THE EFFECTIVENESS OF PROJECT-BASED LEARNING ON ENGLISH WRITING SKILL AT SEVENTH GRADE SMP NEGERI 1 KEJOBONG PURBALINGGA

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree

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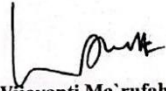in
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MOTTO

"It does not matter how slowly you go as long as you do not stop."

(Confucius)

DEDICATION

My beloved mother, who has been my greatest source of strength, prayer, and endless encouragement throughout every step of this journey. Your sacrifices, patience, and unconditional love are beyond words.

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The Effectiveness of Project-Based Learning on English Writing Skill at Seventh Grade SMP Negeri 1 Kejobong

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ABSTRACT

This study aims to investigate the effectiveness of Project-Based Learning (PBL) in improving English writing skills among seventh-grade students at SMP Negeri 1 Kejobong. Writing is a fundamental language skill that many junior high school students struggle with due to limited vocabulary, low motivation, and ineffective teaching methods. To address these challenges, a quantitative approach was employed using a quasi-experimental design with a pre-test and post-test non-equivalent group design. The participants consisted of 67 students, divided into two groups: 34 students in the experimental group, who were taught using Project-Based Learning, and 33 students in the control group, who were taught using conventional methods. Data were collected through writing tests and analyzed using the Normalized Gain (N-Gain) formula. The findings indicated that the experimental group achieved a higher mean N-Gain score (0.2285) compared to the control group (0.0021), suggesting that PBL contributed to students' improvement in writing. Although the average gain was categorized as low, the results demonstrated that PBL fosters student engagement, collaboration, and active participation, thereby enhancing their writing performance. This study concludes that Project-Based Learning is an effective method to support the development of students' English writing skills.

Keywords: Project-Based Learning, English Writing Skill, Junior High School, Experimental Study

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CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is one of the essential language skills that students must master in learning English. However, writing in English remains a significant challenge for many students, particularly at the junior high school level. According to Argawati & Suryani, writing is perceived as the most challenging skill due to its complex nature, requiring both cognitive and linguistic abilities.[1] Similarly, Graham & Perin emphasize that many students struggle with organizing ideas, grammar, vocabulary, and coherence in writing.[2] These difficulties hinder students from expressing their thoughts clearly and effectively, which ultimately impacts their academic performance.

English writing proficiency is crucial in academic settings, as it allows students to express their thoughts clearly and effectively. Writing also plays a significant role in improving students' critical thinking skills, creativity, and problem-solving abilities. However, many Indonesian students face difficulties in writing due to their limited exposure to English in their daily lives. This lack of exposure contributes to their struggles in mastering various writing components, such as sentence structure, coherence, and idea development. Without adequate practice, students often find it difficult to compose well-structured and meaningful texts.

Several studies have shown that teaching methods significantly impact students' writing performance. Research conducted by Kimsesiz, Dolgunsöz, & Konca demonstrated that PBL could improve students' vocabulary acquisition and overall language skills by providing them with real-world contexts and

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[1] Ningtyas Orilina Argawati and Lilis Suryani, "Project-Based Learning in Teaching Writing: The Implementation and Students' Opinion," *English Review: Journal of English Education* 8, no. 2 (2020): 220, https://doi.org/10.25134/erjee.v8i2.2120.

[2] Ningtyas Orilina Argawati and Lilis Suryani, "Project-Based Learning in Teaching Writing: The Implementation and Students' Opinion," *English Review: Journal of English Education* 8, no. 2 (2020): 220, https://doi.org/10.25134/erjee.v8i2.2120.

collaborative learning experiences.[3] PBL allows students to apply their language knowledge in meaningful ways, which contributes to their overall language proficiency. As a result, students become more confident and motivated to participate in writing activities.

PBL encourages students to take ownership of their learning by actively engaging in projects that require them to use their language skills in meaningful ways. This method promotes a student-centered learning environment where learners collaborate, communicate, and problem-solve while working on writing tasks. Kubiatko & Vaculová emphasized that PBL fosters critical thinking, creativity, and problem-solving skills, which are crucial for academic success.[4] When students are given the freedom to explore topics that interest them, they become more engaged and motivated to complete their writing assignments. This engagement translates into improved writing skills and better overall academic performance.

Argawati & Suryani further confirm that PBL enables students to actively participate in the learning process, making writing tasks more meaningful and engaging.[5] Their study revealed that students who learned through PBL demonstrated a greater willingness to write, as they found the activities more enjoyable and relevant to their real-life experiences. These findings suggest that PBL has the potential to improve students' writing skills by increasing their motivation and engagement. When students feel that their writing has a real purpose, they are more likely to put effort into improving their work. This increased effort leads to better writing outcomes and greater confidence in their abilities.

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[3] Fatma KİMSESİZ, Emrah DolgunSÖZ, and Yavuz Konca, M, "The Effect of Project Based Learning in Teaching EFL Vocabulary to Young Learners of English: The Case of Pre-School Children," *International Journal of Languages' Education* 5, no. 4 (2017): 428, https://doi.org/10.18298/ijlet.2168.

[4] Milan Kubiatko and Ivana Vaculová, "Project-Based Learning : Characteristic and the Experiences with Application in the Science Subjects" 3, no. 1 (2010): 70.

[5] Argawati and Suryani, "Project-Based Learning in Teaching Writing: The Implementation and Students' Opinion," 222.

Despite the potential benefits of PBL, its implementation in Indonesian classrooms remains limited. Many teachers still rely on traditional teaching methods, such as rote memorization and repetitive grammar exercises, which do not encourage students to apply their writing skills in authentic contexts. This gap in instructional practice highlights the need for alternative teaching methods that can effectively address students' writing challenges. By incorporating PBL into the curriculum, educators can create a more engaging and effective learning environment. However, successful implementation requires adequate teacher training and sufficient resources to support project-based activities.

In Indonesia, particularly at SMP Negeri 1 Kejobong, preliminary observations conducted on February 20, 2025, revealed that students exhibited difficulties in writing English due to a lack of motivation, limited vocabulary, and ineffective teaching methods. These challenges hinder students' ability to produce well-structured and coherent texts, ultimately affecting their academic performance. Without proper interventions, students may continue to struggle with writing and face difficulties in future academic and professional endeavors. Addressing these issues requires the adoption of innovative teaching methods such as PBL. By shifting the focus from traditional instruction to student-centered learning, educators can better support students in developing their writing skills.

Interviews with an English teacher on February 21, 2025, confirmed that traditional teaching methods primarily focused on grammar drills and lacked engaging activities that encourage students to practice writing in meaningful ways. As a result, students often perceive writing as a tedious and difficult task, leading to a lack of confidence in their writing abilities. The teacher noted that students were often reluctant to participate in writing exercises, as they found them uninteresting and challenging. This lack of motivation further exacerbates their difficulties in writing, making it even more challenging to develop their skills. Thus, incorporating PBL into the curriculum could serve as a viable solution to enhance students' interest and performance in writing.

Given these challenges, there is a need for a more interactive and student-centered approach, such as PBL, to enhance students' writing skills. By integrating PBL into the English curriculum, teachers can provide students with opportunities to engage in meaningful writing tasks that reflect real-world communication. These tasks allow students to see the practical applications of writing, which can increase their motivation to learn. Furthermore, collaborative projects enable students to learn from one another and improve their writing through peer feedback. This interactive approach helps to build students' confidence and proficiency in writing.

The selection of SMP Negeri 1 Kejobong as the research site is based on the academic necessity to address the writing difficulties faced by students. This study aims to investigate the effectiveness of PBL in improving students' writing skills and to explore its impact on students' motivation and engagement in learning English writing. The research findings will provide valuable insights into how PBL can be implemented effectively in Indonesian schools. Additionally, the study will contribute to the ongoing discussion on innovative teaching methods in English language education. By understanding the benefits and challenges of PBL, educators can make informed decisions about its integration into their teaching practices.

Furthermore, the study seeks to provide practical recommendations for English language teachers on how to implement PBL effectively in their classrooms. By understanding the benefits and challenges of PBL, educators can develop strategies to optimize its use in teaching writing. Teachers will also be able to identify best practices for designing and facilitating project-based activities. These insights will help to create a more engaging and effective learning environment for students. Ultimately, the study aims to bridge the gap between research and practice in the field of English language teaching.

By implementing PBL, students are anticipated to develop not only their writing competence but also their ability to collaborate, think critically, and solve problems creatively. These skills are essential for their academic success and future career opportunities, making it imperative to explore innovative

teaching methods that support their learning needs. PBL prepares students for real-world communication by equipping them with the necessary skills to express their ideas effectively. The ability to write well is a crucial skill that will benefit students in both their academic and professional lives. Therefore, exploring PBL as a teaching method is essential for enhancing students' writing skills.

In conclusion, writing is a fundamental skill that plays a crucial role in students' academic and professional development. However, many students face difficulties in mastering writing due to ineffective teaching methods and a lack of motivation. PBL offers a promising solution to these challenges by providing students with engaging and meaningful learning experiences. By adopting PBL, teachers can help students develop their writing skills while fostering creativity and collaboration. Based on the issues mentioned above, this study aims to examine the effectiveness of Project-Based Learning in enhancing the writing skills of seventh-grade students at SMP Negeri 1 Kejobong.

B. Operational Definition

1. Writing Skills

Writing skill refers to the ability of individuals to effectively communicate ideas, information, and thoughts through written language. It encompasses various components such as grammar, vocabulary, sentence structure, coherence, organization, clarity, and creativity. Proficient writing skills enable individuals to express themselves clearly, persuasively, and creatively in written form, across different genres and contexts. Developing writing skills involves mastering the conventions of language, understanding audience and purpose, and refining one's ability to generate and organize ideas logically and coherently. According to Hyland, writing proficiency also requires continuous practice and feedback to develop a writer's ability to express ideas in an organized and meaningful manner.[6] In conclusion, writing skill in this study refers to students' ability to produce

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[6] Ken Hyland, *Second Language Writing*, 2nd ed. (Cambridge University Press, 2019), 50.

coherent and well-structured written texts by applying appropriate language conventions and expressing ideas clearly.

2. Project-Based Learning

Project-Based Learning (PBL) is an instructional methodology that emphasizes learning through hands-on, real-world projects. In PBL, students engage in authentic, meaningful tasks or projects that require them to investigate complex problems, conduct research, collaborate with peers, and present their findings. PBL shifts the focus from teacher-directed instruction to student-driven inquiry, encouraging active participation, critical thinking, problem-solving, and creativity. Through PBL, students develop not only subject-specific knowledge and skills but also 21st-century competencies such as communication, collaboration, and critical thinking, which are essential for success in academic, professional, and personal contexts.[7] Project-Based Learning in this research refers to a student-centered learning approach that involves completing real-life projects to enhance students' engagement, critical thinking, and writing performance.

C. **Research Question**

The research question formulated the problem as follows:

Is project-based learning (PBL) effective in improving the English writing skills of 7th-grade students at SMP N 1 Kejobong?

D. **Objective and Significances of the Research**

1. Objective of the Research

The main objective of this research is to investigate the effectiveness of Project-Based Learning (PBL) in enhancing the English writing skills of 7th-grade students at SMP N 1 Kejobong.

2. Significances of the Research

a. For Teacher

The research findings will provide teachers with valuable insights into the effectiveness of project-based learning (PBL) as an instructional

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[7] John Larmer, John R Mergendoller, and Suzie Boss, *Setting The Standard For Project Based Learning*, *ASCD* (ASCD, 2015), 100.

approach for enhancing English writing skills. This knowledge can guide teachers in refining their teaching practices and incorporating innovative methodologies to better cater to the diverse learning needs of their students.

b. For Students

Students can benefit from participating in project-based learning (PBL) activities, as it offers a more hands-on and collaborative approach to learning English writing skills. Engaging in authentic projects can make learning more meaningful and enjoyable for students, leading to improved learning outcomes.

c. For Next Researchers

The research methodology employed in this study can serve as a reference for future researchers interested in conducting similar investigations. Insights into data collection techniques, analysis procedures, and potential challenges encountered during the research process can inform methodological decisions in subsequent studies.

E. Organization of the Paper

This research paper consists of five chapters, each addressing different aspects of the study.

Chapter I provides an introduction to the research, including the background of the study, research problem, objectives, and significance of the study. It also outlines the organization of the paper.

Chapter II presents a review of relevant literature related to Project-Based Learning and its application in teaching writing. It includes previous research findings and theoretical frameworks that support the study.

Chapter III explains the research methodology, including the research design, participants, instruments, data collection techniques, and data analysis techniques.

Chapter IV discusses the results and findings of the study, analyzing the effectiveness of Project-Based Learning in improving students' writing skills. The findings are compared with previous research studies.

Chapter V provides conclusions and recommendations based on the findings. It summarizes the study and offers suggestions for future research and pedagogical implications.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

1. Writing Skill

a. Definition of Writing Skills

Writing skill is one of the fundamental components of language learning, as it enables individuals to communicate their thoughts effectively through written text. According to Sa'adah, writing is a complex process that requires careful attention to word choice, coherence, and grammar to ensure clarity in conveying messages.[8] She emphasizes that successful writing is not only dependent on students but also requires teacher support to guide them in mastering writing conventions. Furthermore, writing involves both receptive and productive aspects, where students first comprehend language input before producing their own written texts. This skill is essential in academic and professional contexts, as it allows individuals to express their ideas systematically and persuasively.[9]

In academic writing, the ability to summarize, analyze, and synthesize information is crucial for developing writing proficiency. Adizovna argues that summary writing, which is a core part of academic writing, enhances reading comprehension and analytical thinking.[10] She states that effective writing requires understanding the source text, identifying key points, and presenting them in a clear and concise manner. Additionally, writing serves as a tool for critical thinking, enabling students to engage with texts more deeply and articulate their arguments logically. Therefore, writing is not merely about grammar and

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[8] Annisa Raudatus Sa'adah, "Writing Skill in Teaching English: An Overview," *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 5, no. 1 (2020): 30, https://doi.org/10.21462/educasia.v5i1.41.

[9] Sa'adah, 31.

[10] Shodieva Maftunabonu Adizovna and Osiyo Xalqaro, "DEVELOPING SUMMARY WRITING SKILL IN ACADEMIC WRITING," *International Scientific Journal* 2, no. 9 (2023): 141.

vocabulary but also about organizing information effectively and presenting ideas coherently.

Several factors influence students' writing skills, including motivation, classroom environment, and access to learning tools. According to Vacalares that students' ability to write is affected by their level of interest and the external conditions that support their learning.[11] They found that well-ventilated classrooms and constructive feedback significantly improve students' writing performance. Furthermore, reliance on grammar-checking applications can be beneficial but may also hinder the development of independent writing skills. Thus, writing is not only a cognitive process but also an interactive one that requires continuous practice and engagement in a supportive learning environment.[12]

b. Importance of Writing Skills

Writing skill plays a crucial role in developing students' communication abilities, both in academic and professional settings. According to Bora, writing is one of the most significant language skills that allows individuals to structure their ideas clearly and effectively.[13] He emphasizes that writing is not only a medium of self-expression but also a tool for critical thinking and problem-solving. Furthermore, writing enhances students' ability to articulate their thoughts in an organized manner, which is essential for academic success. Therefore, the development of writing skills should be prioritized to equip students with the necessary competencies for future challenges.[14]

In a professional context, writing skills are fundamental for clear and effective workplace communication. Lee and Schmidgall highlight that

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[11] Sophomore Talle Vacalares et al., "Factors Affecting the Writing Skills of the Education Students : A Descriptive Study," *World Journal of Advanced Research and Reviews* 18, no. 02 (2023): 1192.

[12] Vacalares et al., 1195.

[13] Pulak Bora, "Importance of Writing Skill to Develop Students' Communication Skill," *Journal for Research Scholar and Professional of English Language Teaching* 7, no. 35 (2023): 2.

[14] Bora, 3.

businesses worldwide rely on written communication, from emails to official reports, to ensure smooth operations.[15] They assert that professionals with strong writing skills are better equipped to convey messages accurately, reducing the risk of miscommunication. Additionally, writing skills are often a determining factor in career advancement, as they reflect an employee's ability to think critically and communicate efficiently. Thus, mastering writing is not just an academic requirement but a professional necessity in today's globalized workforce.[16]

In the academic field, writing serves as a foundation for learning and knowledge retention. Adizovna explains that academic writing, particularly summary writing, helps students synthesize complex information and present it concisely.[17] She argues that writing fosters analytical thinking, as students must evaluate sources and construct coherent arguments. Moreover, the ability to summarize and paraphrase enhances comprehension, making writing an essential skill for academic success. As a result, improving students' writing abilities contributes to their overall learning experience and intellectual development.[18]

c. Objective of Writing Skills

Writing skill serves as a crucial tool for students to express their thoughts, opinions, and ideas effectively. According to Sa'adah, the main objective of writing is to enable learners to communicate messages clearly through well-structured texts.[19] She emphasizes that writing not only develops linguistic proficiency but also strengthens critical thinking and creativity. Moreover, writing enhances students' ability to organize their ideas coherently, ensuring clarity in academic and professional

[15] S. Lee and J. Schmidgall, "The Importance of English Writing Skills in the International Workplace," *Educational Testing Service*, 2020, 7.

[16] Lee and Schmidgall, 10.

[17] Shodieva Maftunabonu Adizovna and Osiyo Xalqaro, "DEVELOPING SUMMARY WRITING SKILL IN ACADEMIC WRITING," *International Scientific Journal* 2, no. 9 (2023): 2.

[18] Adizovna and Xalqaro, 3.

[19] Sa'adah, "Writing Skill in Teaching English: An Overview."

settings. Therefore, mastering writing skills is essential for achieving both educational and career success.

Another key objective of writing is to improve students' analytical and problem-solving abilities. Khulel states that writing allows students to engage in deep reflection and logical reasoning, helping them construct well-founded arguments.[20] He highlights that the process of writing involves structuring thoughts systematically, which ultimately enhances comprehension and retention of knowledge. Additionally, writing fosters independent learning by encouraging students to explore various perspectives and synthesize information from multiple sources. As a result, writing becomes an essential academic skill that promotes lifelong learning and intellectual growth.

Furthermore, writing skills are fundamental for effective collaboration and knowledge dissemination. Susanti et al. argue that writing enables students to communicate their ideas clearly within group projects, fostering teamwork and cooperation.[21] They emphasize that project-based learning approaches help students refine their writing through peer feedback and revision processes. Writing also serves as a medium for sharing information and research findings, making it an essential skill in both educational and professional contexts. Thus, the objective of writing extends beyond personal expression, encompassing the ability to contribute to a broader academic and social discourse.[22]

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[20] Buyun Khulel, "Improving Students' Writing Skill through Project-Based Learning, Process Writing, and Instagram," *IJECA (International Journal of Education and Curriculum Application)* 5, no. 1 (2022): 27, https://doi.org/10.31764/ijeca.v5i1.7601.

[21] Arik Susanti et al., "Improving Students' Writing Skill Through Project Based Learning For EFLStudents," *International Journal of English Linguistics, Literature, and Education (IJELLE)* 2, no. 2 (2020): 106, https://doi.org/10.32585/ijelle.v2i2.700.

[22] Susanti et al., 110.

d. Writing Procces

The writing process is a complex and recursive activity that involves multiple cognitive and linguistic stages. According to Michel et al. writing consists of three main phases: formulation, execution, and monitoring.[23] In the formulation stage, writers plan their content, retrieve ideas from memory, and organize them coherently. The execution stage involves the actual act of writing, where words are transcribed onto paper or a digital platform. Finally, in the monitoring stage, writers review and revise their work to ensure clarity, coherence, and grammatical accuracy

Writing in a second language (L2) presents additional challenges, as learners must manage both linguistic encoding and higher-order cognitive processes. Michel et al. state that L2 writing requires more conscious attention to grammar, vocabulary, and organization due to limited automaticity.[24] Their study found that L2 writers often pause more frequently and take longer to retrieve words and structures compared to native writers. Furthermore, the revision process in L2 writing is more effortful, as students must constantly monitor and correct errors that may hinder comprehension. Therefore, writing instruction should emphasize scaffolding techniques to help learners develop fluency and accuracy in their writing.

In the context of Project-Based Learning (PBL), the writing process is integrated with collaborative and inquiry-based activities to enhance student engagement. Michel et al. emphasize that collaborative writing allows learners to negotiate meaning, refine their ideas, and improve linguistic accuracy through peer interaction.[25] This approach aligns with the structured writing process used in this study, where students engage

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[23] Marije Michel et al., "Investigating L2 Writing Processes across Independent and Integrated Tasks: A Mixed-Methods Study," *Second Language Research*, 2020, 277–304, https://doi.org/10.1177/0267658320915501.

[24] Marije Michel et al., "L2 Writing Processes of Language Learners IN INDIVIDUAL AND COLLABORATIVE WRITING CONDITIONS," *The Routledge Handbook of Second Language Acquisition and Writing*, 2022, 70, https://doi.org/10.4324/9780429199691-10.

[25] Michel et al., 70.

in pre-writing activities, drafting, revising, and finalizing their texts over multiple sessions. By incorporating PBL, students are encouraged to engage in meaningful writing tasks that reflect real-world communication needs. Thus, integrating structured writing stages with PBL can effectively enhance students' writing skills in an EFL context.

e. Assessing Writing

Assessing writing is a crucial component of language learning, as it provides insight into students' writing proficiency and areas for improvement. According to Dwiyanti and Suwastini, writing assessment should cover multiple aspects, including content, organization, discourse, syntax, vocabulary, and mechanics.[26] They emphasize that both formative and summative assessments play a significant role, where formative assessments help track students' progress, while summative assessments evaluate their overall achievement. Effective writing assessment also includes feedback, which allows students to reflect on their strengths and weaknesses and improve their writing skills. Therefore, a comprehensive writing assessment should be designed to support students' learning and encourage continuous development.[27]

2. Project-Based Learning

a. Definition of Project-Based Learning

Project-Based Learning (PBL) is an instructional approach that emphasizes student-centered learning through real-world projects. Wulandari and Ahmad define PBL as a method that engages students in meaningful learning by allowing them to work on complex tasks that require inquiry, collaboration, and creativity.[28] Unlike traditional learning methods that rely on direct instruction, PBL encourages students to take an active role in their education by exploring topics in

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[26] Kadek Erlita Dwiyanti and Ni Komang Arie Suwastini, "Assessment for Writing Skills in Online Learning," *Lingua Scientia* 28, no. 1 (2021): 10, https://doi.org/10.23887/ls.v28i1.29069.

[27] Kadek Erlita Dwiyanti and Ni Komang Arie Suwastini, "Assessment for Writing Skills in Online Learning," *Lingua Scientia* 28, no. 1 (2021): 12, https://doi.org/10.23887/ls.v28i1.29069.

[28] Anita Wulandari and Arimuliani Ahmad, "The Effect of Using Project Based Learning Method on Students' Writing Skil," *Journal of English Language and Education* 5, no. 1 (2020): 3.

depth and producing tangible outcomes. This approach fosters independent learning as students plan, execute, and present their projects with minimal direct intervention from teachers. As a result, PBL helps students develop not only academic knowledge but also essential life skills such as critical thinking and communication.

One of the defining characteristics of PBL is its focus on real-world applications and problem-solving. Susanti et al. emphasize that PBL enables students to engage with authentic issues that require them to analyze information, develop solutions, and present their findings.[29] By working on projects that have relevance to their personal lives and communities, students can better understand the practical applications of what they learn in class. Moreover, PBL integrates multiple disciplines, requiring students to use skills from various subjects, such as writing, research, and digital literacy. This multidisciplinary approach makes learning more meaningful and helps students see the interconnectedness of different areas of knowledge.

Additionally, PBL aligns with modern educational frameworks such as Kurikulum Merdeka in Indonesia, which promotes student autonomy and creativity. Dewi explains that PBL is an effective strategy to enhance students' ability to collaborate, communicate, and think critically—skills that are essential for lifelong learning.[30] By encouraging active participation, PBL helps students take ownership of their learning process and develop a sense of responsibility. Teachers act as facilitators rather than sole knowledge providers, guiding students through the learning process and providing support as needed. Consequently, PBL prepares students not only for academic success but also for future professional and social responsibilities.

[29] Arik Susanti et al., "Improving Students' Writing Skill Through Project Based Learning For EFLStudents," *International Journal of English Linguistics, Literature, and Education (IJELLE)* 2, no. 2 (2020): 102–15, https://doi.org/10.32585/ijelle.v2i2.700.

[30] Mia Roosmalisa Dewi, "Kelebihan Dan Kekurangan Project-Based Learning Untuk Penguatan Profil Pelajar Pancasila Kurikulum Merdeka," *Inovasi Kurikulum* 19, no. 2 (2022): 213–26, https://doi.org/10.17509/jik.v19i2.44226.

b. Objective of Project-Based Learning

The main objective of PBL is to provide students with opportunities to apply their knowledge and skills in real-world contexts. Arochman et al. state that PBL is designed to help students develop critical thinking, problem-solving, and decision-making abilities.[31] Instead of passively receiving information, students actively engage in hands-on learning experiences that require them to explore, analyze, and synthesize knowledge. By working on projects, students gain deeper insights into subject matter and develop a greater appreciation for the learning process. This approach also encourages curiosity and intrinsic motivation, as students become more invested in their own learning journey.

Another key objective of PBL is to enhance students' collaboration and communication skills. Susanti et al. explain that PBL fosters teamwork by requiring students to work together to complete tasks, share ideas, and solve problems.[32] Through group discussions and peer interactions, students develop their ability to articulate their thoughts clearly and listen to different perspectives. This collaborative aspect of PBL mirrors real-world professional environments, where individuals must work together to achieve common goals. As students engage in meaningful dialogue and constructive feedback, they also improve their ability to negotiate, compromise, and build consensus.

Furthermore, PBL aims to prepare students for future academic and professional success by promoting self-directed learning. Dewi notes that PBL encourages students to take initiative, set goals, and manage

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[31] Taufik Arochman et al., "The Effect of Project-Based Learning on English Writing Skill for EFL Learners," *Journal of Pedagogical Research* 8, no. 2 (2024): 310–24, https://doi.org/10.33902/JPR.202423961.

[32] Susanti et al., "Improving Students' Writing Skill Through Project Based Learning For EFLStudents."

their time effectively.[33] Since projects often require independent research and problem-solving, students develop autonomy and perseverance in overcoming challenges. This ability to learn independently is crucial for success in higher education and the workplace, where individuals must continuously adapt to new information and evolving circumstances. Thus, PBL not only enhances academic performance but also equips students with lifelong learning skills.

c. Effectiveness of Project-Based Learning

PBL has been proven to be an effective approach in enhancing students' learning outcomes, particularly in language acquisition. A study by Almulla found that students who engaged in PBL demonstrated significant improvements in their writing skills, including grammar, vocabulary, and organization.[34] The study revealed that students in PBL classrooms were more motivated to write because they were given creative freedom to explore topics of interest. Moreover, PBL allows students to engage in iterative learning, where they continuously revise and refine their work based on feedback. This process leads to better retention of knowledge and a deeper understanding of writing conventions.

In addition to academic benefits, PBL fosters critical thinking and problem-solving skills. Arochman et al. state that PBL encourages students to approach problems from multiple perspectives and develop innovative solutions.[35] This ability to think critically is essential in today's fast-changing world, where individuals must analyze complex

[33] Mia Roosmalisa Dewi, "Kelebihan Dan Kekurangan Project-Based Learning Untuk Penguatan Profil Pelajar Pancasila Kurikulum Merdeka," *Inovasi Kurikulum* 19, no. 2 (2022): 213–226, https://doi.org/10.17509/jik.v19i2.44226.

[34] Mohammed Abdullatif Almulla, "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning," *SAGE Open* 10, no. 3 (2020): 1–15, https://doi.org/10.1177/2158244020938702.

[35] Taufik Arochman et al., "The Effect of Project-Based Learning on English Writing Skill for EFL Learners," *Journal of Pedagogical Research* 8, no. 2 (2024): 315, https://doi.org/10.33902/JPR.202423961

information and make informed decisions. Furthermore, PBL promotes engagement by making learning more interactive and student-centered. When students work on meaningful projects, they become more invested in their learning and take greater pride in their accomplishments.

Another factor contributing to the effectiveness of PBL is its ability to create authentic learning experiences. Khulel explains that PBL integrates real-world applications into the learning process, making it more relevant and meaningful for students.[36] By working on projects that simulate real-life tasks, students gain practical experience that prepares them for future academic and professional challenges. Additionally, PBL helps students develop essential soft skills such as communication, collaboration, and adaptability. These skills are highly valued in the workforce and contribute to students' overall personal and professional growth.

d. Stages of Project-Based Learning

The implementation of Project-Based Learning (PBL) follows several structured stages to ensure meaningful and effective learning experiences. According to Khulel, the first stage is the project initiation, where students and teachers identify a real-world problem or topic to explore.[37] This stage involves brainstorming ideas, setting learning objectives, and discussing the relevance of the project. Teachers act as facilitators, guiding students in selecting projects that align with their interests and curriculum goals. By engaging students in the decision-making process, this stage helps to build motivation and a sense of ownership over their learning.

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[36] Khulel, "Improving Students' Writing Skill through Project-Based Learning, Process Writing, and Instagram," Proceedings of the 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE), (Bandung: Faculty of Language and Literature Education UPI, 2020), 26.

[37] Khulel, Improving Students' Writing Skill through Project-Based Learning, Process Writing, and Instagram, 30.

The second stage is project planning and research, where students create a detailed plan for how they will carry out their projects. According to Susanti et al. this involves dividing tasks among group members, setting deadlines, and determining the necessary resources.[38] At this stage, students conduct research using various sources, such as books, online materials, and expert consultations, to gather relevant information. Teachers provide support by offering research guidance and encouraging critical analysis of sources. This stage is crucial as it fosters collaboration, time management, and problem-solving skills.

The final stages involve project execution, presentation, and reflection. Wulandari and Ahmad explain that during the execution phase, students create their projects based on their research and initial plans.[39] This may include writing reports, creating presentations, or developing creative products such as videos or posters. Once the project is completed, students present their findings to their peers, teachers, or even external audiences. The last step is reflection, where students evaluate their learning process, receive feedback, and discuss challenges they faced. Reflection helps students develop metacognitive skills and improve their ability to assess their own work critically.

e. Advantage and Disadvantage of Project-Based Learning

Project-Based Learning (PBL) offers numerous advantages, particularly in enhancing student engagement and skill development. Almulla highlights that PBL encourages students to take an active role in their learning, making education more interactive and meaningful.[40] By working on real-world projects, students develop essential skills such as critical thinking, collaboration, and problem-solving. Furthermore, PBL helps students retain information more effectively

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[38] Susanti et al., "Improving Students' Writing Skill Through Project Based Learning For EFLStudents."

[39] Anita Wulandari and Arimuliani Ahmad, "The Effect of Using Project Based Learning Method on Students' Writing Skil," *Journal of English Language and Education* 5, no. 1 (2020): 5.

[40] Mohammed Abdullatif Almulla, "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning," *SAGE Open* 10, no. 3 (2020): 10.

since they apply their knowledge in practical contexts. This method also fosters creativity and innovation, as students are encouraged to explore different solutions to problems.

Despite its many benefits, PBL also presents certain challenges. Arochman et al. state that one of the main disadvantages of PBL is the extensive preparation and time required for both teachers and students.[41] Teachers must carefully plan projects, provide ongoing guidance, and assess student progress, which can be demanding. Additionally, students who are not accustomed to self-directed learning may struggle with time management and task delegation. The reliance on group work can also be challenging, as not all students contribute equally, leading to issues of workload distribution and accountability.

To maximize the effectiveness of PBL, teachers need to implement structured guidance and assessment strategies. Dewi suggests incorporating formative assessments, such as regular check-ins and feedback sessions, to ensure students stay on track.[42] Providing clear rubrics and expectations can also help students understand their responsibilities and improve the quality of their work. Moreover, balancing PBL with other instructional methods can address its limitations while still harnessing its benefits. When implemented effectively, PBL remains one of the most powerful approaches to fostering deeper learning and real-world application of knowledge.

B. **Previous Studies**

1. The study by Ningtyas Orilina Argawati and Lilis Suryani, titled "Project-Based Learning in Teaching Writing: the Implementation and Student's Opinion" this study investigates the implementation of Project-Based Learning (PBL) in writing instruction and explores

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[41] Taufik Arochman et al., "The Effect of Project-Based Learning on English Writing Skill for EFL Learners," *Journal of Pedagogical Research* 8, no. 2 (2024): 315, https://doi.org/10.33902/JPR.202423961

[42] Mia Roosmalisa Dewi, "Kelebihan Dan Kekurangan Project-Based Learning Untuk Penguatan Profil Pelajar Pancasila Kurikulum Merdeka," *Inovasi Kurikulum* 19, no. 2 (2022): 217.

students' perceptions of this method.[43] Using a qualitative approach with a classroom action research design, data were collected through observations, writing tests, and interviews and analyzed through triangulation techniques. The findings revealed that PBL significantly enhanced students' writing abilities, as students demonstrated improved organization, coherence, and creativity in their writing tasks. Furthermore, students expressed positive attitudes toward PBL, citing increased motivation, active participation, and engagement in the learning process. The study by Ningtyas Orilina Argawati and Lilis Suryani focused on the implementation of Project-Based Learning (PBL) in writing instruction and explored students' perceptions of this method. Their study employed a qualitative approach with a classroom action research design, using observations, writing tests, and interviews. In contrast, the researcher's study applied a quantitative approach using a pre-test and post-test experimental-control group design, emphasizing the measurement of the effectiveness of PBL on students' writing skills without exploring students' opinions or perceptions

2. The study by Nurul Hakimah, titled "Assessing the Impact of Project-Based Learning on Students' Writing Skills: A Pre-Experimental Study" This research was conducted at SMP Negeri 48 Surabaya during the academic year 2022/2023, focusing specifically on procedure texts. Hakimah's study employed a pre-experimental single-group pre-test and post-test design involving 42 students from Class 9D.[44] The students participated in PBL activities that emphasized hands-on tasks, collaborative projects, and authentic writing experiences related to procedure texts. Writing skills were measured based on aspects such as organization, clarity, coherence, and language proficiency. The findings

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[43] Ningtyas Orilina Argawati and Lilis Suryani, "Project-Based Learning in Teaching Writing: The Implementation and Students' Opinion," *English Review: Journal of English Education* 8, no. 2 (2020): 220, https://doi.org/10.25134/erjee.v8i2.2120.

[44] Nurul Hakimah, "Assessing the Impact of Project-Based Learning on Students' Writing Skills: A Pre-Experimental Study," *Acitya: Journal of Teaching and Education* 5, no. 2 (2023): 440, https://doi.org/10.30650/ajte.v5i2.3723.

showed a significant improvement in the students' writing abilities. The mean score increased from 72.50 in the pre-test to 85.20 in the post-test. Statistical analysis through ANOVA confirmed that the improvement was significant, with a p-value of 0.003, indicating that the positive change was not due to chance. These results suggest that PBL can effectively enhance students' ability to write well-structured and coherent texts, particularly in specific genres like procedural writing. Hakimah used a pre-experimental design without a control group, the current study employs an experimental method with a control and an experimental group, allowing for more robust comparisons between treatments.

3. The study by Füsun Alacapına, titled "Effectiveness of Project-Based Learning" this study discusses the effectiveness of the project technique in promoting high-level behaviors and skills acquisition among students, such as collective work and information sharing, supported by studies both domestically and internationally.[45] The research utilized quantitative and qualitative methods, including semi-structured interviewing, with the experimental group receiving instruction through project-based learning and the control group following the existing program. Data were collected through semi-structured group interviews and video recordings. The result showed the project technique improved their creativity; equipped them with advanced information and skills; enhanced their joint work and cooperation with classmates; and that working in groups brought out and consolidated mutual trust and friendship. While Alacapına's research highlighted the development of social behaviors such as teamwork, mutual trust, and cooperation, the researcher's study concentrated specifically on improving English writing skills through the application of PBL, utilizing a purely quantitative approach.

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[45] Füsun Alacapına, "Effectiveness of Project-Based Learning," Procedia - Social and Behavioral Sciences 2, no. 2 (2010): 1365–1369.

C. Conceptual Framework

The conceptual framework in this research is shown in diagram as follow:
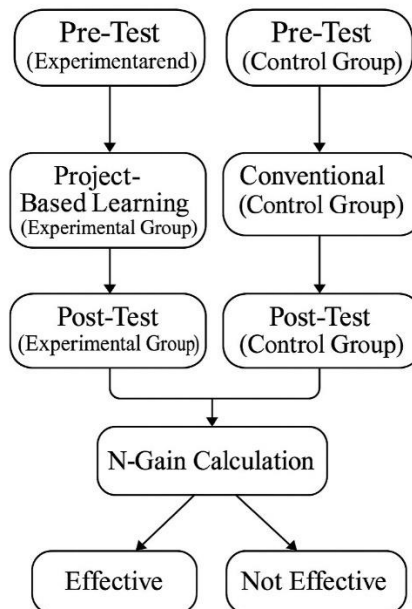
The conceptual framework of this research illustrates the procedure used to determine the effectiveness of Project-Based Learning (PBL) on students' writing skills. The study employed a quasi-experimental design that involved two groups: the experimental group (VII F) and the control group (VII G). Both groups were given a pre-test to assess their initial writing ability before any treatment was conducted. The experimental group received treatment through Project-Based Learning, which engaged students in planning, developing, and presenting a project collaboratively. Meanwhile, the control group was taught using a conventional method without the integration of project-based activities. After the treatment sessions, both groups took a post-test to evaluate their writing improvement. The results from the pre-test and post-test were then analyzed using the N-Gain formula to determine the effectiveness of the applied methods. If the N-Gain score indicated a significantly higher improvement in the experimental group compared to the control group, it was concluded that Project-Based Learning had a positive effect. Otherwise, the method was considered not significantly effective in enhancing students' writing skills.

D. Hypothesis

There are two hypothesis in this research:

1. Zero hypothesis (Ho)

The use of Project-Based Learning does not significantly affect the improvement of English writing skills of 7th-grade students at SMP N 1 Kejobong.

2. Alternative hypothesis (Ha)

The use of Project-Based Learning significantly affects the improvement of English writing skills of 7th-grade students at SMP N 1 Kejobong.
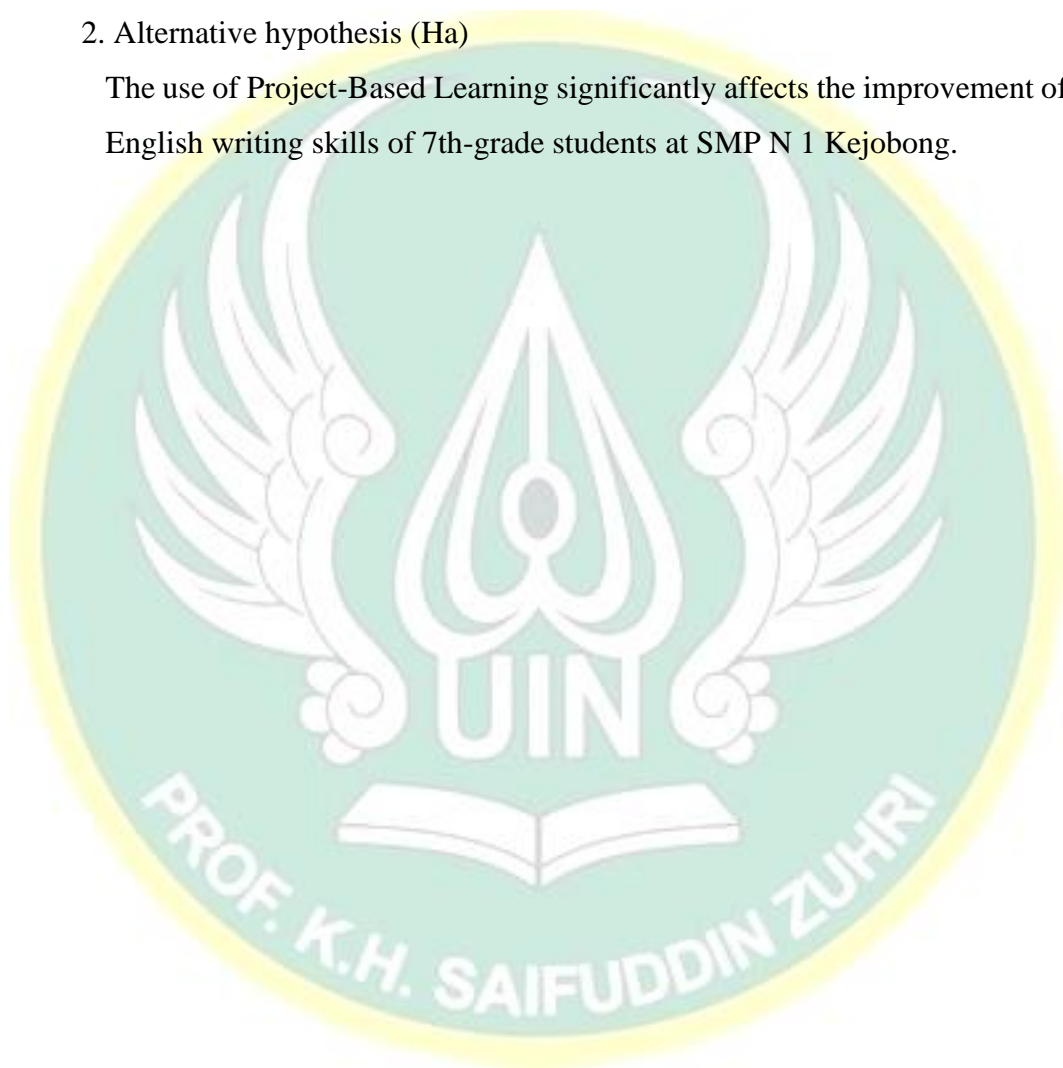
CHAPTER III
RESEARCH METHOD

A. Type of the Research

This research belongs to quantitative research with a quasi-experimental design. According to Creswell, a quasi-experimental design is a research design that includes an intervention or treatment but does not randomly assign participants to groups.[46] This type of research is used when the researcher cannot randomly assign subjects due to practical or ethical reasons but still aims to determine the causal relationship between variables.

In this study, the researcher used a pre-test and post-test non-equivalent group design. Two classes were selected as the samples: one as the experimental group and the other as the control group. The experimental group was taught using Project-Based Learning (PBL), while the control group received conventional teaching. The students' writing abilities were measured before and after the treatment using writing tests to assess the effectiveness of the Project-Based Learning method.

B. Time and Place of the Research

This research was conducted from March 3, 2025, to March 21, 2025, during the second semester of the academic year. The study took place at SMP Negeri 1 Kejobong, which is located at Jl. Raya Kejobong, Karangpoh, Kejobong, Kec. Kejobong, Kabupaten Purbalingga, Jawa Tengah 53392. The school was chosen as the research site because it provided the appropriate environment and facilities for implementing Project-Based Learning in the English writing class of seventh-grade students.

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[46] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education, Inc., 2012).

Research Schedule

No	Activity	Date
1	Pre-test (Control and Experimental Group)	3 March 2025
2	First Treatment (Experimental Group)	6 March 2025
3	First Treatment (Control Group)	7 March 2025
4	Second Treatment (Control and Experimental Group)	10 March 2025
5	Third Treatment (Experimental Group)	13 March 2025
6	Third Treatment (Control Group)	14 March 2025
7	Post-Test (Control and Experimental group)	17 March 2025

C. Population and Sample

1. Population

The population of this research was all seventh-grade students of SMP Negeri 1 Kejobong in the academic year 2024/2025. There were seven classes in total, namely VII A to VII G.

2. Sample

The sample of this research was selected using purposive sampling technique. According to Creswell (2012), purposive sampling is a technique in which researchers intentionally select individuals and sites to learn or understand the central phenomenon being studied. This technique was chosen because it allows the researcher to select participants who are considered most relevant to the research objectives. In this study, the researcher selected the sample based on the English teacher's recommendation and the similarity of students' academic abilities, ensuring that both classes were at a comparable level of English proficiency. Such considerations are essential in experimental research to ensure the validity and reliability of the comparison between groups.

Furthermore, according to Gay, Mills, and Airasian, the appropriate sample size in quantitative research depends on the total population. For small populations (fewer than 100 individuals), it is advisable to use the entire population. For populations between 101 and 1,000 individuals, a sample size of at least 20% is considered acceptable, while for larger

populations, 10% to 15% is usually sufficient.[47] In this research, two classes—VII F and VII G—were chosen as the sample. Class VII F, consisting of 34 students, was designated as the experimental group and was taught using Project-Based Learning. Meanwhile, Class VII G, consisting of 33 students, served as the control group and received instruction through conventional teaching methods. The total sample size of 67 students meets the recommended minimum for quantitative analysis and ensures a fair comparison between the two groups.

D. **Variable of the Research**

Variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the individuals or organizations being studied.[48] This study using two variables, that is:

1. Independent Variable

   The independent variable in this study is Project-Based Learning (PBL). This variable refers to the teaching method applied to the experimental group, where students are involved in project-based tasks designed to improve their writing skills.

2. Dependent Variable

   The dependent variable is the students' English writing skill. This variable represents the outcome measured through pre-test and post-test scores to determine whether the use of Project-Based Learning has an effect on students' ability to write in English.

E. **Research Procedure**

1. Pre-test

   Before the treatment was given, both the experimental and control groups were given a pre-test and it was conducted on 3 March 2025. The purpose of the pre-test was to measure the students' initial writing ability

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[47] L.R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed. (Upper Saddle River: Pearson Education, Inc., 2012).
[48] Creswell.

before being taught using different teaching methods. The test was in the form of a writing task appropriate to the 7th-grade level based on the curriculum. The pre-test was conducted to both group (control and experimental group), which each group instructed to write a descriptive text about vehicle that students frequently use.

2. Treatment

The treatment was conducted in three meetings for both the experimental and control groups, with different schedules for each group. The experimental group (VII F) was taught using Project-Based Learning (PBL), which consisted of three main stages: planning, developing, and presenting the project. The first treatment for the experimental group was conducted on March 6, 2025. In this meeting, students were introduced to the concept of Project-Based Learning and the topic of the project. The teacher explained the learning objectives, provided a model text, and guided the students in planning their writing through brainstorming and outlining. Students worked in small groups to generate ideas and organize them into a writing plan.

The control group (VII G) received the first treatment on March 7, 2025, using a conventional teaching method. Both groups had their second treatment on March 10, 2025. During the second meeting, the experimental group began drafting their descriptive texts based on the plans they had made. The teacher facilitated the writing process by assisting students with vocabulary, sentence construction, and grammar. Peer collaboration and feedback were also encouraged to enhance the quality of their drafts. The third treatment for the experimental group took place on April 13, 2025, while the control group received their third treatment on April 14, 2025. In this final session, students in the experimental group edited and finalized their writing. They revised their texts based on peer and teacher feedback, focusing on grammar, punctuation, and coherence. Each group then presented their project in front of the class, either by reading their texts aloud or through creative presentations such as posters or visual aids. This series

of treatments aimed to engage students actively in the learning process and improve their writing skills through meaningful and collaborative project-based activities.

3. Post-test

After the treatment was completed, both groups were given a post-test on 17 March 2025. The aim of the post-test was to measure the improvement in the students' writing skills after the teaching and learning process. The post-test was conducted to both group (control and experimental group), which each group instructed to write a descriptive text about students' pet. The results of the pre-test and post-test were then compared and analyzed to determine the effectiveness of Project-Based Learning on students' writing skill.

F. Data Collection Techniques

1. Pre-Test and Post-Test

To evaluate the effectiveness of Project-Based Learning in improving students' writing skills, both pre-test and post-test assessments were administered to the experimental and control groups. The pre-test was conducted prior to the treatment to measure the students' initial writing abilities, while the post-test was administered after the treatment to assess any improvements. These assessments covered essential aspects of writing, including content, vocabulary usage, and grammatical accuracy.

2. Student writing Samples

The students' written texts from both the pre-test and post-test were collected and analyzed based on predetermined criteria. These samples served as the primary data to examine how students improved their writing skills in terms of content development, coherence, vocabulary, and grammatical usage after being exposed to the PBL method.

3. Indicators

Scoring Rubrics

Aspek	Skor 1 (Poor)	Skor 2 (Fair)	Skor 3 (Good)	Skor 4 (Excellent)
Content	Unclear, lacking in detail	Fairly clear, lacking in detail	Clear, sufficiently detailed	Very clear and detailed
Organization	No clear sequence	Poor sequence	Fairly good sequence	Very well-organized
Grammar	Many errors	Several errors	Few errors	Almost no errors
Vocabulary	Limited Vocabulary	Fairly varied	Good Some errors	Very good, no errors
Mechanics	Many errors	Several errors	Few Errors	Almost no errors

Maximum score: 20

The rubric score can be interpretated as follows:

- 16-20   : Excellent
- 11-15   : Good
- 6-10   : Fair
- 1-5   : Poor

In this research the 0–100 scale used for converting the scores is based on the common grading system in Indonesia, particularly following the implementation of the 2013 Curriculum and the Merdeka Curriculum. In Indonesia's education system, final assessments are typically expressed using a 0 to 100 scale for all subjects, including English. In this case, each aspect of the rubric (Content, Organization, Grammar, Vocabulary,

Mechanics) was scored from 1 to 4, resulting in a total raw score range from 5 (minimum) to 20 (maximum). To align with the national grading standard, the students' total scores were converted to the 0–100 scale using the formula:

$$\text{Final Score} = \left(\frac{\text{Total Student Score}}{20}\right) \times 100$$

G. Data Analysis

The data collected from the two groups—namely the experimental group (students taught using Project-Based Learning) and the control group (students taught using conventional methods)—were analyzed using the Normalized Gain (N-Gain) method with the assistance of SPSS statistical software.

N-Gain is a widely used statistical measure in educational research to determine the effectiveness of an intervention by comparing the improvement in student scores from pre-test to post-test. This analysis helps quantify the magnitude of improvement and provides a clear picture of how much the students' writing skills developed after the treatment.

The N-Gain formula is as follows:[49]

$$N - Gain = \frac{(Post - testScore) - (Pre - testScore)}{Maximum\ Possible\ Score - (Pre - Test\ Score)}$$

The data analysis process in this research included the following steps:

1. Data Entry

   All the pre-test and post-test scores from both the experimental and control groups were inputted into SPSS software for systematic analysis.

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[49] Richard R. Hake, "Interactive-Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses," *American Journal of Physics* 66, no. 1 (1998): 69, https://doi.org/10.1119/1.18809.

2. Calculation of N-Gain

   Using the formula above, the N-Gain was calculated for each student. Then, the average N-Gain for each group was obtained to see the general improvement pattern.

3. Comparison of N-Gain

   The N-Gain scores of the experimental group and the control group were compared. A higher average N-Gain score in the experimental group would indicate that the Project-Based Learning method was more effective in improving students' writing skills compared to the conventional method.

4. Descriptive Analysis

   Descriptive statistics, including the mean and standard deviation of the N-Gain scores, were calculated for both groups to support further interpretation.

5. Interpretation

   The results from the N-Gain and descriptive analysis were interpreted to determine the significance and effectiveness of Project-Based Learning in enhancing the writing skills of seventh-grade students. N-Gain scores can be interpreted both in decimal and percentage formats. Based on the classification by Hake, the criteria for interpreting N-Gain scores are as follows:[50]

N-Gain Score	Interpretation
$g < 0.00$	Decrease
$g = 0.00$	Stable
$0.00 < g < 0.30$	Low
$0.30 < g < 0.70$	Average
$0.70 < g < 1.00$	High

   The table above shows the interpretation criteria for N-Gain scores, which are used to measure the effectiveness of a treatment by comparing

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[50] Richard R. Hake, "Interactive-Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses," *American Journal of Physics* 66, no. 1 (1998): 64–74, https://doi.org/10.1119/1.18809.

students' learning improvement from pre-test to post-test. If the N-Gain score is less than 0.00 ($g < 0.00$), it indicates a decrease in students' performance. A score of 0.00 means there is no change or the learning outcome is stable. When the N-Gain score falls between 0.00 and 0.30, it is categorized as low, suggesting only a slight improvement. A score between 0.30 and 0.70 is considered average, indicating a moderate level of improvement. Meanwhile, an N-Gain score between 0.70 and 1.00 is categorized as high, which reflects a significant improvement in students' learning outcomes after the treatment. This classification helps to evaluate how effective the applied learning method is in enhancing students' academic performance.
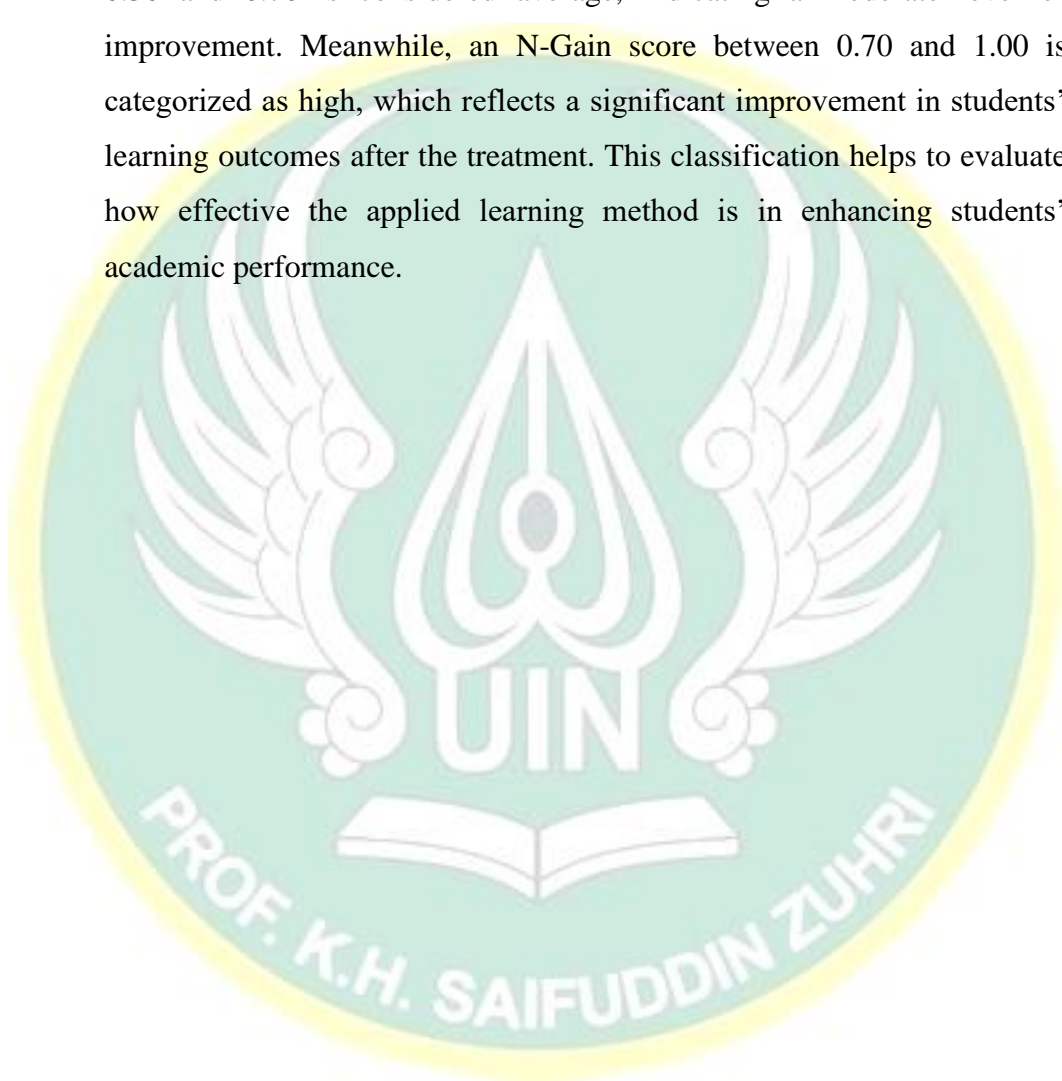
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents findings and discussion regarding the research results aimed at answer the research question comprehensively.

A. Findings

1. Treatment

The treatment phase began with an introductory session aimed at building students' foundational understanding of descriptive text. In this session, the teacher explained the definition of descriptive text, which is a type of text that provides detailed information about a person, place, animal, or object. The purpose of this text type is to help readers visualize and understand the subject being described. Furthermore, students were introduced to the structure of descriptive text, which typically consists of two main parts: identification and description. The teacher also explained the common language features used in descriptive texts, such as the use of present tense, adjectives, and specific nouns. This introduction was crucial to prepare students before engaging in group-based project activities.

In the next phase, students were divided into small groups, each consisting of five members. Group formation was intended to foster collaboration, idea sharing, and peer support throughout the learning process. Each group was given a task to choose a topic—such as their favorite animal, a tourist destination, or a person they admire—and then collaboratively develop a descriptive text based on that topic. The teacher guided students to gather relevant information, brainstorm ideas, and discuss the structure and vocabulary they would use. This task allowed students to express their opinions, negotiate meanings, and work together toward a shared goal. The project not only encouraged teamwork but also enhanced their understanding of the content through active participation.

After completing their descriptive texts, each group was given the opportunity to present their work in front of the class. During the presentation session, students practiced their speaking skills while

explaining the content of their group's descriptive text. Other students were encouraged to listen actively, ask questions, and give feedback, promoting an interactive learning environment. The teacher also provided constructive feedback, particularly on language use, structure, and clarity of the descriptions. This activity helped students build confidence in their language abilities and appreciate the work of their peers. Moreover, it reinforced their learning by allowing them to articulate and reflect on their group's writing process.

The final stage of the treatment involved individual and group reflections on the learning process and outcomes. Students were asked to reflect on their experiences during the project, including the challenges they faced, how they overcame them, and what they learned about writing descriptive texts. The teacher facilitated a class discussion to evaluate the overall effectiveness of the group work and the clarity of the final texts. Evaluation was also carried out through a post-test to measure students' writing improvement after the treatment. Additionally, feedback was collected to assess student engagement and the applicability of the Project-Based Learning model in an English writing classroom. This reflection and evaluation stage aimed to consolidate learning and encourage continuous improvement.

2. Data Description

This chapter presents a comprehensive overview of the data collected during the research study, which aimed to assess the effectiveness of Project-Based Learning (PBL) in enhancing students' English writing skills at SMP Negeri 1 Kejobong. The data presented in this chapter includes the N-Gain scores obtained from pre-test and post- test assessments for the two research groups: the experimental group (students taught using Project-Based Learning) and the control group (students taught using conventional methods).

The research was conducted at SMP Negeri 1 Kejobong, located in the District of Kejobong, Purbalingga Regency, Central Java. The study

was conducted over the course of three weeks, during which the Project-Based Learning treatments were implemented. Each treatment was delivered once a week for a duration of 60 minutes (equivalent to two class periods), with a total of three treatments for each group.

The experimental group consisted of 34 students from class 7F, while the control group consisted of 33 students from class 7G. The assessments were administered in the form of pre-tests and post-tests, aiming to measure students' improvement in writing skills. The normalized gain (N-Gain) scores were calculated for each student to determine the effectiveness of the learning method applied.

Descriptive statistics, such as the mean N-Gain scores, were used to summarize the data and compare the learning outcomes between the two groups. Data visualization tools, including tables and charts, were utilized to illustrate patterns and trends observed within the students' performance. The subsequent sections in this chapter provide a detailed analysis of the N-Gain scores, including the data analysis approach, interpretation of writing skill improvement, discussion on contextual factors, and integration with relevant educational theories. These analyses aim to offer insights into the effectiveness of Project-Based Learning in improving students' writing skills and to understand the contextual and theoretical considerations related to the findings.

Overall, this chapter serves as a foundation for the subsequent data analysis and interpretation, offering a comprehensive view of the N-Gain scores obtained from the pre-test and post-test assessments for both the experimental and control groups.

a. Pre-Test and Post-Test Scores

This section presents the statistical results of the pre-test and post-test scores for both the control and experimental classes. The tests were conducted to evaluate students' writing proficiency before and after the treatment was implemented. The descriptive statistics include the number of participants, minimum and maximum scores, the mean,

and the standard deviation. These results serve as the foundation for determining the effectiveness of the learning methods used in this research.

1) Control Group

Table 1. Pre-Test Scores Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	33	5.0	9.0	6.939	1.1710
Valid N (listwise)	33				

The pre-test was administered to 33 students in the control class before any treatment was given. As shown in the table, the minimum score was 5.0, and the maximum score was 9.0. The mean score was 6.939, with a standard deviation of 1.1710. This suggests that students' writing skills were relatively homogeneous, and their average performance was within a moderate level.

Table 2. Post-Test Scores Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	33	5.0	11.0	6.970	1.4249
Valid N (listwise)	33				

After the conventional teaching method was applied for three sessions over three weeks, a post-test was administered. The results show that the minimum score was 5.0, and the maximum score was 11.0, with a mean score of 6.970 and a standard deviation of 1.4249. These statistics indicate only a slight improvement in students' writing scores, with a small increase in score distribution. The modest difference between pre-test and post-test scores reflects that the conventional method did not significantly enhance students' writing proficiency.

2) Experimental Group

Table 3. Pre-Test Scores Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	34	5.0	14.0	8.647	2.5332
Valid N (listwise)	34				

The experimental class consisted of 34 students who were assessed before receiving any treatment. The minimum score in the pre-test was 5.0, and the maximum score was 14.0, with a mean score of 8.647 and a standard deviation of 2.5332. Compared to the control group, the experimental class showed a wider range of performance and greater variation in students' initial writing abilities.

Table 4. Post Test Scores Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	34	9.0	16.0	11.294	2.2365
Valid N (listwise)	34				

Following the implementation of Project-Based Learning (PBL) over three weeks (60 minutes per session), students in the experimental group took the post-test. The results reveal a minimum score of 9.0, a maximum score of 16.0, a mean score of 11.294, and a standard deviation of 2.2365. These findings indicate a significant improvement in writing proficiency, as reflected by the increase in the average score and the higher lower-bound of performance (9.0). Moreover, the standard deviation slightly decreased, suggesting that the treatment may have contributed to more consistent performance across the group.

b. N-Gain Scores

  The N-Gain scores in this study were used to measure the effectiveness of the learning methods applied in both the control and experimental groups by evaluating the improvement in students' writing performance. The N-Gain score was calculated using the formula:

$$N - Gain = \frac{Post - testScore - Pre - testScore}{Maximum\ Possible\ Score - Pre - Test\ Score}$$

  This formula helps to determine the relative gain in students' performance by considering the potential maximum improvement each student could achieve.

Table 5. N-Gain Scores Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	33	-.18	.25	.0021	.07099
Pre-Test	33	5.0	9.0	6.939	1.1710
Post-Test	33	5.0	11.0	6.970	1.4249
Valid N (listwise)	33				

Table 6. N-Gain Scores Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	34	-.13	.55	.2285	.14898
Pre-Test	34	5.0	14.0	8.647	2.5332
Post-Test	34	9.0	16.0	11.294	2.2365
Valid N (listwise)	34				

  Based on the data from the control class, which consisted of 33 students, the mean N-Gain score was 0.0021 with a standard deviation of 0.07099. The minimum N-Gain score was -0.18 and the maximum was 0.25. These results indicate that students in the control class showed almost no improvement after the conventional teaching method, with some students even experiencing a decline in

performance as reflected in the negative N-Gain scores. On the other hand, the experimental class, which consisted of 34 students who were taught using Project-Based Learning (PjBL), showed a mean N-Gain score of 0.2285 with a standard deviation of 0.14898. The minimum score in this group was -0.13 and the maximum was 0.55. Although the average N-Gain score in the experimental class falls within the low category based on Hake's classification (low: < 0.3, medium: 0.3–0.7, high: > 0.7), it is still significantly higher than that of the control class. This suggests that the implementation of Project-Based Learning had a more positive impact on improving students' writing skills compared to the conventional method used in the control class.

3. Data Analysis

Descriptive statistics are an essential component of data analysis, providing a comprehensive summary of the collected data in this research. In this section, we present a detailed overview of various statistical measures that characterize the N-Gain scores obtained from both the experimental and control groups. These statistics offer valuable insights into the central tendencies, variability, and distribution of the data, allowing for a deeper interpretation of the impact of Project-Based Learning (PjBL) on students' writing performance.

Table 7. Descriptive Statistics of N-Gain Score in Control and
Experimental Group

Kelas				Statistic	Std. Error
Ngain	Control	Mean		.0021	.01236
		95% Confidence Interval for Mean	Lower Bound	-.0231	
			Upper Bound	.0272	
		5% Trimmed Mean		-.0017	
		Median		.0000	
		Variance		.005	
		Std. Deviation		.07099	
		Minimum		-.18	
		Maximum		.25	
		Range		.43	
		Interquartile Range		.00	
		Skewness		1.123	.409
		Kurtosis		5.478	.798
	Experime	Mean		.2285	.02555
		95% Confidence Interval for Mean	Lower Bound	.1765	
			Upper Bound	.2805	
		5% Trimmed Mean		.2287	
		Median		.2225	
		Variance		.022	
		Std. Deviation		.14898	
		Minimum		-.13	
		Maximum		.55	
		Range		.67	
		Interquartile Range		.15	
		Skewness		.189	.403
		Kurtosis		.405	.788

In the control group, the mean N-Gain score was 0.0021 with a standard error of 0.01236, indicating a very slight average improvement in writing skills. The 95% confidence interval for the mean ranged from -0.0231 to 0.0272, suggesting that the true mean could even reflect a decrease in performance. The median score was 0.0000, and the 5% trimmed mean was -0.0017, indicating that outliers slightly skewed the data toward negative gains. The standard deviation was 0.07099 with a variance of 0.005, showing low variability in students' improvement. The range was 0.43, from a minimum of -0.18 to a maximum of 0.25, while the interquartile range was 0.00, indicating that most scores were clustered around the

median. The distribution showed a positive skewness of 1.123 and high kurtosis of 5.478, suggesting a distribution that is sharply peaked with more outliers on the right tail.

In contrast, the experimental group demonstrated a more substantial improvement. The mean N-Gain score was 0.2285 with a standard error of 0.02555, and the 95% confidence interval ranged from 0.1765 to 0.2805, indicating a consistent and statistically meaningful gain. The median was 0.2225 and the 5% trimmed mean was 0.2287, suggesting that the data distribution was relatively symmetrical and not heavily affected by outliers. The standard deviation was 0.14898 with a variance of 0.022, indicating a moderate level of variability among students. The range was 0.67, from a minimum of -0.13 to a maximum of 0.55, and the interquartile range was 0.15, reflecting a broader distribution of improvement scores. The skewness was 0.189, indicating a slight rightward skew, and the kurtosis was 0.405, suggesting a distribution close to normal. Overall, these descriptive statistics support the conclusion that the implementation of Project-Based Learning positively influenced students' writing skill development more effectively than the conventional method used in the control group.

Data visualization is a crucial part of data analysis that enables researchers to interpret and present numerical findings in a more intuitive and accessible manner. By transforming raw data into visual formats such as charts or graphs, patterns and trends become more apparent, facilitating easier comparison between variables or groups. In this research, boxplots were utilized to visually compare the N-Gain scores of students in the control and experimental groups, offering a clear illustration of score distribution, central tendency, and variability.

Table 8. Boxplot of N-Gain Scores for Control and Experimental Group
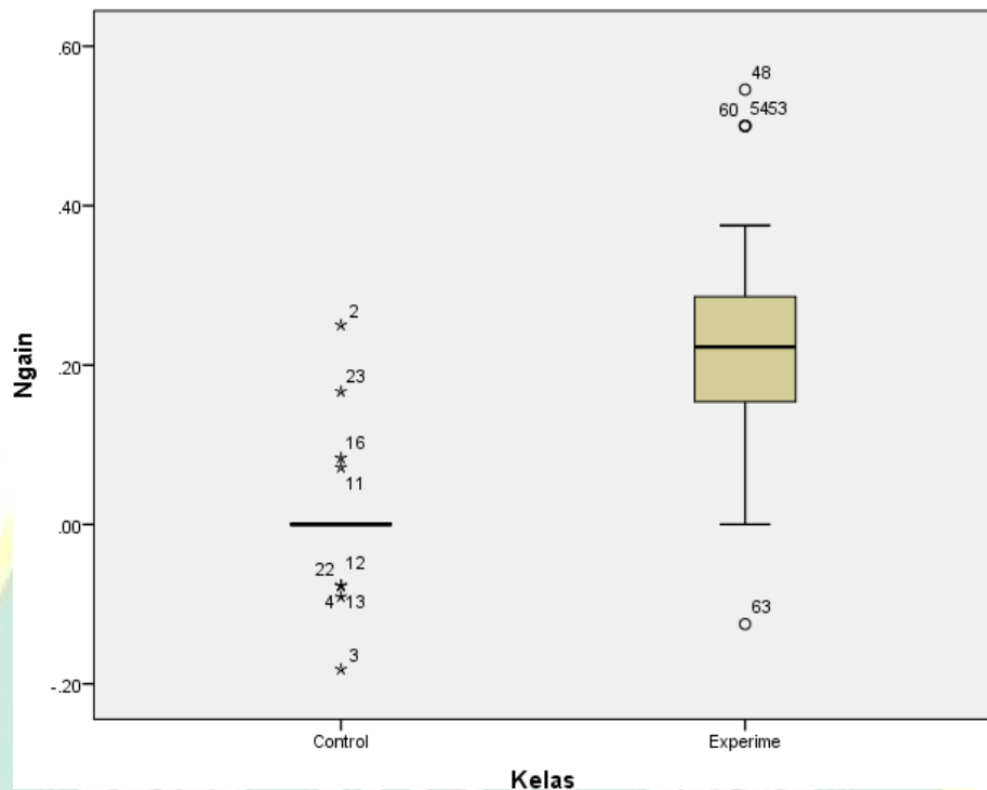
The boxplot displayed in the figure illustrates the comparison of N-Gain scores between the control group and the experimental group. In the control group, the median N-Gain score is nearly zero, with most of the data points clustered tightly around the median and several outliers both above and below. This indicates that students in the control group showed very little improvement, with some even experiencing a decrease in performance. The distribution is highly compressed, and the presence of multiple outliers suggests inconsistent learning gains.

In contrast, the experimental group shows a more spread-out distribution with a higher median N-Gain score, clearly above that of the control group. The interquartile range is wider, indicating greater variability in learning gains among students. Most students in this group experienced a moderate to substantial increase in their scores, and although a few outliers are present, the overall distribution suggests a consistent and positive impact of the Project-Based

Learning approach. This visualization strongly supports the effectiveness of the intervention in enhancing students' writing skills compared to traditional teaching methods.

The N-Gain scores functioned as a key indicator to measure the standardized progress in students' writing skills. These scores were calculated using the following formula:

$$N - Gain = \frac{Post - testScore - Pre - testScore}{Maximum\ Possible\ Score - Pre - Test\ Score}$$

Table 9. N-Gain Score Control Group

NO	NAME	Pre-Test	Post-Test	N-Gain
1	Student 1	35	35	0.00
2	Student 2	40	55	0.25
3	Student 3	45	35	-0.18
4	Student 4	35	30	-0.08
5	Student 5	30	30	0.00
6	Student 6	40	40	0.00
7	Student 7	35	35	0.00
8	Student 8	30	30	0.00
9	Student 9	35	35	0.00
10	Student 10	35	35	0.00
11	Student 11	30	35	0.07
12	Student 12	45	40	-0.09
13	Student 13	35	30	-0.08
14	Student 14	35	35	0.00
15	Student 15	30	30	0.00
16	Student 16	40	45	0.08
17	Student 17	30	30	0.00
18	Student 18	35	35	0.00
19	Student 19	35	35	0.00
20	Student 20	35	35	0.00
21	Student 21	35	35	0.00
22	Student 22	35	30	-0.08
23	Student 23	40	50	0.17
24	Student 24	25	25	0.00

NO	NAME	Pre-Test	Post-Test	Ngain
25	Student 25	30	30	0.00
26	Student 26	30	30	0.00
27	Student 27	25	25	0.00
28	Student 28	25	25	0.00
29	Student 29	25	25	0.00
30	Student 30	45	45	0.00
31	Student 31	45	45	0.00
32	Student 32	40	40	0.00
33	Student 33	35	35	0.00

Table 10. N-Gain Score Experimental Group

NO	NAME	Pre-Test	Post-Test	Ngain
1	Student 1	35	45	0.15
2	Student 2	50	60	0.20
3	Student 3	70	80	0.33
4	Student 4	45	50	0.09
5	Student 5	25	45	0.27
6	Student 6	40	45	0.08
7	Student 7	45	55	0.18
8	Student 8	50	50	0.00
9	Student 9	25	45	0.27
10	Student 10	25	45	0.27
11	Student 11	50	55	0.10
12	Student 12	35	45	0.15
13	Student 13	35	45	0.15
14	Student 14	60	70	0.25
15	Student 15	45	75	0.55
16	Student 16	60	75	0.38
17	Student 17	40	55	0.25
18	Student 18	35	50	0.23
19	Student 19	30	50	0.29
20	Student 20	60	80	0.50
21	Student 21	50	75	0.50
22	Student 22	45	65	0.36
23	Student 23	45	50	0.09
24	Student 24	45	55	0.18

25	Student 25	60	60	0.00
26	Student 26	25	45	0.27
27	Student 27	30	65	0.50
28	Student 28	30	45	0.21
29	Student 29	65	70	0.14
30	Student 30	60	55	-0.13
31	Student 31	45	55	0.18
32	Student 32	25	50	0.33
33	Student 33	45	55	0.18
34	Student 34	40	55	0.25

This statistical indicator offered a perspective on the extent of improvement in each group, delivering a numerical evaluation of the effectiveness of the treatment.

In this research, the N-Gain score was employed to evaluate the effectiveness of the Project-Based Learning (PBL) model in enhancing students' writing proficiency. The N-Gain score is calculated using the formula:

$$N - Gain = \frac{Post - testScore - Pre - testScore}{Maximum\ Possible\ Score - Pre - Test\ Score}$$

This calculation yields a normalized measure of learning improvement, enabling researchers to compare progress across groups with different initial abilities. N-Gain scores can be interpreted both in decimal and percentage formats. In this study, the scores were expressed in decimal to facilitate interpretation. Based on the classification by Hake, the criteria for interpreting N-Gain scores are as follows:[51]

[51] Richard R. Hake, "Interactive-Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses," *American Journal of Physics* 66, no. 1 (1998): 64–74, https://doi.org/10.1119/1.18809.

N-Gain Score	Interpretation
$g < 0.00$	Decrease
$g = 0.00$	Stable
$0.00 < g < 0.30$	Low
$0.30 < g < 0.70$	Average
$0.70 < g < 1.00$	High

The average N-Gain score for the experimental group (class 7F), which received treatment through Project-Based Learning, was 0.2285, categorized as low gain. Meanwhile, the control group (class 7G), which was taught using conventional methods, achieved an average N-Gain score of only 0.0021, categorized as stable or minimal gain. These results provided a data-driven foundation for assessing the impact of PBL on students' writing skills.

B. Discussion

This study was conducted to examine the effectiveness of the Project- Based Learning (PBL) model in improving students' writing skills, particularly in writing descriptive texts, at seventh-grade students of SMP Negeri 1 Kejobong. The evaluation process was supported by both pre-test and post-test scores from control and experimental groups, and the data were analyzed using IBM SPSS Statistics 25, including the N-Gain score to measure the improvement. The N-Gain score was used to determine the extent of learning progress before and after the students received treatment using the PBL model during three meetings, each lasting 60 minutes (or two class hours).

The effectiveness of the PBL model was assessed through comparison of students' pre-test and post-test scores. In the control class (7G), the pre-test mean score was 6.939 and the post-test mean was 6.970, resulting in a very minimal gain. Meanwhile, the experimental class (7F) showed more promising results, with the pre-test mean score of 8.647 and a post-test mean score of

11.294. These findings indicate that the writing ability of students in the experimental group improved significantly more than those in the control group.

The N-Gain test results further validated this difference. The control group achieved a mean N-Gain of only 0.0021, categorized as very low gain, while the experimental group attained a mean N-Gain of 0.2285, which is considered low gain, but still considerably better. The scoring categories based on Hake's classification indicate that although the improvement was not yet in the "average" range, the PBL approach still contributed positively to student writing development. This shows that PBL had a more substantial impact on students' ability to write descriptive texts than conventional methods.

In analyzing individual student performance, the N-Gain scores revealed varying levels of progress in the experimental class. Some students achieved moderate gains with scores ranging from 0.30 to 0.50, while others showed lower but still upward improvements. This suggests that students responded differently to PBL depending on their learning styles, motivation, and group dynamics. Nonetheless, the majority showed progress in their writing skills, particularly in aspects such as organizing ideas, vocabulary use, sentence structure, and grammatical accuracy.

These results are consistent with previous research, such as a study by Pratiwi et al. which found that PBL increased students' engagement and writing performance by encouraging them to create meaningful written work through collaboration and project creation.[52] Moreover, Oktaviani & Retnaningdyah emphasized that PBL fosters independent learning, motivation, and creativity, all of which are essential in language skill development.[53]

In the context of this study, PBL provided students with the opportunity to work in groups, discuss ideas, plan projects, write collaboratively, and present their final work. These activities encouraged students to be more active,

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[52] Pratiwi et al., "The Implementation of Project-Based Learning to Improve Students' Writing Skills," PROJECT (Professional Journal of English Education) 5, no. 4 (2022): 895–901.
[53] Oktaviani, Ria, and Retnaningdyah, Purnami, "The Effectiveness of Project-Based Learning in Teaching Writing Skill: A Literature Review," JoLLA: Journal of Language, Literature, and Arts Education 1, no. 2 (2023): 137–143.

responsible, and engaged throughout the learning process. The hands-on experience and student-centered approach of PBL allowed learners to connect writing with real-life experiences and personal interests, which contributed to more meaningful learning.

During the teaching and learning process, students in the experimental group showed enthusiasm and active participation. They were more focused when developing their writing projects and more confident when presenting their work. The classroom atmosphere was more dynamic and interactive, allowing students to exchange feedback, share ideas, and help each other improve. This learning model not only improved their writing performance but also built their confidence, communication skills, and critical thinking abilities. In conclusion, based on the findings and overall classroom experience, the implementation of Project-Based Learning at SMP Negeri 1 Kejobong was proven effective in improving students' writing skills. While the improvement was categorized as low in terms of N-Gain percentage, the positive trends in scores and student engagement indicated that PBL is a valuable approach for teaching writing in junior high school. The results support the integration of PBL into language learning classrooms as a means to promote better learning outcomes and student-centered instruction.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this research, it can be concluded that the implementation of Project-Based Learning (PBL) improves the writing skills of 7th-grade students at SMP Negeri 1 Kejobong. The findings reveal that students who were taught using PBL demonstrated better performance in writing, as seen from the increase in their post-test scores and the higher N-Gain value compared to the control group. Although the average N-Gain score was categorized as low (0.2285), it still indicated a meaningful improvement compared to the control class, which only reached 0.0021. This demonstrates that PBL can stimulate student learning in a more effective and engaging way than conventional teaching methods. The collaborative and student-centered nature of PBL provides a more dynamic learning atmosphere, encouraging students to express ideas and improve writing quality.

Furthermore, PBL facilitated students' ability to organize their ideas, enrich their vocabulary, and construct grammatically correct sentences. Students became more involved in the learning process through group discussions, peer feedback, and presentations, which contributed to their overall writing development. These activities also allowed students to develop soft skills such as communication, teamwork, and responsibility, which are essential for their academic and future success. As a result, the research supports the alternative hypothesis (Ha), which states that Project-Based Learning affects the improvement of students' English writing skills. Therefore, it can be concluded that PBL is an effective instructional method that not only enhances students' academic performance but also cultivates essential life skills in a collaborative learning environment.

B. Limitation of Study

Although this study produced positive results, several limitations should be acknowledged. First, the research was conducted over a relatively short period of time, only three weeks, with three treatment sessions. Such a limited time frame may not have been enough to capture the full potential of Project-Based Learning in improving students' writing abilities. Writing is a complex skill that requires continuous practice, feedback, and revision; thus, a longer treatment period might yield even more significant results. Moreover, the study only focused on descriptive text, without exploring how PBL might impact other writing genres such as narrative, recount, or argumentative texts.

In addition, this research was conducted in a single school with only two classes, which limits the generalizability of the findings. The sample size was relatively small, and the characteristics of the school and students may not represent the broader population. Other limitations include differences in group dynamics, where not all students may have participated equally in group projects, possibly affecting the outcomes. Furthermore, students' prior experience with collaborative learning and their motivation levels could have influenced the results, either positively or negatively. Finally, the study did not include qualitative data such as interviews or observations to capture students' attitudes and reflections in more depth, which could have enriched the interpretation of the results.

C. Suggestion

Based on the findings and limitations of the study, several suggestions are proposed for future practice and research. First, English teachers are encouraged to adopt Project-Based Learning as a strategy to improve students' writing skills, especially in junior high school contexts. PBL offers a more engaging and authentic approach to learning, where students can explore real-life topics and work collaboratively to produce meaningful texts. However, teachers need to be well-prepared with proper planning, classroom management strategies, and scaffolding techniques to support students throughout the project stages.

Additionally, teachers should be trained in facilitating group activities and assessing students' progress through formative feedback.

For students, it is important to actively participate in every stage of the project—from planning and drafting to presenting and revising. Engaging in PBL requires not only language skills but also a willingness to collaborate, communicate, and solve problems creatively. Students should take ownership of their learning and see writing not merely as a classroom task, but as a valuable skill that can be applied in various real-life contexts. By doing so, they can develop a deeper appreciation of the writing process and improve their confidence in expressing ideas in English. Encouraging students to reflect on their learning experiences will also help them become more self-directed and independent learners.

For future researchers, it is recommended to extend the duration of treatment and include a more diverse sample across different schools and grade levels. Exploring the impact of PBL on other text types and integrating qualitative methods such as interviews or classroom observations would offer richer insights into the learning process. Researchers can also investigate the combination of PBL with digital tools or hybrid learning models to enhance student engagement and accessibility. Moreover, it is suggested to examine the long-term effects of PBL on students' writing retention and transferability to other academic subjects. These future directions will contribute to a more comprehensive understanding of how PBL can be optimally implemented in EFL classrooms.

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APPENDICES

Pre-Test

PRE-TEST

(Menulis Teks Deskriptif)

Instructions:

1. Read the instructions carefully before answering.
2. Write a descriptive paragraph about your vehicle frequently use.
3. The paragraph should consist of at least 8-10 sentences.
4. Use correct grammar, vocabulary, and spelling.

Topic: Write a descriptive paragraph about your vehicle you frequently use. Explain its type, appearance, purpose, and why you often use it.

Answer :

_____

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Post-Test

POST-TEST

(Menulis Teks Deskriptif)

Instructions:

1. Read the instructions carefully before answering.
2. Write a descriptive paragraph about your pet or a pet you would like to have.
3. The paragraph should consist of at least 8-10 sentences.
4. Use correct grammar, vocabulary, and spelling.

Topic: Write a descriptive paragraph about your pet or a pet you would like to have. Describe its appearance, habits, and why you love it.

Answer :

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_____

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Appendix 3

Pre-Test and Post-Test Rubric

Aspek	Skor 1 (Poor)	Skor 2 (Fair)	Skor 3 (Good)	Skor 4 (Excellent)
Content	Unclear, lacking in detail	Fairly clear, lacking in detail	Clear, sufficiently detailed	Very clear and detailed
Organization	No clear sequence	Poor sequence	Fairly good sequence	Very well-organized
Grammar	Many errors	Several errors	Few errors	Almost no errors
Vocabulary	Limited Vocabulary	Fairly varied	Good Some errors	Very good, no errors
Mechanics	Many errors	Several errors	Few Errors	Almost no errors

Appendix 4

Pre-Test Score Control Group

NO	NAME	SCORE					TOTAL	0-100 Scale Final Score
	PRE-TEST SCORE LIST VII G	Content	Organization	Grammar	Vocabulary	Mechanics		
1	Student 1	1	1	1	2	2	7	35
2	Student 2	2	1	1	2	2	8	40
3	Student 3	2	2	1	2	2	9	45
4	Student 4	2	1	1	2	1	7	35
5	Student 5	2	1	1	1	1	6	30
6	Student 6	2	1	1	2	2	8	40
7	Student 7	2	1	1	2	1	7	35
8	Student 8	1	2	1	1	1	6	30
9	Student 9	1	1	1	2	2	7	35
10	Student 10	1	1	1	2	2	7	35
11	Student 11	2	1	1	1	1	6	30
12	Student 12	2	2	1	2	2	9	45
13	Student 13	2	1	1	2	1	7	35
14	Student 14	2	1	1	1	2	7	35
15	Student 15	2	1	1	1	1	6	30
16	Student 16	2	1	1	2	2	8	40
17	Student 17	2	1	1	1	1	6	30
18	Student 18	2	1	1	1	2	7	35
19	Student 19	2	2	1	1	1	7	35
20	Student 20	1	2	1	2	1	7	35
21	Student 21	2	1	1	2	1	7	35
22	Student 22	2	2	1	1	1	7	35
23	Student 23	2	1	1	2	2	8	40
24	Student 24	1	1	1	1	1	5	25
25	Student 25	1	1	1	2	1	6	30
26	Student 26	1	1	1	1	2	6	30
27	Student 27	1	1	1	1	1	5	25
28	Student 28	1	1	1	1	1	5	25
29	Student 29	1	1	1	1	1	5	25
30	Student 30	2	2	2	2	1	9	45
31	Student 31	2	2	1	2	2	9	45
32	Student 32	2	1	1	2	2	8	40
33	Student 33	2	1	1	2	1	7	35

Appendix 5

Post-Test Score Control Group

NO	NAME	SCORE					TOTAL	0-100 Scale Final Score
		Content	Organization	Grammar	Vocabulary	Mechanics		
1	Student 1	1	1	1	2	2	7	35
2	Student 2	3	2	2	2	2	11	55
3	Student 3	2	2	1	1	1	7	35
4	Student 4	2	1	1	1	1	6	30
5	Student 5	2	1	1	1	1	6	30
6	Student 6	2	1	1	2	2	8	40
7	Student 7	2	1	1	2	1	7	35
8	Student 8	2	1	1	1	1	6	30
9	Student 9	1	1	1	2	2	7	35
10	Student 10	1	1	1	2	2	7	35
11	Student 11	2	1	1	2	1	7	35
12	Student 12	2	1	1	2	2	8	40
13	Student 13	2	1	1	1	1	6	30
14	Student 14	2	1	1	1	2	7	35
15	Student 15	2	1	1	1	1	6	30
16	Student 16	2	2	1	2	2	9	45
17	Student 17	2	1	1	1	1	6	30
18	Student 18	2	1	1	1	2	7	35
19	Student 19	2	2	1	1	1	7	35
20	Student 20	1	2	1	2	1	7	35
21	Student 21	2	1	1	2	1	7	35
22	Student 22	2	1	1	1	1	6	30
23	Student 23	3	2	1	2	2	10	50
24	Student 24	1	1	1	1	1	5	25
25	Student 25	1	1	1	2	1	6	30
26	Student 26	1	1	1	1	2	6	30
27	Student 27	1	1	1	1	1	5	25
28	Student 28	1	1	1	1	1	5	25
29	Student 29	1	1	1	1	1	5	25
30	Student 30	2	2	2	2	1	9	45
31	Student 31	2	1	2	2	2	9	45
32	Student 32	2	1	1	2	2	8	40
33	Student 33	2	1	1	2	1	7	35

Appendix 6

Pre-Test Score Experimental Group

NO	NAME	SCORE					TOTAL	0-100 Scale Final Score
		Content	Organization	Grammar	Vocabulary	Mechanic		
	PRE-TEST SCORE LIST VII F							
1	Student 1	2	2	1	1	1	7	35
2	Student 2	2	2	2	2	2	10	50
3	Student 3	3	3	3	3	2	14	70
4	Student 4	2	1	2	2	2	9	45
5	Student 5	1	1	1	1	1	5	25
6	Student 6	1	2	1	2	2	8	40
7	Student 7	2	1	2	2	2	9	45
8	Student 8	2	2	2	2	2	10	50
9	Student 9	1	1	1	1	1	5	25
10	Student 10	1	1	1	1	1	5	25
11	Student 11	2	2	2	2	2	10	50
12	Student 12	2	1	1	2	1	7	35
13	Student 13	1	2	1	1	2	7	35
14	Student 14	3	3	2	2	2	12	60
15	Student 15	2	2	1	2	2	9	45
16	Student 16	3	3	2	2	2	12	60
17	Student 17	1	1	2	2	2	8	40
18	Student 18	2	2	1	1	1	7	35
19	Student 19	2	1	1	1	1	6	30
20	Student 20	3	3	2	2	2	12	60
21	Student 21	2	2	2	2	2	10	50
22	Student 22	2	1	2	2	2	9	45
23	Student 23	2	2	1	3	1	9	45
24	Student 24	2	2	1	2	2	9	45
25	Student 25	3	3	2	2	2	12	60
26	Student 26	1	1	1	1	1	5	25
27	Student 27	2	1	1	1	1	6	30
28	Student 28	2	1	1	1	1	6	30
29	Student 29	3	3	2	3	2	13	65
30	Student 30	3	1	2	3	3	12	60
31	Student 31	2	1	2	2	2	9	45
32	Student 32	1	1	1	1	1	5	25
33	Student 33	2	2	2	2	1	9	45
34	Student 34	2	2	1	2	1	8	40

Appendix 7

Post-Test Score Experimental Group

NO	NAME	SCORE					TOTAL	0-100 Scale Final Score
		Content	Organization	Grammar	Vocabulary	Mechanics		
1	Student 1	2	2	1	2	2	9	45
2	Student 2	3	3	2	2	2	12	60
3	Student 3	4	3	3	3	3	16	80
4	Student 4	2	2	2	2	2	10	50
5	Student 5	2	2	1	2	2	9	45
6	Student 6	2	2	1	2	2	9	45
7	Student 7	3	2	2	2	2	11	55
8	Student 8	2	2	2	2	2	10	50
9	Student 9	2	2	1	2	2	9	45
10	Student 10	2	2	2	2	1	9	45
11	Student 11	3	2	2	2	2	11	55
12	Student 12	2	2	1	2	2	9	45
13	Student 13	2	2	1	2	2	9	45
14	Student 14	4	3	2	3	2	14	70
15	Student 15	4	3	2	3	3	15	75
16	Student 16	4	3	2	3	3	15	75
17	Student 17	2	2	2	3	2	11	55
18	Student 18	2	2	2	2	2	10	50
19	Student 19	2	2	2	2	2	10	50
20	Student 20	4	3	3	3	3	16	80
21	Student 21	4	3	3	2	3	15	75
22	Student 22	4	3	2	2	2	13	65
23	Student 23	2	2	2	2	2	10	50
24	Student 24	2	2	2	3	2	11	55
25	Student 25	3	3	2	2	2	12	60
26	Student 26	2	2	1	2	2	9	45
27	Student 27	3	3	2	3	2	13	65
28	Student 28	2	2	1	2	2	9	45
29	Student 29	3	3	2	3	3	14	70
30	Student 30	3	2	2	2	2	11	55
31	Student 31	3	2	2	2	2	11	55
32	Student 32	2	2	2	2	2	10	50
33	Student 33	3	2	2	2	2	11	55
34	Student 34	3	2	2	2	2	11	55

Appendix 8

N-Gain Score Control Group

NO	NAME	Pre-Test	Post-Test	Ngain
1	Student 1	35	35	0.00
2	Student 2	40	55	0.25
3	Student 3	45	35	-0.18
4	Student 4	35	30	-0.08
5	Student 5	30	30	0.00
6	Student 6	40	40	0.00
7	Student 7	35	35	0.00
8	Student 8	30	30	0.00
9	Student 9	35	35	0.00
10	Student 10	35	35	0.00
11	Student 11	30	35	0.07
12	Student 12	45	40	-0.09
13	Student 13	35	30	-0.08
14	Student 14	35	35	0.00
15	Student 15	30	30	0.00
16	Student 16	40	45	0.08
17	Student 17	30	30	0.00
18	Student 18	35	35	0.00
19	Student 19	35	35	0.00
20	Student 20	35	35	0.00
21	Student 21	35	35	0.00
22	Student 22	35	30	-0.08
23	Student 23	40	50	0.17
24	Student 24	25	25	0.00
25	Student 25	30	30	0.00
26	Student 26	30	30	0.00
27	Student 27	25	25	0.00
28	Student 28	25	25	0.00
29	Student 29	25	25	0.00
30	Student 30	45	45	0.00
31	Student 31	45	45	0.00
32	Student 32	40	40	0.00
33	Student 33	35	35	0.00

Appendix 9 N-Gain Score Experimental Group

NO	NAME	Pre-Test	Post-Test	Ngain
1	Student 1	35	45	0.15
2	Student 2	50	60	0.20
3	Student 3	70	80	0.33
4	Student 4	45	50	0.09
5	Student 5	25	45	0.27
6	Student 6	40	45	0.08
7	Student 7	45	55	0.18
8	Student 8	50	50	0.00
9	Student 9	25	45	0.27
10	Student 10	25	45	0.27
11	Student 11	50	55	0.10
12	Student 12	35	45	0.15
13	Student 13	35	45	0.15
14	Student 14	60	70	0.25
15	Student 15	45	75	0.55
16	Student 16	60	75	0.38
17	Student 17	40	55	0.25
18	Student 18	35	50	0.23
19	Student 19	30	50	0.29
20	Student 20	60	80	0.50
21	Student 21	50	75	0.50
22	Student 22	45	65	0.36
23	Student 23	45	50	0.09
24	Student 24	45	55	0.18
25	Student 25	60	60	0.00
26	Student 26	25	45	0.27
27	Student 27	30	65	0.50
28	Student 28	30	45	0.21
29	Student 29	65	70	0.14
30	Student 30	60	55	-0.13
31	Student 31	45	55	0.18
32	Student 32	25	50	0.33
33	Student 33	45	55	0.18
34	Students 34	40	55	0.25

Appendix 10

Expert Validation

EXPERT VALIDATION

Tittle of The Research	: The Effectiveness of Project-based Learning on English Writing Proficiency at 7th Grade SMP Negeri 1 Kejobong
The Researcher	: Agung Priaji waluyo
NIM	: 1817404004
Major	: English Education Study Program
Data of Validator	
Name	: Muflihah S.S., M.Pd.
Age	: 52
Educational Background	: Master's Degree in English Language and Literature, Muhammadiyah University of Purwokerto
Teaching Experience	: 25 years

A. Pre-Test

Please observe the instructions below.

Write a descriptive text consisting of 8-10 sentences about your vehicle you frequently use. Explain its type, appearance, purpose, and why you often use it

B. Post-Test

Please observe the instructions below.

Write a descriptive text consisting of 8-10 sentences about your pet or a pet you would like to have. Describe its appearance, habits, and why you love it.

C. Scoring Rubrics

Aspek	Skor 1 (Poor)	Skor 2 (Fair)	Skor 3 (Good)	Skor 4 (Excellent)
Content (Isi)	Tidak jelas, kurang detail	Cukup jelas, kurang detail	Jelas, cukup detail	Sangat jelas dan detail
Organization (Struktur)	Tidak ada urutan yang jelas	Urutan kurang baik	Urutan cukup baik	Urutan sangat baik
Grammar	Banyak kesalahan	Beberapa kesalahan	Sedikit kesalahan	Hampir tanpa kesalahan
Vocabulary	Kosakata terbatas	Cukup bervariasi	Baik, beberapa kesalahan	Sangat baik, tanpa kesalahan
Mechanics (Spelling & Punctuation)	Banyak kesalahan	Beberapa kesalahan	Sedikit kesalahan	Hampir tidak ada kesalahan

Skor maksimal = **20**

Interpretasi:

- 16–20 = Excellent
- 11–15 = Good
- 6–10 = Fair
- 1–5 = Poor

Conclusion Validator/Assessor

Please fill in by circling the following answer according to your conclusion:

1. Can be used without revisions
2. Can be used with minor revisions

3. Can be used multiple revisions
4. Unable to use

A. Comments/Suggestion

OK

Purwokerto, 12 March 2025
Validator,

Muflihah S.S., M.Pd.
19720923200003 2 001

Appendix 11

Certificate of Observation

PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KEJOBONG
. Jamat Jalan Raya Kejobong-Purbalingga Telepon 08112609657 Kode Pos 53392

Nomor	: 400.3.5/ 152 /2025	27 Februari 2025
Lampiran	:	Kepada
Perihal	: Pemberian Ijin Observasi Pendahuluan	Yth Dekan Jurusan Tadris Bahasa Inggris

Kepada

Yth Dekan Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Profesor Kiai
Haji Saifuddin Zuhri Purwokerto.
di_PURWOKERTO

Dengan hormat, menanggapi Surat Permohonan Saudara Nomor B.m.528/Un.19/D.FTIK/PP.05.3/02/2025 tanggal 20 Februari 2025 tentang Permohonan Ijin Observasi Pendahuluan saudara :

Nama	: Agung Priaji Waluyo
NIM	: 1817404004
Semester	: 14 (Empat Belas)
Jurusan/Prodi	: Tadris Bahasa Inggris
Tahun Akademik	: 2024/2025

kami atas nama sekolah tidak berkeberatan untuk memberikan ijin kepada yang bersangkutan untuk melaksanakan kegiatan Observasi sebagaimana dimaksud pada tanggal 10, 11, 12, 14, 15 Maret 2025.

Demikian surat ini dibuat untuk dapat menjadi pedoman dan untuk digunakan sebagaimana mestinya.

KEPALA SEKOLAH

MISWADI WARSONO, S.Pd.M.Pd
Pembina Tk.I
NIP. 19800306 200801 1 005

Appendix 12

Certificate of Individual Research

PEMERINTAH KABUPATEN PURBALINGGA

DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 1 KEJOBONG

Alamat Jalan Raya Kejobong-Purbalingga 53392 Telp. 08112609657

SURAT KETERANGAN

Nomor : 400.3.5 / 186 / 2025

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Kejobong Kabupaten Purbalingga menerangkan bahwa :

Nama	:	**Agung Priaji Waluyo**
N I M	:	1817404004
Jurusan	:	Tadris Bahasa Inggris
Jenjang	:	S-1
Universitas	:	UIN Prof. K.H Saifuddin Zuhri Purwokerto

Bahwa yang tersebut di atas benar-benar telah melaksanakan kegiatan Penelitian Skripsi di SMP Negeri 1 Kejobong dari tanggal 03 Maret 2025 sampai dengan 25 Maret 2025.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kejobong, 08 April 2025

Kepala Sekolah

Miswanto Warsono, S.Pd.,M.Pd

NIP. 19800306 200801 1 005

Appendix 13

Certificate of Seminar Proposal

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN

SEMINAR PROPOSAL SKRIPSI
No. B- 1150.Un.19/FTIK.TBI/PP.00.9/2/2025

Yang bertanda tangan dibawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

"THE EFFECTIVENESS OF PROJECT-BASED LEARNING ON ENGLISH WRITING SKILL AT 8TH GRADE SMP MUHAMMADIYAH RAKIT"

Sebagaimana disusun oleh :

Nama   : AGUNG PRIAJI WALUYO
NIM   : 1817404004
Jurusan/Prodi   : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 14 Februari 2025

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 18 Februari 2025
Koordinator Prodi Tadris Bahasa Inggris

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

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Appendix 14

Certificate of Comprehensive Examination

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281)
635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN
No. B-1410/Un.19/WD1.FTIK/PP.05.3/3/2025

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Agung Priaji Waluyo
NIM : 1817404004
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

Hari/Tanggal : Senin, 10 Maret 2025
Nilai : 61 / (C+)

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 12 Maret 2025
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

Appendix 15

Documentation

Control Group   Treatment Experimental Group

Treatment Experimental Group

Appendix 16

Student Pre-Test Results Sample (Control Group)

Kelas : 7 G

Absen : 19

1. Buat Descriptive teks tentang kendaraan
2. Minimal 8-10 kalimat

Jawab

I Have a motor bike, it is really helpful with my transportation. The motor bike has black color, and have two wils. i used every day and it is fun. i like it very mutch

35

C = 2
O = 2
G = 1
V = 1
M = 1
——— +
7

$\frac{7}{20} \times 100 = 35$

Kelas : 7G
Absen: 4

1. I drive back home use car
2. Car I color black
3. I Go to school use cycle
4. I come back From school use cycle

35

Appendix 17

Students Post-Test Results Sample (Control Group)

kelas : 7G
Absen = 19

Buat descriptive teks tentang hewan peliharaan
Minimal 8-10 kalimat
Jawab
I Have a stray cat as my pet. He is really
playful. He loves to play with me and the new
things he found. He has gray fur. his fur is so
soft and i like to rubs it for him

$$\underline{\underline{35}}$$

C : 2
0 : 2
G : 1
V : 1
M : 1
$\overline{7}$

$\frac{7}{20} \times 100 = 35$

1. I have a white cat
2. my cat has brown eyes
3. my cat is a female

30

C : 2
O : 1 $\frac{6}{20} \times 100 = 30$

Students Pre-Test Result Sample (Experimental Group)

Kelas = 7F

Nuobzen = 22

Motorcycle.

Bodywork, chassis, Firing, Tank.

Honda beat, a small, agile scooter comes with a sleek and moderen disign.

Fuel efficiency, low.

Daily commuting.

The digital instrumentn clearly and easily read.

Overall the honda beat spesial.

Its high popularity proves its toughnness and appeal in the Indonesian motorcycle market.

Sorry but I don't have the mororbike yet. At home the motorbikes are ~~honda~~ honda beat, Vega, astera, vixion.

45

C : 2

O : 1

G : 02 $\frac{9}{20} \times 100 = 45$

V : 2

M : 2
_____
   9

SiDU

Student Post-Test Result Sample (Experimental Group)

Kelas : VII F

No abzen : 22

I've always wanted a Persian cat. Its thick long Fur
Pure white like snow, is absolutely captivating.
Its Sapphire blue eyes add to is charm. Its plump,
round body makes me want to cuddle it all day long.
Their presence in the home would bring and warmth.
Furthrmore Seeing its soft clean. I'm sure Owing.
a persian cat would add joy and trangility to my
life. especially with dangling Featred tyos.

65

C : 4

0 : 3

G : 2

V : 2

M : 2

13

$$\frac{13}{20} \times 100 = 65$$

SiDU

Dipindai dengan CamScanner