

## THE IMPACT OF USING PROJECT-BASED LEARNING METHOD TO IMPROVE WRITING SKILLS ON NARRATIVE TEXT OF THE EIGHTH-GRADE STUDENTS' OF SMP NEGERI 7 TARAKAN

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### ABSTRACT

*The objective of this research was to find out whether there was any significant difference in students' writing skill before and after being taught using the Project Based Learning method in learning narrative text at the eighth-grade students of SMP Negeri 7 Tarakan. The design of this research was pre-experimental research. The population in this research was all of the eighth grade students at SMP Negeri 7 Tarakan. The sample in this research was 31 students. The sample was chosen by using a purposive sampling technique. The class for treatment was VIII 3. It consisted of 31 students. The steps in this research were pre-test, treatment, and post-test. In the pre-test, the students were asked to answer the writing test. After giving the pre-test, the researcher gave treatment. The treatment class was taught by using Project Based Learning method. After giving the treatment, students were asked to answer the writing test in post test. In analysing the data, the researcher was used paired sample t-test in SPSS 24.0. The result of this study showed that there was different mean score between pre-test and post-test. It was proven by the result of students' mean score from pre-test was 48.00 and 65.29 in the post test. It indicates that the improvement of the students' mean score was 17.290. The result t-value is higher than t-table ( $7.478 > 2.042$ ). It proves that the students' writing skill in narrative text improved after giving the treatment. The result of sig (2 tailed) 0.000 is lower than 0.05, it means that the Project Based Learning method can give any contribution to the students' writing skill. It can be concluded that using Project Based Learning method is impact to improve the students' writing skill in narrative text at the eighth-grade students of SMP Negeri 7 Tarakan.*

**Keywords:** *Project Based Learning, Writing Skill, Narrative Text*

### INTRODUCTION

Writing is not simply writing down a speech. Especially for a formal or an academic purpose, it needs detailed strict mastery of grammar, pluralization, tenses, punctuation, capitalization and so on. They are critical since mistakes made in writing are obviously more noticeable than are those made in the other skills. In writing, the students have to know how to write letters, short messages, birthday cards, descriptive texts, procedures and many other text types. In addition, they should also know about grammar, spelling, connectivity, punctuation, and other aspects related to writing to make their writing understandable. In writing process, student

needs to have a good motivation and endurance to deal to repetitive student skill in writing. Therefore, the researcher should use an appropriate teaching technique to improve their motivation. Writing is one of the language skill that should be mastered by students, because it is an important media to communication with other people. People can deliver ideas and information through various form by written text.

Based on preliminary study on 11th August 2018, the eighth grade student of SMP Negeri 7 Tarakan has many problems in writing skill. The researcher found some problems related to the instructional activities in this school. First, the students found difficulties in choosing appropriate words, vocabulary, difficulties arrange to word by word and connectives to be used. Line with Arifin, Yansar, Fathonah, (2017) state the writing achievement can be improved by implementing experiential learning. But, they were confused to choose the suitable word to write a good paragraph and construct the sentence with a good coherence. It makes the students have low ability in writing skill. Second, the students get bored and low motivation during the English subject especially in teaching writing, it means that the student did not pay attention to the teacher and they not have enthusiastic to the subject. Third, the teacher used the same technique with other learning material. The teacher just explained about the language, translated word by word, and gave written text. The teachers did not use variant method when she was teaching in the classroom. Besides, the problem was prominent is that almost all of the students face difficulty in developing their writing skill.

There are some method can be used to improve students' writing skill such as example non example method, mind mapping method, make a match but in this research, the researcher just focus in project based learning. The most important is how teacher develop their learning materials. Project based learning seems the most interesting method for the students. According to Solomon in Andayani Larasati (2015: 26-27) states that project based learning is potentially empowering, motivating and challenging to the students. It proposes a student-centered, cooperative, interdisciplinarity and integrated teaching-learning process which contextualizes their real life. Learning writing by accomplishing a project will be more motivating for them. It facilitates them to improve language meanings and through the series of activities leading to the accomplishment of the project. In addition, group works in accomplishing the project make the students share ideas or correct one another.

Based on the problems above, the researcher proposes a research entitled "The Impact of Using Project Based Learning Method to Improve Writing Skill on Narrative Text at the Eighth Grade Students of SMP Negeri 7 Tarakan".

### **Writing Skill**

Nunan (1999: 275) Writing is a productive skill of the English language which needs to be mastered by the English language learners because writing is a means of communication and is considered as the indicator of communication competence of the target language. A good writing skill represents learners' ability in communicating through English. Written language is used to communicate with others who are removed in time and space.

Spratt, Pulverness, and Williams in Aprilia Dewi (2015:8), writing is one of the four language skills; listening, speaking, reading, and writing. Writing is also one of the productive skills

which involves communicating a message in the form of letters and symbols. Communicating means sending certain information to others, therefore, a message must have a purpose. In other words, writing produces a written product which has certain information.

From those explanations, the researcher concludes that writing is writing skill is form of communication that allows the students to put their feelings and ideas on paper in written form.

### **Project Based Learning**

Project Based Learning is a teaching method in which the students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Project-Based Learning (PjBL) is an innovative, systematic teaching method that promotes student engagement through deep investigations of complex questions.

Bell (2010; 39), Project- Based Learning (PjBL) is a student-driven, teacher-facilitated approach to learning. Project-based learning increases the motivation of the students. Teachers often note improvement in attendance, higher class participation, and greater willingness to do homework (Bottoms and Webb in Aprilia Dewi (2008: 24).

Based on the explanation above, it can be concluded that project based learning is a learning method for students centered to build and apply the concept of the resulting project by exploring and solving problems. The project is a written by students.

There are five steps in conducting project-based learning in the classroom. There are: Lead-in activities, Planning, Carrying out the project, Creating the final product, and Evaluation.

### **METHOD**

The research design of this research used experimental research as one of kinds in quantitative design. According to Sugiyono (2015: 8), experimental method is the research method which is used to know the influence of the independent variable towards the dependent variable in restrained condition. In this research, pre- experimental research was chosen by the researcher as a research design with used One Group Pretest-Posttest design.

In this research, there were two variables, namely independent variable and dependent variable. The population of this research was the eighth grade students of SMP Negeri 7 Tarakan in academic year 2018/2019. It consist of seven classes and the total of the population is 227 students. This research just conducted in one class.

In this research the researcher used purposive sampling technique. Sample of this research was the students of class VIII 3 that consists of 31 students and with the main score is 66.9. Instrument of this research was writing test had been divided into two parts; the pretest and posttest. To collecting the data there were three phase, the researcher gave a pretest, treatment and posttest. In analyzing data, the researcher used descriptive analysis and inferential analysis to describing the data.

### **FINDINGS**

#### **Hypothesis testing**

Before the researcher conducted the hypothesis testing by using t-test, the data in pre-test and post-test were calculated to know the normality and homogeneity of variance of the data.

### **Normality Test**

The result of sig. pretest was 0.133 and posttest was 0.132. Both of pretest and posttest got the higher sig. than the level of significance that was 0.05, so it can be concluded that the data from both of pretest and posttest were normally distributed. Homogeneity test. The result of significant value of pretest and posttest were 0.090 which was higher than 0.05. The result of both the tests' score had same variant or homogenous with the fulfillment of the requirement of normality of data distribution and homogenous of both samples in pretest and posttest the research hypothesis testing of variance can be continued.

### **Test of Difference**

After the data have already been processed by using normality test and homogeneity test and the data were in normal distribution and same variance or homogeneous, the data analyzed by using Paired sample of T-test. Significant difference resulted by pairing pretest and posttest. The result of pretest and posttest which was analyzed by using paired sample T-test. There were two ways to answer the hypothesis testing of this research. First way was the result could be seen that the sig. (2 tailed) is lower than the level of significant ( $0.000 < 0.05$ ) and the second way was comparing the result of t-test with t-table.

In this case, the df in t-test was 30 so, t-table was 2.042 an t-test score was 7.478. According to Sugiyono (2015: 97), in testing the hypothesis that uses two tailed test, value of t- test is absolute value. So, in this case the researcher doesn't need to see the positive sign (+) or the negative sign (-). So the comparison is t-test was higher than t-table ( $7.478 > 2.042$ ) and the alternative hypothesis was accepted and the null hypothesis was rejected. It means that there was a significant in students' writing skill in narrative text before and after being taught by using Project Based Learning method. Mean on the table was 17.290 it used to know the difference of the mean score from pretest and posttest.

After the data has been analyzed by using SPSS version 24.0, the researcher found there was a significant difference in students' writing test before and after being taught by using Project Based Learning method to improve students' writing skill in narrative text at the eighth grade of SMP Negeri 7 Tarakan. It means that  $H_a$  is accepted and  $H_o$  is rejected.

### **DISCUSSION**

The result of hypothesis testing by using paired sample t-test showed that the use of Project Based Learning method was impacting to improve students' writing skills in narrative text at the eighth grade of SMP Negeri 7 Tarakan. From the calculation of paired sample t-test it can be seen there was significant difference between the mean score from the pretest and posttest. The result of mean score before giving the treatment was 48.00. Meanwhile, the result of the mean score after giving treatment was 65.29. It means that the result of the mean score of posttest was higher than pretest.

Based on the data from discussion above, so it can be concluded that the teaching by using Project Based Learning method is a way that can impact differences in students' writing skills in narrative text.

## CONCLUSION

Based on the result of the research on the use of Project Based Learning method to improve students' writing skill in the narrative text at the eighth grade students of SMP Negeri 7 Tarakan, the researcher concluded that Project Based Learning media was effective to improve students' writing skill. It is proven by the result of computation using Paired Sample T- test which showed that sig. (2 tailed) was lower than level of significant ( $0.000 > 0.05$ ).

The researcher found that the mean score of the students' reading skill between pretest and posttest were different. Before giving the treatment the researcher found that the mean score from pretest was 48.00. After giving the treatment the researcher found that the mean score from posttest was 65.29. The improvement of the mean score from pretest to posttest was 17.290 point. The result of computation t-test was 7.478. It meant that the t-test was lower than t- table which was a degree of freedom (df) was 30 and the level of significant 5%  $p = 95\%$ . So, the result of t-test  $7.478 < t\text{-table } 2,042$ . It meant that Project Based Learning method had an impact to improve students' writing skill in the narrative text at the eighth grade students of SMP Negeri 7 Tarakan.

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