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# THE IMPLEMENTATION OF PROJECT BASED LEARNING ON STUDENTS' WRITING SKILLS IN NARRATIVE TEXT

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**Abstract.** *This research is aimed the effects of project-based learning on students' writing skills in narrative text. The population is the eighth grade of MTs Nurul Islam Kalibunder and class B is as a sample. This research used a pre-experimental, quantitative methodology. This study's instruments included a pretest, treatment, and posttest, and researcher utilized the SPSS 27 tool to generate data from the research outcomes. This research found that project-based learning has a significant impact on write skill. The data showed are shown in the paired sample t test (sig. 0.000 < 0.05). These findings demonstrate that H0 is rejected and Ha is accepted, indicating that adopting project-based learning approaches has a major impact on students' writing skills.*

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

**Abstrak.** Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran berbasis proyek terhadap keterampilan menulis siswa dalam teks naratif. Populasi adalah kelas delapan MTs Nurul Islam Kalibunder dan kelas B dijadikan sebagai sampel. Penelitian ini menggunakan metodologi kuantitatif pra-eksperimental. Instrumen dalam penelitian ini mencakup pretest, perlakuan, dan posttest, dan peneliti menggunakan alat SPSS 27 untuk menghasilkan data dari hasil penelitian. Penelitian ini menemukan bahwa pembelajaran berbasis proyek memiliki dampak yang signifikan terhadap keterampilan menulis. Data yang ditampilkan adalah hasil dari uji t sampel berpasangan (sig. 0.000 < 0.05). Temuan ini menunjukkan bahwa H0 ditolak dan Ha diterima, yang mengindikasikan bahwa penerapan pendekatan pembelajaran berbasis proyek memiliki dampak besar terhadap keterampilan menulis siswa.

**Kata kunci:** pembelajaran berbasis proyek, menulis dan teks naratif

## INTRODUCTION

Writing is the most fundamental language skill that constantly interacts with and influences speaking, reading and listening. Writing is not something that happens spontaneously to individuals or learners when they talk to each other. Every day, learners will listen, speak, and read more often than write, especially those that are not formal. Writing requires more grammatical mechanisms, such as capitalization, punctuation, tenses, plurals, and articles, and every learner should pay more attention to them. Also, errors in writing are very obvious and easy to recognize. Writing becomes more

challenging than speaking, reading and listening.

Writing skills are one of the skills that every student must have and have a very important role in the world of education. Writing skills can make every student accustomed to compiling a writing that starts from compiling writing in the form of words that form sentences, a collection of sentences that form a systematic paragraph through paragraph writing exercises. The student will know how to write according to the rules and adapted to various situations and conditions for whom, in what case and where so that students will get used to expressing themselves and their knowledge with convincing language and writing skills also require certain methods and continuous practice so that students are increasingly skilled.

In the current English language learning process of course requires every teacher to apply various creative interesting and applicable learning methods especially the competencies taught are in writing skills. Sometimes the learning process seems boring and uninteresting, because of the assumption of students that writing in English is difficult because pronunciation and writing are different causing a lack of motivation from students. Therefore as a teacher you must be able to use various interesting learning strategies so that the material presented can be well received by students. Project-Based Learning (PBL) is an instructional strategy where students work on a project over an extended period, solving real-world problems or answering complex questions. This approach not only increases engagement and motivation by making learning relevant but also helps build critical skills such as collaboration and communication. It could involve writing skills.

## **LITERATURE REVIEW**

Written communication is considered a dynamic and interactive process that encompasses cognitive, social, and contextual elements. This method highlights that writing involves more than just generating text; it involves participating in intricate cognitive processes and interactions that directly influence and are influenced by the writing environment (Flower & Hayes, 2022: 85-112), It emphasizes that writing involves a complex interplay of cognitive, social, and contextual factors. Cognitively, writing requires engaging in various mental activities such as planning, generating ideas, organizing content, and revising text. These cognitive processes are influenced by the writer's existing knowledge,

skills, and resources. Socially, writing is an interactive endeavor, often involving feedback and collaboration with others, which impacts how writers approach their tasks and adapt their texts. While accurate, this view may be seen as limited, as it doesn't fully capture the cognitive and creative aspects of writing, which involve more than just making marks but also generating and organizing thoughts. Contemporary understanding of writing has evolved to encompass a multimodal approach that combines several types of media and methods of communication. This theory investigates the means by which writers employ many modes, including as text, visuals, audio, etc., to construct meaning and interact with audiences in a wide range of ways, (Kress, G., & Van Leeuwen, 2021). It is a multifaceted process that encompasses both the physical act of forming visible marks on a surface and the more complex role of communication. It begins with the simple yet profound act of recording ideas, language, or a series of events through the creation of marks on a surface, whether that be paper, a digital screen, or another medium. These marks serve as a permanent or semi-permanent record of thoughts, allowing for the documentation and preservation of information across time. Beyond this basic function, writing is also a sophisticated process of communication that employs a conventional system of visible marks to represent the spoken forms of language. This system allows writers to encode spoken words, ideas, and concepts into a written form that can be shared with others, transcending the limitations of time and space. Through writing, ideas can be communicated to a broad audience, enabling dialogue, collaboration, and the exchange of knowledge across cultures and generations. The present approach highlights the significance of writing as a cooperative and socially interconnected endeavor. This statement underscores the impact of social and cultural environments on writing processes and outcomes, as well as the influence of interactions with others, (Prior & Shipka, 2023). Writing is not only the act of forming visible marks to record ideas or events and a process of communication that uses conventional symbols to represent language but also a means of storytelling through narrative text. Larsen & Seilman (2016) suggests that narratives function within an "ecology" of stories, where they interact with and influence each other. It emphasizes the interconnectedness of narratives in different contexts (such as literature, media, and personal stories) and how they shape and are shaped by cultural and social environments. The theory explores how narratives evolve over time and how they can influence collective memory and identity. Implementing

Project-Based Learning (PBL) in the teaching of narrative writing involves engaging students in a dynamic process where they develop their storytelling skills through authentic, real-world projects. In this approach, students might be tasked with creating a narrative that reflects a specific theme, such as community history, cultural identity, or social issues. Throughout the project, they would conduct research, gather stories, and collaborate with peers to construct a narrative that is not only coherent and compelling but also deeply connected to a broader context. This hands-on, inquiry-based method allows students to see writing as a living process, where their stories contribute to larger social and cultural narratives. By integrating PBL into narrative writing, educators can foster creativity, critical thinking, and a sense of purpose in students, as they realize that their writing has the power to influence and shape the world around them. Project-based learning (PBL) is one of the learner-centered learning models where students learn through substantial, authentic, and problem-based projects. Meanwhile according to the view of Wena cited in Mukhlisin et al. (2023) explains that project-based learning is a way to involve students in knowledge transfer. This approach aims to encourage students to be more active in solving complex problems and producing real products goods or services. Based on this explanation, In conclusion, project-based learning is a successful method to involve students in the knowledge transfer process. In conclusion, Project-Based Learning (PBL) is a teaching approach that integrates academic learning with real-world applications. According to Kleijer, et al., as cited in Kubiatio et al. (2011), PBL has four key characteristics: it links learning to professional practice, combines scientific thinking with practical application, promotes self-responsibility in learning, and enhances social responsibility. These elements help students apply knowledge practically, develop critical thinking, take initiative, and understand the impact of their work on society. The using Project-Based Learning (PBL) for writing narrative texts enhances students' storytelling skills by connecting their work to real-world contexts. It fosters creativity, critical thinking, and self-directed learning while providing opportunities for collaboration and reflection. This approach improves writing abilities and prepares students for effective communication in diverse settings.

## **RESEARCH METHODOLOGY**

The present work employs a quantitative methodology using a pre-experimental design, specifically utilising the one-group pretest-posttest design. The primary objective of the

study is to assess the efficacy of the Project Based Learning (PBL) approach in enhancing students' writing proficiency. A random sample of 25 students from class VIII B was selected from the research population of 48 students at MTS Nurul Islam Kalibunder. This study employed an essay writing test as the instrument, which underwent validation and reliability testing using SPSS. During the data collection process, the researcher administered a pre-test to assess the starting proficiency of the students. Subsequently, the students received treatment using the Problem-Based Learning (PBL) approach during three learning sessions. Finally, a post-test was administered to evaluate the post-treatment improvement in their writing ability. The pre-test and post-test data were examined to ascertain the impact of Problem-Based Learning (PBL) on students' writing proficiency. The data collecting procedure also encompasses the evaluation of the instrument's validity and reliability, which provide evidence that the instrument employed is indeed valid and reliable. Furthermore, a normality test was conducted using the Shapiro-Wilk test and a homogeneity test was performed using One-Way ANOVA to verify that the data satisfied the required statistical assumptions. Ultimately, the Paired Sample T-Test was conducted to compare the scores obtained before and after the intervention, with the aim of assessing the efficacy of implementing the PBL approach on the writing proficiency of students.

**RESEARCH FINDING AND DISCUSSION**

The result of this study shows that the application of project-based learning model is more effective compared to the usual learning model because the project-based learning model makes students more active when learning takes place and students can think critically as well as improve students' understanding in their writing skills.

**Figure 1 Paired T Test Result**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-8.240	4.034	.807	-9.905	-6.575	-10.213	24	.000

The table above shows that the significant value of the paired sample t test is 0.000. From this value, it can be concluded that the significance value is smaller than 0.05 ( $0.000 < 0.05$ ). Thus,  $H_0$  is accepted and it means that there is a significant effect in the application of project-based learning model on students' writing skills. Furthermore, this also shows that students' writing skills improve after the application of the project-based learning model in the experimental class. This shows that there is a significant difference in students' writing skills before and after the application of the project-based learning model. The results also show that the application of project-based learning model has a significant effect on students' writing skills with a negative mean value of difference (-10.213), this indicates that students' writing skills improved significantly after the application of project-based learning model.

#### **KESIMPULAN DAN SARAN**

The study analyzed the effectiveness of project-based learning models in improving students' writing skills. The results showed that the model significantly improved students' grammar, vocabulary, cohesion, and coherence of their writing. The model also increased students' motivation and involvement in the learning process, developed critical and creative thinking skills, and encouraged collaboration among classmates. It also prepared students to face real-world challenges by providing authentic and contextualized learning experiences, enabling them to solve problems and produce meaningful writing products. Overall, the project-based learning model proved effective in improving students' writing skills.

The research suggests that English language teachers should lead the teaching process by communicating with students individually and understanding their problems and obstacles. They should apply appropriate learning methods and strategies to improve students' English learning abilities. Students should take a proactive role in learning, collaborate with peers, and participate in projects to improve their writing skills. The research also serves as a reference material for researchers to conduct further research and achieve better results.

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