#### **THESIS**

# PROJECT-BASED LEARNING IN TEACHING EFL WRITING AT SMP NEGERI 1 TEMBUKU: AN ANALYSIS OF ITS EFFECT ON THE 5 DIMENSIONS OF WRITING



NIM: 1829081025

ENGLISH LANGUAGE EDUCATION POSTGRADUATE PROGRAM
GANESHA UNIVERSITY OF EDUCATION

2021



#### **THESIS**

# PROJECT-BASED LEARNING IN TEACHING EFL WRITING AT SMP NEGERI 1 TEMBUKU: AN ANALYSIS OF ITS EFFECT ON THE 5 DIMENSIONS OF WRITING

#### **THESIS**

Presented to
Universitas Pendidikan Ganesha
in Partial Fulfillment of the Requirements
for Master Degree in Education
English Language Education Study Program

by
NI KOMANG SRI WARDANI

NIM: 1829081025

ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
2021

### SUPERVISOR APPROVAL

This thesis by Ni Komang Sri Wardani, has been revised and approved for thesis Examination

Singaraja, January 11<sup>th</sup> 2021

Supervisor 1

Prof. Dra. Luh Putu Artini, M.A., Ph.D

NIP. 197811142008121002

Supervisor II

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

NIP: I9760902 2 00003 1 002

Master Thesis in Education: Language Education Study Program approved on 22<sup>nd</sup> February 2021

Chairman Prof. Dr. Ni Nyoman Padmadewi, MA
NIP: 196202021988032001

Member Drs. I Wayan Suarnajaya, MA., Ph.D
NIP. 195612311985111001

Member Made Hery Santosa, S.Pd., M.Pd., Ph.D
NIP. 197910232003121001

Member Prof. Dra. Luh Putu Artini, M.A., Ph.D
NIP. 197811142008121002

Member Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP: 19760902 2 00003 1 002

Acknowledged by
Director of Post-Graduate Program
Ganesha University of Education

Prof. Dr. 1 Gusti Putu Suharta, M.Si.
NIP 196212151988031002

#### STATEMENT LETTER

I hereby honestly state that this Postgraduate Thesis in Education that is written as partial requirement for degree of Master in Education is my own work. All the information contained in this thesis which is derived from the work of others had been given an award by citing the name of the source authors correctly according to the academic norms, rules and ethics.

If it is discovered in the future that a portion of the whole thesis is not my original work or that there is a case of plagiarism, I willingly accept the consequence of my academic title withdrawal and other sanctions as postulated by Indonesian National Law.

Singaraja, January 11<sup>th</sup> 2021
Statement by



Ni Komang Sri Wardani

#### ACKNOWLEDGMENT

The completion of this post-graduate thesis will not be possible without the support of others. Because of this, I would like to address my gratitude. First of all, to God the Almighty, who guided, directed my path up to this point and made all things possible. My deep appreciation should go to

- 1. The Rector of Ganesha University of Education, Prof. Dr. I Nyoman Jampel, M.Pd., for the moral supports and facilities, prior to and during the completion of my study in the university.
- The Director of the Postgraduate Study Program of Ganesha University of Education, Prof. Dr. I Gusti Putu Suharta, M.Si. for his support, motivation, and encouragement so that I could keep going and finalizing this thesis.
- 3. The Chairman of English Education Department Postgraduate Study Program, Prof. Dr. Ni Nyoman Padmadewi, M.A., for her encouragement, guidance, and support
- 4. My principal supervisor Prof. Dra. Luh Putu Artini, M.A., Ph.D. and my second supervisor Dr. Dewa Putu Ramendra, S.Pd., M.Pd., whose patience, expertise, encouragement, and gentle guidance have kept me focused on the task at hand. I could not thank them enough for their dedication, consistency, and commitment.
- The Headmaster of SMP Negeri 1 Tembuku. I Gusti Ngurah Jelantik Agustia, S.Pd., M.Pd.h for his supports, help, and motivation during the research.

- 6. All the staff members of the Postgraduate Program of English Language Education for being very helpful.
- 7. My beloved parents (I Made Naja & Ni Nyoman Kawi), my brothers (Wiryawan & Loka), and my big family for the unconditional love and endless motivation during my study in this university.
- 8. My boyfriend (Made Putra Sanjaya) for the motivation and great love.
- 9. My classmates who cannot possibly be mentioned one by one. Their friendship, supports, motivation, and encouragement have been invaluable and helped support me through the end of this academic journey.

I believe that this thesis requires beneficial input, therefore criticism and suggestion for the improvement of this thesis are most welcomed. The writer hopes the content of this paper is useful for the readers.

Singaraja, January 11<sup>th</sup> 2021

Ni Komang Sri Wardani

## TABLE OF CONTENTS

STATEMENT LETTER v
ACKNOWLEDGEMENTvi
ABSTRACTix
ABSTRAK
TABLE OF CONTENTSx
LIST OF TABLESxi
LIST OF FIGURESxv
LIST OF PICTURESxv
LIST OF APPENDICES
CHAPTER I_INTRODUCTION
1.1 Background of Study 1
1.2 Problem Identification6
1.3 Limitation of the Study
1.4 Research Questions
1.5 Research Objective
1.6 Research Significant9
CHAPTER II_Theoretical Foundation
2.1 Theoretical Review11
2.1.1 Constructivism11
2.1.2 Project-Based Learning12
2.1.2.1 The Concept of Project-Based Learning 12
2.1.2.2 Characteristics of Project-Based Learning
2.1.2.3 The Advantages of Project-Based Learning
2.1.2.4 The Steps of Project-Based Learning
2.1.3 The 4Cs
2.1.4 Writing Skill
2.1.4.1 Aspects of Writing Skill
2.1.4.2 The Teaching of Writing
2.1.5 The 5 Dimensions of Writing

2.2 Empirical Review	27
2.3 Conceptual Framework	31
2.4 Research Hyphothesis	34
CHAPTER III_RESEARCH METHOD	35
3.1 Research Design	35
3.2 Population & Sample	36
3.2.1 Population	36
3.2.2 Sample	
3.3 Research Variable	37
3.3.1 Conceptual Definition	
3.3.1.1 Writing Skill	38
3.3.1.2 The 5 Dimensions of Writing	
3.3.1.3 Project-Based Learning	
3.3.2 Operational Definition	
3.4 Method of Data Collection	42
3.5 Research Instrument	
3.5.1 Writing Test	43
3.5.1.1 Teaching Scenario	44
3.5. <mark>1</mark> .2 Writing Scoring Rubric	45
3.5.2 Observation Checklist	47
3.5.4 Questionnaire	51
3.5.4 Questionnaire	55
3.6 Instrument Validation	55
3.6.1 Content Validity	56
3.6.2 Content Validity of Observation Checklist	57
3.6.3 Content Validity of Interview Guide	58
3.6.4 Content Validity of Open-ended Questionnaire	60
3.7 Method of Data Analysis	61
3.7.1 Method of Quantitative Data Analysis	61
3.7.2 Method of Qualitative Data Analysis	62
3.8 Hypothesis Testing	63

3.9 Research Matrix	. 64
CHAPTER IV_FINDINGS AND DISCUSSIONS	. 65
4.1 Findings	. 65
4.1.1 General Overview of the Research Context	. 66
4.1.2 The Effect of Project-Based Learning on Students' Writing Skill	. 67
4.1.2.1 Writing	. 67
4.1.3 Project-Based Learning Affected Students' Writing Skill in Term of content, organization, structure, vocabulary, and mechanic	
4.1.3.1 Prerequisites Test of Analysis	. 70
4.1.3.2 The Result of Hypothesis Testing	. 71
4.1.4 The Teaching and Learning Process during the Implementation of Project-Based Learning in Writing Classes	. 74
4.1.4.1 The Implementation of Project-Based Learning Enhances Students' Collaborative Learning Ability during the Teaching and Learning Process	. 74
4.1.4.2 The Implementation of Project-Based Learning Enhances Students' Creativity during the Teaching and Learning Process	. 76
4.1.4.3 The Implementation of Project-Based Learning Enhances Students' Critical Thinking and Problem Solving Practice	. 79
4.1.4.4 The Implementation of Project-Based Learning Enhances Teacher's Satisfaction in Teaching	
4.2 Discussions	
4.3 Implication	. 91
CHAPTER V_CLOS <mark>URE</mark>	
5.1 Summary	. 93
5.2 Conclusion	. 95
5.3 Suggestions	. 95
REFERENCES	. 97

## LIST OF TABLES

Table 3.1 Number of Students in Population
Table 3.2 The Blueprint of Writing Skill Test
Table 3.3 Writing Scoring Rubric
Table 3.4 The Blueprint of the Observation Checklist on Preliminary Research. 48
Table 3.5 The Blueprint of the Observation Checklist During the Treatment50
Table 3.6 The Blueprint of the Interview Guide
Table 3.7 The Blueprint of the Open-Ended Questionnaire
Table 3.8 Result of Expert Judges of Classroom Observation Checklist for Preliminary Research
Table 3.9 Result of Expert Judges on the Validity of Interview Guide 58
Table 3.10 Result of Expert Judges of Open-Ended Questionnaire
Table 3.11 The Research Matrix
Table 4.1 The Mean Score Pre-Test and Post-Test
Table 4.2 The Normality Test of Writing Test
Table 4.3 Paired Samples Test
Table 4.4 The Homogenity of Variance Test
Table 4.5 The Box's Test of Equality of Covariance Matrices
Table 4.6 The Multivariate Test
Table 4.7 The Result of the Tests of Between-Subjects Effects

# LIST OF FIGURES

Figure 2.1 Figure of Conceptual Framework	33
Figure 3.1 Figure of Embedded Mixed Method Design	36



# LIST OF PICTURES

Picture 4.1 Students Collaborate to Make Project Timeline with Their Group	75
Picture 4.2 Students Decorate the Project with Their Own Creativity	76
Picture 4.3 Students' Final Project	78
Picture 4.4 Students Try to Think and Write the Descriptive Text based Their	
Own Opinion	81



### LIST OF APPENDICES

Appendix 1 Instrument for Writing Test

Appendix 2 Open-Ended Questionnaire

**Appendix 3** Observation Checklist

**Appendix 4** Interview Guide

**Appendix 5** Teaching Scenario

Appendix 6 Result of Wrting Pre-Test

**Appendix 7** Result of Writing Post-Test

Appendix 8 Interview Transcription



