
The Effectiveness of Project-Based Learning on Writing Skill (an experimental research at Junior High School)

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ABSTRACT

This study aims to determine whether teaching writing using project-based learning with canva media improved students' writing skills. The result expects to be useful for students to improve their English writing skills and help teachers to be more creative. This research uses pre-experimental in one class pretest and posttest, and the total sample was 25 students' from eight classes. The data were obtained from the writing test. The result shows that project-based learning with canva significantly increased students' writing after treatment. The mean score improved from 41.00 in the pretest to 64.00 in the posttest. The value of paired sample t-test was -12.283. The considerable value (sig. two-tailed) was 0.000, and the value was <0.05. It can be concluded that the study using project-based learning with canva media could enhance the student's writing skills in learning English for junior high school.

Keywords: project-based learning, writing skill, recount text

I. INTRODUCTION

Writing is an opportunity it allows students to express something about themselves and explore and explain ideas (Aziz et al., 2022). Student can convey their ideas in their mind by organizing them into a good text so that others quickly know them and they can think critically. Therefore,

learning is very significant to improve writing skills, particularly learning English in Indonesia, because writing is a process of transforming thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information

to be conveyed in some ways like posting letters, business letters and essential information about a company's product (Maulidah & Aziz, 2020). As Jack C. Richard and Willy A. Renandya said, "writing is the most challenging skill for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text (Richards et al., 2002).

The basic competency to be achieved in writing English is that the students can develop and produce written simple, functional text in descriptive text, recount text, and narrative text in the second year of junior high school. Recount text is one of writing genres that the students learn; this text is written to inform the readers or humans about something that occurred; it could be stories, experiences and events (Ramli et al., 2013). The students can use the simple past and adjective clauses in recounting text. In writing the recount text, students often find some difficulties. The students usually feel challenging to organize their ideas. Furthermore, many students made mistakes and faced problems building and developing their imaginations.

Those, teachers must be able to project-based learning activities. They must master the materials, methods, and strategies to

make the students understand and apply recount writing matters in practice. A good technique can help the students comprehend and master the lesson. One of the teaching failures is caused by an unsuitable method or procedure in the teaching-learning process. According to Edward Anthony in, Richards identified that technique is implementation, which takes place in the classroom. It is a trick, stratagem, or contrivance used to accomplish an immediate objective. There are a lot of methods and techniques to get English teaching effectively (Richards & Rodgers, 2014).

It is usually a monotone method, and the lack of fun activities during the teaching and learning process made the students less motivated to get involved in the learning process. The teacher did not pay much attention to the process of writing. He did not allow students to make the first draft and revise it after receiving feedback from the teacher or peers. In that condition, they could not experience learning effectively. In addition, most of the students could not participate in class activities, so their involvement during the class was so limited. It made them look so bored to attend the lesson. It can be said that the method or technique that the teacher used could not motivate them to learn. It also happens in

most English foreign language students in Indonesia; they find difficulties writing in English (Hermilinda Abas & Aziz, 2016).

It happens because they have to use correct English grammar and vocabulary and writing is so different from other skills, such as listening, speaking and reading. First and second-language learners acquire speaking and listening because they must communicate using the target language. Thus, speaking may show the students' language acquisition level. Contrary to speaking and listening, which mainly consist of frustration-free activities, writing is less preferred and challenging because it is complicated and demands higher thinking abilities. And those make the students low motivated in writing. Paying attention to the teacher to solve the problem and technique in teaching writing is essential. So, the researcher needs to make some effort in the English teaching and learning process and identify any actions that will improve the writing learning process in the class. The project-Based Learning (PjBL) approach was introduced to change teacher-centered learning activities to help students comprehend writing narrative text in a joyful learning atmosphere (Kholis & Aziz, 2020a) because PjBL raised students' motivation positively. Moreover, PjBL challenged the

students to think critically in solving complex problems in group work (Ocak & Uluyol, 2010).

According to Thomas, Project-Based learning is a model that organizes learning around projects and involves completing complex tasks that typically result in a natural product, event, or presentation to an audience (Gultekin, 2005, p. 552). PjBL cannot be said to be the best method in teaching-learning activity since it is not an appropriate method for teaching specific essential skills such as reading. Yet, it enhances the quality of learning with the project and leads to high-level cognitive development through students' engagement with complex problems. The problems were that school the researcher found that the students of English grades liked writing in English. Still, they did not like writing recount text for some reason: they did not have a sufficient vocabulary, could not use proper tenses in writing recount text, and did not have enough knowledge on how to write recount text. This result makes the students confused about how to choose the topic of writing.

II. LITERATURE REVIEW

A. *Understanding of canva media*

Canva is a graphic design application that bridges its users' ability to design

various types of creative materials online easily. Canva is a free and paid online-based that is easy to use, including developing learning media.

Canva is an online application that we can use to create learning media. In Canva, many templates can be used, namely for infographics, graphics, posters, presentations, brochures, logos, resumes, flyers, posts, cards, newspapers, comic strips, magazine covers, invitations, photo collages, business cards, desktop wallpaper, report, certificate, book cover, social media animation, announcement, menu, video, graphic organizer, your story, letter, letterhead, proposal, label, worksheet, class schedule, calendar, ID card, CD cover, US mail document, mobile-first presentation, planner, program, ebook cover, and storyboard. Canva, when available in multiple versions, web, iPhone, and Android. The types of presentations available in Canva include creative presentations, education, business, advertising, technology, etc. Canva is a free and paid online-based that is easy to use, including designing learning media. Canva is an online application that we can use to create learning media..

B. Understanding of project-based learning

Project-based learning has been an active method since the twentieth century pioneered (Guyen et al., 2014). Like Bell, PjBL is an innovative learning approach that teaches many strategies critical for success in the twenty-first century (Bell, 2010a). Furthermore, Thomas mentioned: "PBL is a model that organizes learning around projects. It is based on challenging questions or problems. That involves students in design, problem-solving, decision-making, or investigative activities allows the student to work relatively autonomously over an extended period (Bell, 2010a).

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, p. 3). Students develop an inquiry and are guided through research or project under the teacher's supervision (Bell, 2010b). It can be inferred that project-based learning is not only doing the project collaboratively but also fostering the natural curiosity of fundamental issues that enable students to rely on strategies to resolve complex problems.

Project-based learning is a teaching and learning method in which learners gain knowledge and skills while investigating a problem or question that is extended over time (Kholis & Aziz, 2020b). This can be more engaging for English language learners than abstractly studying words and skills. The language is being used for an original purpose, giving the language context and relevance. Learners develop content knowledge, critical thinking, creativity, and communication within a meaningful project (Beckett & Slater, 2018).

The root of Project-Based Learning is the authenticity of the content. This is in any subject area and any classroom. When teachers find a way to show direct learning in "real life" they are much more engaged and purposeful. When the classroom launches the garden and feast project, learner know exactly why learning the content and how they may use. When it comes to an English classroom, authenticity and PBL fit naturally (Naim, 2022).

The teacher is not in school to impose specific 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 appropriately responding to these (Dewey, 1986). 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, p. 318). Using project-based learning methods in a class teaches students to construct their ideas in problem-solving, which means that they are learning contextual materials.

Project-based learning engages students in gaining knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. Project-based learning increases the quality of education and causes higher-level cognitive development through the students' engagement with complex and novel problems. Students are exposed to various skills and competencies through project-based learning, such as collaboration, project planning, decision-making, and time management. Project-based learning increases the motivation of students. Project-based learning engages students in gaining knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products. And asks teachers often note improvement in attendance, higher class

participation, and a greater willingness to do homework.

There are many benefits of using project-based learning in the classroom. Project-based learning has a significant role in developing learners' target language for actual living purposes. It is most likely motivating, empowering and challenging to language learners in confidence, self-esteem, and autonomy, as well as improving content learning and cognitive abilities. PBL can be a connection between using the target language in authentic contexts outside the classroom. Simpson mentions some benefits of using PBL in the language classroom (Simpson, 2011).

III. METHOD

This research was conducted with a pre-experimental design in one group pretest and posttest design using a quantitative approach. The author has only taken one class and used the pretest and posttest to see the result of the project-based learning method's treatment as a recount text strategy for SMP in Duduk Sampeyan-Gresik. The development of the treatment was based on the pretest and posttest values. One group pretest and posttest design means that this design provides a pretest before treatment and provides a posttest after treatment. The pretest and posttest one

group design involved three steps: giving the initial test measuring the dependent variable, applying X experimental treatment to the subject, and giving the posttest, again measuring the dependent variable (Ary et al., 2018).

Data analysis is the researcher analyzing the way data. In managing and analyzing the data collected, the researcher uses quantitative data analysis using statistical techniques. Analyzing data is a process of analyzing the acquired from the result of the research. The information needed in this research has been collected in writing recount form. The researcher uses paired sample t-test to determine the outcome of hypothesis testing. The paired sample t-test is the measure before and after treatment. For these steps, the researcher chooses IBM SPSS v20 to calculate the data to get essential and valid data.

IV. FINDING

The researcher collected the data from the student's pretest before giving treatment. The treatment used project-based learning by using canva media. Before teaching and learning activities, the researcher gave a pretest. The pretest and posttest were conducted on 25 students in the eighth grade of SMP. The researcher gave one item of a

writing test, and students worked on it amount 45 minutes.

A. The result of the pretest

The presentation of data in this part was obtained through a writing test. It was analyzed in three stages: scoring the students writing test, classifying the student's scores, and calculating the mean score. The pretest was administered in the first meeting. The data from the pretest was intended to investigate the students' writing skills before they got the treatment. The table showed that 24 students were classified as poor, and one student was classified as fair. The total score of the students' pretest was 850, with a mean of 34. Most students got a poor score, which means that the students writing skills were still low. The pretest data on students writing were obtained from the result of their writing test. All data were calculated using SPSS 20. The data can be described as follows:

Table 1: pretest Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
.00	1	4.0	4.0	4.0
20.00	2	8.0	8.0	12.0
25.00	1	4.0	4.0	16.0
30.00	5	20.0	20.0	36.0
35.00	8	32.0	32.0	68.0

Valid				
40.00	5	20.0	20.0	88.0
45.00	1	4.0	4.0	92.0
50.00	1	4.0	4.0	96.0
60.00	1	4.0	4.0	100.0
Total	25	100.0	100.0	

The pre-test result of the intervention showed that the lowest score was 0. The highest score was 60.

Statistics

Pre_Test

Valid	25
N	0
Missing	34.0000
Mean	2.21736
Std. Error of Mean	35.0000
Median	
Std. Deviation	11.08678
Minimum	.00
Maximum	60.00

Based on the calculation in the table, it can be concluded that the mean score of 34.00 was considered poor, with a standard deviation of 11.086.

B. The result of the Posttest

After the researcher analyzed the pre-test data, the researcher also analyzed the posttest. The data from the posttest was given to know the students writing skills after they got the treatment. The posttest

was administered at the last meeting. The table above shows five students classified as good, 11 as fair, and nine as poor. The total score of the student's posttest was 1.535. most of the students got an acceptable score. It means that there was a significant improvement in students writing skills.

Table 3 posttest

1) Post_Test

	Frequency	Percent	Valid Percent	Cumulative Percent
30.00	1	4.0	4.0	4.0
50.00	5	20.0	20.0	24.0
55.00	3	12.0	12.0	36.0
60.00	4	16.0	16.0	52.0
65.00	5	20.0	20.0	72.0
Valid 70.00	3	12.0	12.0	84.0
75.00	2	8.0	8.0	92.0
80.00	1	4.0	4.0	96.0
85.00	1	4.0	4.0	100.0
Total	25	100.0	100.0	

The pre-test result of the intervention showed that the lowest score was 30. The highest score was 85. The statistical description of the pre-test data can be seen in the following table:

Statistics

Post_Test

Valid	25
N	0
Missing	
Mean	61.4000
Std. Error of Mean	2.35443
Median	60.0000
Std. Deviation	11.77214
Minimum	30.00
Maximum	85.00

Post-test was conducted to measure how far the influence of project-based learning by canva media on students writing skill scores increased. Calculating using SPSS 20 on the data after treatment (posttest) obtained the mean score (61.40) was considered good with a standard deviation of 11.772. the lowest score was 30, and the highest score was 85.

After calculating the result of the student's pre-test and posttest, the mean score and standard deviation were presented in the following table:

Table 4: the descriptive statistic of the pretest and posttest

12	N	Minimum	Maximum	Mean	Std.Deviation
Pretest	25	0	60	34	11.086
Post-Test	25	30	85	61	11.772
Valid N (Listwise)	25				

Based on the pre-test and posttest data above, the researcher found a significant increase after being given the treatment. In pre-test, the total score was 850, the mean score was 34.00, and the standard deviation was 11.086, whereas, in posttest, the total score was 1.535 with a mean of 61 and a standard deviation of 11.772. it means that the total score and posttest mean are higher than the pre-test. The posttest procedures showed a better improvement from Poor classification to Fair classification.

C. Analysis of Prerequisites Testing

1. Normality

A normality test is a test to measure whether the data obtained has a normal distribution to be used in parametric statistics. A normality test was carried out to calculate the t-test. This aims to determine whether or not the data from one class has a normal distribution. The researcher used Kolmogorov-Smirnov to test for normality. The researcher used SPSS 20 version to analyze the data. The result of the normality test.

Table 7: a test of normality with one-sample Kolmogorov- smirnov test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
		0E-7
Normal Parameters ^b	Mean	9.02883016
	Std. Deviation	.128
	Absolute	.124
Most Extreme Differences	Positive	
	Negative	-.128
Kolmogorov-Smirnov Z		.642
Asymp. Sig. (2-tailed)		.805

a. Test distribution is Normal.

b. Calculated from data.

The calculation of the normality circulation of the test led by the Kolmogorov-Smirnov test in SPSS V.20, the result from Asymp. Sig. (2-tailed) was 0,805, which is higher than 0, 05 ($0,805 > 0, 05$), meaning the data were distributed normally.

2. Hypothesis Testing

The researcher used IBM SPSS version 20 to analyze the pretest and posttest data. And the data analysis was paired sample t-test. This test constituted the difference test of two paired samples with the same subject but different treatments. Below are the data taken from the pre-test and posttest students of the eighth Grade of SMP.

Table 8 The result of paired sample

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre_Test	34.00	25	11.087	2.217
Post_Test	61.40	25	11.772	2.354

From the table above, the pre and posttest scores demonstrated that the pre-test's mean was 34.00, and the standard of posttest was 61.40. it means that the score of the posttest was higher than the score of the pre-test.

Table 8 Paired Sample Correlation

Paired Samples Correlations

P	N	Correlation	Sig.
Pre_Test & Post_Test	25	.642	.001

paired sample correlation table indicates the correlation between the two variables was 0,642 with a significant 0,001. The correlation means a measurement of the relationship strength of the dependent and independent variables. This result showed that the correlation between the two means pre-test and posttest was solid and significant.

Table 9 Paired Sample Test

Paired Samples Test

	Paired Differences				t	df	Sig. (2tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 Pre_Test - Post_Test	-27.400	9.695	1.939	-31.402	-23.398	-14.130	24	.000

The Paired Sample Test table was the fundamental table from those outputs that indicated the test outcomes finished. Thus, it can be known from the significance (2-tailed) value on the table. The value of paired sample t-test was -27.400. The considerable value (sig. two-tailed) was 0.000, and the value was <0.05. That the outcomes of pre-test and posttest experienced significant changes; from the data analysis, it could be identified that:

1. When the value of $t_{cal} < t_{table}$ with the significant level 0.05, the Alternative Hypothesis (H_a) was accepted, and the Null Hypothesis (H_0) was rejected. It considerably affects students' writing skills in recounting text at the eighth grade of SMP. YPI Nasrul Umam before and after project-based learning by using canva media strategy.

2. When the value of $t_{cal} > t_{table}$ with a significant level of 0.05, the Null Hypothesis (H_0) was accepted, and the Alternative Hypothesis (H_a) was rejected. This means there was no significant effect on students' writing skills in recounting text at the Eighth grade of SMP.YPI Nasrul Umam before and after project-based learning by using canva media strategy.

The pre-test means the value of writing recount text from 25 students was 34.00, and the posttest indicates the discount was 61.40. it showed that the posttest value was higher than the pre-test. For the t_{tes} was more significant than the table, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. It means there was a considerable effect of students' writing recount text in the Eight Grade of SMP.YPI Nasrul Umam before and after project-based learning by using canva media strategy.

Based on statistical calculations, one group pretest-posttest samples of paired t-test using the computer program IBM SPSS Statistic 20 for windows obtained the results of sig.(2-tailed) indicates that the significant value of the group is 0.000. it is less than the 0.05 significance level so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Statistically, there is a significant difference when the significance level of the independent sample t-test is higher than a significance level of 0.05. they also become easier to write.

Their research suggests that the project-based learning method is effective in teaching and learning writing and significantly affects students' writing recount text. From the explanation, implementing the project-based learning method in the teaching and learning process positively affects the students' ability to write recount text because they can study writing quickly and enjoy it without any burden. It can be done because, through fun learning, knowledge sharing and information can be understood and maintained well.

It can be seen from the increase in posttest scores obtained by sig. (2-tailed) shows that in the post test, there are no students whose scores are below the pre-test score. In addition, from the test score obtained, the score received from pre-test score (was 34.00). And the score posttest mean is 61.40. it is higher than the average score pre-test. Therefore, the researcher showed a significant improvement after treatment using project-based learning in writing skills.

V. CONCLUSION

Based on the result of the research, it could be concluded that an adequate distinction was found in the tenth-grade students of SMP Nasrul Umam using the project-based learning method By Using canva media. The students can study writing efficiently and enjoy it without any burden. It can be done because, through fun learning, knowledge sharing and information can be understood and maintained well. They both got the deviation of score among the pretest and posttest. The researcher used the SPSS program to count the result of the sig value to determine whether the pre-test and post-test results were significant.

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