

## Research Article

# The Effectiveness of Project-Based Learning to Students Ability in Writing Recount Text

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### Abstract

Teaching English writing for non-native students of senior high schools is not easy. There are several things that must be considered. So that is why the students' writing skill becomes crucial. This study is aimed to know the effectiveness of Project-Based Learning to the students' ability in writing recount text for the class 10 students of SMK Ma'arif NU Sunan Giri Mulung Driyorejo Gresik. The researcher used a quantitative research reasoning by a pre-experimental design. The population in this research is the class 10 students of the SMK Ma'arif NU Sunan Giri containing 126 students and the sample of this research is 36 students of that class. The instrument was a test that was in form of a pre-test and a post-test after given a treatment. Then data analysis used SPSS by the formula paired sample t-test. This study showed that the average obtained by the post-test was higher than the pre-test. This indicated that the treatment was successful. Paired T-test calculation researcher. T-test was calculated to determine the comparison of the two means between pre-test and post-test. The results were that the value of sig (2-tailed) is 0.001 at the critical value for the 5% level. This means that the significance value is less than 5% or (0.001 < 0.05). So, the null hypothesis can be rejected. It can be concluded that the writing the recount text by project-based learning method is effective. Therefore, it was found that 57% of the students underwent the grammar errors. 43% of the students suffered the mechanics errors. The organization of errors happened in 37% of the students' writing work. 35% of the students faced the vocabulary errors in writing the recount text. So, the future researchers need to take these percentages of the errors into consideration in their research as the students' difficulties in writing the recount text using project-based learning.

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## INTRODUCTION

Writing skill is the most difficult and complicated language skill to be learned almost by all the students in every level of education. It is probably because the process of writing usually takes more time to think and needs a lot of ideas. There are some aspects of writing, like spelling, capitalization, word choice, and grammar, and the ability to make the sentences coherent in written discourse. Its means that before students produce a text or an essay, the students have to comprehend most of the aspects related to the aspects of writing. Richards stated that writing is the most difficult skill for second language learners (Richards&Renandya; 2002). Consequently, writing has some aspects such as the use of vocabulary, structure of the sentence, composition of the sentence, and grammatical rules (Weigle;2002). Brown emphasized that writing is precisely a thinking process (Douglas&Frazier; 2001).

There are various types of texts in writing skills that can be used, such as narrative, descriptive, explanation, recount, exposition, and argumentation. Teaching the recount text by Project-Based Learning is

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the focus of this study. The implementation of project-based learning in the classroom becomes a concern of this study because of some following reasons:

There are many advantages of project-based learning. Gultekin found that project-based learning gave enjoyable learning atmosphere and improved the research skills of science students (Gultekin; 2005). Panasan & Nuangchalerm claimed that project-based learning was efficient and effective in students' process skills and critical thinking (Panasan& Nuangchalerm; 2010).

In addition, Thomas noted that project-based learning increased students' critical thinking, problem-solving skills and impacted lifelong learning positively. Noe &Neo, as cited by Tamim &Grant, added, besides critical thinking, project-based learning can foster presentation and communication skills because they work effectively on a team (Tamim&Grant; 2013).

Nevertheless, Project-based learning is not effective when the classroom management and the implementation are not well- prepared. It happens because at least Project-based learning needs many preparations in the time allocation, the instruments provided and the high students' motivation (Adawiyah; tt).

Based on the description above, the researcher sees the gaps are still in the classroom management and the teaching preparation. The most of private schools in Indonesia have the same problems as the lacks of teaching using Project-based learning, i.e., in the classroom management and the teaching preparation. Therefore, the writer will conduct the research in the SMK Ma'arif NU Sunan Giri Driyorejo Gresik Indonesia because it is one of the representative private schools that is located in the village area.

Based on the description above, the researcher was inspired to conduct a study entitled "The Effectiveness of Project-Based Learning to Students' Ability in Writing Recount Text".

## **LITERATURE REVIEW**

### **Definition of Recount Text**

Recount text is a set of texts that retells past events, usually in which there is a sequence of events. This text defines the purpose in which it conveys the reader what occurred and when it arose. Recount text is a writing which aids structure a series of affairs. And contains uncomplicated genres (Knapp&Watkins; 2005). Anderson assumed, "Recount is a quantity of text that restates past events regularly so as to which they occurred and the point of a recount is to provide the audience an explanation of what happened and when it befell (Alderson&Anderson; 2003)." Thus, recount text is diverse from narrative text in the case of the arrangement of events.

### **How to Teach Recount Text**

Teaching recount text to SMK students is not much different from other students. The topics that will be selected are based on the activities or events that occur in the vicinity and the order in which they are written in the order of events. According to Storch, the first phase is the planning. This was completed to get some opening ideas, readings, and clear directions. In the planning phase, students depict the theme that they have designed and what they will write (Storch; 2005). The outlining phase, with these students author according to what they have in the planning phase. Correcting phase, Students who have done their outlining stage see and correct in terms of vocabulary, punctuation, letter alterations, and others. In the final outline stage, students revise the editing phase (Barbara; 2013).

### **Project-Based Learning (PBL)**

#### **Notion of Project-Based Learning**

There are many notions of Project-based learning. However according to Thomas: "PBL is a pattern that coordinates learning by projects. It is constructed by challenging questions or problems. That includes students in design, problem-solving, decision making, or exploratory activities, provides student the chance to work comparatively and autonomously over extended episode of time..." (Mergendoller&Thomas; tt).

The core of Project Based Learning is the genuineness of the content. This is factual in any subject area and in any schoolroom. When an educator finds a method to show the students that what they are learning directly stalemates to something in "actual life" the students are that much more occupied and purposeful in their learning. When our classroom throws our plot and feast project, students recognize exactly why we are learning the substance and how they may operate it in the future. When it occurs in an English classroom, authenticity and PBL fit naturally (Buckler; 2019). Types of Project-Based Learning

According to Terry Heick, there are three types of project-based learning: (Heick; 2020)

### 1. Challenge-Based Learning

Challenge-based learning is a labeled version of the common problem-based teaching method that excited educational rounds with its emphasis on student led solving of real-world difficulty. In this order, students are fostered to operate technology and cultivate solutions to problems in their families and communities. They construct skills in problem-solving, research, and possibly public skills while being involved in learning. Challenges, or problems, to object can be found in a diversity of sources, including newspapers, case studies, books, movies, and magazines

### 2. Place-Based Education

Place-based education operates the native community comprising its society and inheritance, landscapes, and chances and, experiences to analyze across a variety of subjects. It may comprise service projects for an association and/or community, but it may not include “projects” in the usual sense at all. Through place-based teaching, students promote by inquiry-based, relevant learning that is customized and grounded in local communities

### 3. Activity-Based Learning

Activity-based learning highlights the constructivist approach through hands-on actions. Students “construct” meaning through manipulations and experiments. Action-based learning may be very useful in homeschools where there are children learning at different stages. Like problem-based learning and place-based learning, it is a child-centered approach.

## Teaching Steps in Project Based Learning

The stages to teach writing the recount text by Project Based Learning in this research were based on the challenge project, the place project and the activity project as follows (Barron&Linda; 2008): beginning with fundamental question, scheming a design for the project, making a schedule, supervising the students and the development of the project, measuring the outcome, and finally appraising the experiences.

## METHOD

This research was conducted by a pre-experimental design in one group pretest-posttest design using a quantitative approach. The researcher took pre-test, treatment (teaching presentation), and post- test. After that, the researcher gave a test and try out for the instrument. The data analysis that the researcher used in this study was the paired- sample t-test, which was calculated by using SPSS.

In this study, the researcher used the discrete manipulated variable type, namely grouping by the research. The Population in this research was students of 10<sup>th</sup> grade of SMK Ma'arif NU Sunan Giri. That were 126 students. Then, the sample of this research, the researcher choosen 36 students of X TKJ.

Based on the research method, the study was conducted in three steps. The first step, pre-test: before starting the experiment the researcher will give students a written test to determine the students' ability in writing recount text. And students will write the recount text according to the predetermined topic. The second one, treatment: the researcher gave treatment to the students. And the last one is post-test: after giving the treatment, the researcher gives the post-test to the students with the same test. After that, the post- test scores can be will be used as numerical data to measure the effectiveness of project-based learning method on the ability to write recounts. In this study, the researcher used test as his instrument to get accurate results by using Brown's assessment rubric. (Brown, Glasswell&Harland; 2004).

## RESULT

### Research Findings

#### The Findings of Pre-Test and Post-Test

The data were collected from students' pre-test scores which were conducted before the researcher implemented project-based learning method and students' post-test score which was conducted after the researcher implemented project-based learning method.

Before doing the teaching and learning activities, the researcher performed pre-test. It was tailed by 36 students of the tenth grade of SMK Ma'arif NU Sunan Giri as the sample of research. The researcher gave one item of the writing test and was done in 30 minutes. Amount of words min 300 until 500 words.

After treatment, the researcher performed post-test as the finally research. The result of data showed the descriptive statistic of the pre- test and post-test in following table:

**Tabel 1.1**  
**The Descriptive statistic of Pre-Test and Post-Test**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	36	57	75	64.25	4.924
Post-Test	36	75	94	83.53	5.406
Valid N (listwise)	36				

Based on the table 4.1 and 4.2 above, it is known that from 36 students in pre-test. The lowest score was 57 and the highest score was 75. The mean score of pre-test was 64.25.

And it is known that from 36 students in post-test. The lowest score was 75 and the highest score was 94. The mean score of post-test was 83.53.

### Analysis of Prerequisites Testing

A normality test was conducted before calculating the t-test. This aims to determine whether the data from the one class have a normal distribution or not. Researchers used Kolmogorov-Smirnov and Shapiro-Wilk to test for normality. SPSS 20 was used to analyze the data. The results can be seen as follows:

**Tabel 1.2 Table of Normality**

<b>Tests of Normality</b>							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pre-Test	.144	36	.057	.938	36	.044
Siswa	Post-Test	.094	36	.200*	.957	36	.173

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The first variable (pretest) had ( $0.057 > 0.05$ ) significance value in Kolmogorov-Smirnov test column. Thus, based on the Kolmogorov-Smirnov normality test, the data distributed normal value. The significant value in Shapiro-Wilk test was ( $0.044 > 0.05$ ), then the data distributed normal value.

The second variable (posttest) had ( $0.200 > 0.05$ ) significance value in Kolmogorov-Smirnov test column. Thus, based on the Kolmogorov-Smirnov normality test, the data distributed normality. The significant value in Shapiro-Wilk test was ( $0.173 > 0.05$ ), then the data distributed normality.

### Hypothesis Testing

After collecting the data, the researcher input the data by using SPSS Program to know what pre-test and post-test scores were significant or no. The researcher used Paired Sample T-test as the formula of calculation of the SPSS Program. The researcher set the value 5% level of significance. The result of Paired Sample T-test can be seen in the table below:

**Tabel 1.3 The Result of Paired Sample T-test (on SPSS Program)**

<b>Paired Samples Test</b>				
Paired Differences				Significance
			95% Confidence Interval of the Difference	
	Std.	Std.		

		Mean	Deviation	Error Mean	Lower	Upper	T	df	One-Sided p	Two-Sided p
Pair 1	Pre-Test - Post-Test	-19.278	6.461	1.077	-21.464	-17.092	-17.901	35	<.001	<.001

From the table above, it can be seen by the deviation of the mean of pre-test and post-test score were 19.27 of the students. It showed that the mean was gained by post-test which was higher than the pre-test. From the table above can be seen that the value of sig (2-tailed) was 0,001. The critical value used 5% = 0.05 as level of significant. It means the value of sig (2-tailed) had been obtained by the formula of Paired Sample T-Test was less than the critical of value ( $0,001 < 0,05$ ). It indicated that between pre-test and post-test to take on the value is significant.

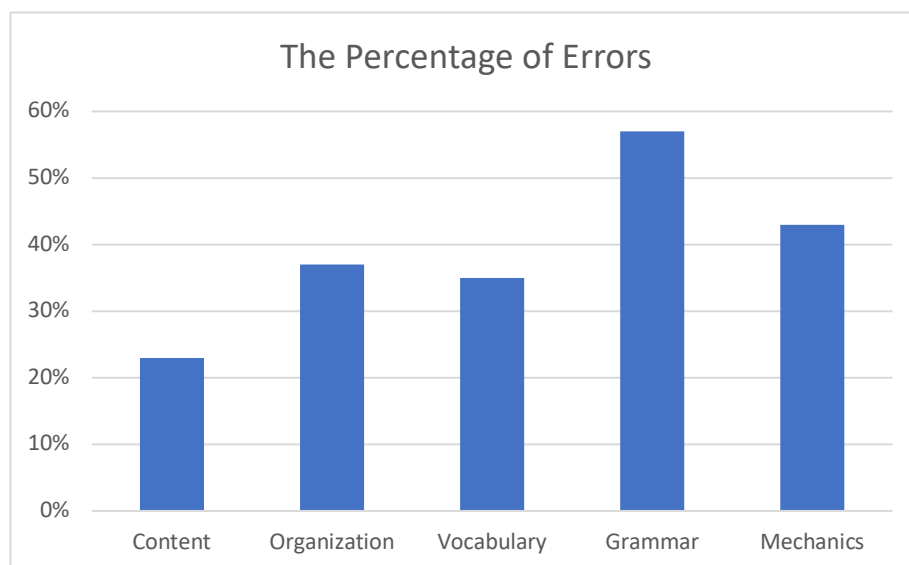
From the data analysis, it could be identified that:

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 ( $H_o$ ) was rejected. It means that there was a significant effect on students' ability in writing recount text at SMK Ma'arif NU Sunan Giri before and after using the project- based learning method.
2. When the value of  $t_{cal} < t_{table}$  with the significant level 0.05, the Null Hypothesis ( $H_o$ ) was accepted and the Alternative Hypothesis ( $H_a$ ) was rejected. It means that there was no significant effect on students' ability in writing recount text at SMK Ma'arif NU Sunan Giri before and after using the project- based learning method.

## Discussion

In this study, the researcher gave a post-test with the same questions as the pre-test. As previously stated, the researcher used paired sample t-test, the t- test was used to check for significant differences in the scores achieved by one group. The researcher had collected the data. The result of the data of pretest and post-test could be counted to use paired sample t-test as formula to know significance of both. The researcher used SPSS Program to count both of. It can be showed on the table 4.4 which the sig. value (2-tailed) was 0,001. The critical value used 5% = 0.05 as level of significant. It mean the value of sig (2-tailed) was lesser than the critical value ( $0,001 < 0,05$ ). It indicated that between pre-test and post-test to take on the value of significant. It can be concluded that the project- based learning method is effective on students' ability writing recount text at the tenth grade of SMK Ma'arif NU Sunan Giri Mulung Driyorejo Gresik.

Based on the aspects of writing developed by Brown (Brown, Glasswell&Harland; 2004), a writing assessment consists of the aspects of content, organization, vocabulary, grammar, and mechanics. Here the researcher explains the percentage of errors made by the students in writing the recount text by the Project Based Learning



Based on the previous table, it can be inferred that there are five sides of errors made by the students. The first is the content of errors that took 23% of the students' work. Then, the organization of errors happened in 37% of the students' writing work. 35% of the students faced the vocabulary errors in writing the recount text. Next, 57% of the students underwent the grammar errors. The last, 43% of the students suffered the mechanics errors. Therefore, it can be concluded that most of the students found the grammar difficulties in writing the recount text. Then, the second grade of difficulties occurred in the mechanics errors. The third is the organization errors. The fourth grade is the vocabulary errors and the last is the content of errors that showed the bottom position.

### **CONCLUSION**

Based on the result of the research was carried out, it could be concluded that was found by an effective value on the tenth grade students of SMK Ma'arif NU Sunan Giri by using the project-based learning method. The value of sig (2-tailed) was lesser than the critical value ( $0,001 < 0,05$ ). It indicated that between pre-test and post-test to take on the value of significant. The students can study writing easily and enjoy it without any burden. It happens because, by fun learning, knowledge sharing and information can be understood and maintained well. The researcher applied pre-experimental on one group. It gave pre-test before the treatment and post-test after it. On the both got the deviation of score among the pre-test and post-test. The researcher used the SPSS program to count the result of sig. value whether the result of pre-test and post-test was significant or no.

Based on the results of the research, some suggestions are addressed to the English teachers, and the following researchers.

The research suggests that English teachers should consider using project-based learning and its media, especially in teaching recount text writing. By using this media, the students will be easier to express their ideas besides considering other teaching-learning methods.

This research is not perfect yet. It is suggested for the next researcher to conduct further research on a similar area by increasing the methods or to use it as a reference to conduct further research related to Project-Based Learning in different areas of teaching.

### **REKOMENDASI**

Peneliti selanjutnya bisa mengkaji tentang Project Based Learning bisa lebih efektif jika dikombinasikan dengan metode pembelajaran lain atau model pembelajaran tertentu.

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