# THE EFFECT OF USING PROJECT BASED LEARNING METHOD ON STUDENTS' WRITING SKILL OF SECOND YEAR STUDENTS AT SMAN 2 TAPUNG HILIR

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education of Islamic University of Riau*

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## DECLARATION

In the name of Allah, The Most Gracious and The Most Merciful,

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Pronounces wholeheartedly that the thesis entitled: **"THE EFFECT OF PROJECT BASED LEARNING METHOD ON STUDENTS' WRITING SKILL OF SECOND YEAR STUDENTS AT SMAN 2 TAPUNG HILIR"** is originally made by the researcher. It is no plagiarism nor made by the others. The things that related to other people works are written in quotation and included in bibliography.

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## ABSTRACT

**Anita Wulandari, 2019.** ***The Effect of Using Project Based Learning Method on Students' Writing Skill of Second Year Students at SMAN 2 TapungHilir.***

***Key Words:*** ***Project Based Learning Method, Writing, Skill, Writing Skill.***

*The objective of this research was to know the effect of using project based learning method on students' writing skill of second year students at SMAN 2 TapungHilir.*

*The design of this research was experimental research which was deal with two variables. The first variable was project based learning method as independent variable and the second variable was students' writing skill as dependent variable. The sample of this research was 61 students of second year students at SMAN 2 TapungHilir. Further, there were two classes of this research. There were experimental class and control class.*

*To obtain the data, the researcher gave the students explanation text as writing test. The data was analyzed by using paired sample T-test through SPSS 22 version program. Based on result shown that* $t_o$ *was8.682 and df was 29. It could be analyzed that* $t_o$ *is higher than* $t_{table}$*, of 0,05 on the significance* $r_{table}$*(8.682>0.367), that null hypothesis (*$H_o$*) was rejected, while the alternative hypothesis (*$H_a$*) was accepted. It can be concluded that there is significant effect of using project based learning method on students' writing skill of second year students at SMAN 2 TapungHilir.*



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In the name of Allah, The Most Gracious and The Most Merciful. All praises due to Allah because of his wonderful blessing and his mercy, the writer can finish this thesis successfully. His incredible blessings make realize that nothing is difficult in his eyes. The writer realizes that without his mercy and blessing in her life, she is got nothing.

Shalawat and Salaam is always given to our prophet Muhammad Saw that hopes his blessing in judgments day. However, this success would not be achieved without the support, guidance, advice, help and encouragement from individual and institution. Therefore, the writer would like to express the deepest gratitude to:

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Finally, the researcher realized that this thesis is far from perfect. Therefore, constructive critics and suggestions from the readers will be more appreciated. The researcher hopes that this thesis can be useful for development of education.

Pekanbaru, May 2019

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# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Problem

Language is used as a tool for communication. Besides, it functions as a vehicle for acquiring knowledge. Many types of language in this world included human language, animal language, sign language, and etc. In Indonesia have 742 of local languages. They are using Bahasa Indonesia as National language and English as foreign language.

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

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

Based on researcher's pre-observe at SMAN 2 Tapung Hilir, researcher finds that conventional way still exist in teaching English. The students still needs a lot of explanation from their teacher even though they are already using new curriculum (K13) officially. On third year students they are not using yet K13 that makes the teachers influenced. On previous semester based on their syllabus at second years students they are not learn about any kinds of English text, they are only learning about Expression. Moreover, in expression material students are write some of conversations only but it are not valuable and appropriate to students' writing skill progression.

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

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

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

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use the skills acquired in the context of a real and meaningful life and allows learner to solve problems and answer question in a creative way in the classroom and outside. It means that project based learning technique is appropriate and suitable to influence the development of students' skill and ability which is project based learning can decrease students' obstacles in learning English.

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

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

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

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

Based on the explanation above, Project Based Learning is proper to support K13 that makes the researcher concerns on conducting a research entitled "THE EFFECT OF USING PROJECT BASED LEARNING METHOD ON

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STUDENTS' WRITING SKILL OF SECOND YEAR STUDENTS AT SMAN 2 TAPUNG HILIR".

**1.2 Setting of the Problem**

Based on the background of the problem, the researcher found there are some problems faced by the students in studying English subject especially on students' writing skill.

Firstly, lack of vocabularies, knowledge, information, ideas organization and also grammar. Vocabulary is used in particular language, vocabulary knowledge will support on students' writing skill. Vocabulary is also as the key of English mastery that without the suitable vocabulary they cannot write any single sentences, paragraph to be a text. In other hand, knowledge also needs on students' writing skill they will write down based on their knowledge. If the student has less knowledge they will get confusing words and no matches idea on their own English text. Information is also needs to get new knowledge to get some idea that they need to write. Grammar is one important component in writing skill. With the good knowledge and focus during the lesson process it will make grammar knowledge change and improve. So, in every single word students should give extra knowledge to avoid grammar mistakes in their English text.

Secondly, the lack of interest and low motivation in learning English is the basic problem of students' obstacles. When students have no motivation in learning English because it is not their language which is students will think that writing is difficult. They will get no interesting in learning English. Writing is the

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one of English skill that makes writing skill is important to all of learning English activity. During teaching and learning process the students always do cheating way in writing class or copy paste from internet.

Last, the technique that teacher used still not successful to improve the students' writing skill. They still do the conversional way in teaching learning process at this century. English teachers of SMAN 2 Tapung Hilir still cannot teach English skills use suitable way, many teachers do not really understand how to teach writing. For example, they are teaching writing only use dictation system. It cannot make improvement of students' writing skill. Dictation system is only makes sense to students' listening comprehension and vocabulary it is cannot suitable to students' writing skill components.

In this case, every problem of students' writing skill should be solved because of writing is important thing of English skill. Not only for English test but also in general knowledge.

**1.3 Limitation of the Problem**

Based on the background of the problem above, the researcher focused on how to encourage students' developing idea through using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

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## 1.4 Formulation of the Problem

Based on the description in the background, the formulation of this research can be formulated as in the following: is there any significant effect of using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

## 1.5 Objective of the Research

To know the effect of using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

## 1.6 Significance of the Research

The writer will conduct this research in order to give contribution as follows:

For the teachers

a. It can be used for making class lively and dynamic also enjoyable.
b. It can be used to teach every English skill.
c. It can be used K13 effectively because of basic project based learning is student-centered.
d. It can make teacher feeling easy in teaching and learning process that students will involve from 50-70%.
e. Give positive and useful contribution in teaching and learning process and enriched their knowledge about interesting method.

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For the students

a. It can be used to improve the students' writing skill.
b. It can be used to reducing students' anxiety in making mistakes and getting their attention.
c. It allows the students to learn though group discussion and team work.
d. It helps the students to reinforce and review their knowledge.

For the researcher

a. It can be used as one of the references in conducting a research in English language teaching, especially in implementation of using project based learning on students' writing skill or other English skill.
b. It can improve the researcher's knowledge about the appropriate strategy by using project based learning.
c. Intended to fulfill one of requirements for the award of Sarjana Degree.

For the institution

a. The result of this research will improve the school quality of Students' Writing Skill at SMAN 2 TAPUNG HILIR.

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## 1.7 Definition of Key Terms

To avoid misunderstanding and misinterpretation in reading this research, it is necessary to explain the definitions of the terms are described as follows:

1. Project Based Learning Method

   Katz & Chard (2000:2) "Project based learning is very effective method that allows the students to throw out opinions about the topics covering fields of interest, to ask questions, to estimate, to develop theories, to use different tools, to use the skills acquired in the context of a real and meaningful life and allows learner to solve problems and answer question in a creative way in the classroom and outside".

2. Writing

   Olson (2009) "Writing is nothing more than thought on paper-considered, organized thought".

3. Skill

   The ability to use one's knowledge effectively and readily in execution or performance ( Merriam Webster).

4. Writing Skill

   Writing skill is a skill to organize, formulate, and conform conventional rules of grammar, and use precise and formal vocabulary (Ur, 1997:161;Fadly Azhar, 2015:98).

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# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Relevance Theories

There are fourteen relevance theories of this research. It can support project based learning technique suitable to use in this teaching learning process, especially in English subject. In teaching and learning process teachers should apply appropriate technique to get great final result not only for students but also for teachers too. It can make the learning process is successful or failure.

### 2.1.1 Definition of Writing

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

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According to Oates (2000) explains that writing is a unique way of learning since writing is integrative, requiring the active participation of both the right and left hemispheres of the brain, resulting in the production of meaning. Writing needs more thinking to develop every idea in the text/paragraph, it can make the details completed and the readers understand well. Good writing is always follows by rules and knowledge of the writer. For example that the writer is have low of knowledge they will put the ambiguous words and unfamiliar vocabulary. It is ignoring readers and the messages will not deliver as well as possible. So, knowledge is the one of writing needs.

Moreover, Azhar (2015:98) states that writing is a language skill, seems to be the most difficult skill since it applies all language components, is more formal that that of speaking, involves writing mechanics, and paragraph or essay organizations. It means writing is difficult skill, but when someone tries to write they should understand the purpose of the text that they writes, have a good plan and follow all of rules it can avoid writing's difficulties. Writing has level that depends of writer stage. Students in university are difference writing level with senior high school, junior high school, and also elementary school. So, writing task different too but they have same side such as have to have a product of their writing. Productive skills are skills which enable students as a learner to produce language by themselves (Harmer, 2007).

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Therefore, it can be concluded that to be a writer not only have a product but also good in their writing activity. Good writing is good on convey and express the ideas that can make the readers interest and understanding well.

### 2.1.2 Writing Components

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

1. Format
    a) There is a title.
    b) The title is centered.
    c) The first line is indented.
    d) There are margins on both sides.
    e) The paragraph is double spaced.
2. Mechanics
    a) There is a period, a question mark, or an exclamation mark after every sentence.
    b) Capital letters are used correctly.
    c) The spelling is correct.

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3. Content.
    a) The paragraph fits the assignment.
    b) The paragraph is interesting to read
    c) The paragraph shows thought and care.
4. Organization
    a) The paragraph begins with a topic sentence that has both a topic and controlling idea.
    b) The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example.
    c) The paragraph ends with an appropriate concluding sentence.
5. Grammar and Sentence Structure
    a) Estimates a grammar and sentence structure score.

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

**2.1.3 Writing Process**

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

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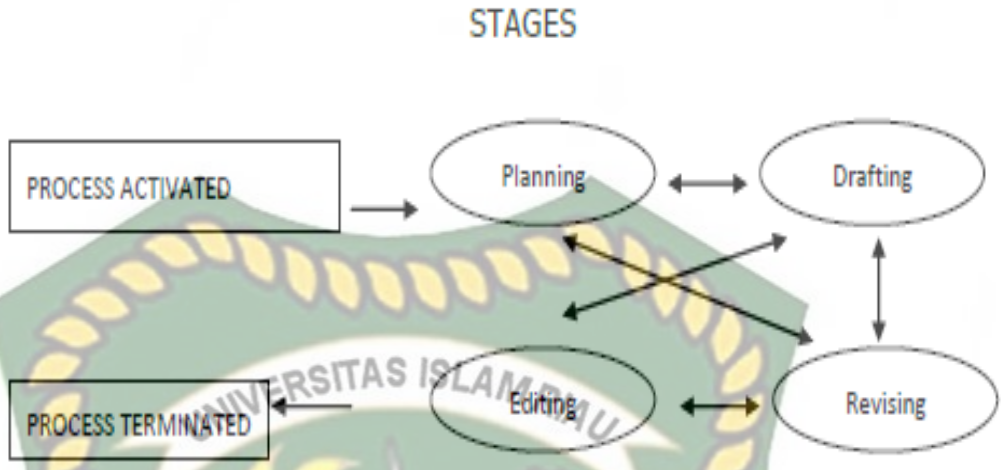


1. Planning. Planning is the one of pre-writing. It is the first idea that makes the writer to think what will them going to write. In this part important to every writer before they are doing the writing activity. The pre-writing stage concentrates on stimulating students' creativity and letting them think about what they are going to write and how to approach the chosen topic (Bae: 2011). After they are choosing the topic they should have a plan of idea to write the text.
2. Drafting. Harmer (2004:5) states that drafting is a form of raw writing that needs to be revised before the final product are completed. It is only focused on fluency of their writing before the final product complete. Details of the content should be clear with the topic. As said by Bae (2011), students need to emphasize more on global issues, which are topic, organization, and evidence, while ignoring surface problems, likes spelling, punctuation, and wordiness. So, the students must pay attention with the content. The good writing texts

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have to make the reader understand clearly. It is not only topic but also all of the contents about the topic.

3. Revising. When the students do revising on their writing texts, they have to recheck and re-examine all of the text. It is not only the language error but also including contents and organization ideas. The purpose to make the product of writing can deliver messages clearly from the writer toward the readers. Revising also can make the text to be well written.
4. Editing. The editing stage is the stage in which the students put their pieces of writing into final form (Bae, 2011). It should be perfected form that can make the great final of writing. Ferris (2002) states that editing process refers to correcting grammatical, lexical, and mechanical errors, before turning in the final product of writing. So, in this stage the students ought to tidy up to gain better evaluation from the teacher, included language error and writing component.

### 2.1.4 Types of Writing Performance

Before the students doing writing activity, the teacher should give students the appropriate types based on students' level and capacity. According to Brown (2004:220) there are having four types of writing performance that:

1. Imitative.
2. Intensive (controlled).

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3. Responsive.
4. Extensive.

Which:

1. Imitative. To produce written language the learner must attain skills in fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to Perce phoneme-grapheme correspondences in the English spelling system. It is a level which learners are trying to master the mechanics of writing. At this stage form is the primary if not exclusive focus while context and meaning are of secondary concept.
2. Intensive or controlled. Beyond the fundamentals are imitative writing skills in producing appropriate vocabulary within a context, collocations, and idiom and correct grammatical features up to the length of a sentences. Meaning and context are of some importance in determining correctness and appropriateness. The most assessment tasks are more concerned with a focus of on form and a rather strictly controlled by the test design.
3. Responsive. Here a assessment tasks require learners to perform at a limit discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, list of criteria, outlines and other guidelines. Genres of writing include narratives and descriptions, short reports, lab reports, summaries, brief

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responses of reading, interpretation of charts or graphs. Underspecified conditions the writer begins to exercise some freedom of choice among alternative forms of depressions of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse convention that will achieve the objectives of written texts. Form-focused attention is mostly at the discourse level with a strong emphasis on the context and meaning.

4. Extensive. Extensive writing implies successful management of processes and strategies of writing for all purposes, up to length essay term paper a major research project report or even a thesis writers focus on achieving a purpose, organizing and developing ideas logically using details to support illustrate ideas, demonstrating syntactic and lexical variety and in many cases engaging in the process of multiple drafts to achieve final products. Focus on the grammatical form is a limited to occasional editing of or proofreading of a draft.

Based on the explanation above, those are the types of writing activities that can be applied to students' writing activities. Writing not only focus to the result but also should be organized well before doing the activity, it should base on the students' level and capacity.

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### 2.1.5 Genres of Writing

Genre of writing is influenced on the content of writing activities. There are three genres of writing based on Brown (2004:219). They are:

1. Academic writing
    1) Papers and general subject reports
    2) Essays, compositions
    3) Academically focused journals
    4) Short-answer test responses
    5) Technical reports (e.g.; lab reports)
    6) Theses and dissertations
2. Job-related writing
    1) Messages (e.g.; phone messages)
    2) Letters or emails
    3) Memos (e.g.; interoffice)
    4) Reports (e.g.; job evaluation, project reports)
    5) Schedules labels signs
    6) Advertisements, announcements
    7) Manuals
3. Personal writing
    1) Letters, emails, greeting cards, invitations
    2) Messages, notes

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3) Calendar entries, shopping lists, reminders
4) Financial documents (e.g.; checks, tax forms, loan applications)
5) Forms, questionnaires, medical reports, immigration documents
6) Diaries, personal journals
7) Fiction (e.g.; short stories, poetry)

For additional, writing also has macro and micro skills. According to Brown (2004; 221) the earlier micro skills apply more appropriately to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing.

Macro skills

1) Produce graphemes and orthographic patterns of English.
2) Produce writing at an efficient rate of speed to suit the purpose.
3) Produce and acceptable core of words and news appropriate word order patterns.
4) Use acceptable grammatical systems (e.g.; tense, agreement, pluralization), patterns and rules.
5) Express a particular meaning in different grammatical forms.
6) Use cohesive devices in written discourse.

Micro skills

7) Use the rhetorical forms and conventions of written discourse.

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8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalizations, and exemplification.
10) Distinguish between literal and implied meanings when writing.
11) Correctly convey culturally specific references in the context of written text.
12) Develop and use a battery of writing strategies such as accurately assessing the audiences' interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrasing and synonyms, soliciting peer and instruction feedback, and using feedback for revising and editing.

So, in writing activities should be organized well before the activity will begin. It will influence the result of writing.

### 2.1.6 Writing Skill

Writing skill is a skill to organize, formulate, and conform conventional rules of grammar, and use precise and formal vocabulary (Ur, 1997:161; Fadly Azhar, 2015:98). There are three things which need to be highlighted of writing skill, they were: micro and macro skills of writing, aspects of writing skill. Students' writing competence is represented through some skills, namely micro skills and macro skills of writing (Brown, 2004).

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Besides, micro skills of writing focus more on the writing mechanics and the word level, such as cohesive devices, tenses, etc. and macro skills of writing deal with a wider area of writing, for example the form and the communicative purpose of a written text, the main idea and the supporting idea of a text, the literal and implied meaning writing, etc.

Therefore, writing process and activity must require the mastery of micro and macro skills of writing as it aims at helping students to construct the idea effectively and making it easier for them to write various kinds of texts.

So, in writing explanation text students have to know macro and micro skill in writing. It can be concluded that there are several points to pay attention on improving writing skill in writing activity, such as micro and macro skills of writing and the aspects of writing which involve content, organization, discourse, syntax, vocabulary, mechanics, and accuracy.

**2.1.7 Purposes of Writing**

Every writer has their own purposes to convey messages on their text. Start from advertisement, announcement, comic or novel and etc. the purpose of writing text should clear and specific that can make the readers understand and catch the point.

Using the suitable of words can avoid ambiguous and confuse of the readers. In choosing suitable of word, they must master a lot of vocabulary to know for whom

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the text was read. Grenville (2001:01) states that there are three purposes of writing, included:

1. To entertain

   Writing to entertain general takes the form of imaginary of creative writing. It is such as novel, comic, fable books and etc. that not only comedy but also love story or horror it based on the reader needed and wanted.

2. To inform

   Writing to inform has purposes to tell the reader about something. It is like printed news or announcement or something that can inform the reader it means that memo form is also part of information. The point is to inform the reader about something happen.

3. To persuade

   The writer tries to confines the reader of something that a point of view is valid by presenting the fact or data.

So, in presenting text writer already put the purposes of the text. They also want the readers entertain, inform something and persuade.

**2.1.8 Advantages of Writing**

A lot of writing benefits except increase human knowledge. Pamela Zinkosky (2000) explains that writing has four side benefits such as:

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1. Individuality. Writing is by nature, personal and individual. It forces students' to use their own words to express their own thoughts and feelings.
2. Self-expression. Writing can be away for a students' to express problems or feelings that they would not otherwise express. It provides and alternate means for communication that can liberate them from embracement, shame or fear that make cause them to keep feelings to themselves.
3. Independent thinking. Roy Peter Clark, teacher and journalist, sees that learning to write also means learning to think. "The writing process gives student a path for clear thinking" he says. "The act of writing involves understanding the world and yourself. Young writers must think independently and respond to criticism of their work."
4. Confidence building. Closely related to its cultivation of individuality is writing's confidence-building capability. Writing is solitary activities, and it results in something that belongs solely to the writer.

Conclusion, writing has many benefits for students' writing progression not only their writing skill but also language skill because of writing has correlation with reading, speaking and listening.

### 2.1.9 Explanation Text

An explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role

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in building and storing our knowledge. Technical and scientific writing are often expressed in this form. Generic structures of explanation text are:

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

There also have purposes of explanation text. Such as:

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

According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur I nature.

**2.1.10 Definition of Project Based Learning**

Project based learning theory is the most popular on 21 century. It comes from John Dewey in 1897 that learning by doing. This theory grows up until now, it is passing many conditions and processes that can be project based learning that used now. Project based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge

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through active exploration of real-world challenges and problems. In the other hand , according to Ferrara (2012) states that Project- based learning is a systemic teaching method that engages students in learning essential knowledge and skills through an extended, students influenced inquiry process structured around complex, authentic questions and carefully designed tasks and products. In this method, students as active learner and most dominating in teaching and learning process. They do independently even though they are on group system or on collaboration.

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

From the explanation above, project based learning has big influences and roles in increasing students' achievement. Students will independently to solve problem but still learning by using cooperative learning. It is supporting to increase and improve students' results included knowledge of language especially in learning English as a foreign language. They are getting more not only writing skill but also

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complex skill of English. Students drive their own learning through inquiry, as well as work collaboratively to create projects that reflect their knowledge (Bell, 2010).

According to Phillips et al. (1999), Project-based learning consists of recognizable units of work with a beginning, middle, and end which are linked to form a tangible final-product in which the students can gain a real sense of achievement. From the expert above, manipulated of the students' achievement will decrease that the basic of project based learning makes students be more autonomous in doing the project. In project-based learning, students are responsible for their own learning (Savery, 2006). So, they are not cheating anymore and will thinking curiously with the bright mind.

Lastly, Project based learning also has integrated with the others skills, not only writing skill will be improved but also others skill too. SRI (2000) was said that students will get opportunities to develop complex skills, such as higher-order thinking, problem-solving, collaborating, and communicating. Indirectly, teaching writing skill through project based learning makes students are confident, active, and creative also be autonomous.

**2.1.11 Characteristics of Project Based Learning**

Project based learning have several characteristics as following:

1) Project-based learning is an authentic learning.

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Through project-based learning, students are exposed to the real world situations while they complete their project (Markham et al., 2003). In 21st century this method is famous and familiar, this method offers student-centered that can make their expose the real world situation where they have to solve every problem not only theory but also they can practice directly to solve their own problem.

2) Project-based learning is student-centered.

In this method, the teachers only have a role as monitor. Students will the most appearing in every moment. They do every project and problem by themselves no matter what they do the will individually trying better and be autonomous. It has many benefits, one of them is improving they skill without depends on the others included their teacher. Student Through project-based learning, students are urged to plan, complete, and present the task (Simpson, 2011).

3) Project-based learning is cooperative.

Project-based learning, students are exposed to motivating and challenging activities which require collaboration as well as motivation (Herrington and Herrington, 2006). It is including classmates and teacher. It is suitable to make a group discussion but still follow the instructions and procedures of project based learning. Sharing and discussing will motivate all of the students who get stuck and despair in learning and teaching process. It breaks their mindset of cannot do well to can be able doing better than the past.

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4) Project-based learning leads to the integration of skills.

According to George Lucas Educational Fundamental (2005) explain the steps of project best learning start from essential question, design a plan, creating schedule, monitoring assess the outcome and evaluate experience. All of the steps of project based learning will get a great respond and provoke to involve themselves that indirectly they will trying to listen, write, read and speak. Stoller (2002) states that through project-based learning, students need to process information from various sources. So, it leads to the integration of each skill.

5) Project-based learning culminates in an end product.

The value of the product lays both in the final product and in the process of making the product as the project work has a process and product orientation (Stoller, 2002). Not only through writing activities will culminates in an end product but also every project of students will gain product based on the subject of project. Work hard and cooperatives of students is obtaining product no matter they do better or not project always follows by product.

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### 2.1.12 Steps of Project Based Learning

According to the George educational foundation (2005) retrieved from Larasati (2015:32) the steps of project based learning are:

1. Start with the essential question

   Essential question is needed in this method which the questions should be integrated with the topics. It much better than task at hand that will pose problem and situation based on the materials. For getting students' interests, it may use recently problem or situation which is make the students feels curious and will answer the questions with the spirit of study that questionnaire also related with the topic.

2. Design a plan for the project

   Design a plan for the project has to involve both of students and teacher. In design a plan for the project, teacher should give a chance for student to

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participate by sharing their ideas. Students have an active role in deciding activities. They also have to know what they should do. It includes the explanation about the rules of the project development, the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project.

3. Create a schedule

   To finish the project, teacher and students will create a schedule to decide the time allocation of working the project, and deadline to submit the project. Every student must submit the end product on time. It means project has a timeline when they begin and finish it depends on the agreement of both.

4. Monitoring

   Teacher as monitor responsible to observe all of the progression, guide the students during the project development, facilitate the learning process and help the students when they get stuck or misunderstanding, and lastly, to ensure that every students is involved on the project. So, the role of teacher is only for monitoring students.

5. Assess the outcome

   Students' achievement will gain of this phase. Product will assess by the teacher that it will give students feedback in understanding the material. Assessment also helps teacher in designing instruction to teach more effectively. So, the teacher can improve quality of teaching and learning process.

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6. Evaluate the experience

   This is the last stage of project development where the teacher and students reflect on the project they have done. At this stage, the teacher needs to make sure that the students are able to find answers of essential question. The teacher and students share their experience of conducting the project and discuss about the projects, what needs change and improvement for the following project, as well as share ideas on the new projects. It means disadvantages of the way that use before should be upgraded to get perfection of method until appropriate to use both of students and teacher in doing the next project.

### 2.1.13 Advantages of Project Based Learning

Project based learning has many of advantages not only for the students but also for the teacher. 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 (George Lucas Educational Foundation, 2001). For students, advantages of project based learning include:

1.) Project-based learning increases autonomous learning. Project work necessitates students to take responsibility for their own work, (Phillips, 1999). So, they will create product without cheating each other which is based on their ideas, experience

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and own knowledge to solve problem and do the project because of basic of this method using dynamic classroom and student-centered.

2.) Project-based learning develops higher order thinking skills. Project-based learning requires students to solve problems using a higher order critical thinking skill (Fragoulis, 2009). Thomas (2000) reported that problem based learning can have a positive effect on students' acquisition of critical thinking skills. Project-based learning helps students to think critically to solve the problems as well as to produce the final product. The students need to decide how to complete tasks, how to get information, and how to evaluate their final product (Phillips, 1999). Learning by doing demands the students extra work hard and high thinking to finish projects with self-independent.

3.) Project-based learning increases motivation. Stoller (2002) states that project work is potentially to motivate, stimulate, empower, and challenge. Project-based learning is said to have great influence in enhancing students' motivation and supporting information collection and presentation (Blumenfeld et al., 1991). It can draw students' interest, motivation, engagement, and enjoyment towards the activities and the learning process (Fragoulis, 2009). Furthermore, project-based learning builds students' intrinsic motivation and commitment which leads students to get involved in the learning process (Simpson, 2011). Project-based learning usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Ponpoon, 2011).

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The conclusion is project based learning will be a booster of students' motivation that make their motivation increase.

4.) Project-based learning is suitable for mixed-ability classes. Project work enables students to give different contributions, based on their capabilities and interests (Phillips et al., 1999). Because of many factors that make this method appears. One of the factors project based learning method is easy going and easy to use for 21st century, it is flexible to use for all of subjects wherever teacher will teach.

5.) Increased attendance grows in self-reliance, and improved attitudes toward learning activity (Thomas, 2000) interesting classroom will motivate the students' spirit to go to school every day because of learning is not bored activity anymore. They also think that school is the place for fun but educated.

6.) Academic gain equal to or better than those generated by others model, with students involved in projects taking greater responsibility for their own learning than during more traditional classroom activities. (Boaler, 1997; SRI, 2000). It means that project based learning not only good method but also has many advantages for students' progression.

7.) Opportunities to develop complex skills, such as higher-order thinking, problem-solving, collaborating, and communicating. (SRI, 2000). So, project based learning method is appropriate to use for developing institutions, students, teacher to gain greatest result and skillful.

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8.) Access to a broader range of learning opportunities in the classroom, providing a strategy for engaging culturally diverse learners. (Railsback, 2002). It is because of the method offers of complex skills that make project based learning is greater method in 21st century.

For additional, the advantages for teachers include enhanced professionalism and collaboration among colleagues, and opportunities to build relationships with students (Thomas, 2000). Moreover, 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 advantage the most from project-based learning tend to be those for whom traditional instructional methods and approaches are not effective (SRI, 2000).

### 2.1.14 Teaching Writing Skill through Project Based Learning in Senior High School

As an appropriate method, project based learning is suitable to each language skill, not only for language skill but also project based learning can use to other subject. In teaching writing through this method students will be interested and motivated that it is using student-centered by involving a dynamic classroom approach. According to Stoller (2002) states that project work is potentially to motivate, stimulate, empower, and challenge. It can be effective learning to gain the greatest of result.

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In other hand, teaching writing needs the understanding of genres and short functional texts in writing skills. The researcher wants to use this method towards students of senior high school. Based on Fadly Azhar (2015; 100-101) explained that there are fifteen of genres and short functional texts in writing skills for senior high school level. It is adapted from standar kompetensi lulusan SMA (Standard Competency for High School Graduates, 2009) such as:

1. Announcement. An oral or written statement which is used to inform the public. It contains the receiver and the purpose,
2. Message. Oral or written information which is sent to or leaved it for somebody.
3. Narrative. A legend aims to entertain listeners. The text structure: orientation (introduction to actors, place, and time), evaluation (optional), complication (conflict), resolution (finishing conflict), re-orientation (optional).
4. Recount. To talk about past event or experience. The text structure: orientation (who, where, and when), events (chronological), re-orientation.
5. News item. To inform listeners or readers about the important point of events. The text structure: news worthy event (core), background event, sources.
6. Report. To report something in general analysis. The text structure: general classification, description.
7. Descriptive. To describe certain people, place, or think. The text structure: identification, description.

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8. Procedure. To talk about a way or a process of doing something properly. The text structure: introduction, process.
9. Explanation. To explain how something happens, particularly related to natural phenomena, scientific world, or social culture. The text structure: general statement, sequenced explanation, conclusion.
10. Analytical exposition. To elaborate an influence reader that there is a problem and needs to take-into account. The text structure: thesis (opinion statement), argument (point + elaboration), reiteration (re-stated the position of the writer).
11. Hortatory exposition. To elaborate and influence readers that there is something ultimately like that or not like that. The text structure: thesis (issue being discussed), arguments (reasons for attentions and recommendation), recommendation (how it should be or not should be like that).
12. Discussion. To expose an issue viewed from two angles: prior to conclusion or recommendation. The text structure: issue, arguments for, arguments again, conclusion or recommendation.
13. Advertisement. A promotion about a product or service.
14. Brochure. Like a leaflet containing information on specific things.
15. Letters. A written message covers it by an envelope and sent it to someone.

The researcher will take one of genres and short functional text in writing skill based on their syllabus. It will focus on explanation text only. During teaching

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writing explanation text researcher want to use project based learning as a treatment.

### 2.1.15 History of Project-based Learning

John Dewey (1897) initially promoted the idea of learning by doing. It makes many experts increasing idea to develop this theory. This sentiment is also reflected in constructivism and construction. Constructivism (Perkins, 1991; Piaget, 1969; Vygotsky, 1978) explains that individuals construct knowledge through interactions with their environment, and each individual's knowledge construction is different. Constructionism (Harel and Paper, 1991; Kafai and Resnick, 1996) posits that individuals learn based when they are constructing an artifact that can be shared with others and reflected upon, such as plays, poems, pie charts toothpick bridges. Another important element to constructionism is that the artifact must be personally meaningful. Where individual are most likely to become engaged in learning. By focusing on the individual learner, project-based learning strives for "considerable individualization of curriculum, instruction and assessment in other words, the project is learner-centered" (Moursond, 1998).

In this Era every single teacher should be able to improve their ability and skill in teaching and learning process to get a successful in learning activity especially to get students' interest in learning foreign language such as English subject. According to Thomas Markham (2011) that PBL integrates knowing and doing.

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Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. It means that project based learning will contrast with the curriculum and can make the positive effect to students that make students can be responsible, productive and curious. Responsible to solve every problems and get the product from their result and curious to know everything that can make their own knowledge more increase than before.

Moreover, Greeno (2006) has associated project based learning with the situated learning perspective and with the constructivist theories of Jean Piaget. It means from the learning model of Piaget, Greeno already developed his theory and said that project based learning with the situated learning. In the globalization everything is change including teaching learning process. The developing of technology and human thinking also can be influence in learning everything that makes project based learning is needed in 21 century. It flexible way to get successful easier on learning process also for the teacher, it can be easy to assess and evaluate the students' result. So, project based-learning can be reliable based on the developing of era and curriculum. It makes project based learning method is appropriate to use in educational world.

**2.2 Relevance Studies**

In supporting this research, the researcher adds some past studies. There are many studies investigate this method for their research. One of the researchers who

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conducted the research about project-based learning and writing is Bayu Pratomo (2014). The research investigated the implementation of project-based learning in teaching writing through collaborative classroom action research. The subjects of his research were junior high school students. The study was conducted because he found out that the students' writing ability was far from being satisfactory, particularly in writing descriptive text. Based on the research, it is found that project-based learning could effectively improve students' writing skill.

Hartono (2012) was conducted a research while the title is The Effect of Project-based Learning on Students' Writing Ability at SMP Dharma Loka Pekanbaru. The objective of this research was to see there is significant effect of project-based learning on students' writing ability or not. The result is there was any significant effect of project-based learning that make students' writing ability improve.

The other relevant research study about the implementation of project based learning is a study conducted by Kornwipa Ponpoon (2011). The researcher conducted the research in an English course at a Thai university in 2009 to find out about students' opinions towards the implementation of project-based learning in English language class and how project-based learning could enhance their four language skills (listening, speaking, reading, and writing). The findings show that by using an interdisciplinary-based project, most students thought that the

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interdisciplinary-based project should be retained in the English course because it was appropriate and useful for them.

Lastly, based on related finding above the researcher is interesting to investigate the effect of using project based learning method on students' writing skill of second year students at SMAN 2 TAPUNG HILIR that the researcher tries to using freedom titles but the researcher gives the same topic. So, researcher want to find specific result of the effect of using project learning method on students' writing skill of second year students at SMAN 2 TAPUNG HILIR.

**2.3 Conceptual Framework**

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## 2.4 Hypothesis

Alternative Hypothesis (Ha): There is a significance effect of using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

Null Hypothesis (Ho): There is no a significance effect of using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

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# CHAPTER III

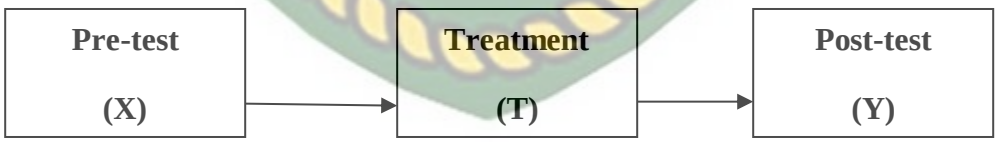
# RESEARCH METHOD

## 3.1 The Research Design

This research was experimental research. There were consist of two groups, on control group and experimental group for differences between pre-test and post-test. There were two variables, they were: independent variable (X) and dependent variable (Y). Independent variable was a category that influence by another category or consequent. In this research, the independent variable (X) as project based learning method, and dependent variable (Y) as students' writing skill. This research used one group pre-test and post-test design. Therefore, the experimental class treated by using project based learning method and also the experimental class provided with pre-test, treatment, and post-test. The design could be seen in the following table.

**Table: 3.1**

**One Group Pre-Test and Post Test Research Design**




Where : X : Pre-test

Y : Post-test

T : Treatment

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### 3.2 The Location and Time of Research

This research was conducted at the second year students of SMAN 2 TAPUNG HILIR on May 27 to April 29, 2019.

### 3.3 The Population and Sample of the Research

#### 3.3.1 The Population of Research

Population represented entire/ all research subjects. Population is an object to be examined and this object can be form of: human, animals, plants and thing (object or something), that is lifeless or abstract objects (Seno, 2014: 34). The population of this research was the students of second year students of SMAN 2 TAPUNG HILIR.

**Table 3.3.1**

**Population of the Students at XI IPS SMAN 2 TAPUNG HILIR**

| No | The Classes | The Students |
|---|---|---|
| **1.** | XI IPS 1 | 31 |
| **2.** | XI IPS 2 | 30 |
| **3.** | XI IPS 3 | 31 |
| | TOTAL | 92 |

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### 3.3.2 The Sample of the Research

The sample of this research was involved students in class XI IPS 2 AND XI IPS 3. The sample has been taken randomly. There were some reasons for choosing them as a sample. According to (Seno, 2014: 34) the sample is part of a population or a representative of the population. It will take and collect in randomly. Total sampling technique implemented in this study was two groups of student at the second year. XI IPS 2 as Experimental group and XI IPS 3 as Control group.

**Table 3.3.2**

**Population of the Students at XI IPS SMAN 2 TAPUNG HILIR**

| No | The Classes | The Students |
|---|---|---|
| **1.** | XI IPS 2 | 30 |
| **2.** | XI IPS 3 | 31 |
| | TOTAL | 61 |

## 3.4 Research Materials

The material in this research was suitable on their official curriculum (K13) and based on their syllabus. The researcher gave the material in pre-test and post-test to experimental group. Then, class gave a treatment by using project based learning method.

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In the first meeting has been taken as pre-test and second meeting to fifth meeting as treatment material and lastly at the sixth meeting was post-test. The different topics had given on this research.

**Table 3.4**

**The Blue Print of Research Test**

| No. | Test | Topic | Indicator |
|---|---|---|---|
| 1. | Pre-test | Educational in Indonesia | Content, Organization, Language Use, Vocabulary and Mechanics |
| 2. | Post-test | Disaster | |

### 3.5 Research Instrument

The instrument was needed in this research, the test that was given in pre-test and post-test. It was writing test, the test consisted of writing explanation text. The post-test aimed to find out the students' writing skill after they were getting treatment. This activity also intended to find out whether the students' skill to keep holding of the material after accepted the treatment.

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**Table 3.5**

**The Blue Print of the Material**

| No | Meeting | Topics | Indicators |
|---|---|---|---|
| 1. | 1 | School Facilities | Content, Organization, Language Use, Vocabulary and Mechanics |
| 2. | 2 | Teenager Age | |
| 3. | 3 | Gadget Addicted | |
| 4. | 4 | Social Interaction | |

### 3.6 Research Procedure

The research procedure was taken two classes, which were one class for control class and experimental class. Control class was taken two meetings. First meeting was pre-test and the last as post-test. Besides, experimental class was taken six meeting. For first meeting was taken for pre-test, second to fifth for treatment and the last for post-test.

The procedures were pre-test, treatment and post-test. Control group was not having any treatment from the researcher they just do pre-test and post-test that researcher wanted to know students' writing skill without PjBL (Project Based Learning). Furthermore, for more explanations of research procedures were:

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### 3.6.1 Pre-test

Before treatment, the students in experimental group had been given pre-test. Control group also have pre-test but they do not have any treatment. The purpose was to know the students' writing skill before treatment. Pre-test was conducting at the first meeting. The test conducted in 90 minutes, with 2JP × 45 minutes. The researcher was given explanation about the test and how to do the test. Researcher also gave one topic and students did writing an explanation text by using Educational in Indonesia as a topic.

### 3.6.2 Treatment

The researcher was carrying the class in four meetings. In each meeting the students learned by using project based learning to support their writing skill. Treatment was only for experimental group. For experimental group was given sixth meeting. First meeting was taken for pre-test, second meeting to fifth meeting was taken for give treatment and last meeting was taken for post-test. The steps are:

1. First meeting.

   At the first meeting of treatment, it consisted of 2JP x 45 minutes. This section used school facilities as a topic. In this meeting 20 minutes taken for exploring school facilities, 40 minutes to finish their writing and using 20 minutes to assess students' outcome. During writing activities was applied project based learning method. The researcher used all of project based learning method

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during teaching and learning process. From start with essential question, design a plan, create schedule, monitoring, assess the outcome and evaluate the experience. In the first step, start with the essential question.

The researcher wanted to take students' brainstorming before doing writing activities by using essential question about school activities. Such as, what kinds of school facilities, how the condition of school facilities, what are the big points that make school facilities worst or great, how it happens and more question related to the topic that can make students' brainstorming raise up. Next, design a plan to make clear that how the project will do and what they are going to do, and this part the researcher asks students to make a group discussion to develop students' ideas. Furthermore, create a schedule is step where the students should submit the project whit the allocation time that agreed between researcher and students.

Moreover, monitoring was the activity that researcher does during the students write their project after this part, assess the students' outcome from their writing and the last will take to evaluate the experience also review the biggest mistakes in their project and try to solve the problems.

2. Second meeting.

In this part, researcher also applied PjBL procedures. In 20 minutes that the class was beginning, it taken for reviews the previous topic. After all of mistakes and problems have clear. The researcher moved to the next topic.

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Teenager age was taken to the second topic. They was writing with allocation time about 40 and 20 minutes for assess.

3. Third meeting.

   For the third meeting, it conducted 45 minutes x 2JP. Gadget addicted as a topic for this section. They did new project by using Gadget Addicted topic. Before they were doing this topic, it used 20 minutes for review the previous topic. It was taken 40 minutes for doing the project and 20 minutes for assessing and evaluating.

4. Fourth meeting.

   In the fourth meeting, students were trying again to write explanation text on the same treatment with the previous meetings. Treatment in this meeting, also have the same of allocation time (45 minutes x 2jp) by using Social Interaction topic. It was 20 minutes for review the previous meeting and 40 minutes for writing and 20 minutes for conducting the assessment and evaluation.

**3.6.3 Post-test**

After treatment, the post-test is administered in order to know the students' writing skill after using project based learning. It was conducted at the last meeting of the treatment. For control group they were also have a post-test that researcher wanted to know their writing skill on English subject with the topic Disaster.

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### 3.7 The Data Collection Technique

In collecting the data, the researcher gave test in two sessions included in both experimental group and control group. Firstly, pre-test aims to find out their writing skill score before they were getting treatment. Then, Post-test gave to know how effective of the using project based learning method on students' writing skill of second year students at SMAN 2 TAPUNG HILIR.

After the students did their test, the researcher then was processed the result of students' writing skill and the students' score were classified into the following levels:

**Table 3.7**

**The Classification of Students' score**

| Score | Categories |
|---|---|
| 80-100 | Very good |
| 66-79 | Good |
| 56-65 | Enough |
| 40-55 | Less |
| 30-39 | Fail |

Adapted from Arikunto (2009)

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### 3.8 Data Analysis Technique

The researcher analyzed the data by using paired sample T-test through SPSS 22. Students' score has taken using scoring rubric. After the real score of students' writing skill on explanation text has been analyzed, the researcher needed to know the average of students' writing skill.

The data was analyzing in quantitative analysis in order to find each respondent were score referring to the following scoring system. The researcher needed rater in giving the score in each of students' work. His name is Heru Aditama, S.Pd. he was as English teacher of SMAN 2 Tapung Hilir especially at second year of IPS 2.

**TABLE 3.8**

**Scoring Rubric**

| ASPECT | LEVEL | SCORE | CRITERIA |
|---|---|---|---|
| **Content** | **Excellent to very good** | **4** | **Knowledgeable, substantive, through development of thesis, relevant to assigned topic.** |
| | **Good to average** | **3** | **Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.** |
| | **Fair to poor** | **2** | **Limited knowledge of the subject, little substance, inadequate development of topic.** |
| | **Very poor** | **1** | **Does not show knowledge of subject, non- substantive, not** |

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|---|---|---|---|
| | | | enough to evaluate. |
| Organization | Excellent to very good | 4 | Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive. |
| | Good to average | 3 | Loosely organized, limited support, logical but incomplete sequencing. |
| | Fair to poor | 2 | Non- fluent, ideas confused or disconnected, lacks logical development and sequencing. |
| | Very poor | 1 | Does not communicate, no organization, not enough to evaluate. |
| Vocabulary | Excellent to very good | 4 | Sophisticated range, effective word usage, word from mastery. |
| | Good to average | 3 | Adequate range, occasional errors of word usage but meaning not obscured. |
| | Fair to poor | 2 | Limited range, frequent errors of word usage, meaning confused. |
| | Very poor | 1 | Essentially translation, little knowledge of English. |
| Language Use | Excellent to very good | 4 | Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, and preposition. |
| | Good to average | 3 | Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition. |
| | Fair to poor | 2 | Major problem in simple construction, frequent errors of negation, tense, number, word |

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| | | | **order, article, pronouns, preposition.** |
| | **Very poor** | **1** | **No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.** |
| **Mechanics** | **Excellent to very good** | **4** | **Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.** |
| | **Good to average** | **3** | **Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.** |
| | **Fair to poor** | **2** | **Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.** |
| | **Very poor** | **1** | **No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.** |

The scoring rubric takes from rubrics of writing modified from Jacobs et al in Weigle (2002: 116) as quoted by Desitawardhani (2014:45). The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic in which each of them is scaled from 1 to 4. Hence the maximum score is 20, while the minimum score is 5. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

1. Maximum score = C + O + V + L + M = (4 + 4 + 4 + 4 + 4) x 5 = 100
2. Minimum score = C + O + V + L + M = (1 + 1 + 1 + 1+ 1) x 5 = 25

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# CHAPTER IV

# RESEARCH FINDINGS

## 4.1 Data Presentation

This chapter presented the research findings dealing with the data that has been taken from pre-test and post-test. It was known that this research was conducted to find out whether there was any significant effect of using project based learning on students' writing skill of second year students at SMAN 2 Tapung Hilir.

### 4.1.1 Data Presentation of Pre-test in Experimental Class

The pre-test was taken before giving treatment in the experimental class. For the control class also have a pre-test without treatment. It was done to know the students' writing skill. The researcher presented the students' score of experimental class on writing explanation text. The pre-test of experimental class could be seen by following the table below.

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**Table 4.1.1**

**The Individual Score of Experimental Class at the Pre-test**

| | Score | | | |
|---|---|---|---|---|
| **Students** | **Rater 1** | **Rater 2** | **Final Score** | **Category** |
| 1 | 25 | 25 | 25 | Fail |
| 2 | 35 | 45 | 40 | Less |
| 3 | 45 | 55 | 50 | Less |
| 4 | 35 | 35 | 35 | Fail |
| 5 | 25 | 25 | 25 | Fail |
| 6 | 40 | 50 | 45 | Less |
| 7 | 35 | 45 | 40 | Less |
| 8 | 35 | 45 | 40 | Less |
| 9 | 65 | 65 | 65 | Enough |
| 10 | 50 | 50 | 50 | Less |
| 11 | 40 | 30 | 35 | Fail |
| 12 | 40 | 40 | 40 | Less |
| 13 | 25 | 35 | 30 | Fail |
| 14 | 75 | 85 | 80 | Very Good |
| 15 | 50 | 50 | 50 | Less |

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| | | | | |
|---|---|---|---|---|
| 16 | 30 | 40 | 35 | Fail |
| 17 | 50 | 50 | 50 | Less |
| 18 | 75 | 75 | 75 | Good |
| 19 | 75 | 75 | 75 | Good |
| 20 | 65 | 65 | 65 | Enough |
| 21 | 85 | 85 | 85 | Very Good |
| 22 | 60 | 60 | 60 | Enough |
| 23 | 90 | 90 | 90 | Very Good |
| 24 | 40 | 40 | 40 | Less |
| 25 | 60 | 60 | 60 | Enough |
| 25 | 45 | 45 | 45 | Less |
| 27 | 45 | 45 | 45 | Less |
| 28 | 25 | 25 | 25 | Fail |
| 29 | 70 | 70 | 70 | Good |
| 30 | 45 | 55 | 50 | Less |
| **Totals** | **1480** | **1560** | **1520** | |
| **Average** | **49.3** | **52** | **50.6** | **Less** |

Based on the data on the table 4.1.1, it showed the students' result in the pre-test of their writing skill of experimental class. From the data above, the

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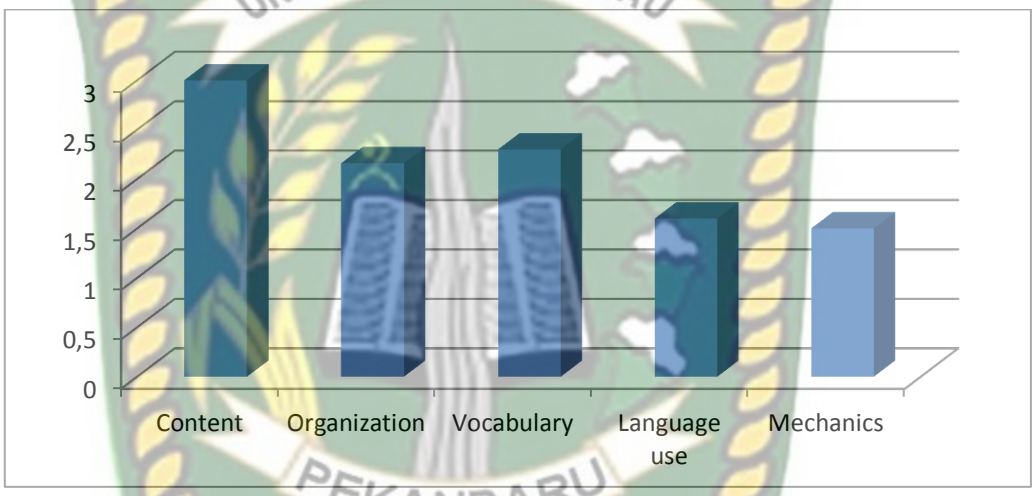
researcher found that the total score of students' writing skill at pre-test was 1520 and the mean of students' writing skill at pre-test was 50.6 in category less.

Then, researcher also presented the students' writing skill score on the chart below.

**Chart 4.1.1 Pre-test Score of Experimental Class**




After the researcher gave the pre-test in the first meeting, the researcher analyzed students' writing skill score by using scoring rubric of explanation text. From the chart above, the data showed that many students it could be described the lower score in each indicator were mechanics with score 1,5 from 4. It was taken by mean score of writing explanation text indicator. Score of content was 3 from 4, for organization students get 2,16 and vocabulary was 2,3 of 4. Last, language use was 1,6 of 4.

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### 4.1.2 Data Presentation of Pre-test in Control Class

There was also pre-test score of Control class. It was taken in the first meeting of control class and last meeting would be taken for post-test. The data could be seen by following table below.

**Table 4.1.2**

**The Individual Score of Control Class at the Pre-test**

| | Score | | | |
|---|---|---|---|---|
| **Students** | **Rater 1** | **Rater 2** | **Final Score** | **Category** |
| 1 | 30 | 40 | 35 | Fail |
| 2 | 50 | 50 | 50 | Less |
| 3 | 50 | 50 | 50 | Less |
| 4 | 50 | 50 | 50 | Less |
| 5 | 65 | 55 | 60 | Enough |
| 6 | 60 | 70 | 65 | Enough |
| 7 | 65 | 65 | 65 | Enough |
| 8 | 70 | 80 | 75 | Good |
| 9 | 50 | 50 | 50 | Less |
| 10 | 60 | 60 | 60 | Enough |

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| | | | | |
|---|---|---|---|---|
| 11 | 50 | 50 | 50 | Less |
| 12 | 50 | 50 | 50 | Less |
| 13 | 100 | 90 | 95 | Very Good |
| 14 | 50 | 50 | 50 | Less |
| 15 | 60 | 60 | 60 | Enough |
| 16 | 60 | 70 | 65 | Enough |
| 17 | 50 | 60 | 55 | Less |
| 18 | 25 | 35 | 30 | Fail |
| 19 | 85 | 85 | 85 | Very Good |
| 20 | 65 | 65 | 65 | Enough |
| 21 | 50 | 50 | 50 | Less |
| 22 | 50 | 50 | 50 | Less |
| 23 | 65 | 65 | 65 | Enough |
| 24 | 75 | 75 | 75 | Good |
| 25 | 60 | 60 | 60 | Enough |
| 25 | 50 | 50 | 50 | Less |
| 27 | 50 | 50 | 50 | Less |
| 28 | 50 | 50 | 50 | Less |
| 29 | 30 | 40 | 35 | Fail |
| 30 | 35 | 35 | 35 | Fail |
| 31 | 30 | 30 | 30 | Fail |

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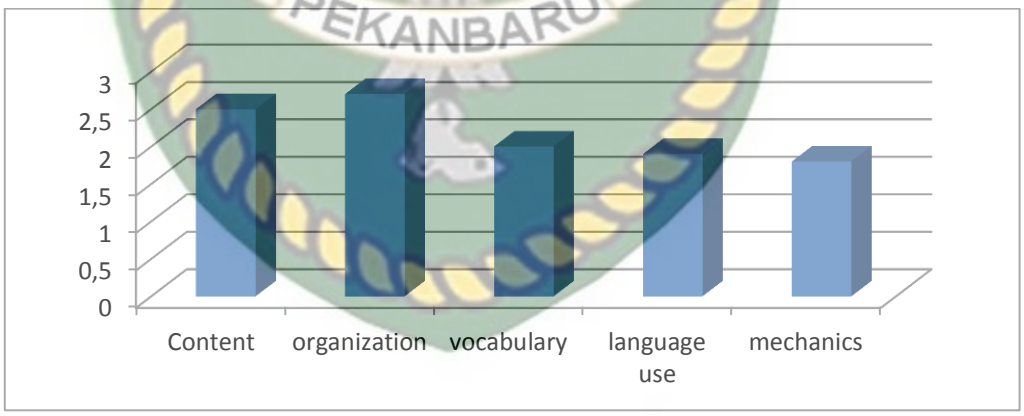
| | | | | |
|---|---|---|---|---|
| **Totals** | **1690** | **1740** | **1715** | |
| **Average** | **54.5** | **56.1** | **55.3** | **Less** |

Based on the data on the table 4.1, it showed the students' result in the pre-test of their writing skill of control class. From the data above, pre-test total score was 1751 with mean 55.3 in category less.

Furthermore, the researcher also presented students' writing score of control class in chart. It was taken by mean score of students' writing score based on writing explanation text indicator. They were Content, Organization, Vocabulary, Language use and Mechanics.

**Chart 4.1.2 Pre-test Score of Control Class**




From the chart above, it could be described that mechanics was the lower of each writing explanation text indicator. It was 1,8 of 4 and the upper was

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organization about 2,7 of 4. Besides, content was 2,5 from 4 and vocabulary was 2 from 4 and lastly language use was 1,9 of 4.

### 4.1.3 Data Presentation of Post-test in Experiment Class

Before taken the data of post-test, the researcher was teaching students' writing skill using project based learning in the experimental class. Then, the researcher carried out the treatment in four meetings and the last meeting the researcher gave a post-test to the students. The result of students' writing skill could be seen in the following table.

**Table 4.1.3**

**The Individual Score of Experimental Class at the Post-test**

| | Score | | | |
|---|---|---|---|---|
| **Students** | **Rater 1** | **Rater 2** | **Final Score** | **Category** |
| 1 | 70 | 80 | 75 | Good |
| 2 | 85 | 85 | 85 | Very Good |
| 3 | 80 | 70 | 75 | Good |
| 4 | 80 | 80 | 80 | Very Good |
| 5 | 75 | 75 | 75 | Good |
| 6 | 80 | 70 | 75 | Good |

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| | | | | |
|---|---|---|---|---|
| 7 | 65 | 75 | 70 | Good |
| 8 | 85 | 85 | 85 | Very Good |
| 9 | 75 | 75 | 75 | Good |
| 10 | `60 | 60 | 60 | Enough |
| 11 | 65 | 65 | 65 | Enough |
| 12 | 80 | 80 | 80 | Very Good |
| 13 | 70 | 90 | 70 | Good |
| 14 | 85 | 85 | 85 | Very Good |
| 15 | 75 | 75 | 75 | Good |
| 16 | 80 | 80 | 80 | Very Good |
| 17 | 80 | 70 | 75 | Good |
| 18 | 95 | 95 | 95 | Very Good |
| 19 | 60 | 70 | 65 | Enough |
| 20 | 85 | 85 | 85 | Very Good |
| 21 | 80 | 80 | 80 | Very Good |
| 22 | 100 | 90 | 95 | Very Good |
| 23 | 70 | 80 | 75 | Good |
| 24 | 70 | 70 | 70 | Good |
| 25 | 95 | 95 | 95 | Very Good |
| 25 | 80 | 80 | 80 | Very Good |
| 27 | 95 | 95 | 95 | Very Good |

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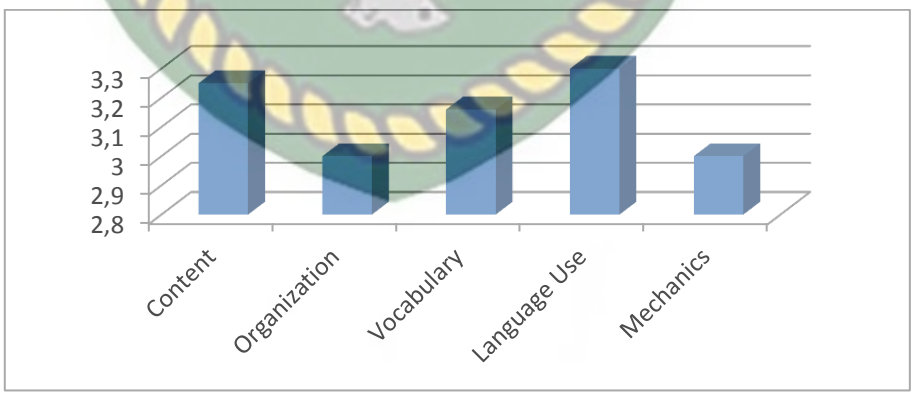
| | | | | |
|---|---|---|---|---|
| 28 | 75 | 85 | 75 | Good |
| 29 | 95 | 95 | 95 | Very Good |
| 30 | 80 | 80 | 80 | Very Good |
| **Totals** | **2370** | **2380** | **2370** | |
| **Average** | **79** | **79.3** | **79** | **Good** |

Based on the data in the table above, the researcher found that the total individual score of post-test was 2370 with mean was 79 in category good. Total score of post-test in experimental class was higher than pre-test. The total number of pre-test was 1520 with mean 50.6.

Meanwhile, the data could be seen at the chart below. It was number of students' score based on indicator of writing explanation text.

**Chart 4.1.3 Post-test Score of Experimental Class**

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From the chart above, it could be seen the students' writing score in each indicators of writing explanation text. It was post-test of the students after the researcher gave treatment by using project based learning method. The students got higher score than pre-test. Number 3,25 of 4 for content, in organization was 3 of 4 also 3 of 4 fir mechanics and 3,16 for vocabulary. Lastly for score of language use students got 3,3 of 4. It was taken by using mean score of indicator.

### 4.1.4 Data Presentation of Post-test in Control Class

The post-test was taken in second meeting as last meeting in control class. Control class has not any treatment by using project based learning method. The researcher gave post-test to know the result of students' writing skill without did apply project based learning method. The result of post-test in control class could be seen as following table below.

**Table 4.1.4**

**The Individual Score of Control Class at the Post-test**

| | **Score** | | | |
|---|---|---|---|---|
| **Students** | **Rater 1** | **Rater 2** | **Final Score** | **Category** |
| 1 | 90 | 80 | 85 | Very Good |
| 2 | 35 | 35 | 35 | Fail |

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| | | | | |
|---|---|---|---|---|
| 3 | 40 | 40 | 40 | Less |
| 4 | 65 | 75 | 70 | Good |
| 5 | 50 | 50 | 50 | Less |
| 6 | 30 | 40 | 35 | Fail |
| 7 | 25 | 25 | 25 | Fail |
| 8 | 50 | 60 | 55 | Less |
| 9 | 65 | 65 | 65 | Enough |
| 10 | 25 | 35 | 30 | Fail |
| 11 | 60 | 60 | 60 | Enough |
| 12 | 90 | 80 | 85 | Very Good |
| 13 | 50 | 50 | 50 | Less |
| 14 | 50 | 50 | 50 | Less |
| 15 | 25 | 25 | 35 | Fail |
| 16 | 50 | 50 | 50 | Less |
| 17 | 25 | 25 | 25 | Fail |
| 18 | 50 | 50 | 50 | Less |
| 19 | 55 | 45 | 50 | Less |
| 20 | 55 | 55 | 55 | Less |
| 21 | 50 | 50 | 50 | Less |
| 22 | 50 | 50 | 50 | Less |
| 23 | 50 | 50 | 50 | Less |

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| | | | | |
|---|---|---|---|---|
| 24 | 50 | 50 | 50 | Less |
| 25 | 25 | 25 | 25 | Fail |
| 25 | 25 | 25 | 25 | Fail |
| 27 | 25 | 25 | 25 | Fail |
| 28 | 25 | 25 | 25 | Fail |
| 29 | 50 | 40 | 45 | Less |
| 30 | 60 | 50 | 55 | Less |
| 31 | 65 | 65 | 65 | Enough |
| **Totals** | **1460** | **1450** | **1465** | |
| **Average** | **47** | **46.7** | **47.2** | **Less** |

Based on the data above, researcher found that control class was faced decrease score. It was caused by topic of the test and they do not have treatment like experimental class. But, the students got almost same score with pre-test section in the same category. The total number of students' score was 1465 with mean 47.5 in category less.

In other hand, the researcher also showed the data in chart form. The chart would be seen as following below to know students' score based on some indicators of writing explanation text.

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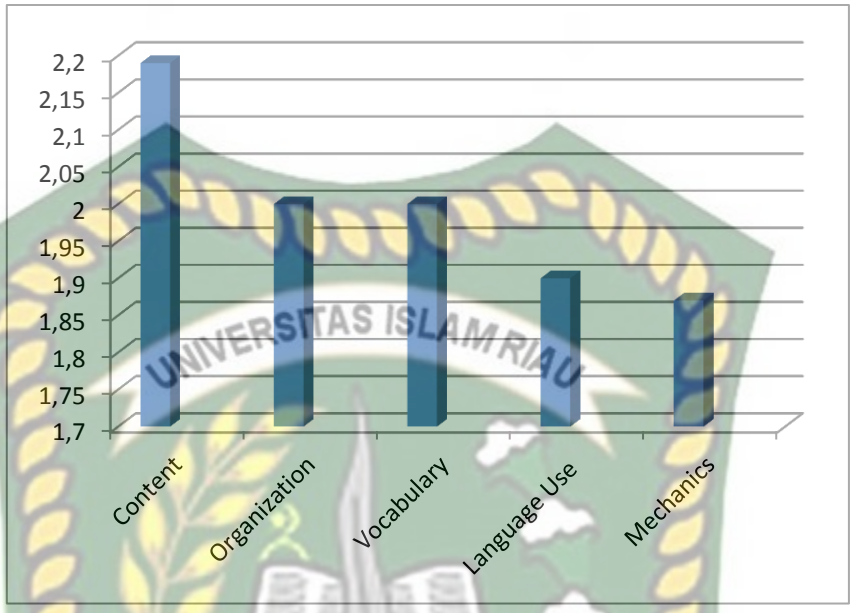
**Chart 4.1.4 Post-test Score of Control Class**




The chart was taken from mean score of each indicator. This was showed the data of control class post-test that content was 2,19 of 4. Organization and vocabulary was in the same number it was 2 of 4. Besides, language use was 1,9 and mechanics was 1,87 of 4. From the chart above, researcher found the score of post-test in control class that students got lower score because of the researcher did not apply project based learning method.

**4.2 Result Score of Experimental Class**

After the researcher gave pre-test and post-test, the researcher compared result of the test to know the increase score of students in experimental class. Based on the data, the result of students' score of experimental class could be calculated by SPSS descriptive statistics below.

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**Table 4.2 Descriptive Statistics in Experimental Class**

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-test | 30 | 25 | 90 | 50.67 | 18.134 |
| Post-test | 30 | 60 | 95 | 79.00 | 9.414 |
| Valid N (listwise) | 30 | | | | |

Based on the table above, the mean of pre-test was 50.67 with standard deviation 18.134 that pre-test section has maximum score was 90 and minimum score 25. While, in the post-test section students got maximum score was 95 and minimum score was 60 with mean 79.00 and standard deviation were 9.414.

So, the table of score experimental class showed that post-test in the experimental class was higher than pre-test. Then, project based learning method has significant effect on students' writing skill.

### 4.3 Result Score of Control Class

Researcher gave pre-test and post-test to control class without treatment. Students score got the same score between pre-test and post-test in fewer categories. Furthermore, to know more detail of students' score in the pre-test and post-test it could be seen by following table below.

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**Table 4.3 Descriptive Statistics in Control Class**

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-test | 31 | 30 | 95 | 55.32 | 14.885 |
| Post-test | 31 | 25 | 85 | 47.26 | 16.525 |
| Valid N (listwise) | 31 | | | | |

Based on the table above, student at control class were 31 students that they got maximum score 95 and minimum score 30 with mean score was 55.32 and standard deviation 14.885 in the pre-test section. For the post-test section they got minimum score was 25 and maximum score 85 with standard deviation 16.525 and mean score was 47.26.

## 4.4 The Increase Students' Mean Score of Pre-test and Post-test of Experimental Class and Control Class

Based on the calculation above, the researcher got the mean of students' score at experimental class and control class. It could be showed on the chart below to know the increase students' mean score of pre-test and post-test of experimental class and control class.

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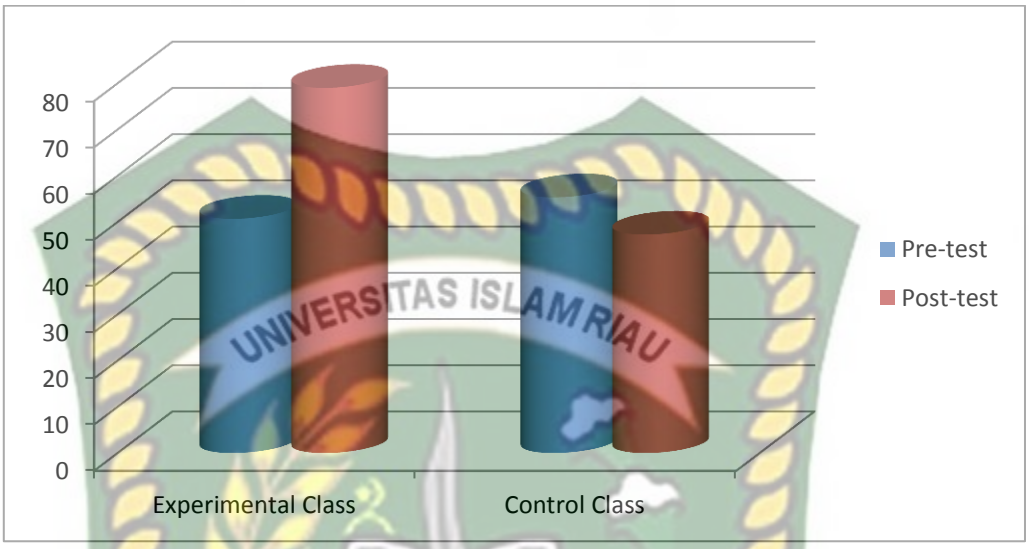
**Chart 4.4 Students' Mean Score**




Based on the chart above, the mean score on the pre-test of experimental class was 50.67 and post-test students got mean score was 79. It means that project based learning method could improve and gave significant effect on students' writing skill. Besides, for control class they got mean score 55.32 for pre-test and 47.26 for post-test.

So, students' score on writing skill in experimental class was higher than control class.

### 4.5 Normality of the Test

Normality test was needed. It was one of requirements for data analysis before conducting a hypothesis testing, it must be tested for normality. The result of normality could be seen in the table as follow:

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**4.5.1 Table Normality of Experimental Class**

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 30 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 9.01830216 |
| Most Extreme Differences | Absolute | .101 |
| | Positive | .101 |
| | Negative | -.082 |
| Test Statistic | | .101 |
| Asymp. Sig. (2-tailed) | | .200[c,d] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table of experimental class, the data of normality of test was normal. It could be seen that 200>0.361.

For control class, the data could be seen as following table below:

**4.5.1 Table Normality of Control Class**

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 31 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 16.18076688 |
| Most Extreme Differences | Absolute | .119 |
| | Positive | .097 |
| | Negative | -.119 |
| Test Statistic | | .119 |

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| | |
|---|---|
| Asymp. Sig. (2-tailed) | .200[c,d] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, test in the control class was normal. It could be seen 200>0.355.

**4.6 Data Interpretation**

From the data, researcher found the mean score of experimental class in pre-test was 50.67. After four meetings the researcher gave treatment using project based learning method, students were faced the improvement of writing skill. The researcher found out the mean score of post-test in experimental class, it increased to 79. This evidence indicated that teaching using project based learning method was successful.

Furthermore, the highest score in pre-test was 90 and post-test was 95. The lowest score was 25 and 60.

From the calculation above, project based learning method has a significant effect on students' writing skill and also gave the positive effect for students' writing skill.

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### 4.7 Hypothesis Testing

In hypothesis testing, it could be seen as following table below to know the result of this research.

**Paired Samples Test**

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

Based on table above, it could be seen that $t_o$ was 8.682 and df was 29. So, project based learning method has a positive effect on students' writing skill with $t_o$ was 8.682 and df was 29 at level 5%. Based on $t_{table}$, it could be shown that $t_o$ is higher than $t_{table}$ of 0,05 on the significance $r_{table}$ (8.682>0.367), that null hypothesis ($H_o$) was rejected, while the alternative hypothesis ($H_a$) was accepted. It can be

concluded that there is significant effect of using project based learning method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

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# CHAPTER V

# CONCLUSION AND SUGGESTION

## 5.1 Conclusion

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

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

## 5.2 Suggestion

Dealing with the result of this research, the researcher gave some valuable suggestions to those who shown more concern and high attention to teaching English especially in teaching English writing skill. There were as followed:

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1. For English teachers, as English teacher who conduct the teaching and learning process should be more interacted one by one student and had to know what are the problems and obstacles every single student while teaching and learning process. Then, they have to treat every problems and obstacles of students based on students own. Teacher also had to upgrade all of the way included technique, method, also strategy that needed to improve students' English skill.
2. For students, Senior High School students must be more paid attention in learning English subject because of English as international language that needed in the future. It was not only vocabulary but also every part of English science totality.
3. For researcher, it was better for the next researcher to use appropriate strategy, method or technique also media in doing the research because of using appropriate tools can be influenced the final result and make improvement of English skill in educational world in Indonesia with satisfactory result.

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