

**THE EFFECTIVENESS OF PROJECT BASED LEARNING (PjBL)  
METHOD TOWARDS STUDENTS' WRITING SKILLS  
AT JUNIOR HIGH SCHOOL**

**THESIS**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG**

**2024**

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METHOD TOWARDS STUDENTS' WRITING SKILLS  
AT JUNIOR HIGH SCHOOL  
THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial  
Fulfillment of The Requirement of the Degree of English Language Teaching  
(S.Pd) in English Education Department*

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MALANG**

**2024**

## **APPROVAL SHEET**

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**METHOD TOWARDS STUDENTS' WRITING SKILLS**  
**AT JUNIOR HIGH SCHOOL**

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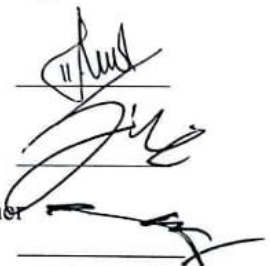
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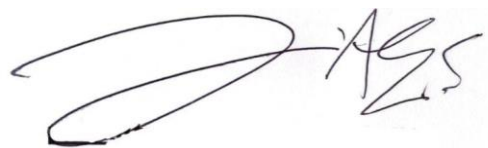
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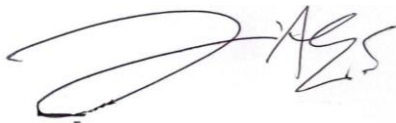
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**MOTTO**

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

*“A good person is one who does good for others”*

## **THESIS DEDICATION**

I dedicate this thesis to my beloved family, my father Syamsul Huda, and my mother Fathimatuz Zahroh, who always support me in any condition, and give all their love and prayers to me; my older sister Elva Yusthuvia ‘Azmi, and my older brother M. Haidar Hadziq, and my aunty Dzakhirotul Farokhah who always support me and give their enthusiasm and encouragement to be able to complete this thesis; all my friends who have encouraged me; and last but not least is myself who has struggled to complete this thesis.

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All praise and gratitude are due to Allah SWT, who has given His grace and guidance so that the author can complete the thesis entitled "The Effectiveness of Project Based Learning (PjBL) Method Towards Students' Writing Skills at Junior High School". Peace and blessing may remain poured out to the Prophet Muhammad SAW, his family, friends, and loyal followers.

After completing this thesis, the researcher would like to express his deepest gratitude to all those who have guided and supported the author both morally and materially during the preparation of this thesis. With all generosity, the researcher would like to thank:

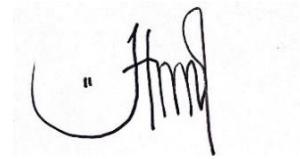
1. Prof. Dr. H. M. Zainuddin, M.A as the Rector of the Maulana Malik Ibrahim State Islamic University Malang.
2. Prof. Dr. H. Langgeng Budianto, M.Pd as the Head of the English Education Department.
3. Mr. Dian Arsitades Wiranegara, M.Pd, as my advisor who has encouraged, supported, advised, motivated, and guided me from the beginning to the end until this research is completed.
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5. To my beloved parents Mr. Syamsul Huda and Mrs. Fathimatuz Zahroh.  
With deepest longing, I dedicate this simple work to you. Though we are no longer together, your love and prayers have always been my inspiration. Thank you for all your sacrifices and immeasurable love.
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9. All my friends of FASCTO 2019, Thank you for fighting together, helping each other, and encouraging each other. May you always be in the protection of Allah SWT and may it be easier to achieve your respective dreams.
10. To all my friends and colleagues whose names I cannot mention individually, I would like to express my sincere gratitude. Your presence

in my life wheter knowingly or unknowingly, has brought color and positivity.

The researcher realizes that this thesis still has many shortcomings due to the limited abilities and knowledge possessed by the researcher. Therefore, the researcher apologizes and is willing to accept suggestions and criticism from various parties to make this thesis better and provide benefits for further research, may Allah SWT always bestow His grace on all of us.

Malang, December 10<sup>th</sup> 2024

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## LATIN-ARABIC TRANSLITERATE GUIDELINES

The writing of Arabic-Latin in this thesis uses transliterate guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

### A. Alphabet

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	<u>H</u>	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	‘	ء	=	‘
ذ	=	Z	غ	=	G	ي	=	Y
ر	=	R	ف	=	F			

### B. Long Vowels

Long (a) vowel = â

Long (i) vowel = î

Long (u) vowel = û

### C. Diphtong Vowels

او = aw

اي = ay

او = û

اى = î

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## ABSTRAK

Mahdia, Hilda Ziana (2024) Efektifitas metode PjBL terhadap kemampuan menulis siswa SMP. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Maulana Malik Ibrahim Malang.

Pembimbing: Dian Arsitades Wiranegara, M.Pd.

**Kata Kunci:** Writing Skills, PjBL, Junior High School

Kemampuan menulis merupakan keterampilan esensial yang perlu dikuasai siswa. Berbagai metode pembelajaran telah dikembangkan untuk meningkatkan kemampuan menulis siswa, salah satunya adalah pembelajaran berbasis proyek (Project-Based Learning/PjBL). Penelitian ini bertujuan untuk menguji efektivitas metode PjBL dalam meningkatkan kemampuan menulis siswa Sekolah Menengah Pertama (SMP). Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan metode PjBL dalam meningkatkan kemampuan menulis siswa pada tingkat sekolah menengah pertama. Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimental one group pre-test post test. Sampel yang digunakan dalam penelitian ini adalah siswa kelas VIII Sekolah Menengah Pertama yang berjumlah 28 siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah tes. Peneliti menggunakan SPSS untuk menganalisis data. Hasil penelitian menunjukkan bahwa metode PjBL efektif digunakan dalam meningkatkan menulis siswa sekolah menengah pertama. Rata-rata skor pre-test siswa sebesar 108,2759, sedangkan rata-rata skor post-test siswa sebesar 130,3448, hal ini menunjukkan adanya perbedaan yang signifikan pada ketrampilan menulis siswa. Selanjutnya, hasil uji hipotesis menggunakan paired sample t-test dan menunjukkan nilai signifikansi  $0,000 < 0,05$  dimana  $H_0$  diterima dan  $H_0$  ditolak. Oleh karena itu, dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara hasil pre-test dan post-test.

## ABSTRACT

Mahdia, Hilda Ziana (2024). The Effectiveness of Project-Based Learning (PjBL) on Junior High School Students' Writing Skills. Undergraduate Thesis, English Education Department, Faculty of Education and Teacher Training, State Islamic University Maulana Malik Ibrahim Malang. Advisor: Dian Arsitades Wiranegara, M.Pd.

**Keywords:** Writing Skills, PjBL, Junior High School

Writing skills are an essential skill that students need to master. Various teaching methods have been developed to improve students' writing skills, one of which is Project-Based Learning (PjBL). This study aims to test the effectiveness of the PjBL method in improving the writing skills of Junior High School students. This research aims to determine the effectiveness of using the PjBL method in improving students' writing skills at the junior high school level. This research uses a quantitative method with a pre-experimental one-group pre-test post-test design. The sample used in this study was 28 eighth-grade Junior High School students. The data collection technique used in this study was a test. The researcher used SPSS to analyze the data. The results of this study indicate that the PjBL method is effective in improving the writing skills of junior high school students. The average pre-test score of students was 108.2759, while the average post-test score of students was 130.3448, indicating a significant difference in students' writing skills. Furthermore, to test the hypothesis, a paired sample t-test was used and showed that  $0.000 < 0.05$  where  $H_0$  is accepted and  $H_0$  is rejected. Therefore, it can be concluded that there is a significant difference between the pre-test and post-test results.

## مستخلص البحث

مهديّة، هيلدا زيانا (2024). فعالية التعلّم القائم على المشاريع (PjBL) على مهارات الكتابة لدى طلاب المرحلة المتوسطة. البحث الجامعي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشريف: ديان أرسيتاديس ويرانجارا، الماجستير

الكلمات الأساسية: مهارات الكتابة، التعلّم القائم على المشاريع (PjBL)، المدرسة المتوسطة تُعد القدرة على الكتابة مهارة أساسية يحتاج الطلاب إلى إتقانها. وقد تم تطوير أساليب تعليمية مختلفة لتحسين مهارات الكتابة لدى الطلاب، أحدها التعلّم القائم على المشاريع (PjBL). تهدف هذه الدراسة إلى دراسة فعالية أسلوب التعلّم القائم على المشروعات في تحسين قدرة الكتابة لدى طلاب المرحلة الإعدادية. تهدف هذه الدراسة إلى تحديد مدى فعالية استخدام أسلوب التعلّم القائم على المشاريع في تحسين قدرة الطلاب على الكتابة في المرحلة الإعدادية. وقد استخدم هذا البحث الأسلوب الكمي مع تصميم تجريبي مسبق للاختبار القبلي والبعدي لمجموعة واحدة. وكانت العينة المستخدمة في هذه الدراسة من طلبة الصف الثامن من المرحلة الإعدادية في المدرسة الإعدادية بمجموع 28 طالبًا وطالبة. وكانت تقنية جمع البيانات المستخدمة في هذه الدراسة عبارة عن اختبار. واستخدم الباحث برنامج SPSS لتحليل البيانات. وقد أظهرت نتيجة هذه الدراسة أن طريقة التعلّم القائم على حل المشكلات (PjBL) كانت فعالة في تحسين الكتابة لدى طلبة المرحلة الإعدادية. حيث بلغ متوسط درجات الطلاب في الاختبار القبلي 108.2759 درجة، بينما بلغ متوسط درجات الطلاب في الاختبار البعدي 130.3448 درجة، وهذا يدل على وجود فرق كبير في مهارات الكتابة لدى الطلاب. علاوة على ذلك، بالنسبة لاختبار الفرضية باستخدام اختبار العينة المزدوجة t-t-test وأظهرت النتيجة أن  $0.000 < 0.05$  حيث تم قبول  $H_0$  ورفض  $H_0$ . ولذلك، يمكن استنتاج أن هناك فرقًا معنويًا بين نتائج الاختبار القبلي والاختبار البعدي.

## **CHAPTER I**

### **INTRODUCTION**

This chapter outlines the background of the study, research question, object of the study, significance of the study, limitation of the study, and the definition of key terms.

#### **1.1 Background of the Study**

Writing skills is an essential component in educational contexts, as it enables learners to think critically, convey ideas precisely, and engage in structured communication. In junior secondary schools, writing is typically emphasized as a core aspect of language instruction. At the junior high school level, these skills receive significant attention; however, many students still struggle with writing, particularly in developing ideas, using correct grammar, and organizing coherent paragraphs. Interview results with the English teacher at MTs Diponegoro Tumpang revealed that most students are not yet accustomed to writing complete texts and often experience confusion in starting their writing, structuring their ideas, and selecting appropriate vocabulary. As a result, their writing proficiency remains below the expected standard (Argawati & Suryani, 2023).

This problem is further exacerbated by the continued use of conventional teaching methods, which primarily emphasize theory and grammatical rules without providing meaningful learning experiences. Such methods tend to make students passive and less engaged in the actual writing process (Soffiany, 2023). As a result, students often become

demotivated, quickly bored, and struggle to express their ideas in written form. In this context, writing instruction becomes an unappealing activity, fails to meet students' needs, and does not offer sufficient space for the development of their critical thinking and creativity.

The Quran emphasizes the crucial role of writing, where Allah teaches humans knowledge, enabling them to understand and comprehend what was previously unknown and incomprehensible through written words. This is evident in a passage from Surah Al-Alaq, verses 4 and 5:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

*(4) Who taught (mankind) with the pen. (5) He taught mankind what he did not know.*

The verse asserts that knowledge and instruction conveyed through writing have a profound impact on both individuals and society at large.

Observations from various schools indicate that many teachers who employ conventional teaching approaches do not always succeed in enhancing their students' writing abilities. These methods often fail to provide students with opportunities for active participation and real-world writing practice. Consequently, students lack motivation and struggle when asked to express their ideas in writing. This poses a significant challenge, as proficient writing skills are crucial for students' academic progression and future success (Setyowati, 2023; Ahmad & Zain, 2023).

As a solution to these various challenges, the Project-Based Learning (PjBL) method was chosen due to its significant potential in

addressing problems in writing instruction. PjBL is a learning approach that promotes active student engagement through real-world projects that require collaboration, problem-solving, communication, and creativity (Ferwati, Ramdani, & Yusuf, 2024). Previous studies have shown that PjBL can enhance students' motivation and self-confidence in writing, as well as provide them with opportunities to express themselves through relevant project-based tasks (Argawati & Suryani, 2023; Wulandari & Ahmad, 2020).

Previous studies have supported the effectiveness of Project-Based Learning (PjBL) in teaching writing. Research by Soffiany (2023) showed that implementing PjBL can improve students' motivation and self-confidence in writing, although the focus was still on improving overall writing skills rather than specific aspects such as grammar and sentence structure. Furthermore, a study by Ardiana et al. (2023) proved that PjBL significantly improved high school students' descriptive writing skills and their participation in writing activities. Wulandari and Ahmad (2020) also found that PjBL helped students organize their ideas more clearly in written form. Meanwhile, Argawati and Suryani (2023) discovered that using PjBL increased students' motivation and engagement in writing lessons, which led to improved writing scores after several cycles of project implementation.

Project-Based Learning (PjBL) is considered particularly effective in addressing common problems in writing instruction, such as difficulties in

developing ideas, weak text structure, limited vocabulary, and low student motivation. By integrating the writing process into contextual and collaborative projects, PjBL provides a more engaging and meaningful learning experience (Nurasman & Alfalah, 2024). Moreover, this approach encourages students to revise and improve their writing continuously through feedback from teachers and peers, leading to a gradual and systematic improvement in their writing skills.

Although many studies have shown the benefits of Project-Based Learning (PjBL) in improving writing skills, most were conducted at the senior high school level and focused on general improvements or specific genres like descriptive texts. Little research has explored how PjBL affects key writing aspects, such as grammar, coherence, vocabulary, and idea development, especially among junior high school students. In addition, few studies have used pre-test and post-test designs to measure its effectiveness at this level. Therefore, this study aims to fill that gap by examining how PjBL improves junior high school students' writing skills through a structured and measurable approach.

## **1.2 Research Question**

Based on the background above, the research questions are formulated as follows:

- How effective is the Project Based Learning (PjBL) method in improving students' writing skills at MTs Diponegoro Tumpang ?

### **1.3 Objective of the Study**

Based on the background above, the research questions are formulated as follows:

- To measure the effectiveness of the Project Based Learning (PjBL) method in improving students' writing skills at MTs Diponegoro Tumpang.

### **1.4 Significance of the Study**

The results of this study are expected to contribute to the following:

#### **1. Theoretical significance.**

This research is expected to serve as a reference and contribute to the development of theories related to teaching methods, particularly Project-Based Learning (PjBL), in enhancing students' writing skills at the junior high school level.

#### **2. Practical significance.**

##### **a. Students.**

For students, the Project-Based Learning (PjBL) method can enhance writing skills by engaging them in real-world projects.

##### **b. Teachers**

For educators, this research provides practical guidelines for enhancing students' writing abilities and skills.

##### **c. Further Researches**

Further studies can be conducted regarding the effectiveness of PjBL in a broader context, such as different educational levels or in

the learning of other language skills. Subsequent studies can also investigate the implementation of PjBL in various other subjects to determine the extent of its positive impact on students' skill development. Additionally, in-depth research can be conducted to identify the components that contribute to the improvement of students' skills.

### **1.5 Limitations of the Study**

This study has several limitations. The sample size, limited to one junior high school, may restrict the generalizability of the findings. The focus on writing skills alone also limits the scope of the study, as other aspects of language proficiency were not examined. Additionally, the short duration of the study may limit observations of the long-term impacts of PjBL.

### **1.6 Definition of Term**

#### **1. PjBL**

Student-centered learning methods allow students to learn through relevant projects and apply their knowledge to create products or written works.

#### **2. Writing Skills**

Writing skills refer to students' ability and proficiency in conveying ideas, thoughts, and information through written language, encompassing creativity, grammar, coherence, vocabulary, and organization.

#### **3. Junior High School.**

For students aged 12 to 15 in middle school, learning to write is a very important part of language classes.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter concerns some theories from literature that will strengthen the study. It consist of several main variables, such as the definition of writing skill, the importance of writing, purpose of writing, process of writing, definition of PjBL, principles PjBL, characteristic of PjBL, components of PjBL, advantages and disadvantages of PjBL stages of PjBL, previous study, and research hypothesis.

#### **2.1 Writing Skill**

##### **2.1.1 Definition of Writing Skill**

Writing is an essential language skill that all students should acquire. When it comes to learning English, writing is often seen as the most challenging aspect. Nevertheless, strong writing skills can significantly contribute to students' academic achievements by reinforcing grammatical rules, expanding vocabulary, developing a scientific mindset, and enhancing other language abilities like reading, speaking, and listening (Javed, Juan, & Nazli, 2013; Nodoushan, 2014).

Factors influencing students' writing abilities can be categorized into internal and external factors. Internal factors include students' motivation, cognitive abilities, and prior knowledge. Students with high motivation tend to produce better writing outcomes, according to Wang and Troia (2023). Working memory capacity and writing strategies are also crucial for the writing process. External factors, on the other hand,

include teacher influence, teaching methods, and the learning environment. The same study found that excessive use of various teaching strategies and classroom management practices can negatively impact students' writing abilities.

Several factors, such as cognitive abilities, emotional control, and social influences, affect writing skills. According to Kim (2019), producing well-written text requires high-level skills like critical thinking and self-regulation. This process also depends on basic language skills, such as syntax, vocabulary, and grammar. Writers also need to understand various writing strategies and utilize social interactions, like peer feedback, which can help them reflect on and revise their work. (Kim & Park, 2019).

Among the various language skills reading, listening, and speaking, writing is often regarded as the most essential and complex skill to master. There are several factors that contribute to good writing, such as having a broad perspective, using punctuation correctly, and following writing conventions. Since none of these factors come naturally, writing is often seen as the most challenging skill. Therefore, writing training and development can provide valuable and beneficial experiences for students in school.

### **2.1.2 The Importance of Writing**

Writing is an essential skill that is useful in various aspects of life, such as education, communication, and personal growth. It serves

as a tool for conveying ideas, organizing thoughts, and expressing oneself. Writing is an important tool for students in education to demonstrate their understanding, reflect on what they have learned, and enhance their critical thinking skills. (Hasanah, 2022) stated that writing tasks in project-based learning (PjBL) help students improve their language skills and their problem-solving and analytical abilities.

Writing skills are crucial in English as a Foreign Language learning (Aliyu, 2020) as they are essential for student success. Students must utilize their linguistic abilities in the writing process to generate main ideas, support those ideas, paraphrase others' ideas, and choose appropriate vocabulary. Additionally, they need to understand the subject matter, know punctuation, create coherent sentences, and find relevant references. According to Khazrouni (2019), writing is a thinking tool that combines three major language skills: pronunciation, vocabulary, and grammar, with other linguistic components.

Therefore, writing is essential for self-learning and language development. Writing also plays a role in developing students' critical thinking and analytical skills. Writing is one of the primary skills in education that helps students understand complex concepts, organize their thoughts, and express their opinions clearly. According to (Zhang & Ma, 2023), writing tasks in project-based learning (PjBL) can help students analyze and solve problems. Both of these skills are crucial for academic success.

### **2.1.3 Purpose of writing**

Writing is an act aimed at conveying a specific message to the reader. In the academic world, there are four main purposes of writing: to inform, to persuade, to entertain, and to express oneself. Writing to inform, for example, typically involves presenting research findings to broaden the reader's knowledge. This emphasizes the importance of structure and clarity in making information easily understandable.

Based on several theories, it can be concluded that the purpose of writing is to make readers understand, know, and comprehend the principles contained in the writing, so that they can participate in considerations, thoughts, or actions related to the content of the writing.

### **2.1.4 Process of writing**

A recent study by Flower and Hayes (2021) defines the writing process as a series of steps taken by a writer to create a text. Planning, writing is a creative and critical thinking process that requires patience and deep thought to convey ideas in writing. There are multiple stages involved in the process of writing, Seow (2002), as cited by Larasati (2015:16) explains that the writing process is:

1. Planning is the pre-writing stage. Writers start by thinking about the initial ideas they will use in their writing before starting the writing task. The pre-writing stage is intended to stimulate creativity and give writers, especially students, the opportunity to think about ideas relevant to the topic they have chosen. In

addition, this step helps them in determining how to develop the topic into a structured and interesting piece of writing (Baw, 2011).

2. Drafting is a type of raw writing that needs to be revised before creating the final product, according to (Harmer, 2004:5). Before the final product is complete, the focus is only on the fluency of their writing. Consistent with the topic, the content details must be clear. According to (Baw, 2011), students should focus more on the overall topic, organization, and evidence while ignoring surface issues such as punctuation, spelling, and unclear words. Therefore, students should pay attention to the content. A good text should be easy for readers to understand, not just the topic itself, but also all the related material.
3. Revising. Students should review the entire text when they revise their writing. Not only language errors, but also the content and organization of ideas. The goal is for the product written by the author to be able to convey a clear message to the reader. In addition, the revision process is very helpful to ensure that the text is well-written and meets the communication goals.
4. Editing. In the editing process, students put their writing into a final form (Bae, 2011). The form must be improved to produce an excellent piece of writing. The editing process is the process of correcting mechanical, grammatical, and lexical errors before submitting the final product. At this stage, students should tidy up

their writing to get a better evaluation. They should consider language errors and writing elements (Ferris, 2002).

#### **2.1.5 Common Problems in Writing Instruction**

Several recent studies have identified common challenges faced by junior high school students in learning to write. According to research by Astrid, Illa, and Husnaini (2023), there are five main problems that students often experience during the writing process:

##### **1. Difficulty in Developing Ideas**

Students often face difficulties when trying to express their ideas in writing. They often do not know how to start, develop, or connect their ideas logically within a paragraph or a complete text.

##### **2. Limited Vocabulary**

Students often have a limited range of vocabulary, which makes it difficult for them to express their ideas clearly and in a varied way.

As a result, their writing tends to be simple and repetitive.

##### **3. Limited Understanding of Text Structure**

Students do not fully understand the structure of specific text types, such as descriptive, narrative, or expository texts. As a result, their writing tends to be poorly organized.

##### **4. Low Learning Motivation**

Students' low interest and motivation in writing are often influenced by monotonous teaching methods and the lack of meaningful writing experiences.

#### 5. Lack of Practice and Time

There is limited time for writing practice in the classroom. In addition, students rarely receive continuous writing assignments, which prevents them from developing their writing skills effectively.

#### 6. Grammar Mistakes

Students often have a low understanding of grammar, especially in using tenses sentence structure, and spelling. As a result, their writing becomes difficult to understand.

#### 7. Lack of Feedback from Teachers

Students often do not receive clear and constructive feedback on their writing. Without input from the teacher, they find it difficult to identify which parts of their writing need improvement.

## **2.2 PjBL**

### **2.2.1 Definition Of PjBL**

Project-based learning is recommended to be implemented in language learning because it helps English learners improve (Poonpon, 2017). Project-Based Learning is a type of learning that emphasizes creativity, problem-solving, and student collaboration to produce and operate new information (Wajdi, 2021).

One example of a constructivist learning approach is project-based learning (PjBL). This model emphasizes long-term learning rather than short-term practice and is centered on the learner (Taskiran, 2021). Project-based learning (PjBL) is a learning model based on

philosophical constructivism, which allows students to develop their own linguistic knowledge through direct experience.

Therefore, the implementation of the PjBL model can help improve students' critical thinking skills and their overall linguistic abilities. Previous studies have shown that PjBL helps student complete activities by integrating their four language skills: reading, writing, speaking, and listening. Project work makes students intentionally engaged in language learning, so they can learn in real-world contexts. During the collaborative process, students will learn to communicate better. This can help them make better decisions, negotiate ideas, and exchange information (Carrio-Pastor & Skorezynska, 2015).

### **2.2.2 Principles of PjBL**

Besides understanding the project specifications in learning, teachers must also understand the essential foundations for implementing project-based learning in the classroom. Project-based learning, or PjBL, is based on seven main principles, according to (Larmer et al, 2015). These Include :

1. The challenging problem or question principle. The underlying ideas of important questions can motivate students to find the answers learning begins with problems and questions that allow students to know what to prepare for inquiry, what kind of activities to choose, what tools to prepare, and how to solve problems or answer questions

2. The principle of sustained inquiry: This is the foundation of an ongoing inquiry process. The inquiry process has the potential to enhance students' critical thinking, problem-solving, and self-management skills by providing them with problems and questions at the beginning of learning.
3. The authenticity principle. The core of project based learning aims to connect learning with real-world situations. There are three ways to implement this principle.
  - a. Reliable in this project. The projects designed by students are based on real life situations.
  - b. The authenticity of the project activities and resources used means students are doing things similar to everyday jobs.
  - c. Authentic in its impact. The project's outcomes can have a real-world effect, such as on the environment.
4. The principle of student voice and choice: In project-based learning, students are encouraged to explain the reasoning behind their decisions throughout the project. According to Dewey (1956), student voice and choice are ways to enhance problem-solving and critical thinking skills.
5. Project-based learning uses the principle of reflection for both teachers and students. The purpose of this activity is to assess how effective the actions taken during the inquiry process are, to identify problems that arise during the project, and to determine solutions to

those problems. During learning, this reflection helps students develop metacognitive knowledge.

6. The principle of critique and revision is usually applied during the project. Teachers, groups, or even experts can provide feedback and suggestions to help students identify mistakes in their project results and make revisions.
7. The principle of product publishing refers to the results of the project. Project-based learning gives students the opportunity to present their project outcomes, which makes them feel satisfied and more motivated to do more.

### **2.2.3 Characteristic Of PjBL**

The main characteristic of project-based learning (PjBL) is a learning process that places students as the primary designers of solutions. To create meaningful learning, this method combines teamwork, creativity, and critical thinking skills (Destian, 2018; Nugraha et al., 2023). Here are its key characteristics:

1. Students are the main designers in project-based learning (PjBL), which gives them an important role throughout the learning process. In this method, students are not just recipients of information; they also take the lead in searching for, designing, and developing solutions to problems or challenges posed by the teacher. When completing project tasks, they have the freedom to consider various ideas, strategies, and approaches. This encourages students to

participate more actively, become more independent in decision-making, and be creative in solving problems.

2. Meaningful learning in PjBL aims to provide students with learning experiences that are not only theoretical but also directly related to real-life situations they face. Students are taught to connect what they learn in class with real-world problems or needs through these projects. This helps them understand the subject matter more deeply because they are not just learning ideas; they are also discovering how these ideas can be applied to solve problems or create something useful. Students are also encouraged to think creatively and innovatively when searching for solutions to relevant issues. As a result, learning becomes more lively, engaging, and meaningful for them.
3. Project-based learning relies on teams that work together. To achieve common goals, students are asked to collaborate in groups. They learn to communicate effectively, listen, and share ideas during this process. Collaboration helps students complement each other's abilities, resulting in better products or solutions. They are also taught to take shared responsibility, resolve conflicts, and appreciate differences. In this way, students not only complete projects but also gain valuable skills such as communication, empathy, and leadership that will be useful in the future.

4. PjBL encourages students to be creative and find new ways to solve their problems. Students are invited to try more creative and unique methods instead of just using conventional ones. They are given the freedom to explore ideas without worrying about failure, which helps them discover the best ways to complete their projects. This approach helps students find innovative ideas that may not have been considered before and view problems from different angles. Students who develop creativity through PjBL will benefit when facing challenges in the real world and in school.
5. Students' critical thinking skills are developed to analyze information, evaluate options, and make decisions based on the data they collect while designing and completing projects. They learn to view problems from different perspectives, break them down into smaller parts, and assess the advantages and disadvantages of each solution. Students are trained to think critically and question information thoroughly during this process. As a result, the critical thinking skills that students acquire will be beneficial for completing projects and facing challenges in real life.
6. Challenge-based learning begins with students needing to solve a problem. These challenges are designed to teach students to think critically and creatively. During the project, students have the opportunity to research information, try different methods, and test their ideas. They also learn to face problems in real-life situations,

understand the issues, and find the right solutions. These challenges also improve students' abilities to solve problems, think critically, and work together in teams or independently. This knowledge becomes more engaging, relevant, and useful for everyday life.

7. The products or real works produced by PjBL can include presentations, reports, models, or prototypes. These products reflect the students' efforts throughout the learning process, allowing them to transform their ideas into concrete and meaningful creations. Students can see their concepts come to life by creating something tangible. This makes them proud because the results are their own work and innovation. Additionally, these real works demonstrate that students are capable of applying what they know. They gain a better understanding that learning is not just theoretical but also has practical applications.

Meanwhile, according to Imas Kurniasih and Berlin Sani (2014), the characteristics of effective PjBL are as follows:

- a. Students make decisions only about a framework.
- b. There is a problem or challenge presented to the students.
- c. Students design a process to find solutions and manage information to solve the problem.
- d. Students work together to gather and manage information to solve the problem.
- e. The evaluation process occurs consistently.

- f. Project based learning strategies are the foundation
- g. The project-based learning model requires students to start their project activities by asking research questions.

#### **2.2.4 Components of PjBL**

The components of project based learning include several aspects:

- a. The curriculum content depends on the teacher and students, who are responsible for clear standards and goals that support the learning process.
- b. The multimedia component allows students to use technology effectively as a tool for presenting their projects.
- c. The student guidance component is designed to help students make decision, take initiative, and provide material to develop and assess their work.
- d. Collaboration gives students the opportunity to work together, both with their peers and with their teachers.
- e. The timeframe allows students to plan, revise, and envision their learning within a time structure that supports the material and the learning process.
- f. Assessment is an ongoing process that occurs throughout each learning experience, including peer assessments and self-reflections.

### **2.2.5 Advantages and Disadvantages Of PjBL**

Project-Based Learning (PjBL) is a learning model that creates an active, collaborative, and reflective learning environment, and it can significantly improve students' creative writing skills. This model encourages students to be directly involved in completing authentic projects related to real-life situations, so they do not only learn writing as a technical skill but also as a process of critical and reflective thinking. The learning process goes through several stages, including context exploration, planning, production and revision, as well as publication and final reflection, all of which are designed to develop writing skills thoroughly in terms of content, structure, and language style (Nurasman & Alfalah, 2024). Here are some advantages of PjBL:

- a. PjBL provides students with the opportunity to write collaboratively, including the processes of composing, revising, and publishing their work, which enhances creativity and the quality of their writing.
- b. PjBL promotes reflective and critical thinking through structured revision and reflection based on feedback, which continuously strengthens students' critical thinking skills.
- c. PjBL strengthens student collaboration through group discussions, task distribution, and peer review, supporting the development of communication and teamwork skills.

- d. PjBL connects writing to real-world contexts, encouraging students to choose relevant topics and write with a clear purpose, which increases motivation and the depth of their writing content.

Although PjBL is considered an innovative and effective learning method, some weaknesses arise due to its complex nature, which requires good preparation and support. Here are some weaknesses in PjBL:

- a. Limited Time Allocation

The implementation of PjBL in writing instruction often faces challenges due to limited classroom time. This situation hinders the execution of essential stages such as in-depth revision and final reflection, which should be integral parts of the project-based learning process.

- b. Uneven Teacher Competence

The success of PjBL is highly influenced by teachers' ability to design, guide, and assess each stage of the writing project. However, in practice, many teachers have not yet mastered the pedagogical skills and instructional design required to implement PjBL effectively.

- c. Lack of Supporting Facilities

The implementation of PjBL requires adequate facilities, such as technological devices, internet access, and creative learning materials. The absence or limitation of these resources can reduce

the effectiveness of the model, especially in writing instruction that demands exploration and publication of students' work.

To address the shortcomings of project-based learning, teachers should help students solve problems, limit the time needed for students to complete projects, choose research locations that are easily accessible and do not require much time, and create a fun learning environment where both teachers and students feel comfortable.

#### **2.2.6 The Relevance of Project Based Learning (PjBL) To Overcoming Common Writing Problems**

Project-Based Learning (PjBL) is not only a student-centered teaching method but also an effective strategy to address common problems in writing instruction, especially in English as a Foreign Language (EFL) settings. Its key features—such as collaboration, real-world relevance, active learning, and continuous feedback—make it highly suitable for junior high school students who often struggle with writing tasks.

According to the issues highlighted by Astrid, Illa, and Husnaini (2023), the application of PjBL can provide the subsequent solutions:

##### **1. Generating Ideas**

Project-Based Learning (PjBL) encourages students to engage with real-world topics, helping them think critically and develop their ideas more effectively. Through group discussions, brainstorming

sessions, and research activities, students are guided to explore and organize their thoughts in a structured way" (Mardiah, 2023).

## 2. Improving Vocabulary

In project activities, students engage with genuine materials and communication, which inherently enhances their vocabulary. They acquire new words through contextual application, particularly during presentations, research, and writing tasks (Rahmawati & Wahyuni, 2023).

## 3. Understanding Text Structure

Students are often assigned to create specific types of texts for projects, such as reports, posters, or narratives. This activity helps them apply appropriate text structures in meaningful contexts (Putri, 2023). Teachers can support this process by modeling and guiding students in organizing each type of text effectively.

## 4. Increasing Motivation

Project-Based Learning (PjBL) increases students' intrinsic motivation by giving them autonomy and involving them in meaningful tasks. When students understand the purpose of the writing activity and have the opportunity to present their work to classmates or a wider audience, their interest and engagement in writing tend to improve significantly" (Yuliani & Hartono, 2022).

#### 5. Providing more writing practice

Throughout the different stages of a project, students actively participate in planning, drafting, revising, and publishing their work. These ongoing processes encourage continuous writing and improvement, offering more meaningful opportunities to develop writing skills compared to traditional writing tasks" (Mardiah, 2023).

#### 6. Minimizing Grammar Error

Project-Based Learning (PjBL) supports students in developing their writing skills by utilizing feedback from teachers and peers. By emphasizing the writing process over the final product, this approach allows students to revise and improve their grammar without the fear of immediate penalties" (Rahmawati & Wahyuni, 2023).

#### 7. Encouraging Feedback and Reflection

Reflection is a key component of Project-Based Learning (PjBL). Through self-reflection and constructive feedback from peers and teachers, students are guided to recognize their strengths and address areas in their writing that need improvement" (Putri, 2023).

In conclusion, Project-Based Learning (PjBL) provides a comprehensive solution to the common challenges faced in writing instruction among junior high school students. This method not only improves their writing skills but also encourages teamwork, boosts self-

confidence, and fosters a stronger sense of responsibility for their own learning

#### **2.2.7 Stages of PjBL**

According to Kuniasih dan Sani (2014), the stages of PjBL are designed to guide students through a deep learning process via project-based activities. These stages aim to enhance students' conceptual understanding of the material as well as their abilities to communicate, collaborate, and think critically. The stages of PjBL are explained in detail as follows:

- a. Project determination. In this stage, teachers and students work together to identify the topic or theme of the project. To make learning more relevant and meaningful, the chosen topic should relate to the students' everyday lives. The theme should also reflect the learning objectives so that the learning process is not only engaging but also focused. It is very important for teachers to help students identify problems or challenges related to a specific project. This allows students to thoroughly understand the issues before proceeding.
- b. Project planning is the stage where students are taught to develop clear and systematic procedures to complete the project. Previously, students create a work plan that includes the project's objectives and the activities that must be carried out to achieve the

desired results. To provide focus for the project, they are asked to set specific and measurable goals.

- c. Scheduling. In this stage, students are required to create a project implementation schedule that includes each step of the activities according to the available time allocation. This schedule should reflect the priorities of the activities and ensure that all tasks can be completed on time. Good time management is essential to ensure that each stage of the project can be completed efficiently without neglecting details in the process.
- d. Monitoring. During this stage of implementation, students begin working on the project according to the plan they created earlier. This activity involves various processes such as research, data collection, observation, and the preparation and development of the project product or work. This process aims to help students gain a deep understanding of concepts and develop skills relevant to real life.
- e. Evaluation and reflection. This stage is very important for assessing the overall success of the project, both in terms of the process and the final results. At this stage, the teacher provides specific and constructive feedback to students about their performance during the project. This feedback includes students' ability to complete the project, manage their time, the quality of the product/work, and their creative efforts to solve problems.

### **2.3 Previous Study**

To support this research, several previous studies related to the implementation of the Project-Based Learning (PjBL) method in improving students' writing skills have been reviewed. These studies serve as references to strengthen the theoretical foundation and to demonstrate the effectiveness of the method.

First, according to Citra (2019), this study discusses the application of the PBL method in review text material. The research aims to see how the implementation of Project-Based Learning (PjBL) affects students' writing skills in junior high schools in Indonesia. The results show that the application of PjBL can increase students' desire to participate more actively in the learning process. Additionally, this method enhances students' collaborative skills as they work in groups to complete projects together. The project activities are very relevant and engaging for students, making them more interested in completing writing tasks. The findings of this study indicate that PjBL significantly improves students' writing abilities by giving them the opportunity to work on larger projects. PjBL also enhances students' critical thinking and hones their skills.

Second, according to Ita Kumalasari (2020), this research shows that students who participate in project-based learning demonstrate significant improvements in their writing skills. Specifically, their writing is better organized, grammar is used more effectively, and the vocabulary chosen is more diverse and appropriate. The collaborative nature of PjBL helps

students improve their writing skills as they can discuss ideas, share feedback, and collaborate during the project. In addition to enhancing the quality of their writing through collaboration and reflection, this allows students to gain a deeper understanding of how to structure their writing more clearly and effectively.

Third, according to Wiartis (2020), this study shows that PjBL successfully increases students' motivation and engagement in learning, especially with a project-oriented approach. Students are given the opportunity to plan projects, work in groups, and solve problems that arise during the process of creating procedural texts. The results indicate that PjBL helps students learn to collaborate and communicate well with their classmates. Furthermore, as students face various problems that require creative problem-solving, PjBL enhances their critical thinking skills. Overall, this learning model not only helps students improve their writing abilities but also provides a fun and realistic learning experience.

This research makes a significant contribution by evaluating the effectiveness of the Project-Based Learning (PjBL) method in improving students' writing skills at MTs Diponegoro Tumpang, an Islamic-based junior high school context that has rarely been explored in previous studies. Unlike earlier research such as Kumalasari (2020), which focused on enhancing writing organization, grammar, and vocabulary through collaboration, and Wiartis (2020), which emphasized student motivation and engagement in writing procedural texts, this study concentrates on more specific and

comprehensive outcomes. It applies a pre-experimental design with pre-test and post-test instruments to directly measure the effectiveness of PjBL in a real classroom setting.

The uniqueness of this study lies in its aim not only to describe but also to empirically prove the improvement of students' abilities in generating ideas, organizing paragraphs, applying grammar, and using appropriate vocabulary through the implementation of PjBL. In addition to offering a structured approach to writing instruction, this research also enriches the existing literature by presenting a new perspective from the context of a madrasah tsanawiyah. This demonstrates that PjBL can be effectively adapted to various educational settings and serves as a practical reference for English teachers in applying innovative and contextual teaching methods.

## **2.4 Research Hypothesis**

According to Sugiyono (2016), a hypothesis is a statement that must be tested empirically and serves as a temporary answer to the research problem. In this study.

### **1. Null Hypothesis ( $H_0$ )**

The implementation of PjBL does not have a significant effect on improving the writing skills of junior high school students.

### **2. Alternative Hypothesis ( $H_a$ )**

The use of PjBL has a significant effect on improving the writing skills of junior high school students.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides a description of the research methodology. The methodology contains the research design, research time and place, subject of the research, research instrument, collection technique, and data analysis.

#### **3.1 Research Design**

This study applies a quantitative approach, which involves testing objective theories by examining the relationship between measurable variables. Instruments can be used to measure these variables, and numerical data can be analysed using statistical methods (Creswell, 2014).) This research applies an experimental type of study to determine the cause of certain variables. According to Creswell, experimental research describes and examines what happens under controlled conditions. This study uses a pre-experimental design, where a single class serves as both the experimental and control group to compare conditions before and after the treatment.

A pre-experimental design is used because it is not feasible to randomly assign subjects to the sample group. Therefore, in this pre-experimental research, the researcher involved only one group by administering a pre-test before the treatment and a post-test afterward to observe the effects of the applied method.

*Table 3.1 One Group Pre-test Post-test Design*

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Y1</b>	<b>X</b>	<b>Y2</b>

**Description:**

**Y<sub>1</sub>** : Pre-test

**X** : Treatment

**Y<sub>2</sub>** : Post-test

The aim of this study is to examine whether students' writing ability shows any improvement. By comparing the pre-test and post-test results, this study aims to evaluate whether students' scores have actually increased.

This research applies a one group pre-test and post-test design. The step of the research procedure are outlined as follows :

1. Before the treatment, a pre-test (Y1) was conducted to assess the students' initial writing abilities, specifically evaluating creativity, coherence, grammar, and vocabulary.
2. Subsequently, students received the treatment (X) which consisted of the Project Based Learning (PjBL) approach applied over several sessions. During this phase, students collaborated in creating descriptive texts, including research, topic selection, drafting, feedback, and final task presentation.
3. After the treatment, a post-test (Y2) was conducted to evaluate the students writing ability related to descriptive writing tasks, focusing on

the same parameters as the initial test to measure improvements in writing skills.

### 3.2 Research Time and Place

This research was conducted at MTs Diponegoro Tumpang from May to June 2024. The duration was considered sufficient to implement the Project-Based Learning (PjBL) method, collect the necessary data, and analyze the results. This school was chosen because it represents a typical Indonesian junior high school environment, with students of diverse abilities and backgrounds. This context provides a suitable setting to investigate the effectiveness of PjBL in improving students' writing skills

*Table 3.2 Schedule of the Research*

No.	Activity	Date
1.	Observation	21 <sup>st</sup> May 2024
2.	Pre-Test	22 <sup>nd</sup> May 2024
3.	Treatment	28 <sup>th</sup> May 2024
4.	Treatment	29 <sup>th</sup> May 2024
5.	Post-test	3 <sup>rd</sup> June 2024

### 3.3 Subject Of The Research

The population refers to all research subjects, including people, objects, animals, plants, phenomena, test results, or events that serve as data sources for research and possess specific characteristics (Husnunidah, 2017). Eighth-grade students at Islamic Junior High School Diponegoro Tumpang were the subjects of this study. Purposive sampling was used to select the sample for this research. Sugiyono (2019) states that purposive sampling

involves specific considerations or selection in its methodology. Therefore, the researcher chose the eighth grade as the sample. The number of students in the eighth grade was 28, which represents the diversity of the research, and thus they were selected as the sample.

## **2.4 Research Instrument**

Researcher use research instruments as tools to collect data. Sugiyono (2019), research instruments are designed to produce quantitative data, meaning they serve as tools to assist researcher in gathering information throughout the research process. In this study, the instruments used to evaluate the effectiveness of the project based learning (PjBL) rgani on students' writing skills consist of several key components, including writing ability tests. These tests, administered as pre-test and post-test, were used to compare the writing performance between a control group taught through conventional methods and an experimental group taught using PjBL in accordance with the objectives of writing instruction, the test assessed aspects such as creativity, organization of ideas, content development, and other essential writing skills.

Based on the conceptual framework that has been explained, the research instrument was designed to measure the research variables more specifically. This study uses the designed instrument. The following present the instrument used in the research :

*Table 3.3 Grids of Instrument*

<b>NO</b>	<b>KD</b>	<b>Basic Competence</b>	<b>Indicator</b>	<b>Learning Objective</b>
1.	4.4	Composing descriptive texts about people, place, or objects, while maintaining the correct text structure and language elements.	Writing ideas that are relevant to the topic.	Students can write descriptive texts that are relevant to the topic.
			Developing ideas with supporting details.	Students can develop descriptive texts with sufficient details.
2.	3.4	Analyzing the social function, text structure, and language features of descriptive texts about people, places, or things.	Organizing the text logically according to the descriptive structure	Students can compose descriptive texts with a logical organization.
			Using sentences with good cohesion and coherence.	Students can write cohesive and coherent texts.
3.	4.4	Composing descriptive texts about people, places, or things, paying attention to the correct text structure and language features.	Choosing vocabulary appropriate for the descriptive texts.	Students can use appropriate vocabulary in descriptive texts.
4.	4.4	Composing descriptive texts about people,	Using correct grammar,	Students can write texts with

		places, or things, paying attention to the correct text structure and language features.	including tenses.	correct grammar.
5.	3.4	Analyzing the social function, text structure, and language features of descriptive text about people, places, or things.	Identifying the social function of descriptive text in everyday	Students can understand the social function of descriptive texts.

### 3.5 Validity dan Reliability

Validity and reliability testing is a crucial step in developing research instruments to ensure that the collected data is accurate and trustworthy. In a study investigating the effectiveness of the Project-Based Learning (PjBL) method on junior high school students' writing skills, both components were tested to ensure that the instruments used could accurately and consistently measure the intended variables.

#### 3.5.1 Validity

Validity testing in recent educational studies emphasizes validity as a crucial element to ensure that the results accurately reflect the construct being measured (Ken, 2013). Several types of validity were used by researchers in this study.

##### a. Content validity

Content validity is a term used to determine whether the learning materials are appropriate or not. According to Hendrayadi (2017), content validity is assessed by evaluating the appropriateness

and correlation of the test content through a rational analysis by a team of experienced experts or assessment specialists. Content validity ensures that the measurement includes a sufficiently representative set of elements to express the idea. The more scale items reflect the concept or area being measured, the higher the content validity.

*Table 3.4 Core Competence and Basic Competence*

<b>Core Competence</b>	<b>Basic Competence</b>
3. Understand apply, and analyze factual, conceptual, and procedural knowledge driven by curiosity in the fields of science, technology, arts, culture, and humanities. This is carried out with awareness of humanity, nationalism, citizenship, and civilization in relation to the causes of phenomena and events, and involves the application of procedural knowledge in specific areas of study according to individual talents and interest to solve problems.	3.8 Distinguish the social functions, text structure, and linguistic features of various oral and written explanation texts by providing and requesting information related to natural of social phenomena discussed in other subjects, in accordance with their context of use

#### **b. Construct Validity**

Construct validity refers to how well a test measures the intended concept, behavior, idea, or quality (Surucu & Maslakci,

2020). It reflects the test's capacity to distinguish between individuals who possess the targeted trait and those who do not. Additionally, construct validity shows how closely a test aligns with the theoretical framework that underlies its development. This form of validity is also associated with how learning.

In this test, researchers asked students to answer essay questions based on repeated text readings. Before testing, elements of text writing helped create a suitable instrument. The overall structure, language characteristics, and social functions of text writing were discussed in developing the theory. In conclusion, it is original in terms of construct validity. First, regarding the generic structure consisting of orientation, event, and evaluation; second, identifying general events, locations, and time; third, the characteristics of discourse including the use of conjunctions and action verbs, the use of temporal order, and a focus on specific participants. Third, the purpose of writing the text is to describe past experiences.

### **3.5.2 Reliability**

Reliability is an essential aspect of quantitative research, as it indicates the consistency and stability of an instrument. Setyaedhi (2024) states that Cronbach's alpha and KR-20 provide acceptable reliability values ( $\alpha \geq .70$ ), while the split-half method tends to yield lower results. A reliable instrument ensures the trustworthiness of the data obtained.

In quantitative research, reliability is tested through internal consistency and test-retest procedures to ensure score stability. Setyaedhi (2024) recommends using Cronbach's alpha ( $\alpha \geq .70$ ) and an adequate sample size for accurate results. Therefore, this study applies the reliability test using Cronbach's alpha and test-retest in accordance with quantitative research standards.

### **3.6 Data Collection Technique**

Data collection techniques serve as tools for researcher to obtain the required information. To assess the effect of implementing the project based learning (PjBL) method on students' English writing skills, the researcher employed specific instruments, namely pre-test and post-test. Details are provided below:

1. Pre -test

The purpose of the pre-test is to evaluate students' initial writing skills before applying the project-based learning (PjBL) approach. Students wrote a descriptive text about familiar topics, such as their favorite place, family members, or pets. This text is evaluated based on several key elements: grammar, coherence, creativity, and vocabulary

2. Treatment

The treatment in this study involves the application of the project based learning (PjBL) method to improve students' writing skills at the junior high school level. The treatment process took place over several meetings, starting with the introduction of a project relevant to the

learning theme. At the initial stage, the teacher provides instructions and guidance on the purpose of the project, the steps of the work, as well as the assessment criteria. Next, students worked individually to compose descriptive writing based on the specified topic. During this process, students are encouraged to explore ideas, design a writing framework, compose paragraphs, and revise their writing with the help of feedback from teachers and peers. Teacher also provide active assistance through discussion, correction, and motivation to ensure students understand the concepts of correct grammar, vocabulary, and writing structure. At the end of the treatment, students presented their writing as the final product of the project, which was then assessed using the rubric that had been developed. This process not only aims to improve students' writing skills but also engage them in meaningful, collaborative, and result-oriented learning.

### 3. Post-test

The post-test is crucial to evaluate how effective the project-based learning (PjBL) method is in enhancing students' writing skills. After completing the PjBL treatment, students composed a new descriptive text on a new but similar topic, such as narrating an important event, describing their school, or a favorite place they have visited nearby. This test evaluates the same parameters as the pre-test: grammar accuracy, idea coherence, creativity, and vocabulary use.

Students are given a set amount of time to complete their texts independently to ensure that the results reflect their individual skills developed during the PjBL process. Teachers evaluate the descriptive texts using a detailed rubric, consistently assessing the same components as in the pre-test.

The post-test results are then compared with the pre-test scores to determine whether there is improvement in each aspect of writing. This phase provides quantitative data through statistical analysis and qualitative insights by identifying specific areas of student growth.

The comparison between the pre-test and post-test results shows that the implementation of the project based learning (PjBL) method has a positive impact on students' writing skills. The improvement can be seen in students' ability to express ideas clearly, organize their writing in a structured way, and use language appropriately. The post-test results also prove that PjBL is an engaging and effective method for significantly enhancing writing skills. After conducting the research and collecting the data, assessment was carried out using test instruments. To analyze the results, the researcher used a scoring rubric adapted from Jacob and Brown (2013:246), which includes five key aspects in assessing descriptive writing content, organization, vocabulary, grammar, and mechanics as in the following table.

*Table 3.5 Scoring Rubric of Descriptive Text*  
(Adopted from Jacob & Brown 2013)

Aspect	Criteria	Score	Categories
Content	Through development of topic	4	Excellent
	Relevant to topic but lacks details	3	Good
	In adequate development of topic	2	Average
	Does not have knowledge of topic	1	Poor
Organization	Write paragraph structure correctly	4	Excellent
	Loosely organized but ideas stand out	3	Good
	Incoherent ideas and lacks logical sequencing	2	Average
	Does not write paragraph structure correctly	1	Poor
Vocabulary	Employ accurate and effective choice of word.diction	4	Excellent
	Employ accurate diction but not effective	3	Good
	Employ lacks accuracy of diction, but meaning not obscured	2	Average
	Error in applying diction or word formation and meaning obscured	1	Poor

Grammar	Use correct grammar (tense used, pronouns, subject-verb agreement, etc)	4	Excellent
	Several errors of tense, pronouns, subject-verb agreement, etc but meaning not obscured	3	Good
	Major error of tense, pronouns, subject-verb agreement, etc and meaning obscured	2	Average
	Not mastery of sentence construction and dominated by error	1	Poor
Mechanics	Very little errors of mechanics	4	Excellent
	Few errors of mechanics, but meaning not obscured	3	Good
	Many errors of mechanics and meaning obscured	2	Average
	Dominated by errors of mechanics	1	Poor

$$\text{Final score} : \frac{\text{Students score}}{\text{Maximum score}} \times 100$$

#### **Description :**

The high score is 20. If the students get high score every aspect, the score will be

$$\frac{20}{20} \times 100 = 100. \text{ So, their score gets 100}$$

To get the conclusion the level of students' ability in writing descriptive text, the students' score be categorized into level they were excellent, good, average, and poor. According to Leo in Abbas (2013:21) the level are seen in the following table :

*Table 3.6 The Categorization in Writing Descriptive Text*

<b>Text Score</b>	<b>Categories</b>
86 – 100	Excellent
71 – 85	Good
56 – 70	Average
10 – 55	Poor

From the table 3.5 above, it can be explained that the students who got the score 86 – 100 was categorized into “excellent”, 71 – 85 was categorized into “good”, 56 – 70 was categorized into “average”, and 10 – 55 was categorized into “poor”.

### **3.7 Data Analysis**

Data analysis is very important for research because raw data collected from the field is meaningless without proper processing. For this study, quantitative data was collected from the students' pre-test and post-test results.

1. Assessment of Pre-test and Post-test Results
2. Compiling scores into a table

*Table 3.7 Students Score*

<b>Initial Students' Name</b>	<b>Experimental Class</b>	
	Y1	Y2
<b>SUM (<math>\Sigma</math>)</b>		

**Description :**

**Y1** : Score Of Pre-test

**Y2** : Score Of Post-test

3. Calculating the mean, standard deviation, and standard error using the following formulas.

**Mean**

$$M = \frac{\sum FX}{N}$$

**Description:**

**M** : Mean

**F** : Frequency

$\sum$  : Sum

**X** : Score

- a. Standart deviation

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

**Description:**

**SD** : Standart Deviation

$\sum D$  : The square deviation sum of the experimental group

**N** : The total number of respondents

- b. Standart error

$$SEM = \frac{SD}{\sqrt{N-1}}$$

**Description:**

**SEM** : Standart error of the mean

**SD** : Standart deviation

**N** : Number of cases

**1** : Constant number

#### 4. Normality test

A normality test is a method used to determine whether data is normally distributed or comes from a population with a normal distribution (Nuryati et al., 2017). The one-sample Shapiro-Wilk test is used for normality testing because the sample size is less than 50. The normality test is conducted using the SPSS program. Data is considered normal if  $p \geq \alpha$  (where  $\alpha$  is the significance level of 0.05), and it is considered non-normal if  $p \leq \alpha$ .

#### 5. T-test

According to Gay et al. (2012), researcher use a procedure called hypothesis testing to compare their research results with their initial expectations before reaching a conclusion. A hypothesis is a temporary answer to the research problem, whose truth is still being tested empirically. To determine whether the hypothesis is accepted or rejected, hypothesis testing is used. This study employs a paired sample t-test using SPSS to analyse the data.

### 3.8 Research Procedure

To ensure credibility and validity, the research process for evaluating how effective the Project-Based Learning (PjBL) method is on students' writing skills in junior high school involves several stages. The process

begins with the preparation phase, where the researcher defines objectives, selects participants, and creates instruments such as pre-test and post-test tools, and scoring rubrics. To meet the research objectives, participants are junior high school students chosen through a purposive sampling method.

In the pre-test phase, students are asked to complete a descriptive writing task to assess their initial writing abilities. As baseline data, the pre-test evaluates creativity, coherence, grammar, and vocabulary. The results are then compared to the post-test outcomes to measure progress.

During the treatment phase, the Project-Based Learning (PjBL) approach is applied over several sessions. The project, requiring students to collaborate in creating descriptive texts, includes research, topic selection, drafting, feedback, and final task presentation. Throughout this stage, the teacher provides guidance and assesses student engagement, participation, and progress.

The post-test phase follows the completion of the PjBL treatment. In this phase, students are given a new descriptive writing task under conditions comparable to the pre-test. This task focuses on the same parameters as the initial test to evaluate improvements in writing skills.

Finally, in the analysis and reporting stage, pre-test and post-test data are statistically analyzed to determine the significance of the improvement. Observations made during the treatment phase provide additional insights into the students' learning experiences. These findings are presented in a discussion that highlights the effectiveness of the PjBL method, along with its

potential benefits and challenges. The research process concludes with recommendations for further studies and the application of PjBL in teaching writing.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter provides the research findings, and discussion including the data analysis, normality test, paired sample t-test, and hypothesis test.

#### **4.1 Research Findings**

This study shows that the use of the Project-Based Learning (PjBL) method is quite effective in generating and enhancing students' interest in writing. This is because students are directly involved in the project process, starting from generating ideas, drafting, and completing their tasks. The researcher used simple and short compositions describing people to assess students' writing skills, focusing on content, grammar, vocabulary, organization, and mechanics

The pre-test results showed that students were not yet able to fully express their ideas freely. This was mainly due to their limited understanding of grammar usage, which caused confusion during the descriptive writing test in pre-test. Therefore, the researcher created a project where students wrote a descriptive text about their English teacher at school.

In the post-test results, students became more enthusiastic because they wrote descriptive texts from their personal perspectives about their English teacher. This allowed them to freely express their thoughts and then translate them into English using proper grammar. Before the post-test students were given instruction on applying English grammar to minimize errors made during the pre-test.

#### 4.1.1 Data Analysis of Pre-test

In the pre-test, the researcher involved 28 students from one class. Students were asked to change the descriptive text with a topic that had been determined individually. Before applying the PjBL method, the results of the students' pre-test were presented in a table, as follows :

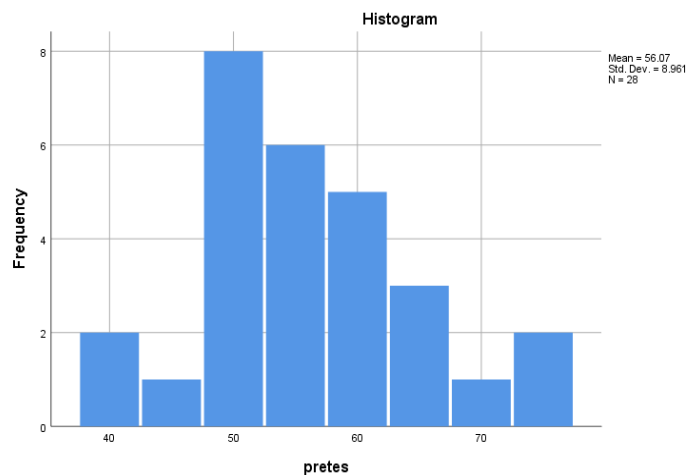
*Table 4. 1 Students' Score of Pre-test*

No	Initial Name	Score
1	AAS	60
2	AJS	50
3	DP	50
4	DASS	55
5	DPAR	40
6	FRAR	65
7	FF	45
8	GH	50
9	HSA	50
10	IPH	75
11	IPR	55
12	JNF	70
13	KNH	65
14	KSG	55
15	MJF	50
16	MDS	50
17	MZP	40
18	MARA	60
19	MIK	55
20	OS	50
21	RAF	65
22	RNA	60
23	RWD	50
24	SA	55
25	SDR	75
26	SN	60

27	SM	60
28	SN	55
$\Sigma$		1570
Average Score		108.2759

The table above presents the results of the pre-test conducted with eighth-grade students at MTs Diponegoro. It shows that the lowest pre-test score was 40, while the highest score was 75. The average score was 108.275. The pre-test results were analyzed using descriptive analysis with SPSS. The pre-test scores were also illustrated with a histogram chart.

*Figure 4.1 Histogram pre-test*



The table shows that the lowest pre-test score was 40, and the highest score was 75. The average score was 56.07. Based on the histogram above, the pre-test scores ranged from 40 to 75, with 2 students scoring 40, 1 student scoring 45, 8 students scoring 50, 6 students scoring 55, 5 students scoring 60, 3 students scoring 65, 1 student scoring 70, and 2 students scoring 75.

student scoring 70, and 2 students scoring 75. The following is presented descriptive data from the calculation of the pre-test score:

*Table 4.2 Descriptive Statistic of Pre-test*

<b>Descriptive Statistics</b>									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest	28	40	75	56.07	8.961	.402	.441	.037	.858
Posttest	0								
Valid N (listwise)	0								

The summary of descriptive statistical data for pre-test scores can be found in the table above. The combined total for both pre-test and post-test scores was 1570, with a minimum score of 40 and a maximum score of 75. The mean score was 56.07, and the standard deviation was 8.96. Based on the statistical data, the pre-test results are considered to have good quality, as the standard deviation is lower than the mean.

#### **4.1.2 Data Analysis of Post-test**

The post-test was conducted in a single class on June 3, 2024, with a sample of 28 students. During this activity, the researcher asked students to complete an essay-based post-test that had been prepared beforehand. The post-test questions required students to transform verbs from past tense into continuous tense within descriptive text. The post-test results are as follows:

*Table 4. 3 Students' Scores of Post-test*

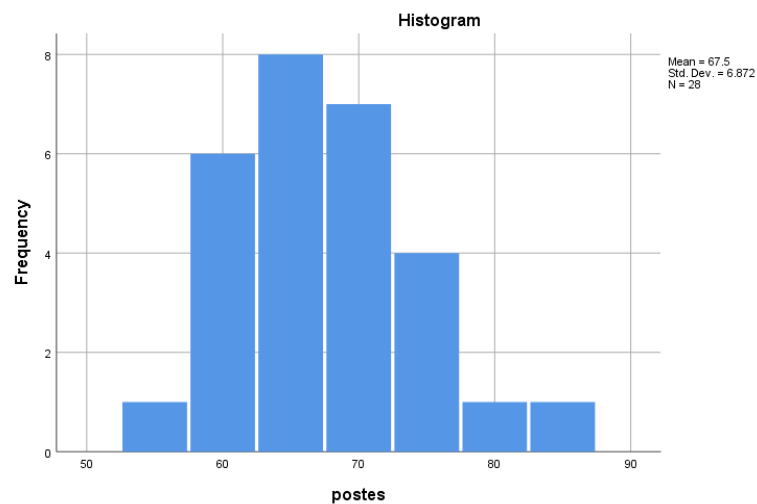
No	Initial Name	Score
1	AAS	70
2	AJS	65
3	DP	65
4	DASS	60
5	DPAR	60
6	FRAR	75
7	FF	60
8	GH	55
9	HAS	60
10	IPH	80
11	IPR	65
12	JNF	75
13	KNH	70
14	KSG	65
15	MJF	65
16	MDS	70
17	MZP	60
18	MARA	65
19	MIK	65
20	OS	70
21	RAF	70
22	RNA	65
23	RWD	60
24	SA	70
25	SDR	85
26	SN	75
27	SM	70
28	SN	75
$\Sigma$		1890
Average Score		130.3448

The post-test results show that the lowest score achieved by the students was 50, and the highest score was 85. The average score was 130.3448. Based on the table above, which lists the range of post-test

scores from lowest to highest, there was 1 student with a score of 55, 6 students scored 60, 8 students scored 65, 7 students scored 70, 4 students scored 75, 1 student scored 80, and 1 student scored 85.

These post-test results indicate an improvement in students' ability to write descriptive texts transformed from past tense to continuous tense. The use of the Project-Based Learning (PjBL) method proved effective in increasing students' interest in writing, making it easier for them to transform sentences with a better understanding.

*Figure 4.2 Histogram post-test*



Based on the histogram, the distribution of post-test scores from the lowest to the highest can be described as follows: 1 student scored 55, 6 students scored 60, 8 students scored 65, 7 students scored 70, 4 students scored 75, 1 student scored 80, and 1 student scored 85. The post-test scores were analyzed using SPSS 26, and the results are presented below::

*Table 4.4 Descriptive Statistics of Post-test*

<b>Descriptive Statistics</b>									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Postes	28	55	85	67.50	6.872	.553	.441	.263	.858
Valid N (listwise)	28								

The descriptive statistic presented in the table above show the students' post-test results. The total score obtained was 1890, with the lowest score being 55 and the highest 85. The average (mean) score reached 67.50, while the standard deviation was 6.87. Since the standard deviation is lower than the mean, it can be concluded that the distribution of the post-test scores reflects a good level of consistency and quality.

#### **4.1.3 Students' Achievement in Writing Skills Before and After Using PjBL**

*Table 4. 5 Result Pre-test and Post-test*

No	Initial Name	Difference		Discription
		Pre-test	Post-test	
1.	AAS	60	70	Increase
2.	AIS	50	65	Increase
3.	DP	50	65	Increase
4.	DPASS	55	60	Increase
5.	DPAR	40	60	Increase
6.	FRAR	65	75	Increase
7.	FF	45	60	Increase
8.	GH	50	55	Increase
9.	HAS	50	60	Increase

10.	IPH	75	80	Increase
11.	IPR	55	65	Increase
12.	JNF	70	75	Increase
13.	KNH	65	70	Increase
14.	KSG	55	65	Increase
15.	MJF	50	65	Increase
16.	MDS	50	70	Increase
17.	MZP	40	60	Increase
18.	MARA	60	65	Increase
19.	MIK	55	65	Increase
20.	OS	50	70	Increase
21.	RAF	65	70	Increase
22.	RNA	60	65	Increase
23.	RWD	50	60	Increase
24.	SA	55	70	Increase
25.	SDR	75	85	Increase
26.	SN	60	75	Increase
27.	SM	60	70	Increase
28.	SN	55	75	Increase
Average		108,2759	130,3448	Increase

The results of the pre-test and post-test for eighth-grade students are shown in the table above. The pre-test was conducted before the treatment using the PjBL method, while the post-test was conducted after the treatment. After obtaining their scores, the researcher compared the results of both tests. Students had an average pre-test score of 108.27 and an average post-test score of 130.34. Therefore, the use of the PBL method was very effective in improving students' writing skills.

#### 4.1.4 The Result of Normality Testing

Normality testing was conducted to examine whether the data followed a normal distribution. Given that the sample size was fewer than 50 participants, the Shapiro-Wilk test was applied. The analysis was performed using SPSS version 26. Based on the criteria of the Shapiro-Wilk test, the data can be considered normality, distributed if the p-value is greater than 0 and the significance level is 0.005. The results of the normality test are presented below:

*Table 4. 6 Result of Normality Test*

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.155	28	.084	.944	28	.142
Posttest	.178	28	.024	.939	28	.105

a. Lilliefors Significance Correction

The pre-test results show that the data value of 0.142 is greater than 0.05. The results of the post-test also show that the data follows a normal distribution, as evidenced by the normality test table.

#### 4.1.5 The Result of T-Test and Hypothesis Testing

After the normality test was conducted, the final step in the analysis was to perform a paired sample t-test. This test aimed to examine whether there was a significant difference between the mean scores of the pre-test and post-test. The hypothesis used in this research are stated as follows:

- If Sig (2-tailed) > 0.05, the null hypothesis (H<sub>0</sub>) is accepted, and the alternative hypothesis (H<sub>a</sub>) is rejected. This means there is no significant difference in students' writing skills before and after being taught using the PjBL method.
- If Sig (2-tailed) < 0.05, the null hypothesis (H<sub>0</sub>) is rejected, while the alternative hypothesis (H<sub>a</sub>) is accepted. This indicates that there is a significant improvement in students' writing skills after being taught through the PjBL method compared to before the treatment.

In this study, the hypothesis was tested using a paired sample t-test using SPSS. The results of the paired sample t-test are presented in the following table:

*Table 4. 7 Result of Paired Sample T-test*

Paired Samples Test								
Differences			Paired					
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 pretest - posttest	-11.429	5.419	1.024	-13.530	-9.327	-11.160	27	.000

The null hypothesis is rejected if the significance value is less than 0.05, indicating that there is a significant difference. Conversely, if the significance value is greater than 0.05, the null hypothesis is accepted.

There is a significant difference between the pre-test and post-test results, as shown by the 2-tailed value of 0.000 in the table above. Therefore, it can be concluded that the PjBL method is effective in improving students' writing skills.

## **4.2 Discussion**

This research was conducted at MTs Diponegoro Tumpang. The study used a quantitative approach and a pre-experimental method. The subjects of this study were eighth-grade students, consisting of 28 students. The aim of this research was to determine how effective the project-based learning (PjBL) method is in improving students' writing skills in junior high school. According to analytical analysis and qualitative observation, the findings indicated that the PjBL method significantly enhances students' writing abilities. PjBL has the capacity to actively engage students in the learning process, which is one of its most notable impacts

The use of the PjBL method encourages students to apply their knowledge and ideas in real-world situations through the completion of comprehensive projects. This differs from traditional approaches that often focus on memorization and isolated writing exercises. These projects typically involve several steps, such as brainstorming, drafting, revising, and presenting, all of which align with the writing process. As a result, students not only acquire technical writing skills but also learn to be more creative, think critically, and collaborate effectively.

Prior the application of the project based learning (PjBL) approach students were given a pre-test to evaluate their initial writing proficiency. The mean score obtained was 56.07, with scores ranging from 40 to 75, theses results reflect notbale variations in students' fundamental writing capabilities. A number of students encountered difficulties in constructing proper sentences, maintaining coherence, and using appropriate vocabulary. Such problems often emerge in conventional writing instruction, which tends to be dominated by teacher centered methods.

The data showed that the students' low pre-test scores, mostly ranging from 50 to 60, reflected their limited abillity in developing ideas, organizing paragraphs, and choosing appropriate vocabulary. The improvement in post-test scores occurred due to the implementation of the Project Based Learning (PjBL) method, which encouraged students to be more active in the learning process through group work, solving real life problems, and producing authentic written products. Through the project stages, students not only practiced writing but also engaged in critical thinking, collaboration, and continuous revision based on feedback.

These result are in line with the findings of Yulianti et al. (2023), which indicate that PjBL enhance students' writing skills through the integration of higher order thinking akills and contextual learning. Furthermore, Project Based Learning (PjBL) provides students with a sense of ownership over their writing (Rahmawati & Yusri, 2022). Therefore, the

improvement in scores was not merely due to repeated practice, but also because the PjBL strategy directly developed key aspects of writing skills.

The use of the project based learning (PjBL) approach aims to improve students' writing proficiency. This method has gained widespread recognition in education particularly for its role in supporting writing development. By involving students in meaningful, real world projects, PjBL helps foster critical thinking, teamwork, and creativity.

The implementation of Project Based Learning (PjBL) offers students a well structured yet adaptable learning environment that fosters a deeper engagement with the writing process. Through collaborative projects, students are motivated to generate ideas, plan, draft revise, and present their work. This active participation enables them to enhance their capacity to organize ideas coherently and utilize appropriate vocabulary and grammar in context. Theoretically, PjBL is consistent with constructivist learning principles, wherein knowledge is actively constructed through significant experiences. Krajcik and Shin (2014) highlight that PjBL boosts students' creativity and critical thinking, which are vital elements in cultivating robust writing skills. Consequently, the enhancement in students' writing scores can be linked to the manner in which PjBL promotes higher order thinking, learner autonomy, and contextualized language use.

Following the application of the PjBL method, the post-test scores of students demonstrated a significant enhancement. The average score increased to 67.50, with the lowest score

Comparing pre-test and post-test results showed that all students experienced consistent score increases. For example, students with lower initial scores, such as 40 or 50, achieved scores of 60 or higher on the post-test. Similarly, students with good initial scores, such as 60, reached scores of 75 or more on the post-test, indicating that this technique is effective for all skill levels, including those students who initially performed poorly. The PjBL methodology fostered active engagement through collaborative work, exploration of topics, and real world assignments, rendering the learning experience more captivating and relevant. The collaborative learning environment provided support for less proficient students through peer assistance while the organized phases of project work planning, drafting, revising, and presenting delivered clear to the development of essential writing skills such as organization of ideas, vocabulary application, and paragraph structuring, resulting in enhanced outcomes for every participant.

Students exhibited notable advancements in essential writing components, such as vocabulary application, grammatical precision, and overall coherence. The results from the post-test revealed elevated scores in comparison to the pre-test, signifying tangible improvement. These outcomes are consistent with the tenets of Project Based Learning, which prioritizes active participation, contextual understanding, and iterative practice. Through engaging in project activities, students encountered new vocabulary within relevant contexts, facilitating more effective word application. Furthermore, they enhanced their grammatical accuracy, especially regarding subject verb

agreement and punctuation, due to structured revisions and peer evaluation. Moreover, the organization of their writing became increasingly coherent, with ideas transitioning logically, which underscores the influence of the planning and drafting phases within the PjBL framework. This reinforces the notion the PjBL fosters writing proficiency by merging cognitive, linguistic, and collaborative elements.

The results of this study show a significant difference between the students' pre-test and post-test scores, supporting the effectiveness of the PjBL method in improving writing skills. The data were analyzed using SPSS version 26, which revealed an average score of 108.27 in pre-test and 130.34 in the post-test. The noticeable increase between these scores indicates a statistically significant improvement after the treatment. This suggest that the implementation of Project Based Learning had a positive impact on students' writing performance

This method directly influences student engagement. Findings by Capraro et al. (2018) support the idea that the relevance of projects in PjBL can significantly enhance student participation. Students see that their lessons have a greater impact than just completing classroom assignments because these projects connect learning materials to real-world situations. This increases students' intrinsic motivation and improves the quality of their writing as they are more motivated to achieve the best results.

PjBL helps students improve their technical writing skills and fosters a long-term interest in the creative process. When students feel that their

writing has a clear and relevant purpose, they are more likely to take the time and effort to refine their work. This indicates that PjBL not only enhances students' academic abilities but also changes the way they view lessons and encourages them to learn.

Furthermore, data analysis was conducted using normality tests and paired sample t-tests. This was done to determine whether the data is normally distributed. The normality test was performed using SPSS 26. Pre-test and post-test data are considered normally distributed if  $p \geq \alpha$ , with  $\alpha$  set at a significance level of 0.05. The results of the pre-test normality test showed a value of 0.142, which is greater than 0.05, and 0.105, which is also greater than 0.05, indicating that both data sets are normally distributed.

After conducting the normality test, the next step was to perform a paired sample t-test to examine whether there was a significant difference between the mean scores of the pre-test and post-test. The descriptive statistic, including standard deviation and skewness values, confirmed that the data were normally distributed and could be analyzed further. The t-test produced a significance value of 0.000, which is below the 0.05 threshold. This means that the null hypothesis is rejected. And a meaningful difference exists between the two sets of scores. Based on this result, it can be concluded that the application of PjBL contributed to the improvement of students' writing performance.

Previous research on project-based learning (PjBL) also shows that it is effective in enhancing students' writing abilities, especially in learning

English as a foreign language. A study conducted by Sirisrimangkorn (2018) found that PjBL helps students create more structured essays with better grammar and vocabulary. This is achieved through teamwork processes that involve group discussions, idea sharing, and revisions, all of which contribute to better student writing.

Additionally, research by Hamidah et al. (2023) found that the project-based learning (PjBL) approach helps students master technical writing skills, such as vocabulary enrichment and grammar improvement. This approach also helps students become more creative and free in expressing their ideas. In such situations, PjBL provides students with the opportunity to write in a more authentic and meaningful way, as they can connect the material they learn with personal experiences and real-life situations. This method creates a more interactive learning environment.

These findings emphasize the importance of integrating PjBL into regular teaching. This is because PjBL can improve students' academic performance by offering authentic and meaningful writing experiences. It also prepares students for real-world communication tasks. Therefore, this approach not only helps students achieve better learning outcomes but also prepares them to face challenges in the future, both in their personal lives and in the workplace.

Although this study provides positive results, it has limitations, such as a relatively small sample size and a short duration. Therefore, future research could involve larger groups and extend the implementation period to

understand how PjBL affects writing skills in the long term. Additionally, further studies could consider external variables, such as cultural environment and student motivation, which may contribute to the effectiveness of PjBL. By expanding the scope and duration of research, we can gain a better understanding of the potential of PjBL as a widely applicable teaching method in global education.

To optimize the benefits of PjBL, it is essential to provide adequate resources and training for teachers. Furthermore, schools should allocate sufficient time for project-based activities and ensure that students have access to the necessary resources and support systems. Students will perform better on projects if they have access to technology, appropriate learning materials, and supportive facilities. According to Haatainen and Aksela (2019), giving students enough time to gain a deep understanding of the material they are learning is also an important component of PjBL.

Based on the explanation above, it can be concluded that the PjBL method has proven to be an effective approach in improving the writing skills of eighth-grade students in junior high school. PjBL addresses many issues with conventional writing instruction by encouraging participation, collaboration, and critical thinking. This study also shows a significant improvement in their ability to follow instructions after receiving PjBL treatment. These results indicate that PjBL has the potential to be a transformative teaching tool, and there is increasing evidence supporting its use in language instruction.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provide conclusions that have been drawn based on the data and conversation. In addition, suggestion were also provided in this chapter and directed to teacers, students. And future researchers.

#### 5.1 Conclusion

Based on the analysis described in the previous chapter, it can be concluded that there is a significant improvement in students' writing skills after the implementation of the Project Based Learning (PjBL) method. This is evidence by the results of the paired sample t-test. which resulted a significance value of 0.000 ( $p < 0.05$ ). Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.

The results of this research show that the use of Project Based Learning (PjBL) can improve studnets' writing skills. After the implementation of PjBL, students demonstrated better performance in expressing their ideas, organizing their writing more logicallly, and using grammar and vocabulary more accurately. This improvement reflects the positive impact of PjBL in supporting studnets development in writing.

The Implication of this research suggest that english eduactions are urged to implement the PjBL method as a viable instructional approach to enhance students' writing skills. However, successful implementation requires proper planning, clear guidance, and sufficient time allocation to ensure that students can effectively complete their projects. Future studies

could investigate the lasting effects of Project Based Learning (PjBL) on writing skills or implement it across various educational stages or competency domains.

## **5.2 Suggestion**

Based on the results of this study, there are several suggestions for further research on teaching writing using the PjBL method. It is hoped that these suggestions can be useful for researchers who will conduct further studies on the same topic. They are also expected to be recommended to teachers, students, and future researchers.

### **1. For Teachers**

It is advisable for english educators to adopt more innovative and students focussed teaching methods to elevate the standard of writing instruction. Utilizing the Project Based Learning (PjBL) approach can be a beneficial tactic to boost students' writing abilities, as it promotes active engagement, teamwork, and learning within context.

### **2. For Students**

Students are urged to engage actively in project based learning activities to enhance thie writing precision, coherence, and vocabulary.

### **3. For Future Researchers**

Future researchers might consider this study as a reference and are encouraged to extend the research scope by incorporating various levels, larger sample sizes, and extended treatment durations to investigate the long term impacts of PjBL on writing skills.

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# APPENDICES

## Appendix I : Research Permit

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG</b> <b>FAKULTAS ILMU TARBIYAH DAN KEGURUAN</b> Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang <a href="http://fitk.uin-malang.ac.id">http://fitk.uin-malang.ac.id</a> , email : <a href="mailto:fitk@uin-malang.ac.id">fitk@uin-malang.ac.id</a>	
Nomor	: 2251/Un.03.1/TL.00.1/04/2024	25 April 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada		
Yth. Kepala MTs Diponegoro Tumpang di Malang		
<b>Assalamu'alaikum Wr. Wb.</b>		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Hilda Ziana Mahdia	
NIM	: 19180003	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Genap - 2023/2024	
Judul Skripsi	: The Effectiveness Of Project Based Learning Method Towards Students' Writing Skills At Junior High School	
Lama Penelitian	: April 2024 sampai dengan Agustus 2024 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.		
<b>Wassalamu'alaikum Wr. Wb.</b>		
 Ditandatangani oleh, Wakil Dekan Bidang Akademik Muhammad Walid, MA 30823 200003 1 002		
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

***Appendix II : Grids Of Instrument***

<b>NO</b>	<b>KD</b>	<b>Basic Competence</b>	<b>Indicator</b>	<b>Learinng Objbective</b>
1.	4.4	Composing descriptive texts about people, place, or objects, while maintaining the correct text structure and language elements.	Writing ideas that are relevant to the topic.	Students can write descriptive texts that are relevant to the topic.
			Developing ideas with supporting details.	Students can develop descriptive texts with sufficient details.
2.	3.4	Analyzing the social function, text structure, and language features of descriptive texts about people, places, or things.	Organizing the text logically according to the descriptive structure	Students can compose descriptive texts with a logical organization.
			Using sentences with good cohesion and coherence.	Students can write cohesive and coherent texts.
3.	4.4	Composing descriptive texts about people, places, or things, paying attention to	Choosing vocabulary appropriate for the descriptive texts.	Students can use appropriate vocabulary in descriptive texts.

		the correct text structure and language features.		
4.	4.4	Composing descriptive texts about people, places, or things, paying attention to the correct text structure and language features.	Using correct grammar, including tenses.	Students can write texts with correct grammar.
5.	3.4	Analyzing the social function, text structure, and language features of descriptive text about people, places, or things.	Identifying the social function of descriptive text in everyday	Students can understand the social function of descriptive texts.

### ***Appendix III : Rubric Of Scoring***

Scoring Rubric of Descriptive Text  
(Adopted from Jacob & Brown 2013)

Aspect	Criteria	Score	Categories
Content	Through development of topic	4	Excellent
	Relevant to topic but lacks details	3	Good
	In adequate development of topic	2	Average
	Does not have knowledge of topic	1	Poor
Organization	Write paragraph structure correctly	4	Excellent
	Loosely organized but ideas stand out	3	Good
	Incoherent ideas and lacks logical sequencing	2	Average
	Does not write paragraph structure correctly	1	Poor
Vocabulary	Employ accurate and effective choice of word.diction	4	Excellent
	Employ accurate diction but not effective	3	Good
	Employ lacks accuracy of diction, but meaning not obscured	2	Average
	Error in applying diction or word formation and meaning obscured	1	Poor
Grammar	Use correct grammar (tense used, pronouns, subject-verb agreement, etc)	4	Excellent
	Several errors of tense, pronouns, subject-verb agreement, etc but meaning not obscured	3	Good
	Major error of tense, pronouns, subject-verb agreement, etc and meaning obscured	2	Average
	Not mastery of sentence construction and dominated by error	1	Poor

Mechanics	Very little errors of mechanics	4	Excellent
	Few errors of mechanics, but meaning not obscured	3	Good
	Many errors of mechanics and meaning obscured	2	Average
	Dominated by errors of mechanics	1	Poor

#### Appendix IV: Students Answer Sheet of Pre-test

##### PRE-TEST DESCRIPTIVE TEXT

- Make a descriptive paragraph using the title below!..  
Title : Mrs. Mutik is an English Teacher

Name: Siti Ma'waddah	Class: VIII
----------------------	-------------

Mrs. Mutik is my English teacher. She teaches us every Monday and Thursday. She has long black hair and glasses. She is very friendly to us, but sometimes she angry when we noisy.

Errors :

1. "She angry" should be "she is angry"
2. "We noisy" should be "we are noisy"

*Text written in pre-test  
(Adopted from Bagus Nawawi 2011)*

## Appendix V : Students Answer Sheet OF Pre-test

### PRE-TEST DESCRIPTIVE TEXT

- Make a descriptive paragraph using the title below!..

Title : Mrs. Mutik is an English Teacher

Name : Oktavia Safira	Class : VIII
-----------------------	--------------

Mrs. Mutik is English teacher. She teaching in my school.  
She has black hair. She always smiling to students.  
She is kind, but sometimes strict when we not do homework.

Errors :

1. is English teacher should be is an English teacher  
(article missing)
2. She teaching should be she teaches (tense error)
3. She always smiling should be she always smile  
(tense error)
4. We do not homework should be we do not do our homework  
(incorrect structure)

*Text written in pre-test  
(Adopted from Bagus Nawawi 2011)*

## Appendix VI : Students Answer Sheet OF Post-test

### POST-TEST DESCRIPTIVE TEXT

Title : My Family

#### Question

How many persons are in your family ?

What is your father's name ?

Where does he work ?

What is your mother's name ?

What is her name ?

Where does she work ?

Do you have brother and sister ?

What is his/her name ?

Make a descriptive paragraph by answering the questions above!

Name: Siti Ma'waddah Class: VIII

There are four people in my family. My father's name is Juwari. He is a seller. My mother's name is Aning, and she works as a tailor. I have one brother, and his name is Nando. We love spending time together.

\* After "we love spending time together" could add the complement to make it more descriptive.  
(Example: we love spending time together by playing games and eating out)

*Text written in pre-test  
(Adopted from Bagus Nawawi 2011)*

## Appendix VII : Students Answer Sheet of Post-test

### POST-TEST DESCRIPTIVE TEXT

Title : My Family

#### Question

How many persons are in your family ?

What is your father's name ?

Where does he work ?

What is your mother's name ?

What is her name ?

Where does she work ?

Do you have brother and sister ?

What is his/her name ?

Make a descriptive paragraph by answering the questions above!

Name : Oktavia Safira	Class : VII
-----------------------	-------------

My family is wonderful. There are four people in my family: my father, my mother, my brother, and I. My father's name is Mahrus, and he is an driver. My mother's name is Mahmudah, and she is a teacher. My younger brother's name is Imdad. He loves playing basketball, and we often play together after school.

No major grammatical errors. Could add more descriptive language for a richer narrative

(example: My mother, a talented chef, often prepares delicious meals for us)

*Text written in pre-test  
(Adopted from Bagus Nawawi 2011)*

## Appendix VIII : Letter of Completion Research



YAYASAN DIPONEGORO  
**MADRASAH TSANAWIYAH DIPONEGORO**  
**STATUS TERAKREDITASI "B"**

Nomor : 599/BAN-SM/SK/2019  
NSM:121235070142 NPSN:20581342  
Jl. KAUMAN 64 TELP.(0341) 787 200 TUMPANG MALANG - JAWA TIMUR  
e\_mail : [diponegoratumpang@yahoo.com](mailto:diponegoratumpang@yahoo.com)

### SURAT KETERANGAN

No :096/SK/MTs.D/VI/2024

Yang bertanda tangan dibawah ini :

Nama Lengkap : Mutik Atun Nasikhah, S.Pd.  
Jabatan : Kepala Madrasah  
Nama Madrasah : Madrasah Tsanawiyah Diponegoro  
Alamat Madrasah : Jln. Kauman No.64 Kab. Malang

Menerangkan :

Nama : Hilda Ziana Mahdia  
NIM : 19180003  
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Bahwa yang bersangkutan memang benar telah melakukan penelitian untuk penyusunan skripsi selama 1 bulan dengan judul :

**" The Effectiveness Of Project Based Learning Method Towards Students' Writing Skills At Junior High School "**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya.

Malang, 4 Juni 2024  
  
Mutik Atun Nasikhah, S.Pd.

## *Appendix IX : Documentation*

### *Pre-Test*



### *Post-Test*



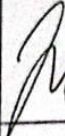
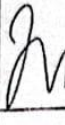
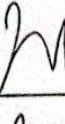
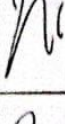
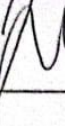
### *Treatment*



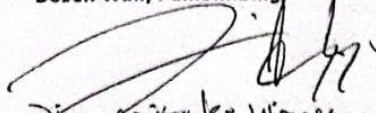
## Appendix X : Evidence of Guidance Consultation

Buku Kepenasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

### F. KONSULTASI PROPOSAL SKRIPSI Konsultasi dan Bimbingan Proposal Skripsi\*

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
02/2023 /11	Menyerahkan outline skripsi	Silahkan diteruskan dengan revisi	
03/2023 /10	Menyerahkan proposal skripsi Bab I, II, III	Accepted dengan revisi	
6/2023 /10	Menyerahkan Revisi proposal skripsi I, II, III	accepted dengan revisi tambahan	
9/2023 /10	Menyerahkan Revisi proposal skripsi I, II, III	revisi accepted	
11/2023 /10			

Malang, .....  
Dosen Wali/Pembimbing

  
Dian Aritonks Wiranegara  
NTP.

#### Catatan:

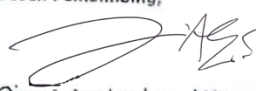
Lembar konsultasi dan bimbingan Proposal Skripsi yang sudah memperoleh persetujuan/tanda tangan Dosen Wali/Pembimbing sah digunakan sebagai lampiran dalam Proposal dan dapat difotocopy.

## Appendix XI : Thesis Consultation Logbook

Buku Kepemasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

**G. KONSULTASI DAN BIMBINGAN SKRIPSI**  
Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
24/2024 /04	Menyerahkan Revisi Skripsi	Silahkan direvisi pada chapter 2, dan menyerahkan instrumen	
24/2024 /04	Menyerahkan adopsi instrument dan rubrik penilaian	Accepted, silahkan diteruskan penelitian dan dilanjutkan olah data	
4/2024 /12	Menyerahkan chapter 1-5	Menambahkan pada bagian discussion dengan menghookkan teori yang ada di chapter 2	
5/2024 /12	Menyerahkan revisi chapter 1-5	Accepted, dengan revisi tambahan	
9/2024 /12	Menyerahkan revisi chapter 1-5	Revisi Accepted, dengan revisi tambahan	
10/2024 /12	Menyerahkan revisi chapter 1-5	Revisi Accepted, dan ACC skripsi	

Malang, 10 December 2024  
Dosen Pembimbing,  
  
Dian Arsitades Wiranegara  
NIP.

38 Fakultas Ilmu Tarbiyah dan Keguruan (FITK)

## ***Appendix X : Curriculum Vitae***

Nama Lengkap	: Hilda Ziana Mahdia
Tempat, Tanggal Lahir	: Malang, 11 Maret 2001
Jenis Kelamin	: Perempuan
Agama	: Islam
Fakultas	: Ilmu Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Malang
Alamat Rumah	: Jln. Subandi Gg.Ismail RT.05/RW.02 Wonomulyo Poncokusumo, Malang, Jawa Timur (65157)
No.Hp/Telp	: 0881-0262-19339
Alamat Email	: <a href="mailto:hildazianamahdia11@gmail.com">hildazianamahdia11@gmail.com</a>



### **Riwayat Pendidikan**

- |    |           |   |
|----|-----------|---|
| 1. | 2005-2007 | RA Sunan Ampel                                |
| 2. | 2007-2013 | SDN Wonomulyo 01                              |
| 3. | 2013-2016 | SMP NU Sunan Ampel Poncokusumo                |
| 4. | 2016-2019 | MA Darut Taqwa Sengonagung Purwosari Pasuruan |
| 5. | 2019-2024 | UIN Maulana Malik Ibrahim Malang              |

Malang, December 10<sup>th</sup> 2024  
Mahasiswi



Hilda Ziana Mahdia