

## **A STUDY ON THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING WRITING SKILL TO ENGLISH EDUCATION DEPARTMENT STUDENTS OF MAHASARASWATI UNIVERSITY DENPASAR IN ACADEMIC YEAR 2013/2014**

Rat Dwiyana Putra, I Dewa Gede<sup>1</sup>, Padmadewi, Nyoman<sup>2</sup>, Suarnajaya, Wayan<sup>3</sup>

<sup>1, 2, 3</sup> Language Education Study Program, Postgraduate Program  
Ganesha University of Education Singaraja, Indonesia

e-mail:dwiyana.putra@pasca.undiksha.ac.id, nyoman.padmadewi@pasca.undiksha.ac.id  
wayan.suarnajaya@pasca.undiksha.ac.id

### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui: (1) bagaimana implementasi PBL di dalam pengajaran menulis essay, (2) sejauh mana efektifitas dari pembelajaran berbasis proyek dalam meningkatkan kemampuan mahasiswa dalam menulis essay, dan (3) bagaimana respon mahasiswa terhadap aplikasi PBP pada pembelajaran menulis essay. Penelitian ini adalah penelitian deskripsif yang menggunakan desain *Sequential Exploratory* dari penggabungan metode kuantitatif dan kualitatif (*mixed method*) oleh Clark & Creswell, 2008:178-180. Subjek dari penelitian ini adalah 20 mahasiswa jurusan pendidikan Bahasa Inggris, Universitas Mahasaraswati Denpasar pada tahun ajaran 2013/2014. Fokus dari penelitian ini adalah aplikasi PBP dalam pengajaran menulis essay. Data dikumpulkan dengan menggunakan rencana pembelajaran, test menulis, rubrik penilaian, catatan lapangan, dan kemudian dianalisa menggunakan *Paired Sample t-Test* dan interpretasi kualitatif data. Hasil dari penelitian ini adalah: (1) Aplikasi PBP di kelas mendukung proses pembelajaran menulis, (2) Pembelajaran Berbasis Proyek mampu meningkatkan kemampuan siswa dalam 5 aspek menulis yaitu; '*main idea*', '*on topic*', '*details*', '*parts of essay*', and '*word choice*', dan (3) Mahasiswa memberikan respon yang positif terhadap penggunaan PBP di kelas menulis, setelah mengaplikasikan beberapa modifikasi. Hasil penelitian ini memiliki kontribusi penting untuk pendidikan Bahasa Inggris sebagai bahasa asing secara umum dan pembelajaran berbasis proyek secara khusus.

*Kata Kunci: Pembelajaran Berbasis Proyek, Kemampuan Menulis, Mahasiswa*

### **ABSTRACT**

This study aimed at investigating: (1) how is the implementation of Project-Based Learning in essay writing classroom, (2) to what extent is the effectiveness of PBL approach in improving students' essay writing skill, and (3) how do students respond to the application of PBL in teaching essay writing. This study is a descriptive study which is employed Sequential Exploratory Design of mixed method by Clark & Creswell, 2008:178-180. The subjects of this study were 20 adult learners in English Education Department of Mahasaraswati University Denpasar in academic year 2013/2014. The focus of this research is the application of PBL in teaching essay writing. The data were collected by the means of lesson plan, writing test, scoring rubrics, and field notes which were analyzed using *Paired Sample t-Test* and qualitative data interpretation. The results indicated that: (1) The implementation of PBL supports the instructional process of essay writing, (2) PBL is effective in improving students' ability in 5 domains of writing, those are; '*main idea*', '*on topic*', '*details*', '*parts of essay*', and '*word choice*', and (3) Students gave positive responses toward the application of PBL after several modifications of implementations. These findings have important contribution to EFL pedagogy in general and the PBL application in particular.

*Key words: Essay Writing Skill, Project-Based Learning, Students' Response*

## INTRODUCTION

The central role in succeeding English education in Indonesia is English teacher. An English teacher has to have an adequate knowledge and ability to teach English and be able to maximize teaching-learning process in the classroom because students have a very limited chance to learn English off-class. An Effective teacher should also master English skills to be able to teach English properly. In university degree in all over Indonesia, writing skill, in a form of report or thesis is the final requirement before prospective teacher is declared as graduate.

Mahasaraswati Denpasar is one of Indonesian universities which have a department majoring in English education. Essay is taught in the 4 semester. Therefore, the research was done in this semester. The very first stage of research was done by observing the students' ability in English Education program to produce an academic writing in the form of essay, by reviewing several writing assignments. The reviewed assignments showed that there were narrow ideas development and shallow content. The writing was not well-organized and jumbled. There were two major problems that were observed, namely; (1) the lack of students' ability in

## RESEARCH METHOD

This research was a descriptive research using mixed method of data collection and analysis. In this research, the second design of mixed method research which is called Sequential Exploratory was employed. In Sequential Exploratory, the collection and analysis of qualitative data will be followed by collection and analysis of quantitative data. Priority is typically given to qualitative data (Clark & Creswell, 2008:178-180).

The focus of this research is the effectiveness PBL application in an essay writing class. There were 20 adult students who are around 18-20 years old which were involved in this research. To achieve the aims of the study, a variety of research

developing and organizing ideas in writing, (2) lack of guidance given by lecturer in process writing.

From all of those problems, it is concluded that the source of the problem was in the inappropriate teaching techniques applied in teaching writing. Then, an innovative instructional approach which is called "Project-Based Learning (PBL)" is proposed.

Based on the research background above, a number of research questions emerged as follows:

- A. How is the implementation of PBL which is used to teach essay writing in English Education Department classroom of Mahasaraswati University Denpasar in academic year 2013-2014?
- B. How do students respond to the application of PBL in teaching essay writing in English Education Department classroom of Mahasaraswati University Denpasar in academic year 2013-2014?
- C. To what extent is the effectiveness of PBL approach in improving essay writing skill of English Education Department students of Mahasaraswati University Denpasar in academic year 2013-2014?

instruments was used to suit the research questions. The quantitative research instruments were; writing test, and scoring rubrics, while the qualitative research instruments were; lesson plan, questionnaires and the field notes.

Quantitative data from writing tests was processed statistically by the use of The Statistical Package for Social Science (SPSS) to show the analysis of the pre-test-post-test 1, post-test 1- post-test 2, and post-test 2- post-test 3 mean differences. In this research *Paired Sample T-Test* was employed which would determine whether the differences of means between a pair of data sets of students' mean score was significant or not. Qualitative data from questionnaires and field notes analyzed

using steps of qualitative data analysis guided by Ary et al. (2006). The analysis process went through preparation and

organization process, coding process and reporting.

## **FINDING AND DISCUSSION**

### **Students' Response toward the Material Given in the Application of PBL**

The students' opinion towards the Teacher's ability in delivering the lesson about essay writing showed that there was a problem in delivering information using full English during the 1<sup>st</sup> project lesson. Teacher decided to modify the means of communication that was used in the second project to be more effective in delivering information. Then in project 2 Teachers found that there was positive respond for the use of mixed language in delivering information. Students giving positive response increase from 11 students to 17 students. Then on the last project, 14 students or 70% stated that the Teacher performed excellent in delivering the appropriate material dealing with essay writing. It was found that the delivery technique already reached the target of students understanding.

Students' response which was dealing with whether the Teacher already master the material delivered, indicated that there were still a lot of confusions. It was found that Teacher needed to give more information about essay. In the second project, it was found that the students were already able to catch Teacher explanation about the essay writing because Teacher gave more guidance in the second project. And at the last project, most of the students stated that the Teacher master the material excellently. It was found that the information about essay in this meeting already fully transferred to the students because the students already practiced completely in constructing knowledge about essay writing through the project.

Regarding to the teaching aids used by the Teacher, students stated that the cut paper which contains topic that should be discussed was helpful enough to give a

personalized topic for each group. This finding showed that the students needed to be given explanation after they got a topic to get their understanding about what should they do. After project 2, most of the students already give positive respond which stated that the teaching aids was excellent. This finding showed that after the students were given explanation after they got a topic, they could understand about what they should do. Then the last project showed that the teaching aid used which was the cut paper which contains 5 chosen topic that should be discussed was very helpful to give a personalized topic for each group. This finding showed that the students were very excited after they were given chance in choosing their own topic.

### **Students' Response toward the Lecturer Ability in Guiding and Facilitating Students**

Students' attitude toward the ability of the lecturer in implementing the project was reflected through students understanding toward the project given. The finding indicated that the information delivery needed to be considered. The Teacher already put a thick mark on the use of full English to be modified to be able in delivering the information, such as project explanation properly. In order that, the understanding of the next project steps and activity could be gathered in the next meeting. In project 2, It was found that the information delivery already ran well. The Teacher already delivered the project instruction clearly and the students could understand it properly. Positive response also found in project 3 which indicated that the information delivery already effective. The project steps already understood by most of the students in which they already know all the steps and able to prepare the activities in advance. Therefore, the result

was satisfying for the students respond in teacher performance.

In performing project steps, Teacher's ability was also given bad response at first. Almost half of the students could not get the steps clearly. This evidence strengthened Teacher thought that the language used in the classroom should be modified to gain students' understanding. In the second project, by combining English and Bahasa Indonesia, the language used in the classroom already could gain students' understanding. It was strengthened by 19 students or 95% of the whole class who understand the project steps which is delivered by the Teacher. In the last project, students stated that they understand the project steps excellently in which they could prepare the next activity in advance.

In terms of Teacher's ability in guiding and facilitating the students when they were having problem during the project, showed that students gave negative respond at the first project due to not appropriate grouping technique. Those findings indicated that the Teacher needed to improve the ability and problem solving in the next project. After Teacher modify the grouping technique, Teacher got more space in giving guidance and the students stated that Teacher already been facilitating them well during the project 2. Moreover, on project 3 the Teacher already had been facilitating them excellently during the project. Those findings indicated that the Teacher already master the essay better and could solve students' problem effectively.

### **Students' Response toward PBL Steps Applied by Teacher**

Students response toward the Teacher's ability in performing first project step (identifying the topic and organizing pupils into groups), showed that there were still lots of negative response toward grouping technique and division in project, because there were only 2 students in one group and it was too burdening the group member in doing the project. After grouping technique modification in project 2, students stated

that the Teacher's ability in dividing the group, and topic identification already good. Teacher was successful in the grouping technique for the second project. Then in the third project, It was found that the grouping technique and division applied was already seen as the best way, because there were enough students in one group and the group member could divide the labor effectively in doing the project. Besides, the topic discussed was the chosen topic of each group member.

Students response toward Teacher's ability in establishing the second project step (planning the learning task), showed that Teacher performed good for planning the learning task. The number of students who gave positive answer was more than the students giving negative answer. After project 2, the students stated that the Teacher performed excellent for planning the learning task. Learning task planning ran well through the second project. It was found that students gave very positive respond in this area. Then on the project 3, all students give positive answer toward the second stage of PBL implemented by the Teacher. It was indicated that Teacher already gave effective guidance to the students in planning the learning task.

Students opinion toward Teacher ability in conducting the third project step (carrying out the investigation), showed that there were still many students felt that the Teacher could not guide them well in doing investigation. This was because there were 10 groups and the Teacher felt that it was hard to guide all of the groups equally. Moreover, in project 2 Teacher add the group member. Here, students still felt that the Teacher could not guide them well in doing investigation. This was because the information they got was too many and they confuse to choose which information should be used in the essay. On project 3, the students stated that the Teacher performed excellent in giving students guidance in carrying out investigation. The findings showed that all students felt that the Teacher could guide them well in doing

investigation. This was because there were 5 groups and each group already planned the investigation technique.

Students' response toward Teacher ability in guiding the students in conducting the fourth project step (preparing a final report), showed that there were still many students felt that the Teacher could not guide them well in performing process writing to prepare final report. The reason was still because of the grouping technique. After modification in project 2, many students felt that the Teacher could guide them well in performing process writing to prepare final report. The reason that can be pulled was there were already many group members with whom the group can discuss the problem with. Finally, in project 3, all students give a positive respond toward the Teacher ability in conducting fourth project step. Students felt that the Teacher performed excellent in guiding students doing process writing to prepare final report. Students' response toward Teacher ability in guiding the students to the fifth project step (presenting the final report), showed that there were still many students felt that the Teacher could not guide them well in presenting final report because there are too many group and the time was limited. After grouping technique modification in project 2, Teacher could maximize the guidance for the students in presenting final report because there are only 4 groups and the time was extended to 10 minutes. Finally, after project 3, the whole class stated that the Teacher performed excellent in conducting presentation.

Students' response toward Teacher ability in guiding students to conduct the last project step (evaluation) showed that the Teacher already done well in giving evaluation to the students' report and the class discussion was able to give most of the students new knowledge about the essay writing. On project 2, the Teacher already done well in giving evaluation to the students' report and the class discussion was able to give all of the students' new knowledge about the essay writing. Finally,

on project 3, the Teacher could give appropriate evaluation to the students' report and the class discussion was effective in giving all of the students a new knowledge about the essay writing.

### **Students' Response toward Lecturer's Time Management, Sequence of Activity and the Classroom Situation where PBL was Applied**

Students' response toward Teacher's time management in delivering lesson showed that there were several negative respond. From this finding, it indicated that the Teacher needed to re-state the time limit for each activity and be consistent in conducting it. After modification on project 2, 18 students or about 90% of them stated that the Teacher already able to conduct a good time management. From this finding, it indicated that the project timeline and rules which was done consistently could manage the students' activity well. The last project was also given positive response, where the students stated that the Teacher already able to conduct an excellent time management. This finding indicated that the Teacher was successful in declaring time limit for each activity and able to be consistent in conducting it.

Students response toward the Teacher ability in conducting the PBL activity in proper sequence stated that the Teacher was less able in conduct all of the activities in a good order. From this finding, it indicated that the Teacher should prepare the activities in a better order and be clear to the students. After modification in project 2, the students stated that Teacher already able to conduct all of the activities in a good order. From this finding, it indicated that the Teacher preparation was better, so that the activity order was clear. Then after project 3 the students stated that the Teacher already able to conduct all of the activities in an excellent order.

The students' opinion toward the class situation when the project was conducted showed that the class was less controlled. Those findings indicated that the Teacher

needed to improve the ability to manage the class. Reducing the group number was the answer for the next meeting. In the project 2, students stated that the class was well controlled. Those findings indicated that the Teacher already improved the ability to manage the class. Reducing the group number was effective in gaining students attention while presentation. In the last project students stated that the Teacher performed excellent in controlling the class situation. Those findings indicated that the Teacher already improve the ability to manage the class.

### **Students' Opinion about the Most Effective Project Step in Writing**

On the very first project applied, students 7 students or about 35% of the students stated that step 4 (preparing final report) helped them in composing a good essay writing, while 8 students or 40% of the whole class stated that step 3 (Investigation and data collection) help them in composing a good essay writing and there were 5 students or 25% choose the first step (Topic identification and grouping) as the most helpful step. Then, on the application of the second project, only 1 student or about 5% of the students stated that step 4 (preparing final report) helped them in composing a good essay writing, while the rest 19 students or 95% of the whole class stated that step 3 (Investigation and data collection) help them in composing a good essay writing. On the final project, the result was the same with the second project which was indicated that, step 3 (Investigation and data collection) was the most effective step in promoting students writing product.

Preparing final report and also grouping were also helpful for students' writing product. However, students felt that the sense of authentic learning was found on investigation. In writing class, investigation that applied by PBL would focuses on content learning rather than on specific language patterns. Investigation was also the real form of student-centered learning where the teacher becomes a facilitator or

coach. It could encourage collaboration among students and leads to the authentic integration of language skills and processing information from multiple sources. PBL investigation also allowed learners to demonstrate their understanding of content knowledge through an end product where it bridges using English in class and using English in real life contexts.

### **The Effectiveness of PBL toward Ideas; *Main Ideas***

The test results indicate that there were score improvements in every moment test. Students' mean score for '*main ideas*' in Pre-test was 2.35, Post-test 1 was 3.1, Post-test 2 was 3.8 and Post-test 3 was 4.6. The improvement from Pre-test to Post-test 1 was 0.75 points, the improvement from Post-test 1 to Post-test 2 was 0.70 points, and the improvement from Post-test 2 to Post-test 3 was 0.80 points. It was found that all of the tests mean scores was significantly different, where the main ideas' mean score of pre-test was significantly different with the mean score of post-test 1, the main ideas' mean score of pre-test was significantly different with the mean score of post-test 2, the main ideas' mean score of pre-test was significantly different with the mean score of post-test 3, the main ideas' mean score of post-test 1 was significantly different with the mean score of post-test 2, the main ideas' mean score of post-test 1 was significantly different with the mean score of post-test 3 and the main ideas' mean score of post-test 2 was significantly different with the mean score of post-test 3.

### **The Effectiveness of PBL toward Ideas; *On Topic***

The test results indicate that there were score improvements in every moment test. The students' mean score for '*on topic*' in Pre-test was 2.3, Post-test 1 was 3.05, Post-test 2 was 3.8 and Post-test 3 was 4.45. The improvement from Pre-test to Post-test 1 was 0.75 points, the improvement from Post-test 1 to Post-test 2 was 0.75 points, and the improvement from

Post-test 2 to Post-test 3 was 0.65 points. After the Teacher analyze those improvements inferentially, It was found that all of the tests mean scores was significantly different where on topic's mean score of pre-test was significantly different with the mean score of post-test 1, on topic's mean score of pre-test was significantly different with the mean score of post-test 2, on topic's mean score of pre-test was significantly different with the mean score of post-test 3, on topic's mean score of post-test 1 was significantly different with the mean score of post-test 2, on topic's mean score of post-test 1 was significantly different with the mean score of post-test 3 and on topic's mean score of post-test 2 was significantly different with the mean score of post-test 3.

#### **The Effectiveness of PBL toward Ideas; Details**

The test result showed that there were score improvements in every moment test. Students' mean score for '*details*' in Pre-test was 2.65, Post-test 1 was 3.1, Post-test 2 was 3.65 and Post-test 3 was 4.2. The improvement from Pre-test to Post-test 1 was 0.55 points, the improvement from Post-test 1 to Post-test 2 was 0.55 points, and the improvement from Post-test 2 to Post-test 3 was 0.55 points. After the Teacher analyze those improvements inferentially, all of the tests mean scores was significantly different, where detail's mean score of pre-test was significantly different with the mean score of post-test 1, detail's mean score of pre-test was significantly different with the mean score of post-test 2, detail's mean score of pre-test was significantly different with the mean score of post-test 3, detail's mean score of post-test 1 was significantly different with the mean score of post-test 2, detail's mean score of post-test 1 was significantly different with the mean score of post-test 3 and detail's mean score of post-test 2 was significantly different with the mean score of post-test 3.

#### **The Effectiveness of PBL toward Organization; Parts of Essay**

Workman (2013) stated that Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern and sequence, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When Organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. Organization would cover; parts of essay and transition. In this research, Teacher intended to know how effective does PBL could improve students' ability in the area of organization.

There was evidence from the result of both quantitative and qualitative data collection gathered by the Teacher which indicating the effectiveness of PBL toward on '*parts of essay*'. Test results showed that students' mean score for '*parts of essay*' in Pre-test was 3.15, Post-test 1 was 3.45, Post-test 2 was 3.7 and Post-test 3 was 4.2. The improvement from Pre-test to Post-test 1 was 0.30 points, the improvement from Post-test 1 to Post-test 2 was 0.25 points, and the improvement from Post-test 2 to Post-test 3 was 0.50 points. After the Teacher analyzed them inferentially, 2 of the tests mean scores would not be significantly different while 6 other comparisons were significant. Part of essay's mean score of pre-test was not significantly different with the mean score of post-test 1, part of essay's mean score of pre-test was significantly different with the mean score of post-test 2, part of essay's mean score of pre-test was significantly different with the mean score of post-test 3, part of essay's mean score of post-test 1

was not significantly different with the mean score of post-test 2, part of essay's mean score of post-test 1 was significantly different with the mean score of post-test 3, and part of essay's mean score of post-test 2 was significantly different with the mean score of post-test 3.

### **The Effectiveness of PBL toward Organization; *Transition***

Test result showed that students' mean score for '*transition*' in Pre-test was 3.65, Post-test 1 was 3.75, Post-test 2 was 3.7 and Post-test 3 was 4.9. Those results indicate that there were score improvements in post-test 1, and then the score was decreased in post-test 2 and improved again in post-test 3. The improvement from Pre-test to Post-test 1 was only 0.10 points. Then, the score was decreased 0.05 points in Post-test 2 then at last the point improved 0.20 in Post-test 3. Inferentially it could be explained that the tests means scores would not be significantly different, where, transition's mean score of pre-test was not significantly different with the mean score of post-test 1, transition's mean score of pre-test was not significantly different with the mean score of post-test 2, transition's mean score of pre-test was not significantly different with the mean score of post-test 3, transition's mean score of post-test 1 was not significantly different with the mean score of post-test 2, transition's mean score of post-test 1 was not different with the mean score of post-test 3, transition's mean score of post-test 2 was not different with the mean score of post-test 3.

### **The Effectiveness of PBL toward Voice**

Voice can be explained as the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. In this research, Teacher intended to investigate the effectiveness of PBL toward students' ability in their writing voice. There was evidence from the result of

both quantitative and qualitative data collection gathered by the Teacher which indicating the effectiveness of PBL toward 'voice'. The test result that students' mean score for 'voice' in Pre-test was 3.4, Post-test 1 was 3.75, Post-test 2 was 3.95 and Post-test 3 was 4.00. Those results indicate that there were score improvements in every moment test. The improvement from Pre-test to Post-test 1 was 0.35 points, the improvement from Post-test 1 to Post-test 2 was 0.20 points, and the improvement from Post-test 2 to Post-test 3 was 0.05 points. After Teacher analyzed them inferentially, 6 of the tests mean scores would not be significantly different while 2 other comparison were significant in which, voice's mean score of pre-test was not significantly different with the mean score of post-test 1, voice's mean score of pre-test was significantly different with the mean score of post-test 2, voice's mean score of pre-test was significantly different with the mean score of post-test 3, voice's mean score of post-test 1 was not significantly different with the mean score of post-test 2, voice's mean score of post-test 1 was not significantly different with the mean score of post-test 3, and voice's mean score of post-test 2 was not significantly different with the mean score of post-test 3.

### **The Effectiveness of PBL toward Word Choice**

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. Strong Word Choice is characterized not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well (Workman, 2013). In this research, Teacher intended to know the effectiveness of PBL on students' word choice ability. There was evidence from the result of both quantitative and qualitative data collection gathered by the Teacher which indicating the effectiveness of PBL toward 'word choice'. Test result showed that students' mean score for '*word choice*'



in Pre-test was 3.30, Post-test 1 was 3.40, Post-test 2 was 3.80 and Post-test 3 was 4.10. It pictured that the students' mean score on '*word choice*' was improved from Pre-test until Post-test 3. The improvement from Pre-test to Post-test 1 was 0.10 points, the improvement from Post-test 1 to Post-test 2 was 0.40 points, and the improvement from Post-test 2 to Post-test 3 was 0.30 points. After Teacher analyzed them inferentially, 3 of the tests mean scores comparison would not be significantly different while 3 other comparisons were significant. Word choice's mean score of pre-test was not significantly different with the mean score of post-test 1, word choice's mean score of pre-test was significantly different with the mean score of post-test 2, word choice's mean score of pre-test was significantly different with the mean score of post-test 3, word choice's mean score of post-test 1 was not significantly different with the mean score of post-test 2, word choice's mean score of post-test 1 was significantly different with the mean score of post-test 3 and word choice's mean score of post-test 2 was not significantly different with the mean score of post-test 3.

#### **The Effectiveness of PBL toward Convention; Grammar**

The Conventions trait is the mechanical correctness of the piece and includes two elements: spelling and grammar/usage. There was evidence from the result of both quantitative and qualitative data collection gathered by the Teacher which indicating the effectiveness of PBL toward 'grammar'. Test result showed that students' mean score for '*grammar*' in Pre-test was 4.00, Post-test 1 was 4.05, Post-test 2 was 4.20 and Post-test 3 was 4.30. Those results indicate that '*grammar*' ability was improved from Pre-test until Post-test 3. The improvement from Pre-test to Post-test 1 was 0.05 points, the improvement from Post-test 1 to Post-test 2 was 0.15 points, and the improvement from Post-test 2 to Post-test 3 was 0.10 points. After the Teacher analyzed them inferentially, all of

the tests mean scores would not be significantly different, where grammar's mean score of pre-test was not significantly different with the mean score of post-test 1, grammar's mean score of pre-test was not significantly different with the mean score of post-test 2, grammar's mean score of pre-test was not significantly different with the mean score of post-test 3, grammar's mean score of post-test 1 was not significantly different with the mean score of post-test 2, grammar's mean score of post-test 1 was not significantly different with the mean score of post-test 3, grammar's mean score of post-test 2 was not significantly different with the mean score of post-test 3.

#### **The Effectiveness of PBL toward Convention; Spelling**

There was evidence from the result of both quantitative and qualitative data collection gathered by the Teacher which indicating the effectiveness of PBL toward 'spelling'. The test result indicated that students' mean score for '*spelling*' in Pre-test was 4.10, Post-test 1 was 4.10, Post-test 2 was 4.15 and Post-test 3 was 4.20. Those result indicated that students' mean score on '*spelling*' was improved from Pre-test until Post-test 3. There were no improvement from Pre-test to Post-test 1, the improvement from Post-test 1 to Post-test 2 was 0.05 points, and the improvement from Post-test 2 to Post-test 3 was 0.05 points. Inferentially could be explained that all of the tests mean scores would not be significantly different because the word spelling's mean score of pre-test was not significantly different with the mean score of post-test 1, the word spelling's mean score of pre-test was not significantly different with the mean score of post-test 2, the word spelling's mean score of pre-test was not significantly different with the mean score of post-test 3, the word spelling's mean score of post-test 1 was not significantly different with the mean score of post-test 2, the word spelling's mean score of post-test 1 was not significantly different with the mean score of post-test 3 and the word spelling's mean

score of post-test 2 was not significantly different with the mean score of post-test 3.

### **The Effectiveness of PBL toward Length**

Length and presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the writing will not be inviting to read unless it follows the guidelines of Presentation. These include: Balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, and overall appearance (Workman, 2013). In this research, Teacher intended to identify the effectiveness of PBL in length and presentation.

The test result showed that students' mean score for '*length*' in Pre-test was 4.05, Post-test 1 was 4.05, Post-test 2 was 4.25 and Post-test 3 was 4.50. It clearly pictured that the students' mean score on '*length*' was improved from Pre-test until Post-test 3. There was no improvement from Pre-test to Post-test 1, the improvement from Post-test 1 to Post-test 2 was 0.20 points, and the improvement from Post-test 2 to Post-test 3 was 0.25 points. After Teacher analyzed them inferentially, it could be explained that all of the tests mean scores would not be significantly different, where length's mean score of pre-test was not significantly different with the mean score of post-test 1, the length's mean score of pre-test was not significantly different with the mean score of post-test 2, the length's mean score of pre-test was not significantly different with the mean score of post-test 3, the length's mean score of post-test 1 was not significantly different with the mean score of post-test 2, the length's mean score of post-test 1 was not significantly different with the mean score of post-test 3 and the length's mean score of post-test 2 was not significantly different with the mean score of post-test 3.

### **The Effectiveness of PBL toward Presentation**

There was evidence from the result of both quantitative and qualitative data collection gathered by the Teacher which indicating the effectiveness of PBL toward '*presentation*'. Test result showed that students' mean score for '*presentation*' in Pre-test was 3.80, Post-test 1 was 3.75, Post-test 2 was 3.85 and Post-test 3 was 4.20. Those results indicate that students' mean score on '*presentation*' was improved from Pre-test until Post-test 3. However, from Pre-test to Post-test 1 the score was decreased 0.05 points, the improvement then emerged from Post-test 1 to Post-test 2 which was 0.10 points, and the improvement from Post-test 2 to Post-test 3 was 0.35 points. After Teacher analyzed them inferentially, it could be stated that all of the tests mean scores would not be significantly different because the presentation's mean score of pre-test was not significantly different with the mean score of post-test 1, the presentation's mean score of pre-test was not significantly different with the mean score of post-test 2, the presentation's mean score of pre-test was not significantly different with the mean score of post-test 3, the presentation's mean score of post-test 1 was not significantly different with the mean score of post-test 2, the presentation's mean score of post-test 1 was not significantly different with the mean score of post-test 3, and the presentation's mean score of post-test 2 was not significantly different with the mean score of post-test 3.

### **CONCLUSIONS AND SUGGESTIONS**

From the comparisons of pre-test, post-test1, post-test 2, and post-test 3, researcher could revealed that all groups had gained significant improvement in writing. Based on the findings and discussion in previous chapter, it could be concluded that the application of PBL approach was able to improve the students writing ability in general because a significant score improvement was emerged in every test. After researcher did a deeper

investigation on the result of improvement in each domain of writing skill, researcher found that there were significant differences between the mean scores improvement for 5 domains (main idea, on topic, details, parts of essay, and word choice) in every test (pre-test, post-test 1, post-test 2, and also post-test 3). Meanwhile, the other 6 domains (transition, voice, grammar, spelling, length, and presentation) in every test (pre-test, post-test 1, post-test 2, and also post-test 3) were not significantly different.

From the explanation above, it can be concluded that Project-Based Learning could improve the students' writing ability in which it was effective in improving students' ability in *'main idea', 'on topic', 'details', 'parts of essay', and 'word choice'*. However, Project-Based Learning was not effective in improving *'transition', 'voice', 'grammar', 'spelling', 'length', and 'presentation'*.

li the other hand, on the result of the questionnaires in implementing PBL, it was found that the students give positive responses after several modification of PBL implementation. The students stated that the researcher performance was excellent in delivering the appropriate material dealing with essay writing. The teaching aid used was also very helpful to give a personalized topic for each group. The students understood the project steps excellently in which they could prepare the next activity in advance. Students also stated that researcher already had been facilitating them excellently during the project steps and activities. Students' response toward researcher's classroom management stated that the researcher already able to conduct an excellent time management, conduct all of the activities in an excellent order and performed excellent in controlling the class situation.

Based on the students' response, project step that was chosen to be the most effective activity which would promote students' essay writing was (Investigation and data collection). Besides, preparing

final report and also grouping were also helpful for students' writing product. However, students felt that the sense of authentic learning was found on investigation.

From all of the conclusions above, the lecturers in tertiary education who found that their students found difficulties in constructing main ideas using appropriate supporting details, organizing parts of writing with appropriate connection and choosing appropriate wording in a text, researcher suggested to apply Project-Based Learning, because it was effective in those domains. Furthermore, in teaching writing skill, the lecturer should prepare a challenging learning activity that engages the students' interest in learning. The teacher also has to be able to master the topic that would be discussed because in the classroom researcher would act as facilitator and resource for the students.

Researcher also suggested the learners to be active in all of the classroom activity by involving themselves into learning actively and they can find meaningful learning experiences especially in writing essay. Students are expected to be able to organize their ideas correctly and support them by a meaningful and valid data.

Other researcher was also suggested to be able to conduct the same research to other school level to investigate was there any difference between the domains improved by PBL in tertiary education compared by elementary and secondary education levels. Researcher also hoped that this research would be very important to give great contribution to deepen and widen the researcher's knowledge of the use of Project-Based learning approach.

It is expected that the government can provide the EFL teachers a training in form of seminar or workshop about the application of PBL concerning with the aspects of preparing, conducting and assessing the teaching and learning process and the effectiveness for EFL students.

## References

- Ary, D. Jacobs, L. C, Razavieh, A., & Sorensen, C. 2010. *Introduction to research in Education (8th ed.)*. Canada: Thomson Wadsworth.
- Best, J.W. 1998. *Research in Education*. United States of America: Prentice Hall Inc. New Jersey, 07632.
- Brown, Gillian & Yule, George. 1983. *Discourse Analysis (Cambridge textbooks in linguistics)*: Cambridge: Cambridge University Press.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching, Fifth Edition*: USA: Pearson Education, Inc.
- Burchfield, R. 1985. *The English Language*. Oxford: Oxford University Press.
- Byrne, Donn. 1980. *English teaching Perspectives*. Singapore. Longman Singapore Publishers Pte Ltd.
- Clanchy, J., and Balard, B. 1987. *Essay Writing for Students: A Practical Guide*. Melbourne-Australia: Longman Cheshire.
- Creswell J. W. & Plano Clark, V. L. 2008. *The Mixed Method Reader*. SA:Sage Publication Inc.
- Diaz-Rico, Lynne T. 2008. *Strategies for Teaching English Learners, 2<sup>nd</sup> Edition*: United States of America: Pearson Education, Inc.
- Emig, J., Lunsford, A., et al. 1981. *Four Worlds of Writing*. New York-USA: Harper and Row Publishers, Inc.
- Gunning, Thomas G. 2010. *Assessing and Correcting Reading and Writing Difficulties*. Boston: Pearson Education.
- Griffin, B. W. 1999. *Hypotheses*. Online Article: Accessed on July 10<sup>th</sup> 2014 from <http://www.bwgriffin.com/gsu/courses/edur8131/content/hypotheses.htm>
- Huda, Nuril. *Language Teaching and learning, Issues and Trends*.1999. Indonesia. IKIP MALANG Publisher.
- Huges, Arthur.1988. *Developing Test for Language Teacher*.USA: Cambridge University Press.
- Hamp-Lyons, Liz & Heasley, Ben. 1987. *Study Writing: A Course in Written English for Academic and Professional Purposes*. Cambridge: Cambridge University Press.
- Johnson, B., & Christensen, L. 2004. *Educational Research: Quantitative, qualitative, and Mixed Approaches*. Boston, MA: Pearson Education.
- Mulyasa,E.2006. *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*. Bandung : PT RemajaRosdakarya
- Nunan, David. 2003. *Practical English Language Teaching, International Edition*: Singapore: The McGraw-Hill Companies, Inc.
- Rachmat, M. 2012. *Bio Statistika: Buku Ajar Bio Statistika*. EGC:Jakarta
- Jantima, S. 2011. *Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai*

*University*. Published Doctoral  
Thesis. Australia: Australian  
Catholic University. Accessed on  
March, 22<sup>nd</sup> 2013 from [http://  
dlibrary. acu.edu.au /digitaltheses  
/public /adt-acuwp309.  
29062011/02whole.pdf](http://dlibrary.acu.edu.au/digitaltheses/public/adt-acuwp309.29062011/02whole.pdf)

Workman, M. 2013. *6+1 Trait®  
Writing*. Education Northwest web.  
Retrieved Friday 19<sup>th</sup>, April 2013  
from  
<http://educationnorthwest.org/traits/>