

HALAMAN PENGESAHAN SKRIPSI

THE EFFECT OF USING PROJECT-BASED LEARNING (PJB)
TOWARD STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT
SMP SWASTA GAJAH MADA

A THESIS

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CHAPTER I

INTRODUCTION

This chapter presents the general information for the study. It discusses about the background of the study, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, significance of the study and hypothesis.

1.1. Background of the Study

Writing is an important skill that has an indicators important involvement to the success of learning a language. Through writing, people can pour the results of thoughts and imagination into the form of written text that can be read at any time. It has a complex process that is needed to be mastered by the students at School. Writing activities are about conveying some information to the readers in written form. It is about the skill of organizing the words into sentences and sentences into paragraphs. In Indonesia, many teachers still use conventional methods while teaching writing in the classroom. As a result, learning about writing that has been given does not provide progress and even decreases in quality for students. It turns out that the learning to write that is given is less varied so that learning to write becomes boring. Some teachers are unable to present writing material in an interesting, inspirational, and creative way. The teachers may face challenges when it comes to presenting writing material in an engaging, inspirational, and creative manner. This difficulty can arise from

various factors, including limited resources, lack of training in innovative teaching methods, or adherence to traditional instructional approaches. The ability to make writing lessons interesting and inspiring requires a blend of creativity, enthusiasm, and a deep understanding of students' needs and interests. Professional development opportunities focusing on effective writing pedagogy, incorporating diverse instructional techniques, and encouraging a supportive classroom environment can contribute to enhancing teachers' skills in delivering writing content in a more captivating way. By fostering a dynamic and interactive learning atmosphere, educators can inspire students to not only improve their writing skills but also cultivate a genuine passion for expressing themselves through written communication.

In general, there are several obstacles that are often encountered by students when starting to learn writing. First, lack of inspiration or ideas, it is often found that students often have difficulty finding adequate ideas or inspiration to include in their writing. This can happen because students lack of knowledge or experience about certain topics, which makes it difficult for them to design ideas that are relevant or interesting. Second, lack of language skills, due to deficiencies in language skills, students will have difficulty conveying ideas or information clearly and effectively. Third, students are afraid of criticism or assessment, some students may be afraid of receiving criticism or low grades, because of their fear of criticism, students will be reluctant to explore creative ideas that they could actually improve. The next obstacle that students often encounter in writing is difficulty in organizing ideas. Some students may have

their own ideas or creativity in writing, but it is often found that students often find it difficult to organize their ideas into logical ideas and develop into a good storyline because they have difficulty in organizing their ideas. The last common obstacle that often occurs among students in writing is a lack of self-confidence. Some students may feel less confident in their writing abilities, because they are afraid that the writing they write will not be good or will receive criticism from the teacher, which can affect their creativity and expression in writing. Finally, many students are unable to work on writing projects according to the writing indicators. Nowadays, students are not only asked to produce works of good writing. But also have to see how the student's process is to be able to produce writing that is in accordance with the existing writing components and indicators.

Based on the interviews conducted by researcher to the students and teachers at SMP Swasta Gajah Mada, students had several obstacles in their writing skills especially in Narrative Text. First, students cannot develop ideas before writing well. Students are trapped in looking for supporting ideas for the main idea of their writing. Finally, there was a discrepancy in the paragraphs students wrote. Second, students have difficulty arranging content sequentially because students do not understand the generic structure of the text students write. Third, students are unable to interpret some words, so the sentences students write become confusing. This happens because students don't know much vocabulary in English. Students have difficulty memorizing a lot of vocabulary because students think English is not an everyday language that is easy to remember. Fourth, when making sentences, students are still lazy about putting together lots of words.

Because students have to adjust to correct grammar while some students don't understand the grammar. Fifth, in writing, students rarely pay attention to the use of punctuation marks or the appropriate placement of capital letters. In the end, students didn't finish their writing perfectly.

One of method that can be used by the teacher to solve the problem is Project-Based Learning (PjBL). Warsono (2012:153) defines project-based learning as a comprehensive teaching method that involves students in cooperative and continuous investigation activities. With this method, students will become the center of the learning process which is in accordance with the Independent Curriculum. The teacher will be easy to teach and make the classroom conducted more interesting. Also, Project-based learning helps students develop their skills for living in a knowledge based and highly technological society. Based on the explanation from the expert above, we can say that project-based learning method very matches and suitable with the curriculum that used in this era. It is easy to apply and it is appropriate on the subject and content in the teaching and learning process. That is to say that writing by using a project-based learning method can be an appropriate way to support the teaching and learning process. Teachers as a monitor and students as an active learner also follower in the classroom, it hopes can prevent students' writing difficulties. Based on research conducted by Eva and Kayresa (2019), by using project-based learning to improve students' abilities and skills in writing narrative text, they found that project-based learning can produce the results expected by the teacher. Students also gave a positive view of project-based learning by stating that they learned

networking, cooperative learning and teamwork through project-based learning. March Markus (2023) also experienced the same thing, his research which focused on improving students' ability to write narrative text using project-based learning found that this method increased students' ability to write narrative text and students' scores in tests also increased.

Finally, by viewing all phenomena above, the researcher tries to help students by using the Project-Based Learning (PjBL) method and conduct research about this problem entitled “The Effect of Using Project-Based Learning (PjBL) Toward Students’ Ability in Writing Narrative Text at SMP Swasta Gajah Mada”.

1.2. Identification of the Problem

Based on the background of the study, the writer has identified some problems which caused the difficulties in teaching and learning writing. As we know that, pre-writing, outlining, and drafting are components of the important indicators in writing. This is caused by the teaching and learning process that continue to use traditional teaching methods. On other hand, the development of curriculum needs students more active and challenging themselves. This study was accepted to have a positive effect and improve students’ skills in writing, particularly in finding and identifying the important component such as the main idea and supporting details. In addition, the researcher will also use Project-based learning methods in the teaching and learning process, which is suitable for optimizing the expected effect of students' writing skills.

The researcher found several difficulties faced by the students in English subjects, namely writing. The first difficulty faced by the students is they still low in writing. To write the text, the students have to understand the important part of different texts task, such as how to arrange the information, organize generic structure, acquire the meaning of new vocabulary, writing with correct grammar, identify references, and how to make referent after writing process. Thus, an attempt to defeat the problem above is required. To affect students' writing skills, there should be applied an appropriate method in teaching writing. The method will help the student to become an excellent writer not only in the school environment but also in future work. From the explanation above, the researcher was fascinated to affect Project-Based Learning method in teaching writing. This research is expected to give a significant affect the student's writing skill of the Ninth-Grade of SMP Swasta Gajah Mada Medan.

1.3. Limitation of the Problems

From the explanation in the background and identification of the problems above, there were many factors influencing students' writing ability. It was impossible for the researcher to solve all problems. Therefore, the problem of the research is limited. That is, does the use of project-based learning affect the students' ability in writing narrative text. The researcher chose that action since the students had limited experiences in producing the text and also had low motivation in learning writing, if students are given a project that was relevant to their level, the students would be highly motivated, felt actively involved in their

own learning, and produced complex, high-quality work. That is why, engaging the students to do some stages in creating a text was an essential thing to improve their ability in writing a text. Their writing ability could be improved through project-based learning because it created positive communication and collaborative relationships among diverse groups of students, met the needs of learners with varying skill levels and learning styles, and engaged and motivated bored or indifferent students so that students' writing ability would increase.

1.4. Problems of the Study

Considering to the problems of teaching and learning in narrative text which has been identified above, this study is addressed to answer the following question:

“Does the use of project-based learning affect the students’ writing ability in narrative text at SMP Swasta Gajah Mada?”

1.5. Objective of the Study

From the background, identification, limitations and formulation of the problem above, the aim of this research is to find out whether the use of Project Based Learning can affect writing ability in Narrative Text of class Ninth-Grade students at SMP Swasta Gajah Mada.

1.6. Significance of the Study

This is significance to conduct this research for both theoretical and practical contribution as follows:

1.6.1. Theoretical Significance

Theoretical significance refers to the extent to which research contributes to the development of theory or understanding of concepts in a particular field.

1. For further researchers :

The result of the research could be useful to other researchers who wants to conduct the same theme and improving writing skill. Besides, it would give a clear description on the implementation of using project-based learning in teaching writing.

1.6.2. Practical Significance

Practical significance refers to the direct impact and relevance of research results on the real world or practical application.

1. For the English teacher :

The result of this research could be used as a reference in order to improve the writing learning process.

2. For the students:

It could be useful for them to improve their learning and ability of writing.

3. For the researcher himself:

He got the clear description of the implementation of improving the writing learning process by using project-based learning.

1.7. Hypothesis

A hypothesis is needed to show the writer thinking about what outcome of the research will be. The research hypothesis is formulated as follows:

Ha : There is a significant effect of using Project-Based Learning on students' writing Narrative Text.

Ho : There is no significant effect of using Project-Based Learning on students' writing Narrative text.

CHAPTER II

CONCEPTUAL FRAMEWORK

This chapter review the theories related to the study. Then, to support the study, the researcher discusses some previous studies relevant to the study and thinking framework of the study.

2.1. Writing

2.1.1. Concept of Writing

Writing is one of the productive skills which need to be learned by language learners. It can be used to communicate and deliver ideas to other people in written form. People learn writing as an important thing not only for their academic learning but also in their professional life. Harmer (2004) states that writing is a skill that encourages the learner to produce a real products in the form of writing. It means that writing skills will not come automatically but must come through a lot of training and practice. In writing, people allow what to write and how to write. Based on Roni (2018), writing can illustrates feelings, ideas, and experience. In writing, we are required to provide students with thought, ideas and creativity. Where, by giving what students have, students can produce good writing results. Because in the end, writing is about process of expressing feelings, ideas and experiences in written form. When people want to write, they have to select a topic, then reach the idea in order to know what is actually reflected on the piece. Even though, how to write will guide the writer of how to express the

idea of the writing it is an argument, narrative, descriptive, explanation, or another kind of writing.

Utami & Apsari (2020) argues that writing is a process of thinking of students in creating an idea in written form. In writing, students are free to provide their thoughts and experiences in written form. In this process, students will be trained to think critically and will be able to find out the extent of their writing abilities and will be able to identify their weaknesses and be able to improve them. The process of writing explicitly includes the immediate acts of putting words on paper and the material text or series of texts. The first step in writing is to decide what point you want to make and to write out that point in a single sentence. The writers should have a concept in their minds on what to the writer. Writing merges process and product. Meiranti (2012) claims that writing is a thinking process. The processes provided with gathering ideas and involve words into sentences or products of writing contain difficulty of process in writing. Furthermore, learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning (Knapp & Watkins, 2005). It can be intended that when teaching students to write in English, it is important for the teacher and student to have a basic understanding of how English operates and functions as writing and the ways in which writing is pointedly different from speech.

Writing is a complex combination of skills that are best taught by breaking down the process. Writing is a language skill, seems to be the most difficult skill since it applies all language components, is more formal than speaking, includes

writing mechanics, and a paragraph or essay organization (Azhar, 2015). Although writing is important, this skill is difficult to acquire (Putri & Aminatun, 2021). It means that writing is not simple, but when someone makes efforts to write they should realize the aim of the text that they written, have a better plan, and follow all of the rules it can prevent writing errors. Based on the explanation above, writing is an activity to produce a product in the form of writing that goes through several stages and processes. In order to produce the quality of writing, appropriate learning methods are needed and can improve students' writing skills. If you wanna be a great writer, you should practice writing.

From all the explanations from the experts above, the researcher can conclude that writing is a skill that is difficult to learn. Even though writing is difficult to master, writing is a skill that encourages students to produce a real product in the form of writing, where the writing can describe feelings, ideas and experiences. Writing is also a student's thinking process in creating ideas in written form that can improve students' language skills.

2.1.2. Writing Components

Writing is a process of conveying feeling and knowledge or thought and information. With writing, people can communicate each other to share certain information or necessary message. In addition, writing skills make a written product that has fixed information or message. Generally, in writing skills, we have to know the components of writing. There are five components of writing based on Weigle (2002).

1. Content, which means that the writer should have the skill to develop their idea before writing something.
2. Organization, it refers to the logical organization of the content suitability.
3. Vocabulary, it starts with the statement that the writer wants to present the idea clearly and directly. So, the writer should choose words that are suitable for the content.
4. Language use or Grammar, it refers to the use of correct grammatical and syntactic patterns on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to lead to logical relationships in paragraph writing.
5. Mechanics, that focus on the use of graphic conventional of the language.

From these components above, it can be inferred that writing components are something that must be mastered before writing a text. In other words, writing is an activity that requires excellent skill or ability in organizing words into sentences for developing one idea that correctly includes within the paragraph.

2.1.3. Writing Process

In writing something, the writer should know the process or steps of writing itself. The writer to be able to write systematically and to become a good writer without any difficulties. According to Seow (2002) defined the process of writing are:

1. Planning. Planning or also called pre-writing is the first process before writing that can stimulate or increase the writer's thoughts. It makes the writer easy to gather an idea or information for writing.
2. Drafting. At the drafting stages, the writer focuses on the fluency of their writing before the final product complete.
3. Revising. When revising, the writer needs to rewrite and re-arrange his draft from the feedback or comment. The purpose of the revising stages is to make the product of writing can distribute information or message thoroughly from the writer to the readers.
4. Editing. The last stage that the writer puts their part of writing into final form also called editing stage. So in this stage, the writer (student) can get a better evaluation from the teacher, such as language error and writing components.

Based on the explanation above, there are several reasons why researchers use theory in Seow's writing process. The first is relevance to the research context. The researcher chose Seow's theory because the theory was very relevant to the researcher's research context. That is, Seow has the right concept or framework to explain the phenomenon that researchers want to study. Second, suitability with the research approach. Seow may have a theory that fits the research approach the researcher wants to use. Lastly, clarity and simplicity of theory. The researcher chose the theory adapted by Seow because of the clarity and simplicity of the theory. A theory that is easy to understand and apply can facilitate the interpretation and analysis of research that researchers want to achieve.

2.1.4. Types of Writing Performances

Types of writing performance refers to various types or styles of writing that involve the performance or expression of one's writing. It includes the way a person expresses ideas, information, or feelings through writing. Some common examples of types of writing performance involve writing genres such as narrative, descriptive, argumentative, expository, or persuasive. Each type of performance writing has a different purpose and structure, and the choice of this type of writing can be influenced by context, audience, and the writer's goals. There are four types of writing performances that adopted from Brown (2004), as follows:

1. Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.
2. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. Responsive. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence - level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form - focused attention is mostly at the discourse level with a strong emphasis on context and meaning.
4. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading a draft.

Based on the explanation above, writing is very complex and has some types of performances used in students' writing activities. Writing is not only

focused on the outcome but also should be arranged well before starting to write.

It depends on the students' level and proficiency.

2.2. Narrative Text

Narrative text is one of genre which is taught at the eighth-grade students. Anderson and Anderson stated that narratives are usually told by a story teller. Another definition, Clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way. From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener. Then, the other purposes of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure. Meanwhile, generic structures of narrative text are orientation, complication, sequence of events, resolution and coda. A more detailed generic

structure of a narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes:

1. Orientation: The setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.
2. Complication: Telling the beginning of the problem which leads to the crisis of the main participants.
3. Sequence of Events: Telling how the characters react to the complication. It includes their feelings and what they do.
4. Resolution: The problem (the crisis) resolved, either in a happy or sad ending.
5. Coda: A closing remark to the story and it is optional. It is consisted of a moral lesson, advice or teaching from the writers.

It shows that there are some structures in narration that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a final conclusion that signals at the end of the story.

According to Anderson, the language features of narrative text are:

1. Nouns that identify the specific characters and places in the story.
2. Adjectives that provide accurate descriptions of the characters and settings.
3. Verbs that show the actions that occur in the story.
4. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

The example of Narrative Text

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretend to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "friend, what did the bear whisper into your ears?" the other friend replied "just now the bear advised me not to believe a false friend"

2.3. Project-Based Learning

2.3.1. Concept of Project-Based Learning

Project-based learning is centered on the learners and affords learners the opportunity for in depth investigations of worthy topics. According to Bell (2010), Project-Based Learning is a student-driven, teacher-facilitated approach to learning. Project-Based learning is an instructional method centered on the learner. Students elaborate a question and lead through study under the teacher's supervision. Project-Based Learning is an approach to instruction that teaches curriculum concepts through a project. The project is guided by an inquiry question that drives the study and allows students to apply their acquired knowledge. In addition, Fried-Booth states the definition of project-based learning as student-centered and driven by the need to create an end-product. Project-Based Learning is a means to create an end-product in real-world environment with confidence and independence.

Moreover, project-based learning has several benefits that can improve language skills. As students engage in meaningful communication to complete authentic activities, they have chance to use language in relative natural context and participate in meaningful activities which require authentic language. Solomon says that project-based learning is a process of learning that students are responsible for their own education. Students work collaboratively to solve problems that are authentic, curriculum-based, and often interdisciplinary.

2.3.2. Procedure in Project-Based Learning

Project based learning requires much preparation and planning. There are six procedures of Project-based learning (The George Lucas Educational Foundation, 2017), they are:

1. *Start with an Essential Question.* The student must be engage by the questions asked related to learning using project-based learning. It is greater than the task at hand. It will pose a problem or situation that the students can tackle knowing that there is no one answer or solution. In project based learning, a good essential question should: (a) Drive the project. (b) Capture the project theme or the “big idea”. (c) Point students toward mastering content and skills which enable them to answer the question. (d) Not be easily solved or answered.
2. *Design a Plan for the Project.* When designing the project, it is essential to select content standards to be addressed. In preparing the project, the teacher should give a chance for the student to join and sharing their ideas. Students feel ownership of the project when they have an active role in deciding activities.
3. *Create a Schedule.* Design a timeline for project components. It means that teachers and students should work together to make sure the time allocation for the teaching and learning process. Realize that changes to the schedule are possible. Be flexible, but help students realize that a time will come when they need to finalize their thoughts, findings, and evaluations. In another

word, to start and finish the project they should make an agreement about the time.

4. *Monitor the Students and the Progress of the Project.* The teacher as a monitor should facilitate the process of learning. Teach students how to work together to finish the project on time. Remind students that every stage of the process belongs to them and needs their total involvement. It can be concluded, that the function of the teacher based on this method is only for monitoring the students during the teaching and learning process.
5. *Assess the Outcome.* The assessment provides diagnostic feedback and helps educators set standards. It allows one to evaluate progress and to relate that progress to others. It gives students feedback on how to tell they understand the information and what they need to improve. The assessment also helps teachers design instruction to teach more effectively. So, the teacher can upgrade the quality of teaching and learn in the classroom.
6. *Evaluate the Experience.* This is the last step of project -based learning development. At this step, the teacher should evaluate the students able or not find answers to essential questions. Share happiness and experiences, and discuss together what worked well and what needs change. Convey ideas that will lead to new questions, thus new projects.

To overcome the obstacles in students' writing abilities which have been explained in the background, teachers can develop learning methods that focus on developing ideas before writing using brainstorming, mind mapping or group discussion techniques. In addition, a strong understanding of the generic structure

of texts such as narrative, description, exposition, and argumentation needs to be provided to students. To improve vocabulary, the use of gradual and contextual learning methods and resources such as dictionaries or English learning apps can be helpful. Teachers must also provide a clear understanding of grammar rules and provide sufficient practice in applying them in writing. Regarding the use of punctuation marks and capital letters, teachers can pay special attention with clear exercises and examples. With a systematic, continuous and oriented approach to students' individual needs, it is hoped that problems in writing skills can be resolved, increasing students' self-confidence in writing.

2.3.3. The Advantages and Disadvantages of Project-Based Learning

Project based learning is a comprehensive approach that provides instructions for students, working individually or in groups, and relates to real world topics. Good implementation of project-based learning can provide useful abilities for students. Success in project-based learning occurs when students gain high motivation, feel active in their learning, and produce high quality work results. The following are some of the advantages of the project based learning approach (Purnawan, 2007):

1. Motivate students by involving them in their learning, allowing them to meet their interests, answering questions and making decisions in the learning process.
2. Providing learning opportunities in various disciplines.

3. Helps connect with life outside of school, pay attention to the real world, and develop real skills.
4. Provides unique opportunities as educators build relationships with students, as coaches, facilitators, and co-learners.
5. Provide opportunities to build relationships with a large community.
6. Make students more active and successful in solving complex problems.
7. Encourage students to develop and practice communication skills.
8. Provide students with learning and practical experience in organizing projects, and making allocations of time and other resources such as equipment to complete tasks.
9. Providing learning experiences that involve students in a complex manner and are designed to develop according to the real world.
10. Create a fun learning atmosphere, so that students and educators enjoy the learning process.

Project based learning does have many advantages, but on the other hand, project-based learning like this also has weaknesses. Weaknesses in project-based learning include: it requires a lot of time to solve problems, requires quite a lot of money, many educators feel comfortable with traditional classes, where educators play the main role in the class, a lot of equipment must be provided, students who having weaknesses in experiments and gathering information will experience difficulties, there is a possibility that some students will be less active in group work, when the topics given to each group are different, and it is feared that students will not be able to understand the topic as a whole.

2.3.4. The Characteristics of Project-Based Learning

The Project-Based Learning (PjBL) method has several distinctive characteristics that differentiate it from conventional teaching method. Here, Stoller (1997) mentions some characteristics in project-based learning.

1. Project work focuses on content learning rather than on specific language targets. Real world subject matter and topics of interest to students can become central to projects.
2. Project work is student centered, though the teacher plays a major in offering support and guidance throughout the process.
3. Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.
4. Project work leads to authentic integration of skills and processing of information from varied resources, mirroring real-life tasks.
5. Project work culminates in an end product that can be shared with others, giving the project a real purpose. The value of the project however lies not just in the final product but in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.
6. It is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as

well as improving students' language skills, content learning, and cognitive abilities.

2.3.5. The Roles of the Teacher in Project-Based Learning

Handbook (2006) defines teacher's role as the heart of successful project-based learning is teacher's ability to support and direct students. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work at different rates, with different abilities, aptitudes, and learning styles. Project-Based Learning requires the teacher to adopt a new, enthusiastic attitude, to acquire a wide range of skills and to leave traditional supreme position. During the project, the teacher should take on the role of facilitator, which involves becoming a source of ideas and advice, a referee helping to resolve arguments or disagreements, chairperson during groups' reports to the whole class.

2.4. Relevant Previous Study

The researcher adds several previous studies that are relevant to this research. Previous research is needed to support this research and also to prove that other researchers have carried out this research.

1. The first previous research related to this research was conducted by Eva Fitriani Syarifah and Raynesa Noor Emiliasari (2019), with the title of "Project-Based Learning to Develop Students' Ability and Creativity in

Writing Narrative Text". The research found that Project-Based Learning made a positive contribution to the development of students' writing abilities and creativity. The difference between this study and that of researchers lies in the research design. This study uses a qualitative research method, while the researcher's research uses quantitative research methods. This research also contributes to the researcher's research because the themes in this research are closely related to the researcher's research theme or topic, so that it can provide in-depth understanding and relevant insights. Also, the supporting data or findings in this research produce data or findings that can support or strengthen the arguments or hypotheses in our research.

2. The second research was conducted by Errita Dhea, Agus Rianto, Crisyanti Windi Astuti and Nurdiana (2022), with the title of "The Impact of Using Project-Based Learning Method to Improve Writing Skills on Narrative Text of the Eight-Grade Students of SMP Negeri 7 Tarakan". The research found that Project-Based Learning media was effective in improving students' abilities, this was proven by the results of the different average scores for students' reading skills between the pre-test and post-test. The difference between this research and research by researchers lies in the research subject. This research used eighth grade as the subject, while the research conduct by researchers uses ninth grade as the subject. This study has a contribution to researchers' research due to the Knowledge Gaps that exist in this research. This research highlights knowledge gaps that researchers can fill with the researcher's own research.

3. The last research was conducted by Maret Markus Harefa, Nidya Chandra Muji Utami and Fahrurrozi (2023), with the title of "Improving Narrative Text Writing Skills Using Project-Based Learning Techniques in Elementary School". This research found that Project- Based Learning techniques can help improve narrative text writing skills. The research results show an increase in narrative text writing skills through Project- Based Learning in fifth-grade elementary school students. The difference between this study and that of researchers lies in the research design. This study uses classroom action research with two cycles, while the researcher's research uses quantitative research methods. This research has a contribution to the researcher's research because the research methods in this research are relevant or innovative, which can be an inspiration or guide in designing the researcher's own research methodology. Also, the literature and references in this research present literature or references that enrich the theoretical framework of the researcher's research.

2.5. Conceptual Framework

The conceptual framework of this research was made based on the theoretical review and theories of the relevant research. As mentioned before, writing is one of the skills that students have to master in order to develop their communicative competence. This is affected by some factors; the classroom which lacked of interesting activities and the students which have low writing ability. These problems were also found at SMPN 14 Medan. The students of SMPN 14 Medan

got difficulty in producing the text. Most of them found difficulties in choosing appropriate words and connectives to be used. Writing is a complex process and can lead to learner frustration. As with speaking, it is necessary for the teacher to provide a supportive environment for the students. During the observation, researcher also found that the teacher did not give the students opportunity to make first draft and revised it after receiving feedback from the teacher or peers. In that condition the students could not experience learning effectively.

From the problems above, the researcher and the English teacher of SMPN 14 Medan decided to use project-based learning to improve students' writing skills. There are many advantages by using project-based learning. By using this method in the classroom, students gained knowledge and skills of the language through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. They could be highly motivated, felt actively involved in their own learning, and produced complex and high-quality work.

From this process approach, the students had the opportunity in developing their writing. They had the opportunity to learn; in an authentic, challenging, multidisciplinary environment, to learn how to design, carry out, and evaluate a project that requires sustained effort over a significant period of time, to learn to work with minimal external guidance, both individually and in groups, to gain self-reliance and personal accountability.

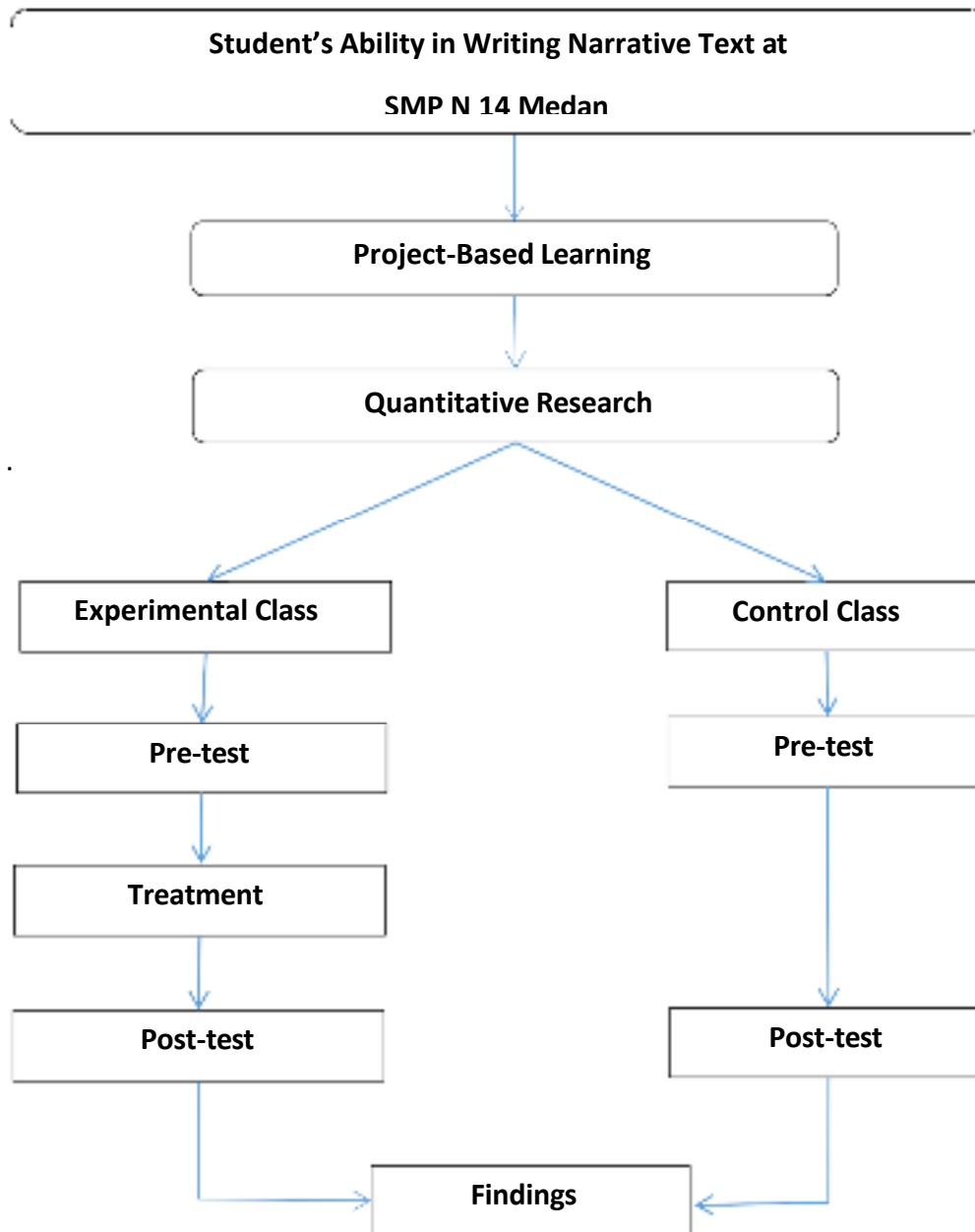


Figure 2.1. The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method. It includes research design, setting of the study, population and sample of the study, data collection technique, writing assessment form and data analysis technique.

3.1. Research Design

This research was an experimental research. There were two classes as the sample, the control class and the experimental class for differences between pre-test and post-test. Experimental research is research to test an idea, practice, or procedure to determine whether affects the outcome or the dependent variable (Creswell, 2012). Creswell added that experiments are used when want to establish probable cause and effect between the independent variable and the dependent variable.

This research was composed of two variables: the independent variable symbolized by “X” which is the use of the project-based learning method and the dependent one as “Y” which refers to students' writing skills. And “T” as treatment.

Table 3.1. Research Design of True Experimental Research

Class	Pre-test	Treatment	Post-test
Experimental	✓	Usin Project-Based Learning	✓
Control	✓	Using Conventional Method	✓

3.2. Population and Sample of the Study

In this study, the researcher wanted to know population and sample in this study are as follows:

3.2.1. Population of the Study

Population indicated whole or entire research subject. Population is an object to be investigated and this object can be form of: human, animals, plants and things, that is lifeless or abstract object (Seno, 2014). The population of this research is the students of the ninth-grade of SMPN 14 Medan.

Table 3.2. Population of the Student at IX A and IX B SMPN 14 Medan

No.	The Classes	The Students
1.	IX A	15
2.	IX B	15
3.	IX C	15
4.	IX D	15
Total		60

3.2.2. Sample of the Study

The sample is a part of the population selected for a research process that is considered to be representative of the entire population. The sample of this research was students in classes IX A and IX B. The sample was taken randomly. The sampling technique is a technique that provides equal opportunities for each member of the population to be picked as a sample. By using the random sampling technique, this research was conducted in two classes randomly, namely IX A and IX B. There were some grounds for choosing them as class. IX A as experimental group and IX B as control group.

3.3. The Instrument of Collecting Data

The research procedure was conducted in two classes, which were one class for control class and experimental class. The researcher used two classes regarded to be equal and homogeneous statistically in order to conduct the research. The procedures were pre-test, treatment and post-test.

3.3.1. Pre-test

The pre-test was conducted to determine the primary background ability of the students were selected as the sample. Prior to treatment, the students in the experimental group have been given a pre-test. In addition, the control group also had pre-test but they do not have any treatment. The test was conducted in 60 minutes, with 2JP x 30 minutes. The researcher explained the test and how to do the test. After that, the researcher was show a picture, and students was asked to

write a story based on the picture. That is, each student's writing must have several paragraphs that represent all the generic structures in narrative text: orientation, complication, sequence of events, resolution and coda. Each sentence beginning in a paragraph must begin with the main topic which will then be supported by supporting ideas in the following sentences in each paragraph. After the pre-test is completed, the researcher was explain the nature of narrative text. The researcher gave students the meaning, characteristics, structure, purpose, types and examples of narrative texts. Students were free to ask what they want to ask about the narrative text.

3.3.2. Treatment

The researcher conveyed the class in several meetings. In every meeting the students learn by using project-based learning to motivate their writing skill. Only experimental class was got treatment. On experimental, first meeting was leaded for pre-test, second meeting until fifth meeting were taken for treatment and last meeting for doing post-test. Meanwhile, the teacher was taught as usual in the control class. At the treatment stage in the experimental class, at each meeting the researcher put students into several groups. After the students were divided into groups, the researcher was asking the students to work on a project, where the project is to write a narrative text story. The topics that was given at each treatment meeting was different. After that, each group's writing must have several paragraphs that represent all the generic structures in the narrative text: orientation, complication, sequence of events, resolution and coda. Each sentence

that begins in a paragraph must begin with the main topic which is then supported by supporting ideas in the sentences in each paragraph.

3.3.3. Post-test

After the treatment was carried out, a post-test was carried out in order to determine students' writing abilities after using the project-based learning method. This test was carried out at the last treatment meeting. The control group also underwent a post-test. In the post-test, the researcher again show a picture, where students was asked again to write a story using that picture. The same thing as in the pre-test, each student's writing must have several paragraphs that represent all the generic structures in narrative text: orientation, complication, sequence of events, resolution and coda. Each sentence beginning in a paragraph must begin with the main topic which will then be supported by supporting ideas in the following sentences in each paragraph.

3.4. The Procedure of Collecting Data

In collecting the data, the researcher was using writing test. The students' were write their Narrative Text. The steps for project-based learning in collecting the data are as follows:

1. The researcher introduced and explained the material to be taught.
2. The researcher asked question based on the material to be taught.
3. The researcher provided a laptop in front of the class as a means to access the internet, and books related to narrative text.

4. Students was guide to create several small groups.
5. The researcher was ask the students to work on a project, where the project is to write a narrative text story.
6. The researcher was provide a theme that will become a topic that will be made into a student project.
7. Students presents the results of their discussion in front of the class.

3.5. Scoring of the Test

Assessment forms are designed to collect data and information in order to evaluate or assess a particular subject or situation. They provide a structured and standardized way to gather relevant data and measure performance, knowledge, skills, opinions, or other criteria.

Table 3.3. Scoring the test Weigle (2002)

Aspect	Score	Criteria
Content (30)	27-30	Excellent to Very Good: Knowledge, substantive, systematic development of thesis, relevant to assigned topic.
	22-26	Good to average: Some Knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair to Poor: Limited knowledge of a subject, little substance, inadequate development of topic.
	13-16	Very Poor: It does not show knowledge of a subject, non substantive, irrelevant topic, or not enough to evaluate.

Organization (20)	18-20	Excellent to very good: Fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive.
	14-17	Good to average: Somewhat choppy, loosely organized, but main ideas stand out limited support, logical but incomplete sequencing.
	10-13	Fair to poor: Non-fluent, ideas confused, or disconnect, lack logical sequencing and development.
	7-9	Very Poor: Does not communicate, no organization, or not enough to evaluate.
Vocabulary (20)	18-20	Excellent to very good: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	14-17	Good to average: Adequate range, occasional errors of word/idiom form, choice, usage but meaningful not obscured.
	10-13	Fair to poor: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	7-9	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language use/grammar (25)	22-25	Excellent to very good: Effective complex construction, few errors, of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	18-21	Good to average: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns,

		prepositions but meaning seldom obscured.
	11-17	Fair to poor: Major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition and/or fragments, run-ons, deletions meaning confused or obscured.
	5-10	Very poor: Almost no mastery of sequence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics (5)	5	Excellent to very good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Table 3.4. The Level of Student's Score

No.	Range of Score	Levels
1.	90-100	Excellent
2.	81-89	Very good
3.	71-80	Good
4.	60-70	Fair
5.	<59	poor

3.6. Technique of Analyzing Data

The steps that was taken in analyzing the data are:

1. Calculating the mean of students' score before and after treatment. (Sudjana, 2005).

$$\bar{X} = \frac{\sum f_k x_k}{\sum f_k}$$

Where :

f_k : frequency

x_k : interval class

\bar{X} : mean

2. Calculating standard deviation S 1 dan S 2 before and after treatment by using the following formula. (Sudjana, 2005).

$$S^2 = \frac{n \sum f_k x_k^2 - (\sum f_k x_k)^2}{n(n-1)}$$

Where :

n : amount of data

x_k : interval class

3. Normality test by using Liliefors test, the steps consisted of : (Sudjana, 2005)

- a. Observing X_1, X_2, \dots, X_n should be raw numbers Z_1, Z_2, \dots, Z_n by using this formula:

$$Z_1 = \frac{X_1 - \bar{X}}{s}$$

Where :

X_1 : skor yang di peroleh siswa ke-1

\bar{X} : skor rata-rata

s : standard deviation

- b. Calculate the opportunity $F(Z_1) = F(Z \leq Z_1)$ by using list of the standart normal

distributions.

c. ~~Calculate $F(Z_1) - S(Z_1)$ and determine the absolute value.~~

- d. Calculate $F(Z_1) - S(Z_1)$ and determine the absolute value.

- e. To receive and reject the normal distribution in this research, it can be

~~received with L and reject with L taken from table of Liliefors test with n~~

~~degrees of freedom n .~~

4. To decide the data is homogen or not, use variant homogeneity test by using Bartlett's Test as following. (Sudjana, 2005)

$$\chi^2 = \ln 10 (B - 2) (n - 1) \log S_1^2$$

Criteria of testing :

If $\chi^2_{count} < \chi^2_{table}$, It proved that the variance of population was homogen

5. Statistical hypothesis

Hypothesis testing , used t-test formula by Arikunto, namely:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Where :

t_0 : t observation.

M_1 : Mean pre-test

M_2 : Mean pre-test

$SEM_1 - M_2$: Standard error difference between the two groups

The hypothesis is rejected if $t_{count} > t_{table}$.

rejected if $t_{count} < t_{table}$.