STUDENTS' PERCEPTION ON THE USE OF PROJECT BASED LEARNING IN WRITING CLASS

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui persepsi siswa tentang penggunaan pembelajaran berbasis proyek di kelas menulis. Peneliti mengadaptasi kuesioner dan juga wawancara untuk mengumpulkan data. Pesertanya merupakan lima orang mahasiswa Pendidikan Bahasa Inggris di salah satu Universitas di Bogor. Hasil angket menunjukkan bahwa sebagian besar siswa memiliki persepsi yang positif terhadap penggunaan pembelajaran berbasis proyek. Mereka sepakat bahwa materi dengan menggunakan pembelajaran berbasis proyek jelas, menarik, dan mudah dipahami. Selain itu, penggunaan pembelajaran berbasis proyek dalam kegiatan pembelajaran dapat meningkatkan motivasi dan keterampilan menulis mereka. Selain itu, siswa memiliki persepsi positif terhadap kemampuan guru dalam membimbing dan memfasilitasi mereka dalam pembelajaran berbasis proyek.

Kata Kunci: Pembelajaran Berbasis Proyek, Menulis

ABSTRACT

This study was conducted to find out the students' perceptions on the use of project-based learning in writing class. The researcher adapted questionnaire and also interview to collect the data. The participants were five students of English Education at a University in Bogor. The questionnaire results showed that most of the students had positive perceptions on the use of project-based learning. They agree that the material using project-based learning is clear, interesting, and easy to understand. In addition, the use of project-based learning in learning activities can enhance their motivation and improve their writing skill. Furthermore, students have positive perception toward teacher ability in guiding and facilitating them in project-based learning.

Keywords: Project based learning, Writing

INTRODUCTION

In learning English, there are four skills which need to master by student; listening, speaking, reading, and writing. By mastering these language skills, students are expected to be able to use them in communication. Writing is one of the essential skills which must be mastered because writing is a means of expressing ideas and messages clearly and directly to the readers.

To have good writing skills is not easy. Writing is considered the most difficult skill to master by second language learners. Mastering vocabulary became the key to get a good writing. We need to put in appropriate vocabularies to arrange words into a paragraph. However, students often have difficulty in expressing what they want to write due to a lack of vocabulary. This causes they spend a lot of time to find the right words for the writing. In addition, students find it difficult to develop their ideas into a paragraph, sometimes supporting ideas are not related to the main idea.

Due to the problems that occur in the learning and teaching process, therefore a method is needed that can solve students' problems in writing and increase student motivation in the teaching and learning process. One method that can be used is project-based learning. Project-based learning is a teaching method which is designed to help students practice various skills and provides an opportunity for students to actively participate in making project and carrying out a project that produces a publicly exhibited output such as product, publication, or presentation.

The research subject was students of English Education at a University in Bogor. The researcher took five students to participate in this research. The purpose of this research is to know students' perception on the use of project-based

learning in writing class because students' perceptions affect the success of teaching and learning English. If the teacher knows the students' perceptions, they can decide on an appropriate teaching technique or allow the teacher to apply other teaching methods. Teachers may know how students feel about project-based learning, the extent to which they understand it, what problems they face, and where teachers need to intervene.

After all the explanation above, in this study, the researcher is interested to know students' perception on the use of project-based learning in writing class. Therefore, the writer decides to take the title of this study *"Students' Perception on The Use of Project Based Learning in Writing Class"*.

METHOD

This research applied the case study. The case study is the most appropriate research method for this research because this research is intended to know the students' perception of on the use of project-based learning in writing class. Yin (2003) stated that "the case study is used in many situations to contribute our knowledge of the individual, group, organization, social, politic, and related to phenomena."

FINDINGS AND DISCUSSIONS

1. Students Perception on Teaching Material in Project Based Learning

NO	Statement	Students' Answer				
		SA	A	N	D	SD
1	The material given by the teacher is clear and easy to understand	40%	60%	0%	0%	0%
2	The material given by the teacher is interesting	0%	80%	20%	0%	0%
3	The material taught by using project-based learning is suitable with the student need in writing	20%	80%	0%	0%	0%

The first statement showed that two students (40%) chose "strongly agree" and three students (60%) chose "agree". It meant that the material given by the teacher is clear and easy to understand. The results of the students' perception were supported by interview results. The students said that the material given by the teacher is clear and easy to understand. As some of the students stated,
"I think the material given by the teacher is clear and the way teacher explain is easy to understand." (P 1)
"I think the material is clear, detail and designed using an interesting power point." (P 3)
For the second statement, four students (80%) chose "agree" and one student (20%)

chose "neutral". It meant that most of the students agree the material given by the teacher is interesting.

For the third statement, one student (20%) chose "strongly agree", four students (80%) chose "agree". It showed that the material taught by using project-based learning is suitable with the student need in writing. The results of the students' perception were supported by interview results. The student said that the material given by the teacher is suitable with the student need in writing. As one of the students stated,
"I think the material is appropriate for students to learn writing at a higher level." (P 2)

2. Students Perception on The Use of PBL in Learning Activities

NO	Statement	Students' Answer				
		SA	A	N	D	SD
4	Project-based learning increase your motivation to learn English writing skill	0%	80%	20%	0%	0%
5	Project based learning improve my writing skill	40%	60%	0%	0%	0%
6	Project based learning is designed systematically. Starting with explanations, exercises, and continuing with the final project.	20%	80%	0%	0%	0%

Table 4.2 showed the results of three statements to find out the students' perception on the use of project-based learning in learning activities. In statement number four, there were four students (80%) who chose "agree" and one student (20%) chose "neutral", it showed most of students agree that project-based learning increase their motivation to learn English writing skill. The results of the students' perception were supported by interview results. The student said that project-based learning increases their motivation to learn English writing skill. As one of the students stated,
"It makes me motivated to know and learn many things further, especially in writing." (P 2)
The statement number five, there were two students (40%) who chose "strongly agree" and three students (60%) chose "agree". It showed that project-based learning improves their writing skill. The results of the students' perception were supported by interview results. The students said that project-based learning improve their writing skill. Students stated,
"Yes. It improves my writing skill, especially in choosing the appropriate words in context." (P 2)
"Yes, now my writing is more well-structured.". (P 3)
"Yes, previously I didn't know how to cite but now I can apply it in my writing." (P 5)
The statement number six, there are one student (20%) who chose "strongly agree" and four students (80%) chose "agree". It showed student agree that project-based learning is designed systematically. Starting with explanations, exercises, and continuing with the final project.

3. Students Perception towards Teacher Roles in Project Based Learning

NO	Statement	Students' Answer				
		SA	A	N	D	SD
7	Teacher helps students who find difficulties in working on the project	100%	0%	0%	0%	0%
8	Teacher monitors the progress of your project	80%	20%	0%	0%	0%
9	Teacher gives clear timeline regarding consultation time, revision, and collecting project	20%	80%	0%	0%	0%
10	Teacher gives clear feedback related to the result of your project	0%	100%	0%	0%	0%

Table 4.3 showed the results of four statements to find out the students' perception toward teacher roles in project-based learning. In statement number 7 all students (100%) chose "strongly agree" that teacher helps students who find difficulties in working on the project. It was supported by interview results. As one student state,
"The role of teacher is helps students who have difficulty in their projects and guides them until they can finish the project" (P 1)
In statement number 8, four students (80%) chose "strongly agree" and one student (20%) chose "agree" It indicated that teacher monitors the progress of their project. It was supported by interview results. As one student state,
"My teacher always asks about the progress of our project and guides us to produce a good final project." (P 3)
Next, in statement number 9, it showed that one student (20%) chose "strongly agree" and four students (80%) chose "agree" it meant that teacher gives clear timeline regarding consultation time, revision, and collecting project. And the last, statement number 10, it shows that all students agree that teacher gives clear feedback related to the result of their project.

CONCLUSION
The purpose of this research is to know students' perception on the use of project-based learning in writing class. Based the result of the research, the writer concludes that the students' perceptions on the use of project-based learning are positive. Most of students also agree that the material using project-based learning is clear, interesting, and easy to understand. In addition, the use of project-based learning in learning activities can enhance their motivation and improve their writing skill. Furthermore, students have positive perception toward teacher ability in guiding and facilitating them in project-based learning. Students agree that teacher help students who found difficulty in working on project, gives

clear timeline regarding consultation time, collecting the project, and gives clear feedback related to the result of their project.

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