

IMPROVING CHARACTER BASED WRITING BY APPLYING PROJECT-
BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMA
MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2019/2020

S1 THESIS

Submitted as a Partial fulfilment of the Requirement for Undergraduate Degree
in English Education Study Program



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UNIVERSITY OF WIDYA DHARMA KLATEN

KLATEN

2020

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**IMPROVING CHARACTER BASED WRITING BY APPLING PROJECT-
BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF
SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF
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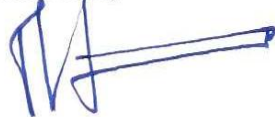
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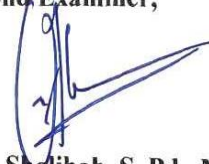
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**IMPROVING CHARACTER BASED WRITING BY APPLYING PROJECT-BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMA MUHAMMDIYAH 1 KLATEN IN ACADEMIC YEAR OF 2019/2020**”

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 20 June 2020



KALISNA LATIFA DEWI
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MOTTO

Sebuah Kemauan Lebih Penting daripada Kemampuan. (The Writer)

Dream it.

Wish it.

Do it.

(Tally Waijel)

PRESENTATION

This thesis is dedicated to

My beloved father and mother, Mr. Donny Susetyo and Mrs. Waginah. “Thank you for your support and prayers all this time. Thank you for everything”.

My beloved sisters and brother, Meliawati, Rini Dwi Marini, and Bayu Prasetyo who always love, support and motivate.

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Nothing is perfect. The reseracher reveals that this thesis is still far from being perfect. Therefore, the researcher would accept suggestion, criticism from readers in order to make this thesis perfect.

Finally, the researcher hopes that this thesis will be useful for especially the English students and readers in general.

Klaten, 20 June 2020

The Writer

TABLE OF CONTENTS

TITLE.....	i
APPROVAL.....	ii
RATIFICATION.....	iii
PRONOUNCEMENTS.....	iv
MOTTO	v
PRESENTATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xii
LIST FIGURES.....	xiii
LIST OF PICTURES.....	xiv
LIST OF APPENDICES.....	xv
ABSTRACT.....	xvii

CHAPTER I INTRODUCTION

A. The Background of the Study.....	1
B. The Reason for Choosing the Topic.....	5
C. The Limitation of the Problem.....	6
D. The Problem of the Study.....	6
E. The Aim of the Study.....	7
F. The Use of the Study.....	7
G. The Clarification of Key Term.....	8

H. The Organization of the Study	10
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CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Studies	12
B. The Theory of Writing	15
C. Theory of Character Education	24
D. Theory of Project-Based Learning Method.....	26
E. Conceptual Framework	31

CHAPTER III RESEARCH METHOD

A. The Meaning of Research Method	33
B. The Strategy of the Research	33
C. The Data and Source of Data	34
D. The Technique of Collecting the Data	35
E. The Validity of Data	37
F. The Procedure of the Action	38
G. The Technique of Analyzing the Data	39
H. Testing Performance Indicator	43

CHAPTER IV THE RESULT OF STUDY

A. Data Analysis	44
1. Pre Cycle	44
a. Teaching and Learning Process	44
b. Students' Writing Skill	47
c. Students' Character Assesment	50

2. Cycle 1	51
a. Planning	52
b. Acting	52
c. Observing	58
d. Reflecting	62
3. Cycle 2	64
a. Planning	64
b. Acting	65
c. Observing	67
d. Reflecting	71
B. Discussion of the Findings	71
1. Project-Based Learning Method Improved Students' Writing Skill.....	72
2. Project-Based Learning Method Impoved Students' Character.....	75
3. Testing Performance Indicator	76
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	78
B. Suggestion	79
BIBLIOGRAPHY	80
APPENDICES	84

LIST OF TABLES

Table 1. Categories of Students' Writing	24
Table 2. Table Categories of Students' Writing.....	40
Table 3. Complete Value of Knowledge and Skill.....	41
Table 4. The Scoring Rubric of Character	42
Table 5. Students' Score of Writing Skill in Precycle	49
Table 6. Score of Students' Character in Precycle	50
Table 7. Students' Score of Writing Skill in Cycle I.....	60
Table 8. Students' Score of Students' Character in Cycle I.....	62
Table 9. Students' Improvement on Writing Skill and Character of Precycle& Cycle I.....	63
Table 10. Students' Score of Writing Skill in Cycle II	69
Table 11. Students' Score of Students' Character in Cycle II.....	70
Table 12. The Number of Students' Mean Score in Writing Skill in Three Cycles....	74
Table 13. The Number of Students' Achieving Minimal Mastery Criteria	74
Table 14. Testing Performance Indicator	76

LIST OF FIGURES

Figure 1. Conceptual Framework	31
Figure 2. The cyclical action research model based on Kemmis and Mc Taggart (1988) in Burns (2010: 9).....	38
Figure 3. Students' Score of Writing in Precycle	49
Figure 4. The Categorization of Students' Character Score Based on Teacher's Observation in Precycle.....	51
Figure 5. Students' Score of Writing in Cycle	61
Figure 6. Score of Students' Character in Cycle 1	62
Figure 7. Students' Score of Writing in Cycle 2	69
Figure 8. Score of Students' Character in Cycle 2	71
Figure 9. The Mean Score of Students' Writing Skill in Three Cycles.....	72
Figure 10. The Mean Score of Students' Character Assesment in Three Cycles.....	75

LIST OF PICTURES

Picture 1. The Classroom Situation in the Teaching and Learning Process	55
Picture 2. The Classroom Situation in the teaching and Learning Process.....	58
Picture 3. The Student's Private Blog.....	67

LIST OF APPENDICES

Appendix 1. Interview guideliness for teacher’s activity in teaching and learning of Precycle.....	84
Appendix 2. The result of interview for teacher’s activity in teaching and learning of Precycle.....	86
Appendix 3. Observation gudelines for teachers’ activity in the teacher’ activity in the teaching and learning using Project-Based Learning method of precycle.	89
Appendix4.The result of teacher’s observation activity in teaching and learning of precycle	91
Appendix5.Observationguidelinessforstudents’activity in teaching and learning of precycle.....	94
Appendix 6.The result of students’ observationactivity in teaching and learning of Precycle.....	95
Appendix 7. Interview guidelines for students’ activity in the teaching and learning Process of Precycle.	97
Appendix 8. The result of interview for students’ activity in the teaching and learning of Precycle.	99
Appendix 9. The students’ writing achievement in Precycle.....	101
Appendix 10. The students’ characterassessment inPrecycle	102
Appendix 11. The result of interview teacher’s teaching and learning activity in Cycle I.....	103
Appendix 12. The result of teacher’s observation in activity in teaching and learning of Cycle I.....	105
Appendix13.The result of students’observation activity in teaching and learning of Cycle I.....	107
Appendix 14. Interview guidelines for students’ activity in the teaching and learning Process. In Cycle I and Cycle II.....	108
Appendix 15. The result of Interview for students’ activity in the teaching and learning in Cycle I.....	110
Appendix 16. The students’ writing achievement in Cycle I.....	112

Appendix 17. The students' character assessment in Cycle I.....	113
Appendix 18. The result of interview teacher's teaching and learning activity in Cycle II.....	114
Appendix 19. The result of teacher's observation activity in teaching and learning of Cycle II	116
Appendix 20. The result of students' observation activity in teaching and learning of Cycle II	118
Appendix 21. The result of Interview for students' activity in the teaching and learning in Cycle II.....	119
Appendix 22. The Students' Writing Achievement in Cycle II.....	121
Appendix 23. The Students' Character Assessment in Cycle II.....	122
Appendix 24. The syllabus of Senior High School.....	123
Appendix 25. The Lesson Plan of teacher	126
Appendix 26. Instrument of test items post-test I	142
Appendix 27. Instrument of test items post-test II.....	143
Appendix 28. University Permission Letter.....	144
Appendix 29. Muhammadiyah Permission Letter	145
Appendix 30. The Letter of Official Statement from SMA Muhammadiyah 1 Klaten	146
Appendix 31. The Example of Post Test Result 1& 2.....	147
Appendix 32. Consultation Card.....	149
Appendix 33. The Documentation of the Research	152

ABSTRACT

KALISNA LATIFA DEWI, 1611200004, English Education Study Program Teacher Training and Education Faculty, Widya Dharma University, Klaten 2020. Thesis: *Improving Character Based Writing by Applying Project-Based Learning Method of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2019/2020.*

The thesis aims at verifying whether implementing Project-Based Learning Method can be used to improve character based writing of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020. This research involved 22 students of X IPA 2 class applying Project-Based Learning Method to be the respondents. This research was conducted by following the Kemmis and McTaggart's model consisting planning, acting, observing, and reflecting with two cycles. This research used observation, interview, test, and documentations as the data collection. The finding shows that there is improvement of students' achievement in writing skill and students' character assessment of precycle, cycle 1 to cycle 2. The mean score of students' achievement in precycle is 58.54, in cycle 1 is 66.90, and the second cycle is 77.81. While the mean score of students character assessment in precycle is 40.77, in cycle 1 is 54.40, and cycle 2 is 79.95. So, it can be concluded that Project-Based Learning Method can improve character based writing skill of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

Key Words: Project-Based Learning, Writing, Character

CHAPTER I

INTRODUCTION

A. The Background of the Study

Khamkhien states that there are several languages, for instance, English. English is an international language which is used in almost domain of communication, amongst several factors hindering the success of English language learning (2010: 757). It is used as a language of international communication throughout the world. It has four skills that should be understood by the learner. According to Sadiku, there are four English language skills, they are listening, speaking, reading, and writing (2015: 29). They should be understood by the learners. They are interrelated each other. Listening and reading are commonly called a passive or receptive skill. Speaking and writing are commonly called as an active or productive skills. To have a good speaking, the learners should learn listening. To have a good writing they should learn reading.

On the other hand, the learners should understand about not only the four skills in English but also the three aspects in the four skills. There are three aspects that should be understood by the learners from the four skills. The three aspects are spelling, vocabulary, and grammar. The learners should understand each aspect if the learners want to get good skills in English.

The first aspect is spelling. According to Kareema (2013: 2), many researchers prove that English spelling is complex while some intellectuals argue that English spelling has regularity. From that statement, it can be known that the learners should learn more about spelling in order to know the meaning of what is clearly written.

The second aspect is vocabulary. According to Alqahtani, vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (2015: 21). Vocabulary is one of important things in writing, because when the learners write something and the learners have the limited vocabulary it can influence the message to be conveyed in that writing. The last aspect is grammar, according to Thornbury, grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking (1999: 4). The learners should understand both the four skills and three aspects of English.

In this research, the researcher focuses on writing skill. Writing is a process of expressing and sharing ideas, knowledge, information, and feeling into some media such as paper or computer. Writing is a method of representing language in visual or tactile form. Harmer defines that writing is a form of communication to deliver or to express feeling through written form (2001: 3). Commonly, whenever the author is writing a text there is a message that is

delivered. It can be conveyed clearly, if the author uses clear language on his writing. Writing is a complex process which involves different factors, and is an essential and necessary skill for ESL/EFL students.

According to Richards and Renandya, writing skill is the most difficult skill for learners to master (2002: 303). The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. It means that writing is difficult skill, because the researcher needs skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful based on grammatical rules.

According to *Peraturan Pemerintah Republik Indonesia Nomor 23 Tahun 2013 pasal 19 ayat (1)* “*Proses Pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik*”. It means that English as the additional subject in senior high school is still be a concern of Indonesian government. So, English language teaching is very crucial and important to be implemented.

In this study, the researcher focuses on writing as a kind of skill to be discussed because there are many students’ weaknesses in writing skill than other skills. Based on the real conditions found when

doing preliminary research on January 29th 2020 of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020, they thought that there were some problems faced when they tried to write in English.

One of the learning techniques that is expected to improve problem solving skills for Senior High School students is the application of Project Based Learning. By using it, teaching and learning writing can not only improve writing skill but also build students' character. The students will surely encourage creative skill, responsibility, discipline, and also responsiveness. It means by applying Project Based Learning, students can convey their knowledge and be able to write their ideas by writing.

According to Warsono and Hariyanto, Project-based learning is defined as teaching that tries to link technology with the problems of everyday life that are familiar with students, or with a project (2013: 153). It means Project-Based Learning is a method that can be used for teaching and learning writing that can improve the students' creativity in writing skills.

Based on statements above, improving writing skill by using Project-Based Learning can increase the students' character. The characters are such as creative, responsible, discipline, and responsive. Through creativity, the students can build and increase their ability to have good writing skill, such as they can make

paragraphs by considering the purpose, structure of the text, and linguistic elements correctly and in context. Through responsibility, the students are expected to do their assignment that must be done by themselves. Through discipline, the students will behave well and have an effort to motivate their desire to solve many obstacles in learning writing. Through responsiveness, students are expected to be able to give enthusiastic responses in the teaching and learning process. Project-Based Learning is chosen because it has several advantages. According to Moursund in Wena (2009: 147), there are several advantages of using Project-Based Learning method: 1) increase motivation; 2) increase problem-solving ability; 3) improve library research skills; 4) increase collaboration; 5) increase resource management skills.

Based on the explanation above, the researcher believes that Project-Based Learning can improve the students' character based writing. In this study, the researcher did a research and analyzed deeper about the use of Project-Based Learning to improve character based writing of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

B. The Reason for Choosing the Topic

The reasons why the researcher has chosen the topic are as follows:

1. Writing skill is the most difficult skill for learners to master.
2. The students of X IPA 2 SMA Muhammadiyah 1 Klaten in academic year of 2019/2020 still get low score in writing activity and had many problems when they did the writing activity, such as they have difficulty to express their ideas, their grammar and vocabulary are weak, and other problem which are related with the structure of writing.
3. Among other method, Project-Based Learning is appreciated to be more effective to make the students learn writing easily.

C. The Limitation of the Study

The study is limited to improve character based writing by applying Project-Based Learning Method of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

D. The Problem of the Study

The problem statement of the study is “Can Project-Based Learning method be used to improve character based writing skill of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020?”

E. The Aim of the Study

The aim of the study is to verify whether Project-Based Learning method can be used to improve character based writing of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

F. The Use of the Study

The use of this study is classified into theoretical and practical use. Theoretically, this study can be used to enrich, extent, and strengthen the repertoire of teaching and learning of English and its implementation in writing skill and its implementation to develop new method in order to make a charging of the students' achievement in English generally and writing comprehension especially. Practically, the result of this study can be used and implemented as a method of teaching and learning English especially in teaching writing to provoke and stimulate the students' interest about writing. The study can sharpen the students' ability and knowledge in writing skill, so it can become new experience in remembering something and understanding about the skill demand of writing itself.

G. The Clarification of the Key Terms

To be easier for the readers to understand the terms dealing with the title of the thesis, the researcher needs to clarify some important terms. The definitions of the terms are as follows:

1. Improving

According to Mulyasa that improving in action research means improve in learning quality, so that it is continuous improvement of learning process and continuous quality improvement (2009: 8). While according to Longman (1998: 526), improving or to improve can make something better, bring to a better or more acceptable state.

In this study, improving means that students' learning quality in character based writing is improving by applying Project-Based Learning of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

2. Character Based Writing

According to Hornby (2005: 246), character is all the qualities and features that make a person, groups of people, and places different from others. While according to Huy (2015: 56), writing is one way to convey thoughts or ideas or others. Based on explanation above, character based writing means a way to

deliver thoughts or ideas that makes the students different from others in creativity, responsibility and discipline of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

3. Project-Based Learning

Harrigan states that Project-Based Learning is the instructional teaching method that teacher must guide the students to do problem solving process (2014: 26). It becomes answer the question to solve problem. Another statement is offered by Krajcik and Phyllis (2005: 318) that Project Based Learning is a learning situation that students construct their information to solve problem in order to gain deeper understanding for learning.

Based on the definitions above what is meant by Project-Based Learning in this research is a method used in classroom activity as the medium of learning. At the beginning students are given a problem that should be solved by them. At the end of activity, the students must have a product. It becomes an indicator that students have understood the material. The teacher's role is as a students' guide or facilitator of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

H. The Organization of the Study

This organization is presented in order to give the direction of the study arrangement. It is also meant to give a description to the readers.

Chapter I is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II talks about review of related literature. It consists of previous studies, theory of writing, theory of character education, Project-Based Learning, and theoretical framework.

Chapter III is the method of the study. It consists of the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, the procedure of the action, the technique of analyzing the data, and testing performance indicator.

Chapter IV is the result of the study. It consists of the data analysis and the discussion of the research findings.

Chapter V is conclusion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion of the research from implementing Project-Based Learning method to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

A. Conclusion

Based on the result of the study, it can be concluded that Project-Based Learning method can improve the teaching and learning of character based writing skill to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020. It makes the students easier to express their ideas in writing paragraph. There is improvement on the students' ability of writing skill. It is seen on the students' mean score which improves from 58.54 in precycle. While, the mean score in cycle 1 is 66.90 and 75.81 in cycle 2. Project-Based Learning method can also improve the students' character. It is shown on an improvement in the characters that exist in every aspect, they are creative, responsible, discipline, and responsive.

B. Suggestion

After the researcher carried out the research by using Project-Based Learning method to improve the students' character based writing skill, the researcher presents some suggestions to the teacher and to the students below.

1. To The Teacher

The teacher needs to be able to use Project-Based Learning method as alternative technique in teaching writing skill. The teacher monitors the students' activity during writing class and supports the interaction among the students in the classroom. Besides that, the teacher should give various materials for different meetings and try the integrated method to be applied in the classroom when teaching and learning process is conducted in order to make the learning process be dynamic, fun, and alive.

2. To The Students

The students must be active and creative in teaching and learning process, especially when they are taught by using Project-Based Learning method, because this method can be practiced with English outside the classroom by making short or writing diaries. It is also necessary for them to improve their vocabulary and increase their grammatical mastery. As a result, this method enables them to improve their writing skill and they will be good writers.

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