

MENINGKATKAN KEMAMPUAN MENULIS SISWA MENENGAH ATAS MELALUI PROJEC-BASED LEARNING

ENHANCING THE SECONDARY STUDENT'S WRITING SKILLS THROUGH PROJECT BASED LEARNING

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Abstrak

Tujuan penelitian ini adalah untuk mengidentifikasi efektivitas penerapan *Project Based Learning* terhadap peningkatan kemampuan menulis siswa kelas X SMA Negeri 21 Batam. Penelitian ini merupakan jenis penelitian quasi experiment yang terdiri dari kelas kontrol dan kelas eksperimen. Populasi pada penelitian ini adalah seluruh siswa SMA Negeri 21 kelas X, dengan sampel siswa kelas X IPA 1 dan X IPA 2. Instrumen yang digunakan adalah tes tertulis. Data penelitian dikumpulkan melalui post-test dan pre-test pada masing-masing kelas kontrol dan kelas eksperimen. Teknik analisis data menggunakan uji-t satu sampel dengan taraf keyakinan 5%. Hasil penelitian menunjukkan bahwa penerapan *Project Based Learning* memberikan efek terhadap peningkatan kemampuan siswa dalam menulis teks recount sederhana, dimana *t-hitung* lebih besar dari pada *t-tabel*.

Kata kunci: peningkatan, kemampuan menulis, Project-Based Learning

Abstract

This study was aimed at identifying the effect of Project Based Learning implementation toward the secondary students' writing skills at tenth grade of SMA Negeri 21 Batam. The design of this research was running by quasi experimental research which consist of control class and experiment class. To meet the purposes of the research, the researcher selected to all the grades students to be the participants of this research. Both of the classes first science class and second science class were the sample of this research. The data were collected through running written test which consist of pre-test and post-test (in which the participants wrote the simple recount text). The analysis of data used one sample t-test with a significance level 5%. The result of this study showed that the Project Based Learning gave the effect toward the secondary students' writing skill in simple recount text.

Keywords: *Enhancing, writing skills, Project-Based Learning.*

INTRODUCTION

Literally, writing is one of the competences to express the idea about something are being taught for universal communication roles. Writing process is one of the studying

activities that should be served to the secondary school to enhance the students' writing skills. According to Manshour, et al (2016:24) stated that writing is a system of communication which signifies language through the writing of signs and symbol. Moreover, Lado (2006) cited in Qalby (2016) says that writing is also a form of thinking, but it is thinking for particular audience and for a particular occasion. Writing skills is very important to be mastered by the secondary students in order to meet the roles of English as international language. The role of English around the world as the most widely used language has shown its charm for students who wish to continue their education in higher level (Nuraeni: 2019). In the other hand, Crystal (1997) in Mc. Key. 2004) says that English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. Therefore, the mastering English has become the main target in learning language, especially writing skills.

In reality, writing in the second language seems to be difficult for most of students at secondary school. However, according to the monolingualism assumption, writing in the second language mimics the process of writing in the first language (Canagarajah, 2010, p. 158). It connects to the notion that learning English writing as a foreign language is similar to learning Bahasa Indonesia as the first language for Indonesian EFL learners (Sukandi, 2019, p. 148). There are some difficulties which experienced by students when writing simple essay such descriptive text, recount text, etc. Most of students are not capable to develop their ideas, using the suitable word to the topic, using the verb tense, etc. According Pohan (2017, p. 346) the previous research which conducted by the writer showing that the students' difficulties on writing were addressed to the selective words, using of noun singular and plural in writing the complex sentences, using of verb tense, using of article, using of punctuation, using of subject verb agreement, using of word form, and sentences fragment. Based on the finding of this research, that the difficulties which dominant were using word form and using verb tenses. In addition, students also have difficulty in connecting the main thoughts between one sentence with another sentence. So that it makes it difficult for students to develop reasoning based on the truth of the existing writing topics and write down the influence of other people's attitudes and opinions in order to strengthen their writing (Merry, 2019, p. 235).

Based on the above explanation, the researcher proposed Project-Based Learning as one of the requirement solutions on how to overcome those problems mentioned. So, the researcher applied the Project-Based Learning regarding to problems which experienced by secondary students in writing recount text.

REVIEW OF LITERATURE

English, being the lingua franca and a common mode of academic life, bears a paramount importance so is the case of writing in English. Their ability to write effectively in English possesses enormous importance in academic and professional growth (Trzeciak and MacKay 1994). Today it is an inevitable fact for students to learn writing skills to study in his discipline and steer their careers successfully. That is why it is believe that writing skill is the highly dominant skill in the lives of students (Baynham, Lea et al. 2002).

According to Pohan (2018) defines that writing is one of active skill in language learning. By writing, the students can communicate, give opinions and transfer their idea in written form. Besides that, in writing activity the students must make the reader understand easily and comprehend about what the students write and explain. According to Lado (2006) cited in Qalby (2016) says that writing is also a form of thinking, but it is thinking for particular audience and for a particular occasion.

According to Brown (2001), there are five types of writing performance:

1. Imitative or writing down. At this stage of writing, students only need to write down English letters, words, and sentences to learn the conventions of the orthographic code. At some points, the teacher may do some dictations to students as well.
2. Intensive or controlled writing commonly appears in controlled-written grammar exercises and does not offer much creativity on the writer's side. Intensive writing usually presents students with a paragraph in which they need to correct a given structure. Other than that, intensive writing often appears in the form of dicto-comp in which students need to rewrite the paragraph. Controlled writing may loosen the teacher's controls but can function as stimulators.
3. Self-writing
Self-writing is writing with only the self in mind as the audience. There are several forms of writing which fall into this writing category, such as note-taking and journal writing.
4. Display writing is highly related to academic world. It is a requirement in which the students need to master in the school context as at school they need to be able to take short answer exercises, essay examinations, as well as the research methods. Those short of things can be categorized into display writing.
5. Real-writing aims at transferring and communicating information and messages to the audience who needs the messages.

PROJECT BASED LEARNING

According to Sholihah (2017) Project-Based Learning (PBL) is a model that organizes learning around projects. However, in this research PBL only refers to Project-based Learning. PBL formerly was not a specific model to language teaching. According to

Beckett (2006) cited in Pohan (2018) PBL can be traced back to the mid-1800s, and it was first created by David Snedden who taught science in American agriculture classes.

The activities during the development of the end product can be characterized as follows (Kosasih, 2014).

1. There is something students need, both in the form of activities or tangible works, related to the basic competency that is being studied
2. Requires deepening of the main material so students find meaningfulness of the material with their daily needs
3. Needs faced by students expressed in the formulation of problems that describe a design of activities that students can do through the learning process, both in the classroom or outside of class hours.
4. Students design or the products they will produce, through planning, the process of activities, to the product.
5. Students carry out these activities collaboratively or individually by utilizing the experience or main subject matter as well as other information.
6. Learning assessment is carried out since the planning activities, the process of activities, until the results, which include cognitive, psychomotor, and affective aspects of students.

Project-based learning is a learning model that focuses on creativity and needs that are meaningful to students (Kosasih, 2014). Then they get involved by utilizing their own experiences and abilities to do something and produce work that they find useful to themselves or others. The specific objectives of the learning model are as follows:

1. Students get meaningfulness or benefits that can be felt directly from the lessons they follow for their daily lives.
2. Students can create, innovate and develop their own potential in the form of activities and work from the learning process that they have done, either individually or in groups.
3. Potential students can be more active and optimized, not only their intellectual potential, but also their physical, emotional, social and spiritual potential.
4. Students are also expected to be able to develop their abilities and skills in managing and utilizing resources, materials, and the potential of the environment, society, and culture to be meaningful to themselves and others (living together).

According to Keser and Karagoca in Kosasih (2014) Project-Based Learning is carried out in six steps as follows:

1. Project Determination

Students determine the type of activity or work they will do, according to their individual needs. Interest, ability, and availability of facilities and infrastructure must be taken into consideration by students in this step.

2. Project Design

Students design the steps of project implementation activities from the beginning to the end of the implementation.

- a. At the initial stage, in the form of planning tools, materials, time needed, and other things.
- b. At the implementation stage, in the form of this design the activities that students will do, including mapping the obstacles they might face along with the possibilities of how to overcome them.
- c. At the final stage, it is in the form of a follow-up design if the project is completed.

3. Scheduling

Under the guidance of the teacher, students schedule all activities that they have designed. The schedule shows how long the project must be completed step by step. The intended schedule is adjusted to the program available to the teacher itself, as well as the students' ability to complete the project it is designed.

4. Project Completion

At this stage each student performs assignments in accordance with previously designed divisions. Teachers play a role in motivating, directing, coordinating so that students' activities and projects can ensure that they are completed properly and on time. At the same time, teachers need to monitor student activities in the framework of the process assessment, in accordance with the indicators that have been set, both for the affective, psychomotor, or cognitive aspects.

5. Delivery of Results Activities

In the scientific step, is this included in the communication step. the form of delivery depends on the student's project.

The teacher and students reflect on a series of activities that they have undertaken along with their results. At this stage, students have the opportunity to express their experiences, impressions, and the difficulties they face. The teacher then provides various inputs and related considerations with the quality of their work.

THE RESEARCH HYPOTHESIS

The hypothesis is a temporary answer to the formulation of the research problem, where the formulation of the research problem has been stated in the form of sentence questions (Sugiyono, 2015). Technically, the hypothesis is a statement about the state of the population to be tested for truth through data obtained from the research sample. Research hypothesis are expressed as follow:

1. H_a if the t_{count} is $>$ than t_{table} it means the Project-Based Learning is effective toward the students writing skill.

2. H_0 if the t_{count} is $<$ than t_{table} it means that Project-Based Learning is not effective toward the students writing skill.

METHODOLOGY

The research was undertaken in the basic of research hypothesis. To pursue the answer of the research question, the researcher applied the experimental study as research method. According to (Sugiyono, 2015) experimental research study can be defined as a method of research use to locate a particular influence to one another in condition completely. This research was quasi experimental research which consist control class and experiment class. The researcher gave the treatment to find out the result of the effect of Project-Based Learning to enhance the secondary students writing skill. The researcher divided the students into two groups. They were experimental group and control group at tenth grade students' of SMA Negeri 21 Batam in the academic year 2019/2020.

Population and Sample

The students of SMA Negeri 21 Batam were selected as population of this research. The total of population was 100 students who came from different classes. Students of ten grade of first science and the second science participated to be the sample of this research. The number of samples of this research were 50 students were from X IPA 1 and X IPA 2.

Data Collection

The whole data were collected by researcher in procedurally. Researcher visited the institution to approach the school management to set up the teaching schedule, then collecting data by giving pre-test and post-test. As proposed in the sampling a total of 50 students participated in this research which divided into two groups. The school management were requested to give four meetings for teaching practice with a total number of two hours for each meeting. The students were asked to write the recount text based on their real experienced. The researcher himself was present during the data writing process and guided the students at completing the paragraph writing. All the students were volunteer participants and the researcher carefully considered that no student was forced to participate without his or her ability.

Data Analyze

As the chief aim of the research was to identify the effect of Project-Based Learning on enhancing the secondary students' writing skill, hence in the light of the nature of the study, the researcher employed SPSS analytical statistics 20. However, the researcher has also used t- test on the data to answer the sub questions. Whereas, t-test was applied to find if there was any significant Project-Based Learning on enhancing the secondary students' writing skill with the writers under research at ($t\text{-test} \leq 0.05$).

RESULTS AND DISCUSSION

The Table 1 shows the result both of the pre-test and post-test scores of the control class which collected. The mean value of the pre-test of control class is 67.04. Meanwhile, the mean of the post-test is 76.80. Thus, the mean score of the pre-test is lower than the post-test score. Besides the improvement of the mean value, it means that the writing skill of the control class improved after treated by using conventional strategy.

Table 1. Statistical Data of the Pre-Test and Post-Test Scores of the Control Class

<i>Data</i>	<i>Pre-Test</i>	<i>Post-Test</i>
Number of Cases	25	25
Maximum	80	89
Minimum	55	67
Mean	67.04	76.80
Standard Deviation	7.133	5.439

In addition, the mean for the pre-test was 67.04 while the post-test was 76.80. Thus, the mean of the post-test was higher than the pre-test. Then, it can be interpreted that the students' writing skill of the control class based on the pre-test and post-test scores is effective.

The Table 2 shows the comparison of pre-test and post-test score in the experimental class. The mean value of the pre-test of the experimental class was 66.44. Meanwhile, the mean of the post-test was 82.88. Thus, the mean score of the pre-test is lower than that of the post-test score. Besides the improvement of the mean value, it means that the writing skill of the experimental class improved after being treated using Project-Based Learning.

Table 2. Statistical Data of the Pre-Test and Post-Test Scores of the Experiment Class

<i>Data</i>	<i>Pre-Test</i>	<i>Post-Test</i>
Number of Cases	25	25
Maximum	76	92
Minimum	50	75
Mean	66.44	82.88
Standard Deviation	6.752	4.807

In addition, the mean for the pre-test is 66.44 while the post-test was 82.88. Thus, the mean of the post-test is higher than that of the pre-test. Then, it can be interpreted that the students writing skill of the experimental class based on the pre-test and post-test scores is effective by use Project-Based Learning.

For answering the formulation of the problem proposed above, the hypothesis t-test was used to use paired sample t-test and independent samples t-test. Paired samples t-test was conduct to determine the effect of Project-Based Learning and conventional model on

enhancing the secondary students writing skills. While the independent samples t-test was conducted to determine the differences in the effect of Project-Based Learning toward the students writing skill.

The effect of Project-Based Learning and conventional model on class experiment and control class. For the result of paired samples t-test the effect of Project-Based Learning and conventional mode on experiment class and control class can be seen in the Table 3. It was known that the t_{count} was higher than t_{table} ($-11.255 > 2.064$), then as the basis for making the decision above. It can be concluded that H_0 was rejected and H_a was accepted. It means that there is a significant effect of the Project-Based Learning toward the students writing skill on pre-test and post-test. So, it can be concluded that the Project-Based Learning did not give a significant effect on the secondary students writing skill.

Table 3. Result of Paired Samples T-test

		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	Pre-Test Experiment - Post-Test Experiment	-16.440	7.303	1.461	-19.455	-13.425	-11.255	24	.000	
Pair 2	Pre-Test Control - Post-Test Control	-9.760	7.865	1.573	-13.006	-6.514	-6.205	24	.000	

Meanwhile the t_{count} for control class was higher than t_{table} ($-6.205 > 2.064$), then as the basis for making the decision above, it can be concluded that H_0 was accepted and H_a was rejected. It means that there is a significant effect of the Project Based Learning on enhancing the secondary students writing skills on pre-test and post-test. So, it can be concluded that the conventional model gives a big effect the students writing skill.

In order to know the difference effect both of Project-Based Learning and conventional model was done by testing differences in the difference data between the two groups, in this case carried out with an independent sample t-test. The results of independent samples t-test can be seen to the Table 4.

Table.4. The Result of Independent Samples Test

		Independent Samples Test									
		Levene's Test for Equality of Variances									
		t-test for Equality of Means									
										95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error	Lower	Upper	
Hasil Belajar Siswa	Equal variances assumed	.005	.946	4.18	48	.000	6.080	1.452	3.161	8.999	
	Equal variances not assumed			4.18	47.28	.000	6.080	1.452	3.160	9.000	

To find the hypothesis proposed, from the table of independent test of post-test experiment and control group above, the mean difference score was (6.080) based on equal variances assumed. The table above also shows that t_{count} was 4.188 compared with t_{table} with $dk = n_1 + n_2 - 2 = 25 + 25 - 2 = 50 - 2 = 48$ in significance 5%, t_{table} (2.011). It shows that t_{count} was higher than t_{table} ($4.188 > 2.011$). Therefore H_0 was rejected and H_a was accepted, this means that there are significant differences between Project-Based Learning and conventional model. Based on the results of the processing, it can be concluded that students learning outcomes through Project-Based Learning has significant differences. In this study the Project-Based Learning has a better effect than the conventional model on students learning outcomes in writing skills. In the learning process of Project-Based Learning, students could participate the writing process totally. So, the students could be actively involved in the learning activities. In Project-Based Learning, students could solve the problems by grouping or individual through the scientific stage Zamroni, et el (2019).

CONCLUSION AND SUGGESTION

Conclusions

Based on data analysis, it can be concluded that Project Based Learning was effective to enhance the secondary students' writing skills. Based on the output above, that the students learning outcomes between Project-Based Learning with conventional model were different. It can be known that Project-Based Learning has the higher effect than conventional model to enhance the secondary students' writing skills.

Suggestions

The educationalist, especially English teachers for secondary school, may fully realize this teaching way and learn to apply Project Based Learning for teaching process.

By the result of the research, this strategy has been proven that it played very well on enhancing the secondary students' writing skills.

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