

**THE EFFECT OF USING PROJECT BASED LEARNING (PBL)
TOWARD STUDENTS' WRITING SKILL OF THE FIRST GRADE
AT SMK TARUNA MASMUR PEKANBARU**

A THESIS

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ABSTRACT

Yetik sri Lestari 2021, The Effect of Using Project Based Learning Towards Students' Writing Skill at the First Grade at SMK TARUNA MASMUR PEKANBARU.

Keywords: Project Based Learning Method, Writing Skill, Descriptive Text

Project-based learning (PBL) considered as an approach to teaching in which students respond to real-world questions or challenges through an extended inquiry process. Project Based Learning (PBL) also organizes learning around projects and involves the students in authentic situations where they can explore and apply the subject matter to problems that are complex and relevant to the professional practice for which they are preparing.

This research was Experimental research, which consists of two variables; they are independent variable (x) refers to the effect of using problem based learning, and dependent variable (y) refers to students' ability in Writing. The sample of this research consists of 14 students of the first grade at SMK TARUNA MASMUR PEKANBARU. The instrument of this research was Writing test of Descriptive text. In this research, the test consist of five indicators; content, organization, grammar, vocabulary, and mechanics in pre-test and post- test. The effectiveness of Project Based Learning Method can be seen from improving of students' writing skill by comparing pre-test and post-test of True-experimental research.

The researcher found that T_t (T table) on the level of significant significant 5 % is 2.02, while significant at the level 1 % is 2.70. So, it can be concluded that H_0 was rejected and H_a was accepted, hence we can conclude that there was a different between pre-test and post-test of the students' writing skill at experimental class that used Project Based Learning method at the first grade of SMK TARUNA MASMUR PEKANBARU.

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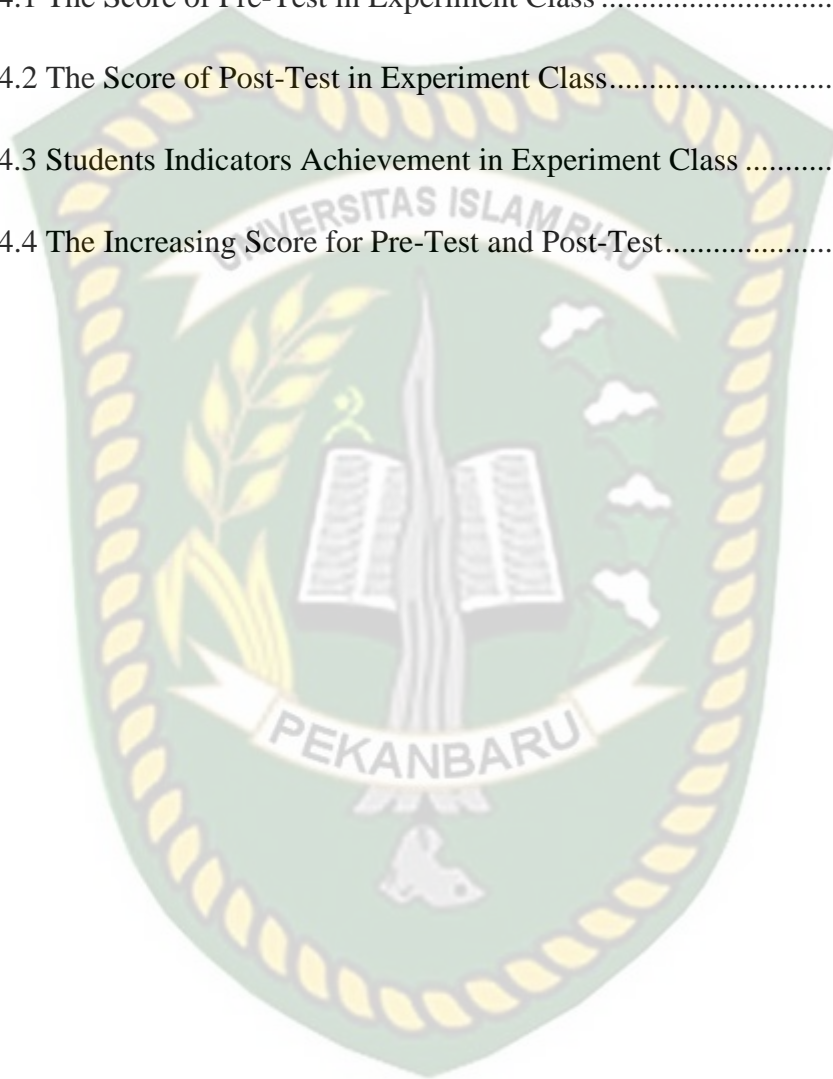
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of language skills. In the division of language skills, writing is always placed at the end after the ability of listening, speaking, and reading. Nevertheless, it doesn't mean writing isn't important ability. Because in writing, all of languages elements must focused to get good result. So, writing means a creative act, the act of writing is creative because it requires interpreting or making sense of something: an experience, a text, and an event.

There is a very important correlation between writing and language development. As students develop language skills, they often develop listening skills first (lots of input they can understand), then speaking (they begin to formulate their ideas in the second language), then reading (they can understand the sound/symbol correspondence of the new language and make sense of the words) and finally writing (they have enough language to express their own ideas in writing). This is not true for 100% of language learners, but it is true for the majority of them. It almost seems that reading would be more difficult because the student needs to sound out words and understand the author's message. It will seem writing might be easier because students are sharing their own ideas already in their heads and simply putting them on paper. However, writing requires a lot more processing of language in order to produce a message.

Writing is a form of thinking process. The writer share ideas, thoughts, feelings, and his/her experience is a form of writing. Although writing is a form of

thinking process, but the writer's ideas, thoughts, feelings and experiences are not delivered by spoken form but delivered in written form. In a form of thinking, the writer produces a sequence of sentences arranged in a particular order and link together in certain ways. The sequences may be in a simple or large form, only two or three sentences even one page, but the way of the writer put the sentences in order and link together, make the sentences as a coherent and logical order form. The coherent and logical order form of the sentences is called by a text.

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skill. Exposing them to the writing process itself through various venues is an excellent way to reach this goal.

Additionally, writing skill can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing. Because one of the main goals of ESL students is to learn to produce a well-thought-out piece of writing, a specific writing program must be in place in order to meet the needs of these learners. After careful evaluation of the literature, it was found that numerous researchers discovered the need for ESL students to be exposed to a variety of genres, strategies, and methods in order to succeed in the writing of English.

Writing skill is very crucial and also difficult for students, they need to be able to have a good writing skill in English to support their learning process in

school. If they have a good writing skill in English, it is good for them because it is mean they are master in one of four English skills (listening, speaking, reading, and writing).

There are several aspects related to writing, they are content, organization, vocabulary, language, and mechanics. A content of the writing must be relevant to the topic, organization means there is connection between one sentences and other sentence, vocabulary means the writer must have knowledge of English vocabulary about the topic that will be discussed in her/his writing, next aspect is language it means the structure of sentence, preposition, pronoun, articles, and word order. The last one is mechanics, it is emphasize on the punctuation, capitalization, and spelling. These aspects must be appear in the writing so a writer will create a good writing.

There are some steps that have to be mastered by the students in writing process, like: practice writing with dictionary and English grammar books and practice writing by paying attention to the correction and reflection which they get from the teachers and discussion. They are required to be able to write many kinds of text, such as narrative, descriptive, procedure, etc. But many of them are not able to describe their ideas and do not know the generic structure of the text.

Although writing is a difficult activity to do, there are many students who likes to write on their social media using English. Even though they are lack of the aspects of writing such as spelling, punctuation, sentence structure and the use of paragraphs. So, it is teachers' duty to make students be more interesting in writing and also teach them how to write properly.

Based on researcher observation at SMK TARUNA MASMUR PEKANBARU, the researcher find some problems that faced by the students. The problems are: firstly, the students are low in writing ability. Secondly, the students are able to write but it was not based on grammar. Thirdly, while learn English subject most of students feel bored. Lastly, the students are lack of vocabulary. It made most of the students can not reach the curriculum target of English minimum score (75).

To improve the students' ability in writing Descriptive Text needs an appropriate strategy and technique helping them as solution for their problems. There is actually a technique that will help students in writing a Descriptive Text, called Project Based Learning. Based from the reason above, the researcher choose the topic of the effect of Project

Based Learning (PBL) towards students' writing skills. After having read about Project Based Learning (PBL) researcher can say that it can be a method to helping students in writing skills.

Actually many strategies that can use by the teachers in teaching writing. The writer expects that by Project Based Learning (PBL), writing activity will be an interesting and enjoyable. Especially to help the students to express their idea or opinion into written form, and help students able write a paragraph. But sometimes they have a limited idea and their writing cannot run well. So by Project Based Learning (PBL), it tends to help the students to express their ideas easier.

Project-based learning (PBL) considered as an approach to teaching in which students respond to real-world questions or challenges through an extended

inquiry process. Project Based Learning (PBL) also organizes learning around projects and involves the students in authentic situations where they can explore and apply the subject matter to problems that are complex and relevant to the professional practice for which they are preparing.

1.2 Setting of the Problem

The problem can be identified as follow:

Students find difficulties to write in English. The students can not express their ideas. When they can not express their idea, they will only write simple paragraph that they familiar or they usually used.

Students find difficulties in grammatical. they afraid get mistake about their grammar and get critics from the teacher. They have low motivation and do not want to try writing English.

The students' vocabulary mastery is still low. As a result, they get difficulty in interpreting the meaning of the difficult words.

Students find difficulties in the material. Material is a big contribution in writing activity. Most of the materials are boring and sometimes the material given also inappropriate with students' level. The impact is that students do not interest to write about the material given.

1.3 Limitation of the Problem

Based on some problems appear above, the researcher limits those problems in students find difficulties to write in English and also do not like with the method teacher's given.

1.4 Formulation of the Problem

Based on the identification on the background, the researcher formulating this research problem as following: is there any significance effect of Project Based Learning (PBL) towards students' writing skill of the first grade of SMK TARUNA MASMUR PEKANBARU?

1.5 Objective of the Research

The main objective of conducting this research is to find out the effectiveness of Project Based Learning (PBL) to increase students' writing skill.

1.6 Significance of the Research

The researcher hoped the result of the research can contributed some advantages.

Some of expectations are:

1. For the students

The researcher hopes this research will help the students to improve their writing skill by using Project Based Learning Method.

2. For the teacher

The researcher hopes this research will help the teacher to know the effect of Project Based Learning Method towards students' writing skills.

3. For the researcher

The researcher knows the effect of using Project Based Learning Method towards students' writing skill in english.

1.7 Definition of KeyTerms

1. Writing skill : writing skill is the skill of putting all together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas, and feeling as near to what you want to say or convey.
2. Project Based Learning (PBL) : Project Based Learning (PBL) is an individual or group activity which is can resulting product after they learning. The researcher use the Project Based Learning as an appropriate method to help students improve their writing ability.
3. Descriptive Text : Descriptive text is a text type we use want to tell how something looks, smells, acts, tastes, sound and etc. The entire text focuses on description.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of Writing

Writing is the activity or skill of marking coherent words. Writing also known as the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

Johnstone, Ashbaugh, & Warfield, (2002) argue that writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. It means that writing is the difficult skill for foreign language students and even for the native speaker.

Brown (2001) asserts that, "writing is indeed a thinking process," which corroborates Elbow (1973) who similarly thinks of writing process, "not as away to transmit a message but as a way to grow and cook a message,". Brown urges writing teachers to observe the balance between process and product, cautioning them not to take an extreme perspective. While he admits that the product is the ultimate goal, he also emphasizes that the process is the means to the end.

The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically, the writing skill requires a well-structured way of the

presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). It means that writing not only the present of thoughts but it should be in an organized and planed way, and writing is the complicated skill than other english skills.

Nunan (1989) argues that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors vary from academic background and personal interest of the writer to various psychological, linguistic and cognitive phenomena. It can be concluded that learner have to control over various factors to do writing activity, the factors are from academic background and personal interest of the writer.

Eksan (2004:3) says that for the students of English as a foreign language, writing in English is a very complex process. Writing is a highly sophisticated skill combining a number of diverse elements that require not only grammatical but also rhetorical elements. It means that writing is a very complex process that combining skill with a number of diverse elements that require not only grammatical but also rhetorical elements.

Writing is a way of thinking and learning it gives a unique opportunity to explore ideas and acquire information. By writing, someone can express their thoughts to other and also for themselves.

Based on the study above, it can be concluded that writing is the most difficult skill that has complex process that can express our ideas in words, then organizing them into statement.

2.1.1 Component of Writing

There are some components or elements in writing:

1. Spelling: Abbot (2007:6) states that a clear thinking could not be written clearly without using words according to definite rules. Moats (2005:1) show the

importance of spelling for writing and say that some writers restrict their writing to the only words that they know. In some specialties like medicine, law, and commerce, misused grammar or spelling may often cause problems and terrible losses. Based on the explanation above, it can be infer that spelling is the essential for communicating correct and clear meaning.

2. Punctuation: Betham (2011, 37) points out that “Punctuation is more important than spelling”. Punctuation marks give meaning to words as pauses and change in tone of speech do. Several studies have revealed that punctuation marks may change the meaning of words if they are incorrectly used, and they may reveal mystery when they are correctly used. It can be conclude that punctuation is very needed because without or incorrectly punctuation may change the meaning of words.

3. Sentence structure: Greenbaum and Nelson (2002:20-37) mentioned that Sentence structure is formed by an element. The elements of sentence structure have meaning such as Subject, verb, object, complement and adverbial. Each element of sentence structure can be a phrase. A sentence can be structured by one or more clauses. It can be infer that in a sentence there are subject, verb, object, complement and adverbial.

4. The use of paragraph: Zemach & Rumisek (2003) said that A paragraph is a group of related sentences that deal with a specific topic. It can be infer that a good paragraph is achieved when a topic sentence is chosen.

2.1.2 Process of writing

The process of mature writing requires a well organized planning (Hayes & Flower, 1980; Levy & Ransdell, 1995), the writer is involved in content problem and rhetoricalproblem.

Furthermore, an adequate memory helps to accelerate this process (Bereiter & Scardamalia 1987; Scardamalia & Bereiter, 1991).

Writing is complex of stages that will built a good writing. according to Brown (1989:6) cited by syaulina (2017), the writing process can be defied into three stages: preparing to write, drafting, and revising.

a. Preparing to write

Most of skills are need preparation first especially in writing to catch an idea. The writers have to do a brainstorming, speed writing, 'wh' question, getting an idea into order, using models and the last is marking points to mention in replay. In this research, the researcher use Project Based Learning as a method. So, the researcher hope the students follow the stages and write a good text.

b. Drafting

Drafting is stage that students really face the real writing, the main point of this stage is can write into paper, can show the ideas in the brain after preparing. The researcher wants students able to identify the generic structure such as; identification and description and also grammatical features such as ; simple present tense, adjective and etc.

c. Revising

After finishing write the text time to revise the text based on the context. Here is important thing because the text which have been written will be checked, think the purpose and correct it. It involves, editing, arranging, changing, adding and the process of making each word right.

To conclude the process of writing is considered in following stages: (1) Preparing to write, it concludes the idea to write focus on the identification or purpose. (2) Drafting includes how to describing someone or things first written. (3) Revising are involves the arranging and revising into the right text.

2.2 Project-Based Learning (PBL)

There are many experts that define about Project-Based Learning (PBL). According to Ngoh (2015), Project based learning refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. It means that Project-based learning (PBL) is a central organizing strategy for educating students that programmatic and instructional.

Thomas and MacGregor (2005) stated that project-based learning is a modification of what was initially conceived as "contextual statement" a methodology that emphasized knowledge construction and problem solving by students in a given situation and that often happened during a long period of time. It is mean that students should construct knowledge and solving the problem by their own.

According to Marxet al (1997), Project Based Learning (PBL) is characterized by social constructivism which states that collaborative learning allows students to learn from each other, built the right knowledge, and meant. It can be infer that the collaborative learning that allow the students it self to be active in the teaching and learning process.

Copon & Kuhn (2004) stated that Project Based Learning (PBL) is an instructional technique that transforms learning from 'teacher telling' to 'student doing' in which students are provided with task based on challenging questions or problems that involves the students problem-solving, decision-making, meaning-making, investigative skills and reflection , that includes teacher facilitation but not direction. It means that in this teaching method, teacher only as a facilitator and not as a director.

According to Frank & Barzilai (2004), Project Based Learning (PBL) is one of the constructivist teaching strategies and is getting more and more common in

science education. It means that Project Based Learning (PBL) the strategies that common in the teaching and learning process.

According to Barak (2002), Project-based learning (PBL) is a well-known method for imparting thinking competencies and creating flexible learning environments. The educational system usually directs talented pupils to extra-curricular programs in order to foster learning and develop thinking competencies. It can be infer that this strategy is a common in science education.

Schmidt (1983) stated that Problem Based Learning (PBL) is a learning method where an important part of studying takes place in small groups. The groups are given problems that trigger and motivate the learning process. Tutor's role in a group is to facilitate learning. It can be conclude that teacher only as a facilitator and the students can study at a group.

In conclusion, the writer tries to conclude all definitions, project based learning is a systematical method in teaching that provide students in individual or group into a project that engaged learning knowledge and skills from a series of complex tasks to produce a product or an action then the results are displayed or presented. The main goal of the process is the learning effect not the product itself.

2.2.1 Characteristics of Project Based Learning

According to Verner & Betzer (2001) Briefly stated, PBL can be characterized as:

1. A creative and branching process triggered by an authentic need or problem, leading towards a working solution.
2. A progression of stages of varied nature required for the devise of the solution, e.g., accurate definition of the problem, and its solution

requirements and constraints; generation of alternative solutions and their evaluation by defined criteria; model building.

3. The demand for a wide array of skills related to different functions, e.g., information search and retrieval; representing ideas using formal notations; building physical models.
4. The demand for collaborative work skills, e.g., distribution of functions according to expertise; parallel and cooperative work.
5. Continuous evaluation of each stage's products and of the solution at all.

According to Stivers (2010) argues project-based learning varies from classroom, but it is often characterized by the procedures, such as; 1. Organized around a problem or challenge without a predetermined solution, 2. Creates a need to know of essential content and skills, 3. Students design the process for reaching a solution, 4. Requires critical thinking, problem solving, collaboration, and various forms of communication, 5. Provides the opportunity for students to examine the task from different perspective using variety of resources, separate relevant from irrelevant information, and manage the information they gather, 6. Students regularly reflect on what they are doing, 7. A final product is produced and is evaluated for quality, 8. The classroom has an atmosphere that tolerates error and change, 9. The teacher takes on the role of a facilitator rather than leader.

2.2.2 Benefits of Project Based Learning (PBL)

Harris & Katz (2001), Stated that the potential benefits of project-based learning are substantial. Proponents of project-based learning have lauded the emphasis on in-depth investigations over memorization of broad content knowledge.

Larmer, (2015) says that project based learning is a powerful teaching method that does the following : 1. Motivates students. 2. Prepares students for college, careers, and citizenship. 3.Helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills. 4. Allows teachers to teach in a more satisfying way. 5. Provides schools and districts with new ways to communicate and to connect with parents, communities, and the wider world.

Tassainari (1996) and Worthy (2000) assert project based approaches offer learners opportunities to guide, manage and monitor their learning through self-direction and self- regulation. It can be inferred that the students can manage and monitor the way their study work.

Based on George Lucas Educational Foundation, (2001). Project-based learning offers a wide range of benefits to both students and teachers. A growing body of academic research supports the use of project-based learning in school to engage students, cut absenteeism, boost cooperative learning skills, and improve academic performance

For students, benefits of project-based learning include:

1. Increased attendance, growth in self-reliance, and improved attitudes toward learning (Thomas,2000)
2. Academic gains equal to or better than those generated by other models, with students involved in projects taking greater responsibility for their own learning than during more traditional classroom activities (Boaler, 1997; SRI, 2000)
3. Opportunities to develop complex skills, such as higher-order thinking, problem- solving, collaborating, and communicating (SRI, 2000)
4. Access to a broader range of learning opportunities in t the classroom, providing a strategy for engaging culturally diverse learners (Railsback, 2002)

For teachers, additional benefits include enhanced professionalism and collaboration among colleagues, and opportunities to build relationships with students (Thomas, 2000). Additionally, many teachers are pleased to find a model that accommodates diverse learners by introducing a wider range of learning opportunities into the classroom. Teachers find that students who benefit the most from project-based learning tend to be those for whom traditional instructional methods and approaches are not effective (SRI, 2000).

2.2.3 Steps in Problem Based learner (PBL)

Barrows, (2001) stated that, this steps are also the pillar of the PBL process, which may be summarized as follows:

1. a problem is presented to students, who, in small groups, organize their ideas, evaluate it, define its nature and try to solve it with available knowledge;
2. then students discuss the problem and identify aspects of it that need clarification and research (learning issues);
3. subsequently they prioritize the issues and plan when, who, where and how these issues will be investigated;
4. when the students meet again, they share and explore the knowledge gathered about the learning issues and use it to propose an informed solution to the problem (if a satisfactory solution cannot be reached, they may have to restart the cycle);
5. after finishing working with the problem, the students assess themselves, their peers (group members) and the process/problem.
6. a problem is presented to students, who, in small groups, organize their ideas, evaluate it, define its nature and try to solve it with available knowledge;
7. then students discuss the problem and identify aspects of it that need clarification and research (learning issues);
8. subsequently they prioritize the issues and plan when, who, where and how these issues will be investigated;
9. when the students meet again, they share and explore the knowledge gathered about the learning issues and use it to propose an informed solution to the problem (if a satisfactory solution cannot be reached, they may have to restart the cycle);

10. after finishing working with the problem, the students assess themselves, their peers (group members) and the process/problem.

According to Papandreou (1994) in “an application of the projects approach to EFL” introduces a model which illustrates the process of project work in six steps: step 1 Preparation: in this period, the teacher introduces the topic to the student, and asks them to discuss and ask questions. Step 2 Planning: in this period, the teacher and the students determine the mode for collecting and analyzing information, and different work are assigned. Step 3 Research: in this part, the students work individually or in groups gather information from different sources. Step 4 Conclusions: the students draw conclusions based upon their analysis of the collected data. Step 5 Presentation: the students are supposed to present their final product to the whole class. Step 6 Evaluation: in this part, the teacher makes comments on the students’ endeavor and efforts.

2.3 Descriptive Text

According to Kane (2000); descriptive text is description about sensory experience how something looks, sounds, tastes. It is mean that descriptive text are text type we use want to tell how something looks, smells, acts, tastes, sound and etc. The entire text focuses on description.

2.3.1 Generic Structure of Descriptive Text

According to Gerot and Wignell (1994:165) a Descriptive Text has that

generic structure. It consists of the following structure:

- Identification : identifies phenomenon to be describe. In other word, in the opening paragraph tells the reader what the description is about.
- Description : describes parts, qualities characteristics. Each one focusing on a different part or are, builds up to complete description of the subject.

2.3.2 Language Features of Descriptive Text

According to Gerot and Wignell (1994;165) the language features in descriptive text commonly consist as the following:

- Focus on Specific Participants
- Use of Attribute and Identifying Process
- Use of Degree Comparison
- Use of Adjective
- Use of Simple Present Tense

2.3.3 Example of Descriptive Text

COMPUTER

Computer is an electronic device that takes information in. The first substantial

computer was the giant ENIAC machine by John W. Mauchly and J. Presper Eckert at the University of Pennsylvania. The computers that we are using these days is Modern Computer. Modern Computers have the ability to follow generalized sets of operations, called programs. These programs enable computers to perform an extremely wide range of tasks.

Computer is able to manipulate information in some way, and outputs new information. Computer can perform calculations and process data. It can also work with numbers to solve problems in a few seconds. That is why computer are widely used in places such as banks, offices, and companies. a modern computer consists of at least one processing element, typically a central processing unit (CPU) in the form of a microprocessor, along with some type of computer memory, typically semiconductor memory chips. The processing element carries out arithmetic and logical operations, and a sequencing and control unit can change the order of operations in response to stored information.

2.4 Relevance Studies

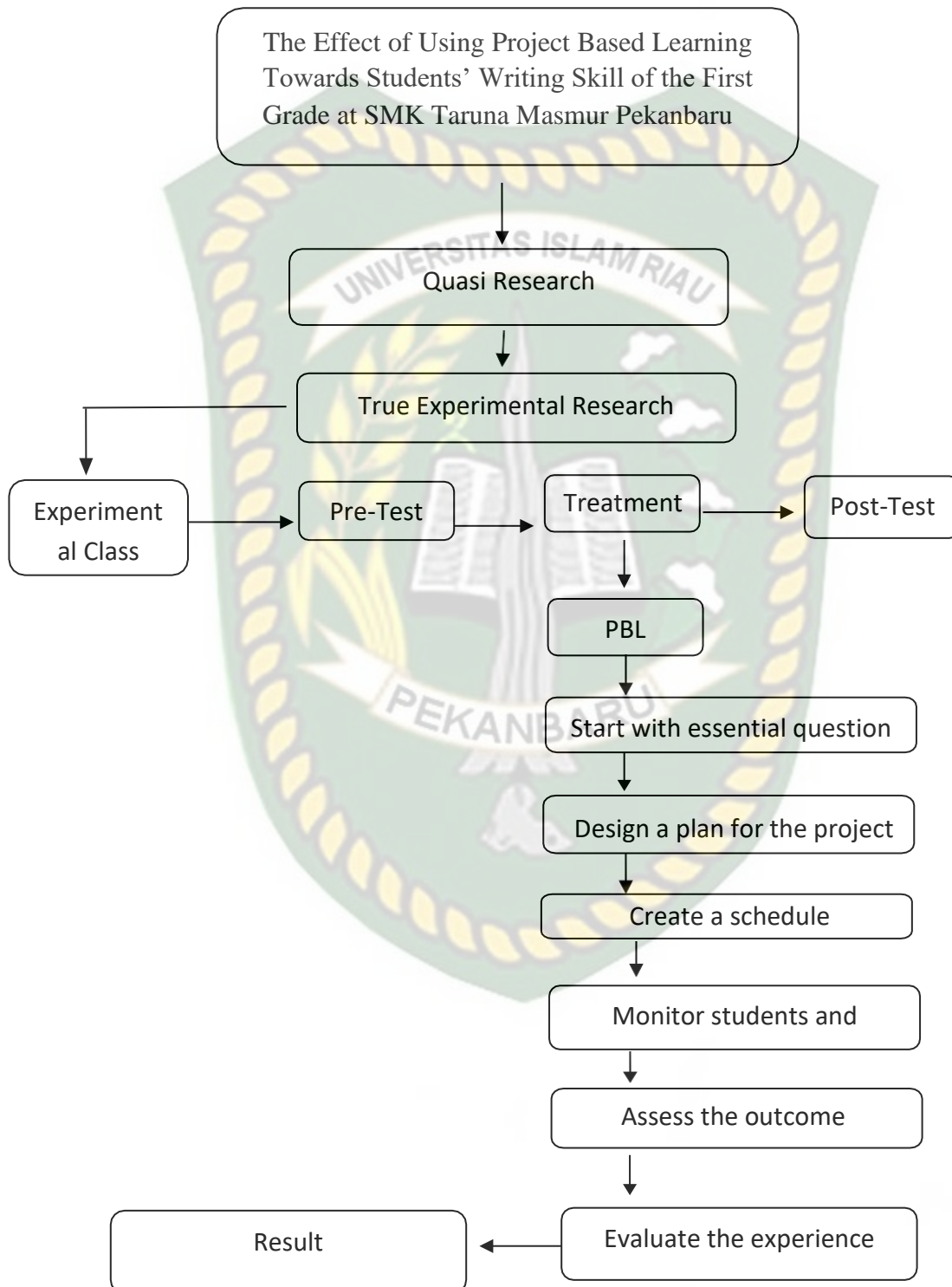
There are some related studies had been done by many researchers that are related to Project Based Learning Method. The first research was conducted by Vera Martina Tarihoran (2017) with title “The Effect of Project Based learning to Students’ Speaking Ability of the Eight Grade at SMP Advents Pekanbaru”. The subject of her research were junior high school students. The study was conducted because the average of students’ score of four indicators (vocabulary, fluency, grammar and

pronunciation) was low. Based on the reserach, it is found that Project Based Learning could effectively improve students' speaking ability.

The second research was conducted by Fitri Syaulina (2017) with title “the Effect of Project Based Learning Towards Students' Writing Descriptive Text of the Second Yesr at SMPN 12 Pekanbaru”. That research aimed to know the effect of Project Based Learning Towards Students' Writing Descriptive Text of the Second Year at SMPN 12 Pekanbaru.

In this research, the title of the research will be conducted by Yetik Sri Lestari (2020) with title “The Effect of Using Project Based Learning Towards Students' Writing Skill of the First Grade at SMK Taruna Masmur Pekanbaru”. This research aimed to know the effect of Using Project Based Learning Towards Students' Writing Skill of the First Grade at SMK Taruna Masmur Pekanbaru

2.5 Conceptual Framework



2.6 Hypothesis

Based on the consideration of the theory and real condition in the field as well study, the writer would like to state hypothesis as follow:

1. Null hypothesis (H_0)

There is no significance effect of using Problem Based Learning (PBL) to increase students' writing skill of the first grade at SMK TARUNA MASMUR PEKANBARU.

2. Alternative hypothesis (H_a)

There is significance effect of using Problem Based Learning (PBL) to increase students' writing skill of the first grade at SMK TARUNA MASMUR PEKANBARU.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is Experimental research which consists of two variables; they are independent variable (x) refers to the effect of using problem based learning, and dependent variable (y) refers to students' ability in Writing. According to Darci J. Harland (2011), Experimental Research is a study that strictly adheres to a scientific research design. It includes a hypothesis a variable that can be manipulated by the research, and variables that can be measured, calculated and compared. Based from the theory above, the researcher chose this research design to increase students' writing skill of the first grade at SMK TARUNA MASMUR PEKANBARU.

The Experimental class will be taught to the students by using Problem Based Learning. The researcher used two variables in the research. They were Problem Based Learning X, students' Writing skill Y. Therefore, in the experimental class the researcher was gave pre-test, treatments, and post-test in classroom activity.

Table 3.1 Research Design

Class	Pre-test	treatment	Post test
Experiment (E)	Y1	X	Y2

Note:

E : Experimental class

X : Treatment

Y1 : Pre-Test

Y2 : Post-Test

3.2 Location and Time of the Research

This research was conducted at SMK TARUNA MASMUR PEKANBARU on February 2021.

Table 3.2 Schedule of Research Activities

No	Meeting	Month/Year	Activities
1	1 st meeting	February 03, 2021.	Taking Pre Test
2	2 nd – 5 th meeting	February 10 - March 03, 2021.	Applying Problem Based Learning on the first grade of students' writing skill at SMK TARUNA MASMUR PEKANBARU.
3	3 th meeting	March 10, 2021.	Taking Post Test

3.3 Population and Sample of the Research

3.3.1 Population

The population and sample of the research are the students of the first grade at SMK TARUNA MASMUR PEKANBARU in academic year 2020/2021. The total of the first grade students of SMK TARUNA MASMUR PEKANBARU is 24 students.

Table 3.3 Population of the First Grade at SMK TARUNA MASMUR PEKANBARU

Classes	Students
X Teknik Komputer dan Jaringan	14
X Akuntansi	14
Total	24

3.3.2 Sample

The data will be collect from the students of grade X Computer Engineering major at SMK TARUNA MASMUR PEKANBARU. The writer chase them as sample based on the reason: (1) the students have lack in writing. (2) the writer want to apply new method that make students easy in writing.

Table 3.4 Sample of Research

Class	Students
XI Computer Engineering	14

3.4 Instrument of the Research

The instrument of this research, the researcher gave written tests. The test was applied in pre-test and post-test. In this research, the researcher gave pre-test to get the basic knowledge of the students about writing skill in writing descriptive text. After that, the researcher gave treatment by using Project Based Learning Method. After the students are given the treatment, the researcher gave the post-test to find out the result of students' writing by using Project Based Learning Method.

Table 3.5 The Blue Print of Instrument

Topic	Indicators
Classifications of Computers	Content
A Computer System	Organization
Components of a Computer System	Vocabulary
Similarities DifferenceBetween	Grammar
Computers and Human	Mechanics

3.4.1 Data Collection Technique

The researcher was collected the data by gave treatment by the students. There are steps in collecting data. First, the researcher gave pre-test to made descriptive text. The purpose is to know the basic knowledge of the students before the researcher gave the treatment by using Project Based Learning Method. Also, the researcher gave treatment by applied the Project Based Learning Method. Therefore, the researcher gave post-test to know the students' result of writing

descriptive text after using Project Based Learning Method.

3.4.2 Data Analysis Technique

Pre-Test will be administering the treatment implement. The purpose of Pre-Test is to find out the initial of the students' achievement. The result will be use to know the improvement by the students' after giving them treatment.

Treatments will be conduct to apply Project Based Learning Method to the students, so there will be the results of the method that will be use for the students of their writing skill.

Post- Test will be conduct after all of the treatments. The score of test will be take as data of the research and then that score will be compare with Pre-Test score. After the researcher get the result of the test, the data will be analyze by using statistical analysis. The data were analyzed by using SPSS 23 version.

Table 3.6 Scoring Rubric of descriptive Text

Aspect	Score	Performance Description	weighting
CONTENT (C) 30%	4	The topic is complete and clear and the details are relating to the topic	
- Topic - Details	3	The topic is complete clear but the details are almost relating to the topic	3x
	2	The topic is complete and the details are not relating to the topic	

	1	The topic is not complete and the detail are not relating to the topic	
ORGANIZATION (O) 20% - Identification - Description	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and d description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
GRAMMAR (G) 20% - Use Present Tense - Agreement	4	Very few grammatical or agreement innacurracies	2x
	3	Few grammatical or agreement innacurracies but effect on meaning	
	2	Numerous grammatical or agreement innacuracies	
	1	Frequent grammatical or agreement innacuracies	

VOCABULARY (V)) 15%	4	Effectives choice of word and word form	1,5 x
	3	Few misuse of vocabularies, word forms, but chance the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms and not undesrtandable	
MECHANIC (M) 15% - Spelling - Punctuation - Capitalization	4	It use correct spelling, punctuation and capitalization	1,5 x
	3	It has occational error of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

To get the desription of total score of the aspect of writing, the researcher uses the formula as follows:

$$\text{Score} = \frac{3C + 2O + 2G + 1,5 V + 1,5 M}{10}$$

Where :

C : Students' ability in Content

O : Students' ability in Organization G : Students' ability in Grammar

V : Students' ability in Vocabulary M : Students' ability in Mechanic

Table 3.7 The Classification of Students' Score

No.	Ability Level	Rank
1.	Vey Good	80-100
2.	Good	66-79
3.	Enough	56-65
4.	Less	40-55
5.	Fail	30-39

(Adapted from Arikunto, 2009:223)

3.5 Teaching Procedures (Variable x)

The pre-test will be conduct in the first meeting before the researcher giving the treatment.

Table 3.8

Teacher and students activities in the classroom of Experimental Class

(Meeting I)

Teacher's Activities	Student's Activities
Pre- Teaching (Exploration) <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	<ul style="list-style-type: none"> - The students reply the teacher's greeting - The students raise their hand when teacher call their name
Whilst- Teaching (Elaboration) <ul style="list-style-type: none"> - The researcher give pre-test to students and ask students to write descriptive text, the topic was "Introduction to Computer" 	<ul style="list-style-type: none"> - The students do the pre-test on their own sit
Post- Teaching (Confirmation) <ul style="list-style-type: none"> - The researcher ask the students to submit their pre- 	<ul style="list-style-type: none"> - The students submit their pre-test.

test. - The researcher give close greeting to the students.	- The students answer the researcher's greeting.
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Treatment

After pre-test, the researcher begin doing the treatment. There were four meetings for treatment. Each meeting for treatments, the researcher applied Project Based Learning method of descriptive text. Teacher's and student's activities learning process can be describe below:

(Meeting II)

Teacher's activities	Student's activities
Pre- Teaching (Exploration) - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students.	Pre- Activity (Exploration) - The students reply the researcher's greeting - The students raise their hand when the researcher call their name
Whilst- Teaching (Elaboration) - Starting with the essential	Whilst- Activity (Elaboration) - The students listen to the

<p>question, the researcher explain the definition, structure and language features of descriptive text. The researcher also ask the students about descriptive text.</p> <ul style="list-style-type: none"> - Design a plan for the project, the researcher explain to the students about the project, the topic was "Classification of Computers". The researcher gives instruction that they have to do and there are also question - answer session. - Creating a schedule, the researcher ask the students to make a group, one group consist of 3-4 students. The researcher instructs students to prepare the material for making the project and gives time to students to make the project until the end of the class. - Monitoring the students and the 	<p>researcher's explanation when the researcher explains about descriptive text.</p> <ul style="list-style-type: none"> - The students make their project with each group. - The students do the project excitedly with their group. - After finish the project, the students submit the project to the researcher.
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<p>progress of the project, the researcher monitors students progress in making the project during the teaching learning process. The researcher guides students to make the project exactly like the instruction.</p> <ul style="list-style-type: none"> - Assessing the outcome, the researcher ask the students to submit their project. The researcher collects and checks students project. - Evaluating the experience, and the last steps is the researcher asks students opinion towards the project that they made and gives feedback to the students. 	
<p>Post- Teaching (Confirmation)</p> <ul style="list-style-type: none"> - The researcher ask the students to study the material for the next project. 	<p>Post-Activity (Confirmation)</p> <ul style="list-style-type: none"> - The students pay attention what they have to study for the next project.

<ul style="list-style-type: none"> - The researcher give close greeting to the students. 	<ul style="list-style-type: none"> - The students answer the researcher's greeting.
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(Meeting III)

Teacher's activities	Student's activities
Pre- Teaching (Exploration) <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. 	Pre- Activity (Exploration) <ul style="list-style-type: none"> - The students reply the researcher's greeting
<ul style="list-style-type: none"> - The researcher check the attendance list of the students. 	<ul style="list-style-type: none"> - The students raise their hand when the researcher call their name
Whilst- Teaching (Elaboration) <ul style="list-style-type: none"> - In the third meeting was samewith the second meeting but has different topic of the text, the topic was "a Computer System". - Starting with the essential question, the researcher asked to the students about what they 	Whilst- Activity (Elaboration) <ul style="list-style-type: none"> - The students listen to the researcher's explanation when the researcher explains about descriptive text. - The students make their project with each group.

<p>learnt before and gave several questions to the students about descriptive text. The researcher trigger students by giving a brief information that they have to make a project to describing something.</p> <ul style="list-style-type: none"> - Design a plan for the project, the researcher explain to the students about the project, the topic was “a Computer System”. The researcher gives instruction that they have to do and there are also question - answer session. - Creating a schedule, the researcher ask the students to make a group, one group consist of 3-4 students. The researcher instructs students to prepare the material for making the project and gives time to students to make the project until the end of the class. 	<ul style="list-style-type: none"> - The students do the project excitedly with their group. - After finish the project, the students submit the project to the researcher.
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<ul style="list-style-type: none"> - Monitoring the students and the progress of the project, the researcher monitors students progress in making the project during the teaching learning process. The researcher guides students to make the project exactly like the instruction. - Assessing the outcome, the researcher ask the students to submit their project. The researcher collects and checks students project. - Evaluating the experience, and the last steps is the researcher asks students opinion towards the project that they made and gives feedback to the students. 	
<p>Post- Teaching (Confirmation)</p> <ul style="list-style-type: none"> - The researcher ask the students to study the material for the next project. 	<p>Post-Activity (Confirmation)</p> <ul style="list-style-type: none"> - The students pay attention what they have to study for the next project.

- The researcher give close greeting to the students.	- The students answer the researcher's greeting.
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(Meeting IV)

Teacher's activities	Student's activities
Pre- Teaching (Exploration) <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	Pre- Activity (Exploration) <ul style="list-style-type: none"> - The students reply the researcher's greeting - The students raise their hand when the researcher call their name
Whilst- Teaching (Elaboration) <ul style="list-style-type: none"> - In the fourth meeting was same with the third meeting but has different topic of the text, the topic was "Components of a Computer System". - Starting with the essential 	Whilst- Activity (Elaboration) <ul style="list-style-type: none"> - The students listen to the researcher's explanation when the researcher explains about descriptive text. - The students make their project with each group.

<p>question, the researcher asked to the students about what they learnt before and gave several questions to the students about descriptive text. The researcher trigger students by giving a brief information that they have to make a project to describing something.</p> <ul style="list-style-type: none"> - Design a plan for the project, the researcher explain to the students about the project, the topic was “Components of a Computer System”. The researcher gives instruction that they have to do and there are also question - answer session. - Creating a schedule, the researcher ask the students to make a group, one group consist of 3-4 students. The 	<ul style="list-style-type: none"> - The students do the project excitedly with their group. After finish the project, the students submit the project to the researcher.
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<p>researcher instructs students to prepare the material for making the project and gives time to students to make the project until the end of the class.</p> <ul style="list-style-type: none"> - Monitoring the students and the progress of the project, the researcher monitors students progress in making the project during the teaching learning process. The researcher guides students to make the project exactly like the instruction. - Assessing the outcome, the researcher ask the students to submit their project. The researcher collects and checks students project. - Evaluating the experience, and the last steps is the researcher asks students 	
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<p>opinion towards the project that they made and gives feedback to the students.</p>	
<p>Post- Teaching (Confirmation)</p> <ul style="list-style-type: none"> - The researcher ask the students to study the material for the next project. - The researcher give close greeting to the students. 	<p>Post-Activity (Confirmation)</p> <ul style="list-style-type: none"> - The students pay attention what they have to study for the next project. - The students answer the researcher's greeting.

(Meeting V)

Teacher's activities	Student's activities
<p>Pre- Teaching (Exploration)</p> <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	<p>Pre- Activity (Exploration)</p> <ul style="list-style-type: none"> - The students reply the researcher's greeting - The students raise their hand when the researcher call their name
<p>Whilst- Teaching (Elaboration)</p>	<p>Whilst- Activity (Elaboration)</p>

<ul style="list-style-type: none"> - In the fifth meeting was same with the fourth meeting but has different topic of the text, the topic was “Similarities Difference between computers and human”. - Starting with the essential question, the researcher asked to the students about what they learnt before and gave several questions to the students about descriptive text. The researcher trigger students by giving a brief information that they have to make a project to describing something. - Design a plan for the project, the researcher 	<ul style="list-style-type: none"> - The students listen to the researcher’s explanation when the researcher explains about descriptive text. - The students make their project with each group. - The students do the project excitedly with their group. - After finish the project, the students submit the project to the researcher.
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explain to the students
 about the project, the
 topic was “Similarities
 Difference between
 computers and human?”.

- The researcher gives instruction that they have to do and there are also question - answer session.
- Creating a schedule, the researcher ask the students to make a group, one group consist of 3-4 students. The researcher instructs students to prepare the material for making the project and gives time to students to make the project until the end of the class.
- Monitoring the students and the progress of the

project, the researcher monitors students	
Post- Teaching (Confirmation) <ul style="list-style-type: none"> - The researcher ask the students to study the material for the next project. - The researcher give close greeting to the students. 	Post-Activity (Confirmation) <ul style="list-style-type: none"> - The students pay attention what they have to study for the next project. - The students answer the researcher's greeting.

Post-Test

After finish the treatment, the researcher gives post- test. The purpose is to find out the effect of Project Based Learning method towards student's writing descriptive text of the first grade at SMK Taruna Masmur Pekanbaru.

(Meeting VI)

Teacher's activities	Student's activities
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<p>Pre- Teaching</p> <p>(Exploration)</p> <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	<ul style="list-style-type: none"> - The students reply the researcher's greeting - The students raise their hand when the researcher call their name
<p>Whilst- Teaching</p> <p>(Elaboration)</p> <ul style="list-style-type: none"> - The researcher gave post-test to students and ask the students to write descriptive text. The topic for the last meeting was "Advantages and Disadvantages of Computers". 	<ul style="list-style-type: none"> - The students do the project on their own sit.
<p>Post- Teaching</p> <p>(Confirmation)</p> <ul style="list-style-type: none"> - The researcher ask the students to submit their Post-Test. - The researcher give close greeting to the students. 	<ul style="list-style-type: none"> - The students submit their Post-Test. - The students answer the researcher's greeting.

3.6 Students' Writing (Variable Y)

The researcher found many problems in students writing. The students find the difficulties to organize the generic structure of descriptive text (identification and description), the students still lack with the vocabulary, they are difficult to develop main idea in writing text, they have low motivation, and were difficult to write text with correct grammar. The researcher hopes that after give the treatment students can easily in writing text.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter the researcher explains the data and results from the research data. Here the researcher explains how the effect of Project Based Learning approach toward students' writing skill at the first grade of SMK TARUNA MASMUR PEKANBARU. The samples are divided into 14 students in experimental class and 14 students in control class from 28 population in 2 classes. This data was taken during in six meetings, one meeting for pretest, four meetings for treatment, and the last meeting for post-test. The pre-test and post-test using writing test to retrieve data.

4.1.1 Students' Score in Pre-Test of Experiment Class

The experiment class was X TKJ consisted 14 students. There were four meetings for treatment class. The tables below were the data taken from pre-test and post-test and the pre-test score of treatment class that can be seen in the table 4.1 below:

Table 4.1 Students' score in Pre-Test of Treatment Class

No	Students	Indicator		Total Score
		General Classification	Description	
1	Student 1	40	20	60
2	Student 2	30	20	50
3	Student 3	40	40	80
4	Student 4	10	50	60

5	Student 5	40	20	60
6	Student 6	40	30	70
7	Student 7	40	40	80
8	Student 8	40	40	80
9	Student 9	30	40	70
10	Student 10	30	30	60
11	Student 11	20	30	50
12	Student 12	20	20	40
13	Student 13	30	30	60
14	Student 14	30	20	50
SUM		31.42	30.71	62.14
Sum				870
The Highest Score				80
The Lowest Score				40
Mean Score				62.14

Table 4.1 showed the students' result in writing pre-test, particularly in writing descriptive text in pre-test. From the data, it showed the result that the total score from 14 students get **870**. Here, it could be calculated that the average score they got **62.14**. The highest score was got by the students was **80** and the lowest score that was got by the student was **40**. As could be proved by the following chart:

Chart 4.1 The Score of the Students' Writing for Pre-Test in Experiment Class

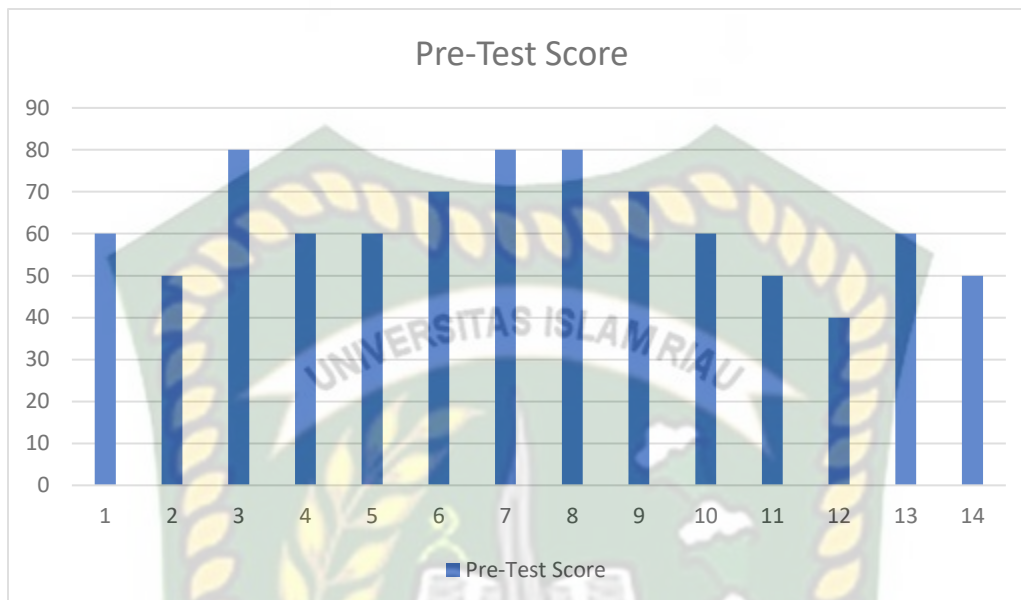


Chart 4.1 showed that there were 1 student got score 40 as the lowest score in pre test and there were only 3 students got score 80 as the highest score in pre-test.

Table 4.2 Students' Score in Pre-Test (Experiemental Class)

No.	Students	Pre-Test		
		Rater 1	Rater 2	Means
1.	Student 1	58	60	59
2.	Student 2	50	46	48
3.	Student 3	80	78	79
4.	Student 4	59	60	58
5.	Student 5	60	58	59
6.	Student 6	70	68	69
7.	Student 7	79	80	80
8.	Student 8	80	78	79
9.	Student 9	70	67	69

10.	Student 10	60	56	58
11.	Student 11	58	50	54
12.	Student 12	55	60	58
13.	Student 13	58	60	59
14.	Student 14	50	50	50
Mean Score				62,78

Table 4.2 presented the students' writing score of Pre-test in Experiment class. Based on the table, the researcher found the total score of Pre-test from Experiment class that given by Rater 1 (Suheri, S.Pd.) and Rater 2 (Riski Fadilah Adrianin Lubis, S.Pd.). The mean score based on the 2 Rater is 62,78.

4.1.2 Students' Score in Post-Test of Experimental Class

The Students' score in post-test were very different from pre-test. The students' score for post-test were presented as in the following table:

Table 4.3 Students' score in Post-Test of Experimental Class

No	Students	Indicator		Total Score
		General Classification	Description	
1	Student1	60	30	90
2	Student 2	30	70	100
3	Student 3	40	60	100
4	Student 4	50	30	80
5	Student 5	50	20	70
6	Student 6	40	40	80

7	Student 7	30	50	80
8	Student 8	30	40	70
9	Student 9	50	20	70
10	Student 10	40	40	80
11	Student 11	60	20	80
12	Student 12	50	20	70
13	Student 13	40	20	60
14	Student 14	30	40	70
SUM		42.85	35.71	78.57
Sum				1100
The Highest Score				100
The Lowest Score				60
Mean Score				78.57

Table 4.3 showed the students' result in writing post-test, particularly in writing descriptive text in post-test. From the data, it showed the result that the total score from 14 students get score **1100**. Here, it could be calculated that the average score they got was **78.57**. The highest score got by the students was **100** and the lowest score that was got by the student was 60. As could be proved by the following chart:

Chart 4.2 The Score of the Students' Writing for Post-Test in Experiment Class

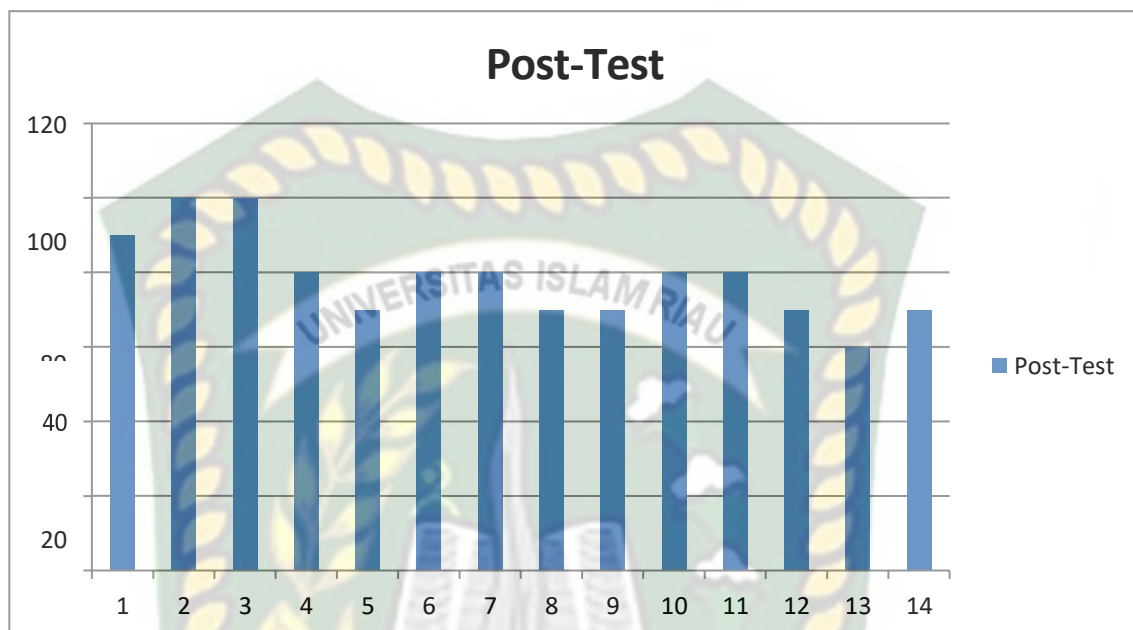


Chart 4.2 described that there were 2 students got the highest score 100 and only 1 student got the lowest score 60.

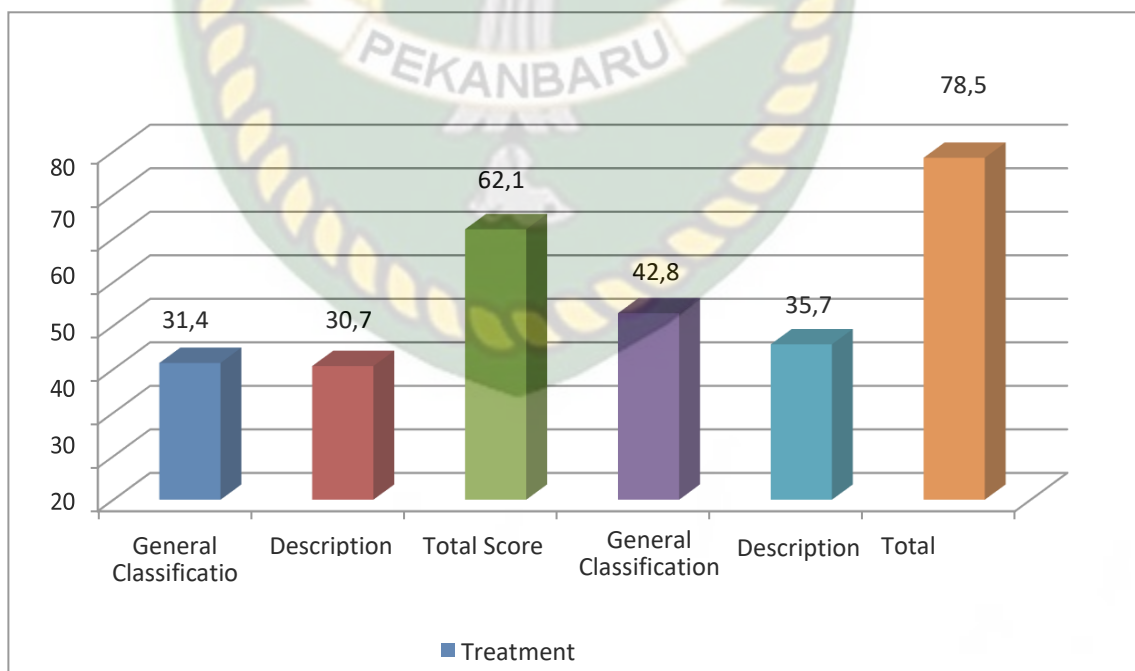
Table 4.4 Students' Score in Post-Test (Experiment Class)

No.	Students	Pre-Test		
		Rater 1	Rater 2	Means
1.	Student 1	90	88	89
2.	Student 2	100	100	100
3.	Student 3	99	100	100
4.	Student 4	77	80	79
5.	Student 5	68	68	68
6.	Student 6	77	80	79
7.	Student 7	80	80	80

8.	Student 8	70	68	69
9.	Student 9	70	68	69
10.	Student 10	80	80	80
11.	Student 11	76	79	78
12.	Student 12	67	79	73
13.	Student 13	60	58	59
14.	Student 14	70	70	70
Mean Score				78,07

Table 4.4 presented the students' writing score of Post-test in Experiment class. Based on the table, the researcher found the total score of Post-test from Experiment class that given by Rater 1 (Suheri, S.Pd.) and Rater 2 (Riski Fadilah Adrianin Lubis, S.Pd.). The mean score based on the 2 Rater is 78,07.

Chart 4.3 Students' Indicators Achievement for Treatment Class in Pre-Test and Post- Test



From the figure above, Treatment class of pre-test average score shown that the average score got 62.14 while post-test average score got 78.57. It means that the students' writing ability level of Treatment class was in "Good" level either in pre-test and post-test. The evidence indicates that teaching writing by using project based learning is successful. It gives positive effect to the students' writing ability.

4.1.3 T-Test Analysis Calculation on Students' Score in Pre-Test and Post-Test of Experiment Class

After having calculating the score of Pre-Test and Post-Test in experiment class, it was necessary to find out the calculation of T-Test from Pre-Test and Post Test of experiment class. The researcher used SPSS 23 to calculate the T-Test. The calculation was shown below

Table 4.5 The Result of T-Test calculation of Experiment Class

T-Test		Notes
Output Created		18-JUL-2021 07:37:25
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	14
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.

Syntax	T-TEST PAIRS=Pretest WITH Posttest (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.		
Resources	Processor Time	00:00:00.00	
	Elapsed Time	00:00:00.13	

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.14	14	12.514	3.344
	Posttest	78.57	14	11.673	3.120

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	14	.128	.663

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-16.429	15.984	4.272	-25.658	-7.200	3.846	13	.002

From the data T-Test calculation above shown below:

Findings :

t-table (5%) = 2.02

t-table (1%) = 2.70

t-observed = 3.846

$t_{\text{observed}} > t_{\text{table}} = 2.02 < 3.846 > 2.75$ (or it means that $t_o > t_t$)

It means that H_0 was rejected and H_a was accepted, hence we can conclude that there was a different between the score of pre-test and post-test of students' writing skill at experimental class that used Project Based Learning approach at the first grade of SMK TARUNA MASMUR PEKANBARU.

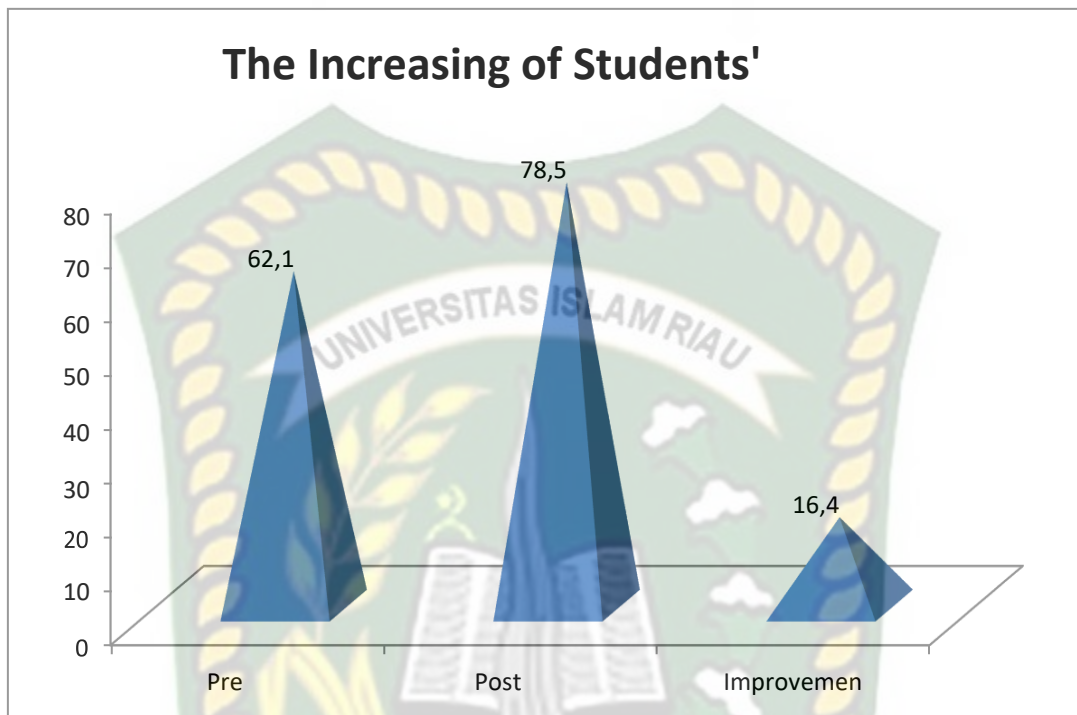
4.1.4 The Increasing Score from Pre-Test to Post-Test

After analyzed the previous data, the researcher made the comparison from the result of mean score in pre-test and post-test as could be presented by the following table:

Table 4.6 The Increasing of the Students' Writing

Description	Pre-Test	Post-Test	Improvement
Score	870	1100	230
Mean score	62.14	78.57	16.43

Chart 4.4 The Increasing Score for Pre-Test and Post-Test



The table 4.6 and chart 4.4 showed increasing score. As it could see on the table above, the increasing of students score was 230 and the increasing of mean score of students was 16.43.

4.2 Data Analysis

After showing the data pre-test and post-test, the researcher analyzed the data. It was done in order to get the answer of the formulation of the research to students' Writing Test as well as different improvement between pretest which the score got before the researcher did the treatment and post test score after the treatment did by using Project Based Learning (PBL) Technique. In the following was the table of

students' individual score in pre-test and post-test.

Table 4.7 The Differences of Students' Individual Score in Pre-Test and Post-Test

No	Students	Students' Individual Score		D (X-Y)	D ²
		Pre Test (X)	Post Test (Y)		
1	Student 1	60	90	-30	900
2	Student 2	50	100	-50	2500
3	Student 3	80	100	-20	400
4	Student 4	60	80	-20	400
5	Student 5	60	70	-10	100
6	Student 6	70	80	-10	100
7	Student 7	80	80	0	0
8	Student 8	80	70	10	100
9	Student 9	70	70	0	0
10	Student 10	60	80	-20	400
11	Student 11	50	80	-30	900
12	Student 12	40	70	-30	900
13	Student 13	60	60	0	0
14	Student 14	50	70	-20	400
Sum		870	1100	-230	7100
Mean		62.14	78.57		

$$\sum D = -230$$

$$\sum D^2 = 7100$$

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{7100}{14} - \left(\frac{-230}{14}\right)^2} \\
 &= \sqrt{507,14 - 269,61} = \sqrt{237,53} \\
 &= 15,41
 \end{aligned}$$

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{15,41}{\sqrt{13}} \\
 &= \frac{15,41}{3,61} \\
 &= 4,27 \\
 t_0 &= \frac{MD}{SE_{MD}} \\
 &= \frac{-16,42}{4,27} \\
 &= -3,84
 \end{aligned}$$

$$\text{Degree of freedom (df)} = N - 1$$

$$df = 14 - 1 = 13$$

(The minus sign is not the sign in algebra, but it shows the difference. In this case, there is the difference -3,84 become 3,84)

$$\text{Degree of freedom (df)} = N - 1$$

$$df = 14 - 1 = 13$$

Tt (T table) on the level of significant 5 % is 2.02, while significant at the level 1 % is 2.70. So, it can be concluded that H_0 was rejected and H_a was accepted, hence we can conclude that there was a difference between students' writing skill at experimental class that used Project Based Learning approach with students' writing skill at control class that used Conventional Learning approach at the first grade of SMK TARUNA MASMUR PEKANBARU.

4.3 Description Teaching and Learning Process Pre-test

The pre-test will be conducted in the first meeting before the researcher giving the treatment.

Table 4.8 Teacher and students activities in the classroom

(Meeting 1)

Teacher's activities	Student's activities
Pre- Teaching (Exploration) <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	<ul style="list-style-type: none"> - The students reply the teacher's greeting - The students raise their hand when teacher call their name

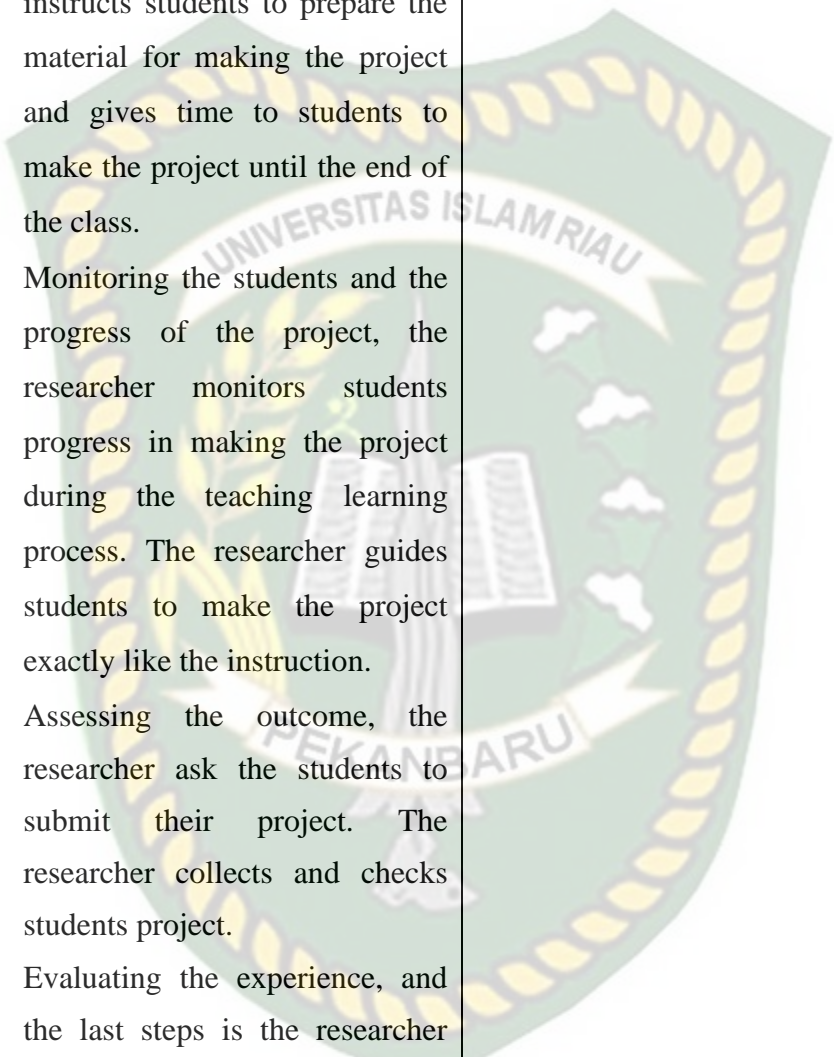
Whilst- Teaching (Elaboration) <ul style="list-style-type: none"> - The researcher give pre-test to students and ask students to write descriptive text, the topic was “Introduction to Computer” 	<ul style="list-style-type: none"> - The students do the pre-test on their own sit.
Post- Teaching (Confirmation) <ul style="list-style-type: none"> - The researcher ask the students to submit their pre-test. - The researcher give close greeting to the students. 	<ul style="list-style-type: none"> - The students submit their pre- test. - The students answer the researcher’s greeting.

Treatment

After pre-test, the researcher begin doing the treatment. There were four meetings for treatment. Each meeting for treatments, the researcher applied Project Based Learning method of descriptive text. Teacher’s and student’s activities learning process can be describe below:

(Meeting II)

Teacher's activities	Student's activities
Pre- Teaching (Exploration) <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	Pre- Activity (Exploration) <ul style="list-style-type: none"> - The students reply the researcher's greeting - The students raise their hand when the researcher call their name
Whilst- Teaching (Elaboration) <ul style="list-style-type: none"> - Starting with the essential question, the researcher explain the definition, structure and language features of descriptive text. The researcher also ask the students about descriptive text. - Design a plan for the project, the researcher explain to the students about the project, the topic was "Classification of Computers". The researcher gives instruction that they have to do and there are also question - answer session. - Creating a schedule, the 	Whilst- Activity (Elaboration) <ul style="list-style-type: none"> - The students listen to the researcher's explanation when the researcher explains about descriptive text. - The students make their project with each group. - The students do the project excitedly with their group. - After finish the project, the students submit the project to the researcher.

<p>researcher ask the students to make a group, one group consist of 3-4 students. The researcher instructs students to prepare the material for making the project and gives time to students to make the project until the end of the class.</p> <ul style="list-style-type: none"> - Monitoring the students and the progress of the project, the researcher monitors students progress in making the project during the teaching learning process. The researcher guides students to make the project exactly like the instruction. - Assessing the outcome, the researcher ask the students to submit their project. The researcher collects and checks students project. - Evaluating the experience, and the last steps is the researcher asks students opinion towards the project students opinion towards the project that they made and gives feedback to the students. 	
<p>Post- Teaching (Confirmation)</p>	<p>Post-Activity (Confirmation)</p>

<ul style="list-style-type: none"> - The researcher ask the students to study the material for the next project. - The researcher give close greeting to the students. 	<ul style="list-style-type: none"> - The students pay attention what they have to study for the next project. - The students answer the researcher's greeting.
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(Meeting III)

Teacher's activities	Student's activities
Pre- Teaching (Exploration) <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	Pre- Activity (Exploration) <ul style="list-style-type: none"> - The students reply the researcher's greeting - The students raise their hand when the researcher call their name
Whilst- Teaching (Elaboration) <ul style="list-style-type: none"> - In the third meeting was samewith the second meeting but has different topic of the text, the topic was "a Computer System". - Starting with the essential 	Whilst- Activity (Elaboration) <ul style="list-style-type: none"> - The students listen to the researcher's explanation when the researcher explains about descriptive text. - The students make their project with each group.

<p>question, the researcher asked to the students about what they learnt before and gave several questions to the students about descriptive text. The researcher trigger students by giving a brief information that they have to make a project to describing something.</p> <ul style="list-style-type: none"> - Design a plan for the project, the researcher explain to the students about the project, the topic was “a Computer System”. The researcher gives instruction that they have to do and there are also question - answer session. - Creating a schedule, the researcher ask the students to make a group, one group consist of 3-4 students. The researcher instructs students to prepare the material for making the project and gives time to students to make the project until the end of the class. - Monitoring the students and the progress of the project, the researcher monitors students 	<ul style="list-style-type: none"> - The students do the project excitedly with their group. - After finish the project, the students submit the project to the researcher.
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<p>progress in making the project during the teaching learning process. The researcher guides students to make the project exactly like the instruction.</p> <ul style="list-style-type: none"> - Assessing the outcome, the researcher ask the students to submit their project. The researcher collects and checks students project. - Evaluating the experience, and the last steps is the researcher asks students opinion towards the project that they made and gives feedback to the students. 	
<p>Post- Teaching (Confirmation)</p> <ul style="list-style-type: none"> - The researcher ask the students to study the material for the next project. - The researcher give close greeting to the students. 	<p>Post-Activity (Confirmation)</p> <ul style="list-style-type: none"> - The students pay attention what they have to study for the next project. - The students answer the researcher's greeting.

(Meeting IV)

Teacher's activities	Student's activities
Pre- Teaching	Pre- Activity

<p>(Exploration)</p> <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	<p>(Exploration)</p> <ul style="list-style-type: none"> - The students reply the researcher's greeting - The students raise their hand when the researcher call their name
<p>Whilst- Teaching</p> <p>(Elaboration)</p> <ul style="list-style-type: none"> - In the fourth meeting was same with the third meeting but has different topic of the text, the topic was "Components of a Computer System". - Starting with the essential question, the researcher asked to the students about what they learnt before and gave several questions to the students about descriptive text. The researcher trigger students by giving a brief information that they have to make a project to describing something. - Design a plan for the project, the researcher explain to the students about the project, the topic was "Components of a Computer System". The researcher gives 	<p>Whilst- Activity</p> <p>(Elaboration)</p> <ul style="list-style-type: none"> - The students listen to the researcher's explanation when the researcher explains about descriptive text. - The students make their project with each group. - The students do the project excitedly with their group. - After finish the project, the students submit the project to the researcher.

instruction that they have to do and there are also question - answer session.

- Creating a schedule, the researcher ask the students to make a group, one group consist of 3-4 students. The researcher instructs students to prepare the material for making the project and gives time to students to make the project until the end of the class.
- Monitoring the students and the progress of the project, the researcher monitors students progress in making the project during the teaching learning process. The researcher guides students to make the project exactly like the instruction.
- Assessing the outcome, the researcher ask the students to submit their project. The researcher collects and checks students project.
- Evaluating the experience, and the last steps is the researcher asks students opinion towards the

project that they made and gives feedback to the students.	
Post- Teaching (Confirmation) <ul style="list-style-type: none"> - The researcher ask the students to study the material for the next project. - The researcher give close greeting to the students. 	Post-Activity (Confirmation) <ul style="list-style-type: none"> - The students pay attention what they have to study for the next project. - The students answer the researcher's greeting.

(Meeting V)

Teacher's activities	Student's activities
Pre- Teaching (Exploration) <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	Pre- Activity (Exploration) <ul style="list-style-type: none"> - The students reply the researcher's greeting - The students raise their hand when the researcher call their name

Whilst- Teaching	Whilst- Activity
<p>(Elaboration)</p> <ul style="list-style-type: none"> - In the fifth meeting was same with the fourth meeting but has different topic of the text, the topic was “Similarities Difference between computers and human”. - Starting with the essential question, the researcher asked to the students about what they learnt before and gave several questions to the students about descriptive text. The researcher trigger students by giving a brief information that they have to make a project to describing something. - Design a plan for the project, the researcher explain to the students about the project, the topic was “Similarities Difference between computers and human”. - The researcher gives instruction that they have to do and there are also question - answer session. - Creating a schedule, the 	<p>(Elaboration)</p> <ul style="list-style-type: none"> - The students listen to the researcher’s explanation when the researcher explains about descriptive text. - The students make their project with each group. - The students do the project excitedly with their group. - After finish the project, the students submit the project to the researcher.

researcher ask the students to make a group, one group consist of 3-4 students. The researcher instructs students to prepare the material for making the project and gives time to students to make the project until the end of the class.

Monitoring the students and the progress of the project, the researcher monitors students progress in making the project during the teaching learning process. The researcher guides students to make the project exactly like the instruction.

- Assessing the outcome, the researcher ask the students to submit their project. The researcher collects and checks students project.
- Evaluating the experience, and the last steps is the researcher asks students opinion towards the project that they made and gives feedback to the students.

Post- Teaching (Confirmation) <ul style="list-style-type: none"> - The researcher ask the students to study the material for the next project. - The researcher give close greeting to the students. 	Post-Activity (Confirmation) <ul style="list-style-type: none"> - The students pay attention what they have to study for the next project. - The students answer the researcher's greeting.
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Post-Test

After finish the treatment, the researcher give post- test. The purpose is to find out the effect of Project Based Learning method towards student's writing descriptive text of the first grade at SMK Taruna Masmur Pekanbaru.

(Meeting VI)

Teacher's activities	Student's activities
Pre- Teaching (Exploration) <ul style="list-style-type: none"> - The researcher greeting to the students and introduce herself. - The researcher check the attendance list of the students. 	<ul style="list-style-type: none"> - The students reply the researcher's greeting - The students raise their hand when the researcher call their name
Whilst- Teaching (Elaboration)	

<ul style="list-style-type: none"> - The researcher gave post-test to students and ask the students to write descriptive text. The topic for the last meeting was “Advantages and Disadvantages of Computers”. 	<ul style="list-style-type: none"> - The students do the project on their own sit.
<p>Post- Teaching</p> <p>(Confirmation)</p> <ul style="list-style-type: none"> - The researcher ask the students to submit their Post-Test. - The researcher give close greeting to the students. 	<ul style="list-style-type: none"> - The students submit their Post-Test. - The students answer the researcher’s greeting.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The conclusion of this research is that choosing the right method in writing learning is very important. So that there is an improvement between before and after using Project Based Learning. It's mean that the method is effectively used continuously. Project Based Learning has a positive effect, especially in the development of students' writing skill and facilitates the teaching and learning process.

5.1.1 Practical Conclusion

1. There was a significant effect of using Project Based Learning Method Towards Students' Writing Skill at the First Grade of SMK TARUNA MASMUR PEKANBARU. It can be seen from the students' mean score between pre-test and post-test. The mean score of the students before given the treatment was 62,14 and the mean score of the students after given the treatment was 78,57.

2. Project Based Learning Method can increase students' writing skill in descriptive text of the first grade at SMK TARUNA MASMUR PEKANBARU. T_t (T table) on the level of significant significant 5 % is 2.02, while significant at the level 1 % is 2.70. So, it can be concluded that H_0 was rejected and H_a was accepted, hence we can conclude that there was a different between students'

writing skill at experimental class that used Project Based Learning approach with students' writing skill at control class that used Conventional Learning approach at the first grade of SMK TARUNA MASMUR PEKANBARU.

5.2 Suggestion

Based on the result of the research, the reasercher presented some suggests especially for english teacher, for students, and for the next researcher as the following:

1. For the students

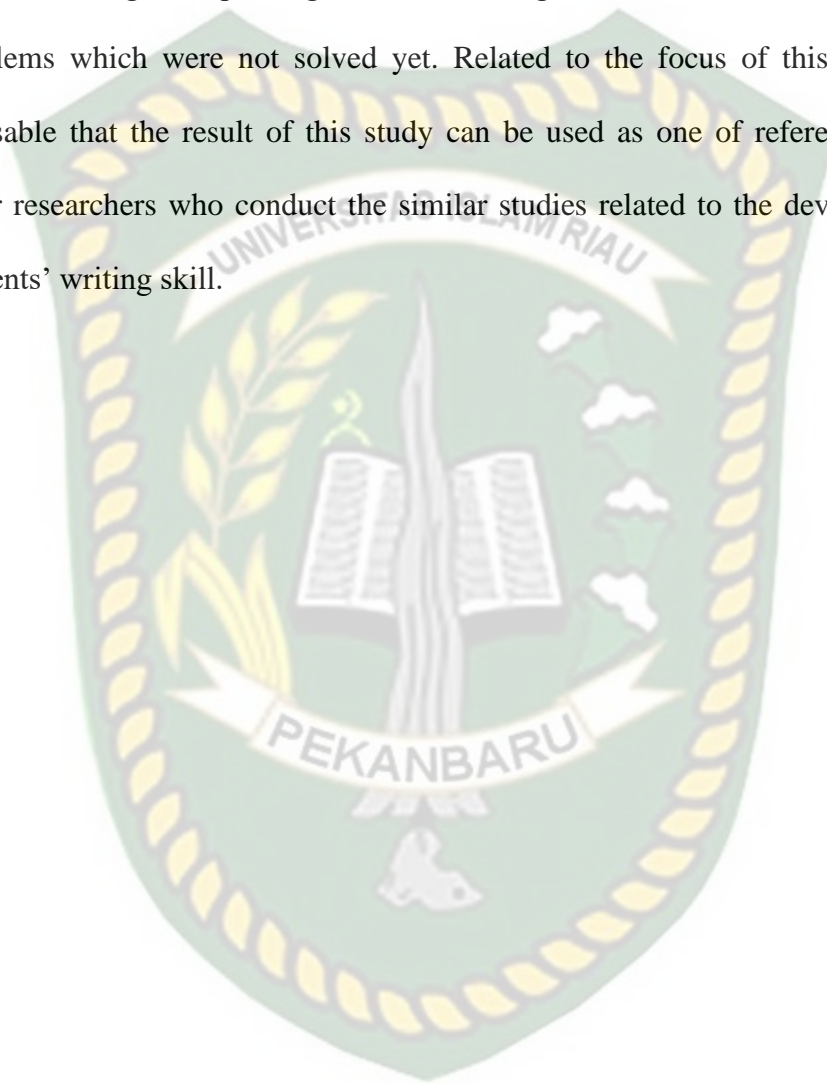
The researcher suggest to the students to pay more attention in their mechanic and grammar, the students has to be try hardly and do not stop to try writing every times. And also that to have positive attitude toward english especially in writing ability. It is caused that writing is a very important ability to acquire a language.

2. For the Teacher

The teacher is someone who plays an important role in the teaching and learning process. Therefore choosing the right method is also very helpful in the teaching and learning process. Based on the research with 6 meetings that researcher used Project Based Learning is an Effective method and can help developed writing teaching for students at SMK TARUNA MASMUR PEKANBARU.

3. For the Researcher

This research study is aimed to find out the effectiveness of Project Based Learning in improving students' writing skill. However, there were some problems which were not solved yet. Related to the focus of this study, it is advisable that the result of this study can be used as one of references for the other researchers who conduct the similar studies related to the development of students' writing skill.



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