

Improving Students' Ability In Writing Procedure Text By Using Project-Based Learning at Second Grade Students of SMA Swasta Al-Washliyah Tanjung Morawa

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ABSTRACT

This research was conducted to improve students' ability in writing procedure text using project-based learning. The formulation of the problem is: "Does the use of project-based learning improve the students' ability in writing procedure text". The aims of the research is: "To find out whether the use of project-based learning improves the students' ability in writing procedure text". In this research, the subject of the research were the grade XI-1 students at SMA Al-Washliyah Tanjung Morawa in 2021/2022 academic years which consists of 30 students. In carrying out this research, the researcher used classroom action research (CAR) as a research method. The researcher used the Kemmis and Mc Taggart model. The researchers and English teachers collaborated on this research. Researchers as teachers and teachers as observers. This research was carried out based on research procedures, namely planning, action, observation, and reflection. This research consisted of two cycles. One cycle consisted of two meetings. The instruments used for get data were interview guidelines, questionnaire, test, and field notes. To analyze student scores, the mean of students, the class percentage, and percentage of students' improvement formulas are used. The results of the research using project-based learning showed that there was an increase in students' ability in writing procedure text. Students get grades gradually until students get good grades. The minimum completeness criteria score (KKM) in English subjects is 75. The average score of students on the pre-test is 61.13. The average score of students in post-test one is 69.06 and there are 40% of students who can get the KKM score. The students' mean score on post-test two was 78.4. And there are 83.3% of students who can get the KKM score. This means that the research has succeeded in achieving the success criteria, namely 75% of students get the KKM score. In addition, there were very positive responses from students and teachers regarding the use of project-based learning. So, it can be concluded that project-based learning can improve students' ability in writing procedure text

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INTRODUCTION

Writing is a skill which make students are able to convey their thoughts, communicate their ideas, can foster students' creativity and critical thinking. Writing is also one of basic language skill which is very important in teaching and learning process. So, writing skill is important because it determines students' ability and success in learning English. For that, Writing is a skill that should be well mastered by students in senior high school. But, for writing the student have to use some language components, such as spelling, grammar, vocabulary, and punctuation. This is in line with (Braine, 1996: 60) who mention that to make a good sentence someone needs to know the rules of English grammar and mechanics such as the correct use of verb and pronouns, as well as commas and other mark of punctuation.

In teaching writing, there are usually some obstacles, such as students who are less vocabulary, less confident, lack of motivation, less interesting teaching materials and media. In addition, in writing there are many texts that must be mastered by students, especially class XI, but texts that are still difficult for students to master are procedural texts. This is because the procedure text is still being studied in class XII.

This is in line with the preliminary observation conducted by the researcher at SMA Swasta Al Washliyah Tanjung Morawa that students still have difficulty when expressing ideas and get obstacles in using grammar and mechanic for making procedure text. In addition, the procedure text is a text that is included in the class XII practical exam. Meanwhile, the technique used by the teacher when teaching procedure text is less effective. Thus, this makes students have difficulty in understanding and using the generic structure and language features of procedure text. This is in line with (Walker and Ri'u, 2008) who mention that many of the language learners are lack of confidence and interest in writing.

Dealing with the problems described above, a solution is needed to facilitate the students to develop their ability and creativity in writing. In this research, procedure text is the focus of this writing research. Procedure text is one of the factual text types that is purposed to inform the reader about making or doing something (Devi et al., 2018). For that, we need a method that can be used to solve the problem. So, in this case the researcher chose the project-based learning (PBL) as an alternative used to solve writing problems.

The implementation of project-based learning is able to facilitate students in developing certain skills such as writing, providing learning processes that can be significantly beneficial for students, increasing creativity and motivation, and increasing discipline and collaboration of students (Syahmadi, 2014). Project-based Learning (PBL) is a learning method that emphasizes students to deal with real issues and problems that are useful for them (Fragoulis, 2009). In the learning process, projects or activities are used as media (Bell, 2010).

Thus, the researcher believed that there is a possibility to improve the students writing skills through the implementation of project-based learning, since it is potentially motivating, empowering and challenging to them. It proposes a student centered, cooperative, interdisciplinary and integrated teaching-learning process which contextualizesthe students' real life (Solomon: 2003). Learning writing by accomplishing a project will be more motivating for learners. It facilities them to construct language meanings and constructions through the series of activities leading to the accomplishment of the project.

Based on the explanation above, the researcher has motivation to do a classroom action research about "improving students' ability in writing procedure text by using project-based learning at second grade students of SMA Swasta Al Washliyah Tanjung Morawa." The research is expected to be able to give some benefits, such as following: For Students : It is hoped the research can improve their writing ability For the Teacher : It is expected that this research will provide much information for the improvement of the quality of the teaching and learning process. For the School : It is hoped that this technique of teaching procedure text For Research : This research will improve the research's writing.

METHOD

This research will use Classroom Action Research (CAR). CAR is a very effective method to use by educators to conduct research in the field of education. That's because CAR has many benefits for students and teachers in improving the learning process in the classroom to achieve learning goals and increase students' understanding of the subject matter provide by educators. In conducting the research, the writer used Classroom Action Research (CAR) Kemmis and Mc Taggart's (1988) model design as quoted by Burns (2010). Each cycle of four steps. These are planning, acting, observing, and reflecting. The design as follows:

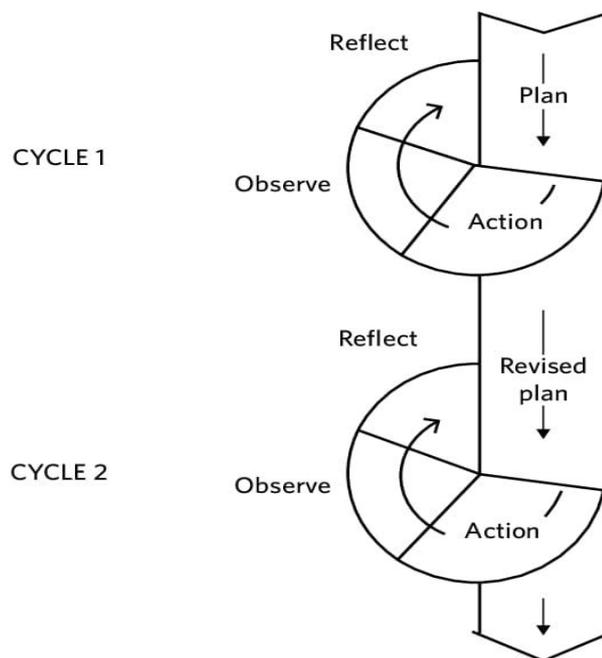


Figure 3.1 Cycle Action Research based on Kemmis and Mc Taggart (1998)

Based on the figure above, there are four steps in a cycle, they are: Planning is concerned with action or arrangement of doing something. It must be prospective to action, and must be forward looking. Action is a process of doing. It is careful and thoughtful variation of practice. It is the implementation of planning. Observation is used establish objective data concerning what goes in most classrooms, or in range of classroom. Reflection is the evaluation of actions that has been done. It recalls action as it has been recorded in observation. In this research, researcher will conduct research for data collection from Mayup to June 2022 and took place at SMA Al-Washliyah Tanjung Morawa which is located of the school at Jalan Bandar Labuhan, Tanjung Morawa, Kabupaten Deli Serdang, Provinsi Sumatera Utara 20362.

The subject of the research was the eleventh grade students at SMA Al-Washliyah Tanjung Morawa in 2021/2022 academic year. There are divide into three classes. They are class XI-1 until XI-3. The subject of research was students of the XI-1 in academic year 2021/2022. There were 30 students in class XI-1 as respondents of the research. The reason of choosing this class as the subject because they still lack of students' ability in writing skill especially in procedure text.

In this classroom action research, there are four instruments used by the researcher to collect the data that the researcher needs. The four instruments are as follows: The interview guide is a conversation between the researcher and the English teacher to obtain information where this information is used by the researcher to collect more accurate data and to complete the observational data. This interview was conducted before and after the Classroom Action Research (CAR) was conducted. The questionnaire is a set of question for gathering information from the students about writing. In this research, the researcher used a questionnaire to get data related to the research problem. Test is a tool to measure students' ability and understanding in writing procedure text. In this study, researchers used pre-test and post-test to collect student data. The test was conducted before and after the implementation of project-based learning in teaching writing procedure text. Field Notes are short notes of all activities in the teaching and learning process in the classroom made by researchers to retrieve data based on what was observed in the field. The next stage after collecting data is data analysis. In this study, the researcher use the analytical scoring rubric adapt from Jacobs to determine students' writing skills in procedure text through the project based learning method. According to Weigle there are five components presented in the analytical scoring rubric for writing, are: content, organization, vocabulary,

language use, and mechanic. The writer uses analytical scoring rubric to analyze the data relate to the students' paragraph writing test of writing ability.

The analytical scoring rubric table use by researchers in this study to analyze students' writing on procedure text is as follows:

Table 3.2 Analytical scoring rubric (Jacobs et al., 1981 cited in Weigle, 2002, p. 115-116)

ASPECT	SCORE	LEVEL/ CRITERIA
Content	30-27	Excellent To Very Good
	26-22	Good To Average
	21-17	Fair To Poor
	16-13	Very Poor
Organization	20-18	Excellent To Very Good
	17-14	Good To Average
	13-10	Fair To Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent To Very Good
	17-14	Good To Average
	13-10	Fair To Poor
	9-7	Very Poor
Language Use	25-22	Excellent To Very Good
	21-18	Good To Average
	17-11	Fair To Poor
	10-5	Very Poor
Mechanics	5	Excellent To Very Good
	4	Good To Average
	3	Fair To Poor
	2	Very Poor

To get the mean of students' writing score uses the formula:

$$M_x = \frac{\sum x}{n}$$

- M_x : Mean
- X : Individual score
- N : Number of students

The get the class percentage which passes the minimum mastery criteria-Kriteria Ketuntasan Minimal (KKM) 70 (seventy), the researcher uses the formula:

$$P = \frac{F}{N} \times 100\%$$

- P : The class percentage
- F : Total percentage score
- N : Number of students

In analyzing students' scores of writing from pre-test up to post-test score in cycle 1 and cycle 2, the writer uses formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

- P : Percentage of Students' Improvement

y : Pre- test Result
y1 : Post-test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

P : Percentage of Students' Improvement
y : Pre- test Result
y2 : Post-test 2

Data analysis by conducting interviews, recording things that happened in the field and asking students questions about learning English in improving students' writing skills. So that, the data collection of observation activities is presented in the form of interviews and field notes. But there is one observation activity that is presented in the form of proportions and is equipped with an explanation, namely a questionnaire.

RESEARCH

From the results of the calculations above, it can be concluded that there is an increase in student scores. This can be seen from the data which shows that the average value of the preliminary study is 61.13 and the average value of cycle 2 is 78.4. The percentage of class showed that there are 25 students or 83.3% who get the Minimum Completeness Criteria (KKM). While 5 students still get below the Minimum Completeness Criteria (KKM). In addition, there is a 28.25% increase in students' ability in writing procedure texts. This shows that there is an increase in student scores that are better than before. So it can be concluded that the success criteria for the implementation of Classroom Action Research (CAR) have been achieved. The table of values shown by the researcher on the students' writing scores from pre-test to post-test 2 is as follows:

Table 4.1 The Students' Writing in Procedure Text Score of Pre-test, Post-test 1, and Post-test 2

No	Name	Score		
		Pre-test	Post-test 1	Post-test 2
1.	S1	56	64	75*
2.	S2	58	66	76*
3.	S3	67	79*	88*
4.	S4	57	63	76*
5.	S5	70	75*	84*
6.	S6	60	75*	80*
7.	S7	58	64	75*
8.	S8	43	54	75*
9.	S9	70	78*	97*
10.	S10	80*	86*	95*
11.	S11	70	77*	84*
12.	S12	60	69	79*
13.	S13	80*	85*	90*
14.	S14	58	63	75*
15.	S15	78*	81*	87*
16.	S16	57	68	75*
17.	S17	52	64	75*
18.	S18	75*	83*	89*

19.	S19	70	79*	86*
20.	S20	48	51	60
21.	S21	69	77*	80*
22.	S22	57	60	65
23.	S23	45	54	60
24.	S24	54	62	75*
25.	S25	60	64	69
26.	S26	56	62	75*
27.	S27	48	60	68
28.	S28	57	68	80*
29.	S29	69	77*	84*
30.	S30	52	64	75*
TOTAL		1.834	2.072	2.352
MEAN		61,13	69,06	78,4

Data on improving students' ability to write procedural texts from preliminary studies to cycle 2 are summarized by the researchers as shown below:

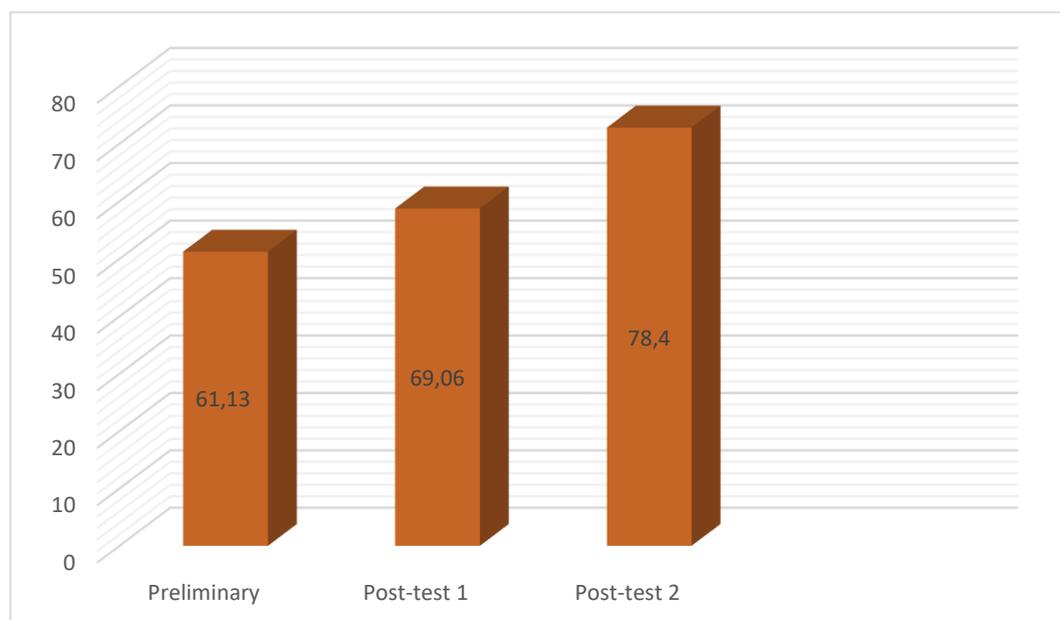


Figure 4.1 Students' Improvement in Writing Procedure Text Score

From on the analysis results of the pre-interview with the English teacher above, it showed that the students of class XI-1 still have problems or difficulties in writing procedure texts. This is due to the lack of knowledge of vocabulary, understanding of generic structure, language features, practice in writing English texts, methods or techniques used by teachers in the teaching and learning process to write procedural texts that do not attract attention and motivate students and students still feel confused or have difficulty developing ideas.

Furthermore, from on the analysis results of the pre-interview with the English teacher above, it showed that the students of class XI-1 are interested in the procedural text material taught using project-based learning. Because students feel more free and do project tasks independently. So this makes it easier for students to write procedure texts. However, the students have still obstacles it can be seen from the observations made by the teacher during the teaching and learning process there were difficulties faced by the teacher, namely that most

students had difficulty doing their project assignments individually, it was due to the lack of vocabulary possessed by students. So the teacher as an observer suggested that students bring a dictionary.

The project-based learning is a good teaching method to be used in improving students' writing skills, motivating students and making students more confident and independent. This is because, there was an increase in student scores every cycle. This can be seen from the results of the pretest to post-test 2 where each student got a very good change score. In addition, the existence of a teaching and learning process using project-based learning can motivate English teachers to use it.

From the figure above, it can be seen that the data on the average score of students in the preliminary study in the procedure text writing test carried out before carrying out the Classroom Action Research (CAR) action and before the teacher implemented project-based learning in teaching procedure text writing lessons was 61.13. For the percentage of class who get the Minimum Completeness Criteria (KKM) 75 (seventy five) is 13.3% That means there are only 4 students who can get the Minimum Completeness Criteria (KKM) while 26 other students cannot get the Minimum Completeness Criteria (KKM).

Furthermore, in post-test 1, it can be seen that the average score of students in the procedure text writing test carried out when carrying out Classroom Action Research (CAR) actions and after the teacher used project-based learning in the teaching and learning process of writing procedure text was 69.06. The percentage of class who get the Minimum Completeness Criteria (KKM) 75 (seventy five) is 40%. In addition, the increase in student scores from the preliminary study to post-test 1 was 12.97%. That means there were only 12 students who could get the Minimum Completeness Criteria (KKM) while the other 18 students could not get the Minimum Completeness Criteria (KKM). From the results above, it is necessary to increase the students' writing ability in procedure text. This is because the criteria for success in the implementation of Classroom Action Research (CAR) have not been successful. Therefore, researchers and teachers have to do cycle 2.

Furthermore, in post-test 2, it can be seen that the average score of students in the procedure text writing test is 78.4. The percentage of class who get the Minimum Completeness Criteria (KKM) 75 (seventy five) is 83.3%. In addition, the increase in student scores from the preliminary study to post-test 2 was 28.25%. That means there are 25 students who can get the Minimum Completeness Criteria (KKM) while the other 5 students cannot get the Minimum Completeness Criteria (KKM). From the results above, it can be concluded that there was a remarkable improvement from the preliminary study to post-test 2. For this reason, the implementation of Classroom Action Research (CAR) was stopped in cycle 2. This was because the post-test 2 conducted in cycle 2 had succeeded in achieving the success criteria in the implementation of Classroom Action Research (CAR), which is above 75% of students can get a Minimum Completeness Criteria (KKM) of 75 (seven five). Therefore, Classroom Action Research (CAR) is said to be successful and the cycle stops.

CONCLUSIONS

The application of project-based learning in improving students' ability in writing procedural texts carried out in class XI-1 of SMA Swasta Al Washliyah Tanjung Morawa in the 2021/2022 academic year can be concluded that project-based learning can improve students' abilities in writing procedural texts. This has been proven by the data obtained by researchers in the implementation of Classroom Action Research (CAR) as follows:

First, the average score of students on the pre-test is 61.13 and the percentage of class who get the Minimum Completeness Criteria (KKM)) is 13.3%, during the implementation of Classroom Action Research (CAR) cycle 1 there is an increase, this can be seen from the average score of students in post-test 1 is 69.06 and the percentage of class who get the Minimum Completeness Criteria (KKM)) was 40%, and during the implementation of Classroom Action Research (CAR) cycle 2 there was a better improvement, this can be seen from the average score of students in post-test 2 was 78.4 and the percentage of class who got the Minimum Completeness Criteria score. (KKM) is 83.3%. Second, the results from the field notes show that during the teaching and learning process writing procedure text using project-based learning the class becomes more

active, independent, motivated and interested in improving writing skills. This can be seen from the creativity of students in developing ideas. Third, the results of the interview showed that students gave a good response to the application of project-based learning in the teaching and learning process of writing procedure text. In addition, project-based learning is a good method to use in improving students' abilities, motivating and growing self-confidence. Fourth, the results of the questionnaire showed that students were more interested in learning to write using project-based learning. Students also find it easier to determine topics and express their ideas before writing and students feel that writing is not difficult.

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