

ABSTRACT

Dewi, K. I. R. (2023). Technology Integration into Project-Based Learning in Teaching Writing: Effect and The Eight Students' Perception. Thesis, English Language Education, Post Graduate Study Program, Ganesha University of Education.

This thesis has been supervised and approved by Supervisor I: Prof. Dr. Ni Nyoman Padmadewi, M.A., and Supervisor II: Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Keywords: Technology Integration, PjBL, Writing ability, Students' Perceptions

Technology-assisted Project-Based Learning (PjBL) is an innovative teaching strategy brought by the inevitability of information and communication technology. This study aimed at examining the effect of Technology-assisted PjBL on students' writing ability and examining the students' perception of technology-assisted PjBL in writing class. The present study adopted a sequential explanatory mixed-method research design. A total of 98 eighth-grade students in SMPN 1 Gianyar agreed to participate as the research samples. Through cluster random sampling, they were divided into two groups, the experimental and control group, which consisted of 49 students in each group. As this study adopted a mixed-method design, qualitative and quantitative data collection and analysis were conducted. The qualitative data were collected through observation and interview, while post-test design and survey were done for quantitative data. The qualitative data were analyzed using Miles and Huberman's (1994) data analysis model, while descriptive and inferential data analysis were analyzed through the Independent Samples T-Test to examine the effect of this strategy on students' writing abilities. The finding revealed that 1) the students who were taught by technology-assisted PjBL were more competent in writing than those who were taught by conventional teaching, and 2) the students showed a strong perception of technology-assisted PjBL in writing class, based on Koyan's Guideline of Qualification Levels (2012). Therefore, these results imply that teachers and students should embrace technology integration to improve learning processes and outcomes.

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Tesis ini telah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. Ni Nyoman Padmadewi, M.A., dan Pembimbing II: Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Kata kunci: Integrasi Teknologi, Pembelajaran Berbasis Proyek, Kompetensi Menulis, Persepsi Siswa

Pembelajaran Berbasis Proyek Berbantuan Teknologi adalah strategi pengajaran inovatif yang dibawa oleh teknologi informasi dan komunikasi yang tak terhindarkan. Penelitian ini bertujuan untuk menguji pengaruh strategi pembelajaran berbasis Proyek berbantuan Teknologi terhadap kompetensi menulis siswa dan memeriksa persepsi siswa tentang integrasi teknologi ke dalam Pembelajaran Berbasis Proyek di kelas menulis. Penelitian ini mengadopsi desain penelitian metode campuran sekuensial eksplanatori. Sebanyak 98 siswa kelas VIII SMPN 1 Gianyar bersedia menjadi sampel penelitian. Melalui cluster random sampling, mereka dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol, yang terdiri dari 49 siswa pada masing-masing kelompok. Karena studi ini mengadopsi desain metode campuran, pengumpulan dan analisis data kualitatif dan kuantitatif dilakukan. Data kualitatif dikumpulkan melalui observasi dan wawancara, sedangkan *post-test design* dan survey dilakukan untuk data kuantitatif. Data kualitatif dianalisis dengan menggunakan model analisis data Miles dan Huberman (1994), sedangkan analisis data deskriptif dan inferensial dianalisis melalui Independen T-Test untuk melihat pengaruh strategi ini terhadap kompetensi menulis siswa. Temuan mengungkapkan bahwa 1) siswa yang diajar dengan Pembelajaran Berbasis Proyek berbantuan Teknologi lebih kompeten dalam menulis daripada mereka yang diajar dengan pengajaran konvensional dan 2) siswa menunjukkan persepsi yang kuat tentang integrasi teknologi dalam pembelajaran berbasis proyek di kelas menulis, berdasarkan Pedoman Tingkat Kualifikasi Koyan (2012). Oleh karena itu, hasil ini menyiratkan bahwa guru dan siswa harus merangkul integrasi teknologi untuk meningkatkan proses dan hasil pembelajaran.