# THE EFFECTIVENESS OF PROJECT BASED LEARNING METHOD TO IMPROVE WRITING NARRATIVE TEXT OF THE 10TH GRADERS AT SMA ISLAM SULTAN AGUNG 1 SEMARANG

**A FINAL PROJECT**

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Education


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**APPROVAL**

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## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declared that the undergraduate this final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, August 25 2023

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## MOTTO

*"It is not always easy, but that is life. Be strong because there are better days ahead"*

**-Mark Lee-**

## DEDICATION

- My beloved father Darimin and my mother Karwati who always give me support, true love, pray, motivation, affection, and everything in my life.
- My beloved sister, Ardiawati Aganingrum who always supports me.
- My dearest friends Endah, Harlina, Ndari, Safira, Della, and others who give me a support for doing this final project.

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# ABSTRACT

Kristiana, Dina. 2023. "*The Effectiveness of Project Based Learning Method to Improve Writing Narrative Text of the 10th Graders' at SMA Islam Sultan Agung 1 Semarang".* A final project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University : Nani Hidayati, S.Pd., M. Pd.

The aim of this study was to figure out the effective of Project Based Learning method to improve the 10th graders' writing narrative text at SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024. The type of this study was a quasi-experimental design and the method was a quantitative method. The population of this study was the 10th graders of SMA Islam Sultan Agung 1 Semarang and the sample consisted of 29 students of X5 as the experimental class and 29 students of X 2 as the control class. The tryout test was done to know the reliability of the instrument at X 1. Pre-test and post-test were given to the experimental and control class. The data was analyzed by using SPSS 26 version. The result of the pre-test for the experimental class was 59.424 and the control class was 56.869. While the result of post-test of the experimental class was 71.138 and the control class was 65.714. T-test calculation showed that there was significant difference. The result of the analysis showed that sig (2-tailed) was $0.001 < 0.05$, which means that $H_a$ was accepted and $H_0$ was rejected. As aresult, it could be concluded that the the use of Project Based Learning method was effective to improve writing narrative text.

**Keywords : Narrative Text , Project Based Learning, Writing**

# INTISARI

Kristiana, Dina. 2023. "*The Effectiveness of Project Based Learning Method to Improve Writing Narrative Text of the 10th Graders' at SMA Islam Sultan Agung 1 Semarang".* Skripsi. Jurusan Pendidikan Bahasa Inggris,Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Dosen Pembimbing : Nani Hidayati, S.Pd., M. Pd

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan metode Pembelajaran Berbasis Proyek untuk meningkatkan kemampuan menulis teks naratif siswa kelas X di SMA Islam Sultan Agung 1 Semarang tahun pelajaran 2023/2024. Jenis penelitian ini adalah quasi eksperimen dengan metode kuantitatif. Populasi penelitian ini adalah siswa kelas X SMA Islam Sultan Agung 1 Semarang dengan sampel terdiri dari 29 siswa X 5 sebagai kelas eksperimen dan 29 siswa X 2 sebagai kelas kontrol. Uji coba dilakukan untuk mengetahui reliabilitas instrumen pada kelas X 1. Pre-test dan post-test diberikan pada kelas eksperimen dan kelas kontrol. Data dianalisis dengan menggunakan SPSS versi 26. Hasil pre-test untuk kelas eksperimen adalah 59,424 dan kelas kontrol adalah 56,869. Sedangkan hasil post-test kelas eksperimen adalah 71,138 dan kelas kontrol adalah 65,714. Perhitungan uji t-test menunjukkan adanya perbedaan yang signifikan. Hasil analisis menunjukkan bahwa sig (2-tailed) adalah 0,001 < 0,05 yang berarti Ha diterima dan $H_0$ ditolak. Hasilnya, dapat disimpulkan bahwa penggunaan metode Project Based Learning efektif untuk meningkatkan kemampuan menulis teks naratif.

**Keywords : Teks Narratif , Project Based Learning, Menulis**

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6. Student of X 1, X 2, X 5 of SMA Islam Sultan Agung 1 Semarang.

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Thank you very much for all people who cannot be mentioned here who helped me in writing this final project. May Allah bless you all. Finally, even though this study is still far for being perfect, hopefully this study will be useful and beneficial to improve our knowledge.

Semarang, August 2023

Dina Kristiana

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# CHAPTER I

# INTRODUCTION

The first chapter contains the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses of the Study, Significance of the Study, the Limitation of the Study, the Definitions of the Key Terms, and the Organization of the Study.

## 1.1 Background of the Study

English as an international language served as a medium that connects communication between countries. Its function is to facilitated understanding of ideas and meaning between different countries which use different language. Supe and Kaupuzs (2015) stated that English language is an international language that is used as a communication tool in various media, such as internet, entertainment, mass media, business media, sport media, science, technology and culture in many countries. In Indonesia, English is usually used as a media of communication when someone travels abroad or meets a foreigner who is visiting Indonesia. Unlike neighbor countries such as Malaysia, Hongkong, and Singapore, which use English as a second language, Indonesia still uses English as a foreign language because English is only learned and applied when learning English in the classroom, not as a daily communication (Sulistiyo, 2016). Another reason is that Indonesia has various regional languages, and uses these mother tongues in a daily communication. English learning in Indonesia is still considered a dreaded thing

by students due to a lot of anxiety, fear, and nervousness when learning English. For this reason, teachers are expected to increase students' confidence in learning English by creating interesting learning. Therefore in order to catch up with other countries in this 21st century, Indonesia must started using English in daily life as first or second language, and as a consequence, it needs to improve the process of learning English itself. To learnt foreign languages including English, there are several skills that English learners must master to improve their abilities, namely speaking, reading, listening, and writing. Those skills must be learnt integratedly. However, to deepen the understanding they can be studied one by one start from listening to writing, which is they mush difficult skill to be mastered. Writing is the ability to write in English accompanied by grammar, coherence, cohesion, and generic structure. According to Hanifah and Bharati (2019), by writing, people can provide information or persuade the reader to agree with our writing, entertain the readers, and more because writing is one of the four skills that is also important to learn. There are many ways to help students in learning writing. One of the ways is is through narrative material using Project Based Learning method.

Project Based Learning is the one of the methods used in the *Kurikulum Merdeka Belajar*. Another methods are Problem Based Learning, Peer Teaching Method, Mind Mapping, Role Playing, Cooperative Integrated Reading and Composition (CIRC), and many more. Project Based Learning is the teaching method that is using project as a learning process. According to Fernandes, Dinis-Carvalho, and Ferreira-Oliveira (2021), Project Based Learning is learning that can increase students' activeness and competencies using projects. Project Based

Learning requires students to be more active in learning, because students have to create projects and complete the project in teams, while the teacher's job is as a motivator and student facilitator in order to complete the project correctly (Rumahlatu and Sangur, 2019). Students can asked the teacher about difficulties in the process of working on the project because this method is a collaboration between students and teacher. The Project Based Learning method can help students understand the causes and effects that occur in the surrounding environment because in the process, students can observe events in a real daily life as a part of a project being worked on (Fernandes, Dinis-Carvalho, and Ferreira-Oliveira, 2021). This method is applied with the aim that students can improve skills in collaborative, critical thinking, creativity, and communication using English. Project Based Learning methods can applied in narrative materials, nameling making narrative texts in grade 10.

Narrative text is the text that describes about events that has happened in the past. In making narrative text, students can do research in team about past events based on the themes given by the teacher. This study focused on writing narrative text using Project Based Learning method because the material taught in $10^{th}$ graders at SMA Islam Sultan Agung 1 Semarang is about narrative text. Writing narrative text uses the Project Based Learning method can make students easier to understand the material. Combine Project Based Learning method with writing can make students learn writing in a useful, organized, and conceptualized way (Arihasta and Basthomi, 2019). The Project-Based Learning method is

suitable when combined with narrative text because it can make it easier for students to improve students' writing skills.

Based on the reason above, the application of Project Based Learning uses narrative text to improve writing skills of the 10th graders at SMA Islam Sultan Agung 1 Semarang was the topic of this research. In grade 10, the narrative material is the material in the 1nd semester. Therefore, this study conducted to find out the effectiveness of Project Based Learning method to improve writing narrative text in the 10th graders of SMA Islam Sultan Agung 1 Semarang in the academic year of 2023/2024.

## 1.2 Reasons for Choosing the Topic

There are some reasons for choosing the topic of Project Based Learning in the writing narrative text of this study as follows :

1. Implementing the Project Based Learning method in the *Kurikulum Merdeka Belajar* to the 10th graders of SMA Islam Sultan Agung 1 Semarang in the academic year of 2023/2024 is still rarely used.
2. Shifting from teacher center to students center by applying Project Based Learning to the 10th graders of SMA Islam Sultan Agung 1 Semarang, hopefully can change them from less active to be more creative, innovative, and active in the learning process.
3. An effort to improve 10th graders of SMA Islam Sultan Agung 1 Semarang's skills in writing narrative text.

## 1.3 Statement of the Problem

Based on the reason for choosing the topic, the research question is formulated as follows :

Is the use of Project Based Learning Method effective to improve the 10th graders' writing narrative text at SMA Islam Sultan Agung 1 Semarang in the academic year of 2023/2024?

## 1.4 Objective of the Study

Based on the research question, the objective of this study is as follows :

To figure out whether or not Project Based Learning method is effective to improve the 10th graders' writing narrative text at SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024.

## 1.5 Hypotheses of the Study

According to Lolang (2015), a hypotheses is a statement in the form of a conjecture made to make a decision from two different hypotheses. The hypotheses as follows :

1. Null Hypothesis ($H_o$)

   Null Hypothesis is the hypothesis to be tested indicates the population parameters, which is usually stated with the phrase "there is no difference". The Null Hypothesis ($H_o$) in this study is there is no difference between 10th graders of SMA Islam Sultan Agung 1 Semarang who were taught writing narrative text by using Project Based Learning and those who were not taught by using it.

2. Alternative Hypothesis ($H_a$)

Alternative Hypothesis ($H_a$) is the hypothesis to be tested indicates population parameters that have values different from the null hypothesis. The Alternative Hypothesis ($H_a$) in this study is there is different between $10^{th}$ graders of SMA Islam Sultan Agung 1 Semarang who were taught writing narrative text by using Project Based Learning and those who were not taught by using it.

## 1.6 Significances of the Study

The significant of this study is expect to provide both pedagogical and practically benefits, as describe below :

1. Pedagogical Significance

   a. For Students

      This study is expected to motivate students to become more active and creative with Project Based Learning method.

   b. For Teacher

      It is hoped that by knowing the result of this study, the teacher can also provide enjoyable teaching and learning process in classroom through Project Based Learning method.

   c. For School

      This study is expected to give a contribution availability of alternative learning resources to support *Kurikulum Merdeka Belajar* through Project Based Learning method.

2. Practical Significance

a. For English Teacher

This study as a source for reference of the English teacher in applying Project Based Learning for English learning process. Besides that, this study hopefully improve the teacher ability in teaching writing narrative text by using Project Based Learning method.

b. For Students

This study is expected to raise students' interest in learning English, especially in writing narrative text by using Project Based Learning method.

c. The future researcher

This study is expected to be an inspiration for the future researchers to get information and references about similarities or differences related to the topic.

## 1.7 Limitation of the Study

This study focuses on several points as follows :

1. X 2 and X 5 graders of SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024 as the subject of study.
2. Narrative text as the text type being taught.
3. Project Based Learning as the method used.

## 1.8 Definition of the Key Terms

In order to avoid misunderstanding of the key terms, some definitions are presented as follows :

1. Project Based Learning

Project Based Learning is a learning method that can stimulate student activeness by involving project to design learning objectives (Martini & Sobari, 2021)

2. Narrative Text

According to Ramadhan et al. (2020), Narrative text is a genre of literature that effectively describe about past events or actions, presenting experiences in an engaging manner with the purpose of entertaining readers and providing moral lessons.

3. Writing Skill

Aryanika (2016) stated that writing is an ability that can train students to express their ideas and organize them systematically.

## 1.9 Organization of the Study

This proposal writing is organized into three chapters; Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V.

Chapter I contains the Background of the Study, the Reason of Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses of the Study, the Significance of the Study , the Limitation of the Study, the Definitions of the Key Terms, and the Organization of the Study.

Chapter II describes about review of related literature which described several points theories underlying the study and review of similar previous studies.

Chapter III explains about the Design of Study, the Subject of Study, the Place of the Study, the Variables of the Study, the Technique for Collecting Data, the Validity and Reliability, the Data Collecting Procedure, the Data Analysis, and the Time Schedule.

Chapter IV provides an overview of the data analysis and discussion. This chapter consists off The School's Profile, The Subject of the Study, Instrument Validity and Realibility, Pre-Test Data Analysis, Treatment, Post-Test Data Analysis, and Discussion of the Research Findings.

Chapter V presents conclusion and the suggestion of what have been discussed in the previous chapter.

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# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter presents of review of related study, which contains of some points, there are Definition of Writing skill, Project Based Learning, Narrative text, and Review of the Previous Study.

## 2.1 General Concept of Writing Skill

This chapter contains of Definition of Writing Skill, The Important of Writing Skill in Language Teaching, and Process of Writing.

### 2.1.1 Definition of Writing Skill

Writing is one of the most important skills to have. This skill is also the most difficult skill to learn compared to other 4 skills, namely reading, listening, and speaking. According to Aryanika (2016), writing is an ability that can train students to express their ideas and organize them systematically. In conveying ideas, students need to understand the grammar structure that should be used. This is the problem for students in writing, because the process of writing takes a long time compared to learning other skills.

In conclusion, writing is a way for people to express their thoughts and feelings based on their experiences or imagination in written form. There are writers who aim to convey their writing to readers, but there are also writers who keep their writing to themselves. In addition, writing is also useful as a communication.

### 2.1.2 Functions of Writing Skill in Language Teaching

Besides of speaking, writing skills also very important for communication media with people. Writing can be challenging for many students because it requires more than just vocabulary and grammar knowledge, but also arrange words and sentences effectively is crucial coherent paragraphs and overall well-structured written pieces (Aryanika, 2016). Learning how to write English properly needs to be taught at school in order to increase students' vocabulary.

Writing English has three functions for students. Abdallah (2014) states that the functions of writing English for students as follows :

1. Writing is used to create a written report
2. To create students' personal record
3. To improve students' creativity

In conclusion, writing can be used to express the content of thoughts that are written and as a written report. It can improve students' creativity skills because they do not only speak to convey something, but also through writing. Many students choose to express their feelings through writing rather than speaking.

### 2.1.3 Process of Writing

According to Johnson (2016), the writing process consists of 6 steps as follows :

1. Gathering information : The writers find the information about something to write before they start writing.

2. Pre Writing : The writers create and plan the idea of what will be conveyed in their writing.
3. Drafting : This step usually contains ideas and main ideas that will be written to facilitate the next step of the process. It can be changed before entering the editing stage.
4. Revising : In this process, the writers will reread, provide feedback, and revise their writing.
5. Editing : In the editing process, the writers revise suitable words and language forms in detail such as the spelling, the grammatical errors, and the punctuation.
6. Publishing : After passing through the editing stage, the writers need to make their final changes to the writing. Once the editing process is complete, the writer is ready to share their writing with readers. To sum up, this step is the last steps of writing, so the writing is ready to be shared with the reader.

Based on the process writing above, the conclusion is students can easily write by following the six processes describe above. The result of writing can be more organized if students follow the writing process correctly. It can be started

by gathering the information, pre writing, making a draft, revising, editing the draft, and the last is publishing.

## 2.2 Project Based Learning

In the *Kurikulum Merdeka Belajar*, the roles of students and teachers are interrelate. Teachers apply Project Based Learning method in English learning to match the *Kurikulum Merdeka Belajar* in senior high school. The *Kurikulum Merdeka Belajar* used in this study is using phase E in grade 10. The competencies that must be possessed are the ability to listen, to speak, to read, to evaluate, to write, and to present. This study focuses in the writing competence to write narrative text.

### 2.2.1 Definition of Project Based Learning

Project Based Learning has many definitions from several studies. According to Martini and Sobari (2021), Project Based Learning is a learning method that can stimulate student activeness by involving project to design learning objectives. While Suningcih and Mardikantoro (2018) stated that the use of Project Based Learning can facilitate students in the learning process and improve students ability to overcome problems in the surrounding environment. Another study conducted by Fernandes, Dinis-Carvalho, and Ferreira-Oliveira (2021) defined Project Based Learning as a learning process that is conducted with a team in order to increase students' activeness and transversal skills or competencies using project. Transversal skills are skills that relate to students' productivity in the learning process. Therefore, this skill can be developed through Project Based Learning method.

In short, Project Based Learning is a teaching and learning process using a project to improve students' activeness and ability to help students explore issues or problems that exist around them. Students also can gain transversal skills, which include creativity, innovation, and teamwork when doing project. These are the benefits of using project as a learning method.

### 2.2.2 Steps of Project Based Learning

The process of Project Based Learning method, concludes by several steps to support the smoothness of teaching and learning in the classroom. Jalinus et al. (2017) stated that Project Based Learning has 7 steps as follows :

**Table 2. 1 Steps of Project Based Learning**

| The Steps | | Teacher Role | Students | Learning Resources |
|---|---|---|---|---|
| Competency skills acquisition | 1. Formulation of expected learning outcomes | As a motivator, guide, councellor, evaluator, and facilitator | As a students center learning | Multidimensional (learning model to motivate students to be active in solving problems) |
| | 2. Understand the concept of the material being taught | | | |
| | 3. Skills training | | | |
| Project | 4. Determine the theme for the project | | | |
| | 5. Make a proposal related to the project | | | |
| | 6. Realising the project | | | |
| Evaluation | 7. Make a presentation on the project that has been done | | | |

The steps above from students discussing in groups until they make presentation about the result of the project can help teacher and students in applying Project Based Learning easily. It can make it easier to do the project correctly according to the sequential steps. That is the reason for teacher needs to implement and realize these steps during the project.

### 2.2.3 Characteristics of Project Based Learning

The Project Based Learning method has characteristics to make it easier to recognize the method. According to Novita et al. (2016), the characteristics of Project Based Learning method consist of 4 as follows :

1 Concentrate on the challenge to achieve a thorough understanding of key principles during the learning process

2 Developing projects involves encouraging students to participate in productive exploration

3 The project should be grounded in realism

4 Project devised by the student

In conclusion, by incorporating these characteristics into the Project Based Learning method, it aims to create an environment that enhances students' understanding, critical thinking, problem-solving skills, and real-world readiness. This approach is designed to facilitate a more holistic and active learning experience.

## 2.3 Narrative Text

This chapter contains of the Definition and Social Function, the Linguistic Features, the Generic Structure, and the Example of Narrative Text.

### 2.3.1 Definition and Social Function

This study examines the effectiveness of Project Based Learning using narrative text to improve writing skills. Ramadhan et al. (2020) states that narrative text is a genre of literature that effectively describe about past events or actions, presenting experiences in an engaging manner with the purpose of entertaining readers and providing moral lessons. Narrative writing can enhance students' abilities as they engage in visualizing the stories they create, thereby fostering their imaginative skills (Asrul et al., 2021).

To sum up the definition and social fuction above, narrative text is a genre of literature that effectively describes past events or actions. The process of narrative writing can significantly enhance students' abilities as they actively engage in visualizing and creating stories. Narrative writing serves as a valuable tool for enhancing students' imaginative abilities, language skills, critical thinking, and moral understanding.

### 2.3.2 Linguistic Features

According to Septha et al. (2019), linguistic features of narrative text are as follows :

1. Using past tense
2. Using nouns
3. Using pronouns

4. Using verbal processes
5. Using direct speech

In conclusion, linguistic features can be used to distinguish one text from another. The five features above are the sentence rules use in narrative text. However, in addition to the five linguistic features above, the characteristic that is often found in writing narrative texts are using past tense.

### 2.3.3 Generic Structure

Sulistyo (2013) states there are 4 generic structures of narrative text as follows :

1. Orientation : The orientation serves as an introduction to the text and presents its main idea.
2. Complication : This section outlines the sequence of events of the story. It also focuses on the challenges or issues encountered by the main character.
3. Resolution : It discusses the process of finding a solution or resolving the issue, commonly known as problem-solving.
4. Re-orientation (Coda) : This section reiterates the key points or events of the story, particularly focusing on the character and also conveys the underlying moral message or value that the readers can take away from the story.

Based on the structures of text above, narrative text structures are orientation which contain introduction. Second, complication or sequence of

events. Third, resolution or problem-solving. Fourth, re-orientation which contain moral value. In general, the structure of narrative text consists of orientation, complication, and resolution.

### 2.3.4 Example of Narrative Text

**Table 2. 2 Example of Narrative Text**

| Generic Structure | The Elephant and the Sparrows |
|---|---|
| Orientation | A sparrow couple had a beautiful nest with eggs, on a tall, strong tree, and were expecting their little ones soon. However, an arrogant elephant soon visited the area and shook the tree so hard, that he managed to destroy the nest and the eggs. Angered and saddened by this, the sparrows decided to seek revenge |
| Complication | They asked their woodpecker friend to help them. The woodpecker, along with his friends, the fly and the frog, devised a plan. The frog asked the fly to buzz near the elephant's ear. He said, "When the elephant closes his eyes, woodpecker, you must pierce his eyes. The elephant will stand up and try to find water. I will croak far away and the elephant will think there's water around and reach the place. We will create a big pit and the elephant will fall into it." |
| Resolution | At sunset, they worked as per the plan, and the elephant fell into the pit and died |

Source : Mrohatin et al. (2020)

## 2.4 Review of the Previous Studies

The researcher found several previous studies that had similarities with the research, which discusses about Project Based Learning to improve writing narrative text, as follows :

Asrul et al. (2021), wrote the journal entitles "The Effect of Project-Based Learning on Students' Achievement in Writing Narrative Text". The objective of the study is to to validate the impact of project-based learning approach on students' performance in composing Narrative Texts at grade X IPS of SMA Pangeran Antasari Medan in the academic year 2021/2022. The subject of study

was 45 students of tenth grade IPS of SMA Pangeran Antasari Medan academic year 2021/2022. This research using quasi-experimental method with pre-test and post-test instrument. The result of this study revealed that the implementation of the project-based learning model had a significant positive effect on students' performance in writing narrative texts.

Syarifah & Emiliasari (2019), wrote the study with the title of "Project-Based Learning To Develop Students' Ability and Creativity in Writing Narrative Story". This research was aimed to explore the application of project-based learning as a means to enhance students' skills and creativity in writing narrative texts, as well as to examine the students' perception of project-based learning in the context of writing courses. The research involved by second-semester students enrolled in a writing course. This research using qualitative research to collect the data were obtained through field note, final product of the project, and interview. The research finding indicates that project-based learning proved to be beneficial in enhancing students' proficiency and creativity in writing narrative texts, including improved comprehension of the topic, enhanced knowledge of narrative genre, such as its social function, text structure, and language features.

The third previous study entitle "Improving Students' Writing Skill through Project-Based Learning, Process Writing, and Instagram" was written by Khulel, (2022). The objective of the study is to assist students in strengthening their ability to compose hortatory exposition texts.. The subject of the study is 33 students from XI IBB at MAN 1 Lamongan. This research design was based on a CAR design. The instruments of this research are a lesson plan and writing test.

Finding show that by combining Project Based Learning with process writing and instagram can improve students' writing skills.

There are the similarities and difference between the first, second, and third journal with my research. The similarities are the objective of Project Based Learning method, instrument, and the skills used. While the difference are the subject and the method design, the material, and the research places. Based on these differences and the similirities, I am motivated to do the research entitle *The Effectiveness of Project Based Learning Method to Improve Writing Narrative Text of the 10$^{th}$ Graders' at SMA Islam Sultan Agung 1 Semarang* because the use of Project Based Learning method is useful for students and teachers. Based on the previous studies, Project Based Learning method can increase students' activity in the learning process, while teachers who act as motivators and facilitators can assess students' creativity when doing projects. The combination of Project Based Learning with writing narrative text also aims to improve students' writing skills.

# CHAPTER III

# METHOD OF THE STUDY

This chapter contains the Design of Study, the Subject of Study, the Place of the Study, the Variables of the Study, the Instruments of the Study, the Technique for Collecting the Data, the Validity and Reliability, the Data Collecting Procedure, the Data Analysis, and the Time Schedule.

## 3.1 Design of the Study

Design of this studies used a quantitative method. This study applied quasi-experimental with pre-test and post-test treatment to find the effectiveness of Project Based Learning method using narrative text to improve writing skills. According to Hastjarjo (2019), quasi experimental is the experiment that consist of individual into group of experimental and control group were randomized. In finding the sample and population of an experiment, a design can potentially affect the results of testing the impact of the treatment (Creswell, 2014). This study uses experimental and control class. Before the actual treatment, both experimental and control class will get a pre-test. After that, the experimental group treated by using Project Based Learning to learn writing narrative text. At the end, the experimental and control class tested by conducting post-test to find differences between treat and untreates groups.

As mentioned by Sugiyono (2015), the quasi experimental has a design as follows :

**Table 3. 1 Quasi Experimental Design**

| | | |
|---|---|---|
| $O_1$ | X | $O_2$ |
| $O_3$ | - | $O_4$ |

$O_1$ : Pre-test before treatment for experimental class

$O_2$ : Post-test after treatment for experimental class

$O_3$ : Pre-test before the control class

$O_4$ : Post-test after the control class

X : Treatment for experimental class

\- : Without treatment

## 3.2 Subject of the Study

This chapter contains of population and sample, as follows :

### 3.2.1 Population

Population is an important element in research. According to Taherdoost (2018), population is the number of people in a particular group. The population of this research is 11 classes of 10th graders at SMA Islam Sultan Agung 1 Semarang in the academic year of 2023/2024.

### 3.2.2 Sample

Sampling is choosing individual sample appropriately by using statistical to determine the sample to be used for treatment (Majid, 2018). This study used a purposive sampling technique. According to (Sugiyono, 2013), purposive sampling technique is selection of samples with the consideration of a party for the purpose of the study. The sampling of this study had determined from the English teacher at SMA Islam Sultan Agung 1 Semarang with the equal capability consideration.

This study used 3 classes to do the research. There are X 1 as the tryout group and X 5 as the control group and X 2 as the experimental group. The source from data of SMA Islam Sultan Agung 1 Semarang in the academic year of 2023/2024.

### 3.3 Place of the Study

This study was conducted at SMA Islam Sultan Agung 1 Semarang, Jl. Mataram No. 657, Wonodri, Kec Semarang Selatan, Kota Semarang, Jawa Tengah. This study focused on the 10th graders in academic year of 2023/2024.

### 3.4 Variables of the Study

This study has independent variable and dependent variable. Independent variable is variable that affect to dependent variable, while dependent variable is variable that becomes the result due to the influence of the independent variable (Garaika & Darmanah, 2019). The independent variable in this study is Project Based Learning method by using narrative text and the dependent variable is writing skill.

### 3.5 Instrument of the Study

This study used writing test as a instrument to collect data in this research. The instrument is devided into tryout test for the non sample class, pre-test and post-test for the sample class and the experimental class to collect the data in the form of writing narrative text. The teacher was given a topic based on the material, then the students create a narrative text. The pre-test and post-test was different. Pre-test was conducted before applying the effectiveness of Project

Based Learning using narrative text and the post-test was conducted after applying the method.

In giving the scoring, this study has some criteria based on (Brown & Lee, 2015) as follows :

**Table 3. 2 Writing Scoring Rubric**

| Components of Writing | Score | Level | Indicators | Weight Ing |
|---|---|---|---|---|
| Content (C) | 4 | Excellent | Selected information in detail in the paragraph | 3 |
| | 3 | Good | Information provided in detail in the paragraph | |
| | 2 | Fair | Present detail information | |
| | 1 | Poor | Does not present information clearly | |
| Vocabulary (V) | 4 | Excellent | Good and correct vocabulary usage and selection | 2.5 |
| | 3 | Good | Error in vocabulary use are few and o not interfere with the meaning | |
| | 2 | Fair | Error in vocabulary selection sometimes disrupt the meaning | |
| | 1 | Poor | Many vocabulary errors that interfere with the meaning | |
| Grammar (G) | 4 | Excellent | Good and correct grammar usage and selection | 2.5 |
| | 3 | Good | Error in grammar use are few and o not interfere with the meaning | |
| | 2 | Fair | Error in grammar selection sometimes disrupt the meaning | |
| | 1 | Poor | Many grammar errors that interfere with the meaning | |
| Mechanics (M) | 4 | Excellent | Good in the use of punctuation, spelling, and capital letters | 2 |
| | 3 | Good | Only a few errors in the use of punctuation, spelling, and capital letters | |
| | 2 | Fair | Error in the use of punctuation, spelling, and capital letters sometimes interfere the meaning | |
| | 1 | Poor | Error in the use of punctuation, spelling, and capital letters greatly impair the meaning | |

$$S = \frac{3C + 2.5V + 2.5G + 2M}{40} X\ 100$$

S = Final Score

## 3.6 Technique for Collecting the Data

Technique for collecting data in this study uses test, there is pre-test and post-test, as follows :

### 3.6.1 Tryout Test

Tryout was given before the pre-test and post-test. Tryout was conducted for the non sample class. The purpose of giving the tryout is to check the reliability of the instruments to be used.

### 3.6.2 Pre-test

Pre-test was given before conducting the research. The purpose of giving the pre-test is to find out the students' sills in writing narrative text before using the Project Based Learning method. The students was given a topic based on the material and they were ordered to develop the topic into a text.

### 3.6.3 Post-test

Post-test is the test that will be given after being the treatment. The post-test is conducted to measure the affect given after the treatment. This test conducted at the last meeting.

## 3.7 Validity and Reliability

This sub chapter describes about the validity and reliability using multiple choice test as follows :

### 3.7.1 Validity

Validation is the tool used to measure the instrument, whether the instrument is accurate or not (Sugiyono, 2015). This study used expert judgement. Expert judgement is a validation used to measure whether an instrument is suitable for use or not uses the opinions of expert (Sugiyono, 2015).

### 3.7.2 Reliability

Reliability is a measure instrument that states the same results as previous research conducted different times (Sugiyono, 2015). This study used interrater reliability. Interrater reliability is measuring an instrument using two or more people (creator or raters) agreeing with the instrument being used (Marques & McCall, 2015).

After collecting the data, the test result was calculated the to know the reliability of test instrument by using the formula as follows :

**Table 3. 3 Formula of Reliability**

| Score | Level of Reliability |
|---|---|
| 0.00 – 0.20 | Very low |
| 0.21 – 0.40 | Low |
| 0.41 – 0.60 | Fair |
| 0.61 – 0.80 | High |
| 0.81 – 1.00 | Very High |

Source : Rasyid (2019)

### 3.8 Data Collecting Procedure

In collecting data in this study, there are steps that must be taken, as follows :

1. Asking permission to the principal to conduct the study at SMA Islam Sultan Agung 1 Semarang.
2. Selecting the population of this study, that is tenth graders of SMA Islam Sultan Agung 1 Semarang.
3. Distributing the sample purposively. There are 2 classes for the control class and experimental class which is purposively selected.
4. Giving a tryout before pre-test and post-test to test the reliability of instrument.
5. Organizing the experiment. This study took several phases in conducting the experiment as follows :
   a. Pre-test

      Pre-test was given before conducting the research.
   b. Treatment

      The treatment were conducted 3 times in the experimental class before the post-test was conducted
   c. Post-test

      Post-test is the test that was given after being the treatment.
6. Collecting and analyzing data.

## 3.9 Data Analysis

After collecting the data, the next step was analyzing by the data results by using SPSS (Statistical Package for the Social Sciences) 26 program. The purpose of analyzing data is to collect and compile data that were obtains from the research to be carried out (Priyono, 2016).

This study used t-test technique to determine the difference between students who are taught writing narrative text by using Project Based Learning and those who are not taught by using it. The data obtained were tested based on statistical normality and homogeneity tests.

### 3.9.1 Normality Test

Normality test is testing the data to assess whether the data is normal or not and find out the cause (Sugiyono, 2013). This study used *Kolmogorov-Sminorv* test by using SPSS 26.

A data that has a significant value higher than 0,05 (P > 0,05) is said to be normal and a data that has a significant value lower than 0,05 (P < 0,05) is said not to be normal.

### 3.9.2 Homogeneity Test

Homogeneity test is a statistical procedure used to determine whether two or more groups of sample data are from populations that have the same variance (Nuryadi et al., 2017). The homogeneity was checked by using SPSS 26 with the level significant 0,05 as follows :

The data that has significant > 0,05 indicates homogeneous and the data that has significant < 0,05 indicates not homogeneous.

### 3.9.3 T-test

The data in this study were tested by using paired sample t-test to identify the data. Paired sample t-test is the data used in testing the hypothesis which is not independent (Nuryadi et al., 2017). It was tested by using SPSS 26 with the criteria as follows :

$H_0$ for there is no significant difference between 10th graders of SMA Islam Sultan Agung 1 Semarang who are taught writing narrative text by using Project Based Learning and those who are not taught by using it, if t-value > t-table with significant > 0,05.

$H_a$ for there is significant difference between 10th graders of SMA Islam Sultan Agung 1 Semarang who are taught writing narrative text by using Project Based Learning and those who are not taught by using it, if t-value < t-table with significant < 0,05.

## 3.10 Time Schedule

In the process of collecting data, this study was conducted with the following schedules. The first was visiting the school to ask permission from the headmaster and discussed with the teacher on June 16th, 2023. Second, the tryout was given on July 27th. Third, the pre-test of experimental class and control class was given on July 28th, 2023. Forth, there were three meetings of treatment that conducted on July 31st, August 1st, and August 2nd. Fifth, the post-test of experimental class was conducted on August 3rd and the control class was conducted on August 4th, 2023. The last was leaving the school on August 4th, 2023.

# CHAPTER IV

# ANALYSIS OF RESULTS AND DISCUSSION

This chapter provides an overview of the data analysis and discussion. This chapter consists off School's Profile, Subject of the Study, Instrument Validity and Realibility, Pre-Test Data Analysis, Treatment, Post-Test Data Analysis, and Discussion of the Research Findings.

## 4.1 School's Profile

This study was conducted the research in SMA Islam Sultan Agung 1 Semarang, The school is located at Jl. Mataram No. 657, Wonodri, Kec Semarang Selatan, Kota Semarang, Jawa Tengah. Moreover, the school has good reputatation. The school teaches religious subjects as quran reading and writing, fiqh, quran hadith, Islamic culture history, and aqidah akhlak.

The teaching and learning process in this school, is supported with some facilitaties such as Liquid Crystal Display (LCD), speaker, whiteboard, computer laboratory, language laboratory, and comfortable classrooms.

## 4.2 Subject of the Study

The subject of this study is 10$^{th}$ graders of SMA Islam Sultan Agung 1 Semarang. There were two classes as the subject of this study, they were X 5 as the experimental class and X 2 as a control class. This study used a purposive sampling technique based on the English teacher in SMA Islam Sultan Agung Semarang to selected the subject.

## 4.3 Instrument Validity and Realibility

This chapter consists of validity and realibility, as follows :

### 4.3.1 Validity

This study employed content validity by using expert judgment which has been consulted to the advisor and English teacher from SMA Islam Sultan Agung 1 Semarang. The content validity used is in accordance with the syllabus used by the teacher. The result was valid and can be used for the pre-test and post-test.

### 4.3.2 Reliability

This study used interrater reliability to measure the instrument using two people. I am as the researcher and the English teacher. For measuring the reliability, this study used SPSS 26.

**Table 4. 1 The Reliability Statistics**

**Correlations**

| | | rater1 | rater2 |
|---|---|---|---|
| rater1 | Pearson Correlation | 1 | .906** |
| | Sig. (2-tailed) | | .000 |
| | N | 31 | 31 |
| rater2 | Pearson Correlation | .906** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 31 | 31 |

**. Correlation is significant at the 0.01 level (2-tailed).

The table above showed that the coefficient inter-rater reliability was 0.906. It can be concluded that the instrument is reliable, because the coefficient at level (0.81 – 1.00), it can be concluded that the instrument was reliable.

## 4.4 Pre-Test Data Analysis

This sub chapter consist of pre-test standard normality, pre-test standard homogeneity, and pre-test mean score.

### 4.4.1 Standard Normality

The pre-test of experimental and control class was conducted on July 28th, 2023. Pre-test was conducted to determine the students' writing narrative text before treatments were given. After conducting pre-test in experimental and control class, the result were tested their data normality. Normality test was important to test whether the data obtained is normal or not.

The normality test was measured by using *Kolmogorof-Smirnov* test from SPSS 26. The result is shown as follows :

**Table 4. 2 The Normality of Experimental and Control Class in Pre-test**

| | | Pre-test experimental | Pre-test control |
|---|---|---|---|
| N | | 29 | 29 |
| Normal Parameters[a,b] | Mean | 59.424 | 56.869 |
| | Std. Deviation | 5.8315 | 6.4036 |
| Most Extreme Differences | Absolute | .181 | .203 |
| | Positive | .181 | .203 |
| | Negative | -.158 | -.142 |
| Test Statistic | | .181 | .203 |
| Sig. (2-tailed) | | .265 | .159 |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table above, *Kolmogorof-Smirnov* score of experimental class was 0.181 with exact sig (2-tailed) 0.265 > 0.05 and *Kolmogorof-Smirnov* score of control class was 0.203 with sig (2.tailed) 0.159 > 0.05. It means that the data was normal.

### 4.4.2 Standard Homogeneity

**Table 4. 3 Result of the Homogeneity of Pre-test Experimental and Control Class**

| Lavene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| .008 | 1 | 56 | .930 |

Based on the Lavene's Statistic for equality of variances above, the significance score of the data were 0.930 > 0.05. It indicated homogenous or equal because the result is more than 0.05.

### 4.4.3 Mean Score

After testing the homogeneity, the following tables were the results of the t-test using the independent t-test :

**Table 4. 4 Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Result | pretest experimental class | 29 | 59.424 | 5.8315 | 1.0829 |
| | pretest control class | 29 | 56.869 | 6.4036 | 1.1891 |

**Table 4. 5 Independent Samples Test**

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of the Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Hasil | Equal variances assumed | .008 | .930 | 1.589 | 56 | .118 | 2.5552 | 1.6083 | -.6666 | 5.7770 |
| | Equal variances not assumed | | | 1.589 | 55.517 | .118 | 2.5552 | 1.6083 | -.6673 | 5.7776 |

From the table of result of t-test above, it can be indicated that the independent t-test in the column sig. (2-tailed) with the number 0.118. It means that $H_0$ accepted, because in that table sig. (2-tailed) 0.118 > 0.05. There was no significance difference between the mean score between experimental and control class in pre-test.

## 4.5 Treatment

The treatment in the experimental class was conducted over three meetings. It was conducted on July 31st, August 1st, August 2nd 2023 that was taught by using Project Based Learning method to improve writing narrative text of the 10th graders at SMA Islam Sultan Agung 1 Semarang.

The first treatment meeting was done on July 31st 2023. The goal of this meeting was to know about the social function, the structure, and the linguistic features of narrative text. The class was opened by greeting and checking the attendance of students, then conveyed the outline of the material about narrative text by displaying a powerpoint about the social function, the structure, the

linguistic features and the example of narrative text. After that, together with the students, discussed about how social function, the structure, and the linguistic features of the narrative text can be learnt easily by using Project Based Learning method by making a poster. The students were then divided into groups and explained their job for creating a simple narrative poster. After that, the students started to create poster according to the example that has already been given beforehand. In this first meeting students were asked to find  a narrative text from the internet and identify their social function, generic structure, and linguistic features.

The second meeting was done on August,1st 2023. In this meeting, the students were asked about the difficulties they met during the process of creating the project. Students continued to create a poster from a narrative text they have searched in the previous meeting, while given tips and tricks for this difficulties as solution, for example giving template. Each group began to work writing their narrative text, social function, generic structure, and linguistic features into A4 poster paper.

The last meeting was done on August, 2nd 2023. Each group were asked to present their poster in front of the class. Then, other groups were provided the opportunities to ask the questions or feedbacks to the group which was presenting the poster. The other groups were asked questions related to the suitability of the social function, the structure, and the linguistic features of narrative text. Meanwhile, they provided feedbacks in the form of poster design and how the group which was presenting presented in front of the class.

## 4.6 Post-Test Data Analysis

In this study, post-test of experimental class was conducted on August 3rd 2023 an control class on August 4th 2023. Post-test was conducted to determine the students' writing narrative text after treatments were given. The result of t-test by using independent sample test as follows :

**Table 4. 6 Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Result | Post-test for experimental class | 29 | 71.138 | 6.5625 | 1.2186 |
| | Post-test for control class | 29 | 65.714 | 4.8555 | .9017 |

**Table 4. 7 Independent Samples Test**

| | | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Result | Equal variances assumed | 5.948 | .018 | 3.578 | 56 | .001 | 5.4241 | 1.5159 | 2.3874 | 8.4609 |
| | Equal variances not assumed | | | 3.578 | 51.588 | .001 | 5.4241 | 1.5159 | 2.3816 | 8.4666 |

From the table above, it indicates that the mean of the experimental class was 71.138 and the control class was 65.714 which means that the experimental class results was higher than the control class. The independent sample t-test showed that sig (2-tailed) was 0.001 < 0.05, which means that $H_a$ was accepted and $H_0$ was rejected.

From the data above, it can be concluded that there was significant difference between 10th graders of SMA Islam Sultan Agung 1 Semarang who were taught writing narrative text by using Project Based Learning and those who were not taught by using it. For this reason, Project Based Learning is more effective to teach students in writing narrative text. Thus, the post-test result of experimental class was better than control class.

## 4.7 Discussion of the Research Finding

The aim of this study was to figure out the effective of Project Based Learning method to improve the 10th graders' writing narrative text at SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024.

For the first, this study conducted the pretest to find out the students' skills in writing narrative text before using Project Based Learning. The result showed that the students were in equal capability because the mean score for experimental class was 59.424 and for control group was 56.869. Second, the students were given treatments for three times and then conducted the post-test. The result of post-test showed that the mean score was 71.138 for experimental class and 65.714 for control class. It showed that there was significant difference in the

improvement of students' score of experimental class and control class in pre-test and post-test.

In treatment processes, some obstacles oppened for time allocation since the effective time is more or less only 70 minutes out of 90 minutes due to dhuha prayer and reciting asmaul husna. However, the students were very cooperative and responsive, so time management obstacles was not becoming a big issue in this research. Fortunately, the school was also very wellcomed and gave a positive response to conduct research. The principal of SMA Islam Sultan Agung 1 Semarang was support and gave facilities so that the students being researched were responsive and followed the learning well. Despite there were the strenghts and the weaknesses of SMA Islam Sultan Agung 1 Semarang, the school is highly recommended for the research place.

This study has similarities and differences with the previous study entitle "The Effect of Project-Based Learning on Students' Achievement in Writing Narrative Text" by Asrul et al. (2021). The similarities between both of the study are the objective of the Project Based Learning method instrument, the skill used, and the result of the study. While the differences are the subject and the research places.

Based on the explanation above, the independent sample t-test showed that sig (2-tailed) was 0.001 < 0.05, which means that the result of the experimental class in post-test was higher than the control group. It means that the Project Based Learning method was effective to improve writing narrative text.

# CHAPTER V

# CONCLUSION AND SUGGESTION

In this chapter, presents conclusion and the suggestion of what have been discussed in the previous chapter

## 5.1 Conclusion

The result of this study, there was significant difference between the score of experimental class which was taught by Project Based Learning and the control class which was not taught by Project Based Learning. It can be seen from the result that showed the mean score in the post-test experimental class was 71.138 while the control class was 65.714. The independent sample t-test showed that is (2-tailed) was 0.001 < 0.05. It means that $H_a$ was accepted and $H_0$ was rejected.

In short, Project Based Learning has an important role to improve the $10^{th}$ graders' writing narrative text at SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024. Teaching writing narrative text using Project Based Learning can give contribution to students' enthusiasm in learning English especially in learning narrative text by creating a poster.

## 5.2 Suggestion

This study is expected can provide benefits in improving students' writing narrative text using the Project Based Learning method. It also provide suggestion for the teacher, the students in general, and other researchers.

1. The teacher

Project Based Learning can be used as an alternative technique in teaching English, especially for writing. Teacher have a role to improve students' interest in teaching and learning process of writing narrative text. Therefore, it is recommended to use various learning method, and teacher should be use Project Based Learning to teach not only narrative text, but also other text types.

2. The students

In the classroom activities, students required to be active and think critically. For this reason, the Project Based Learning method is very suitable to be used in the teaching and learning process because it can help them be more active and productive.

3. The next researcher

From this study, the next researcher are can deepen the research about Project Based Learning for improving English skills. Therefore, they should pay attention into the challenges faced in this study in order to minimize the obstacles and also better to further the text type not only on a narrative text.

4. The School

Schools should strive to use learning methods that are in accordance with the *Kurikulum Merdeka Belajar*, because in this study using Project Based Learning as a learning method can improving the education system in schools It relates to the *Kurikulum Merdeka Belajar* that focuses on challenging students to work on projects to get maximum results.

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