EFEKTIVITAS PEMBELAJARAN BERBASIS PROYEK (PJBL) TERHADAP KECAKAPAN MENULIS ANAK SEKOLAH MENENGAH PERTAMA

The Effectiveness of Project-Based Learning (PJBL) on Junior High School Students' Writing Skill

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Abstrak

Keterampilan menulis adalah kemampuan menyampaikan gagasan penulis dalam bentuk tulisan. Hal tersebut merupakan keterampilan mengatur kata-kata menjadi sebuah produk tulisan yang baik. Namun, menulis merupakan hal yang sulit untuk dipelajari dan diajarkan. Salah satu metode yang dapat digunakan untuk mengajar memulis adalah Project-Based Learning (PJBL). Penelitian ini bertujuan untuk mengetahui keefektifan PJBL terhadap keterampilan menulis siswa. Penelitian ini merupakan penelitian dengan desain pre-experimental. Partisipan penelitian ini adalah 16 siswa kelas 7 SMP Katolik Santa Maria Tulungagung tahun pelajaran 2022/2023. Data yang diperoleh dari hasil pretest dan posttest dianalisis menggunakan program SPSS 26 untuk menguji hipotesis. Hasilnya, ditemukan nilai signifikan yaitu 0.000 lebih rendah dari 0.05 sehingga null hipotesis (H0) ditolak. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh signifikan pada keterampilan menulis deskriptif pada siswa setelah diajar menggunakan metode PJBL. Dengan kata lain, PJBL efektif untuk mengajar keterampilan menulis pada siswa, khususnya teks deskriptif.

Abstract

Writing skill is the ability of writers to share the writer's ideas in written form. It is about the skill of organizing the words into a good writing product. However, writing is difficult to be learned and to be taught. One method that can be used to teach writing is Project-Based Learning. This research was aimed to find out the effectiveness of PJBL on students' writing skill. This research was quantitative research with pre-experimental research design. The participants were 16 students of 7th grades of SMP Katolik Santa Maria in academic year 2022/2023. The data obtained from the results of the pretest and posttest were analyzed using the SPSS 26 program to test the hypothesis. As a result, a significant value was found, namely 0.000, which was lower than 0.05, so the null hypothesis (H0) was rejected. Thus, it can be interpreted that there is a significant influence on students' descriptive writing skills after being taught using PJBL. In other words, PJBL is effective for teaching students writing skills, especially descriptive text.

PENDAHULUAN

As one of the productive skills in language learning, writing is somehow needed to be learned. It can be used to communicate and deliver ideas to other people in written form. According to Utami and Apsari (2020) stated that writing is students' thinking process in producing an idea in the written form. Learning writing is as important as learning other language skills to communicate both in academic learning and professional life. Harmer (2004) stated that writing is a skill that encourages the learner to produce writing product. It means that writing skill will not come automatically but must come through a lot of training and practice because it has a complex process that is needed to be mastered by the students at Junior High

School. Writing activities are about conveying some information to the readers in written form. It is about the skill of organizing the words into sentences and sentences into paragraph. In English, good writing means creating a good product based on the correct principle in which writers have to use correct language and clear ideas as well as direct description. As it is pointed out by Zum'arini et.al. (2017), many students commonly get the problem in writing because they have low mastery in vocabulary, grammar confusion, not enough knowledge to express their ideas and low interest in writing.

In Indonesia, as English is being taught in school context, writing is also one of the language skills to be taught to the student. Descriptive text is one of the English materials taught at Junior High School level including 7th grade. Descriptive text is a type of text that describes something, whether it is human, animal, place, or others. The purpose of descriptive text is to describe someone or something with clear information. Writing descriptive text means creating visual images in the written form. Thus, it is better for the students to know what to write, how to deliver their ideas well so that what they are writing is really meaningful.

Writing is believed to be difficult to be taught. Therefore, teachers as educators should find a way to succeed in the teaching-learning process of writing. Teachers must be able to teach properly, effectively, and efficiently to help students to achieve their best performance. A suitable method is needed to motivate students to write the whole part of a text so they can deliver their ideas. Specifically, the method should increase students' writing skills and encourage them to enjoy the teaching-learning process.

One method that can be used by the teacher to teach writing skill is Project-Based Learning (PJBL). This method is student-centered that contain in curriculum 2013. The teacher will be easy to teach and make classroom conducted more interesting. Simbolon & Koeswati (2020) argues that Project-Based Learning is focused on the project's final product achievement in learning process. This method depends on how teacher make the material become interesting and challenging for the students by making a project. According to Nurhidayati et al. (2021), PJBL is a method that is used to drag students to the center of the learning process and prepares them for real life by exposing them to real life challenges. Students can acquire abilities for surviving in a knowledge-based, highly technology society through Project-Based Learning.

From the experts' opinion above, the researcher assumed that PJBL is suitable with the curriculum that used in this era. It can be applied easily and it is appropriate with the subject and content in the teaching-learning process. That is to say that writing by using Project-Based Learning can be an appropriate way to support the teaching and learning process. It is a style of active learning and inquiry-based learning in which teacher becomes a monitor, guide, also facilitator while students become active learner in the classroom. Thus, it is expected to overcome their writing difficulties.

Finally, by viewing all phenomenon above, the researcher tries to treat the students by using Project-Based Learning (PJBL) method and conduct research about this problem with entitled "The Effectiveness of Project Based Learning (PJBL) on Junior High School Students' Writing Skill".

Based on the background of the study above, a statement of the problem should be raised as the focus of this study. Thus, the researcher formulated the research problem as follow:

Is there any significant difference on 7th grade students' ability in writing descriptive text before and after being taught using Project-Based Learning (PJBL) method?

Based on the research problem above, this research aims to find out the effectiveness of Project-Based Learning (PJBL) on 7th grade students' writing descriptive text at SMP Katolik Santa Maria Tulungagung in academic year 2022/2023.

Theoretical Significance

The result of the study is expected to be useful for English teacher to give effectiveness of using Project-Based Learning in students' writing skill.

Practical Significance

Practically this research is expected to give significant for:

a. For English Teacher

   The English teacher can use this result of the research as reference to improve their students' writing skill especially in descriptive text.

b. For Future Researchers

   It is expected that the result of the research can provide experience for the future researchers who want to conduct another research in the same field so that they can develop their ideas based on this research.

METODOLOGI

Research Design

The first step that must be implemented by researcher when they would conduct research is determining a design or research design. Research design is the process involved in planning and conducting research (Natzir, 2011). In this study, researcher used quantitative method. Quantitative method is research method based on positivist philosophy used to study population or specific samples (Sugiyono, 2015). This study used pre-experimental research design in which the researcher wanted to investigate the effectiveness of Project-Based Learning on students' ability to write descriptive text. Further, the researcher used one group pretest-posttest design of pre-experimental. This research is conducted to find out the effectiveness of Project-Based Learning in teaching writing descriptive on 7th grade students of SMP Katolik Santa Maria Tulungagung.

Table 1. One Group Pretest Posttest Design

Pre-Experimental Design		
Pre-test	Independent Variable	Post-test
Y1	X	Y2

Research Variable

Variable can be defined as characteristic of an individual or group that a researcher can measure, observe, control, or manipulate in a study. According to Johnson & Christensen (2013), a variable is characteristic that can take on different values or categories. Additionally, Kaur (2013) defines variables in terms of measurable factors through the following process of operationalization.

This research has two variables that is independent variable and dependent variable:

1. *Independent Variable*

   Independent variable is the causes variable. According to Creswell 2008: 126) independent variable is an attribute or characteristic that become the influences of dependent variable. In this research, the independent variable is Project-Based Learning (PJBL).

2. *Dependent Variable*

   Dependent variable is effect variable. It means that the variable will get the effect from the responds given by the independent variable. The dependent variable is therefore a measure or indicator of the success of the independent variable (Sudjana, 2001). In this research, the dependent variable is students' writing skill.

Definition of Operational Variable

1. *Project-Based Learning*

   Project-Based Learning refers to a method that allows students to learn through a project which is decided by themselves and associated with help from teacher. Project-

Based Learning (PJBL) or Project-Based Instruction is a teaching method which is designed to provide learners the chance to enhance their knowledge and skills through certain activities or project. The project used in this teaching method usually revolves around the challenges and problem they may face in the real world.

2. *Writing Skill*

In this research, writing skill is defined as one of the language skills that helps the writer to express their ideas into written product in a meaningful form. In other words, writing skill supports the learner obtain independence, fluency, and creativity in writing.

Population, Sample and Sampling of the Research

1. *Population*

Population is the entire subject of a research, or the totality of individual elements or objects sampled to investigate circumstances and reasons. According to (Mcmillan, 1996), a population is a certain individuals, things, or elements that suitable with criteria and for which one wishes to generalize the findings of the study. In this research, population that used was all students of 7th grade SMP Katolik Santa Maria Tulungagung in academic year of 2022/2023.

2. *Sample and Sampling*

A sample is a subset of a population chosen for research purposes and is thought to be representative of the entire population. Purposive sampling was used to obtain the sample. This study's sample included students in grades 7A.

Data Collection Techniques

1. *Research Procedure*

The procedures of this research describe as follows:

a. **Pre-test**

Before experiencing Project-Based Learning, the students were given a pre-test. The researcher used pre-test at the first meeting to know their prior knowledge and measure the student's writing ability before giving treatment.

b. **Treatment**

The researcher used the treatment of Project-Based Learning. The purpose was to make students understand about the materials. The researcher conducted the Project-Based Learning in the 7A class.

c. **Post-test**

Administering the post-test to assess students' ability to write descriptive text after they experienced the Project-Based Learning. By applying one group pretest-posttest design, the researcher wanted to find out whether there is a significant difference on students' writing descriptive before and after being taught using Project-Based Learning.

Research Instrument

Instrument is the means to collect data. It is an important step in the research processes because it will affect the validity and reliability of the research and their potential comparability with previous research data must be prioritized at this stage (JL Bastos, 2014).

a. Pre-test and post-test

In collecting the data, researcher conducted written test in two sections. This test measured students' skill to write descriptive text before and after getting the method. The materials for this research were compatible

based on their official curriculum. In the end, after the students finish their test, the researcher analyzed the result of students' writing skill using a scoring rubric for writing. In addition, the researcher used rater to score the pretest and posttest.

b. Documentation

The researcher obtained documentation on the offline learning process through captures some students' task of the implementation of Project-Based Learning in writing descriptive.

Scoring Rubric for Writing Descriptive

The scoring rubric is based on Brown's (2007) letter rubric writing. The rubric is based on content, structure, vocabulary, language usage (grammar), mechanics, each is considered on a scale of 1 to 4.

Validity

Validity is where a test measures relevancy the content researcher wants to measure. Content validity is also known as face validity. The validity of the content has a very important role for the passing test. In this research, content validity was determined by expert judgment or expert validity.

Data Analysis Technique

Data analysis is the process of arranging the order of data, organizing it into the pattern, category and basic description unit. Data analysis is a series of activity of reviewing, grouping, systematizing, interpreting, and verifying data so that phenomenon has social, academic, and scientific values.

This research used quantitative approach. The quantitative data were analyzed by the researcher using statistics. The researcher elaborated the data by using formula Paired Sample T-Test through SPSS 26 program. The students' score was carried out by using scoring rubric for writing. Paired Sample T-Test was used to test the effect of independent variable on the dependent variable.

HASIL DAN PEMBAHASAN

A. Research Findings

The result of a research and development effort are research findings, which provide solution to particular research issue.
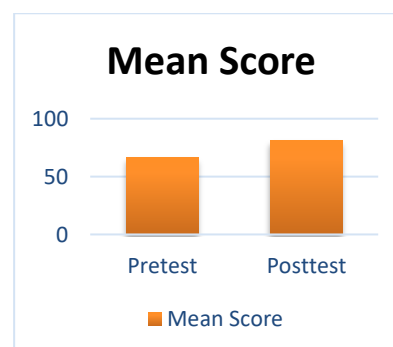
B. The Result of Pretest and Posttest

The data in this research was taken from the pre-test and post-test writing descriptive text. The data could be classified by following table below:

Table 2. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66.2500	16	9.62289	2.40572
	Posttest	81.4375	16	8.67155	2.16789

Gambar 1. Diagram Pretest and Posttest

Based on paired sample statistics of pretest and posttest, it was found that the students' mean score was 66,25 and posttest was 81,4375. In accordance with the data, it is possible to conclude from the table of students' score pretest and posttest that there was significance difference before and after conducting Project-Based Learning in teaching writing. Finally, the Project-Based Learning method has a considerable impact on students' writing descriptive text.

C. Test of Normality

Before administering hypothesis testing, the researcher conducted normality test to see whether the data can be analyzed using parametric

or non-parametric statistical analysis. In normality test, the hypothesis is formulated as follow:

Null hypothesis (H0): the data is on normal distribution Alternative hypothesis (Ha): The data is not on normal distribution.

Table 3. Normality Test One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		16
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.06232396
Most Extreme Differences	Absolute	.115
	Positive	.083
	Negative	-.115
Test Statistic		.115
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.		

From the test of normality above, it can be seen that the sig. > 0,05. Thus, we can conclude that the data is normal. Since the data is normal, parametric statistical analysis is used. In this research, the hypothesis is formulated as follow:

Alternative hypothesis (Ha): There is a significance difference on students' ability in writing descriptive text before and after being taught using Project-Based Learning.

Null hypothesis (H0): There is no significance difference on students' ability in writing descriptive text before and after being taught using Project-Based Learning.

D. Hypothesis Testing

Based on the data collected from both experimental and control group, the researcher used independent sample T-test in SPSS program to compare the result of post-test between experimental and control group. The result of this analysis is shown in the table below:

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-15.18750	5.68294	1.42074	-18.21573	-12.15927	-10.690	15	.000

Based on the paired sample test of pretest and post-test result, it was found that the significance (2 tailed) was 0.000 which was lower than 0.05 so that null hypothesis (H0) was rejected. Furthermore, the alternative hypothesis (Ha) was accepted. In another words, there was a significant effect of using Project-Based Learning method towards students' writing skill of the 7th grade of SMP Katolik Santa Maria.

E. Discussions

Based on the findings above, there are some results to be interpreted in this study. After the result were calculated, it was found that there was a significant difference on students' ability in writing descriptive text before and after being taught using Project-Based Learning method. The 7th students were taught by using Project-Based Learning method in four meetings. They were asked to design and finish the project by making descriptive text in a written form with different topic in every meetings.as the final product.

To strengthen the discussion above, it is found that the findings of this study support the previous studies by Soffiany and Purbani (2020), Nurfadillah (2018) and Natalia (2016). It is clearly shown that Project-Based Learning has the effectiveness to be used as a teaching method.

To sum up, the implementation of Project-Based Learning has positive effect on students' writing skill. The result of students' posttest has significant score than before they got the treatment. Their enthusiasm in learning to write descriptive text grew as well. They were more engaged in the teaching-learning process and enjoyed expressing their ideas. It was seen when the researcher acted as a guide and facilitator meanwhile the students in experimental group as

active learners in the classroom. So, Project-Based Learning has the effectiveness to increase students' self-confidence and improved writing ability towards learning.

KESIMPULAN

Conclusion

Based on the data in the previous chapter, there is significant effect of Project-Based Learning method towards students' writing skill of the 7th grade of SMP Katolik Santa Maria. Then, the students' result after being taught using Prject-Based Learning was higher than before getting the treatment. Related with the data, Project-Based Learning has positive effect on students' writing skill especially descriptive text with the significance (2-tailed) was 0.000 which was lower than 0.05 so that null hypothesis (H0) was rejected, whilst the alternative hypothesis (Ha) was accepted. To sum up, there is significant effect of using Project-Based Learning methods towards students' writing skill of 7th grade of SMP Katolik Santa Maria.

Suggestions

Based on the research result, a number of recommendations are put forward. The suggestions that can be made are as follows:

1. For English teachers

    As the educator who leads the teaching learning processes, it is necessary to communicate more to the students and understand what are their problem and obstacles in the classroom. Then, try to help the students solve their problems by implementing an appropriate teaching learning method. That's why the teachers should upgrade and increase all the necessary method, technique, strategy, and approach that required to improve the students' English skill.

2. For the future researchers

    Before start to search the data, it would be better to read a of literature and references that related with the topic. In addition, to be successful in the research, remember to use the right technique, strategies, method, and also the media. Due to the use of suitable media or tools in the research process, it can be affected the final results will be good or not. It is also possible to reach improvement of English skill especially in the world of education.

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