

CHAPTER IV

FINDING AND DISCUSSION

This chapter present the findings and discussion of the research. The researcher would provide the findings and discussion from the study in order to answer the research questions about the process of teaching writing by using project based learning, the difficulties faced by the teacher, and students respond in implementation of project based learning.

A. Findings

In this section, the researcher would present the data result of Project Based Learning in English writing classroom based teacher and students' experiences through an interview and classroom observation. There were 10 students and 1 teacher as for the interview of this research.

1. The process of teaching writing in SMPN 1 Simpang Empat Tanah Bumbu based on observation

- a. Preparation

in this stage was start learning activities in the classroom, the teacher started by greeting and ask the students condition, and the teacher gives students time for reading to fulfill the literacy tasks that the school has assigned. This activity consists of brainstorming and

activating students' background knowledge and review previous lessons. The teacher asked the students what the procedure text was about. The teacher said that "apa kalian tau apa itu text procedure? Kalo ada yang tau coba jelasin dan kasih contoh biar teman-teman yang lain jadi tau", several students answered the teacher's question, and after that the teacher gives students an opportunity to explain what they know about text procedures. FAPN said that "saya tau bu, text procedure itu yang ada tahap-tahap kita membuat sesuatu", and after that the teacher said "iyaa betul sekali jadi text procedure adalah teks yang berisi tentang cara dan tujuan untuk membuat atau melakukan sesuatu. Seperti apa contohnya? Ada yang tau?". APP said "tau bu, misalnya kita bikin es krim, terus kita bikin masakan daerah"

the teacher continued to discuss the purpose of the procedures text with the students. The teacher explained what is text procedure and the social function of text procedure. The teacher gave some brief examples of text procedure that relate to students. Some example of short text procedure given by the teacher were: how to make a good day coffee, how to make an Instagram account, and etc.

b. Design for a plan

In this stage the teacher makes sure that the students understand the discussion example of text procedure, the teacher continues the

material and asks them to make text procedure by them self. Some students present their work in front of the class. After that the teacher divided the students into several groups for making a project.

After the students gather with their groups, the teacher gave the students chance to participate by sharing their ideas on the project. The teacher asked about what the students will make for the project. After that the teacher informed the rules of the project development and also the teacher informed the materials, steps, and the things that students need to prepare for making the project. Teacher “jadi silahkan kalian persiapkan bahan bahan yang mau kalian buat, misalnya kalian bikin es kopi, es buah atau yang cewe cewe mau bikin tutorial buat pake masker, jadi bebas yaa kalian mau bikin apa buat projek prosedur teks”. The teacher also asked the students about what they will make for the project and reminds the students to not bought something big, like gas stove, rice cooker, mixer and etc. the teacher said that “jadi nanti kalian waktu praktek jangan membawa barang yang ga mungkin dibawa ke sekolah yaa, jangan bawa rice cooker, kompor, mixer, terus oven apalagi kulkas yaa”

c. Create the schedule

The teacher and students discuss about the time allocation and place of doing project. In the VII-I class the students and teacher agreed that they will make the project in Pendopo which that in outdoor. The

teacher told the students “nanti kita pas ngerjain projectnya di Pendopo biar lebih leluasa, diingatkan sekali lagi untuk persiapan semuanya kita membuat projek dalam sehari yaitu minggu depan” and the students said “siap bu”. But in VII-H class students and teacher agreed that they will do project in the classroom. After that the teacher and students make an agreement about the deadline project development in which students must submit their end project, and they agreed that the students will do the project in one meeting.

d. Conducting the project

In this stage, the teacher facilitated the learning process to guide the students, the teacher asked the students’ progress and assisted the students who need help. The teacher also helped the students when they faced the difficulties when doing project. When the students do the project, the teacher help the group that do not bring the material while doing the project, the student said “ibu, kami lupa membawa baskom untuk tempat es batu bu, jadi gimana ini bu?” and the teacher answered “nah kenapa tadi ga bawa, coba nanti ibu carikan dulu di kantor”

e. Assess the outcome

In this stage the teacher conducted assessment. The teacher checked on their project and assess students’ presentation in front of the class. The teacher also assessed students’ procedure text, to make sure that they don’t make any mistake. The teacher also gave them positive feedback.

The students presented their project in front of the class and the teacher looked around the class to check and make sure that students involved in the project. After all of students presented their project, the teacher gave a positive feedback to appreciate the students' effort in completing the project.

f. Evaluation

In this stage the teacher and students reflected on their project by the teacher asked the students what are the difficulties faced by students when doing project. The teacher also makes sure that students understand about the material by giving some question. The teacher and students also had sharing session about students' experience while doing the project and discuss about the project and the teacher gave some suggestion about what students need to improve for their project.

2. The difficulties face by the teacher when implementing PjBL

a. Many students don't have enough vocabulary and lack of confidences

When the students doing the project they always asked the teacher about vocabulary that they don't know. Also when presented their project, students lack of confidences like the voice was low and always open the notes. The teacher asked them to use the dictionary and also give the motivation for students to be confidence.

b. Difficult to control activity of students when making project in the class.

While doing the project in Pendopo students of VII-H are out of control because they doing in the outdoor this is what makes students difficult to control, so the atmosphere while doing the project is not conducive.

c. The students made the same project

The teacher informed the material, steps to do the project and the things that the students need to prepare. The teacher also asked the students about what they will make for the project and reminds the students to not bought something big, like gas stove, rice cooker, mixer and etc. so that make students has same idea for the project.

d. The atmosphere in the classroom became noisy and crowded

The students were noisy when prepared the project because the students was busy with their group project, which made the class atmosphere was crowded

e. Many students do not contribute in creation of the project.

The students who not contribute in the project group was busy with their self and there are some students playing in the class which that made them not focus on learning.

3. The students' response about implementation PjBL

According to the interview with 10 students, the researcher would present the research findings. After class the researcher gave interview guide for students to get much and supporting information about students respond in learning writing with Project Based Learning.

Based on the results of interviews with participant, the following was the description of the research question. The interview was about how students respond of implementation Project Based Learning.

a. Students positive response in implementing PjBL

The participants like learning using Project Based Learning method, they said that learning using project based learning is fun and makes them more interested in learning English. As stated by APP: *“saya suka, karena dengan adanya projek membuat para siswa lebih semangat belajar dan dapat mencoba hal baru”*.

Also stated by HFR: *“suka, karena dapat belajar Bahasa Inggris dengan seru”*. FBA stated that *“suka, karena dapat membuat karya dengan teman-teman lainnya”*. Based on the result of interviews with participants, they prefer to learn using project based learning because it's more fun when creating project and presenting in front of the class. They also said learning with project became more active and different from usual by getting to know something new and working on with friends.

According to participants, they said that they had no difficulty learning project based learning and some of them said that they had the difficulties because there was no collaboration in the group. As stated by RN: *“saya mengalami kesulitan karena ada beberapa teman kelompok yang tidak paham atau tidak mau bekerja”*. The participants also said that learning with Project Based Learning make them more confident, more enthusiastic in learning English, and able to think out of the box. As stated from DAS: *“saya tidak mengalami kesulitan, karena pada saat pembelajaran menggunakan projek saya melaksanakan dengan senang hati sehingga terasa lebih menyenangkan”*. FAPN also stated that his not having any difficulties at all. According to result of interviews, the participants said that they are interested in learning English using Project Based Learning because it's fun and they can learn new things. As stated from FBNA: *“saya tertarik karena pelajaran menggunakan projek melibatkan praktik yang berbeda dari biasanya”*. ZZ also stated *“sangat tertarik, karena kita bisa mengerjakan bersama-sama dan saat presentasi lebih percaya diri”*. They also said learning writing with Project based learning is more fun. As stated from DAS: *“sangat tertarik, karena bisa belajar sambil bermain”*. MAS stated that *“iya, karena bisa melakukan dengan teman-teman”*. And also HFR stated *“sangat tertarik karena dapat melacarkan Bahasa Inggris”*. According to the researcher's observation, there are some similarities from one to other students. The similarities that

are about their respond in learning writing with Project Based Learning, most of them like learning with Project Based Learning. For them, Project Based Learning is fun and interesting, also make them learning English in different ways.

b. Students negative responses in implementing of PjBL

According to the participants there were the difficulties when they doing the project. As stated by APP: *“saya terkadang mengalami beberapa kesulitan, yaitu ketika teman saya tidak mau bekerja sama dan cuek terhadap tugas yang dikerjakan”*. And AAA stated that *“sedikit sulit saat mengikuti kegiatan pembelajaran menggunakan project*. RN stated that *“saya mengalami kesulitan karena ada beberapa teman kelompok yang tidak paham atau tidak mau bekerja”*. The students also have lack of vocabulary when they doing the project as HFR stated that *“saya kesulitan karena Bahasa yang digunakan saat presentasi, yaitu Bahasa Inggris”* and MAS also have same difficulties when present their project with English.

According to the researcher's observation, there are some similarities from one to other students. The similarities that are about their respond in learning writing with Project Based Learning, most of them have same difficulties that are lack of vocabulary and confidences also the

students who lack group work experience may find it challenging to compromise and negotiate

B. Discussion

This research discussion consists of three parts to answer research questions. The first study investigate how the implementation of project based learning in English writing classroom. The second study was about teacher difficulties when applying project based learning. The third study was about students respond of the implementation project based learning.

1. Implementation of Project Based Learning in English Writing

The data findings based on observation show that Project based learning in teaching writing enhances students content knowledge. The role of the teacher is facilitator. The teacher set an example, offer guidance, and gave students support.

Project Based Learning altered both teacher and students' experiences in the classroom are significant. It modified how teacher share information, how students acquire it, and how they all participate in the classroom. additionally, project based learning modified students' responses to the standard learning process (Rambe, Suganda 2023) during class observation, students work together and solve their problem together to identify descriptive text.

According to (Hamidah et al., 2020) there are Project Based Learning approach was consisted of 6 steps, there are: essential question, design a plan, create a schedule, monitor the students and progress, asses the outcome, and evaluate the experiences. In this activity, some of students dominated the work and prevented their groups members from participating actively in the project

a. Preparation

In this part the researcher focuses on the learning activities in the classroom. Based on the observation, the teacher started by greeting and the students condition. This activity consists brainstorming and activating students' background knowledge and review previous lesson. After that the teacher asked the students about the material and gives students opportunity to explain what they know about the material. This finding coincide with (Hamidah et al., 2020) essential question posed by teacher that students requires to complete and respond to through a project. According to (Lucas, 2007) that essential questions are the first step in learning, which are the kind of questions that might give students an assignment. Choose topics that are in line with real-life situations and begin with thorough analysis. The teacher attempts to make the topics discussed applicable to the students

b. Design plan for project

In this part, students and teacher participate sharing their idea on the project. The teacher informs the rules of the project development., the teacher informs the selection of the materials, the activity leading to the project accomplishment and the tools need for project. This finding coincide with (Hamidah et al., 2020) through the process of choosing a project type , problem-solving, and the ability to organize activities for inquiry process, the project planning activity aimed to support students in enhancing their critical thinking.

c. Create a schedule

The teacher and students discuss about their time allocation of working project. The teacher and students make an agreement or about the deadline project development in which students must submit their end product. According to (Lucas, 2007) create schedule for each project component. Recognize that there will be scheduling modification. Be flexible, but assist the students in realizing that there will come a point when they need to finalized their thoughts, findings, and evaluation. In that activities at this stages include: create a timeline to complete the project, set a deadline for completing of the project, bring the students to make a new plan, guide the students when they create plan that is not related to the project, and ask learner to make an explanation of the choice a plan

d. Conducting the project

The teacher facilitated the learning process to guide the students during the project development. The teacher helps students when they find difficulties, and ensure that students is involved in the project. This finding coincide with (Lucas, 2007) monitoring the students and the progress of the project, the teacher facilitate the process, teach the students how to work collaboratively, provided resources and guidance.

e. Assess the outcome

The teacher conducts assessment to measure the students' achievement. The teacher also provides students with feedback at this phase. This finding coincide with (Sinulingga & Moenir, 2022) the purpose of the assessment is to help teacher in measuring the achievement of standard, measure each students development, give feedback on the level understanding and help teacher plan on the next lesson.

f. Evaluation

The teacher and students reflect on the project they have done. The teacher needs to make sure that students are able to find answer essential question. The teacher and students share their experience of conducting the project and discuss about the project. Same as (Sinulingga & Moenir,

2022) teacher and students reflect on the activity and project result. At this stage, students are asked to share their thought and feelings about working on the project.

2. The difficulties Faced by Teacher in Applying Project Based Learning

The difficulties faced by teacher in applying PBL, as follow: many students don't have enough vocabulary and lack of confidences, difficult to control activity of students in making project in the class, the students made the same project, the atmosphere in the classroom became noisy and crowded, and many students do not contribute in creation of the project.

According to Winarno (2023) students who were learning English faced variety of challenges including low motivation, lack of vocabulary and nervousness while speaking English. The students found it difficult to learn and master in English. That also difficult by teacher because teacher should have more creative method in the classroom and teacher must motivate students to increase they interest in learning English.

The teacher actually prepared in her teaching and learning and the teacher used the steps in applying PBL in writing classroom. In this activity, some of students dominated the work and prevented their groups members from participating actively in the project. The teacher could easily choose the topic, the difficulty faced by the teacher within the schedule working on project.

According to (Cintang, Setyowati, & Handayani 2018) challenges reates to time management. The teacher believe that effective time management is an essential requirement for implementig PjBL. In order to finish all of the materials, teachers who have successfully implemented PjBL should be able to manage their time. When the students working on their project it takes time than other teaching learning method, which may delay the process of making project and presenting their project. The solution for the problem in applying PjBL, the teacher should manage class well and the teacher should have more experience in handling, controlling and applying PjBL.

3. Students Respond of Implementation Project Based Learning in learning Writing

The students' responses by applying PjBL in learning writing was fun and they love making project. Project based learning proved to be very successful in increasing motivation, developing critical thinking skills, increasing collaborative abilities, and fostering effective communication when applied to learning English. According to Winarno (2023) students' productive abilities are significantly affected by PjBL. Project based learning also improved students' learning in terms of enthusiasm, confidence, creative thinking, and independent and collaborative work. On the other hand, PjBL for teacher promoted their motivation and sense of fulfillment in their work. It was suggested that the teacher makes use of it to create a positive learning atmosphere in the classroom. PjBL gave students more focus on developing the

creative skills necessary for actively learning. Project based learning made students feel happy or they understood the lesson pleasantly. The main reason was most of students' happiness, satisfaction, and enthusiasm related to their understanding of the material.

Students are more interesting in studying English with project based learning. Most of students who participated in the interview expressed agreement with the benefit they experienced due to PjBL. As they studying in class, students listen carefully to the teacher' instructions. Most of students engaged completely in group discussion seemed excited about completed their project. As a result, it can encourage these skills, increasing learning motivation, and foster cooperation in problem-solving and project assignment. In order to gain up new knowledge and skills, students can also work on and improve their communication skills. Students can also engage learning environment and acquire project management skill.