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Title

Project-Based Learning Used to Develop Supplementary Materials for Writing Skill

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Abstract

This is a descriptive research which answers the question: “How is the implementation of PjBL used to develop supplementary materials for writing skill to the seven grade students?” The implementation here covers the materials which is developed, the steps of teaching writing, and the students’ writing ability after being taught using PjBL. The research was carried out to the seven grade students at a private junior high school in a district of East Java. The results of the research show that PjBL is suitable to teach writing skill as the students’ writing ability improving significantly. They are able to develop their ideas in making a descriptive text, and they can create good sentences.

Keywords: *Project-Based Learning, Supplementary Materials, Writing Skill*

Introduction

Writing has taken the most complicated skill among other skills that faced by the EFL students. It is because the process of writing is not merely the matter of transcribing the language into a written form, but it is a skill in which the students have to express their ideas and organize them in written form. According to Richard and Renandya (2002, p.303) the difficulties of writing lies on how to generate and organize ideas using an appropriate choice

of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text. Furthermore, based on Khoiriyah (2014) research, there are many problems faced by the Indonesian students in writing; they are developing and organizing ideas, understanding aspects of writing, such as syntax, grammar, content, word choice, organization, and also mechanic. Those aspects could not be learned only in a single day. The students need to understand and apply them before they plan to be a good writer.

There are many solutions which can be applied by writing teachers. One of them is by developing supplementary materials if the available materials are not appropriate with the students' ability. This research tries to answer the question: "How is the implementation of Project-Based Learning used to develop supplementary materials for writing skill to the seven grade students?" The implementation here covers the materials which is developed, the steps of teaching writing, and the students' writing ability after being taught using Project-Based Learning.

Literature Review

Teaching Writing

Based on the 2013 Curriculum (Kemendikbud, 2013), one of the goals of teaching and learning English at junior high school is: "Developing the communication competence in the form of oral and written texts to achieve the functional level." From the quotation it can be concluded that writing skill must be learned by the students.

In order that junior high school students have ability in producing a written text, English teacher should provide learning activities which train them to make a text. The activities should train the students to reach the goal of teaching writing which covers how to develop ideas, arrange good sentences, arrange sentences into a good text, etc. Teaching writing, therefore, means activities to facilitate students with learning activities in order that they are able to produce a written text

Writing teachers should provide activities in which students can follow the stages to create a text. Richard and Renandya (2002, p.304) state that they are four stages in process of writing: planning, drafting, revising, and editing. Seow in Richards & Renandya's book (2002, p.317-319) also stated that the process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing.

Project-Based Learning

Project-Based Learning (PjBL) is comprehensive deep learning approach to classroom and learning that engages students in the investigation of authentic problems. According to Patton (2012, p. 13), PjBL refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. Strippling et al. (2009, p. 8) say that PjBL is instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. From the quotations above, it can be concluded that PjBL is one of the teaching models that helps students to the real world problems and real life situation, also they experience on how to solve the appeared problems.

In conducting PjBL, teacher should follow some steps. Here are the steps adapted from Kriwas (1999), as cited in Bell, (2010). They are: 1) **Speculation**, in this stage teachers provide the choice of project topics initially based on curriculum and discuss them with the students; 2) **Designing the project activities**, referring to organizing the structure of a project activity that includes group formation, role assigning, concerning methodology decision, information source, etc; 3) **Conducting the project activities** in which the students work what had been planned and designed in the previous stage; 4) **Evaluation** which refers to “the assessment of activities from the participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products”.

Graphic Organizer

Graphic organizers are proven to be an effective strategy to help the students successful in their writing. Graphic organizers (a type of visual aid) help the students to organize their thought and applying thinking skills to the content in a more organized and order way based on rule of writing. Tacaiochta and Leibheal (2008) state that Graphic Organizers provide a visual method of developing, organizing and summarizing students' learning. They help to structure disjointed information. They facilitate the learning process by providing a scaffold for the development of ideas and the construction of knowledge. In other words, Graphic Organizers are an effective visual tool that facilitates method to develop the students' ability in organizing and arranging their ideas into the accurate writing text. They also serve as an effective device for helping students focus on the relationships between main ideas and details, main ideas and other main ideas, and so forth.

The concepts of Graphic Organizer is to facilitate learning strategy which include reading comprehension, writing strategy, organization strategy, and thinking strategy; and

facilitating content learning which include think a head, think during, and think back. To teach writing, it help student develop ideas and make a draft before they write a complete text.

Methodology

This is an action research which employed both qualitative and quantitative approach. The qualitative approach was applied to describe the supplementary materials which were developed and the steps of teaching writing. The quantitative approach was applied to find out the students' ability after being taught using PjBL. The sample of the research was a class of seven junior high school students which consist of 28 students (12 boys and 18 girls). The researcher collaborated with the teacher in order to make teaching preparation, select the materials, construct the instrument, implement in the classroom, and evaluate the students. To collect the qualitative data, the researcher observed during the teaching and learning process, and to measure the students' ability after the treatment test on writing was distributed to the students.

Findings and Discussion

This research describes the implementation of developing supplementary materials using PjBL which covers the materials and the stages of teaching writing, and the students' writing ability after being taught using PjBL.

The first part is developing supplementary materials. To develop the materials the researcher cooperated with an English teacher of a junior high school. They evaluated all the aspects written in the lesson plan made by the teacher. The results of doing reflection, they formulated the teaching objectives, selected the appropriate materials for teaching writing, and provided the learning experience to create a text. The teaching objective is the students are able to describe their family in a short text. To reach the objective, the materials cover how to develop ideas, the structure of a descriptive text, the sentence structure needed to express the idea.

The stages of teaching writing followed the stages in PjBL. The first is speculating. In this stage the choice of project designed by the teacher was writing a short descriptive text about one's family which was adopted based on the curriculum and the students' ability. The next stage is designing the project activities. The teacher made a group of three students and assigned them to select the materials from various sources. The next is conducting the project. They were assigned to develop ideas based on graphic organizer and they discussed

to correct the ideas. After that, they practiced to create good sentences that they needed to express their ideas. The final stage is evaluation in which refers to assess their ability in writing.

The results of writing test shows\ that the average score of writing is 72. It can be classified as good. Among the students, 2 students got excellent score, 11 students got good score, 10 students got fair score, and 5 students got poor. After analyzing the data, the calculation of each aspect of writing can be seen in the table below.

The Results on Aspect of Writing

No	Aspects of Writing	Total Score	%
1	Generic Structure	2	7
2	Developing Ideas	11	39
3	Accuracy (grammar and vocabulary)	10	36
4	Mechanic (punctuation and capitalization)	5	18

PjBL facilitated the students to create a simple text. It can be seen from the average score. This finding is in line with Patton (2012, p. 13) and Ellis (2004) that PjBL gives opportunity to students to experience and engage themselves with real problems happened surround them and help them to get better critical thinking. Besides, in applying PjBL the teacher used graphic organizer as strategy to support the supplementary materials, and it helped them to develop their ideas and trained them to practice sentence structure. By using this technique the students could share ideas with other students in their groups to solve their problem.

Conclusion

Supplementary materials should be developed by considering teaching objectives and students' ability. PjBL is suitable to teach writing skill as the students are expected to create a product. This research proves that it helps the students write a simple text. They are good at the structure of the text and developing ideas. Besides, it can motivate them to work with other students and encourage their creativity.

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