The Effectiveness Of Project-Based Learning On Student's Writing Narrative Text Ability

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Abstract

This research is focused on investigating the effectiveness of Project Based Learning towards students writing narrative text ability of third grade students of MTs Al-Ishlah Deket Lamongan. It is based on the analysis of the data gained from the students related to teaching writing. The researcher used a quantitative approach that began with the research problem and answered it by proving the hypothesis. For the experiment and population, the researcher chose a class with twenty third-grade students. This was an experimental class. The instrument used to collect data was then evaluated. The test was used to determine students' competencies before and after the experiment. Two kinds of tests were administered to the students: pre-test and post-test. Before the items of the test were given to the students, the researcher conducted a try-out test to analyze the validity and reliability of each item. The result shows that the student's score at the pre-test was 45,2, and after giving treatment, the researcher obtained a post-test score of 78,6. Then, the researcher analyzed the results using the t-test to answer the research problem. The researcher obtained a t-test result of the t-test that is 5,60. The values of the t-test analysis are presented in the table. The t-table shows that the level of significant 0,05 was 2,09, meaning that the value of 5,60 was higher than 2,09. In conclusion, this study shows the effectiveness of the PBL method in students' writing narrative texts. The researcher concludes that students taught by Project Based Learning (Pub) method obtained higher scores on their narrative writing texts.

Keywords: Project-Based Learning Method, Writing Ability, Narrative Text

I. INTRODUCTION

Writing is a skill in expressing ideas, feelings, and thoughts that are arranged in words, sentences, and paragraphs using the eyes, brain, and hand (Raikes, 1983). Accordingly, students are expected to convey ideas, feelings, and knowledge in written language. Hyland explained that writing is a manner of sharing personal meanings, and writing courses emphasize the strength of a person in constructing his or her perspectives on a subject (Hyland, 2019). This means that writing is one of the ways people convey information and provides sights on some topics.

Writing is a progressive process. When you write something down the first time, you have been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make change corrections (**Maulidah & Aziz, 2020**). This explains that writing is an activity our mind engages in to produce written language. From the foregoing, it is concluded that writing is one of the ways a writer can expect to communicate information and express ideas in a written form.

Writing is another way of communication in addition to speaking. Writing has become a significant skill to learn in schools (Cohen et al., 2002). Tribble states that some components are used to score writing ability. These are content, organization, vocabulary, language, and mechanics (Tribble, 2009). Based on these ideas, writing ability can be defined as the skills students use to color their thoughts in writing to create proficient writing and make the reader understand what the writer means (**Muhsin & Aziz, 2021**). Thus far, writing skills have been inferior to those of others. However, students often forget that writing is as important as other skills. Writing is capable of developing imagination through words. As with any skill, writing must also become a habit.

Although this has been noted, writing skills are necessary in modern times. However, teaching writing in schools is far from hopeful. Many factors lead to a lack of students' writing skills, particularly in writing texts. Difficulties often arise because of the complexity of writing problems. A writer is not only required to master the basic elements of writing, but also the subject is discovery, arrangement, and

Style (Ambo Enre, 1994).

Writing narrative texts is not off the books, regardless of whether it is a student or teacher. One frequent problem is that students have difficulty in developing ideas and have a tendency in the students' ability to produce a work of writing. However, dragging text is also one thing that requires imagination in its composition.

Usually, students have difficulty connecting and not knowing how to start authoring a story. Some students believed that writing was boring. Many students

think they are unable to write; this may be because they lack motivation or self-confidence. Therefore, teachers must create enjoyable writing activities (Harmer, 2006). Students need to study and exercise the art of putting phrases together in well-formed sentences, paragraphs, and texts.8 It means that we should be able to train and guide students to write well. Students should not only learn how to make proficient writing ideas, but they should also know how to make their writing better.

To identify the problem, learning methods can help and make it easier for students to write oral text. Learning techniques are among the elements that influence the success of learning. The use of learning techniques attracts student interest and makes it easier for students to understand the material. One technique that can help make it easier for students to write the accompanying text is the Project-Based Learning Method.

To overcome this problem, a Project-Based Learning (PBL) approach was introduced to change that method to be more learner-centered activities to develop students' ability to write narrative text with a joyful learning atmosphere. This is because Project-Based Learning (PBL) increases student motivation (Kholis & Aziz, 2020).

Narrative writing is the way to present a story that consists of wants that happen first after the other wants and the story you tell can be true or fictional.10 Narrative is a

recounting of an incident or event. This means that sophomoric are a type of truth or fiction that has occurred in the past.

Thus, researchers use this method to help students draft stories and connect the poems in the texts they will write, which will keep students motivated and interested in the lessons during the teaching and learning process?

II. LITERATURE REVIEW

UNDERSTANDING OF WRITING

Writing is a   complex cognitive activity that must be simultaneously demonstrated by the authors of variable control. Strong writing skills can increase students' chances of belief. Writing is a crucial factor in a language. Good writing skills are required for all the students to meet their educational and employment requirements. The process of approaching writing involves activities that move students from creating ideas and changing data to a complete publication. The process approach is learner cent in skills and knowledge (Durga & Rao, 2018).

Writing is an important form of communication in today life. In accordance with the explanation above, it can be suspected that writing is a product of our brain to create ideas and information with written symbols, where people can understand the content of the writing, so writing can be a way of communicating with others.

Brown's in teaching by principles defines "writing products are often the result of thinking, drafting, and revising procedures that require specialized naturally (Brown, 2000). Moreover, Ken Hyland argues that writing is a way of sharing personal meaning, and the writing course emphasizes the power of the individual to construct his or her own views on a topic.

TEACHING OF WRITING

Writing is considered to be the most difficult skill among other language skills, as Richards stated that Learning to write in either a first or second language is one of the most difficult tasks a learner encounters and one that few people can be said to fully master (Richards & Renandya, 2002).

Therefore, Harmer stated that there was a fundamental model for teaching writing as an efficient ability which provides five tiers: Leaden, have interaction students with the subject, Set the task, students' assignments that should be completed, Monitor the tasks, responding and directing students' work, Give feedback, give input advice to the students' work results, and Follow up.

Richards added that there had been four primary writing ranges which the teachers are required in teaching writing, they're planning, drafting (writing), revising (re-drafting), and modifying (Richards & Renandya, 2002).

Planning (Pre-Writing)

Planning is also called pre-writing. Pre-writing is any activity that supports and simulates students' thoughts for getting started to think about their writing topic (Richards & Renandya, 2002). Sometimes students face the problem that they are hard to generate their ideas, but how to deal with this problem is to facilitate the students with small-group tasks, debate, discussion, or brainstorming (Snow, 2007).

Drafting (Writing)

After planning what the writers are going to write, the next step is drafting. Smalley *et al* said, "Drafting is the actual writing of the paragraph or essay." At this stage, students should ignore the grammatical rules and stay focus on the fluency of writing as it has been planned (Richards & Renandya, 2002).

Revising (Re-Drafting)

Revising is an activity of writing to improve the whole content and the organization of ideas to have a good structure and easy to understand (Richards & Renandya, 2002). In other words, revising can be an evaluation if the students writing after they planned and drafted to avoid words errors or ambiguity (Smalley et al., 2001).

Editing

Editing is the final stage of writing. At this stage, the teacher will examine the students writing if their writings are settled

and prepared as the final drafts which are to be collected (Smalley et al., 2001). The teacher can enhance students' editing process by giving them this list of questions:

a. Is there anything that I do not understand?
b. Is there any place where I want to know more?
c. Is there any place where I wanted an example?
d. Is there anything that seems out of place?
e. Is that anything that seems unnecessary? (Snow, 2007)

DEFINITION OF NARRATIVE TEXT

Narrative text is one of the genres which is taught at the nine grade students. Anderson said that narratives are normally advised by means of a storyteller (Anderson & Anderson, 1997). Another definition, Clouse defined the narrative text is a kind of story either fictive or real which contains a series of event in which how the story is told and how the context is presented as aspects of the construction (Clouse, 2003). It ought to talk about an event or audience might find engaging. We would even think about our narrative as a movie wherein the target audience see humans in action and listen to their talking. Therefore, it should be detailed and clear, with events arrange talk thin the orb er in a few different effective ways. From the definition above, it is said that narrative text is a story that tells us about something interesting that has purpose to amuse and entertain for the readers or viewers. We use narrative when we tell a friend about something interesting that happens to us at work or at school and we tell someone a joke.

Purpose of narrative text

The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener (Anderson & Anderson, 1997). Then, the order of purpose narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader (Clouse, 2003). it can be stated that the reader as though concerned inside tale to get the pleasure.

Concept of writing narrative text

Writing is an ability wherein we express ideas, emotions, and thoughts which might be organized in phrases, sentences, and paragraphs by way of the use of eyes, brain and hand. For that reason, college students are expected to bring the thoughts, feelings, and knowledge in written language (Hasan & Wijaya, 2016). According to Siahaan, "writing is the writer's productive language skill to communicate or to transfer the information she has in her/his mind to her/his reader(s) effectively" (Siahaan, 2008). Moreover, Oshima and Hogue writing is a progressive hobby. When you first write something down, you have got already been thinking about what you're going to say and how you're going to say it. After you have finished writing, you read over what you have written and make changes and corrections. It means that writing is an activity that our thought does to produce

language in written form" (Hasan & Wijaya, 2016).

In other words, writing activities include the procedure of thinking process and decision making to express information in written text, so that readers understand what the meaning of the writing is. Next, narration is the form of writing used to relate the story of acts or events. The stories can usually divide into parts of orientation, complication, and resolution.[27] In other words, narrative text is a type of writing used to tell an event or act to the reader, which is arranged in chronological order.

From some of the above opinions, it can be concluded that writing narrative text is a cognitive activity that requires consideration of goals, techniques, and strategies. Even prior knowledge to transfer information about events to the reader in written text, so that the reader can experience directly.

DEFINITION OF PROJECT-BASED LEARNING

Project-Based Learning involves students completing an authentic project by working in small and collaborative groups, student-centered where they can investigate questions that raise their curiosities while still achieving academic goals (Beres, 2011). College students develop a question and are guided through research or task under the teacher's supervision (Bell, 2010). It can be inferred that project-based learning is not only doing the project collaboratively but also foster the natural curiosity of factual

issues that enable students to rely on strategies to resolve complex problems.

Project-based learning is a teaching and learning method wherein learners benefit knowledge and talents while investigating a hassle or question that is extended over time. For English language new bias, this can be greater engaging than reading phrases and abilities in a summary way. The language is getting used for a real purpose which offers the language context and relevance. Freshman increases content understanding in addition to important questioning, creativity, and communication inside a meaningful challenge (Kholis & Aziz, 2020).

The root of Project-Based Learning is the authenticity of the content. This is true in any subject region and in any classroom. Whilst an instructor finds a manner to show the scholars that what they are learning directly ties to something in "real life" the scholars are that much more engaged and purposeful in their learning.

When our classroom launches our lawn and feast task, students recognize exactly why we are learning the content material and how they'll use it inside the destiny. In relation to an English classroom, authenticity and PBL healthy certainly (Hoesny & Arifiyah, 2022; Sirisrimangkorn, 2018).

The teacher is not in school to impose certain ideas or to form certain habits on the child but exists as a member of society to choose the influences that will affect the

child and to assist him in responding to these in an appropriate way (Dewey, 1939).

Krajcik and Blumenfeld supported that project-based learning was based on the constructivist finding that students gain a deeper understanding of the material, and it engages students in real and meaningful problems (Krajcik & Blumenfeld, 2006). By using project-based learning methods in a class, it instructs students in constructing their ideas in problem-solving which means that they are learning contextual materials.

The Characteristic of Project Based Learning

The transition model is an essential component in learning activities, in which not all characteristics of the learning model match the characteristics the learners have. project based learning model (project-based learning), that's:

Learners make decisions and create frameworks. In the process of learning, there are several crucial steps to be considered. Firstly, there might be an unidentified problem that arises beforehand. This is where the role of a protege as the designer of the process for achieving results becomes essential. Learners themselves are accountable for gathering and managing the information accumulated during the learning process. Continuous evaluations play a vital part in assessing their progress. Additionally, trainees consistently reflect on their past actions. The ultimate outcome of this process is product and quality assessment. Equally important, the class must foster an environment that embraces mistakes and allows for changes, enabling learners to feel comfortable and open to development (Kholis & Aziz, 2020).

The characteristics of PBL are developing students' thinking skills, allowing them to have creativity, encouraging them to work cooperatively, and leading them to access the information on their own and to demonstrate this information. PBL usually require students to participate willingly in the significant learning activities proposed, ordinarily teamwork (Chiang & Lee, 2016).

III. METHODS

This study used a quantitative method to collect and to evaluate the data. The quantitative method is about investigating phenomena by collecting the numerical data analyzed using mathematical methods, especially statistics. Hence, this study is conducted to know the effectiveness of Project-Based Learning Method to improve students writing skill in narrative text at third grade of MTs Al-Ishlah Deket Lamongan through pre-test and post-test to obtain the scores and the statistical data.

In this research the independent variable is Project-Based Learning, and the dependent variable is student's writing ability. The researcher used pre-experimental research that is comparing between pretest and post-test. The

difference between O1 and O2 is the effect from treatment..

IV. FINDINGS

The data from the students' pre-test and post-test were analyzed by the researcher. The results of statistical analysis, hypothesis and the pre- test post-test were included in the data. The pre-test was designed to determine the students' critical thinking skills in argumentative essay writing before giving the treatment, whereas the post-test was designed to determine whether the students' critical thinking skills in argumentative essay writing improved after giving the treatment that was problem-based learning method.

THE DESCRIPTIVE OF PRE-TEST AND POST-TEST SCORE

The descriptive of this research deals with the rate percentage of students' score through the test, mean score, maximum, minimum and standard deviation by using manual counting.

In pre-test and post-test showed the result of mean from both groups that was 45,2 ‹ 78,6, it means after the researcher give the treatment by using Problem-Based Learning methods it can make the students' score higher than the group that doesn't use Problem-Based Learning methods for the treatment, and the classification will be explained below.

Table 1 The Classification of Pre-test and Post-test Score in Experimental group

No	Students' Name	Score	
		Pre-test	Post-test
1	S1	19	61
2	S2	26	68
3	S3	27	76
4	S4	35	77
5	S5	35	75
6	S6	39	82
7	S7	37	75
8	S8	43	80
9	S9	45	75
10	S10	47	79
11	S11	49	75
12	S12	50	80
13	S13	53	75
14	S14	57	83
15	S15	55	89
16	S16	57	87
17	S17	55	90
18	S18	50	74
19	S18	60	75
20	S20	65	96
Jumlah		904	1572
Rata-rata		45,2	78,6
Maximum		65	96
Minimum		19	61

From the description on the table above showed that from 20 students (N) based on writing narrative scoring rubric in the experimental group done the pre-test, and the result obtained with a mean 45,2 having the minimum or lowest score 19, and having the maximum or the highest score 65 compared with the result score in post-test that obtained with mean 78,6, having minimum or lowest score 61, and having the maximum or highest score 96.

NORMALITY

A normality test was conducted to determine whether the two groups were normally distributed or not. The researcher used Chi Square to analyze for the normality through manual counting, and the research will be shown in this table below:

Normality of Post-test

Table 2: Table of Normality Pre-Test

No	Interval	Fo	Fh	(fo – fh)	(fo – fh)²	(fo – fh)² fh
1	18 – 25	1	0,54	0,46	0,21	0,38
2	26 – 33	2	2,6	-0,6	0,36	0,13
3	34 – 41	4	6,79	-2,79	7,78	1,14
4	42 – 49	4	6,79	-2,79	7,78	1,14
5	50 – 57	7	2,6	4,4	19,36	7,44
6	58 – 65	2	0,54	1,46	2,13	0,68
Total		20	19,86	0,14	37,62	10,91

The table above showed that the result from Chi Squared test was 10,91 it is lower than Chi Squared table by dk: 6-1=5 with the level of, significant 5% that is 11,070. (10,91 < 11,070). So, the post-test experimental group test was normally distributed.

Table 3: Table of Normality Post-Test

Interval	Fo	Fh	(fo – fh)	(fo – fh)²	(fo – fh)² Fh
55 – 61	1	2,05	-1,05	1,10	0,53
62 – 68	2	2,66	-1,66	2,75	1,03
69 – 75	7	6,79	0,21	0,04	5,89
76 – 82	6	6,79	-0,79	0,62	0,09
83 – 89	3	2,66	0,34	0,11	0,04
90 – 96	2	2,05	-0,05	2,5	1,23
	21	23	-3	7,12	8,81

The table above showed that the result from Chi Squared test was 8,81 it is lower than Chi Squared table by dk: 6-1=5 with the level of significant 5% that is 11,070. (8,81 < 11,070). So, the post-test experimental group test was normally distributed.

Hypothesis Testing

After analyzing until getting the result of the data, the researcher continues to analyze the result from hypothesis testing from the data between the experimental group that used treatment Project-Based Learning methods for writing and the control group that did not use Problem-Based Learning methods for writing. The researcher used manual counting to analyze the data from both groups, and the result will be shown in the formula below:

To analyze the Project-Based Learning methods towards students writing narrative score, the researcher uses independent sample t test as the following result:

$N = 20$ $\sum D = -668$ $\sum {}^2 = 23658$

To determine the score, mean between pre-test and post-test formula was used:

$$\sqrt{\frac{23,658}{20}}\sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \qquad \sqrt{\qquad} \quad 20$$

$-668\ 2$

1) SD_D = =- # = 20 ²

$^3 1.1829 - 334$

$=\sqrt{1.1829 - 111.55}$ $= \sqrt{674}$

= 25,96

To determine for standard error from mean of difference formula was used:

$$\text{SE}_{\text{MD}} \quad \overline{\sqrt{N-1}} \quad = \%!\& \quad =\frac{25,96}{\sqrt{N-1}} \quad = \frac{25,96}{\sqrt{19}} \quad =$$

$$\frac{25,96}{4,35} \quad = 5,96$$

The Determine mean, the following formula was used:

$$\text{M}_{\text{D}} \quad = \frac{\sum D}{N} \quad = \frac{-668}{20} \quad = 33,4$$

So. The result of the table t-test analysis is calculated in t-test formula as follow: $t_o \quad = \text{SE}\underline{\quad}^{\text{M}}\text{MD} \quad = \frac{33,4}{5,96} \quad = 5,66$

Degrees of freedom:

df/db = N - 1.

df/db = 20 - 1 = 19

So, the result of table 4.1 above, that is showed that the students' posttest score has a mean 78,6. It concluded that the using of Project-Based Learning method got a higher score than did not use Project-Based Learning method as a treatment. It means learning using Project-Based Learning methods was running well than didn't use it.

V. DISCUSSION

The main goals of this study were primarily to know the effect of the Project-Based Learning methods toward students 'narrative writing ability based on their scores on writing narrative text.

Based on the explanation in the previous chapter, the researcher can reach the conclusion that students' goal in the narrative writing has been achieved.

The first goal is Project-based learning method has a significant effect to the students' narrative writing skills. Pre-test and post-test have shown the result of the mean from both groups that was 45,2 ‹ 78,6. Because after giving the treatment by using Project-based Learning method and method that usually teacher used.

It is fit to Alfin and Mohammad Arief that offer Project-Based Learning that there's a significant improvement in college students' writing ability by using Project-Based Learning. From the result of the research, it could be concluded that Project-Based Learning can improve students' writing ability of the third-grade students in MTs Al Ishlah. The result of the t test was 5,66 and it's compared with t table by df = 20 − 1 = 19, and the level of significant is 5%. So, the result of t table is 2,09. It mean the result of t0 is higher than t table (5,66 › 2,09). Its mean the

Alternative hypothesis (Ha) is accepted, and the Null hypothesis was rejected. In other words, in this research, Project-Based Learning methods have a significant effect to the students' narrative writing ability.

VI. CONCLUSION

Based on the previous research problem, it is clear enough that using Project-Based Learning methods can foster the students' writing narrative ability, which was proven by seeing students' scores before and after giving the treatment that using

Project-Based Learning as a method of learning was different. The score giving the treatment was low, but after giving the treatment using Project-Based Learning methods the students' score was higher than before. The researcher analysis the result of paired sample t-test to answer the research of problem. The researcher gets the value of t-test analysis which is 5,60. The value of t-test analysis is consulted in table. From the table shows the value of level of significant 5% was 2,09, it means the value 2,09 ‹ 5,60. The research findings concluded that Project-Based Learning in Narrative text has is effectiveness to teach in writing ability at the third grade of MTs Al-Ishlah Deket Lamongan.

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