

**THE TENTH GRADERS' PERCEPTION OF THE  
EFFECTIVENESS OF PROJECT-BASED LEARNING TO  
IMPROVE ENGLISH WRITING SKILL**

(A Case of the Tenth Graders' at SMA Islam Sultan Agung 01  
Semarang in the Academic Year 2022/2023)

**A FINAL PROJECT**

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



**IKFINA KHOIRUN NISA**

**31801900024**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE**

**SULTAN AGUNG ISLAMIC UNIVERSITY**

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Prepared and presented by:  
**IKFINA KHOIRUN NISA**  
**31801900024**

This proposal writing has been approved by the advisor and to be examined by the  
Board of Examiner

Semarang, August 15<sup>th</sup> 2023

Advisor



**Hartono S.S., M.Pd**

NIK. 210496038

**PAGE OF VALIDATION**

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**31801900024**

Defended before the Board Examiners

On August 22<sup>nd</sup> 2023

**Board of Examiners**

**Advisor : Hartono, S.S., M.Pd**

**First Examiner : Choiril Anwar, S.Pd., M.Pd**

**Second Examiner : Nani Hidayati, S.Pd., M.Pd**



Semarang, August 22<sup>nd</sup> 2023  
Faculty of Language and Communication

UNISSULA  
S.Sos, M.Si  
NIK. 211109008



## STATEMENT OF WORK'S ORIGINALITY

### STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate 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 my paper and degree obtained from that paper.

Semarang, August 22<sup>nd</sup> 2023



Ikfina Khoirun Nisa  
NIM. 31801900024

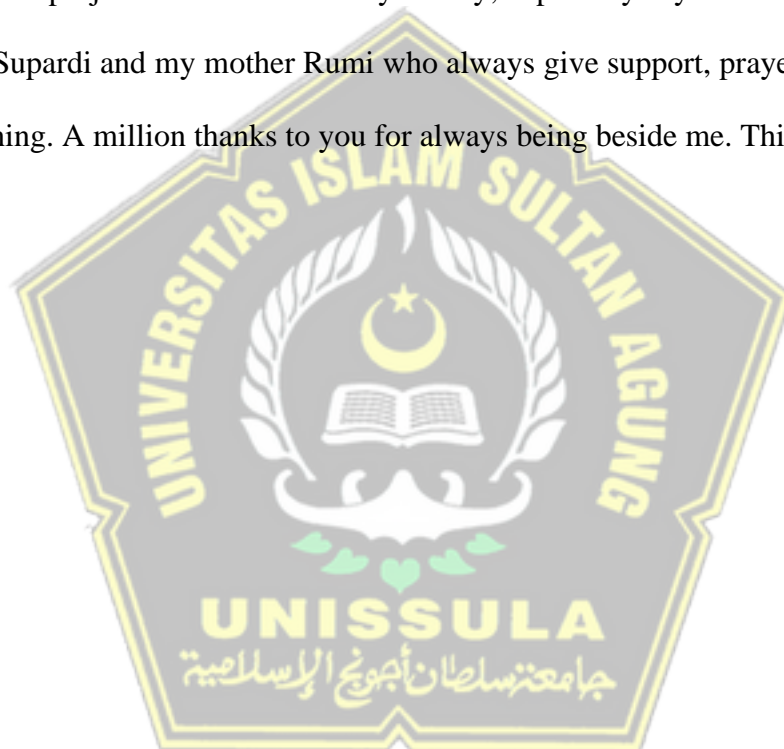
## **MOTTO**

“Indeed, with hardship [will be] ease. So, when you have finished [your duties],  
then stand up [for worship]. And to your God direct [your] longing”

(QS. Al-Insyirah, 6-8)

## **DEDICATION**

This final project is dedicated to my family, especially my beloved parents, my father Supardi and my mother Rumi who always give support, prayer, money, and everything. A million thanks to you for always being beside me. This is for you☺

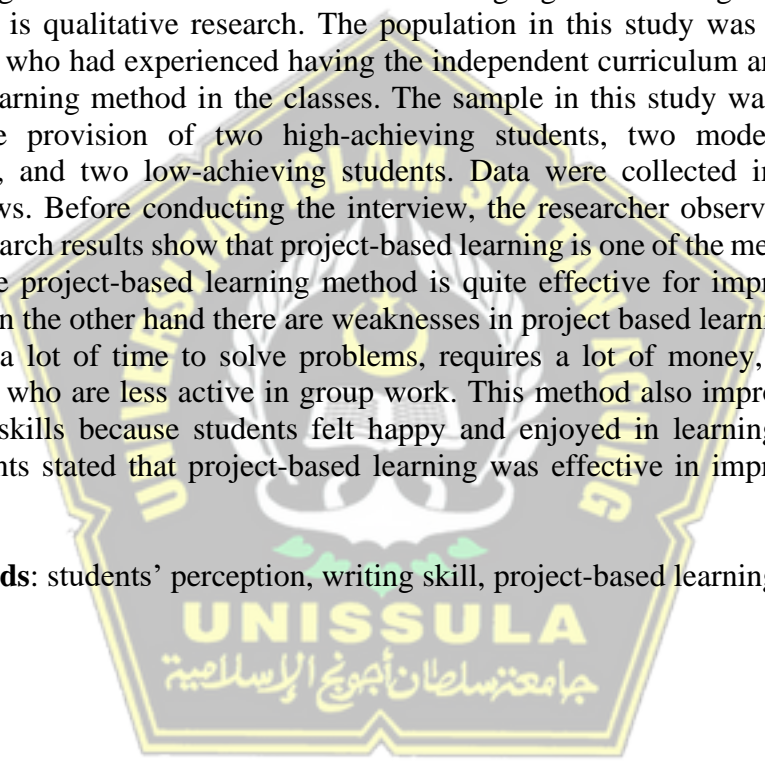


## ABSTRACT

**Nisa, Ikfina Khoirun. 31801900024.** *“The Tenth Graders’ Perception of the Effectiveness of Project-Based Learning to Improve English Writing Skill (A Case of the Tenth Graders’ at SMA Islam Sultan Agung 01 Semarang in the Academic Year 2022/2023)”*. A final project, English Education Study Program, The Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Hartono, S.S., M.Pd

This study aimed to obtain empirical evidence of the students’ perceptions of the effectiveness of Project-Based Learning to improve English writing skills of the 10<sup>th</sup>-grade students of SMA Islam Sultan Agung 01 Semarang. The type of this research is qualitative research. The population in this study was the 10<sup>th</sup>-grade students who had experienced having the independent curriculum and the project-based learning method in the classes. The sample in this study was six students, with the provision of two high-achieving students, two moderate-achieving students, and two low-achieving students. Data were collected in the form of interviews. Before conducting the interview, the researcher observed the school. The research results show that project-based learning is one of the methods students like. The project-based learning method is quite effective for improving writing skills. On the other hand there are weaknesses in project based learning, including: it takes a lot of time to solve problems, requires a lot of money, and there are students who are less active in group work. This method also improved students’ writing skills because students felt happy and enjoyed in learning process. All informants stated that project-based learning was effective in improving writing skills.

**Keywords:** students’ perception, writing skill, project-based learning





## INTISARI

**Nisa, Ikfina Khoirun. 31801900024.** *“The Tenth Graders’ Perception of the Effectiveness of Project-Based Learning to Improve English Writing Skill (A Case of the Tenth Graders’ at SMA Islam Sultan Agung 01 Semarang in the Academic Year 2022/2023)”*. Skripsi, Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung. Pembimbing: Hartono, S.S., M.Pd

Penelitian ini bertujuan untuk memperoleh bukti empiris persepsi siswa terhadap efektivitas Pembelajaran Berbasis Proyek untuk meningkatkan keterampilan menulis bahasa Inggris siswa kelas 10 SMA Islam Sultan Agung 01 Semarang. Jenis penelitian ini adalah penelitian kualitatif. Populasi dalam penelitian ini adalah siswa kelas X yang pernah menerapkan kurikulum merdeka dan metode pembelajaran berbasis proyek di kelasnya. Sampel dalam penelitian ini berjumlah enam orang siswa, dengan ketentuan dua orang siswa yang berprestasi tinggi, dua orang siswa yang berprestasi sedang, dan dua orang siswa yang berprestasi rendah. Data dikumpulkan dalam bentuk wawancara. Sebelum melakukan wawancara, peneliti melakukan observasi ke sekolah. Hasil penelitian menunjukkan bahwa pembelajaran berbasis proyek merupakan salah satu metode yang disukai siswa. Metode pembelajaran berbasis proyek cukup efektif untuk meningkatkan keterampilan menulis. Di sisi lain terdapat kelemahan dalam pembelajaran berbasis proyek, antara lain: membutuhkan banyak waktu dalam menyelesaikan masalah, membutuhkan banyak biaya, dan terdapat siswa yang kurang aktif dalam kerja kelompok. Metode ini juga meningkatkan keterampilan menulis siswa karena siswa merasa senang dan menikmati proses pembelajaran. Seluruh informan menyatakan bahwa pembelajaran berbasis proyek efektif dalam meningkatkan keterampilan menulis.

**Kata Kunci:** persepsi siswa, kemampuan menulis, pembelajaran berbasis proyek

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Alhamdulillah rabbil alamin, praises highest gratitude to Allah swt. Who has given mercy, blessing, and good health in completing this final project. Sholawat and salam are due to our prophet Muhammad SAW, his families, and followers until the end of the world. Therefore, the researcher would like to express my greatest appreciation to the following people:

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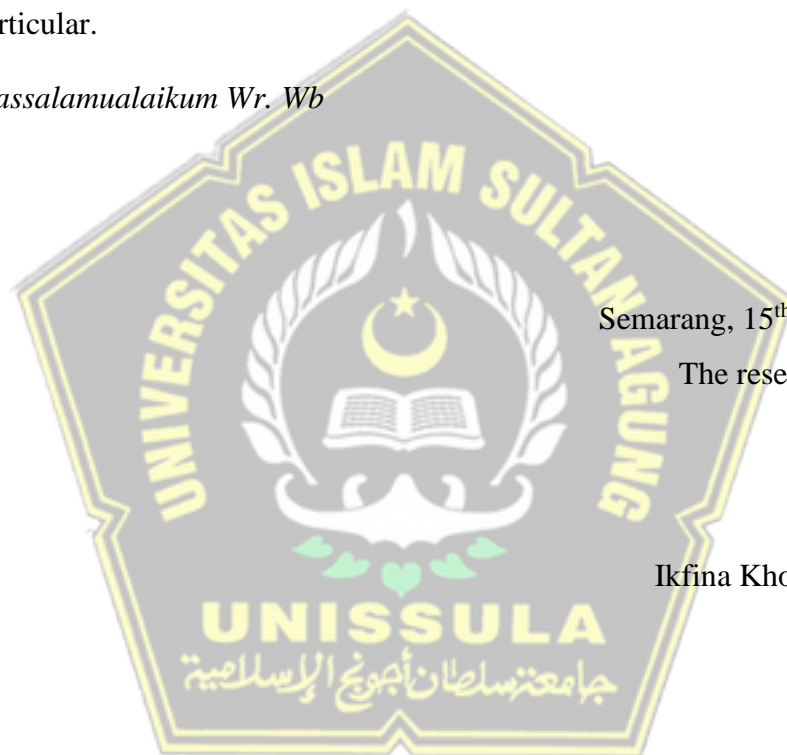


9. All friends in English Education 2019 that cannot mention all. Thank you for your togetherness

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Finally, the researcher realizes this final project is still far from being perfect. However, the researcher hope this is can be useful for the researcher in particular.

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Semarang, 15<sup>th</sup> August 2023

The researcher,

Ikfina Khoirun Nisa

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# CHAPTER I

## INTRODUCTION

This chapter contains Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

### 1.1 Background of Study

Education is key to the success of a country. Success in education means that the country has been developing. A country has different educational roles and goals. The main goal of education is to create students who have skills or competencies (Syahril et al., 2021) . Like any other country, the government of Indonesia is responsible for providing an accessible education which aims to develop students' potential and shape them to become intellectual, creative, independent, and capable human beings. Currently, education in Indonesia uses the national education system. This system aims to foster positive character, provide academic knowledge, and forge students' skills from an early age.

Nowadays, Indonesia uses a new curriculum called Independent Curriculum (*Kurikulum Merdeka*). A curriculum is a defined plan and sequence of purpose, content, materials, and methods that serves as a guide for organizing learning activities to achieve specific educational goals. Independent curriculum is a kind of curriculum that cultivate students' interests and talents from an early age, focusing on students' foundation, character building and ability development. This independent curriculum is part of Indonesia's efforts to keep up with the times and improve the quality of education. In self-directed courses, students do more than

just become smart. It also provides Pancasila scores in the form of so-called Pancasila Student Profiles. There are six profiles of Pancasila students, one of which is creative. With that the independent curriculum, students are creative in their classes. Student progress in learning outcomes is made through assessment or learning assessment. Students who have yet to achieve their learning outcomes will receive support from their schools to achieve their learning outcomes.

Writing skills are parts of the main aspects of learning English. When someone is learning English, writing is one of the skills that he need in his learning. He learned how sentences are constructed (Elhawwa, 2022). Meanwhile, writing is an aspect that is related to other aspects, like reading, listening and speaking. Writing also needs creativity, such as developing each sentence to make it easily readable. Currently, we can find on social media, many sort writings are used to express ideas in English. Amelia (2021) stated, writing is a skill that only a few people possess. People can share their ideas and their knowledge about facts and opinions (Nurfadhilah, 2018) . Everyone can write but only a few people enjoy writing. For some people, writing is a complicated and tedious activity. Therefore, most of them gave up on writing. In this case, the teacher's role is to increase students' interest in writing by providing the students with exciting writing skills.

The teacher should use exciting and engaging strategies to help students improve their writing skills. One of the various strategies is using project-based learning. According to Nurfadhilah (2018), project-based learning is one of the student-centred methods that allows students to learn. Project-based learning uses the project as a learning method. When doing the writing, students can write

creatively. In addition, project-based learning is also one of the learning methods that is highly recommended in the Independent Curriculum. As we know, in Independent Curriculum, the making project is one emphasized aspect. A writing project can support and help the students develop their skills and creativity.

Based on the description of issues above, the researcher would conducted a study entitled "Students' perception of the effectiveness of project-based learning to improve English writing skill a case of tenth graders at SMA Islam Sultan Agung 01 Semarang in the academic year 2022/2023".

## **1.2 Reasons for Choosing the Topic**

The followings are the reasons for choosing the topic:

1. Students' writing skills are still low, indicated by a lack of student interest in writing
2. Project-based learning is one of the learning methods that possibly improve students' writing along with the implementation of the Independent Curriculum (*Kurikulum Merdeka*)
3. The effectiveness of project-based learning on improving students' writing skills still needs to be explored
4. Students' perception of the effectiveness of project-based learning in improving students' writing skills need exploring

## **1.3 Research Question**

The research question of this study is "How are the students' perceptions of the effectiveness of project-based learning to improve English writing skill of the



tenth graders at SMA Islam Sultan Agung 01 Semarang in the academic year 2022/2023?”

#### **1.4 Objective of the Study**

The objective of the study is to describe students’ perception of the effectiveness of project-based learning in improving English writing skill of the tenth graders at SMA Islam Sultan Agung 01 Semarang in the academic year 2022/2023.

#### **1.5 Limitation of the Study**

In this study researcher focuses on exploring the students’ perception of the effectiveness of project-based learning to improve English writing skill at the tenth graders at SMA Islam Sultan Agung 01 Semarang in the academic year 2022/2023.

#### **1.6 Significance of the Study**

The significance of these research are as follows:

##### **1. Practical Significance**

###### **a. For teachers**

This study provides information of students' perceptions of learning effectiveness using project-based learning for students' writing skills. Therefore, it is used as input and evaluation for further learning. Not only that, the teachers will know the effectiveness of project-based learning in an Independent Curriculum, focusing on improving students' English writing skills.

###### **b. For students**

From this study, the student will know that project-based learning is one of method in the teaching and learning process and also student will be more enthusiastic about improve their writing skill.

c. Future researcher

This study can be a reference for future researcher, especially in a similar topic research, or can be a guided more knowledge of English writing in the classroom for the future.

2. Pedagogical Significance

This study is expected to be used as a reference for improving the effectiveness of project-based learning in teaching English, especially for writing skill. The researcher also hopes that the result of this study can show the teachers and other researchers about this study.

**1.7 Definition of Key Terms**

Definitions of key terms are given to clarify the technical terms used by the researcher. The terms are explained as follows:

1. Independent Curriculum (*Kurikulum Merdeka*)

According to Sari (2019), the Independent Curriculum (*Kurikulum Merdeka*) is the curriculum currently proclaimed by the government, especially the minister of education, which emphasize giving freedom in the field of education.

2. Project- Based Learning

Project-based learning is an inquiry based, realistic teaching approach in which students collaborate with other students to design, build, and test what they create or build in every classroom (Alyani, 2021).

### 3. Writing

Writing is an activity to express the result of thought and contemplation. Writing is an intellectual activity that involves two parts of the brain, the left and right. The left brain represents the ability to think linearly, logically and structured, while the right brain represents creativity and the ability to think spontaneously (Masie, 2020).

## 1.8 Organization of the Study

This final project is organized into five chapters as follows:

Chapter I deals with introduction. It contains Background of the study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Limitation of the Study, Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

Chapter II describes about review of related literature. It contains General Concept of perception, General Concept of Writing Skill, General Concept of Project-Based Learning, and Review of Previous Studies.

Chapter III is about the Research Method that includes of Design of the Study, the Participants of the Study, Instrument, the Validity of the Instruments, Reliability of Instruments, Data collecting Procedure, and Data Analysis.

Chapter IV presents the result of research. It deals with the school profile, informant profile, research findings and discussions.

Chapter V describes the conclusion and suggestion. The conclusion concluded the result of the research and suggestion aimed to suggest for all informants in this research.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses of Independent Curriculum (*Kurikulum Merdeka*), project-based learning, writing skill and review of previous studies, review of previous studies explains three prior research which has the same topic.

#### 2.1 Independent Curriculum (*Kurikulum Merdeka*)

Independent Curriculum is the first keyword that will be discussed in this chapter. This sub-chapter consist of the history and development of Independent Curriculum, the purpose and target and the difference and the similarity and the learning method recommended.

##### 2.1.1 The History and Development of Independent Curriculum

The history of independent curriculum cannot be separated from the pandemic Covid-19 in Indonesia. One of impacts of this pandemic was the loss of learning opportunities and learning gaps. According to Rizki (2022), the Covid-19 pandemic has many impacts on our lives including the Indonesian education system. During the pandemic, students experienced learning disabilities and learning difficulties. Without any solution, education in Indonesian may fall by the wayside. This is how the Minister of Education and Culture revised the Indonesian National Curriculum. This syllabus serves as training in emergency management of epidemics.

Curriculum 13 or commonly called *kurtilas* is a curriculum that has been used for a long time in Indonesia it was adopted to “Kurikulum Tingkat Satuan

Pendidikan (KTSP)” in the years of 2006. Curriculum 13 has long been used in Indonesia since its trial period in 2013. This curriculum had undergone some revision before it was replaced by the Independent Curriculum. From this point, we learn that changes curriculum is normal. According to Angga (2022), change of curriculum is needed and is a must, depending on global developments. And of course, a change of curriculum is not due to changing minister changing curriculum, and it is just opinion in society.

According to Nurwiatin (2022), Independent Curriculum is a curriculum that has the purpose to sharpen student’s interest and talent from an early age by focus on subject matter, character development, and students competence. Independent curriculum has developed the concept of “Freedom to Learn” for students. It was designed to help Indonesian learning that has occurred due to the covid-19. Nugraha (2022) also stated that the use of technology is also increasing other programs and planned by the government such as activator school, activator teacher and other methods which one of the government’s efforts in implementing an independent curriculum to deal with a learning crisis.

### **2.1.2 The Purpose of Independent Curriculum**

As previously discussed, that covid-19 pandemic has an impact on education in Indonesia. The government began to focus on the education sector, the first step taken is to start implementing the Independent Curriculum (*Kurikulum Merdeka*). The introduction of this curriculum is also to achieve the national educational goal, which is to improve the quality of human resources in Indonesia, which has advantages and competitiveness compared with other countries



(Hasanah, 2022). One of the purposes is to catch upon learning during the covid-19 pandemic. The curriculum was created with the aim of bringing education in Indonesia at the same level as that in developed countries, where students are free to choose what they are interested in. Hasanah (2022) stated that the independent curriculum was proclaimed by the Ministry of Education and Culture as a form of response and solution to the current condition of education in Indonesia. One of them is learning loss that has occurred during the covid 19 pandemic.

According to Nurul (2022), independent learning is an innovative policy by the authority of educational administration in schools and local government. Nurwiatin (2022) also stated that the purpose of independent curriculum is a curriculum to sharpen student's interest and skill from an early age by focusing on essential material, character development and student competence.

### **2.1.3 The Differences and the Similarities of Independent Curriculum and Curriculum-13**

Education cannot be carried out without curriculum. Angga (2022) added his opinion that curriculum is a part of the educational process. Curriculum is considered to be a guide in the implementation of education. The curriculum used in Indonesia is curriculum 13 or called *kurtilas*, then with several references it was changed become an independent curriculum (*kurikulum merdeka*).

Some differences between curriculum 13 and independent curriculum can be seen from several aspects, such as basic of curriculum, target competence, curriculum structure, and evaluation of each curriculum, there are:

**Table 2.1.3 The Differences between Independent Curriculum and Curriculum-13**

| No. | Indicator            | Curriculum 13  | Independent curriculum   |
|-----|----------------------|--|--|
| 1.  | Basic                | The main designs are:<br>1. Objectives of the National Education System<br>2. National education level   | The main designs are:<br>1. Objectives of the state education system<br>2. The level of nation education<br>3. Development of Pancasila student profiles   |
| 2.  | Target Competence    | Core competencies (KD) are divided into four core competencies (KI) according to scope and order: spiritual attitude, social attitude, knowledge and skills                                  | Learning outcomes are presented as knowledge, attitudes and skills to achieve, strengthen and improve competence   |
| 3.  | Curriculum structure | Class hours (JP) are set per week. The unit is regularly allocated weekly study hours per term. Each semester, students receive learning outcomes for each subject.                          | The course structure is divided into two main learning activities: regular study and a project to improve the student profile of Pancasila   |
| 4.  | Evaluation           | a. Formative and summative evaluation by teacher<br>b. Strengthen the implementation of authentic assessment in each subject<br>c. Assessment is divided into attitude, knowledge, and skill | a. Strengthening formative assessment and use of assessment results<br>b. Strengthens the implementation of authentic assessment, especially in the project of profile of Pancasila students<br>c. There is no difference in assessing of attitudes, knowledge and skills. |

(Nuning, 2022)

One thing that really stands out in the independent curriculum is the strengthening of Pancasila's student's profile. Pancasila student profile manifest

Indonesian student as lifelong learners with global competence with six characteristics: religious, fear of God Almighty, noble character, global diversity, collaborate, independent, critical thinking and creative. According to Nugroho (2022), the Pancasila student profile enhancement program provides opportunities for students to acquire additional knowledge, develop skills, and improve the six dimensions of the Pancasila student profile. Through this Pancasila student profile project, students can explore issues or issues of great importance, example include sustainable lifestyles, tolerance, mental health, culture, entrepreneurship, technology and democratic living. The produce can train students to take practical action to solve problems after the development and learning phase.

One of the differences is the phase in education. Phases are learning outcomes that must be achieved by students. In the independent curriculum there are 6 phases. Phase A is (class of 1 and 2), phase B is (class of 3 and 4), phase C is (class of 5 and 6), phase D is (class of 7, 8 and 9 Junior High School), phase E is (Class of 10 Senior High School), phase F is (class of 11 and 12 Senior High School)

The similarity between curriculum 13 and the independent curriculum, is that both: curriculums were designed by the national education office and some of the subjects in the two curriculums are still similar. The approach used between the two curriculum is essentially student-cantered, where students seek for knowledge rather than receive knowledge.

#### 2.1.4 Learning Method Recommended in Independent Curriculum

Independent curriculum is a curriculum which focuses on students. According to Pertiwi (2022), learning method can help the student to focus and understand about the material presented by the teacher. Learning method also helps the students to develop their intellectual in a constructive. In addition, learning method can also help the teacher to manage a class. There are several methods are often used in implementing independent curriculum. They are project-based learning, problem-based learning, and active learning:

1. Project-Based Learning Method

Project-based learning is a reality-based which focuses on students' approach. In this lesson, students collaborate with other students to design, build, and test what they have made or built (Alyani & Ratmanida, 2021). Pertiwi et al. (2022) stated that project-based learning is learning approach where students give various opportunities to explore and more understand the material learning with developing skills or problem solving.

2. Problem-Based Learning Method

Problem-based learning is one of the methods used to improve or develop student critical thinking (Emiliasari et al., 2019). Problem-based learning is a model that gives motivation or encouragement to students to be more active in carrying out the learning process. Students are required to identify a problem, collect the data and use the data to solve problems.

### 3. Active Learning Method

According to Purba (2022), active learning is a method that allows students to participate in the learning process by building knowledge and understanding. Active learning method encourages students to participate more actively in the learning process. This method is a thought or reflection about something, then a conversation and discuss about something.

## 2.2 Project-Based Learning

Project-based learning is the next keyword covered that in this chapter. This sub-chapter consist of the definition of project-based learning, the advantages and disadvantages of project-based learning, and the syntax of project-based learning.

### 2.2.1 The Definition of Project-Based Learning

According to Guo (2020), project-based learning is an inquiry based learning that involves students in the learning process and asks students to be active and complete a project. In the process of project-based learning requires student collaboration to find actual problem solving in the process of integration of knowledge, application and construction. Some other researcher also stated that project-based learning is a learning strategy that makes students as centre of a learning process (Cahyani, 2021).

According to Ningsih (2020), project-based learning has the best opportunity to provide students with more interesting and meaningful learning. This learning model is one of the development directions of the constructivist learning theory, where a person as a students must begin to seek out his own knowledge

within the framework of their experience. The project-based learning model requires student involvement to be active with challenges and problems. Harisma (2019) also stated that in project-based learning the students not only study knowledge in the class and the elements of curriculum, but also solve a problem and apply their knowledge by using project-based learning strategy to create a creative project.

Based on the explanation above, it can be concluded that project-based learning is one of learning methods which make students the center of learning and make students active in the the class. In addition, project-based learning also helps students to work in teams and be able to solve a problem together.

### **2.2.2 Advantages and Disadvantages of Project-Based Learning**

Project-based learning trains the learners to solve complicated problems and develop their critical thinking. Project-based learning improves the quality of learning and promotes high cognitive development by enabling students to solve complex problems. Through project-based learning, students learn a variety of skills such as collaboration, project planning, decision-making, and time management. Project-based learning increases students' motivation.

Project-based learning can also improve the students' technical skills. This learning method helps students develop teamwork, problem-solving skills, and effective communication with others. Cahyani (2021) also stated that project-based learning model is also advised used because it has a good positive effect on student creativity. According to Kartika (2020), project-based learning is an active learning model that focus on developing student abilities, skills and also can add value to



students learning. Example of these skill is project management and communication ability to work team, analytical and innovative thinking, problem solving, and discussion skills.

Besides that, project-based learning also has a weakness or disadvantages. Yusuf et al. (2021) claim project-based learning requires a lot of to complete the into a product, it takes a lot of tools and resources, and limited amount of time also a barrier for students to present their project.

### **2.2.3 The Syntax of Project-Based Learning**

In process of project-based learning to improve students' competences, students are the center of learning process. As the center of learning process, students need a creative method to improve their skill, by using the project-based learning student can using their creativity especially for writing skill. The implementation of project-based learning is to is by conditioning the learning process according to the syntax, there is interaction between teacher and students, beside that between students and learning media will be appropriate (Jalinus et al., 2017)

According to Jalinus et al. (2017), seven steps of project-based learning and three main stages, are : briefing about the competence, project, and evaluation the project. The seven steps of project-based learning according to Nizwardi et al. (2017), as following :

- a. Defining the desired learning outcomes
- b. Comprehending the nation of the instructional resources to be utilized
- c. Developing the skills necessary to use those materials

- d. Designing the projects' theme
- e. Making a project proposal
- f. Starting working on project assignment
- g. Presenting the result of the project that has been made

## **2.3 Writing Skill**

The concept of writing is the third keyword in this chapter. This sub-chapter discusses strategies to improve students writing skill and definition of writing.

### **2.3.1 Strategies to Improve Students Writing Skill**

One of the most crucial English abilities is writing. To improve student's writing skill, we must know what the strategies are most suitable for student. According to Yulianti (2019) the problem of students' writing skill is contributed by teachers. Most of teacher use a monotonous strategy, it makes students bored and not interested in learning writing.

The establishment of reading class can increase student creativity, especially in writing skill. Because with a reading class, students can discuss with their friends about what they read in the book, by discussing with each other it can help improve students' writing skill (Herrero, 2011). Having reading class is a good strategy to improve students writing skill, as we know, by reading, we can have many sources of knowledge. After we have a lot of knowledge, we can create writing project by using project-based learning.

### 2.3.2 Definition of Writing

Writing is an activity to express the result of thought and contemplation. Writing also is an intellectual activity which uses both of the brain. As we know, the part of left brain is more related to logic, the ability to write and read. Not only that, in learning writing creativity is needed, with the right brain this creativity will be created (Masie, 2020).

Writing is a part of language learning. English writing skills need to be improved and supported by other language skill (reading, speaking, and listening). Pratama et al. (2020) stated that writing is a skill that is quite difficult. It takes more effort to succeed in writing. According to Sholihah (2018) in Rokhyati (2014) also stated that writing is the most of difficult skill in English. Usually, the difficulty of writing in students are about the grammar and vocabulary. Most writers, especially students, they have difficulty in writing because they are worried about the elements in writing (Mustakim, 2008). Writing is not just language skill. Moreover, it is considered influential in student academic achievement. It is supported by Husna (2013) that writing skills have an important role in academics. Therefore, writing skills must be owned, especially by those educated in campus.

From the definition above, it can be concluded that writing is an intellectual activity that use both of the brain. Writing skill are needed to improved other language skill, that is reading, speaking, and listening skill. Writing also have an important role in academic, especially by students educated in campus.

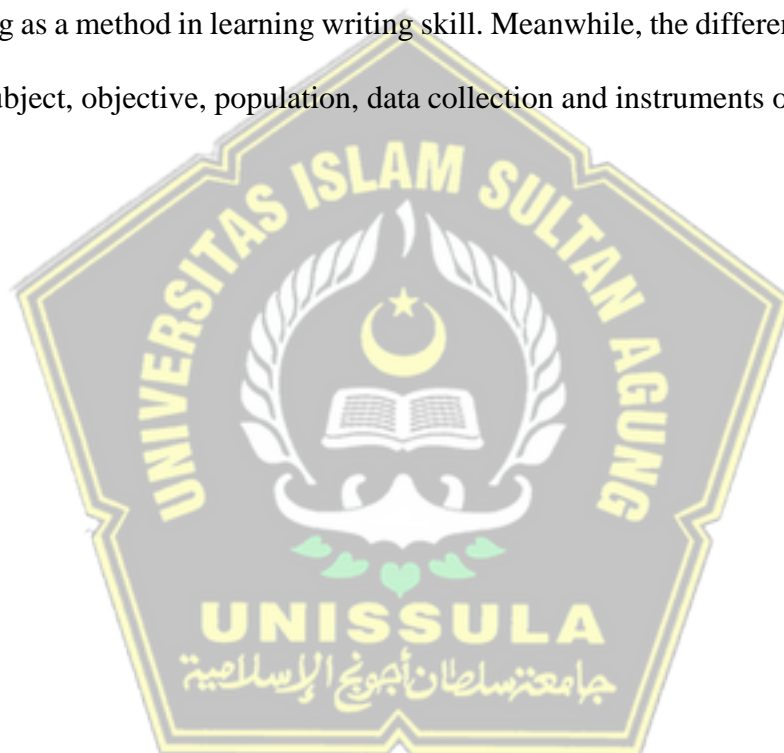
## 2.4 Review of Previous Studies

The researcher found out some previous studies to compare and to help the researcher about the use of project-based learning as the method for improving students writing skill. The first previous study was done by Harisma et al. (2019) which entitled “Improving Students’ writing ability through Project-Based Learning Using Visual Media” in improving students’ by project-based learning strategy. This research is an attempt to improve students’ writing ability by using project-based learning. Researcher did research at the First Grade SMK Sangkuriang 1 Cimahi. The study found that project-based learning is one of the methods can which be used to improve students’ writing skill.

The second research to improve students’ writing skill was done by Nurfadhilah (2018), it was “The Effect of Project-Based Learning on Students’ Writing Ability of Narrative Text”. This study aims to examine the effects of using project-based learning on students’ writing ability. Population of this study was the students’ of SMAN 01 Tangerang City. His research shows that the use of project-based learning as a learning strategy has a very strong effect on students’ learning process.

The third research is “Project-Based Learning (PJBL) to Improve Students’ writing capability”. It was conducted by Sholihah (2018). This study aims to examine the uses of project-based learning can improve the students’ skill. The subject of this study is the student of fourth semester of English Education in Widya Dharma University. In this study, data collection from document of questionnaires, observation and interviews.

On the other hand, in this present study, the researcher investigated the perception of the students of the effectiveness of project-based learning to improving students' writing skill in the tenth graders' of SMA Islam Sultan Agung 01 Semarang. Based on all the previous studies above, the researcher found that they have similarities and difference with this research. There are some similarities among the writers with the previous research above in the use of project-based learning as a method in learning writing skill. Meanwhile, the differences are on the title, subject, objective, population, data collection and instruments of the research.



## CHAPTER III

### METHOD OF STUDY

This chapter discusses about Design of the Study, Subject of the Study, Instrument of the Study, Data Collecting, Data Analysis and Time Schedule.

#### 3.1 Design of the Study

According to Bostley (2019), the research design is the researcher's idea or plans containing all the researcher's plans to connect research problems to empirical research easily. He also stated that a research design could help the researcher conduct research because everything that will be carried out is well-structured, neat, and follows the aim of the study. This study aimed to determine the tenth graders' perception about the effectiveness of project-based learning to improve English writing skills at SMA Islam Sultan Agung 01 Semarang. The participants would explain their experience and the point when the teacher implemented project-based learning in the learning process to improve students' writing skill. To achieve the aims, the researcher used a qualitative research design. Qualitative research is one of the methods which has a multimethod focus, and its subject matter is related to the interpretative and naturalistic approach. It means that qualitative research study is based on events in the field (Aspers & Corte, 2019).

According to Bostley (2019), qualitative research is inductive research. The purpose of qualitative research is to explain the phenomenon as a whole by gathering as in-depth information as possible, showing the importance of the depth and detail of the data studied. Based on the explanation, the research design of this study was be phenomenological research. Phenomenological research is a



qualitative strategy in which people identify the human experience of their phenomenon. Phenomenological research is a research design drawn from philosophy and psychology in which the researcher describes an individual's life experience with the sensation as described by the participants of the study (Creswell, 2014).

### **3.2 Subject of the Study**

In this research, the researcher chooses the subject in the class that has experienced writing lessons using project-based learning. From the observation, the tenth-grade student has experienced an Independent Curriculum (*Kurikulum Merdeka*). This study's subject consists of the study's population and sample.

#### **3.2.1 Population of the Study**

According to Muhammad & Kabir (2016), the population is the total of desired information objects. Population in a study is an object that has been determined by the researcher based on the specified characteristics. In this study, the population of the study was the tenth graders of SMA Islam Sultan Agung 01 Semarang in the academic year 2022/2023. The school is located on Jl. Mataram Number 657, Wonodri, Sub-district of Semarang Selatan, Semarang City, Central Java.

#### **3.2.2 Sample of the Study**

According to Kabir (2016), a sample is part of the population that has the same characteristic as the population. The sample can also be said to be a small of the population taken as a research sample. In this study, the researcher took

purposive sampling. Purposive sampling is also known as judgment sampling. The participants of this study were six students in one class. The students had a different level of competencies. The sample of this study, based on the gender, they were three boys and three girls. Based on the competencies and the class rank, they were:

- 2 students belonged to low achieving (ranking of 1-12)
- 2 students belonged to moderate achieving (ranking of 13 – 24)
- 2 students belonged to high achieving (ranking of 25 – 35)

### **3.3 Instrument of the Study**

Research instrument is a tool for collecting, measuring and analysing data related to the research topic. This study used a list of interview guide as the instrument of the study to help the researcher to collect the data.

An interview is a flexible data collection tool that allows the use of several sensory channels, including: verbal, non-verbal, seen, spoken, heard and even written in online interviews. The interview flow can be regulated, allowing for some spontaneity. In addition to requiring a through response, the interview can also request to challenging and in-depth questions (Morrison, et al. 2018). The interview is also one of the activities for students' reflection, where students can provide verbal feedback on the learning process that has been carried out, or it can be said as a student's response. The interview was conducted by two parties, the interviewer and the participants. The interviewer is the person who ask questions. The participants are persons who answer the questions.

### **3.3.1 Validity**

Validity is an important part of a research, because it is to measure the accuracy of the information contained in the research object with the information reported by the researcher. Thus, valid data is data that is the same between the data presented by the researcher and the actual data in the study. According to Mohajan (2017) stated that mainly divided into four types, namely content validity, face validity, construct validity, and criterion-related validity.

Content validity is used as the validity of this research instrument. Content validity ensures that a measure contains a set of items that express an adequate and representative concept. Expert judgement was chosen to validate the instrument in this study by giving it to the students who was the research subject. The expert judgement rubric can be seen in appendix 2.

### **3.3.2 Reliability**

Reliability is used to assess the level of consistency of the research instrument and whether the instrument is consistently used to collect data. Reliability also serves as an indicator of trust in the value of a test. Mohajan (2017) stated that in qualitative research is called when the researcher's approach is consistent across different researchers and different projects.

## **3.4 Trustworthiness**

Trustworthiness is one step to reduce errors in research data collection, which can affect the validity of the final research results. According to Nowell et al. (2017) trustworthiness is one way of researchers can convince themselves and

their readers that the results of their research deserve attention with criteria credibility, transferability, dependability, and confirmability.

### 1. Credibility

According to Nowell et al. (2017) credibility is determined by the ability of researchers and readers to identify experiences when they encounter them. In this study, the technique used to build credibility is triangulation. In triangulation, several methods or sources can be used to develop an understanding of the research. In this study triangulation was carried out by collecting interview data and analysing it to determine the right interpretation.

### 2. Transferability

Transferability is a test of the validity data that can be assessed and stated by readers, how far the research results can be applied to others. If the reader gets a clear and understanding of the research focus and context, then the transferability is good. The strategy to maintain this transferability is a thick description, which attempts to provide a detailed explanation

### 3. Dependability

The concept of dependability is same with reliability. To achieve dependability, researchers can ensure that the research process is logical, traceable, and clearly documented. If readers can investigate the research process, they can better judge the credibility of the research (Nowell et al., 2017). Dependability in this study was carried out starting from defining the problem, going into the field, selecting data sources, conducting data analysis, testing the accuracy of the data, preparing reports on findings, and making conclusions.

#### 4. Confirmability

Korstjens et al. (2018) stated that confirmability contains the extent to which other researchers can confirm their research findings. Confirmability relates to asserting that data and interpretation of results are not mere conjectures, but clearly originate from the research data.

### 3.5 Data Collecting Procedure

In order to help the researcher gathering the data, there were some steps to do, as follows:

- a. Asking a research submission letter from the supervising lecturer and faculty
- b. Visiting to SMA Islam Sultan Agung 01 Semarang to determine the material to be studied
- c. Asking permission to do research for the study to head master and English teacher of SMA Islam Sultan Agung 01 Semarang
- d. Choosing a class in the tenth graders of SMA Islam Sultan Agung 01 Semarang as a population and choosing six students in the class a sample of this study
- e. Conducting an interview

In doing interview, researcher would conduct interview one by one. Students are given 20 related questions to interview from the researcher related in learning English by using the project-based learning

- f. Analysing information to obtain valid data

### 3.6 Data Analysis

Analysing data in research is important. In qualitative research, data analysis must go hand in hand with data obtained in the field. In this study, the data were taken by interviewing students individually. The data of interviews were qualitative where they would be described as the result of the interview.

The interview was conducted based on a time agreement between students and researcher. During the interview, the researcher recorded the information of the interview, so that no important information about the result of the interview was missing. After getting all the necessary information, the researcher made a transcription and the conclusions of the interviews to get the main points of the interview.

After the data processing, the next is data analysis. In data analysis there are several stages. According to Rijali (2019) the three steps in qualitative data analysis is: data reduction, data display, and drawing conclusions.

#### 1. Data reduction

Data reduction is a selective process that focuses on simplification, abstraction, and transformation of raw data as it appears in written records in the field. Data reduction involves: (1) summarizing data, (2) coding, (3) exploring topics, and (4) categorizing. Tip: Choose information, summaries, or short descriptions carefully and organize them into larger patterns.

#### 2. Data Display

The next step is data display. After the data reduction process is complete, the data obtained is presented in detail and comprehensively, and the relationship





|                               |  |  |  |  |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|--|--|--|--|
| Preparation of chapters 4 & 5 |  |  |  |  |  |  |  |  |  |  |
| Final project examination     |  |  |  |  |  |  |  |  |  |  |



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the result of research. It deals with the school profile, informant profile, research findings and discussions.

#### 4.1 The School Profile

SMA Islam Sultan Agung 01 Semarang it is a private senior high school in Semarang founded on January 02, 1966. It is a school under the auspices of the Sultan Agung Waqf Foundation. It is located on Jl. Mataram No. 657, Semarang. North of the school is Wonodri 1 Elementary School and a church. To the south it is bordered with the highway and several restaurants. To the east and west, there are housing complex.

This school has four buildings. Building A has three floors. On the first floor it is a sport field and a parking area, the administration room, the counselling room, the school medical room, the teacher's room, the principal's room, the classrooms and the bathrooms. The second floor has classrooms and a library. The third floor has classrooms, a meeting room and a mosque. Building B has two floors, the first floor is a hall and ablution area. The second floor has classrooms and a squad room. Building C has two floors, the alumni room, the committee room and bathroom. Building D has three floors, the first floor has a music studio, storehouses and parking. The second floor has a computer room and social laboratory. The third floor has science laboratory, bathrooms, parking area and ablution area.

The motto of the school is creating a generation of *khaira ummah* (best generation). It is a private school that upholds Islamic values. Students have a lot of achievements. Starting from 2016/2017, this school used the national curriculum (2013 Curriculum), but in 2022, it starts using Independent Curriculum. The school teaches religious subjects, such as reading and writing Quran, fiqh, Al-Quran and hadith, history of Islamic culture, the Islamic faith, morality and others

#### 4.2 The Subject Profile

In order to collect the required data, the researcher decided to conduct interviews with six students who served as the informants. These six students were all enrolled in the same tenth grade class. The selection of these six informants was done purposively. These six students were taken from different group of achievements. In addition, they also represented gender; three male students and three female students. According to the competences and the class rank, two of them belonged to the high-achieving group (ranking of 1–12), other two students belonged to the moderate-achieving group (ranking of 13–24), and the other two belong to the low-achieving group (ranking of 25–35). The researcher assigned them with code; R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub>, R<sub>4</sub>, R<sub>5</sub>, and R<sub>6</sub> with the explanation:

- R<sub>1</sub> and R<sub>2</sub> is high-achieving group
- R<sub>3</sub> and R<sub>4</sub> is moderate-achieving group
- R<sub>5</sub> and R<sub>6</sub> is low-achieving group

Further, all of the informants have experience learning to write English with the project-based learning model. During the interview, the informants confirmed that they had experience by having project-based learning method. According to

them, project-based learning method is easy to follow. During the interview some of them said:

*“The project-based learning method is easy to follow because we can practice it directly”* (R<sub>2</sub>, Q<sub>10</sub>)

*“Yes project-based learning is easy to follow because it is a fun method”* (R<sub>4</sub>, Q<sub>10</sub>)

Based on the statement, the student felt easy to follow the method because with the method, students could practice the lesson directly. Another student also gave a statement that by using this method they enjoyed learning because it was fun method.

Before taking the interview, the researcher also asked about the students' understanding of the project-based learning method. All of the informants know about the learning method proven by the informant's statement when the researcher asked about the understanding of the learning model. *“Yes, I know, the project-based learning model is a learning process which students are asked to be creative and be able to produce something”* (R<sub>4</sub>, Q<sub>8</sub>)

The informants of this research have had experiences of making projects. Students have been asked to work in group and make a procedure text. From the result of the interview with the informants, it can be concluded that project-based learning is a fun method because students can make a project and practice it directly. In project-based learning students are asked to produce something and present it.

### 4.3 Research Findings

This study aims to analyse students' perceptions of the effectiveness of project-based learning to improve students' writing skill. For these reasons, the data from the interviews were analysed to answer the research questions

#### 4.3.1 The Students' Perception of the Effectiveness of Project-Based

##### Learning to Improve English Writing Skill

For some people, writing is a boring activity. As one of the informants (R<sub>6</sub>) said that writing is a boring activity for people who don't like it and it will be fun activity for people who like to write. R<sub>4</sub> said that writing was quite enjoyable for him. *"For me, writing is a fun activity because we can spend our free time and make us use to think"* (R<sub>4</sub>, Q<sub>15</sub>)

Based on R<sub>4</sub>, Q<sub>15</sub> statement, for some people writing is a fun activity to fill their spare time. R<sub>2</sub> also said that writing is fun activity, because he can express their minds through writing. *"Writing is a fun activity, because we can express our thought in written"* (R<sub>2</sub>, Q<sub>15</sub>)

Learning to write by using a project-based learning method can improve students' writing skill. Data interview shows that project-based learning method can improve students' writing skill. All of the informants had the same perception of the effectiveness of this learning method. The reasons why this method is effective to improve students' writing skill among them are:

- Project-based learning method encourages students to diligently open the dictionary
- Project-based learning method encourages students to think critically



- The project-based learning method helps students better understand the material

Project-based learning method encourages the students to be diligent to open dictionary. This is accordance with the statement of R<sub>1</sub>, Q<sub>16</sub> that with this method he found a lot of new vocabulary that motivated him to find out the meaning and so he opened the dictionary. As we know that this method is a direct practice which makes us have to know vocabulary. For example, when they have an assignment to make a procedure text, they make it in English then they must know about the meaning. This learning method spurs the students to think critically. R<sub>2</sub> said that this learning method could improve students' writing skill because in their learning process, students were encouraged to improve their critical thinking and creativity. With this method, students can think more creatively to develop their writing to make it more interesting. In addition, by using this method students can understand the contents of the material they have made. Not only that, R<sub>1</sub> said and support the opinion that this method makes him diligent to open dictionary.

All of the respondents claimed that the used of project-based learning method can improve students' writing skill. There are many learning methods used but the project-based learning is a one of methods that can improve students' writing skill.

#### **4.3.2 How Project-Based Learning Improves Students' Writing**

The interview data revealed some reasons why the project-based learning method can improve students' writing skill. First, project-based learning can motivate students to write. Second, this method helps students to study together in

a group, and the last, this learning method can help the students to produce better writing.

#### 4.3.2.1 The Project-Based Learning Motivates Students to Write

Students' motivation to write certainly comes from themselves. In English lesson, writing is one of the basic skills that they must have. The fact that the students perceive English to be a challenging subject and a tough language to comprehend is one of the primary reasons some students do not like writing in English. Several students indicated the reason why they do not like writing in English was the fact that they less motivated to learn English. However, not many people are happy and have the motivation to learn English writing. R<sub>1</sub> gave statement that he was not happy with English lesson and did not like writing activity. However, when learning with the project-based learning he felt motivated to learn writing English because he likes to listen to the English music, which he also has to understand the meaning of the music and knows the vocabulary.

*“I do not like English lessons, because it is difficult and do not know the meaning”*  
 “(R<sub>5</sub>, Q<sub>5</sub>)

Based on the statement of R<sub>5</sub>, it can be concluded that they are not happy with English lesson because they think English is difficult and need a lot of vocabularies so he does not know about the meaning. It is true because they do not yet have the motivation to learn English writing, in contrast to what was expressed of R<sub>2</sub> Q<sub>17</sub> he said that *“project-based learning motivated me to writing because it can improve new vocabulary and think creatively”*- (R<sub>2</sub> Q<sub>17</sub>). R<sub>2</sub> was motivated to write because he uses a project-based learning method in learning English writing which can

improve his new vocabulary and think creatively. The same opinion was expressed by R<sub>3</sub>

*“Yes, motivated me to find out the meaning of the word “(R<sub>3</sub>, Q<sub>17</sub>)*

R<sub>3</sub> claimed that by using this project-based he motivated to find out the meaning of words in English that they do not know. He likes to play games by using English, which motivates him to find out the meaning of difficult word. With the project-based learning method, it adds his motivation to find out by opening the dictionary.

The interview with the respondents can be concluded that the learning method with project-based learning can motivate students to write English, one of which is motivated to find out the meaning of word they do not know. However, there are students who are less motivated to learn English writing class because they still think that writing English is difficult and need a lot of vocabulary.

The data show that, all of the respondents claimed that learning writing by using project-based learning method would motivate respondents to write. Because with this learning method the students felt more curious about the meaning of the word in each sentence.

#### **4.3.2.2 The Project-Based Learning Helps Students to Work in a Team**

In learning process, there are assignments that must be done together or called a team work. In team work, students were asked to help each other to achieve the same goals. The more opportunities for respondents to work in team, they are having to do and complete things together, and also the work team very important in social; train the students' sensitivity, train the students' ability to communicate, train to establish a relationship and train them to be able to respect other students.

In the project-based learning method, collaboration is needed, because project-based learning is identical with project task or tasks to produce something. The work would be easier if it was done together, as the answer from R<sub>1</sub>Q<sub>19</sub> said that learning projects that were done together would be easier and more enjoyable. Because team work can help other friends who are having trouble. With the team work the students are trained to be able to complement and give each other, so that cohesiveness and togetherness are established to complete the good project. In addition, another respondent (Q<sub>19</sub>, R<sub>3</sub>) also supported this opinion:

*“Doing assignment in a team can make us understand better about the content of the material”* (Q<sub>19</sub>, R<sub>3</sub>)

The statement proves that project-based learning in a group will be understood better about the content of the material, because we can ask other friend about material that we do not understand. R<sub>4</sub>, R<sub>5</sub> and R<sub>6</sub> even gave their opinion that they would be able to complete the assignments presented by the teacher if they were done with other students. From these interviews it can be concluded that task will be done if we are work team because we feel happy, enjoy and can help each other.

#### **4.3.3 The Project-Based Learning Helps Students Produce a Better Writing**

The project-based learning method is a fun method for students and is quite effective for improving students' skills. In this interview, the focus is on writing skills. Writing is an activity that is not easy, it requires creativity, critical thinking and needs a lot of vocabulary to produce writing. This learning model is able to build students' abilities by involving project work that produces a real work that

can be shown as they have done, namely making a procedure text and show it in front of the class.

Learning to write using the project-based learning method can help students to produce better writing. This was conveyed by a R<sub>3</sub> Q<sub>20</sub> who said that the results of his writing were better and more interesting with project-based learning, because learning is fun and can work together so there are many new vocabularies he got while working on a writing project. Other students from the lowest ranking even said:

*“My English writing better than is before when using project-based learning “- (R<sub>6</sub>, Q<sub>20</sub>*

The statements gave that their writing ability feel better than before. R<sub>5</sub> also support this statement that he felt that the English class was becoming more and more exciting. This statement proves that project-based learning very helpful for students learning, especially for writing class. All respondents agreed with the questions of researcher that learning by using project-based learning method makes writing results better. Because the good project results can be obtained when the respondents are happy with the learning method used in the class.

#### **4.4. Discussions**

The purpose of this study is to investigate the students' perceptions of the effectiveness of project-based learning to improve English writing skill. The researcher used on interviews as his primary method to collect the data. The research question was answered based on two themes found in the interviews. The first theme is The Students' Perception of the Effectiveness of Project-Based

Learning in Improve English Writing Skill. The second theme is How Project-Based Learning Improves Students' Writing.

The researcher had indicated that project-based learning method in English writing classes has a good impact on students. All informants answered that the technique can improve their writing skill. The data obtained during interview is that project-based learning effectively to improved students' writing skill because students become motivated to write, the assignments become easier to work on in a group, and the results of the students writing are better than before. Project-based learning presenting students with problems or a specific situation and motivating them to identify and solve to the problems. Students are allowed to participate in learning activities by working together on group projects (Choi et al., 2019).

The same thing has also obtained by Sharma et al. (2020) in his research which found that when students were engaged in project-based learning, they seemed to be more active and enjoyed the learning process. The reason is that the students believed that completing the learning process with their friends in a group setting allowed them to appreciate it more.

According to Harisma et al. (2019) the same research it shows that project-based learning is an exciting and effective method for improving students' writing skills. Based on his research data, it can be concluded that the mastery of vocabulary and grammar in the writing skill of students has increased. The same thing happened in this study; students felt motivated to open the dictionary to increase their vocabulary.



Based on the research that has been done, it shows that some of the informants are not happy with writing activity, because they think writing is a boring activity. But, some of the informants were happy with writing activities. One informant shared that writing is one of their favourite activities because allows them to express themselves creatively through the writing activity. Writing can help students to express their thoughts, feelings, and knowledge, as stated by Astria (2023). However, although the informants enjoyed writing, the majority of them disliked writing in English.

The findings of this study are consistent with the results of the research carried out by Woodeson (2023), who discovered that the difficulty in composing invitation letters was related to a lack of vocabulary. This result follows those findings. According to Feng (2023), vocabulary addition is essential in learning English, especially in learning to write. Students can produce good writing if they have a lot of vocabulary.

The results of the interviews show that students agree that project-based learning can help improve their writing skills. Pohan (2020) had similar results in this issue. According to data analysis, project-based learning can help improve the writing ability of middle school students. In addition, their findings suggest that learning outcomes are impaired for students who engage in project-based learning and other teaching methods. It is not uncommon for project-based learning to have a greater impact on improving students' writing skills than other teaching methods. Students can actively participate in the entire writing process while engaging in project-based learning. For the students to be able to participate fully in the

educational activities, this was necessary. Students could work independently or in small groups to overcome the challenges presented to them while participating in project-based learning (Zamroni et al., 2020).

The next topic up for discussion is the findings of the interviews conducted with the students to find out their thoughts on whether or not project-based learning motivated them to write English more. After participating in the project-based learning process in class, all students reported feeling more motivated to write in English, as demonstrated by the findings from the interviews. They said project-based learning makes them to think more creatively and train their brains. In addition, another informant claimed to be able to add new vocabulary. This proves that the motivation of project-based learning has an excellent impact.

According to Cahyono et al. (2020) and Aliweh (2011), they have investigated the impact of motivation on the utilization of writing methods by undergraduate students in the setting of Ethiopia. They discovered that students who were highly motivated did better than those who were less motivated. It has also been found in the research findings that students feel motivated to learn to write better after using project-based learning. regarding the frequency with which they used methods when writing in EFL.

The last part of the discussion regarding this study's findings focuses on how students' perceptions of project-based learning assist them in completing projects given by the instructor and achieving higher marks. The results of Essien's research from 2018 are consistent with this finding. Following their time to used learning in a project-based learning classroom environment, the student's levels of English

language proficiency significantly improved, as demonstrated by the post-test findings of their research. Interestingly, eighty-six per cent of the students achieved the mark of eighty per cent, which was the standard that the researcher established to measure the efficacy of project-based learning on students' English language abilities.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter was the epilogue. It consists of conclusion and suggestion. The conclusion were formulated from the main finding of this study, and the suggestion provided the next action on what extended this study should go on.

#### 5.1 Conclusion

This study aims to investigate how are the students' perceptions of the effectiveness of project-based learning in improving English writing skills. The following decisions can be made based on the findings during the interviews.

The informants have a reasonable opinion about the learning strategy of using project-based learning. All informants believed that the method was effective in improving their writing skills. The reasons this method is effective in improve students' writing skills; This method encourages students to diligently open the dictionary, this method encourages students to think critically, and this method make students more understand the material. Based on research shows that this method can improve writing skills; with this method, students are motivated to write. This method can be done in groups, making it easier for students to complete their assignments. The result of the informants' writing was better after using the project-based learning method.

## 5.2 Suggestion

Based on the results and conclusions above, some suggestions can be helpful for all people related to English classrooms' teaching and learning process.

The suggestions are as follows:

### 1. For the school

The school can facilitate what is needed by teachers and students during the learning process.

### 2. For the teacher

Teachers should be able to use time by dividing learning time well. Good time management can help students complete every step of the learning process to completing assignments in the project-based learning model. In addition, with this method the teacher can also develop various activities by presenting different and more interesting material so that students do not feel bored or bored.

### 3. For the students

Students should give support for the teacher in developing a variety of various learning models used in class. In addition, students can be more independent and creative when learning with the project-based learning method.

### 4. For the future researcher

First, this research only took six informants. In the future, the informants can be added to strengthen statements further and have many references. Second, in this study, some informants answered questions briefly, making

it difficult for the researcher to process the data. In the future, researcher can choose a competent informant to answer questions in detail and clearly. Third, this research was conducted during English class, so the time is not long enough. In the future, the next researcher can choose a longer time so that the questions asked are timely.





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