

The Effect of Project Based Learning to the Students' writing Ability in Descriptive Text

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Abstract

This study aims to know the effect of Project Based Learning to the students' writing ability in descriptive text in the eighth grade students of SMPN 8 Kediri in which the experimental research design was applied. The sample consisted of 16 males and 14 females students. The essay test of writing descriptive text was used to collect the data about the students' writing ability before and after the treatments about teaching writing using project based learning. Then the data were analyzed using statistical formula of t-test computation. The result shown that the students' total score of post-test is 2460, and then total score of pre-test is 2217. It means that students' score increased. Based on the data report of the table of t-test based on signification 5%, the result of this research showed that T-score (14, 54) > T-table 5% (1, 699). It means that was significant so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test is 14, 54 and the t-table is 1, 699 in the level of significant 5% (0, 05). Based on the t-test result which obtain that Project Based Learning has significant effect t-score 14.54 and the table is 1.699 in the level of significant 5%. From the data analysis, it can be seen that Project Based Learning is effective to the students' writing descriptive text ability.

Keywords: Writing, Teaching Writing, Descriptive Text, Project Based Learning

Introduction

The Indonesian government has developed the competence based curriculum into 2013 curriculum. Republic of Indonesia 2013 curriculum development uses socio-eco-cultural approach which integrates the moral education of local wisdom to the subject matter. Ministry of Education and Culture (2012: 14). The challenge identified in English as one of the subject matters is to

what extent the moral values are integrated in the lesson plan so that it will not lose its language focus to improve the student's English Proficiency. This curriculum aims to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization, Ministry of Education and Culture (2012/2013: 14) Curriculum emphasizes on the changing of learning paradigm. Here, learning should place the students as active learners, not as passive receivers. It should direct learning to be students-centered. The teacher serves a role as facilitator of students' learning, not as the source of information. By being involved actively during teaching and learning process, the students get meaningful learning experiences and feel the importance of their learning.

Writing has become a problem for the students in Junior High School. Some of the problems that are faced by the students are less of developing idea and vocabulary. So the students get difficulties to develop their ideas what they want to write and they do not know the vocabulary that refers to the topic of writing that they want to make.

Because writing is a complex activity, students tend to feel writing is difficult and which makes them bored in writing class. It becomes a challenge for the teacher on how to make the students to be competent in writing. Project Based Learning (PjBL) is a teaching method which is considered has different characteristics than conventional. PjBL is a teaching method which is based on student centered learning. It has a mission to increase students' participation during teaching and learning process. Ndraka (1985: 20) states that PjBL is rooted on investigation process, student can: solve problem during learning, make their decision in their learning, and have scientific act so they can think and act critically. By doing the experiment, the effect of teaching method on students' writing competency can be known. To know whether or not the expectation is achieved, empirical study has to be done. The empirical study is done to collect information about how teaching writing is conducted and to know the level of students' writing ability. In practice, empirical study is done by observation, giving pre-test, treatment, and the last is giving post-test. The empirical study was conducted in SMPNegeri 8 Kediri in the eighth grade students in academic year 2014/2015. The empirical study was done

for 5 times. In the observation, teaching writing was done with another skill for example with teaching reading. It was so in order to provide the students examples and topic to be written. Moreover, teaching writing was allocated just 2 schools hour (90 minutes). Descriptive writing was assigned to be written in the observation.

The ideology of PjBL lies in “learning by doing”, Dewey (1938: 60) that then also reflects constructivism theory. As the pioneer of constructivism, GimbatisstaVico, Perkins (1991: 37); Piaget, (1969: 72); Vygotsky, (1978: 47) states that individuals construct knowledge through interactions with their environment, and each individual's knowledge construction is different. This theory states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. It also views knowledge as an idea that is constructed based on personal experiences and hypotheses of the environment. Meanwhile according to Barnet and Stubbs’s (1983: 63), “Description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates.”

Based on the previous explanation about PjBL, teaching writing, descriptive text, there were two questions which should be investigated in this research, namely:

1. How is the students’ writing skill before and after being taught using PjBL?
2. How effective is PjBL to the students’ writing ability in the eighth grade of SMP Negeri 8 Kediri?

Method

In this research, the writer uses a quantitative research design where the writer manipulates the independent variable, while the dependent variable is controlled by the purpose of establishing the effect of independent variable on the dependent variable. PjBL in writing descriptive text in the eighth grade of SMPNegeri 8 as independent variable. Writing descriptive text in the eighth grade of SMPNegeri 8 Kediri as dependent variable. There were 30 students included to be the sample. The data were analyzed using t-test computation.

Finding and Discussion

It is important to report the result of the study clearly and completely. The report informs about the process of pre-test, treatment, and post-test which had been applied on the eighth grade students of SMPNegeri 8 Kediri. The pre-test was done on Wednesday, April 7, 2015. Pre-test was taken by A class students of eighth grade at SMPNegeri 8 Kediri. It consists of thirty students, fifteen males and fifteen females. The test itself was conducted in the form of written test. It consist of only one question. The writer asked the students to make a descriptive text titled Bali. The total score which be turned out by 30 students is 2217. Post teaching was about giving post-test about Indonesia and give feedback and evaluation about their project. The total score was 2460. Based on the scores of pre-test and post-test, the result was analyzed by using t-test :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$

$$= \frac{8,1}{\sqrt{\frac{2239-1968,3}{30(30-1)}}}$$

t = 14,54

t-result of this research shows that t-score is 14,54 at the degree of freedom 29 and the t-table is 1,699 at the level of significance of 5% (0,05). It means that t-score (14,54) > t-table at the level of significance 5% (1,699). The data shows that t-score is higher than t-table in the significance 5%. Therefore, at the alternative hypothesis (Ha) is accepted and (Ho) is rejected. It can be concluded that there is an effectiveness of project based learning to the students' writing ability in descriptive text in the eighth grade of SMPNegeri 8 Kediri academic year 2014/2015. T-test based on significant 5% showed the table below:

The t-test based on signification 5%

Df (N-1)	t-test	t-table	Significance	Ho
		5%		
29	14,54	1,699	Significance	Rejected

Based on the data report, the result of this research showed that T-score (14, 54) > T-table 5% (1,699). It means that it was significant so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted.

It concludes that there is a significant to the effectiveness of Project Based Learning to the students' writing ability in descriptive text in the eighth grade of SMPNegeri 8 Kediri academic year 2014/2015.

Discussion

According to the research finding as explained before, the report informs about the process of pre-test, treatment, post-test which had been applied on the eighth grade students of SMPNegeri 8 Kediri. This part also reported the data of this research itself, which are the students' score of pre-test and post-test also explain briefly. Total score of post-test is 2460, and then total score of pre-test is 2217. It means that students' score is increase. The minimum of D (total scoring post-test – pre-test) is 2, and the maximum is 18. The final result of D^2 is 2239.

Based on the data report of the table of t-test based on signification 5%, the result of this research showed that T-score (14, 54) > T-table 5% (1, 699). It means that was significant so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test is 14, 54 and the t-table is 1, 699 in the level of significant 5% (0, 05). Based on the t-test result which obtain that Project Based Learning has significant effect.

Conclusion and Suggestion

Writing is one of the language skills that has given an important contribution to human work, students should be mastery in writing. The teacher should encourage the students' writing ability especially in descriptive text. There are many ways to improve the students' writing descriptive text ability, one of them by using Project Based Learning.

Based on the research finding in the previous chapter, the writer concludes that by using Project Based Learning, the student get motivation in learning writing because Project Based Learning gives them new experience in teaching

learning process. Project Based Learning guide the students to develop their idea in writing and apply it in project.

From the data analysis being mentioned above, the writer concludes that t-scores is 14, 54 while the t-table from 30 students is 1, 699 at the level of significance 5%. It can be concluded that t-observed was higher than t-table at the level of significance of 5%. So the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there is an effectiveness of Project Based Learning in teaching descriptive writing.

Project Based Learning gives significance effect in teaching writing process. So that is why, it is suggested to the teacher to use PjBL to teach descriptive writing.

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