

The Effect of Project Based Learning on Sudents' Writing Skills

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Abstract: Studying how online project-based learning methodologies affect writing abilities is the goal of this study. Writing skills are essential to get a better grasp of concepts, exercise critical thinking, and come up with original solutions to problems. The researcher takes one class. It is administered before therapy and after treatment for Pre-Tests. Take one group for study in this design. One-half of the group is designated as the experimental group, and the other half is designated as the control group (not given treatment). There was a substantial difference between the pre-and post-test results. In the Sig. (2-tailed) column, it was shown that the Alternative Hypothesis (Ha) had a 0.00 significance (2-tailed) value (0.0000.05).

Keyword: Recount Text, PjBL, Online Learning, Writing Skills

Introduction

It takes proficiency in the English language and experience in putting thoughts down on paper to be an effective writer⁴. It is a vital literacy aspect that supports understanding, critical thinking, and innovation and needs to be developed to improve learning outcomes⁵. Destri Asirika (2017) adds that thinking is the mind of work, finding facts, seeing relationships, testing the truth, reaching conclusions, and forming opinions⁶. That's why writing is one thing that needs a significant amount of time to generate a wide range of concepts. As contracts and agreements are written and signed, writing is the primary mode of communication. It's also important to note that writing is an integral aspect of any project, whether it's a film or an architectural structure. As a result of not writing, the flow of thoughts is disrupted.

There are various writing that the students should do, such as drafting, reviewing, redrafting, and writing⁷. Students in writing face problems: limited vocabulary, difficulty organizing to write about something, no motivation to write, and lack of confidence in grammar to write⁸. Teachers must be explicitly conscious of the skills and processes to teach writing effectively. Teaching writing to EFL students cannot always use writing instruction, such as asking the students to write one or two paragraphs regarding a particular topic. That is why teacher nowadays often finds in students' writing that they cannot understand the students' message. The pupils seem to

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⁴ Lestari Setyowati and Sony Sukmawan, "Authentic Materials for Teaching Writing: A Critical Look.," *International Journal of Language Education* 3, no. 2 (2019): 68–77; Imam Nur Aziz and Yuli Ani Setyo Dewi, "The Implementation of Contextual Teaching and Learning on English Grammar Competence," *ALSUNA: JOURNAL OF ARABIC AND ENGLISH LANGUAGE* 2, no. 2 (2019): 67–95, <https://doi.org/oi.org/10.31538>.

⁵ C A N Cansu and Ayse Nur KUTLUCA CANBULAT, "Effect of Using Reflective Diaries in Teaching Turkish on Bilingual Students' Academic Achievement and Writing Skills," *Eurasian Journal of Educational Research* 19, no. 82 (2019): 1–26.

⁶ Destri Asirika, "Teaching Writing Narrative Texts by Using The Pictures of 'Pop-up Book' As A Media to Junior High School Students" (Universitas Negeri Padang, 2017).

⁷ Aziz and Dewi, "The Implementation of Contextual Teaching and Learning on English Grammar Competence."

⁸ Meike Imeda Wachyu and Dwi Rukmini, "The Effectiveness of Project Based Learning and Problem Based Learning for Teaching Biography Text Writing to Highly and Lowly Motivated Students," *Language Circle: Journal of Language and Literature* 10, no. 1 (2015).

write unnaturally and solely to avoid grammatical errors, leading to this issue.

In project-based learning, students are expected to be self-directed and self-reliant⁹. Teachers utilize the concept as one method for teaching English language skills¹⁰. When it comes to teaching languages at all levels and in many circumstances, project-based learning is becoming more popular. The students are in charge of this initiative. Students gain self-esteem and self-reliance due to participating in the production process and creating the final product. It may be used at any school level and is suited for all students. It's a project and a job. Authentic, curriculum-based, and frequently multidisciplinary challenges are tackled by students in groups in project-based learning. Students are responsible for deciding how to tackle a problem and what activities they will engage in throughout their education. They collect data from various sources, then synthesize, evaluate, and draw conclusions from that data¹¹.

In addition, many pupils have difficulty with their writing abilities. Teachers utilize monotonous approaches and rely heavily on workbooks to engage students' comprehension, resulting in many pupils' disengagement. Secondly, they are reluctant to express themselves in writing. They are apprehensive about making errors when they write. As a result, the study will be conducted in MTs (junior high school) Gresik. Using online project-based learning to address these issues is a wise choice.

Review of Related Literature

Online Learning

The term "online learning" has become a common term in education, and it is a symbol of the modernization of education¹². Because all instructions and evaluations are completed through the internet, online education is classified as distant learning. Learners can only make connections between new and old material if they are provided with engaging tasks that require them to utilize their metacognitive skills. The quality of learning is influenced by the instructional technique, not the technology¹³.

Online learning has taken the role of traditional face-to-face instruction to guarantee educational continuity¹⁴. Information communication technology is continually evolving and renewing itself in today's society, resulting in many changes. Education underwent some of these same changes¹⁵. As a result, online education is

⁹ Mufidah Kholis and Imam Nur Aziz, "The Effect of Project-Based Learning on Students Vocabulary Achievement at Second Grade of Islamic Junior High School," *JEET, Journal of English Education and Technology* 1, no. 01 (2020): 1–19, <http://jeet.fkdp.or.id/index.php/jeet/article/view/1>.

¹⁰ Lawarn Sirisrimangkorn, "The Use of Project-Based Learning Focusing on Drama to Promote Speaking Skills of EFL Learners," *Advances in Language and Literary Studies* 9, no. 6 (December 2018): 14, <https://doi.org/10.7575/aiac.all.s.v.9n.6p.14>.

¹¹ Gwen Solomon, "Project-Based Learning: A Primer," *Technology and Learning-Dayton-* 23, no. 6 (2003): 20.

¹² Gülten Hergüner et al., "The Effect of Online Learning Attitudes of Sports Sciences Students on Their Learning Readiness to Learn Online in the Era of the New Coronavirus Pandemic (COVID-19).," *Turkish Online Journal of Educational Technology-TOJET* 20, no. 1 (2021): 68–77; Rodiatul Hasanah Bani Muhsin and Imam Nur Aziz, "The Effect of Online Gamification Learning on Students' Motivation and Students' Writing Descriptive Text," *JEET, Journal of English Education and Technology* 1, no. 04 (2020): 256–66.

¹³ Terry Anderson, *The Theory and Practice of Online Learning* (Athabasca University Press, 2008).

¹⁴ Ellen Chung, Geetha Subramaniam, and Laura Christ Dass, "Online Learning Readiness among University Students in Malaysia amidst COVID-19.," *Asian Journal of University Education* 16, no. 2 (2020): 46–58; Imam Nur Aziz, "Menyiapkan Guru Dalam Pembelajaran Online: Dilihat Dari Keterampilan, Peran Dan Tanggung Jawab Guru Di Era Revolusi Industri 4.0" (Malang, 2019), https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Menyiapkan+Guru+dalam+Pembelajaran+Online%3A+Dilihat+dari+Keterampilan%2C+Peran+dan+Tanggung+Jawab+Guru+di+Era+Revolusi+Industri+4.0&btnG=.

¹⁵ Gülten Hergüner et al., "The Effect of Online Learning Attitudes of University Students on Their Online Learning Readiness.," *Turkish Online Journal of Educational Technology-TOJET* 19, no. 4 (2020): 102–10.

becoming a well-liked and fascinating mode of instruction. Teaching staff and academic institutions increasingly focus on online learning as a convenient and efficient answer to contemporary educational challenges¹⁶. Students may study at their own pace and from any location they want, thanks to the convenience of online education. According to meta-analyses of media research, Audiovisual and digital media have a considerable positive impact on student learning outcomes. According to this theory, learning is more impacted by the content and instructional method of learning materials than by technology used to give teaching.

Project-Based Learning

Constructivist teaching strategies have been introduced into science classes to inspire and encourage active student participation¹⁷. Project-Based Learning (PjBL) is one of the most constructivist education methods. Project-based learning may be used at every level of education because of its adaptability. As a result of debate, sharing, and teamwork, students were anticipated to become more creative.

Students' problem-solving skills, teamwork, and self-management are honed by utilizing project-based learning in higher education¹⁸. The project-based learning strategy has received support from academic theories. Constructivists believe that learning is a process in which pupils discover new knowledge by building on what they already know¹⁹. Students take the lead in a project-based learning environment, and teachers help guide them. By posing questions that excite their innate interest, students seek information.

The Origins of project-based learning are investigative. Students develop questions and are guided through research under supervision. Discovery is illustrated by creating a project to share²⁰. The benefits of project-based learning on students include motivation, language skills, ability to function in groups, content learning, self-confidence, autonomy, and decision-making abilities. The teaching paradigm known as "project-based learning" centers students' education on completing a specific project. When it comes to the educational process, projects are time-limited undertakings that require students to work on various skills such as problem-solving, research, and decision-making²¹. According to him, project-based learning entails students presenting their findings after researching to address a real-world issue.

The Definition of Writing

Writing is the most challenging and complex of the four primary language education skills. Still, writing can be delightful as long the writer has the ideas and the means to achieve them²². Writing is directly related to thinking, and it requires high-

¹⁶ Atef Mohammad Abuhmaid, "The Efficiency of Online Learning Environment for Implementing Project-Based Learning: Students' Perceptions.," *International Journal of Higher Education* 9, no. 5 (2020): 76–83.

¹⁷ Ahmad M Mahasneh and Ahmed F Alwan, "The Effect of Project-Based Learning on Student Teacher Self-Efficacy and Achievement.," *International Journal of Instruction* 11, no. 3 (2018): 511–24.

¹⁸ Joyce Hwee Ling Koh, Susan C Herring, and Khe Foon Hew, "Project-Based Learning and Student Knowledge Construction during Asynchronous Online Discussion," *The Internet and Higher Education* 13, no. 4 (2010): 284–91.

¹⁹ Abuhmaid, "The Efficiency of Online Learning Environment for Implementing Project-Based Learning: Students' Perceptions."

²⁰ Kholis and Aziz, "The Effect of Project-Based Learning on Sstudents Vocabulary Achievement at Second Grade of Islamic Junior High School."

²¹ E Yusri, "The Effects of Problem Solving, Project-Based Learning, Linguistic Intelligence and Critical Thinking on the Students' Report Writing," *Advances in Language and Literary Studies* 9, no. 6 (2018): 21–26.

²² Indah Hermina, "Teaching Writing Recount Text at MTs Miftahul Ulum Warungdowo Pasuruan," *Jurnal Ilmiah Edukasi & Sosial* 8, no. 2 (2018): 105–11.

level skills. Composing a text puts ideas in order and involves cognitive and social behaviors. As such, writing skills are the last link in the four primary languages. To write well takes time and effort. An essential part of writing is the belief that it is formed and restricted by the context in which it happens and the cognitive talents and resources of people who generate it²³. For example, brainstorming and planning, outlining, organizing and drafting, and rewriting are only some of the actions that are included in the writing process. Researchers have focused on the mental components of writing to understand better how composition students think²⁴.

From the discussion above, it can be said that writing is the most important activity for students. In writing, students express their opinions without writing the flow of ideas halted shortly beyond the source. Moreover, they can improve the other component of languages, such as vocabulary, spelling, and grammar. So, the student learns how to make a good writer.

Methods

The researcher has conducted this research in pre-experimental research with a quantitative approach. Before therapy, the researcher must attend a Pre-Test class, and a Post-Test class must be taken once treatment has been completed. Take one group for study in this design. One-half of the group is designated as the experimental group, and the other half is designated as the control group (not given treatment).

Population and Sample

The researcher wants to find out about the general population called the hypothesis—students in the seventh grade (VII I) of MTs. Mambaus Sholihin will participate in this study. There are a total of 38 students enrolled in this course. As a result, a research sample is a subset of the population. Precise sampling was used in this investigation. Non-random sampling is a non-random sampling approach in which the researcher selects the sample by defining unique features by the study goals.

The technique of Data Collection

The data is gathered by the researcher using a data-gathering procedure. The researcher used pre-and post-testing in this study. The researcher also used testing to gather information. Defining testing is as simple as administering a test. Examining pupils' abilities is one method of doing so—aims of the therapy The writer used pre-and post-test strategies in this assessment. After a pre-test, an online project-based learning technique is used to teach the narrative text. As an alternative, students were tested on their writing abilities using an online project-based learning technique in composing a recount text post-test.

Result and Discussion

Data Description

This research describes the data through the test, such as mean score, standard deviation, and maximum and minimum. The researcher collected the data from the student's pre-test, which the researcher conducted before giving treatment. The treatment used an online project-based learning method. Before teaching and learning activities, the researcher gave a pre-test. The pre-test and post-test were conducted on 38 students in the seventh grade of Junior High School. The researcher gave one item of a writing test, and students worked on it amount 45 minutes. Amount of words min 150 until 300 words. The result of descriptive

²³ Steve Graham et al., "Writing Skills, Knowledge, Motivation, and Strategic Behavior Predict Students' Persuasive Writing Performance in the Context of Robust Writing Instruction," *The Elementary School Journal* 119, no. 3 (2019): 487–510.

²⁴ Giti Mousapour Negari, "A Study on Strategy Instruction and EFL Learners' Writing Skill," *International Journal of English Linguistics* 1, no. 2 (2011): 299.

statistics of the pre-test and post-test in table 1.5 below:

Table 1
Descriptive Statistic of Pretest and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	38	65	85	75.39	5.857
Pos-Test	38	75	95	88.03	6.930
Valid N (listwise)	38				

Table 1 shows that 38 students took the pre-test, as stated. The lowest score was 65, the highest score was 85, and the pre-test average was 75.39 points. Similarly, the lowest score on the kids' pos exam was 75, while the best score was 95. The average was 88.03 points.

Analysis of Prerequisites Testing

Normality

A normality test was carried out to calculate the t-test. It aims to determine whether the data from the one class have a normal distribution. The researcher use Kolmogorov-Smirnov to test for normality. The data were analyzed using the SPSS 20 version. Table 2 shows the normalcy test results:

Table 2
Table of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		38
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	5.92305616
	Absolute	.153
Most Extreme Differences	Positive	.102
	Negative	-.153
Kolmogorov-Smirnov Z		.941
Asymp. Sig. (2-tailed)		.338

a. Test distribution is Normal.

b. Calculated from data.

The Asymp. Sig. (2-tailed) The Kolmogorov-Smirnov test in SPSS V.20 was 0,338 and is greater than 0,05 ($0,338 > 0,05$), indicating that the data were normally distributed.

Hypothesis Testing

The pre-test and post-test data were analyzed using IBM SPSS version 20. The paired sample t-test was used to analyze the data. This test compared two matched samples with the same subject but different treatments, which was the purpose of this study.

Table 3
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	75.39	38	5.857	.950
	Pos-Test	88.03	38	6.930	1.124

Pre- and post-test results are shown in the table above. The pre-test mean was 75.39, and the post-test mean was 88.03. implies the post-test score exceeded the pre-test score in comparison.

Table 4
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Pos-Test	38	.519	.001

According to the paired sample correlation table, there was a statistically significant correlation between the two variables of 0,519. The correlation is a way of determining the connection between two variables. That's what this study found: a strong and statistically significant association between the two test scores.

Table 5
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test - Pos-Test	12.632	6.339	1.028	14.715	10.548	-12.283	37	.000

The Paired Sample Test table was the most important of the outputs that displayed the test results. As a result, the table's significance (2-tailed) value may be used to determine this. The paired sample t-test yielded a result of -12.283. The significant (sig.2 tailed) value was 0.000, with a precision of 0.05. That there was a substantial difference between the pre-and post-test results. It can be shown from the data analysis that this is the case:

1. It was accepted when the value of $t_{cal} > t_{table}$ with a significance threshold of 0.05 and the null hypothesis (H_0) was rejected. Using an online project-based learning technique significantly impacted students' writing abilities in recount text in the seventh grade of Junior High School before and after.
2. Null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected when $t_{cal} > t_{table}$ with the significance level (0.05) was met. Using an online project-based learning technique in the seventh grade of Junior High School had no significant impact on students' writing abilities in recalling material.

The pre-test means the value of writing recount text from 38 students was 75.39, and the post-test indicates the discount was 88.03. the post-test value was greater than the pre-test value, the results revealed.

The alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected since the statistical significance was greater than the t_{table} . It indicates that the use of

online project-based learning in the seventh grade of junior high school significantly impacted students' writing recount texts.

Discussion

Students at Mambaus Sholihin Gresik's English as a Foreign Language (EFL) program were the focus of this research. For this reason, an experimental and a control group were created for this investigation. " In this research, procedure-based teaching in student textbooks was used in EG while PjBL was used in CG. There was no significant difference between EG and CG in scoring and contrasting paragraph writing, as seen in the recount text writing pre-test outcomes. In the end, EG outperformed CG in post-test results after the study.

The Implication of Project-Based Learning on Students' Writing Skill

The researcher discusses the study's findings in detail due to their implications. This study aims to see whether using an online project-based learning technique to teach students how to write recount texts is more successful. A pre-experimental plan included a pre-test, a post-test, and a follow-up test to help the researcher meet the goals of the investigation.

Data analysis utilizing paired sample t-test indicated that the post-test was greater than the pre-test in terms of mean results of the two variables. The pre-test mean was 75.39, with a standard deviation of 5.857 and a standard error mean of 0.950 derived from 38 data points. After 38 data points, the post-test had an 88.03 tell with a standard deviation of 6.930 and a standard error mean of 1.124.

Because of this substantial connection, according to the paired sample correlations table, there was a significant 0.001 correlation between the dependent and the independent variable. The Paired Sample Test table revealed a substantial difference between the pre-and post-test results. According to Sig. (2-tailed), the column has a significance value of 0.00 (2-tailed). The post-test had a higher score than the pre-test. If online project-based learning is used to teach ESL, it may be concluded that students' writing recount texts improve.

This demonstrates the effectiveness of the PjBL strategy in helping students improve their EFL writing abilities. Similarly, Cirak (2005) found that PjBL had a positive impact on basic English lessons compared to traditional teaching methods. He uses PjBL principles to plan and prepare lessons for two elementary school classes. Data from the study showed that students in the experimental group performed better than those in the control group, which was taught using traditional methods²⁵.

According to the theory, students who participate in PjBL may have a greater sense of self-worth due to their contributions to group projects. Furthermore, their team has access to vital information and resources. The teacher's organizational and elaboration materials and the team's interactions may improve performance. For project-based learners, cognitive restructuring and elaboration are essential if new material is stored in memory and integrated into pre-existing cognitive structures²⁶.

Learning using PjBL gives students a multimodal learning environment where they may practice the skills they will need in real-world situations that will need them to work hard for a long time, all while receiving little outside direction. People and communities, for them to become more self-reliant and responsible. As outlined in the theory and context of social construction, the contact between students in a social setting is crucial for learning²⁷.

²⁵ D Çırak, "The Use of Project Based Learning in Teaching English to Young Learners," *Unpublished Master's Thesis. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya*, 2006.

²⁶ David W Johnson, Roger T Johnson, and Karl A Smith, "Cooperative Learning Returns to College What Evidence Is There That It Works?," *Change: The Magazine of Higher Learning* 30, no. 4 (1998): 26–35.

²⁷ Hülya Eryılmaz, "The Effect of Peer Instruction on High School Students' Achievement and Attitudes toward Physics," 2004.

vital for gaining a grasp of social dynamics and building a foundation for future learning. On the other hand, teachers are encouraged to group kids wherever and whenever possible²⁸. Student groups compete in a friendly competition to be the best at what they do. Having accomplished anything brings them delight and satisfaction. On the other hand, students like the process of making and showing something new, which makes them feel accomplished, accomplished, and accomplished. Their self-assurance and sense of competence for upcoming learning activities may be further enhanced.

Conclusion

Research shows that teaching using PjBL strategy backed by theories from other disciplines, such as constructivist theory and social constructionism, communicative approach and multiple intelligences, and interdependence theory, may lead to better learning outcomes. According to empirical research, PjBL has a wide range of beneficial effects on students' academic performance and self-esteem, and motivation across several periods and topics. PjBL was used in this classroom and students' writing scores improved after it was introduced. Students had previously received poor ratings in this study. A study found that PjBL techniques positively impacted student writing ability in recount text. As a result, the findings of this research provide a reason to believe that PjBL improves students' writing skills in recount text. As a result, instructors should think about using the learning technique instead of writing assignments. Teachers of English as a Foreign language (EFL) who are already using PjBL in their courses or who wish to start using it will benefit from this resource.

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²⁸ Wendy A Scott and Lisbeth H Ytreberg, "Teaching English to Children, Longman," *New York*, 2000.

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