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The Effect of Project-Based Learning on Students' Achievement in Writing Narrative Text

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A B S T R A C T

The purpose of this research is to proof the effect of project-based learning model on students' achievement in writing Narrative Text at grade X IPS SMA Pangeran Antasari Medan School students in 2021/2022. This research was quasi-experimental with cause and effect relationship by involving the control-class and the experimental-class. The two classes were given pretest and post-test. The result showed mean of the experimental class was from 56.05 to 80.2 and the controlled class was from 62.1 to 74.0. From hypothetical tests, the significance T-test Sig $(p)0.035<(a)0.05$ and that means Ha $>0,05$. The controlled class score increased from 62.1 to 74.05 and the critical contrast between the mean scores in controlled class (M 74.055, SD 9.8688), while the experimental class (M 80.159, Sd 8.7281), t(42) 2.173 , p 0.035 d 0.655) and **t**$count$ 2.137 **t**$table$ 2.019. By using a project-based-learning model in writing narrative text, the students can investigate and hone their capacity and creativity in writing It demonstrated that the Project-based learning models has given a solid impact on students' achievement in writing narrative text. The Project-based-learning (PJBL) model effected the students' achievement in writing.

Keywords : Project-Based Learning, Writing Achievement , Narrative Text

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INTRODUCTION

Writing, as a basic skill should be owned by each individual. Writing occupies an important role. Writing skills are not will come automatically but have to learn through practice and practice the writing learning process begins with learning how to read words and phrases. According to White (1986:10) Writing is a process in which a person reveals and expresses his or her thoughts, feelings, emotions and knowledge and is made into useful

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information for others. The type of text in English or what is also called genre is considered as the most fabric in English, especially by high schools, especially in Non-specific Structure and Dialect Highlights learning which includes the authors reason for making the text, the work of the text in which the text contains the structure and characteristic features of the language .Well, that is what distinguishes each type of English text that exists. There are 13 types of texts in English in total, however, in secondary schools, not all texts will be studied in detail. One of them is narrative text. Therefore, Students taught the structure to write a narrative text well and properly. Because currently the ability.

According to (Schwabe, Brandl, Boomagaarden, & Stocker,2021), the narrative is a text that relates an event or event that occurred and is acted on by someone or some character that has grooved, scene, problems and solution events that relate to character Based on the observations of the researchers in SMA Pangeran Antasari Medan during the learning process in narrative text subjects obtained the information, that almost all students of grade X IPS at SMA Pangeran Antasari Medan did not understand how to compose narrative content well. When the teacher gave the assignments to write narrative content, there were a few students who did not complete the task. Basically, Narrative writing can develop students' minds because students will visualize the stories they will write thus add to their creativity.

Based on the data the researchers got when making observations in class X IPS SMA Pangeran Antasari Medan, The researcher found only 12 students from 28 students reached KKM. From the list of English Teachers the percentage of Test scores of Narrative Text subjects of grade X IPS 1 student who achieved a score above KKM as much as 59,25% and not achieving KKM is 41.75% While class X IPS 2 which reaches a value above KKM as much.as 37,03% and has not reached the KKM value as much as 62,97%. Recapitulation of narrative text test scores above is a student's learning that is still low.

At the high school level, narrative text subjects require students to be able to understand how.to write and understand how to create Narrative Text. Therefore, the learning model is indispensable, a highly specialized project based learning model. In this model, students are more enabled to think creatively in problem solving, project-based learning model (PJBL) is a fraction of problem solving. By going through systematic techniques in organizing creative ideas to solve project problems and produce a real product to solve a problem. Students are taught to change their minds into more creative and to think beyond the limits to increase their learning. Because in the model students will be taught to discuss a problem together with their group mates and students will be taught to express opinions about various strategies that will be done to solve the problem. Then students will create a real product result .Students will be taught to determine which strategies can resolve the problem, and then apply them until it finds a solution to the problem. Afterward, students can implement the solution and produce a tangible product.

According to the Sudarmin (2016:98) project-based learning model is a model of instructing which teaches students a inventively and skill and is directed to bring about creativity through structured processes, highly comprehensive real events and is designed to produce products or projects. Abidin (2007:167) proposes that Project-based learning focuses on problem solving in creative thinking, activities and doing their assignments with the knowledge at hand to produce specific projects.

Based on the explanations above, the researcher conclude that project-based learning is an inventive learning understudy center and that it provides teachers as sparks and facilitators where understudies are permitted independently build their studies, in other words students are given the freedom plan learning creatively , Collaboratively performing project shaped tasks and eventually producing works, products that could be useful and

enhance students' accomplishments .Using Project-Based-Learning. Model, students are expected to learn independently and to solve the problems of learning in a more creatively. It closely related to educational material text. By implementing the step-by-step Project-Based-Learning Model, students will be capable to enhance their ability in writing. Therefore, based on the description over, it can be deduced that Project Based Learning can be used to rectify the students' achievement in writing narrativetext.

Al-balushi and Al-aamri (2014) conducted an experiment with 62 11th graders in Oman England, researchers created the science of environment as a subject for exploration, the project is about scientific circles and students' responses to science. By two control class and experiment groups of 62 students in the UK, his findings were influenced well by the exploring bunches have outperformed the accomplishment of control bunches in natural science test and logical reaction overview. Barack and Asad (2012) this consider has appeared higher learners' inspiration in the Project-based-learning circle with test of 14 and 15 a long time ancient female understudies in Israel appearing expanded intrigued in science. Learning innovation with stem related project-based learning models (science-technology-building-arithmetic) based on the school educational program for female student' tall school in Taiwan and the project-based learning model and the ability to combine, Tseng, K. H., Chang (2013) This inquire about examined the cognitive comes about 84 understudies, behavioral intentions and the stem circle and involves content examination and questionnaires study as information collection.

Duangkamol Thitivesa (2014), in his research showed the results that there were 38 English majors in the fourth year. The results revealed a low diversity of test scores on sentence formation 1.211(26.4) and two higher ones on mechanics (1.250) and usage (1.449). Researchers conclude projectile-based learning can be seen as a normal dialect learning setting, in a dialect think about, and type in in specific is contextualized and displayed within the way that learning gets to be coordinates with the errand of communication around a few topics.

This is reinforced by the research (Nurfadhilah, 2018). The study shows the mean value in classes that learn with project-based learning (PJBL) models and produce learning-class higher than the class without using Project-based learning, so, probably there's a critical effect of Project-Based Learning on writing narrative text capacity at SMA Negeri 1 Tangerang Selatan. Based on the above explanation, researchers were attracted to the study under the heading "The Effect of Project-based learning (PJBL) Model on Students Achievement.in Writing Narrative Text Class X IPS SMA Pangeran Antasari Medan T.A 2021/2022".

Most of research about gadget application mostly concern about text to speech application which convert text into a sound or voice and computer software called Automatic sound recognition. While the research about application which based on speech to text in android application relatively scarce. Because of the reason, this research was conducted to fill the gap by finding the students' perception on the use of speech Texter application in teaching pronunciation skills.

METHOD

This type of research was quasi-experimental because the quasi-experimental showed a cause and effect relationship by involving the control-group and the experimental-group. The experimental and the control groups were served a pretest and post-test. The special method was given to the experimental group.The population in this research was X IPS at SMA Pangeran Antasari Medan year lesson 2021/2022. There were two variables in the research to be carried out -dependent and Independent variables. Toward the design, the researchers used two groups. The learning writing narrative text student who were

instructed by utilizing Project-based-learning model stated as experimental class meanwhile the learning writing content narrative students who were instructed by utilizing the conventional method will be stated as the control class.

The Researchers created pre-tests and post-test to the research classes and gave different treatments to both classes, to obtain critical comes about between the experimental class and the control class. Providing a pre-test was useful for students to look at their foundation information and their writing skill and capacity. Passingly, test of post-tests was essential to assess and find out if the Project-based-learning (PJBL) model would give effect in students' handwriting achievement of narrative text or not. The population of this research was all the students' tenth grade IPS of SMA Pangeran Antasari Medan academic year 2021/2022 with a total of 45 students. There are two classes in the tenth grade, XIPS 1 and XIPS 2. The reason why the researchers chose the population was that the students' ability to write is quite varied at that level, so the data obtained would be more accurate. To determine the sample, the researchers used a total sampling technique This technique will take all the students of tenth grade IPS SMA Pangeran Antasari Medan academic year 2021/2022 in the fifth Semester to become the sample of the research with a total of 44 students and to determine the experimental class or control class, the researchers chose randomly. At the point, class tenth IPS I was chosen as control class and X IPA II was chosen as the experimental class. Each class consists of 22 and 22 students. The researcher will take X IPS II was the sample of the experimental class of the research because the researcher was suggested by an English teacher of SMA Pangeran Antasari Medan to conduct this research in this class. This class has low achievement in writing.

Pre-test results became assessments of students before they receive special treatment. Pretest results can be compared to recent post-test results (Creswell, 2016: 301). Before entering the material and collaborating, students must do the pretest that has been provided by the researcher, according to the theme of Narrative. The pretest was written in form of a Narrative Text with the theme "FABEL" that is decided by the researcher. The test was conducted to identify the results of a student's achievement and learning in writing. This test showed how capable the student can be in writing the narrative text. It decided the preparation for the guidelines program and analyzed the individual's particular qualities and weaknesses in writing.

After the pretest session, the research treatment was implemented to both groups with the same topic but was in a different way within the experimental class, the students were instructed to do the handwriting narrative text by utilizing project-based learning model. First, the writer explained Narrative text, and then the writer gave the definition, characteristic, the structure also an example of Narrative and showed the students about Narrative by media Info graphic and video. In the control class, .the students were instructed the writing narrative text without Project- based learning or with a conventional model and the writer only give the materials about the narrative text

Post-test was provided to the students after treatment. On the post-test, the students were inquired to compose a story content narrative with the same subject "fable" as the pre-test material. To degree the students composing narrative text-capability, the posttest was implemented. The posttest was conducted after the researchers taught the students by applying the project-based learning model.

FINDINGS AND DISCUSSION

The data result was utilized to degree students' writing capacity within the narrative text some time recently and After being given project-based learning demonstrate in the exploratory lesson and customary demonstrate in controlled class, The data showed as

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follows:

Table 1: Descriptive Statistic of the Data

Data	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
Total	1233.1	1763.5	1367.1	1629.2
Mean	56.050	80.159	62.141	74.055
Median	58.300	79.200	62.500	72.950
Min	46	68	46	60
Max	70.8	100.0	83.4	91.6
Varian	134.988	76.180	122.274	97.393
Range	33.3	37.5	45.9	33.3
Std Deviation	11.6184	8.7281	122.274	97.393

Based on table 1, the greatest score post-test of the experimental group was 100 and 91.6 for the controlled group, while the minimum value of the experimental group was 68 and the controlled group was 60 and the mean score from the experimental group was 62,500 and 58.300 for the controlled group mean. As a result, the mean score within the experimental class was top than the cruel score within the controlled class.

After having all the data, the researchers calculated all the students' score and inputted them in the calculation of the test. Here are the results of the test

Table 2: The Result of Paired Sample T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PREEKS - POSEKS	-24.1091	5.0987	1.0871	-26.3697	-21.8484	-22.178	21	.000
Pair 2	PRECTRL - POSTCTRL	-11.9136	3.2319	.6890	-13.3466	-10.4807	-17.290	21	.000

Based on table 2, The T-test represent that there was a noteworthy result were fairly common between the mean before implementation the Project-based learning model (M= 56.050, SD= 5.0987) and after applying the Project-based learning model (M= 80,159 , SD = 3.2319) , $t(21)$ = 22.178 , p =0,001 , d= 4,728 and Sig (p)0,000 < (a) 0,005 and **tcount** = 22.178 >**t table =**2,080 it can deduced over there was a diversity among students' accomplishment for the result of pre-test and post-test in the controlled class. So the **Ha** was accepted.

Table 3: The Result of Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Result	Equal variances assumed	.744	.393	2.173	42	.035	6.1045	2.8089	.4360	11.7730
	Equal variances not assumed			2.173	41.382	.036	6.1045	2.8089	.4335	11.7756

Based on the Table 3 above , The yield of Independent T-test represent up , there was a vital differentiate among the mean results of Controlled class (M= 74,055, SD= 9,8688) Subsequently, the experimental class was (M= 80,159 , SD = 8,7281) , $t(42)$ = 2.173 , p =0,035 , d= 0,655 and Sig (p) 0,035 > (a) 0,05, **tcount** = 2.137 >**tle=** 2.019 the result can be deduced that there was a diversity of students' achievement for pretest and post-test result of

controlled class. So the hypothesis **Ha** was accepted.

From all elaboration of the data above, this study showed that the utilizing of the Project-based learning model was exceptionally successful to improve and progress students' achievement in writing narrative text. This research model was actually similar to the research that was done by Hernandez- Ramos and DE la Paz (2009) in history classes. They had 8th graders in America or equivalent to the 9th grades. They learn from mixed media smaller than expected and allow as it in six weeks. Compared to understudies within the controlled class. Understudies included within the project-based learning show illustrate positive full of feeling and critical benefits in their information of considering history.

Based on the information, the mean score of both classes was advance. The experimental class means score was from 56.05 to 80.2. Otherwise, the controlled class increased from 62.1 to 74.05. By using a project-based learning model in handwriting narrative text, the students' can investigate and hone their capacity and creativity in writing. At that point, it can be unification that a project-based learning illustrate can advance students' composing capacity of narrative text. Furthermore, based on the result from hypothetical tests can be verified that the esteem Significance T-test Sig (p) 0.035 > (a) 0.05 and that means Ha > 0,05, there was a essential refinement between the cruel comes approximately of Controlled class (M= 74.055, SD= 9.8688) Subsequently, the experimental class was (M= 80.159, SD = 8.7281) , t(42) = 2.173 , p =0.035 , d= 0.655) *t count* = 2.137 >t *table*= 2.019. The hypothesis Alternative (Ha) was accepted and H0_was rejected. Therefore, based on analysis of the overall fact of research, it signals the impact of project-based-learning on student achievement in writing narrative text. The feedback of the Student' at the time was given by the treatment of the PJBL model was most supportive and has provided positive messages to students' so that the student' feel relaxed in the learning process, they can be confident, and can develop their creativity and writing ability.

CONCLUSIONS

There was a drastic difference in scores, and yonder was a powerful impact of the project-based-learning model on students' achievement in handwriting the narrative text of grade tenth students' of SMA Pangeran Antasari Medan academic year of 2021/2022. This research applied a connected a quasi-experimental plan was arranging to explore observational prove of the impact of project-based-learning model .on student' accomplishment in writing narrative text. The hypothesis test denoted that the sig2: tailed *(p)* 0,035 < *(a)* 0,05 . It would be approved that *Ha* was accepted, if the sig. was reduce than alpha *(a)*.or *(p)*.< α. The score within the experimental score increased from 50.05 to 80.2 Otherwise, the controlled class score increased from 62.1 to 74.05 and there was a critical contrast between the mean scores in controlled class (M= 74.055, SD= 9.8688) While, the experimental class (M= 80.159, SD = 8.7281), t(42) = 2.173 , p =0.035 d= 0.655) and *tcount* = 2.137 >*t table*= 2.019. It demonstrated that the Project-based learning models has given a solid impact on students' achievement in writing narrative text .It can.be concluded that the Project-based-learning (PJBL).model can enhance the students' achievement in writing Narrative text.

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