

IMPROVING STUDENTS' WRITING SKILLS THROUGH-PROJECT BASED LEARNING METHOD AT EIGHTH GRADE OF SMP NEGERI 3 PARANGINAN IN ACADEMIC YEAR 2023/2024

Sisri Sihombing¹, Lamma Sihotang², Novita Hutabarat³

sisrishb@gmail.com¹⁾

lammasihotang12@gmail.com²⁾

waitahb@gmail.com³⁾

English Study Program Faculty Of English Teacher's Training and Education University Of Sisingamangaraja XII Tapanuli

Sihombing, Sisri, 200502006. "Improving Students' Writing Skills Through Project-Based Learning Method At Eighth Grade Students of SMP Negeri 3 Paranginan In Academic Year 2023/2024". A Thesis, English Study Programme Faculty of Teacher's Training and Education, University of Sisingamangaraja XII Tapanuli 2024.

This research aimed to find out wheter guided using Project-Based Learning (PjBL) method in learning that can to improve students' writing skills out comes in the subject of English subject matter by Using Project-Based Learning (PjBL) method in eighth grade of SMP Negeri 3 Paranginan, which is located in Humbanghasundutan, with the number of students 30 which consists of 16 women and 14 men. This study is conducted by using classroom action research (CAR). The data was collected by using the quantitative data and qualitative data. The result showed that the improvement of the student's score from every cycle. Namely when the data of cycle I obtain class averange of 58,16 with a lot us students who completed 5 people and who have not complete 25 people. And then continue to the cycle II class average increased score became 65 with a lot of student who completed 5 and people who have not completed 25. Then continue to cycles III average increased score became 87,5 and all of student who complete is 30 student and nothing not complete. From improvement obtain in the classical completeness of student can be concluded that using Project-Based Learning (PjBL) method can improve student teaching writing skills outcomes.

Keywords : *Improving writing, Project-Based Learning (PjBL), students.*

INTRODUCTION

Writing skills is very significant because nowadays, people use not only verbal communication to communicate with each other, but also non-verbal communication. In other words, writing is an essential form in communication and used a means of communication to connect people regardless time and places. A good writing skill enables students to convey their thoughts and communicate their ideas so that those can be

well perceived by others. Hence writing is one of the most prominent skills which must be mastered by the English language learners.

Harmer (2007) states that the students' writing in English as the target language shows some indications that it needs improvement. Many of students are lack of confidence and lack of interest in writing. We have to proceed by any step mastering writing. No one comes into this world knowing how to write, how the regulation of the grammar, tenses itself. Seems nobody

comes into the world without knowing something, how to catch a fly ball, mix paint, drawing a mountain, bake a cake, or drive a car. Several people are luckiest. They seem to acquire skill with very little effort. Most of us become expertness in what we choose to do through step by step learning reinforced by step practice.

Why did I choose the Project-Based Learning (PjBL) method to improve writing skills with procedure text material because when I was teacher's training program (PPL) I found a problem where students had difficulty to writing structure of the procedure text in the form of titles, objectives, tools/materials, and stages written by students of writing in procedural text material

This research is expected to give contributions to:

1. The English teacher
The findings of this research can hopefully be used as a reference to improve the quality of the English teaching and learning process.
2. The Students
It is expected that this research is able to helps them drawing interests towards English and improving their writing skill.
3. The research
The finding of this research is hoped to become a source of materials which can be used a reference with writing their thesis and a resource to get information dealing with the English teaching and learning process.

RESEARCH METHODOLOGY

Research Design

The method that used in this study is Classroom Action Research (CAR) method. As state by (Arikunto, 2006) Classroom Action Research (CAR) is type of research that has characteristic, reflective, participative, collaborative, and spiral with purpose to solve and enhance the system, method, process, substance, competence, and condition. In Classroom Action Research (CAR), there are four components in a cycle with several repetition to achieve the goal of the research.

Population

According to Sugiyono (2018: 130) population is a generalized area consisted of subjects or objects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. When the population is large, and it is not possible for researchers to study everything in a population, for example due to limited funds, energy and time, researchers can use samples taken from that population.

The research population in this study students is eighth grade class VIII-A and VIII-B of SMP Negeri 3 Paranginan which in academic year 2023/2024. The total of the students is 60 students, who the VIII-A 30 and VIII-B 30.

Table 3.2.1 Total of Students

| | |
|---------------|----|
| VIII A | 30 |
| VIII B | 30 |
| Total | 60 |

Sample

(Sugiyono, 2018:80) says sampling techniques that provided equal opportunity for each element (member) of the population to be selected become a member of the sample or called is Probability sampling. So the researcher take the VIII-A as the sample.

The Procedure of Research

The Classroom Action research (CAR) procedure that used in this research is Kurt Lewin design. It consisted of two cycles in which each cycle contains four phases; planning, action, observation, and reflection. Implementation of action research is a process that occurs in a continuous circle. If cycle 2 is not successful, it will continue to cycle 3.

Technique of Collecting Data

As Arikunto state (2006:222) that collecting the data can be used by observation, recording, teaching or treatment, and test method. In this research, the data collected by using some techniques of qualitative and quantitative data collection. The qualitative collect from interview, observation, and documents (field note).

Technique of the Data Analysis

The analyses of the data collected by using two techniques, namely: 1) the Qualitative Data. The classroom action research analyzed the qualitative data from the result of field note; and 2) the Quantitative Data. The researcher analysis the quantitative data from the tests. The result of the test can answer the problem whether or not the use of project-based learning (PjBL) method can improve students' writing skills. It can be identify from the differentiation of the mean in every cycle.

The mean of pre-test and post-test can be calculated with the formula as follow:

$$X = \frac{\sum X}{n}$$

Where:

X = the main of the students

$\sum X$ = the total of the score

n = the number of the students

DATA AND DATA ANALYSIS

Data

This study applied the qualitative and quantitative data. The qualitative data were taken from field notes like interview, observation, and questionnaire sheer. The quantitative data were taken from the percentage of the students' score in taking the writing test. The writer is conducted in one class with 30 samples. It was accomplished in two cycles. Every cycle consist of the fours steps of action research is the planning, action, observation, and reflection.

Analysis Quantitative Data

The quantitative data was taken from the test score which carried out in every meeting. The improvement of the students' mean kept growing from the cycle I until cycle III. In the cycle I, the total score for students who took the test was 1745 and the number of the students who took the test was 30, so the mean of the students' score was:

$$X = \frac{1745}{30} = 58,16$$

In the cycle II, the students, score was 1950; the number of the students who took the test was 30, so the mean of the students' score in the first cycle was:

$$X = \frac{1950}{30} = 65$$

In the cycle III, the students score was 2625; the number of the students who took the test was 30, so the mean of the students' score in the second cycle was:

$$X = \frac{2625}{30} = 87,5$$

From the data shows that there is an improvement of the students score in writing mastery from the cycle I until cycle III by Project-Based Learning (PjBL) method. It proved by the mean of the score from 58,16 to 65 to 87.5.

After analyzing the data, it was concluded that students score had improvement from the every cycle.

Research Finding

The finding of this research showed that Project-Based Learning (PjBL) method improves students' achievement in writing. It was proved by the data, which showed the mean of and also in cycle I (58,16).

Table 4.5

The Improvement of Students' Achievement in Writing by Project-Based Learning (PjBL) Method

| Cycle | Total Score | Mean | Passed KKM | Percentage |
|-------|-------------|-------|------------|------------|
| I | 1745 | 58,16 | 5 | 16,66% |
| II | 1950 | 65 | 5 | 16,66% |
| III | 2625 | 87,5 | 30 | 100% |

CONCLUSION AND SUGGESTION

Conclusion

The objective of this study was to find out whether the use of Project-Based Learning (PjBL) method. After conducting the research, there are some points which could be taken as the conclusion. The used of this method to teach writing to the eighth grade students' of SMP Negeri 3 Paranginan in academic year 2023/2024 run well. All of the students liked the Project-Based Learning (PjBL) method. It was proved by students' answers while interview. They liked Project-Based Learning method was fun and interesting. It also made them enjoy in learning English. By using this method, the students could understand and remember new vocabulary easily to write sometimes they want

to write English. Secondly, based on the data analyses, the writer found that there were significant differences in the mean scores of all test. The mean score in the cycle I was 58,16. And then the mean of score in cycle II was 65. After that the mean score of cycle III it was 87,5. It was calculated whether there was an improvement or not. From improvement obtain in the classical completeness of student can be concluded that using Project-Based Learning (PjBL) method can improve student teaching writing skills outcomes.

Suggestions

Related to the conclusion above, there are some which are points suggested to:

1. For English teachers, they should give the interesting method to the students. It is in order to make them fun and enjoy in learning English, especially in learning writing. The teachers also should have something new and interests in order to make the student are not bored. Moreover, teachers can build students' motivation in learning English.
2. For the next researchers, the writer hopes that this research could be the one of the references for the further research dealing with writing. The writer also hopes that this research can give more information about the use of Project-Based Learning (PjBL) in teaching English writing.
3. Practically, students should see Project-Based Learning (PjBL) to help them improve their English writing mastery. Pedagogically, students are expected to be able to improve they English writing easily through a fun way.

REFERENCES

- Amin, Nur Fadilah, Sabaruddin Garancang, and Kamaluddin Abunawas. **"Konsep Umum Populasi dan Sampel dalam Penelitian."** *PILAR* 14.1 (2023): 15-31.
- Arikunto, Suharsimi. **"Pendekatan Penelitian."** *Jakarta: Rineka Cipta* (1998).
- Hamamah, Hamamah, et al. **"Integrated**

Academic Writing Assessment Model to Support the Implementation of OBE Curriculum." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 5.7 (2020): 1040-1047.

- Khulel, B. (2022). **Improving Students' Writing Skill through Project-Based Learning, Process Writing, and Instagram.** *IJECA (International Journal of Education and Curriculum Application)*, 5(1), 25-35.
- Larasati, Andyani. **"Improving Students' Writing Skills through Project Based Learning Technique at Grade XI SMAN 2 Sleman in the Academic Year of 2014/2015."** *Yogyakarta state university, yogyakarta* (2015).
- Michael J. Wallace, **Action Research for Language Teacher,** (Cambridge: Cambridge University Press, 2006), P-5
- Rofiqoh, Rofiqoh, et al. **"Aspects of Writing Knowledge and EFL Students' Writing Quality."** *Studies in English Language and Education* 9.1 (2022): 14-29.
- Susanti, Arik, et al. **"Improving Students' Writing Skill Through Project Based Learning For EFLStudents."** *International Journal of English Linguistics, Literature, and Education (IJELLE)* 2.2 (2020): 102-115.
- Sa'diyah, I. H., & Cahyono, B. Y. (2019). **Effect of Project-Based Learning through blogging on EFL students' writing ability.** *Journal on English as a Foreign Language*, 9(2), 199-216.
- Sholihah, Umi. **"PROJECT-BASED LEARNING (PJBL) TO IMPROVE STUDENTS' WRITING CAPABILITY."** *Science, Engineeri*

Suharsimi Arikunto, **Prosedur Penelitian Suatu Pendekatan Praktek** (Jakarta:Rineka cipta,1998),p.117

Suharsimi, (2000). **Prosedur penelitian Suatu pendekatan praktek, edisi revisi V.** Jakarta: Rineka cipta

SUDADI, Sudadi, et al. **Improving Essay Writing through Project-Based Learning.** Review of International Geographical Education Online, 2021, 11.5

Ur, Penny. 1994. **Discussion that Work Task-Centred Fluency Practice.** Great Britain: Cambridge University Press.