

**THE EFFECTIVENESS OF USING PROJECT BASED LEARNING TO TEACH  
WRITING SKILL TO THE TENTH GRADE STUDENTS OF SMKN 1 KEDIRI IN  
ACADEMIC YEAR 2019/2020**

**SKRIPSI**

Presented as a Partial Fulfillment of the Requitments to Obtain

the Sarjana Degree of Education of English Department

Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri



**By:**

**Nadila Arrum Kharismasari**

**NPM : 16.1.01.08.0009**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF NUSANTARA PGRI KEDIRI**

**2020**

## **Abstract**

**Nadila Arrum Kharismasari** : The Effectiveness of Using Project Based Learning to Teach Writing Ability to Tenth Grade Students of SMKN 1 Kediri in Academic Year 2019/2020.

Composing could be a form of communication to convey thought or to precise feeling through composed frame. There are numerous issues confronted by the understudies in composing aptitudes. They had trouble to compose a content in a specific sort. Most of them did not know around the rules of English composing, such as sentence structure, lexicon and trouble in producing thoughts. To illuminate those issues, the educator can select the suitable educating strategy such as utilizing Extend Based Learning (PJBL). PJBL learning centers on learning through student-centred, interdisciplinary, and coordinates exercises in real world situations. Project-based learning could be a learning strategy which isn't modern within the field of English as a Moment Dialect and is thought to be significant with the instructing and learning of English. This targets of the inquire about to know the result of the understudies composing score some time recently being instructed utilizing PJBL and after being instructed utilizing PJBL and the adequacy of PJBL on instructing composing. The strategy in this investigate is quantitative inquire about. Explore plan was carried out within the usage of the strategy. Explore is an approach to conducted quantitative inquire about. In this investigate, the method of collecting information is composing test. From information investigation, PJBL can help the understudies to extend their composing ability, particularly on the perspective of creating thought, bland structure, organization thoughts, linguistic use and technician. From the result, the normal score 83. The score classified very good. In the event that the score lower than 83, usually appeared that the understudies did not get it. This investigate still restricted on composing aptitude, the analyst recommend for the another analyst to look at the students' reaction approximately PJBL strategy in instructing writing.

**Keywords** : Project Based Learning, Teaching writing, Writing

## **CHAPTER I**

### **INTRODUCTION**

This chapter the analyst talks about around a) Foundation of the inquire about, b) Distinguishing proof of the issue, c) Confinement of the issue, d) Definition of the issue, e) Reason of the investigate, f) Noteworthiness of the investigate, and g) Definition of the key terms.

#### **A. Background of the Problem**

Writing is a form of communication to deliver thought or to express feeling through written form. According to Harmer (2007: 265), writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge in order the communicative purposes either in the form of spoken or written language. In expansion, composing aptitude is vital since it decides students' victory in learning English. Hence, composing expertise is one of the markers which can be utilized to move forward student's composing skill.

In any case, when the analyst reflected on her claim involvement when she had instructing hone at SMKN 1 Kediri, she recognized that there were contrasts between the genuine circumstance of instructing learning prepare within the classroom and the anticipated condition. She found that the understudies composing abilities were destitute. The understudies had trouble to compose a content in a specific class. Most of them did not know around the rules of English composing, such as language structure, lexicon dominance, and found trouble in producing thoughts. In addition, they were less spurred in learning English, particularly composing.

Based on the 2013 Curriculum (Kemendikbud, 2013: 53), one of the goals of teaching and learning English at Senior high school is: "Developing the communication competence

in the form of oral and written texts to achieve the functional level.” From the citation it can be concluded that composing aptitude must be learned by the understudies. Richard and Renandya (2002: 304) state that they are four stages in handle of composing: arranging, drafting, reexamining, and altering. Seow in Richards & Renandya’s book (2002: 317-319) too expressed that the method composing as a classroom movement joins the four essential composing stages – arranging, drafting (composing), reexamining (redrafting), and altering – and three other stages remotely forced on understudies by the educator, specifically, reacting (sharing), assessing and post composing. After distinguishing the sources of the issue, the analyst looked for an exact activity which possibly may unravel the issues. She taken note that the utilize of Project-based Learning (PJBL) to make strides the understudies composing expertise in English classrooms has ended up more prevalent in later a long time.

Based on the previous research conducted by Global SchoolNet (2000) it can be concluded that PJBL is a characteristic that can make the students have critical thinking about anything. The students got the problem, they designed the process to solve the problem, they got the solutions and make a reflection about the problems. The students must responsible and collaborative in learning process.

Differences from Global SchoolNet, the previous research conducted by Lindawati (2015), showed that PJBL can help the students to be creative and have better quality to make a good product about descriptive text. The students could show their quality in aspect of writing such as vocabulary, content, grammar, organizing ideas and developing ideas.

In another previous research about PJBL conducted by Nurhajati (2016) “PJBL can help the students develop their idea. Besides, in applying PJBL the teacher used graphic organizer as strategy to support the supplementary materials, and it helps them to develop their ideas and trains them to practice sentence structure”.

## **B. Identification of the Problem**

Composing could be a process organizing supposition, thought and sentiments into the author shape. Understudies have a few issue particularly in composing ability such as formal or an scholarly reason, it needs nitty gritty strict authority of language structure.

The primary issue from composing aptitude is that student's destitute composing aptitudes because their did not inspiration in learning, particularly composing. The dull exercises amid the learning handle had made very an affect on their inspiration. They wrote everything as it were to reply questions or fill within the spaces in a worksheet given by the educator. In expansion, they got as it were some openings to alter a content amid the teaching-learning process.

The moment issue connected . The understudies as it were composed one or two sentences to reply questions in a worksheet given by the instructor. They can be apprehensive to compose something since of being unaccustomed to do so.

Thirdly, the understudies got short feedback from the English educator. The instructor as it were gave the case of a brief sentence and did not examine it with the understudies. Moreover, there was issue happening from the understudies themselves. They had moo inspiration in composing. Most of them considered it boring and troublesome to composed everything.

### **C. Limitation of the Problem**

Considering to the issues within the recognizable proof of the issues, the analyst chosen to as it were center on the understudies composing abilities to type in a clear content almost certain places. Their composing aptitudes which were low were considered the foremost basic issue. To know the effectiveness of teaching writing descriptive text, she would

consider it from five aspects, there are vocabulary, content, grammar, organizing ideas and developing ideas.

#### **D. Formulation of the Problem**

**Based on the restriction of the issues over, the analyst defines the inquire about issues as takes after :**

1. How are the students' writing ability before being taught using PJBL in teaching writing essay at class X SMKN 1 Kediri ?
2. How are the students' writing ability after being taught using PJBL in teaching writing essay at class X SMKN 1 Kediri ?
3. Is there any effect of PJBL to the students' writing ability at class X SMKN 1 Kediri ?

#### **E. The Purpose of Research**

**Based on the research question above, the objectives of the research is as follow :**

1. To describe the score before being taught using PJBL in teaching writing essay at class X SMKN 1 Kediri
2. To describe the score after being taught using PJBL in teaching writing essay at class X SMKN 1 Kediri
3. To know the effectiveness of using PJBL to teach writing skill at class X SMKN 1 Kediri

#### **F. The Significance of the Research**

The analyst trust that the comes about of this inquire about may well be a bit of meaningful commitment for the analyst , English instructor, and the understudies. The commitments were both hypothetical and practical.

## **1. Theoretically**

The findings of this research can be significant to provide on the PJBL theories in teaching writing. Firstly, theoretically the results of Harmer and Stokes (2014) reports that in the process of the implementation of PJBL for senior high school, students are learning by doing and facing the real problems that are involved in their task.

## **2. Practically**

Practically the results of this research can have significant to English lecturer/ English teacher in teaching writing especially academic writing. This research can help the teachers to know about the problems in the learning process and help the teacher to know how to solve the problems.

## **G. Definition of Key Terms**

**The following are given to make the readers have the same perception for some terms used in this study to avoid misinterpretation :**

### **1. Writing**

could be a handle of organizing supposition, thought and sentiments into the writer's shape. Particularly formal or an scholastic reason, it needs point by point strict authority of language structure and mechanics.

### **2. Teaching writing**

Teaching writing is an activity to practice students in various writing activities such a description text about certain places. The teacher give the opportunity to the students to express their creativity in various writing. The process to make a product is a prewriting, drafting, revising, editing and the last publishing. The students must have a final product and publish their product to other people.

### 3. Project Based Learning

PJBL is a learning method which is not new in the field of English as a Second Language and is thought to be relevant with the teaching and learning. The procedures are start with the essential question, design a plan for the project, create a schedule, monitor the students and the progress of the project, ases the outcome and the last evaluate the experience.



## BIBLIOGRAPHY

- Ary, Donald, Lucy CJ., Chris S., and Ashgar R. 2010. *Introduction to Research in Education*. Wadsworth: Nelson Education, Ltd.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Aksara
- Badan Standar Nasional (BSNP). 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
- Beckett, G. 2002. "Teacher and Student Evaluations of Project-based Instruction". *TESL Canada Journal*, 19, II, pgs. 52-66.
- Brown, H. Douglas. 1994. *Teaching by Principle an Interaction Approach to Language Pedagogy*. San Francisco: University Prentice Hall.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Second Edition). New York: Pearson Education, Inc.
- Brown H. D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Creswell, John W. 2008. *Educational Research Design*. Yogyakarta: Pustaka Belajar diterjemahkan oleh Achmad Fawaid.
- Creswell, John W. 2012. *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Fried-Booth, D. L. 2002. *Project Work*. Oxford: Oxford University Press.
- Gary R. Morisson. 2003. *Experimental Research Methods*. Wayne State University
- GlobalschoolNet. 2002. *Learning Through Projects Teaches Students Important Management Skills*. Project Management Institute. [www.globalschoolnet.org](http://www.globalschoolnet.org)
- Harmer, Jeremy. *The Practice of English Language Teaching*, 3<sup>rd</sup> Ed. New York: Pearson Education Limited, 2001.

- Harmer, J. 2007. *The Practice of English Language Teaching* (Fourth Edition). New York: Longman
- Hyland, K. 2004. *Second Language Writing*. New York: Cambridge University Press
- Kementrian Pendidikan dan Kebudayaan (Kemendikbud). 2013. *Panduan Penilaian*. Jakarta: Depdiknas
- Lindawati, F. (2013). Penerapan Model Pembelajaran PJBL untuk meningkatkan kreativitas siswa MAN 1 Kebumen jurnal Radiasi. Vol.3, No.1. Hlm. 57
- Murcia, Mariane Celce. 1991. *Teaching English as a Second or Foreign Language*. New York : Harper Collin Pulishers.
- Nunan. David. 2003. *Practical English Language Teaching*. New York: The McGrw-Hill.
- Nurhajati Diani (2016). Project Based Learning Used to Develop Supplementary Materials for Writing Skill. 51-56. Retrieved on December 18, 2016, from <https://www.asian-efl-journal.com/9928/research-editions/2016/12/aej-tesol-indonesia-conference-volume-2/#squelch-taas-tab-content-0-1>
- Pardiyono. 2007. *Pasti Bisa. Teaching Genre - Based Writing*. Yogyakarta: CV. Andi offset.
- Poonpon, K. 2011. “*Enhancing English Skills through Project-based Learning*”.
- Pratomo, Bayu. 2014. *The Use of Project Based Learning to Improve Students Writing Skill at Class VII of SMPN 7 Magelang in the Academic Year 2013-2014*. Universitas Negeri Yogyakarta
- Reinking, J.A., & Hart, A. W. (1991). *Strategies for sucessful Writing*. 2nd ed. Englewood Cliffs, NJ: Prantice Hall.
- Richards, J. C. & R. Schmidt. 2002. *Longman Dictionary of Language Teaching and Learning and Applied Linguistics* (Third Edition). Edinburgh Gate: Pearson Education Limited
- The George Lucas Educational Foundation. 2005. *Instructional Module Projectbased Learning*, <http://www.edutopia.org/modules/PBL/whatpbl.php>. Retrieved on September 25, 2011

