# The Effectiveness of Project-Based Learning (PjBL) to Improve Motivation on the 8th Students' Writing Skill of Narrative Text at SMPN-1 Murung

## Beny Endriyanto[1], Ristati[2], Misrita[3]

[123] Universitas Palangka Raya
(Diterima 30-09-2023; Disetujui 27-11-2023)
benybeben86@gmail.com, tatiris792@gmail.com, ritakalang3@gmail.com

**Abstract**

Writing is one of the skills students need to write different types of writing. However, not all students have good enough writing skills to use this at school. The problem was identified by the researcher in his previous observations of an SMPN-1 Murung, specifically in 8th grade, on March 9, 2023. Student tasks consist of choosing appropriate words, using grammar (simple past tense), developing ideas, and using punctuation marks. A student's average score is below 60 on the KKM (Kriteria Ketuntasan Minimal), but her KKM at the school is expected to be 72. Based on this issue, the researcher applied the project-based learning (PjBL) model to help students improve their writing skills in the classroom.  The technique for collecting samples is purposive sampling, and the technique for determining control and experimental groups is odd-even technique. The type of this study is a quasi-experimental with pre-test, treatment (using the PjBL method), and post-test design. The sample consists of 48 students of 8th grade from SMPN-1 Murung. Data collection techniques include pre-tests and post-tests. SPSS version 21 was used for data analysis. Based on data analysis, the experimental group had a mean pre-test score of 59.5 and a mean post-test score of 75.75. Finally, based on hypothesis testing, the significance value is $0.000 < 0.05$ (sign value lower than $t$ table). From this, we can conclude that Ha (the alternative hypothesis) is accepted and H0 (the null hypothesis) is rejected. Based on the results of this study, English teacher can be recommended using PjBL when teaching narrative text of writing to the 8th students of SMPN-1 Murung.

**Keywords:**  Project-Based Learning (PjBL), writing skill, narrative text, motivation

## INTRODUCTION

English is one of the subjects learned in junior high school. The purpose of teaching and learning in English is to develop students' communication skills. Writing is a very important skill that must be mastered by students. It provides a powerful means as self-expression as well as support for further learning and study. In addition, most students are not really interested in writing lesson because writing is a mental activity which is not as easy as people think in expressing their ideas (Hedge, 2012).  And it becomes a problem when teachers are demanded to fulfill this skill as part of the subject. Of the four skills, writing is the most difficult and complex skill. When writing sentences, we should pay attention to the grammar, diction, punctuations, structures, cohesion, and coherence to make sure that the sentences we make are right and appropriate for the context. In addition, there are twelve kinds of genre of texts, such as recount, report, procedures, narrative, news item, descriptive, hortatory etc.  In the writing learning process, students should have high motivation to write because it is a repetitive process that every student needs to practice writing time after time to be able to achieve the learning goal of writing i.e. mastering writing skills. Learning success is an important factor that can maintain their motivation. Hence, a teacher should use appropriate teaching techniques to improve their motivation in writing so that they will achieve the learning success. Many students still have difficulty writing, according to

information provided through an informal interview by an English teacher at SMPN-1 Murung. There are some problems with writing narrative text. Most students found difficulties to choose appropriate words, use grammar, generate ideas and use punctuation marks.

They have problems to develop their idea well based on the topics that given by the teacher. It happens because they do not have enough vocabulary and the rules of writing like grammar. The teacher also tended to apply teacher-centered activities which do not encourage students learning maximally because it is more focus on the teacher.

Teacher-centered instruction can bore the students. They may wander and miss important facts. Also, it doesn't allow students to express themselves, ask questions and direct their own learning. These demotivated the students in the learning activities, and the teacher only gave tasks to make them read and answer the question but rarely ask and give the opportunity to them to produce a text. Those make almost all of the students face difficulty in developing their writing. The following questions were about teaching writing skills and activities, which may not meet the learning needs of students. It is usually monotone method, and the lack of doing fun activities during the teaching and learning process made the students less motivated to get involved in the learning process. The teacher did not pay much attention to the process of writing and did not give students an opportunity to make the first draft and revise it after receiving feedback from the teacher or peers. In this state, effective learning cannot be experienced. Also, most of the students were unable to participate in class activities and their participation during class was very limited. They seemed very bored while attending class. It can be said that the methods and techniques used by the teachers did not motivate him to study. Based on the information from the English teacher through informal interview, many students still have problems in writing. Based on the previous observation to the school on the 9th March  2023, there are some problems in writing narrative text. Most students found difficulties in choosing appropriate words, grammar, simple, developing idea, and using punctuation marks.  They have problems to develop their idea well based on the topics that given by the teacher. It happens because they do not have enough vocabulary and the rules of writing like grammar. The teacher also tended to apply teacher-centered activities which do not encourage students learning maximally because it is more focus on the teacher.

Teacher-centered instruction can bore the students. The next problem was related to teaching writing techniques and activities which sometimes did not match with students" learning needs. It is usually monotone method, and the lack of doing fun activities during the teaching and learning process made the students less motivated to get involved in the learning process. The teacher did not pay much attention to the process of writing and did not give students an opportunity to make the first draft and revise it after receiving feedback from the teacher or peers. In that condition, they could not experience learning effectively. In addition, most of the students could not participate in class activities so that their involvement during the class was so limited. It made them look so bored to attend the lesson. It can be said that the method or technique that was used by the teacher could not motivate them to learn.

It also happens in most English foreign language students in Indonesia, they find difficulties writing in English (Imelda Hermilinda Abas, 2016). It happens because they have to use correct English grammar and vocabulary and writing is so different from the other skills such

as listening, speaking and reading. Contrary to speaking and listening, which mostly consist of frustration-free activities, writing is less preferred and difficult because it is complicated and demands higher thinking abilities, and those make the students low motivated in writing. In order to solve the problem, it is important to pay attention to the teacher's technique in teaching writing. So, it is important for the researcher to make some effort in the English teaching and learning process also identifying any actions that will improve the writing learning process in the class.

In relation with the statement above according to Cahyani, Ni Ketut Cendy (2021:75), Project Based-Learning is effective in teaching English and Learning, It can solve the student's problem in learning English as a foreign language. The same Idea, is stated by Julianus (2017) in Project Based-learning, students are the center of learning actively in improving their competence. Project Based-learning is the method that places students as the center of learning process.

Researchers would like to know what impact project-based learning has on improving the writing skills of Class VIII SMPN-1 murung and whether it improves students' writing skills. Project-Based Learning (PjBL) approach is introduced to change teacher-centered learning activities to be learner-centered learning activities to help students comprehend writing narrative text in joyful learning atmosphere.

Based on Ocak's idea (2012), PjBL can raise the students' motivation positively.

relevant theory that the researcher uses as the base of this research.

## Writing
### Definition of Writing

Writing is a productive skill that people have to master. According to Meyers, writing is a way to produce a language which you do naturally when you speak (Meyers, 2012). Writing is a way of communicating something to others through text or writing. It gets complicated because you have to pay attention to different rules than speaking ability as another productive ability. Brown stated that a writing is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put then cohesively into a written text, how to revise a text for clearer meaning, how to edit a text for appropriate grammar, and how to produce a final product (Brown, 2012). On the other hand, writing is one of the most complex literate activities in which children and adults engage. Composing text entails dissemination and coordination of multiple cognitive and linguistic in order to complete goals associated with genre-specific conventions, audience needs, communicative purposes (Quitadamo et al, 2017; N.N, 2017). Because writing is one of the skills which have high level of difficulties than others, it needs more time and also strategies to develop it. Writing is particularly a challenging language domain for ELLs (English Language Learners) to master, perhaps due to the lack of intensity and intentionality that we devote to it. In addition, learning to write involves being able to communicate and convey ideas meaningfully (Hedge, 2012; Bell, 2012; Grant, 2016; Haynes, 2014).  In other words, someone learns how to combine both presenting ideas and communicating through writing or texts. From the definition above, it can be concluded that writing is one of the productive

skills which means that students need a lot of practices to master writing skill. In order to produce a good text, writing cannot be done in short times; it needs some stages in the process of writing.

**Narrative Text**

Narrative text itself is a type of text designed to tell a story to the reader. It also presents a view of the world that used to entertain or informs the readers or listeners (Mark A. & Kathy A., 2012). It consists of series of stories such as comedy, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure. Furthermore, those stories are organized with the chronological order that the readers will be easier to understand the story. The author sometimes used flashback sequences to tell the story. The narrative text story began with the conflicts and problems faced by the main characters. In narrative text, it is called with orientation of story which tells about the problems happen during the story. After that, the writer tells about the sequence of events chronologically. At the end of the story, the characters of the story can find a solution of the problems happens. Not only to entertain the readers, narrative text also gives moral values to the readers (Pardiyono, 2012). The readers will know the lesson that should be taken from the stories whether to respect everyone in the world, respect parents and so on. Therefore, the readers can learn from what have been delivered in the story. From the explanation, it can be concluded that narrative text is used to amuse the readers form the story.

**Generic Structure of Narrative Text**
**Orientation**

The narrative direction is the first part of the narrative text. This part presents some important information about the story. Also, in this paragraph the narrator tells to the audience about who is in the story, when it is happening, where it is happening and what is going on. These information are told clear and briefly. Therefore, by telling the orientation the readers will understand about the background information.

**Complication**

After explaining the direction of the story, the narrator continues to narrate the intricacies of the story. This part shows how the narrator start to narrate about something that will begin a chain of events. These events will affect one or more of the characters. In other word, the complication can be said as the trigger of the story.

**Resolutions**

After narrating the chronological events of the story, the narrator tells about the solution of the problems happen. It means that complication is sorted out or the problems.

**Project-Based Learning (PjBL)**

Project-based learning is learner-centered and provides opportunities for in depth investigations of worthy topics (Grant, 2012; Marcela, 2014).  According to Bell, Project-Based Learning (PjBL) is a student-driven, teacher-facilitated approach to learning. Project-based learning is an instructional method centered on the learner (Bell, 2012; Mark, 2013).

Students elaborate a question and lead through study under the teacher's supervision. PjBL is an approach to instruction that teaches curriculum concepts through a project. The project is guided by an inquiry question that drives the study and allows students to apply their acquired knowledge. In addition, Fried-Booth states the definition of project-based learning as student-centered and driven by the need to create an end- product. PjBL is a vehicle for creating final products with confidence and independence in a real-world environment. Moreover, project-based learning has several benefits that can improve language skills. As students engage in meaningful communication to complete authentic activities, they have chance to use language in relative natural context and participate in meaningful activities which require authentic language (Fragoulis, 2012). Solomon says that project-based is a process of learning that students are responsible for their own education. Students work collaboratively to solve problems that are authentic, curriculum-based, and often interdisciplinary (Salomon, 2012).

**Benefits of Using Project-Based Learning**

Project-based learning engages students in gaining knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. Project-based learning increase the quality of learning and causes to higher-level cognitive development through the students, engagement with complex and novel problems. Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision-making, and time management through project-based learning. Project-based learning increases the motivation of students. Teachers often note improvement in attendance, higher class participation, and greater willingness to do homework.

C. The Procedure of Project-Based Learning in Teaching Narrative Text

The steps or procedures of implementing Project-Based Learning for teaching narrative text are presented as follows :

1. Start with essential questions,
2. design Project,
3. create schedule,
4. monitoring the students and progress of project,
5. presentation the product, and
6. assess the outcome.

<div align="right">(Simpson, 2012).</div>

**Motivation**

There are several motivation theories for instance the instinct theory which is considered as the root for all the motivation and motivation is to survive. The theory depicts that biological or genetic programming causes the motivation to occur and all human beings share the same motivation as all of us are sharing the similar biological programming. Then, the incentive theory is among the major theories of motivation. This theory illustrates the desire to motivate behaviours for enrichment or incentives, which means we are motivated to perform actions because of internal desires and desires, yet at other times, our behaviours are

passionate by a desire for external rewards. Besides that, the arousal theory illustrates the maximum level of eagerness or arousal. People with high optimum levels of arousal will perform high enthusiastic behaviours, like bungee jumping, scuba diving and so on. While the rest of us are feeling contented with less exciting and less unsafe activities. The theory depicts the ability to do what needs to be done, without influence from others or circumstances. Basically, motivation can be categorized as intrinsic motivation, extrinsic motivation and motivation. Moreover, there are several theories that could be implemented, especially in the education domain. They are intrinsic and extrinsic motivation theory, self-determination theory (SDT), the ARCS model, social cognitive theory and expectancy theory. These theories are able to stand alone to contribute to the outcome in the learning process without being dependent on any other theories in the education domain

This study is aimed to obtain the empirical evidence about the effectiveness of project-based learning to improve motivation on the 8th students' writing skill of narrative text at SMPN-1 Murung.

**METHOD**

The approach of this research is quantitative. The method used in this study is quasi-experimental method. The writer verifies two variables which are the independent variable and the dependent variable. The independent variable is project-based learning, while the dependent variable is the students' score in writing skill of narrative text. In the process of collecting the data, a writing test is used as the instrument of the study. The writer uses pre-test and post-test as written tests.

The population of this study is the whole students of SMPN-1 Murung in 8th class on the second semester of the academic year 2022/2023. This research was conducted from April 26th up to April 29th, 2023. The researcher intends to use a purposive sampling technique to conduct this study.  The researcher chooses class VIIIE dan VIIIF based on scientific reasons that was obtained during conducting prior observation to the school (March 9, 2023),  they are 1) based on the English teacher's information the two classes have English scores are lower than KKM (*Kriteria Ketuntasan Minimal*) that is 60 < 72 (the students' mean score is lower than KKM); 2) the students in class VIIIE and VIIIF have problems, examples in using simple past tense, less vocabulary, developing ideas, and using punctuation marks. To choose which class as the controlled and experimental groups, the researcher applied randomise sample, that is odd-even technique. All the students from the two classes who are in odd number are addressed in experimental group and all the students who are in even number are addressed in controlled group.

The writer collects the data by giving pre-test, giving different treatments in experimental class and controlled class and giving post-test for investigating the effect of project-based learning on students' writing ability of narrative text. The process of analyzing the data is carried out after the writer has collected all the data of the study. After that, all of the data are analyzed automatically by using SPSS (Statistic Program for Social Science) version 21 with the margin of error of 5% (0,05 in decimal) and significant level is 95%.

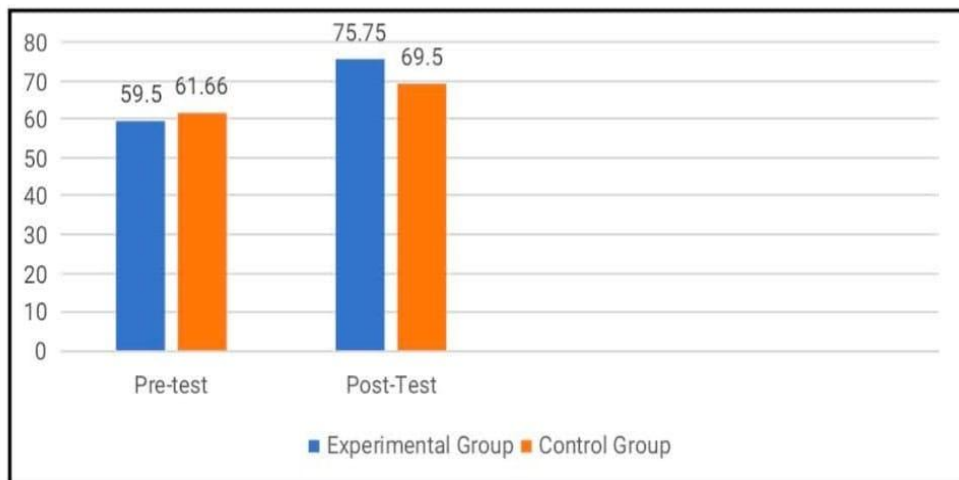## RESEARCH RESULTS AND DISCUSSION



*Table 4.3 The Mean Score of Pre-test and Post-Test from Controlled and Experimental Groups*

Based on the table 4.3 above, the mean score of pre-test for experimental group is 59.5 and for controlled group is 61.66. Meanwhile, The average score after the test is 69.5 in the control group and 75.75 in the experimental group.

Table 4.6. Paired Samples t-Test

**Paired Samples Test**

| | | | Paired Differences | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| Pair 1 | Pre Test Experimental Group - Post Test Experimental Group | -12,750 | 5,236 | 1,069 | -14,961 | -10,539 | -11,930 | 23 | ,000 |
| Pair 2 | Pre Test Control Group – Post Test Control Group | -1,333 | 5,969 | 1,218 | -3,854 | 1,187 | -1,094 | 23 | ,285 |

Based on the paired sample test table above, it appears that the significance value (2-tailed) appears to be 0.000. The significance value (2-tailed) is lower than margin of error 5% or 0.05 which is 0.000 < 0.05. Therefore, we can concluded that the alternative hypothesis

(Ha) is accepted and the null hypothesis (Ho) is rejected. The statement states that the PjBl method has great benefits in writing narrative writing.

Based on the analysis of the research results, PjBL is proven to be effective in improving students' writing skill of narrative text at SMPN-1 Murung. The post-test result showed a significant difference between the controlled and experimental groups.
The study results showed that they were consistent with the alternative hypothesis (Ha) that students taught in PjBl classrooms performed better than those taught in conventional classrooms.

This is the process of developing strategies for success in writing narrative texts using PjBL.  The procedures of PjBl were described as follows.
1. Problem orientation for students by giving essential question (start with essential question)
2. Design project
3. Monitoring the students and Progress of Project
4. Presentation the product
5. Assess the outcome

**CONCLUSION**

The data analysis reveals that writing skill in narrative text is effective in the experimental group who received it as the treatment. It was proven by the mean post- test score in an experimental group, which was 75.75. Compared to the post-test score the researcher got in conventional instruction group, which was 69.5. Furthermore, the researcher calculated the post-test scores from both groups for the hypothesis test. According to the decision rule for the hypothesis test, the significance value must be less than 0.05 to check whether there is any significance in the research. From the data analysis, the significance from both post-tests is .000, meaning H0 is rejected, and Ha is accepted. In conclusion, PjBL instruction is proven more effective than conventional instruction for students during this research. The result of this research cannot be generalized for the other schools, it is only for the 8th grade students in SMPN-1 Murung.

**REFERENCES**

Abas, I. H. 2016. Indonesian EFL Students‟ Perspective on Writing Process: A Pilot Study. Advance in Language and Literacy Studies, 7(3). Retrieved on March 12, 2023. http://www.journals.aiac.org.au/index.php/IJELS/article/view/2206/1911

Alves, A. R. (2008). Process writing. Centre for English Language Studies, The University of Birmingham.p.4-15. Microsoft Word - Writing.doc (birmingham.ac.uk) (online 27 May 09.00 am.

Bell, S. 2012. Project-Based Learning for 21st Century Skills. Clearing House: A Journal of Strategies, Issues, and Ideas, 83(2), 39-43. doi: 10.1080/00098651003702939

Brown, D. H. 2012. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). New York: Pearson Education.

Brown, H.D. 2012. Language Assessment Principles and Classroom Practices. California: Longman.

Cahyani, Ni Ketut Candy (2021). The Effectiveness of Project-Based Learning Models in Improving Students' Activity in Learning English. The Art of Teaching English As a Foreign Journal.Vol-1 No.2 2021.p-ISSN: 2656-8942,e-ISSN:2684-8546 DOI: https://doi.org/10.36663/tatefl.v1 i2.107

Creswell, J.W. 2012. Educational Research Planning, Conducting and Evaluating Quantitative Research Fourth Edition. United States of America: Pearson Education Inc.

Duangkamol, C., & Abigail, A. 2013. The Use of Project to Enhance Writing Skill. International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering. Retrieved on March 9, 2023, from http://waset.org/publications/9997191/the-use-of-project-to-enhance-writing-skill

Fragoulis, G. 2012. Project-Based Learning in the Teaching of English as a Foreign Language in Greek Primary Schools: From Theory to Practice. English Language Teaching, 2(3), 87-97. doi: 10.5539/elt.v2n3p87

Grant, M. M. 2016. Getting a Grip on Project-Based Learning: Theory, Cases and Recommendations. Meridian: A Middle School Computer Technologies Journal, 5(1), 1-12. From https://journals.tdl.org/meridian/index.php/meridian/article/view/163/159

Gopalan, V., Bakar, J.A.A, Zulkifli, A.N., Alwi, A., Mat, R.C. 2017. A Review of the Motivation Theories in Learning, AIP Conference Proceedings. (16.33 pm) 020043_1_online.pdf (silverchair.com) https://doi.org/10.1063/1.5005376

Gultekin, M. 2012. The effect of project-based learning on learning outcomes in the 5th grade social studies course in primary education. Educational Sciences: Theory & Practice, 5(2), 544-549.

Haynes, J. & Zacarian, D. 2014. Teaching English Language Learners across the Content Areas. Alexandria, VA: ASCD.

Hedge, T. 2012. Writing. Resource Books for Teachers. Oxford: Oxford University Press.

Hughes, A. 2012. Testing for Language Teachers. New York: Cambridge University Press.

Hyland, K. (2004). Genre and second language writing.p.42-43. University of Michigan Press.

Jalinus, N., Nabawi, R.A., & Mardin, A. (2017) The Seven Steps of Project Based Learning Model to Enhance Productive Competences of Vocational Students. Advances in Social Science, Education and Humanities Research, 102(1st International Conference on Technology and Vocational Teachers (ICTVT 2017)),251-256. https://doi.org/10.2991/ictvt-17.2017.43

Marcela Diaz Ramires. 2014. The Impact of Project Work and The Writing Process Method on Writing Production. A Colombian Journal for Teachers of English.

Mark Anderson & Kathy Anderson. 2013. Text Type in English 2. Australia: Macmillan Education Australia PTY LTD.

Meyers, A. 2012. Gateways to Academic Writing. New York: Pearson Education.

Muijs, D. 2012. Doing Quantitative Research in Education With SPSS. London: SAGE Publications Ltd.

N. N. 2017. Academic Writing: 'Speaking and Writing'. Waylink English. Retrieved on March 9, 2023 from http://www.waylink-english.co.uk/?page=61030

Neo, E. 2015. Narrative for 'O' Level. Malaysia: Cambridge Longman.

Ocak, M. A., & Uluyol, C. 2042. Investigation of college students' intrinsic motivation in project-based learning. International Journal of Human Sciences, 7(1), 1153-1166. Retrieved on March 9, 2023 from http://www.j-humansciences.com/ojs/index.php/IJHS/article/viewFile/1222/543

PARCC (Partnership for Assessment of Readiness of College and Careers). 2015. Expanded Scoring Rubric for Analytic and Narrative Writing Grade 6-11.

Pardiyono. 2012. Teaching Genre-Based Writing. Yogyakarta: Andi Publisher.

Quitadamo, I. J., & Kurtz, M. J. 2012. Learning to improve: Using writing to increase critical thinking performance in general education biology. CBE Life Science Education, 6, 140-154.

Rao, P. S. (2017). The characteristics of effective writing skills in English language teaching. Research Journal of English, 2(2), 80-82.

Ristati, Natalina, Amalia Novika, 2022, Language testing instrument development, Yogyakarta, 13.
https://www.bing.com/ck/a?!&&p=a53842233265b761JmltdHM9MTY4NDgwMDAw
MCZpZ3VpZD0yZTJhODFkMC1jZTA1LTYzNGMtMzgyYS04ZTczY2ZhOTYyZW
QmaW5zaWQ9NTE3Mw&ptn=3&hsh=3&fclid=2e2a81d0-ce05-634c-382a-
8e73cfa962ed&psq=language+testing+instrument+development+ristati&u=a1aHR0cH
M6Ly9kZWVwdWJsaXNoc3RvcmUuY29tL3Nob3AvYnVrdS1sYW5ndWFnZS10ZX
N0aW5nLTIv&ntb=1
https://deepublishstore.com/shop/buku-language-testing-2

Salomon, G. 2012. Project-Based Learning: A Primer. Technology & Learning, 23(6), 20-29.

Simpson, J. 2012. Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University. (Unpublished master's thesis). Faculty of Education, Australian Catholic University, North Sydney.

Sugiyono. 2017. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Penerbit Alfabeta.

Thomas, J. W. 2012. A review of research on project-based learning. Autodest Foundation. Retrieved on July 10, 2017 from http://www.bie.org/research/study/review_of_project_based learning_2000

Troia, G. A. 2012. Effective Writing Instruction Across the Grades: What Every Educational Consultant Should Know. Journal of Educational and Psychological Consultation, 14(1), 75-89. https://doi.org/10.1207/s1532768xjepc1401_05

White, H. & Sabarawal, S. 2014. Quasi-Experimental Design and Methods. Italia: United Nations Children's Fund.

Lorenzo, Yosa (2019). The Effect of Greeting Card Video and Imitative Writing on the Student's Writing Skill at SMPN8 Palangka Raya Sarjana Thesis, Faculty of Teacher Training and Education, Department of Language and Art Education Research Program of English Education.

Wiersma W. and Jurs, S. (2005) Research Methods in Education. United States: Pearson Education Inc.