

ABSTRACT

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Key words: *Project Based Learning, Teaching Writing.*

Writing is one of the most important skills that students should have in learning English. The students learn to write in English in order to explore their idea. Project based learning method considered gives good impact to the students' achievement in writing, especially in SMPN 2 Jetis. Dealing with the explanation above, the researcher is intended to conduct a research dealing with "Project Based Learning Method in Teaching Writing (An Experimental Study to the Seventh Grade Students of SMPN 2 Jetis in Academic Year 2014/2015)." The problem statement on this research is "Do the students who are taught using project based learning method achieve better score in writing than who are not taught using project based learning method to the seventh grade students of SMPN 2 Jetis in Academic year 2014/2015?"

The design of the research was Quasi Experimental and used Nonequivalent (Pre-Test and Post-Test) Control-Group Design. This study was carried at the seventh grade students of SMPN 2 Jetis in May 2015. This study assigned two classes, they were 22 students of VII C as an experiment class which taught using project based learning method and 22 students of VII D as control class which is were taught using project based learning method.

The result of data analysis showed that $t_o = 4,375$. After being consulted with 5% significance level with $db=42$, that is $t_t = 2,02$. Therefore $t_o \geq t_t$, so H_a : The students taught using project based learning method will achieve a better score in writing than the students not being taught project based learning method at the seventh grade of SMPN 2 Jetis in academic year 2014/2015 was accepted. So the result showed that method of project based learning is effective for teaching writing at the seventh grade of SMPN 2 Jetis in academic year 2014/2015.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry and many other purposes. Most humans are born with the ability to acquire language automatically and effortlessly if provided the right input by their environment.¹ Kachru described the world of English in terms of three circles. In the inner circle he put countries such as Britain, the USA, Australia, etc. Where English is the primary language.²

English is a compulsory subject in the school curriculum for junior high school and senior high school. The purpose of teaching and learning English in Indonesia is to provide students with the basic English skills. As a language, English has two language components and four language skills³. Two language components that are required are vocabulary and grammar competence, while the four language skills are listening, reading, speaking and writing. There are four language skills, listening, speaking, reading and writing. These four language skills can be grouped into passive or receptive skills (i. e, listening and reading),

¹ Elly Van Gelderen, *A History of the English Language* (USA: John Benjamins Publishing Company, 2006), 1.

² Jeremy Harmer, *The Practice of English Language Teaching* (UK: Longman, 2007), 8.

³ Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2007)

and active or productive skills (i.e, speaking and writing).⁴ Writing is also the important skill in English, because it kind of productive skills. Every students should can make a good written text in English.

Writing is regarded as the most exacting skill for EFL learner to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text. One major theme in pedagogical research on writing is the nature of the composing process and writing.⁵ The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element.⁶ The teacher becomes important element in teaching writing to make the process of study is interesting. The suitable of strategies or method used by the teachers will make the students interested in writing activity.

There are so many factors influencing teaching and learning writing. In order to make the teaching writing successful, the teacher should use challenging and suitable teaching method. Based on the observation in Junior High School of SMPN 2 Jetis Ponorogo, the ability of junior high school students in writing is still far from expectation. They have very poor performance in arranging sentences in logical order and fair in forming a good paragraph structure. The reality shows that in composing grammatical and comprehensible sentences, the

⁴ Fachrurrazy, *Teaching English as a Foreign Language for Teacher in Indonesia* (Malang: State University of Malang Press, 2001), 7.

⁵ H. Douglas Brown, *Teaching by Principles Interactive Approach to language Pedagogy* (San Fransisco State University: Addison Westy Longman, 2001), 335.

⁶ J.B. Heaton, *Writing English language Test* (London and New York: Longman, 2001), 135.

students will face many difficulties to choose the appropriate words and formula grammatical sentences. This happens because writing ability requires the knowledge of the rule of sentences, good command of vocabulary and the knowledge of mechanics. They are afraid of making mistakes in their writing. Shortly, they are afraid to fail in producing a good piece of English work of writing. They are not confident in their writing but they do not encourage themselves to develop their writing skill. Hence, they have never practiced the skill unless the teacher asks them. It is the fact that learning a skill is nothing without practice, including writing skill. It means that students need to practice a lot to have good writing skill.

According to Gokhan Bass, PBL is an attempt to create new instructional practices that reflect the environment in which children now live and learn. It is placing learners in situations that require authentic use of language in order to communicate.⁷ According to Fried- Booth as quoted by Gokhan Bass state Project Based Learning functions as a bridge between using English in class and using English in real live situations outside of class. When learners work in pairs or in teams, they find the need skills to plan, organize, negotiate, make their points and arrive at a consensus about issues such as what task a to perform, who

⁷ Gokhan Bass, "Implementation of Multiple intelligences Supported Project Based Learning in ESL/ EFL Classroom," *The Internet TESL Journal*, 5 (May, 2008), 2.

will be responsible for each task, and how information will be researched and presented.⁸

From the explanation above, this method gives students opportunities to create their writing as they want. It means the students have an authority to do their project in their own way. The students will be very active, busy, and challenged to find information and give their own opinion or ideas to solve or finish the task given. It also encourages the students to be self-confident in delivering, performing, and presenting their writing as the result of their project.

Here, the researcher proposes the use of Project Based Learning (PBL) as a method in teaching writing. Project based learning will drive students to be more active in doing their writing activity. Through this method, the students are given the assignment in grammar, vocabularies, punctuation, and other relevant language elements. After doing project, the students write a report and present it in front of the class. In the writing process, they should give consideration in language they use, grammar, logical envelopment idea, word organization and mechanics in order to produce a good writing. Meanwhile, the stage of presentation can be the time for the students to share their project with everyone and the time for the teacher and other students to give feedback and correction. The teacher here becomes a facilitator in the class where the students will be the center of the teaching and learning process.

⁸ Ibid.

SMPN 2 Jetis Ponorogo conducts English teaching and learning program especially in learning writing for students in the process of acquisition , it seems that writing is the most complex problem that needs any special strategies or methods to solve the problem. According to the English teacher's explanation of SMPN 2 Jetis Ponorogo, that the teacher does not use any special method or strategies to teach writing. The teacher as teacher centered, teaching method which is skills oriented that can be taught in step by step and implies to teacher directed and teacher's guide. It means that teaching process may include the teacher signaling, modeling, and following a lesson which is scripted and is designed to have the students respond chorally as the teacher signal the small group or an entire group of students.⁹

Based on the background above, the researcher is interested in conducting experimental research with the title "Project Based Learning Method in Teaching Writing (An Experimental Study to the Seventh Grade Students of SMPN 2 Jetis in Academic year 2014/2015).

B. Limitation of the Study

This research only focused on using project based learning method, as mean to compare the score of writing who are students taught using project based learning method and not being taught using project based learning method to the seventh grade students of SMPN 2 Jetis in academic year 2014/2015.

⁹ From the researcher's interview with Mrs. Ririn Widyastuti,S.Pd, 1st May , 2015 .

C. Statement of the Problem

Based on the background of the study above, statements of the problems formulated into:

Do the students who are taught using project based learning method achieve better score in writing than who are not taught using project based learning method of the seventh grade students of SMPN 2 Jetis in Academic year 2014/2015?

D. Objective of the Study

To know the difference achievement in writing between who are taught using project based learning method and who are not taught using project based learning method to the seventh grade students of SMPN 2 Jetis in Academic year 2014/2015.

E. Significances of the Study

1. Theoretically

To explore the effectiveness of project based learning method in teaching writing and to gives significant the contribution to everyone.

2. Practically

a. The Teachers

For teacher this research is expected to helps English teachers of SMPN 2 Jetis to motivate them to find new method and techniques which

are appropriate in teaching writing, improve their ways in teaching writing. The English teacher of SMPN 2 Jetis can use PBL in their classroom to make the students more creative and conduct other activities in teaching learning process.

b. The Students

This research is expected the use of PBL in teaching learning writing can reduce the students' problem in writing English, improve students' achievement in writing and make them more active in teaching learning process. Particularly seventh grade students of SMPN 2 Jetis in Academic year 2014/2015.

c. The Reader

This research is expected to give contribution to reader, particularly the students of English Department of STAIN Ponorogo, in enriching references concerned and they will know about the use of PBL in teaching and learning English, especially in teaching writing.

d. The Researcher

Hopefully, this research can be one of references. Probably there are some weakness in this research, which should be considered by other researcher to conduct better research at the same topic. In order to know the effectiveness of project based learning method in teaching writing.

F. Organization of the Thesis

As descriptions of the researcher ideas design that is poured in this experimental, the researcher organizes of it that is divided into three parts and every parts consist of sub that are connected and an entire unity. In order be able to more understand of observations follow:

Chapter I Introduction, in this chapter the writer tells about problems that comprise background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

Chapter II Review of Related Literatures, in this chapter the writer tells about theoretical background, previous research finding, theoretical framework and hypothesis.

Chapter III Research Methodology, in this chapter the writer tells about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV Finding And Discussion, in this chapter the writer tells about research location, data description, data analysis, and discussion.

Chapter V Closing, in this chapter the writer tells about conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Writing

a. Definition of Writing

There are many definitions taken from some experts about writing. Douglas Brown says that the writing is regarded as the most exacting skill for EFL learner to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text. One major theme in pedagogical research on writing is the nature of the composing process of writing.¹⁰ On the other hand Jeremy Harmer states that writing is one of the four basic language skills which play an important role in the context of English teaching as foreign language in Indonesia.¹¹

According to Tricia Hedge writing is the result of employing strategies to manage the composing process, which at one of gradually developing a text.¹² According to Alice Oshima, particular academic writing is not easy. It takes study and practice to develop this skill. For

¹⁰ H. Douglas Brown, *Teaching by Principles Interactive Approach to language Pedagogy* (San Fransisco State University: Addison Westy Longman, 2001), 335.

¹¹ Jeremy Harmer, *How to Teach English* (England: Longman, 1998), 79.

¹² Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University press, 2003), 302.

both native speaker and new learners of English, it is important to note that writing is a process, not a 'product'.¹³ It means that when learners for the first time write something down, learners have already been thinking about what they are going to say and how they are going to say it. Then, after learners have finished writing, they read what they have written and make changes and correction.

b. Writing skill

Based on John Brian Heaton, writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements. The varied skills are necessary to produce a good writing. The skills are grouped into five general components, they are:

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language (e.g. punctuation, spelling).
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs, and the use of language effectively.

¹³ Alice Oshima, et al., *Writing Academic English* (Addison Wesley Longman, 1998), 3.

5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.¹⁴

L. G. Alexander also points that writing skill can be best being developed through carefully controlled and graded comprehension or precise exercises. Précis writing is not a sterile academic exercise useful only for examination purposes. It can be used effectively to develop a students' writing ability.¹⁵

According to Ann Hogue good writing is more than just using correct grammar; it is also thinking, planning, checking and revising.¹⁶ It means that the writing process needs thinking, planning, good idea and good grammar.

c. Characteristics of Good Writing

Barli Bram stated that there are five characteristic of writing. They are unity, support, coherence, sentence skills, and cohesion. The clear explanation as follow:

1. Unity

The word unity is synonymous with oneness. All sentences in a paragraph should focus on the one thing expressed in the topic

¹⁴ J. B. Heaton, *Writing English Language Test* (New York: Longman INC, 1989), 135.

¹⁵ L.G Alexander, *Practice and Progress* (Yogyakarta: Kanisius, 1975),ix.

¹⁶ Ann Hogue, *First Step in Academic Writing* (New York: Longman, 1996), 6.

sentence: all of the sentences stick together. Unity can be achieved as long as the paragraph has a good, clear topic sentence.¹⁷

2. Coherence

Coherence plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly connected ideas. Each sentence moves on naturally.¹⁸ In a coherent paragraph, the ideas are arranged logically. The ideas and sentences are in an order that makes sense to the reader. If the ideas are logically arranged, the reader can easily follow the progression of ideas.

3. Cohesion

The reader will be able to follow a paragraph easily if the paragraph flows smoothly. This means that one sentence leads easily into the next sentence: the sentences are well connected. This characteristic of a paragraph is called cohesion. There are a number of ways to increase the smooth flow of paragraphs.

2. Teaching Writing

a. The Definition of Teaching Writing

According to Douglas Brown that “teaching is guiding and facilitating learning enabling the learner to learn, setting conditions for

¹⁷ Barli Bram, *Write Well: Improving Writing Skills* (Jogjakarta: Kanisius, 1995), 20.

¹⁸ *Ibid.*, 21.

learning.¹⁹ The teacher should be a facilitator to give opportunity for the students to learn. Writing teachers were mostly concerned with the final product of writing. Compositions were supposed to: 1) meet certain standards of prescribed English rhetorical style, 2) reflect accurate grammar, 3) be organized in conformity with what the audience would consider to be conventional.²⁰

b. The Importance of Teaching Writing

Jeremy Harmer said that there are four reasons for teaching writing to students of English as a foreign language:

a. Reinforcement

Some students acquire languages in a purely oral or aural way, but most of us benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

b. Language development

The actual process of language helps learners to learn as they go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

¹⁹ Douglas Brown, *Principle of Language Learning and Teaching* (Prentice Hall Regent: Englewood Cliffs, 1987), 7

²⁰ Douglas Brown, *Teaching by Principles in Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Longman, 2001), 335.

c. Learning style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quiet reflective activity instead of the rush and bother of interpersonal face to face communication.

d. Writing as skill

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc. they also need to know some of writing's special conventions such as punctuation, paragraph construction etc.²¹

Because of the importance of teaching writing, the teacher should teach writing skills as part of an integrated skill approach of language learning. In classroom, an appropriate teaching method is very important tool for helping students to become better writers.

3. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning also called collaborative learning, an approach to teaching and learning which classroom are organized so that students work together in small co-operative teams. Such as in

²¹ Jeremy Harmer, *How to Teach English* (England: Longman, 1998), 79- 80.

approach to learning is said to increase students' learning since (a) it is less threatening for many students, (b) it increases the amount of student participation in the classroom, (c) it reduces the need for competitiveness, and (d) it reduces the teacher's dominance in the classroom.²² So the students become more active in class to exchange ideas and solve the problems faster than work alone.

Cooperative learning essentially involves students learning from each other group, but it is not the group configuration that makes cooperative learning distinctive. It is the way that the students and teachers work together. And also, cooperative learning is a successful teaching strategy in which small team, each student of different levels of ability, uses variety of learning activity to improve their understanding of a subject

According to Wendi Jolliffe, most researchers agree that to be truly cooperative, learning should consist of key elements and two of these are particularly vital:

1. Positive interdependence

This requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that

²² Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic* (Malaysia: . 2010), 135

each group member needs the others to complete the task. It is a feeling of 'one for all and all for one'.

2. Individual accountability

This means that each member of the group is accountable for completing his or her part of the work. It is important that no one can 'hitchhike' on the work of others. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also.²³

b. Group Project

Among the oldest and most widely used forms of cooperative learning are group discussion and group projects. Whenever you are using a cooperative learning method, you have already assigned students to small teams; it is easy to use the same teams for discussions or projects as well.

The basic principle behind a good project is the same as the basic principle for a good discussion: get everyone to participate, and do not allow one or two students in the group to take all the responsibility. A group leader is a important for projects as for discussion, but again the teacher should emphasizes that the leader's

²³ Wendi Jolliffe, *Cooperative Learning in the Classroom* (London: Paul Chapman Publishing, 2007), 3.

job is to get every group member to participate, and not to be personally responsible for the outcome.

The best ways to get every group member to participate in a group project are the same as for a group report: either give each member a specific part of the task, if the task can be divided, or give each member a part of the report to write or to present to the class. If group members do not each feel an individual responsibility for the group product, they are unlikely to participate fully. If the group project can be divided into parts, you might ask that the groups do this, but then allow them to do so as they wish.²⁴

So, you could simply assign a group the task of writing a report on the development of aviation, and let the students decide how to break it down for research and for presentation to do the class.

4. Project Based Learning Method

a. Definition of Method

In the teaching language the teachers has to distinction between approach, method, and technique. According to Edward Anthony in Jack C Richards, the distinctions are:

²⁴ Robert E. Slavin, *Cooperative Learning, : theory, research and practice* (America: a simon & Schuster Company, 1995), 130- 131.

- An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.
- Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.
- A technique is implementational - that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.²⁵

According to Jack C Richards and Richard Schmidt method is imply different ways of teaching language.²⁶ Method a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and

²⁵ Jack C. Richard and Theodore S. Rodgers, *Approach and Method in Language Teaching: a Description and Analysis* (Cambridge: Cambridge University Press, 1999), 15.

²⁶ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic* (United Kingdom: “), 30.

materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.²⁷ It enables the teacher to transform subject matter to students easier. So, the teacher must determine the appropriate method in order that the learning objective can be reached well.

b. Definition of Project Based Learning

There are many definitions taken from some experts about project based learning. According Yaron Doppelt project-based learning is a method for imparting thinking competencies and creating flexible learning environment.²⁸ The project method is the application of the principles of democracy. Anyone who will undertake to put into effect in his school the factors of socialization, aims, the spirit of cooperation.²⁹ John Thomas explains that project-based learning requires “complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, excision making, or investigative activities; give students the opportunity to work

²⁷ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Fransisco: Longman, 2000), 334.

²⁸ Yaron Doppelt, *Implementation and assessment of project-based leasing in flexible environment* (Int J Technol Design Educ 2000), 255-272.

²⁹ Robert M. Capraro, *STEM Project Based Learning* (USA: Sense Publisher, 2013), 12.

relatively autonomously over extended periods of time, and culminate in realistic products or presentations.”³⁰

Based on Santiago Taveras, project based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes.³¹ Project based learning is an instructional method centered on the learner. Fried Both (cited in Moss and Duzer) adds that project based learning functions as a bridge between using English in class and using English in real life situations outside of class. It does this by placing learners in situations that require authentic use of language in order to communicate.³²

Project based learning is also as instructional method in which students learn a range of skills and subject matter in process of creating their own projects. Sometimes these project are solutions to a real world problem. Nevertheless, what is most in project based learning is that students learn in the process of making something. They work in groups and bring their own experiences, abilities, learning styles, and perspectives to the project.

³⁰ John W. Thomas, *Review of the Research on Project Based Learning* (The Autodesk Foundation), 1.

³¹ Santiago Taveras, *Project Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning* (New York: NYC Department of Education, 2009), 8.

³² Gokhan Bass, “Implementation of Multiple intelegences Supported Project Based Learning in ESL/ EFL Classroom,” *The Internet TESL Journal*, 5 (May, 2008), 2.

c. Steps in Project Based Learning

Fragoulis conducts four stages in doing project based learning.

They are:

1. Speculation

This stage includes choice of project topic and sensitization about it, aiming at arousing interest and developing a climate conducive to speculation and investigation that will lead smoothly to the research process. Topics are chosen after a dialogue among all members of the group and the teacher. The initial stimulus may emerge from the curriculum or after discussion about a contemporary local or wider topic of interest, or from a reading a newspaper or magazine article.

2. Designing the project activities

This stage includes formation of groups and assigning of roles, decisions concerning methodology, sources of information, activities that will take place, and places outside the classroom that students will visit.

3. Conducting the project activities

At this stage the groups implement the activities designed in the previous stage. Students gather information, process and categorize it. If deemed necessary, there may be intervals of

information and feedback, in which students discuss issues related with cooperation among group members, problems of personal relations, and possible changes in group composition.

The next phase is synthesis and processing of information gathered. The final products are displayed in the school or the wider community, and become a stimulus for thought and action for other students, teachers and local community.

4. Evaluation

Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products. Evaluation also entails assessment of the experience at individual and group level, identification of errors and problems, but also appraisal of the rich cognitive and experiential material gathered. Evaluation includes evaluation from others, as well as self evaluation.³³

d. The Advantages and Disadvantages of Project Based Learning

There are many advantages of project based learning.

According to Railsback and Ivanova, the advantages of project based learning are:

³³ I Fragoulis, "Project based Learning in the Teaching of English as A Foreign language in Greak Primary School: from Theory to Practice," *English Language Teaching Journal*, Vol. 2, No. 3. (September 2009), 114.

a. Project work is student centered

Students have a significant voice in selecting the content areas and nature of the projects that they do. There is considerable focus on students understanding what it is they are doing, why it is important and how they will be assessed.

b. Preparing children for the workplace

Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management.

c. Increasing motivation

Project work is potentially motivating, stimulating, empowering and challenging. Teachers often note improvement in attendance, more class participant, and greater willingness to do homework.

d. Connecting learning at school with reality

The students retain more knowledge and skills when they are engaged in stimulating projects. With projects, the student higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real word.

e. Providing collaborative opportunities to construct knowledge

Project work is cooperative rather than competitive. Collaborative learning allows student to bounce ideas of each other, voice their own opinions, and negotiate solutions, all skill that's will be necessary in workplace.

f. Increasing social and communication skills

Student will learn how to communicate with other people in their group when they are doing a certain project. It will automatically increase their social and communication skills because they have to interact with different people who have different ideas and point of view.³⁴

Disadvantages of project based learning are as the following:

- a. Learners using their own language
- b. Some learners doing nothing
- c. Groups working at different speeds
- d. Lack of enthusiasm in learners
- e. Learners fail to see the value in project work
- f. A mismatch in expectations between learners and teachers³⁵

³⁴ J. Railsback, *Project Based Instruction: Creating Excitement for Learning* (Oregon: Northwest Regional Educational Laboratory, 2002), 9- 10.

³⁵ A Ivanova, *Project Work: Designing Itinerary* (Power Point Sides) Available at <http://.beta-iatefl.org/blog-publications/project-work0designing-itinerary>.

B. Previous Research Findings

This study needs some previous research as a consideration theory. The details of explain as bellow:

The first previous research finding that can be used as a consideration theory is taken by Wahyu Isnaini. The title was ‘The Effectiveness of Using Mind Map in Teaching Writing at the Eight Grade of SMPN 1 Siman in Academic Year 2013/ 2014. Through it was quantitative study, the research can be good starter to assume that the using of mind map can improved teaching writing.

The second previous research finding is presented by Anggita Winahyu Putriningtyas with the title was “A Comparative Study On Teaching Writing Through Inductive and Deductive Method at the Tenth Grade of SMA Negeri 4 Surakarta in the 2009/ 2010 Academic Year”. It is quantitative study and the result it proves that inductive method is more effective to be applied in teaching writing skill than deductive method.

The third previous research finding is taken by Zainal Arifin with the title was “The Effectiveness Of Project Based Learning Method In Teaching Reading For Academic Purposes Viewed From Students’ Reading Interest at the English Education Study Program of Institut Agama Islam Negeri Surakarta at the sixth semester class in the academic year of 2012/ 2013”. It was quantitative research, the result of the research shows the effectiveness of project based learning

method is suitable to teach reading for academic purposes for students having high reading interest and students' having low reading interest.

C. Theoretical Framework

Theoretical framework is a concept in the thesis about the theories can be related with the factors which are identified as the important problems. In improving the student's writing skill, the teachers need other way to make their students master about t. by using project based learning method can improve the student's writing skill.

This research is experimental research, with the effectiveness of using project based learning method in teaching writing to the seventh grade students of SMPN 2 Jetis in Academic year 2014/2015. The research used project based learning method to improve writing skill. The student taught using project based learning method to improve their writing skill. After the researcher observed this process to know, is there any significant difference achievement between students taught using project based learning method and not being taught using project based learning method to the seventh grade of SMPN 2 Jetis in academic year 2014/ 2015.

The research consist of two variables:

X: project based learning

Y: writing skill

The researcher assumes that writing skill students to the seventh grade of SMPN 2 Jetis is better while using the project based learning method in teaching writing.

D. Hypothesis

Hypothesis is the alternative of guess answer which has made by the researcher for the problems which has presented in his research. The guess answer is the truth which will be tasted his truth by collecting data which is collected by the researcher.³⁶ Hypothesis is temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

Ha : The students taught using project based learning method will achieve a better score in writing than the students not being taught project based learning method.

³⁶ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT Rineka Cipta, 2000), 71.