

Project Based Learning with Collaborative Learning for Students' Writing Ability at SMAN 3 Kediri

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Abstract

Writing ability in senior high school is important to gain students in learning English. Writing has become the most challenging skill for students and takes more time to learn. Therefore the project based learning with collaborative learning is offered to solve the problem and to provoke students to get new knowledge through their own project. This research report on the effectiveness project based learning with collaborative learning for writing ability. Quantitative was used in this research as a research method. The participants of the research were eleventh grade students in one class at Kediri, East Java. As a result, it was found that the project based learning with collaborative learning for students' writing ability and project based learning with collaborative learning for students worked well. It could be seen from students' scores after being taught by project based learning with collaborative learning and the positive responses toward the method use.

Keywords: Project based learning, collaborative learning, students' writing ability

Abstrak

Kemampuan menulis di sekolah menengah atas penting untuk diperoleh siswa dalam belajar bahasa Inggris. Menulis telah menjadi keterampilan yang paling menantang bagi siswa dan membutuhkan lebih banyak waktu untuk mempelajarinya. Oleh karena itu pembelajaran berbasis proyek dengan pembelajaran kolaboratif ditawarkan untuk memecahkan masalah dan memancing siswa untuk mendapatkan pengetahuan baru melalui proyeknya sendiri. Penelitian ini melaporkan efektivitas pembelajaran berbasis proyek dengan pembelajaran kolaboratif terhadap kemampuan menulis. Kuantitatif digunakan dalam penelitian ini sebagai metode penelitian. Partisipan penelitian ini adalah siswa kelas XI di salah satu kelas di Kediri, Jawa Timur. Hasilnya, ditemukan bahwa pembelajaran berbasis proyek dengan pembelajaran kolaboratif untuk kemampuan menulis siswa dan pembelajaran berbasis proyek dengan pembelajaran kolaboratif untuk siswa berjalan dengan baik. Hal ini terlihat dari nilai siswa setelah diajar dengan pembelajaran berbasis proyek dengan pembelajaran kolaboratif dan respon positif terhadap penggunaan metode tersebut.

Kata Kunci: Pembelajaran berbasis proyek, pembelajaran kolaboratif, kemampuan menulis siswa

INTRODUCTION

One of the subjects taught in Senior High School is English subject. The goal of English lesson and learning is to increase students' communicative skills.



Students must have the ability to understand and generate language in order to reach this competency. Writing skill is one of the important skill in learning English. This skill must be mastered by students. By mastering writing skill, student can improve and express their idea or opinion especially in communication. In Indonesia, English being a foreign language, so English is not the main language for them. Therefore, it is necessary to have an effective English language learning. Since this challenging learning mostly takes place in a classroom context, some students may find it difficult to access language learning outside of class activities, particularly when it comes to exploring students' writing abilities. . An important element that might keep them motivated is academic performance. So that students can succeed in their learning, a teacher should employ the right instructional strategies to increase their motivation for writing.

Even though writing is crucial, many students still struggle with it. The majority of students had trouble selecting the right phrases and connectives for use. They struggle to effectively develop their ideas based on teacher-provided concepts. The instructor also had a tendency to employ teacher-centered activities, which put more of an emphasis on the teacher and don't encourage students' learning as much. Most of the time, teacher-centered education might make students bored. They will wander and miss crucial information. Almost all students struggle with improving their writing since teachers rarely ask and allow them to generate content. teaching writing strategies and exercises that occasionally didn't fit with students' learning goals. The students were less motivated to participate in the learning process since the teaching and learning process was often monotonous and devoid of enjoyable activities.

Based on previous research, Students' writing abilities and critical thinking skills shown an effective connections, according to project based learning models (Suteja & Setiawan, 2022). By instructing students to plan and complete practical projects that develop a range of student abilities, the project based learning model incorporates students in the learning process (Sharma, Dutt, Venkat Sai, & Naik, 2020), then It was found that this study was helpful and efficient in teaching and developing writing skills.

Collaboration involves establishing goals with others, sharing responsibilities, and collaborating to achieve more than could be done by one person on their own (Barfield, 2016). The findings demonstrated that Collaborative Learning was more helpful during the pre-writing and rewriting phases of writing and less helpful during the editing stage, which focuses primarily on structure and mechanics (Albeshar, 2012), and also the main advantage of online collaborative project based learning was obviously seen in students' writing abilities for students English course (Al-Rawahi & Al-Mekhlafi, 2015). Writing abilities may help a person in many ways. Writing involves transforming conversation into ideas, which are then processed into written words. Its require not a simple of a thought process, obtaining students to be more imaginative, competent, and imaginative in how they present the knowledge and concepts they have learned (Susilawati, Jannah, & Dianasari, 2018). For students, writing skills be an important skill for second language learners to have (Javed, Juan, & Nazli, 2013).

There are still lack in researching of writing skill using project based learning with collaborative learning in it. Based on the description above, the researcher believes that collaborative learning in Project Based Learning can overcome problem in SMAN 3 Kediri in learning English, especially in writing ability. Because collaborative learning and students' writing ability in SMAN 3 Kediri are still lacking. So, the author aim to discover whether or not project based learning with collaborative learning for students' writing ability.

METHOD

This research conducted at SMAN 3 Kediri for 11th grade. The researcher will focused on the effectiveness of Project Based Learning with collaborative learning for students' writing ability in learning English. This research was conducted using a quantitative approach. This research examines the problems experienced by students related to writing ability through a Project based learning with collaboratively aspect of theory testing consisting of variables, measured by numbers, and analyzed by the researcher. Also, according to (Nana, 2010) quantitative research is based on the positivist philosophy. Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied by using numbers, processing statistics, and analyzing the data that are studied using numbers, statistical processing, structure and controlled experiments. This research uses the experimental method to collect the data. The Experimental research methods are defined as research used to find the effect of certain treatments on others which is used to look for the effect of certain treatments on others in controlled conditions.

RESULT AND DISCUSSION

In this research before was carried out, the researcher examined the writing skill in English of students by introduced the material about descriptive text without project based learning with collaborative learning. After the researcher gave the material to the students, the researcher gave students pre-test individually before giving the treatment. Based on the students score of pretest, the lower score is 54 with average score to all of the students score is 63,19. From the lower score shows that the content aspect score is 13, grammar is 9, organization is 8, vocabulary aspect is 12, and mechanics is 12. Based on that, the students with low score don't understand how to organizing paragraph. After pretest was conducted, the treatment was held in two meeting. The researcher gave the posttest to collect the score after the treatment done. Based on the students score of posttest, the highest score is 80 and the lower score is 58 with average score to all of the student score is 72,83. Based on that, the lower score shows that the content aspect score is 15, organization is 8, sentence structure and grammar is 11, vocabulary aspect is 13, and mechanics is 11. But for the high score, students get the low score in sentence structure and grammar with 14 score in it. So, the student who get the highest score and student get the lower score do not understand in organizing paragraph.

From the finding description above, the researcher found that the effect of project based learning with collaborative learning for students' writing ability has

an effect or not. The researcher found that score was increased after the treatment. The researcher thought if project based learning with collaborative learning effective to help students' writing skills. This is shown from many students score increased after the treatment. Based on the high score and lower score, student need more understanding in paragraph organizing and also the sentence structure and grammar because of the lack of value in that aspect. This is in line with previous research from (Sunyoto, 2017) that students difficult in compose the sentence, lack in vocabulary, and students not mastering in grammar. Meanwhile in this research students still didn't understand in paragraph organization. It can be assumed that the students quite good at understanding the three aspect and the score was increase.

CONCLUSION

The conclusion based on the purpose of the research. First, the effect of project based learning with collaborative learning for students' writing ability at SMAN 3 Kediri. The result shows that using project based learning with collaborative learning for students' writing ability. This resulted in a significant effect on the increase in students score, which initially had an average total score of 63,19 , which increased to 72, 83. So based on this research project based learning and collaborative learning for student writing have an effect for their writing scores.

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