

The Application of Project-Based Learning to Enhance Student's Proficiency in Producing Written Reports

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ABSTRACT

Keywords: writing ability; report text; project-based learning.

This study was quantitative. The purpose of this project was to demonstrate how PjBL could help students overcome obstacles and improve their report-writing abilities for the XI grade of SMAN 2 Rangkasbitung. Twenty-five learners were the study's subject. The research study used tests and observation procedures as its instruments. The research was done in three following steps: pre-test, treatment, and post-test. Based on the result of the post-test, students writing report text ability showed an improvement. It was proven by the pre-test mean; the result of the mean was 67.00 while the student's post-test mean was 78.00. To conclude, the student's writing ability of the eleventh grade SMA N 2 Rangkasbitung presents a contrast difference before and after the treatment. Overall. It's because most of the students are not familiar enough with the general structure of report text, hence they are unable to write a good report text. To recommend, the teacher can use PjBL as one of another approaches.



Introduction

English has so many branches of language skills, writing is one of them. Writing can be mentioned as an activity that helps people to share their thoughts as well as enhance critical skills (Setiawan, Suwondo, & Syafii, 2021). Therefore, writing skill is not only needed for everyone, but it is a skill that students should be mastered in line with this. Thus, (Indrawati & Nadliroh, 2018) mentions that writing is one of the basic language skills that contains language components such as spelling, grammar, vocabulary and punctuation. And, writing is a skill that students should practice over and over and needs some technique as well as preparation to master it. Moreover, students need to practice it continuously due it the difficulties. In line with this, (Fadhil, Kasli, & Halim, 2021) stated that in learning writing students need time to study and practice so they can develop their skills.

Composing includes a few components that need to be considered counting word choice, utilising or fitting linguistic use, language structure, mechanics, and structure ideas into logical and attractive complete (Amalia, 2021) and writing conventions like composing capitalization and accentuation. How to rationally arrange them using visual

guidelines and conversation markers so that they create an integrated whole, how to change material to meet dialect system, how to analyse and how to form the final thing (Septiana, Wuryaningrum, & Syukron, 2020). Hence, it is reasonable that composing is assumed to be a troublesome dialect ability. To illuminate the issue, instructors ought to be more inventive in instructing and composing an offer to understudy with a curious and valuable method several curious classroom procedures (Backhaus, 2021). Several fortifying classroom procedures have developed to resolve the broadly accepted see that composing is the foremost troublesome capacity among the four dialect aptitudes. One of the strategies is utilizing picture arrangement to empower the understudies to discover the thought effortlessly, to organize it in a well-organized passage, and finally to adore composing (Suseno, Indriyani, Afdal, & Nizori, 2022). Hence, even though writing is important, a lot of students have difficulties towards writing, because students need to consider the writing requirement.

This skill is necessary for students in junior high school because it is for students development of their competency (Batubara, Rahila, & Rahmadani, 2021). Therefore, students in junior high school they already tough about writing and they learn a variety of texts. Reports are written text that has a strong visual component since they include references to various natural and human-made wonders found in the natural world. Gerot and Wignell in (Batubara et al., 2021). Continuing that a report is a text that tries to tell the reader about an event, and in report text it should be factual text or real text that refers to that a thing, or events are organized in some treasured ways. Based on the explanations, the report text principally presents a factual description of an object. Students should focus on both the language aspects and the general structure of the report text if they wish to become proficient in recounting texts (Lestari, Leksono, Hodijah, & Agustina, 2016). Urgency in mastering writing skills cannot be overstated, especially given the increasing importance of effective communication in both academic and professional settings. Writing is a fundamental aspect of language skills, crucial for expressing thoughts clearly and enhancing critical thinking. According to (Indrawati & Nadliroh, 2018), writing encompasses various language components such as spelling, grammar, vocabulary, and punctuation, making it an essential skill for students. Mastery of writing is not merely a desirable goal but a necessity, as students who struggle with writing may face significant challenges in their academic and future professional lives.

The complexity of writing, as described by (Bulqiyah, Mahbub, & Nugraheni, 2021), involves several elements including word choice, linguistic accuracy, and structural coherence. This complexity highlights why writing is often considered one of the most challenging language skills to acquire. (Bulqiyah et al., 2021) further emphasizes that students need ample time to practice and study writing to develop proficiency, indicating a pressing need for effective teaching strategies.

To address these challenges, educators must employ innovative methods to make writing more accessible and engaging. One promising approach is using visual aids, such as picture sequences, to help students organize their ideas and improve their

writing skills. This method aims to mitigate the difficulties students face and make the writing process more enjoyable and manageable (Widiyatmoko & Pamelasari, 2012).

For junior high school students, writing skills are particularly critical for their overall development. As noted by (Batubara et al., 2021), students at this stage are introduced to various text types, including reports, which require a strong visual and factual component. Mastery of report writing, which involves presenting factual information about events or objects, is essential for academic success and future communication tasks.

The urgency to improve writing skills among students is clear. Effective writing is not just a requirement for academic achievement but also a vital skill for personal and professional growth. Educators must address this issue with innovative teaching strategies to help students overcome the inherent difficulties of writing and achieve proficiency in this crucial area.

Research Methods

A quantitative research design was chosen for this study. Analysing the correlation between variables is a means of testing objective hypotheses in quantitative research. Most of the time, the variable can be measured using an instrument. Hence, numbered information can be analyzed using statistical procedures. Quantitative research needs test tables and confirmable theory assumptions, and it pursues scientific explanations. Creswell in (Manurung, Pardede, & Purba, 2020). Only one group did pre-and post-testing, this study used a pre-experimental research design. Before and after the treatment, the test was performed. The test is proposed to know whether or not Project Based Learning will be effective to enhance students writing ability in writing report text. In short, the research design is shown in the table 1.

Pre-Test	Treatment	Post-Test
s		
Q1	X1	Q3

The population for this research were grade eleventh students of SMA N 2 Rangkasbitung. There were 3 classes in total. Each class consist of 30 to 37 students. The sample was a subclass of the aim populace that the researcher plans to study for the determination of making generality about the target population. In this research, the researcher used observation guidelines and the question. Observation guideline is to assess the students about the effectiveness of English language teaching, moreover, question test is to assess the measuring the successful learning process.

Research Technique Data Collection

For the data collecting technique, the researcher used a test. The test is used to measure the ability of a person and also to achieve the goal. The data was collected by giving 5 essays about the report text, and the test was conducted twice.

Pre-Test

Students took a pre-test to assess their writing skills before starting the treatment.

Treatment

After the researcher gives students a preliminary assessment, the students will treat for one meeting by implementing Project-based learning. For the activity of the treatment, the researcher divided the students into 4 groups consisting of 5 students before the researcher did the group project. The researcher opens the class and teaches the students about the report text, and question and answer session. After the researcher measured the student's understanding of the report text in general, after that the researcher separated the students into 4 groups and they were asked to write an animal report text. Two groups used the handwriting method which was that they could explore their creativity by writing a report text on the cardboard, and the rest of the group made the report text on Canva or PowerPoint based on their preference. Furthermore, after the students finished with the task, the researcher did the analyzing and sharing session with the students and followed with a closing activity.

Post-Test

Following the treatment, the students got the same test. This post-test was conducted to see the result whether the PjBL method is effective or not.

Scoring of the Test

The researchers collected the test for this mini-research consisting of 5 questions, with the scores as follows:

$$\text{Students' scores} = \frac{\text{Accepted Score}}{\text{Maximal Score}} \times 100$$

Method of Data Analysis

Following data collection, the researchers proceeded with data analysis using the following steps:

1. Normalcy Test
2. Homogeneity of Variance Test
3. Hypothesis Test

Results and Discussion

The result of the research instrument will be shown in this chapter. The statistical product and servicing solution (SPSS) was used to analyse the data version no 28 for Windows. The experimental results using the Matching-Only Pretest-Posttest class were examined using the independent sample t-test. The first test and the final test, specifically have two different variables that are tested for implications on the connection between them using the t-test. The test carried out is a one-party t-test.

Table 1
student learning completion

Completeness of Learning

Completeness of Learning	Pre-Test	Post-Test
Completed	8	15
Incomplete	17	10

Paired Sample T-Test

The independent sample t-test was used to analyse the experimental outcomes using the Matching-Only Pretest-Posttest class, both the first and the last test. The initial test and the final test, in particular, are the two variables that are tested for the implication of two connections through the t-test. The test carried out is a one-party t-test.

Table 2
Statistics for Paired Samples

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	67.0000	25	20.79980	4.65098
	POST TEST	78.0000	25	19.35812	4.32861

Table 3
Relations Between Paired Samples

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	25	.769	.000

The data presented in the table highlights a notable difference in the writing proficiency of students before and after the implementation of Project-Based Learning (PjBL). Initially, only 8 students, representing 35% of the cohort, scored above the minimum threshold of 75, indicating their proficiency in writing report texts. This implies that a significant majority, 65% of the students, scored below 75, revealing a general lack of proficiency in both understanding and writing report texts among the eleventh graders.

However, following the PjBL intervention, there was a substantial improvement in the students' writing abilities. Post-treatment, 15 students—an increase from the initial 8 scored above 75, demonstrating a clear enhancement in their skills. The scores of these students ranged between 74 and 100, reflecting a broad improvement in their writing proficiency. Conversely, the number of students scoring below 75 decreased to

10, indicating that fewer students struggled with the writing task after the PjBL treatment.

This significant improvement underscores the effectiveness of Project-Based Learning in addressing the gaps in students' writing skills. The intervention not only increased the number of students meeting the proficiency benchmark but also improved overall student performance, reducing the proportion of students who underperformed. This suggests that Project-Based Learning can be a valuable approach to enhance students' abilities in writing report texts and potentially other areas of academic learning.

Conclusion

The study findings suggest that implementing Project-Based Learning is greatly improving the students writing report text skills for eleventh-grade students at SMAN 2 Rangkasbitung. Proof of this can be found in the pre-and post-test results. The results of the studies show the students taught Project-Based Learning was enjoyable, particularly when it came to learning report text. As a result, the performance of the students on the post-test improved as a result and their scores significantly raised. The cumulative ratio of the pre-test is only 35% who can differentiate the general structure of the report text as well as the writing ability and it increases to 70% who can differentiate the report text general structure and write a report text. Meaning that the PjBL is useful for the improvement of students' composition skills.

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