

**STUDENTS' PERCEPTION ON THE USE OF PROJECT-BASED
LEARNING IN WRITING ACTIVITY AT SMAN 7 PADANG**

THESIS

Submitted as Partial Fulfillment of the Requirement to Obtain a Bachelor of Education

(B.Ed) Degree



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ABSTRACT

Nurul Febiola Zulfi (2024). Students' Perception on The Use of Project-Based Learning in Writing Activity at SMAN 7 Padang. Thesis. Padang: English Department, Faculty of Language and Arts, Universitas Negeri Padang.

Project-based learning is intended to provide opportunities for students to advance their English skills. Writing is one of the English abilities that students should learn in their English classes. This research intended to figure out the students' perception on the use of project-based learning in writing activity. This was a survey study with a quantitative methodology, with data collected through a questionnaire. There was 51 students from 11th-grade students of SMAN 7 Padang who learn English using Project-based learning for writing activities became the sample of this study. They were given 25 questions to find out their perception of the use of project-based learning in writing activity. The result indicated that most of the students had positive perceptions about the use of project-based learning in their writing activity. In addition, the use of project-based learning received a positive view that involves engaging the students to produce English texts.

Keywords: *Teaching EFL, Project-based Learning, Writing Activity*

ABSTRACT

Nurul Febiola Zulfi (2024). Students' Perception on The Use of Project-Based Learning in Writing Activity at SMAN 7 Padang. Thesis. Padang: English Department, Faculty of Language and Arts, Universitas Negeri Padang.

Pembelajaran berbasis proyek diharapkan dapat memberi peluang untuk siswa dalam mengembangkan kemampuan berbahasa inggris mereka. Salah satu kemampuan yang harus dikuasai siswa dalam pembelajaran bahasa inggris adalah menulis. Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam penggunaan pembelajaran berbasis proyek dalam kegiatan menulis. Penelitian ini merupakan penelitian survey dengan pendekatan kuantitatif menggunakan kuisioner sebagai instrument dalam pengumpulan data. Sampel dalam penelitian ini adalah 51 siswa kelas 11 SMAN 7 Padang yang sedang mempelajari bahasa inggris menggunakan pembelajaran berbasis proyek dalam kegiatan menulis. Siswa tersebut diberikan 25 pertanyaan untuk mengetahui persepsi mereka terhadap penggunaan pembelajaran berbasis proyek dalam kegiatan menulis. Hasil penelitian ini menunjukkan bahwa sebagian besar siswa memiliki pendapat yang baik mengenai penggunaan pembelajaran berbasis proyek dalam kegiatan menulis. Dengan demikian, penggunaan pembelajaran berbasis proyek dalam kegiatan menulis mendapat respon positif dalam menarik siswa untuk menghasislkan karya tulis dalam bahasa inggris.

Keywords: *Teaching EFL, Project-based Learning, Writing Activity*

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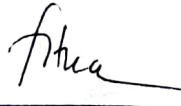
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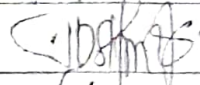
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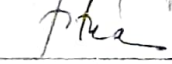
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Project-based learning well-known as PjBL is a method that organizes learning around projects. This method of instruction is a student-centered approach where students gain a deeper understanding of the problem after working with and using their ideas. As Steenhuis & Roland (2018) stated how learning-centered-oriented approaches may provide a solution to the limited improvements in student performance in critical thinking, analytical reasoning, problem-solving, and writing.

According to Krajcik, Joseph S., and Blumenfeld (2005), project-based learning (PjBL) lets the students figure out problems, come up with hypotheses and explanations, deliberate their ideas, stimulate the ideas of others, and creatively come up with new ideas. Doing a project for classroom activity can be a part of an active learning approach and can be a more reliable way of learning than the lecture method.

Project-based Learning (PjBL) is also expected to give opportunities for students to improve their English skills. One of the skills that should be acquired in English subject is writing. Writing is considered a cognitive domain-based skill that involves learning, comprehension, application, and synthesis of new knowledge. Due to the challenges students have when learning writing skills,

it has become more challenging for teachers to teach English in the classroom. Lack of vocabulary, grammar errors, poor spelling, students' inexperience, and a lack of access to books and other reading resources are some of the issues faced by ESL/EFL students. The difficulties students experience have made it difficult for teachers to teach writing skills to their students. Teachers who are trying to teach writing skills to students often struggle with student motivation, various students' ability levels, difficult teaching materials, and teaching time limits. To deal with these challenges, EFL teachers need to employ an appropriate teaching and learning method that allows learners to develop their ability to create ideas skills and present their ideas in writing. A teacher must dedicate more time to teaching writing to enhance students' writing skills.

Moses & Mohamad (2019) mentioned that writing associates students with what is happening in the world around them. Students should consider their readers and their purpose in writing. This will help them with their verbal communication at the same time. Students can also learn from each other by writing and receiving feedback from their friends. As Boss & Krauss (2015) stated project-based learning (PjBL) is a model that makes the students engage in real-world projects. Therefore, teachers may have a chance to be able to regulate the process of learning writing using the project-based learning model. As this model will result in changing students' behavior, instead of following teachers' lead, students solve their questions to create their meaning. Then, the

students may be able to develop their writing skills in conveying what is in their head into written text.

Argawati & Suryani (2020) said that in the writing process, students must convey their ideas, choose vocabulary, write, edit, and then publish their work. In addition, teachers play an essential role in helping students improve their writing. In this case, Project-based learning is considered one of the teaching models that may provide an effective way for teachers to teach writing.

In SMAN 7 Padang, one of the English teachers used project-based learning (PjBL) in the English classroom. According to her, in teaching English, she used project-based learning (PjBL) as the model of learning for the implementation of the new curriculum. The students were asked to do a project about a certain topic in English learning. The topic usually goes around English text resulting in having the students create a writing text as their product of the project. One of the topics was narrative text. The students were asked to choose between three different kinds of narrative based on their interests. In addition, the product of the project results in the form of a printed-out with an attractive design that will be archived in the library as a literacy reference for the students. Therefore, the writing products from this project can be an addition to the students' learning reference and English literacy.

Many studies already discussed project-based learning. Research from Surahman et al. (2019) about students' perception of the project-based learning (PjBL) model in blended learning mode using sipejar. Meanwhile, research from Halim & Rohmah (2020) discussed the teachers' and students' perceptions of

project-based learning in the nursing department. Another research also conducted by Alyani & Ratmanida (2021) is about students' perception of project-based learning in microteaching classes.

Some studies also discuss project-based learning in EFL learning. Research conducted by Susanti et al. (2020) focused on the student's perceptions toward the implementation of Project Based Learning in learning English as a Foreign Language conducted in one public vocational high school in Surabaya Indonesia. There is also research by Susana et al. (2019) about students' perceptions of the implementation of project-based learning in English for specific purposes. a study conducted by Puangpungsi (2021) also discusses Learners' Perceptions towards Project-based Learning in Encouraging English Skills Performance and 21st Century Skills.

Some other researchers were also doing some research on project-based learning and its relation to writing skills. Praba' et al. (2018) conducted research that aimed at investigating the effect of Project-based Learning on students' writing skills of grade 9 at SMPN 3 Kuta Selatan. Deveci (2018) also came up with research about students' perceptions of collaborative writing in a project-based course. Then, Rostika et al. (2021) researched to find out students' perceptions of the use of project-based learning in writing classes.

Some of the studies described above only talked about the student's perception of project-based learning with different kinds of problems. Then others research also talks about how project-based learning works for the problem discussed in the research. In this research, the researcher focuses on

project-based learning in writing activity. Project-based learning can improve any skills in EFL learning as this method may give improvements to student performance in critical thinking, analytical reasoning, problem-solving, and writing. hence, the researcher focuses only on writing skills to get a deeper understanding of how this method will improve students' writing skills.

Therefore, in this study, the researcher focuses on students' perceptions of the use of project-based learning in writing activity. The researcher focuses on what the students think of the use of project-based learning in writing activity. This study applies survey quantitative research and the data are collected from questionnaires.

B. Identification of The Research

Related to the background of the study, in EFL teaching, project-based learning (PjBL) is used as one of the models of teaching to develop students' motivation to learn English. This model encourages student activities in understanding a concept and principles and then conducting an investigation, discussing various topics, obtaining knowledge, making decisions, and presenting products.

Therefore, project-based learning (PjBL) is one of the suggested models for writing activity. As a productive skill, writing requires students to actively participate in the learning process so that they can develop their ideas and convey their ideas in writing. Hence, their view of this activity is needed to see if the project-based learning is giving them a valuable impact on their learning process.

C. Limitation of The Problem

Based on the identification of the problem above, the researcher needs to limit the study to students' perceptions of the use of project-based learning in writing activity.

D. Formulation of The Problem

Based on the limitation of the problem above, the problem of this study is formulated in the following question: "What is the student's perception of the use of project-based learning in writing activity?"

E. Research Question

From the limitation of the problem above, the researcher formulates the research question as follows:

1. What is the student's perception of project-based learning in writing activity?
2. What is the student's perception of teaching materials of project-based learning in writing activity?
3. What is the student's perception of the stages of project-based learning in writing activity?
4. What is the student's perception of the teacher's role in project-based learning in writing activity?

F. Purpose of The Study

From the research question above, the purpose of the research can be outlined as follows:

1. To find out the students' perception of project-based learning in writing activity.
2. To find out student's perception of teaching materials of project-based learning in writing activity.
3. To find out the students' perception of the learning stage of project-based learning in writing activity.
4. To find out students' perception of the teacher's role in project-based learning in writing activity.

G. Significance of The Research

This study is significant for the researcher herself as a teacher in the future time. Theoretically, the researcher expects that this study can give a contribution and input to English Language Teaching. The study may provide a deeper understanding or perception of students' opinions on the use of project-based learning to teach writing.

Practically, the study may also provide useful data as a reference for teachers who teach English and students who learn English with project-based learning as a way to improve writing skills. This may also be a reference to finding a solution to the problem of the implementation of project-based learning in English classes.

H. Key Terms

1. Teaching EFL

Teaching EFL is guiding and facilitating learning, enabling the learners to learn EFL using project-based learning for writing activity.

2. Project-based learning (PjBL)

It is a teaching model that uses by the teacher that allows students to develop knowledge and skills through engaging projects for writing activities that are set around challenges and problems they may face in the real world.

3. Writing Activity

It is an activity of writing where students doing the writing project share their ideas and thoughts about something to produce an English text to complete their writing project.