on the Equal Variance Not Assumed column (Assumed variance is not the same).

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter discusses about the result and discussion of this research. The researcher also explains clearly some data analyze in the result of the study. Then, conclude and discuss it in the discussion.

#### A. Result of the Study

The study's findings are displayed in this section. Pre-test and post-test are discussed by the researcher. Students from both courses were required to write descriptions of the location in order to receive points from the researcher. The researcher administers a pre-test to find out how well the pupils can write about a location. The researcher then administers a project-based learning intervention to the experimental class and a control group that receives no intervention. The researcher then administers a post-test to both classes. Following is an explanation of the data description:

##### 1. Pre-test Data

Pre-test is a test conducted on the group before being given treatment. The researcher conducted a pre-test in both classes to determine the students' understanding and skill in learning to write. This section presents about the score of the students' writing skills which classified as pre-test data. This data was taken before the treatment was given. The pre-test data are divided into two classes: experimental class VII F and control class VII E, to put it simply. These data are described as follows:

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Table 4.1 Pre – Test score of Experimental class VII E

NO	NAME	ASPECT					SCORE
		C	O	V	G	M	
1	ATP	7	18	10	4	3	42
2	AN	14	12	10	8	6	50
3	BRH	14	18	10	8	6	56
4	BSA	14	18	15	8	6	61
5	DFDP	14	12	10	8	6	50
6	DEWA	7	18	10	4	6	45
7	FAN	14	18	15	8	6	61
8	FAN	21	18	15	8	9	71
9	FAA	14	12	20	12	6	64
10	GMAD	14	6	10	4	6	40
11	HFP	28	12	20	12	6	78
12	ICDR	14	12	20	12	6	64
13	JP	14	12	20	12	6	64
14	KDS	14	18	15	8	6	61
15	MA	7	18	10	4	6	45
16	MSNS	7	18	10	4	6	45
17	NZNS	21	12	15	8	9	65
18	PYA	7	6	10	4	9	36
19	RAP	7	18	10	4	6	45
20	RSA	7	18	10	4	3	42
21	RSA	28	24	15	12	9	91
22	RAR	14	18	10	8	6	56
23	RFSN	14	6	10	4	6	40
24	SRE	14	6	10	4	6	40
25	STA	28	12	20	12	6	78
26	SOS	28	24	20	12	7	91
27	SDAN	28	18	15	12	9	82
28	WSP	14	12	10	8	9	53
29	YEAS	21	18	15	8	9	71
30	ZDK	21	18	15	8	9	71
Total		469	450	405	232	469	1758
Mean		15,6	15	13,5	7,73	15,6	58,60

<sup>8</sup> It can be seen from the table shows the pre-test score of experimental class. From the score, the researcher divided the aspect of score in five aspects to asses. The aspects are Content, Organization, Grammar, Vocabulary, and Mechanics. The assessing score that used by researcher based on the scoring rubric by Setyati & Latief (2018). The maximum score for content is 28, the maximum for organization is 24, <sup>1</sup> the maximum score of grammar is 20, the maximum score of vocabulary is 16, the maximum score for mechanics is 12, and the maximum score for all these aspects is 100. Therefore, all the skills must be mastered and applied properly to produce the good writing.

From the table above, The test's outcome is discovered by the researcher. There were 30 pupils in this class who participated. There are 26 pupils that received a score between 40 and 70. Two students achieved a score of 70 or higher. The experimental <sup>34</sup> group's total pre-test score is 1758, and the mean overall score is 58,60. The lowest and maximum scores are 36 and 91, respectively.

Besides, the researcher also describe about pre-test data from control class also described as follows :

Table 4.2 Pre – Test score of Control class VII F

NO	NAME	ASPECT					SCORE
		C	O	V	G	M	
1	AAA	14	6	10	4	6	40
2	AAH	14	12	10	8	9	53
3	AKV	7	18	10	4	3	42
4	ADA	14	18	10	8	6	56
5	AS	7	18	10	4	3	45
6	AAP	7	6	10	4	6	33
7	BP	7	6	10	4	6	33
8	BSA	28	24	15	12	9	88
9	ESR	14	12	10	8	9	53
10	IDA	21	12	15	8	9	65
11	JSW	21	12	15	8	9	65
12	JKS	7	18	10	4	3	45
13	KZM	21	12	15	8	9	65
14	KBP	14	18	15	8	6	61
15	LW	7	18	10	4	6	42
16	LAP	7	18	10	4	6	45
17	LAF	21	12	15	8	9	65
18	MHV	21	12	15	8	9	65
19	MAS	7	18	10	4	6	42
20	MGLP	7	6	5	4	3	25
21	NKS	28	24	15	12	9	56
22	NHS	28	12	20	12	6	78
23	NS	14	6	10	4	6	61
24	NR	21	12	15	8	9	65
25	NK	21	18	15	8	9	71
26	NF	28	24	15	12	9	82
27	SV	14	12	20	12	6	64
28	VAA	21	18	15	8	9	71
29	ZAD	21	18	15	8	9	71
30	SBP	14	12	10	8	9	53
Total		476	432	380	216	213	1700
Mean		16	14	13	7	7	56,67

It can be seen from the table 4.2 above that the table shows the pre-test score of control group. From the score, the researcher divided the aspect of score in five aspects to assess. The assessing score that used by researcher based on the scoring rubric by Setyati & Latief (2018). The maximum score for content is 28, the maximum for organization is 24, the maximum score of grammar is 20, the maximum score of vocabulary is 16, the maximum score for mechanics is 12, and the maximum score for all these aspects is 100. Therefore, all the skills must be mastered and applied properly to produce the good writing.

As seen in the table above, the researcher was able to determine the test's outcome. There were 30 pupils in this class who participated. 23 students then received scores between 40 and 70. The mean of all pre-test scores in the control group is 56.67, and the total score is 1700. The pupils' lowest and maximum scores, meanwhile, are 25 and 88, respectively.

The researcher computes the descriptive statistic after gathering the aforementioned pre-test score data. By examining the minimum, maximum, average (mean), and standard deviation of each independent variable and the dependent variable, this descriptive statistic gives a broad picture of the distribution and behavior of study sample data. In this study, the descriptive statistic was calculated using the Shapiro-Wilk test. The following is the outcome of the descriptive statistic:

**Table 4.3 The Result of Descriptive Statistic Pre-Test**



Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre_ Ex	30	55	36	91	1758	58,60	2,844	15,580	242,731
Pre_ Cont	30	63	25	88	1700	56,67	2,775	15,198	230,989
Valid N (listwise)	30	30							

It can be seen from the table 4.3 above that the table shows the pre-test score of experimental group and control group. There were 30 pupils in both the experimental class and the control class. The students in the experimental class have a minimum score requirement of 36 and a maximum score requirement of 91. The experimental group's overall pre-test score is 1758, and the mean of all scores is 58,60. The pupils in the control class must thereafter score at least 25 and up to 88. The mean of all pre-test scores in the control group is 56,67, and the total score is 1700. From the table above it can be concluded that there is a slight significant difference in the scores of the pre-test experimental and pre-test control. After get The researcher performed a normality test using the pre-test data mentioned above. This normalcy test is designed to determine whether the writing score of kids is normal or not. Shapiro-Wilk test is used in this study to determine the normality of the data. The following is the normalcy test's outcome: **Table 4.4 The Result of Normality Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_ Ex	,142	30	,126	,941	30	,098
Pre_ Cont	,119	30	,200	,975	30	,695

From the table 4.4 above, The data are normal, the researcher concludes. The results of the experimental class' score are displayed in the table as 0,126. Because the significance value is more than a value ( $0,126 > 0,05$ ), it means that



the experimental class's data are normally distributed. The outcome for the control class is then greater as well, coming in at 0,200, which is higher than 0,05 ( $0,200 > 0,05$ ). Because the results are greater than  $\alpha = 0,05$  ( $0,126 > 0,05$ ;  $0,200 > 0,05$ ), it may be inferred that the significant data for both classes are normal. The researcher additionally calculates the homogeneity testing after calculating the normalcy testing and obtaining normal data. In order to identify homogenous data, homogeneity testing is utilized. Statistical Package for Social Science (SPSS) 16.0, which used Levene's test and used 0,05 for the alpha value, can be used to determine the homogeneity of the data.

**Tabel 4.5 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	
							e	e	Lower	Upper
Pre_T est	Equal variances assumed	,047	,830	,487	58	,628	1,933	3,974	-6,021	9,888
	Equal variances not assumed			,487	57,964	,628	1,933	3,974	-6,021	9,888

Based on the table 4.4 Writing score has a substantial value of 0,830. The homogeneity test's fundamental cutoff value is 0.05; if the significant result is less than this threshold, the data are not homogeneous. Significant values above 0,830 in table 4.4 are more than 0.05. It demonstrates the homogenous distribution of the data. This test is important to find out is there any significant differences mean score between experimental groups which taught by using Project Based Learning (PJBL) with control class which was not taught by using Project Based Learning

(PJBL). Besides that the researcher also describe post test both experimental and control class. The data took after teaching learning process was done.

## 2. Post-test Data

A post-test is one that is administered to the group following the administration of treatment. After receiving therapy, collect the assignment. The purpose of this test is to evaluate the students' capacity for composing recount texts following treatment. Giving the post-test has the goal of determining if students have improved after using Project Based Learning (PJBL) in the experimental class and traditional instruction in the control class.

The test approach is the most widely used method for data collection. Pre-testing is done before learning begins. After completing the experimental class, the researcher conducted a post-test in both classes to find out the differences between the two classes. Based have been carried out, researcher compared the post-test results to see whether there were any variations between the results before the treatment.

This section presents about the a rating of the students' writing prowess that is considered post-test information. After the treatment, these data was collected. The experimental class and the control class are the two classes that make up the post-test data. The control class is the group that received the usual instruction, whereas the experimental class is the group that received the treatment. Following is a description of these facts:

Tabel 4.6 Post – Test score of Experimental class VII E

N O	NAME	ASPECT					SCORE
		C	O	V	G	M	
1	ATP	21	18	20	8	9	76
2	AN	14	12	10	8	6	86
3	BRH	14	18	10	8	6	70
4	BSA	28	18	20	12	7	82
5	DFDP	28	24	20	12	9	93
6	DEWA	21	18	20	8	9	76
7	FAN	14	18	15	8	6	84
8	FAN	21	18	15	8	9	74
9	FAA	28	18	20	12	7	82
10	GMAD	21	12	20	12	9	74
11	HFP	21	12	20	8	9	70
12	ICDR	14	12	20	12	6	90
13	JP	14	12	20	12	6	84
14	KDS	21	12	20	8	9	70
15	MA	7	18	10	4	6	90
16	MSNS	7	18	10	4	6	86
17	NZNS	21	12	15	8	9	74
18	PYA	28	24	20	12	69	90
19	RAP	21	12	20	12	9	74
20	RSA	28	18	20	12	7	82
21	RSA	28	12	20	12	6	78
22	RAR	28	24	20	12	9	93
23	RFSN	28	18	15	12	9	82
24	SRE	28	12	20	12	6	78
25	STA	21	12	20	12	9	74
26	SOS	28	18	20	12	7	82
27	SDAN	28	18	15	12	6	90
28	WSP	14	12	10	8	9	86
29	YEAS	28	18	20	12	7	82
30	ZDK	21	18	15	8	9	65
<b>Total</b>		644	486	520	300	290	2170
<b>Mean</b>		<b>21</b>	<b>16</b>	<b>17</b>	<b>10</b>	<b>10</b>	80,57

<sup>30</sup> From the table 4.6 above, the researcher seen that the sample of the post-test experimental class as same as pre-test experimental class, that is 30 students. The assessment of this also use scoring rubric by Setyati & Latief (2018). The maximum score for content is 28, the maximum for organization is 40, the maximum score for vocabulary is 20, the maximum score for language use is 16, the maximum score of mechanics is 12, and the maximum score for all these aspects is 100. Therefore, all the skills must be mastered and applied properly to produce the good writing.

The descriptive of this post-test have some different from the pre- test. The differences are; first, the <sup>7</sup> score of the students mostly increase than in the pre-test, second is <sup>1</sup> the total all of the score also increase to 2170. Third the total <sup>1</sup> mean of the score increase to 80, 57. Besides, <sup>1</sup> the maximum score in the pos-test experimental class is 93 and the minimum score in this test is 65.

Then, the researcher also describe about <sup>1</sup> post-test data from control class. <sup>92</sup> The data took after the teaching learning process was done. <sup>15</sup> The result of the test of this class can be seen as followed :

**Tabel 4.7** <sup>7</sup> Post – Test score of Control class VII F

N O	NAME	ASPECT					SCORE
		C	O	V	G	M	
1	AAA	21	18	15	8	9	71
2	AAH	28	18	15	12	9	82
3	AKV	21	12	15	8	9	65
4	ADA	14	18	15	8	6	61
5	AS	21	12	20	8	9	70
6	AAP	14	18	15	8	6	61
7	BP	14	12	10	8	6	50
8	BSA	14	18	15	8	6	61
9	ESR	28	18	15	12	9	82
10	IDA	21	12	20	12	9	74
11	JSW	21	12	20	8	9	70
12	JKS	28	24	15	12	9	88
13	KZM	28	18	15	12	9	82
14	KBP	21	18	15	8	9	71
15	LW	28	24	15	12	9	88
16	LAP	28	18	15	12	9	82
17	LAF	21	18	15	8	9	71
18	MHV	14	18	10	8	9	59
19	MAS	21	18	15	8	9	71
20	MGLP	28	12	20	12	6	78
21	NKS	21	18	15	8	9	71
22	NHS	28	24	20	12	6	90
23	NS	28	12	20	12	6	78
24	NR	21	18	15	8	9	71
25	NK	21	18	15	8	9	71
26	NF	28	12	20	12	6	78
27	SV	14	12	20	12	6	88
28	VAA	21	18	15	8	9	82
29	ZAD	28	18	15	12	9	78
30	SBP	14	12	20	12	6	64
<b>Total</b>		<b>658</b>	<b>498</b>	<b>485</b>	<b>296</b>	<b>240</b>	<b>2208</b>
<b>Mean</b>		<b>22</b>	<b>17</b>	<b>16</b>	<b>10</b>	<b>8</b>	<b>73,60</b>

Based on the table 4.7 above the researcher found that this class also has a significant rise in some different with the pre-test. The differences are the score of each student higher than pre-test, the total score and the mean of this test also increase than before. From the table shows that the total is 2208 and the mean is 73,60. Then, the maximum score is 77 and the minimum score is 56. From here can be concluded that after the student get the teaching learning process they more understand about the material and make their score also increase.

**Table 4.8 The Result of Descriptive Statistic Post-Test**

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post_Ex	30	28	65	93	2417	80,57	1,372	7,514	56,461
Post_Cont	30	40	50	90	2208	73,60	1,796	9,839	96,800
Valid N (listwise)									

It can be seen from the table 4.8 above that the table shows the post-test score of experimental group and control group. From the table above, can be seen that the researcher find out the result of the test. As seen in the table above, the researcher was able to determine the test's outcome. From the table above, it is clear that the students who participated helped the researcher determine the test's outcome. There were 30 pupils in both the experimental class and the control class. The students in the experimental class have a minimum score requirement of 65 and a maximum score requirement of 93. The experimental group's overall pre-test score is 2417, and the average of all scores is 80,57. The pupils in the control class then have a minimum score of 50 and a maximum score of 90. The control group's post-test total score is 2208.



**Table 4.9 The Result of Normality Testing**

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post_Ex	.142	30	.124	.959	30	.300
Post_Conf	.138	30	.153	.959	30	.290

a. Lilliefors Significance Correction

From the table 4.9 above, the researcher get the conclusion that the data is normal. The table shows that the experimental class score of 0,124 has a meaningful outcome. Because the significance value is greater than a given value (0,124 > 0,05), it follows that the experimental class's data are regularly distributed. The outcome for the control class is then greater as well, coming in at 0,153, which is higher than 0,05 (0,153 > 0,05). Because the results of the independent sample t-test are greater than 0,05 (0,124 > 0,0; 0,153 > 0,05), it may be inferred that the significant post-test data of both classes are normal.

### 3. Hypothesis Testing

Hypothesis thesis testing that needed in this research is by using independent sample t-test. Before the researcher analyzing the data, the researcher conducted the hypothesis which explained in the chapter 2 of this research. There are two hypothesis that the researcher formulated, first is null hypothesis (Ho) which declared "There is no significant difference in the students who are taught using Project Based Learning (PJBL) and using conventional teaching". Then, the second hypothesis as alternative hypothesis (H) for this research is " who are taught using Project Based Learning (PJBL) and using conventional teaching".



From here, the researcher concluded that the mean score of the both classes is different. Meanwhile, the researcher could not concluded the successfulness of the treatment of this research directly by this table, especially on the experimental class. So that, to know the treatment,

**Table 4. 10 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				
							95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error 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 4.10 displays information about the independent sample t-test from post-test results for both the experimental and control classes (0,003 0,05). It denotes that H1 was approved but H0 was denied. This indicates that the independent factors have an impact on the dependent variable. Which Project-Based Learning (PJBL) effects students' ability to write descriptive prose for seventh grade students, high school students, and H. The pupils in the experimental class and the control class write descriptive texts in quite different ways, it might be argued. Therefore, it can be claimed that Project-Based Learning (PJBL), especially when teaching descriptive text, has an impact on students' writing abilities.

From here, the researcher concludes that from those data above shows the students' in writing skill is improve because they get material clearly. The experimental class got the big influence because they got the treatment from the teacher. The class which taught by using Project Based Learning (PJBL) got positive effect that is they can create their own text with their ideas after makes a project scrap book. But, the control class which taught without Project Based Learning (PJBL) also has good score because they also get material clearly although the teacher used conventional teaching. So that, the researcher concluded that Project Based Learning (PJBL) is effective to teach writing descriptive text students grades seventh junior high scholl of SMPN 3 Maospati.

## 8 B. Discussion

This section, the researcher will discuss about the result of this research. From the data analyze in the previous section, the researcher get the result. The result presented that by using Project Based Learning (PJBL) in the teaching writing descriptive text for seventh grade junior high school students is effective. The description of the data in the result of the pre-test is different. The control class received 1700 with a mean of 56,67, whereas the experimental class had a total score of 1758 with a mean of 58,60. From this point on, the experimental class has a higher cumulative score than the control class, and it has a higher average score than the control class. The researcher then administered the therapy to the experimental class and the regular curriculum to the control class. The researcher also took a post-test after administering the pre-test and presenting the content. The post-test experimental class's final score is 2417, with a mean of 80,57. The control

class's mean score is 73,60 and its overall score is 2208. From this point, it is clear that the experimental class outperformed the control class in terms of both mean and total score. Besides, the alpha value that used by researcher is 0,05. The result of this research showed that the significant of the Testing for homogeneity and normality produced results of 0,830 for homogeneity and 0,124 for normality for the experimental class and 0,200 for the control class, respectively. The outcome of hypothesis testing using post-test data from each classes then showed distinct significant results. As a result, the significant value (0,003 0,05) is less than the alpha value. Students who used Project-Based Learning (PJBL) to educate received greater grades than students who used traditional teaching methods. This indicates that project-based learning (PJBL) has several benefits for students who want to develop their writing abilities. The outcomes are supported by a number of factors. First, Project-Based Learning (PJBL) can help students become better at writing descriptive texts. This was in line with earlier research by Syarifah et al. (2019), which noted that project-based learning helps students' writing skills and creativity grow. After the adoption of project-based learning, one area in which student comprehension has increased is their understanding of the topics, aims, structures, and linguistic characteristics of the narrative genre. This approach gets good results with students as well. Project-based learning is therefore particularly beneficial for teaching and learning writing. As a result, this could be a different approach that instructors could use to teach and learn writing. Second, while working on a project, students might create descriptive prose using several stages. This is consistent with research findings. In her research, Ekawati (2018) outlined two primary stages

through which the integrated PJBL can improve students' writing ability: Stage 1 is preparation. Grouping, choosing project work, setting a timeline, understanding the <sup>1</sup> subject, and learning how to write a recount text in class are all required. (2) A writing exercise for each student that entails <sup>1</sup> (a) free writing, (b) drafting, (c) evaluating (peer review and teacher learner conference), (d) rewriting, (e) publishing writing, (f) posting in a social media, and (g) responding to a social media reader's reaction. Third Project Based Learning (PJBL) is method that suitable to teaching writing, that is proved from the previous study from (2016) Nurhajati presents <sup>5</sup> the results of the investigation. This suggests that PBL is a good candidate for explaining writing skills because it significantly improves students' writing skills. After being instructed in this method, students can construct good sentences and develop their own ideas when writing descriptive text. Research in this case really helps students write long essays. <sup>5</sup> They are good at composing texts and generating ideas. And you can work with other employees to inspire them to be more creative.

<sup>1</sup> Project-based learning makes classes interesting and encourages student participation. According to earlier research by Sholihah (2018), <sup>22</sup> project-based learning (PBL) can increase students' writing skills, make classrooms more vibrant with engaging activities, and increase their engagement in the teaching and learning process. In other words, project-based learning (PJBL) <sup>2</sup> significantly improves students' writing abilities, particularly their ability to create descriptive texts. <sup>79</sup> Project-based learning (PJBL), which focuses on topic, organization, grammar,

vocabulary, and mechanics, notably commas, can improve students' ability to produce new ideas as well as their writing abilities for descriptive texts.

The researcher came to the conclusion that there are obvious variances in the writing abilities of the SMPN 3 Maospati students in the seventh grade. The variations are seen in the rise in <sup>4</sup>average value approval between the pre-test and post-test. According to <sup>10</sup>the aforementioned data, project-based learning is useful for <sup>1</sup>teaching writing skills for students in grade seven of SMPN 3 Maospati during the academic year 2022/2023.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting research, gathering data, and analyzing it, the researcher came to the following conclusions: the study's findings had a statistically significant impact on the project-assisted learning initiative's goal of enhancing students' writing.

The project-based learning approach significantly improves students' writing abilities in the experimental class for a number of reasons. Students in the experimental class first participated in discovery activities, which were followed by active participation in analysis and application. Second, by using a better grasp of concepts in accordance with the subject matter in the lesson plans, the project-based learning technique was successful in assisting students in exploring their skill to write descriptive text and convey their opinions during the course of the treatment. Additionally, when the teacher facilitates group discussions in class, pupils start to participate actively.

Based on the statistical analysis, the use of project learning has a significant impact on the writing ability of the seventh-grade students of SMPN 3 Masopati in the academic year 2022/2023. The significant effect can be seen at the results of the study. It showed that there was an increase in students' achievement after being treated with project-based learning. The average score in pre-test experimental class VII E was 58.60 and the average score of post test was 80.57.



Based on student accomplishment, numerous things are demonstrated, including improved ability to convey ideas, comprehend meaning, more ordered writing, ability to communicate briefly, and improved English practice. This signifies that scores differ significantly. It may be concluded that the usage of project-based learning has a substantial impact on students' writing skill. The weakness of this research is that it is less than optimal in making projects, namely scrap books, because the time needed is very short. So for further research, you have to manage time well and make projects more interesting in different text genres. Finally, it can be concluded that there was a significant effect on students' writing skill at the the seventh grade of SMPN 3 Maospati in academic year 2022/2023.

## B. SUGGESTION

### 1. The Teacher

To encourage students to participate in the learning process, teachers must be innovative in their approach to completing tasks. The event must provide opportunities for participants to participate in the learning process. Instructure must use media in the learning and teaching process to aid in curriculum development. It can help students learn, understand, and understand the subject.

### 2. The students

Students should become more active participants in the teaching and learning process. I have to get used to English. Because it is one of the most important means of communication. Therefore, it is hoped that the use of project-based learning will motivate students to be more active in class. Furthermore, it is



hoped that using this model will improve student performance and make learning English more interesting.

### 3. For the further researchers

<sup>1</sup> It is suggested that further researchers follow up this research by conducting research on teaching and learning English with different focus, designs, and paradigms. This research is a time series design. As a result, more comprehensive data may help students gain a better understanding of the language as they learn to English.

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