

**EMPLOYING PROJECT BASED LEARNING THROUGH
COLLABORATIVE WRITING STRATEGY ON
LEARNING WRITING: WRITING PROFICIENCY
ON STUDENT PERSPECTIVE**

SKRIPSI

Summited in Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd.)

English Education Study Program

By

Dinar Ayuni

NPM: 2002050031



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2024

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya
yang diselenggarakan pada hari Sabtu, Tanggal 21 September 2024, pada pukul 08.30 WIB
sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Dinar Ayuni
NPM : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Employing Project Based Learning Through Collaborative Writing
Strategy On Learning Writing: Writing Proficiency On Student
Perspective

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak
memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua


Dra. Hj. Syamsuyurnita, M.Pd.

Sekretaris

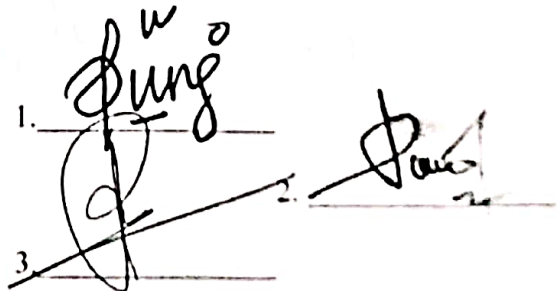
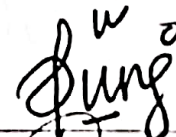
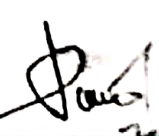
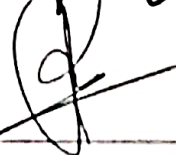

Dr. Hj. Dewi Kesuma, S.S., M.Hum.

ANGGOTA PENGUJI:

1. Ambar Wulansari, S.Pd., M.Pd.
2. Dra. Hj. Diani Syahputri, M.Hum.
3. Rini Ekayati, S.S., M.A.

1.

3.


1. 
2. 
3. 

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

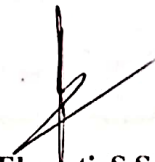
Nama : Dinar Ayuni
NPM : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Employing Project Based Learning Through Collaborative Writing Strategy on Learning Writing: Writing Proficiency on Student Perspective.

sudah layak disidangkan.

Medan, September 2024

Disetujui oleh:

Pembimbing



Rini Ekayati, S.S., M.A.

Diketahui oleh:

Dekan



Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi



Dr. Pirman Giuting, S.Pd. M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> e-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama : Dinar Ayuni
NPM : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Employing Project Based Learning Through Collaborative Writing Strategy on Learning Writing: Writing Proficiency on Student Perspective

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Employing Project Based Learning Through Collaborative Writing Strategy on Learning Writing: Writing Proficiency on Student Perspective" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, 14 September 2024

Hormat saya

Yang membuat pernyataan,

Dinar Ayuni

ABSTRACT

Dinar Ayuni. 2002050031. “Employing Project Based Learning Through Collaborative Writing Strategy on Learning Writing: Writing Proficiency On Student Perspective”. Skripsi. English Education Program. Faculty of Teachers’ Training and Education. Universitas Muhammadiyah Sumatera Utara, Medan 2024.

This study aims to investigate the employing of Project Based Learning (PJBL) through collaborative strategies in improving students' writing skills from the students' perspective. The research method used is quasi-experimental to measure the changes in students' writing ability before and after the application of the method and qualitative descriptive used to assess students' perspectives on the learning process. This study was conducted at Dharmawangsa High School in Medan during the 2023/2024 academic year, with a sample of 30 students in class XI MIPA 4. Data were collected through two main instruments: a writing ability test consisting of pre-test and post-test, and a questionnaire measuring students' perceptions of the applied learning. Data were analyzed using descriptive and inferential statistics to compare the pre-test and post-test results, as well as qualitative analysis to evaluate students' perceptions. The average pre-test score was 55.4 which increased to 78.1 after the PBL approach was implemented, resulting in a 22.7-point mean difference. Statistical analysis using a paired t-test revealed a t-value of 5.62 which was greater than the critical t-value of 2.04 at the 0.05 significance level, confirming that the PBL intervention effectively enhanced students' writing skills. Furthermore, the questionnaire results revealed that 90% of students reported increased motivation and enjoyment of writing tasks, emphasizing the value of collaborative learning experiences. This study concludes that combining project based learning with Collaborative Writing Strategies improves writing proficiency while also creating a more engaging and interactive learning environment.

Keyword: *Project Based Learning, Collaborative Writing Skills, Writing Proficiency*

ACKNOWLEDGEMENTS



Assalamu`alaikum Warahmatullahi Wabarakatuh

In the name of Allah SWT, the merciful and beneficent. First of all. Allah SWT deserves all praise and gratitude for granting the researcher all of His grace to conclude the thesis. Second, may peace and blessings be upon the Prophet Muhammad SAW, the embodiment of good civilization, intellect, courage, and compassionate knowledge. In addition, the researcher would like to acknowledge Syahraini Putri's parents for their support and prayers before and after she graduated from UMSU. This study is entitled "Employing Project Based Learning Though Collaborative Writing Strategy on Learning Writing: Writing Proficiency On Student Perspective". Without the assistance of the following parties, it would have been impossible for the researcher to conclude this research effectively amidst the numerous obstacles and challenges encountered while conducting this study. The researcher would like to express her highest appreciation to my beloved mother **Andriani**, and my beloved Father **Hermanto** who always encourage and pray for researcher.

This research is possible due to the participation of others; therefore, the researcher would like to thank the individuals listed below.:

1. Prof. Dr. Agussani, M. AP as Rector of the Universitas Muhammadiyah Sumatera Utara.

2. Dra. Hj. Syamsuyurnita, M. Pd as Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. Dr. Hj. Dewi Kesuma Nasution, M. Hum as Deputy Dean 1 of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
4. Dr. Mandra Saragih, M. Hum Deputy Dean III of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
5. Dr. Pirman Ginting, S. Pd, M. Hum as the Head of the English Education Study Program, Universitas Muhammadiyah Sumatera Utara.
6. Rita Harisma, S. Pd, M. Hum as Secretary of the English Education Study Program, Universitas Muhammadiyah Sumatera Utara.
7. Rini Ekayati, S.S, M.A as a supervisor who has provided direction and guidance to complete this thesis.
8. Drs. Sutrisno as a Head of SMA Dharmawangsa Medan who has helped and given permission to researchers to conduct this research.
9. Ayu Pupuh Rohadi, S. Pd as an English teacher who has helped and directed me during the research process.
10. Class XI MIPA 4 as a sample researcher thank you for all your attention and cooperation.
11. My beloved friends Juwita and Dara Juty C, who have been with me, thank you for your support and help by your deeper heart.

12. Her classmates VIII-A Morning 2020/2024 academic year and parties not mentioned in this thesis, thank you for everything and the help. May Allah repay your kindness.

This research is not yet complete, so the researcher welcomes comments and suggestions. the researcher believes that the readers will find this research beneficial.

Wassalamu`alaikum Warahmatullahi Wabarakatuh

Medan, 21 September 2024

The Researcher

Dinar Ayuni

NPM. 2002050031

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURE	x
LIST APPENDIXES	xi
CHAPTER 1 INTRODUCTION.....	1
1.1. Background of the study	1
1.2. Identification of the Problems	5
1.3. Scope and Limitation	5
1.4. Formulation of the problems	5
1.5. Objective of the study	5
1.6. Significance o f The Study	6
CHAPTER II REVIEW OF LITERATURE.....	7
2.1 Theoretical Framework	7
2.1.1 Definition of writing	7
2.1.2 Stage of Writing	8
2.1.3 Challenges in writing	10

2.1.4	Importance of Writing Skills	10
2.1.5	Definition of Collaborative Writing	11
2.1.6	Activities of Collaborative Writing	13
2.1.7	Benefit of Collaborative Writing	14
2.1.8	Definition of Project Based Learning (PJBL)	15
2.1.9	Challenges Related to Implementing Project Based Learning (PJBL).....	16
2.1.10	Advantages of Project Based Learning (PJBL).....	17
2.1.11	Disadvantages of Project Based Learning (PJBL)	17
2.1.12	Project Based Learning Teaching Steps	18
2.1.13	Definition of Writing Proficiency	20
2.2	Relevance of The Study	21
2.3	Conceptual Framework	24
2.4	Hypothesis.....	25
CHAPTER III RESEARCH OF METHOD.....		26
3.1.	Research Design	26
3.2.	Location and Time Research.....	26
3.3.	Population and Sample	27
3.3.1.	Population	27
3.3.2.	Sample.....	27

3.4.	Variabels and Operational Definitions.....	28
3.5.	Instruments of Research.....	29
3.6.	Technique of Collecting data	32
3.7.	Technique of Analyzing Data.....	33
3.7.1.	Analysis of Quantitative Data	33
3.7.2.	Analysis of Qualitatif Data.....	36
CHAPTER IV DATA AND DATA ANALYSIS.....		38
4.1.	Data.....	38
4.1.1.	Quantitave Data	38
4.1.2.	Qualitative Data.....	39
4.2.	Data Analysisi	40
4.2.1.	Quantitative Data Analysis.....	40
4.2.1.1.	Data Descriptive Statistics	43
4.2.1.2.	Test of Normality.....	44
4.2.1.3.	Paired Simple t-Test.....	45
4.2.1.4.	Hypothesis Test	46
4.2.2.	Qualitative data analysisis	47
a.	Validity Test.....	51
b.	Realibility Test	52
4.3	Research findings	54

4.4. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTIONS.....	57
5.1. Conclusion.....	57
5.2. Suggestion	58
REFERENCES	60

LIST OF TABLES

Tables 3.1 Research design.....	26
Tables 3.3.1 Population.....	27
Tables 3.3.2 Sample.....	28
Tables 3.4 Variables and Definition.....	29
Tables 3.5.1 Research Procedure.....	30
Tables 3.7 Scoring Profile.....	34
Tables 3.7.2 Questioner statement.....	36
Tables 4.2.1 pre test and post test result.....	40
Tables 4.2.1.1. Descriptive Statistics.....	43
Tables 4.2.1.2 Test Normality.....	44
Tables 4.2.1.3 Paired Sample Test.....	46
Tables 4.2.2.1 Descriptive statistics qualitative.....	48
Tables 4.2.2.2 Validity Test.....	51
Tables 4.2.2.2 Reability Test.....	52

LIST OF FIGURE

Figure 2.3 Conceptual Framework.....24

LIST APPENDIXES

- Appendix 1** Lesson Plan (RPP)
- Appendix 2** Pre – Test Writing Narrative Text
- Appendix 3** Post– Test Writing Narrative Text
- Appendix 4** K – 1
- Appendix 5** K – 2
- Appendix 6** K – 3
- Appendix 7** Berita Acara Bimbingan proposal
- Appendix 8** Lembar Pengesahan Proposal
- Appendix 9** Berita Acara Seminar Proposal
- Appendix 10** Lembar Pengesahan Hasil Seminar
- Appendix 11** Surat Pernyataan Plagiat
- Appendix 12** Permohonan Perubahan Judul
- Appendix 13** Surat Izin Melaksanakan Riset
- Appendix 14** Surat Balasan Riset
- Appendix 15** Berita acara bimbingan skripsi
- Appendix 16** Lembar pengesahan skripsi
- Appendix 17** Pernyataan Keaslian Skripsi
- Appendix 18** Documentation Sheet pre and post
- Appendix 19** Documentation Research
- Appendix 20** Daftar Riwayat Hidup

CHAPTER 1

INTRODUCTION

1.1. Background of the study

The current educational landscape emphasizes implementing innovative pedagogical approaches to improve students' language learning experiences. When learning English, four aspects of skills must be learned: listening, speaking, writing, and reading. Writing is a productive and effective communication skill in a foreign language. Writing is often regarded as the most difficult skill in an EFL setting because it involves many aspects of language, such as grammar, vocabulary, and text structure. Graham and Perin (2007) found that effective teaching can significantly improve students' writing skills. Collaborative work, clear writing objectives, and modern tools like word processors have all been shown to improve writing skills.

Writing ability is defined as a very important skill for students to develop, both in their academic and professional lives (Swandi & Netto-Shek., 2016). Although writing is a very important skill to master and is one of the communication activities, it has been neglected compared to other English language skills, and many students are not interested in this skill because it is considered a complex and difficult skill to master. On the other hand, teachers and students continue to face various challenges in teaching and learning writing. These challenges include ineffective teaching techniques and limited teacher creativity in designing writing activities. In addition, teachers' writing skills have not supported students' learning due to a lack of comprehensive feedback from

teachers, students not realizing the importance of writing, and negative attitudes towards writing (Rezeki & Rahmani., 2021).

In the process of learning to write, students must have strong motivation in order to succeed. This is because writing is a repetitive task that requires extensive practice to master. Maintaining motivation is critical for students to achieve their educational objectives. Teachers should use effective teaching techniques to increase student motivation and ensure successful learning (Cahyono & Rahayu., 2020).

Previous research has investigated the effectiveness of project-based learning (PJBL) in improving EFL students' collaborative writing skills. Research on project-based learning (PJBL) and collaborative writing skills is still being reviewed in terms of improving writing skills (Aghayani & Hajmohammadi., 2019) and developing writing skills (Trang & Quynh., 2022). The combination of project-based learning and collaborative writing strategies has a significant impact on students' writing proficiency.

One strategy for improving students' writing ability is to encourage them to actively participate in the language learning process, which includes collaborative work with their peers to acquire good language. Collaborative or team writing is the process of creating written work in groups, with each team member having the opportunity to contribute to the final product (Thomas., 2014). A teacher fosters a learning environment for students by encouraging them to collaborate (Lantolf & Thorne, 2007). The learning environment can help students become less reliant on teachers. Furthermore, this method has the

potential to shift the paradigm of the teacher-centered approach that is prevalent in English-language schools in Indonesia (Murtiningsih., 2016).

Based on observations and initial discussion at Dharmawangsa Medan High School on March 8th 2024, in classrooms learning writing skills used by teachers still use the lecture method with students listening and taking notes. The teacher holds an important role as the main source of information, and students as recipients of information. This does not encourage students to learn optimally because it is more focused on the teacher. Their writing ability is still low. They have difficulty in developing their ideas well based on the topic given by the teacher. This happens because they do not have enough vocabulary and writing rules such as grammar, and also because students feel less interested in writing. It can be said that the methods or techniques used by teachers are less able to motivate students to learn.

Based on the problem, teachers need a method that can improve students' writing skills in English. One approach that has the potential to improve students' collaborative writing skills is project-based learning (PJBL). Project-based learning can be an effective teaching strategy to address writing challenges in EFL environments (Hidayati, et al., 2019). According to Tessema (2005), project-based learning is a student-centered approach that can help students improve their writing abilities. This method not only provides authentic and motivating assignments, but it also helps and guides students through the learning process. By utilizing the project-based learning method (PJBL), students can overcome common writing challenges.

Furthermore, the project-based learning method (PJBL) can offer a dynamic approach that promotes active participation and empowers students to take charge of their learning experience (Thomas.,2000). Project-based learning requires students to collaborate in groups, negotiate, and integrate a variety of skills such as writing and reading Communicate and think critically (Fragoulis 2009). Participating in collaborative tasks allows students to gain a better understanding of language structure and conventions while also improving their ability to convey ideas effectively. Collaboration enables students to share ideas, examine language use, and provide feedback to one another (Villarreal & Sarratea., 2019). These activities can support the development of EFL students' collaborative writing skills.

Under these conditions, understanding the student perspective is critical in order to gain insights into their experiences, perceptions, and attitudes toward project-based learning through collaborative writing strategies. This study aims to fill this research gap by investigating the impact of project-based learning through collaborative writing strategies on students' writing proficiency from the student's perspective. The study will look into students' experiences, perceptions, and attitudes toward project-based learning activities that incorporate collaborative writing strategies. By focusing on students' experiences, this study is expected to make a significant contribution to the development of better teaching methods as well as the improvement of students' writing skills.

1.2. Identification of the Problems

1. Ineffective teaching techniques and limited teacher creativity in designing writing activities
2. lack of comprehensive feedback from teachers, students are not realizing the importance of writing
3. Students not having enough vocabulary power and writing rules such as grammar, and students feel less interested in writing.

1.3. Scope and Limitation

This research has a certain scope and limitations. the scope of this research is focused on writing skills. And limited to text writing skills with collaborative writing methods in project-based learning activities.

1.4. Formulation of the problems

The problem formulated in the form of a question at the following:

1. What is the employing project-based learning (PJBL) through collaborative writing strategies improve students' writing proficiency?
2. How do students perceive and experiences the employing of project-based learning (PJBL) and collaborative writing strategies in improving their writing proficiency?

1.5. Objective of the study

Based on the aforementioned issue description, the present study aims to conduct an objective examination of the following aspects:

1. To find out the employing of Project Based Learning (PJBL) and collaborative writing strategies in improving students' writing proficiency.

2. To find out students' perceptions and experiences of the use of project based learning (PJBL) and collaborative writing strategies in learning to write.

1.6. Significance of The Study

The results of this study expected to make a useful contribution to English teachers, students or learners and future researchers. The usefulness of the results of this study is described as follows:

1. For teacher

This research can provide input for teachers in developing effective learning to improve students' collaborative writing skills and provide examples of how project-based learning (PJBL) can be applied in English language learning.

2. For students

Project-based learning (PJBL) can improve students' collaborative writing skills from planning, composing, and revising writing texts and increase EFL students' motivation and participation in teaching and learning activities.

3. For the next researcher

Future researchers can use the results of this study to develop more in-depth research on project-based learning (PJBL) and collaborative writing skills.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Students are taught how to write in order to improve their ability to express themselves effectively and demonstrate their knowledge in a given context. Unfortunately, most students struggle to express their ideas in writing and regard writing as a difficult subject. This is due to a lack of vocabulary and writing rules such as grammar, as well as students' disinterest in writing. In response to this issue, the researcher saw a creative way to help students learn writing skills, particularly collaborative writing, by using the project-based learning method (PJBL) and encouraging them to actively participate in collaborative cooperation with their peers to acquire good language.

These theories are considered necessary during the investigation process in order to explain specific ideas or terms. This framework is very useful in providing a clear understanding of all aspects of this research.

2.1.1 Definition of writing

Writing is regarded as one of the four fundamental language skills, alongside reading, speaking, and listening. Writing is one of the most important language skills for academic success and everyday life. Writing is a complex process that involves many factors and is an essential skill for English as a Foreign Language (EFL) students. Thus, writing assignments are essential components of any curriculum. Good grammar knowledge is an essential part of effective writing (Alharthi., 2021). Writing is made up of a series of interconnected intellectual

activities, such as choosing and limiting a topic, linking it to a purpose, deciding what to write, connecting the predetermined thoughts to a plan, and turning the plan into writing.

their work, and finally, students can organize and revise the finished product.

Lo and Hyland (2007), On the other hand, argue that writing ability is influenced by both internal and external factors, with teacher-led activities and personal motivation playing a crucial role in English language education, thereby enhancing student engagement.

Based on the definitions provided above, it can be concluded that writing is a complex act that necessitates focus and a thorough understanding of the subject matter. On the other hand, anyone can learn to write by practicing and reading a variety of books for inspiration. Teachers play a significant role in students' writing success. Teachers can foster an environment in which writing becomes an enjoyable and purposeful activity. Writing is the process of expressing ideas, arguments, sentiments, and thoughts in the form of words in sentences. This language skill enables you to communicate with others by writing.

2.1.2 Stage of Writing

The stage of writing process refers to the steps taken by a writer to create a final composition (Alharthi.,2021). However, he states that the writing process is divided into four steps. These are the steps: pre writing, Drafting, Revising, and editing. Each stage is described below.

Step 1: pre writing

Prewriting is important because it helps students think about topics and the best approach to writing. Activities like brainstorming, listening, and reading can help students generate ideas and begin writing informally. These activities are useful and do not require much time. Teachers should encourage students to choose techniques that work for them.

Step 2: Drafting

Students must convert the plan into a provisional text through a variety of activities such as relating the theme to other things, defining the theme, applying ideas, comparing ideas, arguing, and recounting the subject's development history. Teachers should prioritize global issues over surface issues like grammar and spelling.

Step 3: Revising

Learners are encouraged to consider ways to improve their writing by revising the text's organization and content. Teachers must provide revision guidance, feedback, and focus on significant errors, not just grammar.

Step 4: Editing

Editing is the final stage of writing in which students are asked to correct grammatical and technical errors in their work. The emphasis was on content earlier, but this stage provides an opportunity to correct spelling and local errors. When evaluating student writing, EFL teachers should emphasize linguistic accuracy.

2.1.3 Challenges in writing

According to (Alharthi.,2021) Some of the main challenges that EFL students face in the writing process are:

a. Grammar

Many EFL students struggle to use correct grammar. Common mistakes include the incorrect use of subjects and predicates, as well as sentence structure errors that can impair comprehension.

b. Spelling

Incorrect spelling and capitalization are common issues in student writing. These errors can undermine the credibility of the writing and lower its overall quality.

c. Vocabulary Usage

EFL students frequently feel limited in their vocabulary. Incorrect or consistent word usage can make writing feel tedious and uninteresting.

2.1.4 Importance of Writing Skills

Writing skills are an essential part of learning English as a foreign language (EFL) and are very important in academic and professional settings. Here are some important points about writing skills (Alharthi.,2021):

a. Effective Communication

Students with good writing skills can communicate their ideas and opinions in a clear and structured manner. This is especially important in academic

settings where students must convey arguments and analysis in their assignments.

b. Critical Thinking Skills

The writing process helps students develop critical thinking abilities. Students must use writing to analyze information, construct arguments, and evaluate evidence, all of which are important skills in education and everyday life.

c. Foundation for Language Learning

Writing is one of the most difficult skills in language learning, and mastery is essential for EFL students. Good writing skills improve overall language mastery, including grammar, vocabulary, and sentence structure.

2.1.5 Definition of Collaborative Writing

Collaborative writing entails two or more people working together to produce a written work. Collaborative or team writing is the process of creating written work in groups where all team members have the opportunity to contribute to the final written product (Thomas, 2014). Students can learn a language by actively participating in the learning process, which includes collaborative work with their peers.

Lingard (2021) provided one of the first definitions, stating that collaborative writing practice can improve writing effectiveness by generating ideas that make sense to readers and making them more interesting. It's as if they created a breathtaking work of art. (Anggraini et al., 2020) focus on the application of collaborative writing in the classroom, which can be adopted as an alternative

strategy in the pursuit of writing and positive perceptions of collaborative writing, especially in terms of writing motivation, feedback from peers, understanding of topics, habits, and enrichment vocabulary.

Villarreal and Sarratea (2019) provide a definition that emphasizes the primary activity of collaborative writing, which is carried out in pairs or groups to produce texts that are shorter but more accurate and slightly more complex lexically and grammatically, resulting in higher marks in terms of content, structure, and organization. Collaborative writing is an iterative and social process that involves groups focusing on a common goal, negotiating, coordinating, and communicating to create a piece of writing or a paper together (Lowry et al., 2004). Collaborative writing is supported by Vygotsky's 1968 social constructivism theory, which emphasizes social interaction and collaboration in building knowledge as the basis for collaborative writing. According to Storch (2005), a novice's cognitive development emerges through social interactions with more capable members who provide feedback or assistance to the novice to expand his knowledge beyond his current level. By collaborating with each other in developing and sharing meaning, students can engage in the composition process with greater clarity and understanding. Collaborative writing can produce a higher-quality written product because each member can check each other's work as they progress. In short, it can be concluded that collaborative writing aims to produce writing that is more thorough, effective, diverse, and successful than individual efforts.

2.1.6 Activities of Collaborative Writing

Collaborative writing involves more than just writing. (Lingard 2021) has identified seven core activities: brainstorming, conceptualizing, outlining, drafting, reviewing, revising and editing

1. Brainstorming

Brainstorming involves a writing group creating a list of potential ideas for a paper, considering findings, research question, compelling discussion, and literature connections. This process can begin during data collection and analysis.

2. Conceptualizing

Conceptualizing involves prioritizing brainstorming ideas to articulate the central story of a paper, considering the order and audiences of multiple manuscripts, and deciding which story should be told first.

3. Outlining

Outlining is the process of detailing the research manuscript's structure, including introduction, methods, results, and discussion. While it's more suitable for solo work, it should be visible to other team members. Collaborative efforts, such as discussing rough outline drafts and reviewing the lead author's, can maximize efficiency and input.

4. Drafting

Drafting a paper requires realistic planning. The selection of the order and details of the writing, including the literature review, theoretical framework, methods, results, and discussion must be carefully considered.

5. Reviewing, Revising and Editing

Review, revision, and editing are done in cycles. Each member provides feedback during the review, revision is done in light of the feedback, and editing is done to change micro-levels in the manuscript.

2.1.7 Benefit of Collaborative Writing

According to Lingard (2021), collaborative writing offers several advantages which are influenced by the strategies and activities involved in the process.

a. Enhanced Quality

Collaborative writing can produce higher-quality results by integrating multiple perspectives and expertise. This may result in more detailed and complex content.

b. Increased Efficiency

Collaborative writing can increase productivity by giving responsibility to team members. Strategies such as all-in-parallel writing allow for simultaneous work on different sections, potentially speeding up the writing process.

c. Creativity and Innovation

Collaborative writing can encourage creativity and innovation. The all-in-reaction technique, for example, supports fluid and creative expression, allowing new interpretations to emerge and sparking debate.

d. Learning and Development

Collaborative writing offers opportunities to learn and grow, especially for new writers. This gives everyone the experience of writing and

collaborating, which can be very beneficial to their professional development.

2.1.8 Definition of Project Based Learning (PJBL)

This project-based learning can take the form of formal individual or group assignments focused on curriculum-related topics, with the goal of encouraging creativity and improving problem-solving skills. Furthermore, this type of engagement enables students to engage in cooperation, conversation, negotiation, learning, and enjoyment in an English as a Foreign Language (EFL) setting. This is especially important in the current situation, as people are accustomed to working alone. According to Thomas (2000), project-based learning (PJBL) methods can offer a dynamic approach that encourages active participation and empowers students to take charge of their learning experience.

The project-based learning (PJBL) methodology can also help with English teaching and learning. This strategy encourages students to communicate purposefully and complete authentic tasks that are applicable to real-world scenarios. According to Tessema (2005), project-based learning is a student-centered approach that can help students improve their writing abilities. This method not only provides authentic and motivating assignments, but it also helps and guides students through the learning process. By utilizing the project-based learning method (PJBL), students can overcome common writing challenges.

The use of project-based learning can help students develop specific skills such as writing while also increasing motivation, teamwork, communication, creativity, and problem-solving abilities (Andriyani & Anam., 2022). Project-based learning

has been implemented at various levels of education, including middle school, high school, and college. Several studies have found that project-based learning improves EFL learners' collaborative skills. Project-based learning can promote student collaboration (Rasyid & Khoirunnisa, 2021), boost motivation to learn English (Wongdaeng & Hajihama, 2018), and improve writing characteristics such as organization, substance, vocabulary, and grammar (Hidayati & Widiati, 2019).

2.1.9 Challenges Related to Implementing Project Based Learning (PJBL)

According to Thomas (2000), the challenges related to the implementation of project-based learning are:

a. Challenges Faced by Students

Students often have difficulty conducting scientific investigations, especially when it comes to constructing meaningful questions, dealing with complexity, and developing logical arguments. Other problems include lack of motivation, access to technology, and social skills. However, there is a need to establish adequate support to help students undertake scientific inquiry.

b. Challenges Faced by Teachers

Teachers' difficulties in integrating project-based learning conflict with their personal views. Issues encountered include time management, activity design, and teacher-student assignments. Collaboration, use of technology, and developing student understanding through stimulating questions are challenges when using PBL.

c. Challenges Related to School Factor

Project-based learning in the classroom can be difficult to implement due to a lack of resources, rigid schedules, and district curriculum regulations. The physical structure of a school, as well as time constraints, can all have an impact on how effective project-based learning.

2.1.10 Advantages of Project Based Learning (PJBL)

According to Thomas (2000), teachers feel a number of benefits from implementing project-based learning in English language teaching, such as:

a. Project-based learning can help students improve their communication and collaboration skills, particularly in presentations and research. Students also learn to value peer feedback and to form groups when necessary while working on their own projects.

b. Project-based learning can improve self-regulation skills and self-confidence, and students' ability to work independently has also increased.

Teachers observed improvements in students' critical thinking skills as well as their ability to apply those skills across subjects.

c. Project-based learning can increase students' involvement and enjoyment in working together because projects are carried out together, so good cooperation between students is expected.

2.1.11 Disadvantages of Project Based Learning (PJBL)

According to Thomas (2000), some potential Disadvantages of implementing project-based learning are:

a. Challenges in Assessment

Measuring the effectiveness of project-based learning can be difficult because the end result is often subjective and may not be measurable using traditional assessment standards.

b. Teacher Preparation

Well-trained teachers are required to facilitate, rather than direct, project-based learning. These skills may not be possessed by all teachers, which may impede effective implementation.

c. Resource Requirement

When compared to traditional learning methods, project-based learning frequently requires more resources, both time and materials.

d. High Cognitive Demands

Students may feel overwhelmed by the level of independence and responsibility required in PBL, especially if they are unfamiliar with a more active learning style.

2.1.12 Project Based Learning Teaching Steps

According to Thomas (2000) states that there are five procedural phases of project-based learning teaching, namely:

a. Choose a Topic, Divide Students into Groups

Teachers can search for important curriculum content that is relevant to real-life situations as well as identify key issues. Teachers can divide the class into small groups and assign projects according to students' needs, with the goal of connecting learning with social life.

b. Writing projects

Teachers help students establish goals, tasks, methods, plans, and resources for learning projects. It is very important to set specific goals that match the standards of knowledge and skills you want to achieve. A project outline is also useful to guide the entire project implementation and evaluation process.

c. Execute a project

The team leader assigns tasks to members based on the group's action plan. Projects impact intellectual and practical activities. Students collect data from various sources, synthesize, analyze, and aggregate knowledge using work programs tested through practice.

d. Collect data

Project results can be published in a variety of formats, including newsletters, posters, and reports, as well as presented in PowerPoint or on a website. Participants present findings and new knowledge gained from the project, which can be applied in the classroom, school, or community.

e. Evaluate the project, draw key conclusions

Teachers and students evaluate project implementation and results using student outputs and presentations, advise students on how to apply their experiences to future projects, and evaluate results externally.

2.1.13 Definition of Writing Proficiency

Writing skills encompass the ability to effectively convey ideas through written communication in a variety of formats. Writing proficiency requires the ability to write rules, style guides, and formatting for various contexts. Moreover, proficiency in writing that can recognize which situations necessitate different writing styles and effectively establish the appropriate tone of a document are valuable writing abilities. Furthermore, proficiency in writing are crucial because they allow individuals to communicate without physical interaction (ginting et al., 2024).

a. Components of Writing Proficiency

1. Idea Conveyance: The ability to articulate thoughts and information in a clear and structured manner.
2. writing rules: Understand and use proper grammar, syntax, and writing conventions.
3. Style and Format: Change the writing style based on the purpose and intended audience.

b. The Importance of Writing Proficiency

1. Effective Communication: Writing allows people to communicate without having to physically interact, which is important in academic and professional settings.
2. Critical Skills: Good writing skills are closely related to critical thinking skills, which require writers to evaluate and analyze data in order to construct a coherent argument.

2.2 Relevance of The Study

There is research regarding project-based learning and students' writing skills. Although no research has specifically addressed gender case studies in this context, this research is important because it investigates how project-based learning influences EFL students' collaborative writing skills.

1. Project- Based Learning: Promoting EFL Learners' Writing Skills by Behnam Aghayani & Elmira Hajmohammadi (2019): The purpose of this study is to investigate how project-based learning affects the writing abilities of EFL students. The researcher used a pre-test/post-test quasi-experimental design with an experimental and control group consisting of 70 EFL students enrolled in EFL courses at an Iranian language institute. These results show that project-based learning has a significant impact on students' writing skills. This approach improves and promotes writing skills in a collaborative environment. This study can assist EFL teachers in incorporating project-based learning into EFL/ESL classes to improve students' writing abilities. Furthermore, the findings of this study can be applied to a wide range of learning contexts, not just textbook development and EFL teaching. Teacher creativity in using project-based learning can offset some of the deficiencies in writing
2. Students' Perceptions on Learning Writing Skills through Project-based Learning by Trang and Vu Thi Quynh (2022): This research aims to explore students' perceptions about learning writing skills based on the project-based learning (PBL) method. Researchers applied a descriptive research

design for this research. Thirty-five students in 11th grade mathematics (2021-2022 school year) at a high school for gifted students participated in this study. A questionnaire was designed to determine students' perceptions after they were taught writing skills through PBL for one semester for 3.5 months. The results of this research show that project-based learning can provide enormous opportunities for students to develop their writing skills. Students feel more confident in their ability to write, collaborate with others, and communicate information clearly. Additionally, they enjoy being active participants in the learning process, and the tasks and activities in project-based learning are very helpful. According to the research, teachers should establish group project goals, content-oriented instructions, scale, and implementation processes, as well as engage students in discussions and generate new ideas

3. The effect of collaborative writing in an EFL secondary setting by Izaskun Villarreal and Nora Gil-Sarratea (2019): This research has shown that collaborative writing (CW) increases students' proficiency in second and foreign languages. This research was conducted in a classroom environment to examine the effectiveness of classroom-based teaching (CW) in increasing language opportunities. The main aim was to ascertain whether CW facilitated the development of language skills. This research involved examining two separate courses, each consisting of a control group (n = 16) who produced argumentative essays individually and an experimental group (n = 16) who did so in pairs while recording their interactions. The results

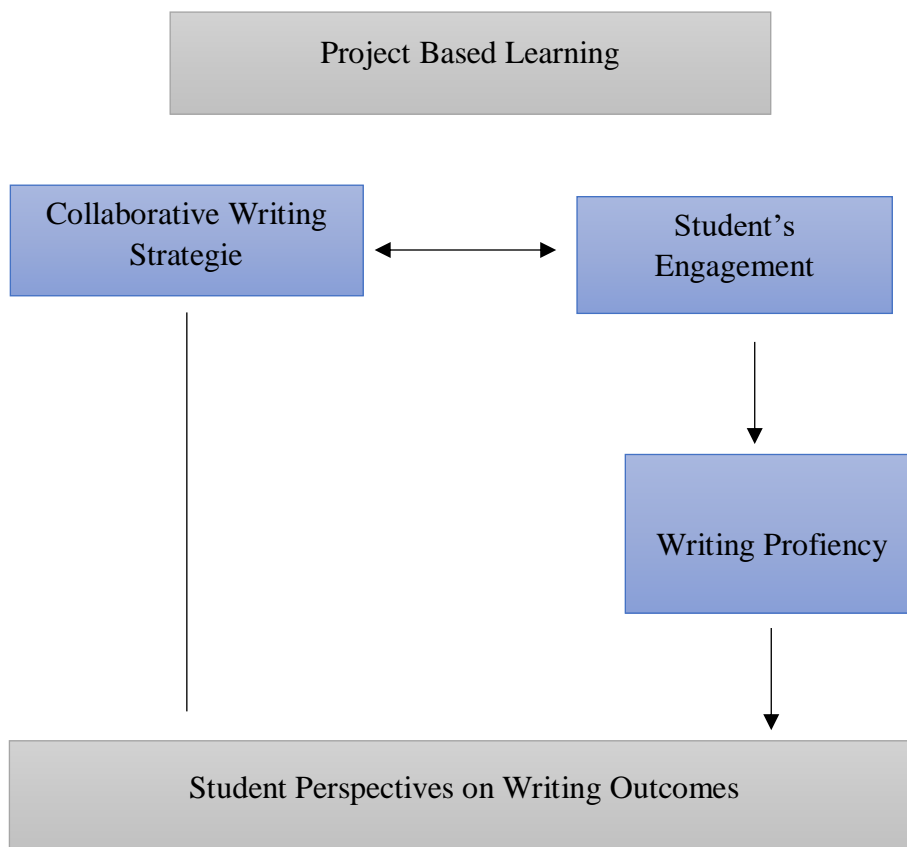
showed that these pairs produced texts that were shorter, more accurate, and slightly more lexically and grammatically complex, as well as higher scores on content, structure, and organization. Collaboration allows students to gather ideas, discuss language use, and provide feedback to each other (collective scaffolding). Most importantly, collaboration appears to be beneficial for all secondary school students, making it a useful strategy for improving EFL writing skills in the secondary school context

4. The Effects of Collaborative Writing on Students' Writing Fluency: An Efficient Framework for Collaborative Writing by Vu Phi Ho pham (2021): No previous research has investigated frameworks for students to write argumentative essays collaboratively. The aim of this study is to address this shortcoming. This study involved sixty-two second-year students earning a bachelor's degree in English from a university in Ho Chi Minh City, Vietnam. One important difference in the management of the two groups occurs in the preparation stage. Twenty-seven participants from the control group worked independently to write the essays after a collaborative effort to generate ideas and develop an outline. The data collection process includes giving pre-tests and post-tests to students and analyzing papers completed both individually and collaboratively. In addition, semi-structured interviews were also conducted to gather more information. The results of this study indicate that collaboration has a significant influence on students' writing fluency, regardless of whether they engage in collaborative writing or write individually.

Based on previous studies, the researchers' findings differ in several ways. One of them is the difference in assessments, sentence writing outcomes, vocabulary, grammar, and class interactions when working on group projects with peers. The results shared several characteristics, including extensive enhancement and development of students' ideas, as well as students' ability to freely exchange opinions and imagination when working with narrative texts. Furthermore, there are several ways to use teaching in the classroom, such as project assignments, and previous researchers were able to apply other methods.

2.3 Conceptual Framework

The conceptual framework is illustrated as follows:



2.4 Hypothesis

The hypothesis of this research is as follows:

Ha: There is a significant influence from implementing project-based learning
Through collaborative writing strategies

Ho: There is no significant effect of implementing project-based learning Through
collaborative writing strategies

CHAPTER III

RESEARCH OF METHOD

3.1. Research Design

This research used quantitative and qualitative methods. The design to be used is quasi-experimental to assess the effectiveness of project-based learning method through collaborative writing strategy on students' writing ability. In addition, a questionnaire is used to assess students' perspectives on the learning process conducted. The deeper and more detailed the data obtained, the better the quality of this mixed method research. This research is included in the quantitative and descriptive qualitative design because it is intended to find out how the employing of project-based learning through collaborative writing strategies on writing learning and analyze students' perspectives on their experiences in this learning (ary., et al 2010)

Table 3.1.
Research Design

Pre test	Treatmeant	Post test
Write narrative texts individually	Using project-based collaborative writing techniques.	Write narrative texts in groups.

3.2. Location and Time Research

The research conducted at SMA Dharmawangsa Medan. For the class year 2024/2025. The research location is on Jalan Kol. Yos Sudarso No. 224, Glugur kota, Kec. Medam Barat, Medan. This location was chosen based on the results of

previous observations that had problems with students' writing skills that were still low.

3.3. Population and Sample

3.3.1. Population

The population for this study were students of class XI of SMA Dharmawangsa Medan for the academic year 2024/2025, which consists of eight classes. The classes are XI-Mipa 1, XI-Mipa 2, XI-Mipa 3, XI-Mipa 4, XI-Mipa 5, XI-Mipa 6, XI-Mipa 7, XI-Mipa 8. Therefore, the entire population can be observed in the table below.

**Table 3.3.1.
Population**

Class	Population
XI-Mipa 1	34
XI-Mipa 2	37
XI-Mipa 3	34
XI-Mipa 4	36
XI-Mipa 5	35
XI-Mipa 6	33
XI-Mipa 7	34
XI-Mipa 8	36
Total:	279

3.3.2. Sample

This research uses Purposive Sampling. According to (Ary, et al 2010: 150) Sampling involves selecting individuals or groups who are thought to have characteristics or information relevant to the research objectives.

Table 3.3.2.
Sample

Class	Population	Sampel
XI-Mipa 1	34	-
XI-Mipa 2	37	-
XI-Mipa 3	34	-
XI-Mipa 4	36	36
XI-Mipa 5	35	-
XI-Mipa 6	33	-
XI-Mipa 7	34	-
XI-Mipa 8	36	-
Total:	279	36

3.4. Variabels and Operational Definitions

Table 3.4
Variables and Operation Definition

Variables	Operation Definition	Indicators
Project Base Learning	Project-based learning is a learning model that uses project activities as a means of learning. In this model, students act as the subject or center of learning, acquiring knowledge and skills through the process of designing, developing, and implementing projects that are relevant to the learning objectives.	<ol style="list-style-type: none"> 1. Structured learning with projects as the main focus 2. Students are divided into groups 3. Students work together in groups to complete the project. 4. The project is designed to achieve the learning objectives

<p>Collaborative writing skills</p>	<p>Collaborative writing skills are defined as the ability to collaborate with others during the writing process, divide tasks, and communicate ideas effectively. Individuals who engage in collaborative writing focus not only on the quality of their own writing, but also on how they can work together with their peers to achieve a common goal.</p>	<ol style="list-style-type: none"> 1. Students' ability to work together to produce effective and coherent writing. 2. The quality of collaborative writing is clearer and more accurate. 3. The writing shows good mastery of grammar, vocabulary, and sentence structure. 4. Students' ability to complete shared tasks effectively 5. Feedback from teacher and peers
<p>Writing Proficiency</p>	<p>Writing proficiency are defined as the ability to effectively communicate ideas in written form in a variety of formats. It entails an understanding of writing conventions, style guides, and formats appropriate for various situations.</p>	<ol style="list-style-type: none"> 1. Effective Communication 2. Critical Skills 3. Idea Conveyance 4. Writing rules

3.5. Instruments of Research

This research data was collected by giving written tests and questioner. Pre tests and post tests were given in accordance with the research procedures. and questioner were administrated to get students' perceptions and experience toward

project-based learning activities that incorporated with collaborative writing strategies. The research procedure was shown in table 3.5.1 below.

Table 3.5.1
Research Procedure

Research Activity	Student's Activity
The researcher asked students to create a narrative text individually (pre test).	Students created a narrative text individually with a free topic (pre test)
<p>The Planning Stage</p> <p>Meeting 1:</p> <ol style="list-style-type: none"> 1. The researcher makes an agreement with the students about the narrative text writing project. 2. The researcher asked students to find and observe examples of narrative texts. The researcher asked the students some questions as follows: <ul style="list-style-type: none"> - What is the topic of the narrative text that your project? - What you need to complete your project? - How do you do your project individually or in groups? 	<p>The Planning Stage</p> <p>Meeting 1:</p> <ol style="list-style-type: none"> 1. Students listen and give feedback or suggestions on the narrative text writing project. 2. The students find and observe examples of narrative texts. They also answer questions.

<ol style="list-style-type: none"> 3. The researcher asked the students if they have understood about narrative text. 4. The researcher asked students to make groups of 3 or 4 people in each group. 	<ol style="list-style-type: none"> 3. The students given responses about the narrative text 4. The students form groups of 3 or 4
<p>Implementation Stage</p> <p>Meeting 2:</p> <ol style="list-style-type: none"> 1. The researcher informed the students that the project done as a group in the classroom on an agreed topic. 2. The researcher asked students to work on a project. The project is to write a narrative text. The students also analyze the general structure of the narrative text, students make a schedule of activities and present the results of their project 	<p>Implementation Stage</p> <p>Meeting 2:</p> <ol style="list-style-type: none"> 1. The students listen and give feedback on how to do the project. 2. The students work on the project and make a timetable and presentation about their project.
<p>Present Stage</p> <p>Meeting 3:</p> <ol style="list-style-type: none"> 1. The researcher and the students evaluate the project in each respective group. 2. The researcher asked some questions about the story. 	<p>Present Stage</p> <p>Meeting 3:</p> <ol style="list-style-type: none"> 1. Students listen and give feedback on project observations. 2. The students will answer the questions.

The researcher asked students to create narrative texts in groups (post test).	Students create narrative texts in groups (post test)
--	---

3.6. Technique of Collecting data

In this study, researchers collected by data the using the following methods;

1. Observation

Observation is the way to collect data by the researcher in directly. Observation includes activities towards an object using all the sense such as the sense of hearing, touch, sight, smell, and taste (Arikunto, 2006) so the observation of the research used to observe teaching and learning activities in SMA Dharmawangsa Medan.

2. Test

Test is a set of questions or exercises to measure knowledge, intelligence, ability of groups or individuals. The researcher used written test. The researcher will conducte test consist of pre test and post test. Pre test willd given before treatment and post test given after treatment. The test will used to measure the students' writing ability.

3. Questioner

In this study, researchers used the questionnaire method, distributing questionnaires created in a Google form. The questionnaire created on a website, consisting of 15 items, allows participants to complete questions and submit questionnaires and responses online (Ary et al., 2010). The reason the

researcher used a questionnaire in this study was because the researcher could get a picture that was in accordance with what happened through the answers of the respondents and had the advantage of using it respondents and has advantages in its use. and the researcher used a Likert Scale questionnaire with reference to five attitude scales according to Podsén (1997), namely:

- 1) Strongly Disagree
- 2) Disagree
- 3) Undecided
- 4) Agree
- 5) Strongly Agree

3.7. Technique of Analyzing Data

3.7.1. Analysis of Quantitative Data

The data quantitativ collected through pre-test and post-test statistically analyzed by the researcher. The researcher used the design of Ary et al. (2010) as follows:

Design 1: One-Group Pretest–Posttest Design		
Pretest	Independent	Posttest
Y_1	X	Y_2

Y_1 : Initial pre-test of the subject group

Y_2 : Final test Same group post test

X : The Treatment

Here is the Jacobs' scoring profile in Sara Cushing Weigle's book (Weigle, 2002):

Table 3.7 Scoring Profile

No.	Point	Score	Criteria	Explanation
1	Content	30-27	Excellent to Very Good	Knowledgeable, substantive, through development of thesis, appropriate to the context.
		26-22	Good to Average	Knowledgeable enough of subject, capable range, limited development of thesis, mostly applicable to topic, but lacks explanation.
		21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
		16-13	Very Poor	Does not express knowledge of subject, non-substantive, not appropriate, or not enough to asses.
2	Organization	20-18	Excellent to Very Good	Fluent statement, ideas clearly stated and supported, well-organized, relevant arrangement united.
		17-14		Loosely organized but main
			Good to Average	ideas stand out, limited support, logical but deficient arranging.
		13-10	Fair to Poor	Concepts are confused or disconnected, lack logical arranging and no development/
		9-7	Very Poor	Does not communicate, no organization, or not enough to asses.
3	Vocabulary	20-18	Excellent to Very Good	Complicated selection, effective word, idiom choice and usage, word form mastery, appropriate register,

		17-15	Good to Average	Adequate range, occasional errors of words or idiom form, choice, usage but meaning not obscured
		13-11	Fair to Poor	Limited range, frequent errors of words structure, choice, usage, misunderstanding the meaning
		9-7	Very Poor	Little knowledge of English vocabulary, words structure, not enough to assess.
4	Language Use	25-22	Excellent to Very Good	Effective complicated construction, few mistakes agreement, tense, words structure or function, articles, pronoun and prepositions
		21-18	Good to Average	Simple explanation effective little problems in complex constructions, many errors agreement, tense, number, word structure or function, article pronouns, prepositions but meaning seldom obscured
		17-11	Fair to Poor	Dominant mistakes in simple complex construction, frequent errors of negation, agreement tense, number, words structure function, articles, pronoun prepositions, misunderstanding the meaning
5	Mechanics	5	Excellent to Very Good	Indicates mastery of usage, few mistakes of spelling, punctuation capitalization, paragraphing
		4	Good to Average	Occasional mistakes of spelling punctuation, capitalization paragraphing

		3	Fair to Poor	Many errors of spelling capitalization, punctuation, paragraphing, poor handwriting and misunderstanding meaning.
		2	Very Poor	No mastery of conventions, many errors of punctuation, spelling capitalization, paragraphing, and not enough to assess.

3.7.2. Analysis of Qualitative Data

As for statistical analysis, the data were examined in two procedures: 1) evaluating number, frequency, mean, and standard deviation to analyze how students' perspectives on project-based learning through collaborative writing strategy, 2) thematic analysis to identify emerging themes or patterns.

No	Statement	SD	D	U	A	SA
1	I understand the steps in the writing process after collaborative learning					
2	Discussions with friends help me understand the structure of the text better					
3	I feel more prepared to write after engaging in this activity.					
4	Project-based learning increases my motivation to learn to write.					
5	I feel more energized when learning in groups.					
6	Collaborative tasks make me more interested in participating.					
7	I feel more comfortable sharing ideas with my friends when working in a group.					
8	I actively contribute to group discussions on writing.					
9	Working together in a group improves our writing.					

10	I feel that I learn more effectively through project-based learning.					
11	The project we worked on provided a clear context for understanding the writing					
12	Project-based learning helps me understand the material better.					
13	This learning experience is very beneficial for me in developing my writing skills.					
14	This learning process provides opportunities for the exploration of my creativity					
15	I found this learning experience fun and interesting					

CHAPTER IV

DATA AND DATA ANALYSIS

4.1. Data

4.1.1. Quantitative Data

This research employs experimental quantitative methods. This study used experimental research methodology to obtain the planned findings. In this study, researchers used pre-test and post-test instruments distributed to the experimental class, as well as questionnaires completed by students following the implementation of project-based learning (PJBL) methods through collaborative writing strategies. The experimental class in this study, Class (XI Mipa 4) SMA Dharmawangsa Medan, consisted of 34 students: 20 females and 14 males. Individuals who participated in this study had both through a pre-test and a post-test assessments, which were conducted after their involvement in the narrative text-based learning process with a project-based learning approach in context through Collaborative Writing.

The researcher conducted a pre-test and a post-test, both of which were administered after the learning period, using narrative text materials and using Teacher-centre techniques. The pre-test results showed that the lowest score was 41 and the highest score was 70 while the post-test results showed that the lowest score for the post-test was 78 and the highest score was 90. This showed an improvement and students scored better after the treatment. This means that the

implementation of project-based learning through collaborative writing strategies has a significant impact on students' writing abilities.

4.1.2. Qualitative Data

This study's qualitative data was collected using a questionnaire designed to explore students' experiences and perceptions of Project-Based Learning (PJBL) with collaborative strategies for improving their writing skills. The questionnaire contained open-ended questions that allowed students to freely express their opinions and perceived benefits from the learning process. Using this method, the study aimed to better understand how students interacted with the PBL method and how collaboration with their peers contributed to the development of writing skills. The qualitative data collected from the questionnaires was then analyzed using a thematic analysis approach, which involved coding the data to identify key themes and interpreting the results to provide a clear picture of the students' experiences. The analysis revealed that most students felt a significant improvement in their writing ability, as well as a greater sense of motivation and enjoyment in the learning process. Students also reported that working in groups helped them complete writing assignments more effectively. Thus, the qualitative data obtained from this questionnaire provided valuable insights into the positive impact of the PBL method's collaborative strategies on students' writing learning experiences.

4.2. Data Analysisi

4.2.1. Quantitative Data Analysis

Table 4.2.1

difference in pre-test and post-test results

Score of							
No	Name	Pre test					Total
		C	O	V	L	M	
1	VA	13	7	13	13	3	49
2	FT	17	9	7	11	3	47
3	RS	13	10	11	11	3	43
4	AL	13	7	11	11	3	50
5	MA	17	12	11	17	3	60
6	DS	17	9	11	13	3	53
7	AS	22	14	15	16	3	70
8	DS	13	13	11	13	4	54
9	MC	13	7	7	11	3	41
10	RO	13	7	7	11	3	41
11	NE	20	10	15	17	4	66
12	DC	13	10	11	11	3	48
13	SB	17	10	11	11	3	52
14	SS	11	10	11	11	3	46
15	RS	13	10	11	11	3	48
16	TM	11	10	11	11	3	46
17	AA	17	10	11	11	3	52
18	NK	13	10	10	11	3	47
19	AP	13	7	7	11	3	41
20	AS	13	7	7	11	3	41
21	FN	22	14	15	12	4	67
22	RP	17	10	11	11	3	52
23	QA	17	13	13	11	3	57
24	IM	13	9	9	11	3	45
25	WU	13	9	9	11	3	45
26	RA	17	14	15	12	3	61
27	MP	11	10	11	11	3	46
28	ZS	17	10	11	11	3	52
29	RP	17	10	11	11	3	52
30	SA	17	13	11	13	3	57
31	SI	21	13	13	12	3	62
32	AZ	22	13	15	18	4	72
33	NA	21	13	13	11	4	62
34	WA	13	7	7	11	3	41

Score of							
No	Name	Post test					Total
		C	O	V	L	M	
1	VA	24	18	15	17	4	78
2	FT	24	18	15	17	4	78
3	RS	24	18	15	17	4	78
4	AL	22	17	20	22	4	85
5	MA	22	17	20	22	4	85
6	DS	28	17	18	22	5	90
7	AS	28	17	18	22	5	90
8	DS	28	17	19	18	4	86
9	MC	27	17	20	21	3	88
10	RO	22	17	20	22	4	85
11	NE	28	17	18	22	5	90
12	DC	28	17	18	22	5	90
13	SB	27	17	18	22	5	89
14	SS	27	17	20	21	3	88
15	RS	24	18	15	17	4	78
16	TM	27	17	18	22	5	89
17	AA	28	17	19	18	4	86
18	NK	28	17	19	18	4	86
19	AP	25	17	18	22	5	87
20	AS	27	17	20	21	3	88
21	FN	27	17	20	21	3	88
22	RP	22	17	20	22	4	85
23	QA	25	17	20	21	4	87
24	IM	25	17	20	21	4	87
25	WU	25	17	20	21	4	87
26	RA	24	18	19	22	5	88
27	MP	22	17	20	22	4	85
28	ZS	24	18	19	22	5	88
29	RP	24	18	19	22	5	88
30	SA	24	18	19	22	5	88
31	SI	27	17	20	21	4	89
32	AZ	27	17	18	22	5	89
33	NA	28	17	19	18	4	86
34	WA	27	17	20	21	4	89

The provided table clarified the categorization of the pre test dan post test data's evaluation outcomes into five distinct assessments. Specifically, the aspects to be considered include content, organisation, vocabulary, language use, and mechanics. The assessment has a significant role in the execution of tasks. The use of the Pre-test and Post-Test research data tools for the writing of narrative texts.

Table 4.2.1.
difference score between pre test and post test

No	Name	Score	
		Pre test	Post test
1	VA	49	78
2	FT	47	78
3	RS	43	78
4	AL	50	85
5	MA	60	85
6	DS	53	90
7	AS	70	90
8	DS	57	86
9	MC	41	88
10	RO	64	85
11	NE	66	90
12	DC	48	90
13	SB	52	89
14	SS	65	88
15	RS	50	78
16	TM	46	89
17	AA	52	86
18	NK	58	86
19	AP	41	87
20	AS	60	88
21	FN	67	88
22	RP	52	85
23	QA	57	87
24	IM	45	87
25	WU	45	87
26	RA	61	88
27	MP	55	85
28	ZS	52	88
29	RP	52	88
30	SA	58	88

No	Name	Score	
		Pre test	Post test
31	SI	62	89
32	AZ	63	89
33	NA	62	86
34	WA	70	89

According to the data presented in the table above, there were a total of 34 students enrolled in class XI Mipa 4 who were assessed before the pre-test. As a result, it was found that nine students scored below 50, thirteen students scored below 60, ten students scored below 70, and two students scored below 80. The use of Collaborative writing as a project work strategy in teaching experimental procedures resulted in an increase in the post-test scores of the 34 students in the class. This technique had a specific implementation of treatment within this class. Within the group, there was a subgroup of 4 students who achieved a score above 75, another subgroup of 4 students who achieved a score over 80, and a larger subgroup of 26 students who scored over 85. The data presented in the table shows a consistent increase in pre-test and post-test scores, with no students experiencing a drop in scores during the post-test session.

Students can develop a deeper understanding of the subject matter taught in the course. This understanding may be reflected in their ability to analyze information, draw connections between topics, and make informed decisions. In the table above, the students' ability to write is known to what point they develop their ideas and imagination. students can gain practical skills relevant to the course. These skills may include problem solving, critical thinking, communication, and teamwork.

4.2.1.1. Data Descriptive Statistics

Descriptive statistics include a variety of techniques used to collect and analyze numerical data, with the aim of extracting meaningful and informative insights. The SPSS results are divided into pre-test and post-test data obtained from the experimental group. The table displayed shows the maximum, lowest, mean, and standard deviation of the scores.

Table 4.2.1.1. The Result of Descriptive Statistic

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	34	41	70	1873	55.09	8.229
Posttest	34	78	90	2938	86.41	3.483
Valid N (listwise)	34					

The experiment Class consists of groups with a total of 2034 students. The average pre-test score for the experiment class is 55.09, with a minimum score of 41 and a maximum score of 70. The average post-test score is 86.41, with a minimum score of 78 and a maximum score. score 90. These results indicate a significant increase in student learning outcomes afterwards implement of project based learning through collaborative writing strategies. This can be seen from the difference in the average score of 31.32 between the Pre-Test and Post-Test assessments. Research findings show that using the Collaborative Writing approach provides better results compared to the Teacher Centered method

4.2.1.2. Test of Normality

The normality test is utilized to assess the distribution of data within a dataset or variables, with the aim of evaluating whether the distribution matches to a normal distribution or deviates from it. The current investigation entailed the examination of normality tests employing the Statistical Package for the Social Sciences (SPSS). The results of the normality test were displayed in the accompanying table.

Table 4.2.1.2. Test of Normality

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual	
N		34	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	7.59970719	
Most Extreme Differences	Absolute	.121	
	Positive	.090	
	Negative	-.121	
Test Statistic		.121	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.228	
	99% Confidence Interval	Lower Bound	.218
		Upper Bound	.239

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality test is a statistical procedure employed to assess the conformity of data to a normal distribution. Data were classified as abnormal if the significance value (Sig) was less than or equal to 0.05, indicating that the data did

not follow a normal distribution. According to conventional practice, data are said to follow a normal distribution if the significance value (Sig) is greater than or equal to 0.05. In this test, the cumulative distribution of the sample data is compared with the expected normal distribution. The results of the Kolmogorov-Smirnov Test show the value of Asymp. Sig. (2-tailed) of 0.200. It can be concluded that the data obtained from the pre-test and post-test in this study are normally distributed.

4.2.1.3. Paired Simple t-Test

Paired Simple t-Test is a statistical method used to compare two groups of related data, in this case, data from pre-test and post-test in the same group. This test aims to determine if there is a significant difference in the mean scores between the two measurements.

In this study, participants took a pre-test before the intervention and a post-test after the intervention. By using the Paired Simple t-Test, the researcher can measure the effect of the intervention on the change in participants' scores. This test assumes that the difference between pairs of data (post-test minus pre-test) is normally distributed. This analysis will provide information on the mean score difference, standard deviation, and p-value indicating the statistical significance of the difference. The results of this t-test will assist the researcher

in drawing conclusions about the effectiveness of the implemented intervention. The examination is conducted with the SPSS 29.0 software application. The test has been carried out as follows:

Tabel 4.2.1.3. Paired sample test**Paired Samples Test**

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Significance	
				95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				
Pair 1 Pretest - Postest	-31.324	7.607	1.305	-33.978	-28.669	-24.011	33	<,001	<,001

The observed significance level of 0.0001, which is significantly below the conventional threshold of 0.05, indicates that there is a statistically significant difference in the average scores between the Pre-Test and Post-Test in the one group pretest posttest design. Based on the findings derived from the data, the statistical significance value (two-tailed) of $0.0001 < 0.05$ suggests that there is a notable difference in the mean scores of participants before and after the intervention. This implies that the intervention implemented has had a substantial impact on the participants' performance. Consequently, it can be concluded that the intervention was highly effective in enhancing the participants' skills or knowledge, as evidenced by the significant increase in average scores from the Pre-Test to the Post-Test.

4.2.1.4. Hypothesis Test

This study employed a one group pre-test post-test design to analyze data collected from 34 students who participated in the intervention. All students

completed a pre-test before the implementation of the Project Based Learning through Collaborative Writing Strategy, followed by a post-test to evaluate the effectiveness of the intervention.

- a. If the significance result of the t-test is greater than or equal to 0.05, it indicates that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.
- b. If the significance result of the t-test is less than or equal to 0.05, it indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

The analysis focused on comparing the mean scores of the students' writing proficiency before and after the intervention. A paired t-test was conducted to determine whether the observed changes in scores were statistically significant. The results indicated a significant improvement in writing proficiency, with a p-value of 0.0001, which is well below the conventional threshold of 0.05. This suggests that the intervention had a substantial positive impact on the students' writing ability. The findings support the hypothesis that employing Project Based Learning through Collaborative Writing Strategy significantly enhances writing proficiency among students.

4.2.2. Qualitative data analysis

4.2.2.1. Descriptive statistics

Descriptive statistics is a statistical analysis that provides a general description of the characteristics of each research variable as seen from the average (mean), maximum and minimum values. In this study, the discussion regarding descriptive

statistical analysis was carried out for normal data. Data from students who met the research sample criteria were 34 students consisting of 20 female and 14 male.

Table 4.2.2.1 Descriptive statistics

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
I understand the steps in the writing process after collaborative learning	30	3	2	5	124	4.13	.730	.533
Discussions with friends help me understand the structure of the text better	30	2	3	5	128	4.27	.521	.271
I feel more prepared to write after engaging in this activity.	30	2	3	5	125	4.17	.592	.351
Project-based learning increases my motivation to learn to write.	30	2	3	5	123	4.10	.481	.231
I feel more energized when learning in groups.	30	3	2	5	119	3.97	.669	.447
Collaborative tasks make me more interested in participating.	30	2	3	5	118	3.93	.583	.340

I feel more comfortable sharing ideas with my friends when working in a group.	30	2	3	5	124	4.13	.434	.189
I actively contribute to group discussions on writing.	30	3	2	5	125	4.17	.592	.351
Working together in a group improves our writing.	30	3	2	5	122	4.07	.691	.478
I feel that I learn more effectively through project-based learning.	30	2	3	5	121	4.03	.556	.309
The project we worked on provided a clear context for understanding the writing	30	1	4	5	126	4.20	.407	.166
Project-based learning helps me understand the material better.	30	3	2	5	125	4.17	.648	.420
This learning experience is very beneficial for me in developing my writing skills.	30	3	2	5	118	3.93	.521	.271
This learning process provides opportunities for the exploration of my creativity	30	2	3	5	125	4.17	.531	.282

I found this learning experience fun and interesting	30	2	3	5	129	4.30	.535	.286
Valid N (listwise)	30							

Based on the table above, it can be seen that there are 3 variables studied, namely project-based learning, collaborative writing and Preference. By looking at the respondents' answers, all variables have an average of 4, which means they tend to agree. This indicates that students consider project-based learning methods through collaborative writing activities to be more effective than teacher-centered learning methods. This method not only increases student engagement in the learning process, but also encourages active interaction between students. In collaborative learning, students have the opportunity to discuss, exchange ideas, and provide feedback directly to each other. This interaction is not only limited to the use of social media or other online platforms, but also creates a more dynamic learning environment in the classroom.

4.2.2.2. Instrument Test

a. Validity Test

Validity test is used to measure whether or not a questionnaire is valid. The questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. The method used to assess the validity of the questionnaire is product moment correlation or using bivariate Pearson.

Table 4.2.2.2. Validity Test

Item	r- Count	r- Tabel	P (sig.)	Valid/invalid
P1	0,4	0,361	0,028	Valid
P2	0,496	0,361	0,005	Valid
P3	0,426	0,361	0,019	Valid
P4	0,604	0,361	0,001	Valid
P5	0,558	0,361	0,001	Valid
P6	0,78	0,361	0,001	Valid
P7	0,641	0,361	0,001	Valid
P8	0,614	0,361	0,001	Valid
P9	0,608	0,361	0,001	Valid
P10	0,678	0,361	0,001	Valid
P11	0,711	0,361	0,001	Valid
P12	0,604	0,361	0,001	Valid
P13	0,567	0,361	0,001	Valid
P14	0,633	0,361	0,001	Valid
P15	0,538	0,361	0,002	Valid

Based on the questionnaire items listed above, it can be seen that there are three key variables being studied: understanding the writing process, collaborative discussion, and motivation in project-based learning. The first variable, understanding the writing process, includes questions that assess how well students grasp the steps involved in writing after engaging in collaborative learning. The

second variable, collaborative discussion, evaluates the impact of group discussions on students' comprehension of text structure and their comfort in sharing ideas within a group. Finally, the third variable, motivation in project-based learning, measures how project-based activities influence students' motivation and engagement in writing tasks.

It is declared valid if the $r_{count} > r_{table}$ and the significance value is < 0.05

b. **Realibility Test**

The reliability test is to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable if one's answers to statements are consistent or stable from time to time. A variable is said to be reliable if it provides a Cronbach Alpha value > 0.60

Table 4.2.2.2. Reability test

N of item	Cronbach's	Keterangan
15	.857	Reliabel

Based on the table above, the data shows that the reliability test is carried out by variable, not by question item. And in each variable data, it can be seen that all Cronbarch Alpha results are more than 0.6, which can be said to be reliable data. It is declared reliable if the Cronbach's Alpha value is > 0.6

4.2.2.3. Thematic analysis

This thematic analysis aims to explore the impact of project-based learning (PBL) through collaborative writing strategies on students' writing proficiency.

Data were collected through interviews and observations at Dharmawangsa Medan High School, focusing on four main variables: student engagement, collaboration, motivation, and challenges in writing instruction.

1. Student Engagement (Code: SE)

Based on the analysis, 75% of students reported increased engagement when involved in projects. They indicated that practical activities within PBL made them more enthusiastic about writing. For instance, one student stated, "I feel more active and motivated when working in groups."

2. Collaboration (Code: C)

In the context of collaboration, 70% of students experienced benefits from group dynamics that supported their understanding of language structure. Students expressed that working together with peers not only aided their writing but also enriched their comprehension of English. One student remarked, "Discussing with my friends helps me understand how to construct good sentences."

3. Motivation (Code: M)

Regarding motivation, 65% of students experienced increased self-confidence after participating in collaborative writing activities. They felt that the projects were more enjoyable and relevant to their daily lives, which, in turn, heightened their desire to learn writing. A student mentioned, "After this project, I feel more capable of expressing my ideas in writing."

4. Challenges in Writing Instruction (Code: C)

Despite the numerous benefits, 60% of students also identified challenges faced during the learning process. Many felt that traditional methods were still predominant, hindering their creativity in writing. One student noted, "Sometimes, I find it hard to be creative because the teaching methods are monotonous."

4.3 Research findings

After data collection, the lowest score for the pre-test was 41 and the highest score was 70 while the lowest score for the post-test was 78 and the highest score was 90. The data showed that the average score of students' pre test was 55.09, while after the implementation of PBL, the average score increased to 86.41, resulting in an average difference of 31.32 points. Paired t-test analysis shows that the t value obtained is 24.011, Based on the t distribution table for $df = 33$ and the significance level $\alpha = 0.05$ is 2.042. Because the t value obtained (24.011) is much greater than the critical t value (2.042), it can be concluded that there is a very significant difference between the pre-test and post-test scores. as a result, the written test score with the project-based learning method is higher than the conventional learning method or the teacher method. the hypothesis is accepted.

In terms of student perception, the questionnaire results revealed that 90% of students felt more motivated and engaged in writing tasks following the implementation of this method. They stated that collaborative activities not only made the writing process more enjoyable, but also enabled them to share ideas and provide constructive feedback to classmates. Students believed that by working together, they could overcome difficulties in writing and better understand language

structures and rules. Furthermore, the learning environment created through this method was considered more interactive and supportive, encouraging students to actively participate in the learning process. Overall, the findings of this study confirmed that combining PBL with collaborative writing strategies not only significantly improved writing skills but also enhanced students' learning experiences, making them more enthusiastic and confident in expressing themselves in writing.

4.4. Discussion

The results of the quantitative analysis indicate that the implementation of project-based learning (PBL) through collaborative writing strategies has a significant impact on students' writing proficiency. The data collected from pre-test and post-test assessments reveal a clear improvement in writing skills following the intervention. This enhancement can be attributed to the active engagement fostered by the PBL approach, which encourages students to work collaboratively. In group settings, students not only receive feedback from their peers but also learn to exchange ideas and writing strategies, enriching the overall learning experience. Statistical findings demonstrate that students involved in collaborative writing exhibited greater progress compared to those in the control group, reinforcing previous research that highlights the benefits of collaboration in improving writing quality through the integration of diverse perspectives.

In addition to the quantitative findings, the qualitative analysis provides valuable insights into students' perceptions of the PBL and collaborative writing experience. questionnaires reveal that students hold a positive view of these

methods, expressing increased confidence in their writing abilities and heightened motivation to participate in classroom activities. Many students reported enjoying the collaborative process, which helped them grasp the structure and rules of writing more effectively. They noted that discussions within their groups facilitated the resolution of writing challenges, suggesting that the social aspect of collaborative writing not only enhances the final written product but also contributes to the overall development of language skills.

However, some challenges were identified, including differences in skill levels among group members, which can affect group dynamics. Despite these challenges, students generally felt that effective communication and clear task distribution could mitigate potential issues. Overall, the findings from both the quantitative and qualitative analyses underscore the effectiveness of employing PBL through collaborative writing strategies in improving students' writing proficiency. The integration of these two analytical approaches provides a comprehensive understanding of how these methods can be successfully applied in English language learning contexts, offering valuable insights for educators aiming to develop innovative and effective teaching strategies to enhance students' writing skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

After analyzing the quantitative and qualitative data collected for this study, it is evident that implementing project-based learning (PBL) through collaborative writing strategies significantly improves students' writing proficiency.

1. The quantitative analysis revealed a significant improvement in writing skills, as evidenced by the differences between pre-test and post-test results. This shows that PBL's structured approach effectively engages students and fosters a learning environment. The use of collaborative writing not only facilitates peer feedback, but also encourages students to share ideas and strategies, enriching their writing experience.
2. The qualitative analysis, which included questioners and surveys, revealed that students have positive perceptions of their learning experiences. Many students expressed greater confidence in their writing abilities and motivation to participate in classroom activities. They appreciated the collaborative process, noting that working in groups improved their understanding of writing structures and rules. This social aspect of collaborative writing not only improves the quality of the written product but also supports the overall development of language skills.

Overall, the findings of this research underscore the effectiveness of PBL and collaborative writing methods as powerful pedagogical tools for improving writing skills in English language education. The integration of these approaches has the potential to foster a more engaging and supportive learning environment, promoting

not only academic success but also the development of critical thinking and interpersonal skills among students.

5.2. Suggestion

Based on the findings and insights garnered from this study, several recommendations can be made for educators and future researchers.

First and foremost, it is essential for educators to continue implementing project-based learning and collaborative writing strategies in their English language instruction. Given the significant improvements observed in students' writing skills, these approaches should be embraced as integral components of the curriculum. Teachers are encouraged to create opportunities for students to engage in collaborative writing projects that allow for meaningful interaction and peer feedback. This will not only enhance their writing abilities but also foster teamwork and communication skills.

Additionally, professional development for teachers is crucial. Educators should receive training on effective collaborative techniques and group management strategies to facilitate smoother group dynamics and maximize student engagement. Workshops and seminars focusing on best practices in PBL can equip teachers with the necessary tools to implement these methods successfully.

For future research, it is recommended to explore additional factors that may influence the success of PBL and collaborative writing. For instance, examining the role of technology in enhancing collaborative writing experiences could provide valuable insights, especially in an increasingly digital learning environment. Furthermore, investigating gender differences in group dynamics may reveal

important considerations for creating inclusive and effective collaborative learning experiences.

Moreover, expanding the scope of future studies to include a larger sample size across different educational levels and diverse school settings would provide a more comprehensive understanding of the effectiveness of these methods. Longitudinal studies could also be beneficial in assessing the long-term impact of PBL and collaborative writing on students' writing proficiency and overall language development.

REFERENCES

- Aghayani, B., & Hajmohammadi, E. (2019). Project-based learning: Promoting EFL learners' writing skills. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 78-85. <https://doi.org/10.24071/llt.v22i1.1727>
- Alharthi, S. (2021). From instructed writing to free-writing: A study of EFL learners. *SAGE Open*, 11(1), 1–15. <https://doi.org/10.1177/21582440211007112>
- Andriyani, S., & Anam, S. (2022). Exploring the Relationship between Project-Based Learning and Collaborative Skills: EFL Learners' Voices. *Al-Lisan*, 7(1), 51–63. <https://doi.org/10.30603/al.v7i1.2413>.
- Anggraini, R., Rozimela, Y., & Anwar, D. (2020). The effects of collaborative writing on EFL learners' writing skills and their perception of the strategy. *Journal of Language Teaching and Research*, 11(2), 335-341. <http://dx.doi.org/10.17507/jltr.1102.25>
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Wadsworth Cengage Learning.
- Bokiev, D., & Ismail, L. (2021). Evaluating the use of project-based learning with undergraduates: A systematic review of the literature. *Asian Journal of University Education*, 17(1), 228-243.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education. San Fransisco: San Fransisco State University.
- Cahyono, B. Y., & Rahayu, T. (2020). EFL Students' Motivation in Writing. *Writing Proficiency, And Gender*. *TEFLIN Journal*, 31(2), 162–180. <http://dx.doi.org/10.15639/teflinjournal.v31i2/162-180>
- Ferris, D. R. (2003). *Response to Student Writing: Implications for Second Language Students*. Mahwah, NJ: Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410607201>
- Fragoulis, I. (2009). Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice. *English Language Teaching*, 2(3), 113-119. <https://doi.org/10.5539/elt.v2n3p113>
- Fung, Y. M. (2006). *The nature and dynamics of collaborative writing in a Malaysian tertiary ESL setting*. Unpublished doctoral dissertation, Massey University, New Zealand.
- Ginting, P., Lestari, E., & Hasnah, Y. (2023). University Instructors' Attitude Towards Writing Academic Articles in English for Publication: Voices from Indonesia. *Theory and Practice in Language Studies*, 13(7), 1738-1748. <https://doi.org/10.17507/tpls.1307.17>

- Graham, S., & Perin, D. (2007). A Meta-Analysis of Writing Instruction for Adolescent Students. *Journal of Educational Psychology*, 99, 445-476. <http://dx.doi.org/10.1037/0022-0663.99.3.445>
- Grenville, K. (2001). *Writing from start to finish: A six-step guide*. Allen & Unwin. Australia: Agency Limited (CAL) under the Act.
- Guthrie, G. (2019). Semi-structured interviews. In G. Guthrie (Ed.), *The SAGE handbook of research methods in political science and international relations* (pp. 461-476). SAGE Publications.
- Harmer, J. (2008). *The practice of English language teaching* (4th ed.). Pearson Education Limited, 1-448.
- Hidayati, A. E. N., & Widiati, U. (2019). Fostering Students' Writing Ability through Project Based Learning Approach. *Jurnal Pendidikan Humaniora*, 7 (4), 140- 149. <http://journal.um.ac.id/index.php/jph>
- Kane, T. S. (1988). *The Oxford Essential Guide to Writing*. New York: Barkley Publishing Group.
- Larasati, A., & Ginting, P. (2024). Culturally Responsive Teaching Integrated Skill AI Based Learning Applicator to Elevate Learners Critical Thinking and Writing Proficiency. *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature*, 12(1), 396-416. <https://doi.org/10.24256/ideas.v12i1.4909>
- Lingard, R. (2021). Collaborative writing: Benefits, challenges, and strategies for success. *Journal of Technical Writing and Communication*, 51(2), 211-223. <https://doi.org/10.1007/s40037-021-00668-7>
- Lo, J., & Hyland, F. (2007). Enhancing students' engagement and motivation in writing: The case of primary students in Hong Kong. *Journal of Second Language Writing*, 16(4), 219-237. <http://dx.doi.org/10.1016/j.jslw.2007.06.002>
- Lowry, P. B., Curtis, A., & Lowry, M. R. (2004). Building a taxonomy and nomenclature of collaborative writing to improve interdisciplinary research and practice. *The Journal of Business Communication*, 41(1), 66-99. <https://doi.org/10.1177/0021943603259363>
- Murtiningsih, S. R. (2016). Collaborative Writing in an EFL Context. *Journal of Foreign Language, Teaching & Learning*, 1(1), 82-90. <https://doi.org/10.18196/ftl.118>
- Oppenheim, A. N. (1992). *Questionnaire Design, Interviewing and Attitude Measurement*. Pinter Publishers. <https://doi.org/10.1002/casp.2450040506>
- Pham, V. P. H. (2021). The effects of collaborative writing on students' writing fluency: An efficient framework for collaborative writing. *SAGE Open*, 11(1), 1- 11. <https://doi.org/10.1177/2158244021998363>

- Rasyid, Y., & Khoirunnisa, K. (2021). The Effect of Project-Based Learning on Collaboration Skills Of High School Students. *Jurnal Pendidikan Sains*, 9(1), 113-119. <https://doi.org/10.26714/jps.9.1.2021.113-119>
- Rezeki, Y. S., & Rahmani, E. F. (2021). The implementation of collaborative writing technique to improve students' writing performance and soft skill. *VELES Voices of English Language Education Society*, 5(2), 81–94. <http://dx.doi.org/10.29408/veles.v5i2.3614>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14(3), 153-173. <https://doi.org/10.1016/j.jslw.2005.05.002>
- Swandi & Netto-Shek. (2016). Teaching writing at the primary levels. *Indonesian Journal of Applied Linguistics*, 7(1), 1–10. <http://dx.doi.org/10.17509/ijal.v7i1.6852>
- Tessema, K. A. (2005). Stimulating writing through project-based tasks. *English Teaching Forum*, 43(4), 22-28.
- Thomas, A. T. (2014). Developing team skills through a collaborative writing assignment. *Assessment & Evaluation in Higher Education*, 39 (4), 479–495. <http://dx.doi.org/10.1080/02602938.2013.850587>
- Thomas, J. W. (2000). A review of research on project-based learning. The Autodesk Foundation. http://www.bie.org/research/study/review_of_project_based_learning_2000
- Trang, L. T. T., & Vu, T. Q. (2022). Student's perception on learning writing skills through project- based learning. *International Journal of Applied Science and Research*, 5, 2581-7876. <https://doi.org/10.56293/IJASR.2022.5421>
- Villarreal, I., & Gil-Sarratea, N. (2019). The effect of collaborative writing in an EFL secondary setting. *Language Teaching Research*, 24(6), 1- 24. <https://doi.org/10.1177/1362168819829017>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Weigle, S. C. (2002). *Assesing Writing*. In *Journal of Chemical Information and Modeling*.
- Wongdaeng, M., & Hajihama, S. (2018). Perceptions of project-based learning on promoting 21st century skills and learning motivation in a Thai EFL setting. *Journal of Studies in the English Language*, 13(2), 158-190. <https://so04.tci-thaijo.org/index.php/jsel/article/view/113931>

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah : SMA Dharmawangsa Medan
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI/ I
 Materi Pokok : Teks Naratif
 Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama sesuai yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, gotong royong, Kerjasama, toleran, damai, santun, responsive pro-active dan menunjukkan sikap Sebagian dari solusi atau berbagai dari permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam semesta serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan sosial, konseptual, procedural, berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, Kerjasama, dan damai dalam melaksanakan komunikasi fungsional
- 3.10. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks

penggunaannya.

Indikator:

1. Makna kata, frasa, kata atau kalimat dalam teks narrative sederhana mengenai cerita rakyat.
 2. Siswa menemukan gagasan utama, informasi rinci dan informasi tertentu yang tersurat dalam teks narrative.
 3. Siswa menemukan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks narrative sederhana.
 4. Siswa mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam narrative teks.
 5. Siswa mengidentifikasi conflict/masalah yang ada pada teks narrative sederhana
 6. Siswa menemukan solusi yang ada
 7. Siswa mengidentifikasi nilai moral yang ada dalam teks narrative sederhana.
- 4.15 Menangkap makna teks narrative lisan dan tulis berbentuk legenda sederhana.

Indikator

1. Siswa menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.
2. Siswa dapat menceritakan Kembali suatu cerita rakyat yang dibaca baik secara lisan maupun tulisan.

C. Tujuan Pembelajaran

Setelah mempelajari teks naratif siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar Bahasa Inggris terkait dengan teks narrative sederhana berbentuk legenda rakyat.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks narrative sederhana berbentuk legenda rakyat.
3. Menemukan makna kata, frasa atau kalimat yang ditemukan dalam teks narrative sederhana.
4. Menemukan informasi rinci yang tersurat dalam teks narrative yang sederhana
5. Menemukan ide pokok dari sebuah teks narrative sederhana.
6. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks narrative sederhana berbentuk legenda rakyat.
7. Merespon makna teks narrative sederhana berbentuk legenda rakyat.

D. Materi Pembelajaran

Teks naratif dalam cerita rakyat dibentuk secara singkat dan sederhana,

seperti:

- Cerita Rakyat
- Legenda
- Dongeng
- Mitos

Fungsi Sosial

Cerita rakyat biasanya memiliki fungsi untuk menghibur dan menumbuhkan pengenalan terhadap nilai-nilai luhur yang dijunjung tinggi oleh masyarakat di lingkungannya, seperti: kepahlawanan, kesetiaan, ketaatan dan rasa hormat kepada orang tua, kebenaran dan lain-lain. Agar proses pembelajaran di kelas dapat mencapai fungsi sosial tersebut, maka pembacaan cerita rakyat harus diikuti dengan kondisi kelas yang tenang dan nyaman.

Struktur Teks

Struktur teks cerita rakyat sesuai dengan struktur yang lazim digunakan dalam teks naratif, seperti

seperti:

Struktur teks cerita rakyat sesuai dengan struktur yang lazim digunakan dalam teks naratif, seperti

seperti:

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan evaluasi tentang situasi dan kondisi saat cerita berlangsung.
3. Menjelaskan krisis yang terjadi pada tokoh utama (komplikasi)
4. Akhir dari krisis tersebut, baik atau buruk bagi tokoh utama dan juga akhir dari cerita (resolusi)
5. Berikan alasan atau komentar umum (reorientasi), opsional

Unsur Kebahasaan

Ada beberapa fitur bahasa yang benar-benar perlu dipelajari untuk mengekspresikan peristiwa atau kegiatan yang terjadi di masa lalu tanpa waktu tertentu juga

waktu tertentu serta responnya.

1. Tata Bahasa: Simple Past tense, Past Continuous Tense
2. Ucapan langsung dan tidak langsung
3. Kosakata: benda dan tindakan yang berhubungan dengan cerita karakter

4. Kata keterangan waktu: pertama, kemudian, setelah itu, sebelum, akhirnya, akhirnya, dan lain-lain.
5. Kata keterangan dan frasa kata depan: dahulu kala, suatu hari, di pagi hari, keesokan harinya, segera, dan lain-lain
6. Penggunaan kata benda seperti tunggal dan jamak secara tepat, dengan atau tanpa a, the, this, those, my, their, dan lain-lain secara tepat dalam frasa kata benda
7. Pengucapan, tekanan kata, intonasi
8. Ejaan dan tanda baca.

E. Metode Pembelajaran

Pendekatan : Scientific approach

Strategi : Pembelajaran berbasis projek, menulis kolaboratif

F. Media, Alat dan Sumber Pembelajaran

1. Media : Gambar
2. Alat/bahan : Handphone dan Papan Tulis
3. Sumber Belajar : Buku paket Bahasa Inggris, Kamus dan Suara Guru

G. Langkah – langkah kegiatan pembelajaran

<p>Kegiatan Pembukaan</p> <p>a sebagai materi awal sebelum kegiatan inti</p>
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Peneliti memberikan beberapa penjelasan tentang Collaborative Writing pada pelajaran ini. 2. Peneliti mulai menjelaskan bagaimana penulisan kolaboratif sebagai proyek bekerja di bagian ini. 3. Peneliti menunjukkan contoh membuat tulisan kolaboratif dengan materi teks naratif sebagai bentuk kegiatan menulis cerita pendek naratif. 4. Siswa akan berlatih menulis cerita mereka tentang teks naratif dengan menulis kolaboratif Bersama teman kelompok diskusi yang telah dipilih.
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Memberikan Post-test sebagai batas pemahaman mereka. 2. Beri mereka refleksi sebagai titik pemahaman mereka. 3. Beri mereka motivasi setelah mereka menyelesaikan pekerjaan proyek mereka.

H. Perlakuan (Treatment)

Para siswa akan dapat melakukan penulisan cerita kolaboratif mereka oleh kelompok kerja proyek mereka.

1. Bagi siswa menjadi 4 kelompok untuk mendorong kolaborasi
2. Siapkan kertas selembat. Pilih cerita yang sudah ditentukan untuk ditulis
3. Peneliti menjelaskan tentang proyek menulis teks naratif. setiap kelompok menyusun rencana penulisan, termasuk struktur teks (pengantar, isi, penutup) dan pembagian tugas di antara anggota kelompok.
4. Dengan bimbingan dan arahan dari peneliti siswa akan mulai menulis teks naratif secara kolaboratif.
5. Setelah selesai, peneliti akan meminta siswa untuk mempresentasikan hasil tulisan mereka di depan kelas.

I. Penilaian

No.	SCORE	EXCELLENT	GOOD	FAIR	POOR
1.	Content	27-30	22-26	17-21	13-16
2.	Organization	18-20	14-17	10-13	7-9
3.	Vocabulary	18-20	15-17	11-13	7-9
4.	Language use	22-25	18-21	11-17	5-10
5.	Mechanics	5	4	3	2
	TOTAL	100	85	67	46

Medan, 02 September 2024

Mengetahui,

Guru Bahasa Inggris



Ayu Pupuh Rohadi, S. Pd

Mahasiswa



Dinar Ayuni

Appendix 2**THE PRE-TEST OF WRITING NARRATIVE TEXT**

Name:

Class:

Time: 30 Menit

1. Please write in your own sentences about the Narrative text the title is “The Legend of Malin Kundang”. And please do the best by yourself! (Minimum 200 words).

Appendix 3**THE POST-TEST OF WRITING NARRATIVE TEXT**

Name:

Class:

Time: 60 Menit

1. After being given treatment from your teacher. Please form 4 groups to write narrative texts. And then write the titles of your free fiction essays in their respective groups. However, the way to do it is by working with each other by their own group. Then try to connect your sentences with your friends into one fictional


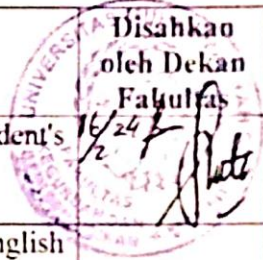
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dinar Ayuni
NPM : 2002050031
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 130 SKS

IPK= 3,63

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Projects Based Learning on EFL Student's Collaborative Writing Skills: Gender Case Study	
	Semiotic Analysis of EFL Students' Discourse about English Language Learning	
	The Effect of Project Based Learning Model With Inquiry Approach on Critical Thinking Ability Of EFL Student's	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 12 Februari 2024
Hormat Pemohon,



Dinar Ayuni

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dinar Ayuni
NPM : 2002050031
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**The Effect of Projects Based Learning on EFL Student's Collaborative Writing Skills:
Gender Case Study**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Rini Ekayati, S.S., M.A.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 12 Februari 2024
Hormat Pemohon,

Dinar Ayuni

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0425 /II.3/UMSU-02/F/2024
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Dinar Ayuni**
N P M : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effect of Projects Based Learning on EFL Student's Collaborative Writing Skills: Gender Case Study.**

Pembimbing : **Rini Ekayati, S.S., M.A.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **16 Februari Januari 2025**

Medan 06 Syaban 1445 H
16 Februari 2024 M



Dra. Hj. Svamsucurnira, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR





**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Dinar Ayuni
N.P.M : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Projects Based Learning on EFL Student's Collaborative
Writing Skills: Gender Case Study.

benar telah melakukan seminar proposal skripsi pada hari Kamis Tanggal 08 Bulan Agustus
Tahun 2024

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2024







Ketua,

Pirman Ginting, S.Pd., M.Hum.



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Dinar Ayuni
NPM : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The effect of projects based learning on EFL student's collaborative writing skills: Gender Case Study.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
24/4 - 24	Follow the proposal format, pay attention to the content. - Background of the study: state your research gap	
22/5 - 24	- Identification of the problem: follow what you write in the background - Formulation of the problem.	
29/5 - 24	- Scope and limitation - Significance of the study	
13/6 - 24	Chapter II - Explore the major references used in your proposal	
1/7 - 24	Chapter III. - Method of research	
10/7 - 24	Chapter I - III: Final check	
22/7 - 24	All	

Diketahui oleh:
Ketua Prodi



(Pirman Ginting, S.Pd., M.Hum.)

Medan, 22 Juli 2024

Dosen Pembimbing



(Rini Ekayati, S.S., M.A)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL


Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Dinar Ayuni
NPM : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The effect of projects based learning on EFL student's collaborative writing skills: Gender Case Study.

Sudah layak diseminarkan.

Medan, 22 Juli 2024

Disetujui oleh
Pembimbing



(Rini Ekayati, S.S., M.A)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 08 Bulan Agustus Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Dinar Ayuni
N.P.M : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Projects Based Learning on EFL Student's Collaborative Writing Skills: Gender Case Study.

No	Masukan dan Saran
Judul	Revise . .
Bab I	Consider to choose the specific topic to be discuss
Bab II	State your references based on your description in literature review
Bab III	Consult to the format of research guiding - state step by step clearly about your method based on your research design (qualitative & quantitative)
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dra. Hj. Diani Syahputri, M.Hum.)

Dosen Pembimbing

(Rini Ekayati, S.S., M.A.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisuta, S.Pd., M.Hum.)



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dinar Ayuni
N.P.M : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Projects Based Learning on EFL Student's Collaborative Writing Skills: Gender Case Study.

Pada hari Kamis Tanggal 08 Bulan Agustus Tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Agustus 2024

Disetujui oleh:

Dosen Pembahas

(Dra. Hj. Diani Syahputri, M.Hum.)

Dosen Pembimbing

(Rini Ekayati, S.S., M.A.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)



UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dinar Ayuni
NPM : 2002050031
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**The Effect of Projects Based Learning on EFL Student's Collaborative Writing Skills :
Gender Case Study**

Menjadi:

**Employing Project Based Learning Through Collaborative Writing Strategy on
Learning Writing : Writing Proficiency on Student Perspective**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum.

Medan, 26 Agustus 2024
Hormat Pemohon

Dinar Ayuni

Dosen Pembahas

Dra. Diani Syahputri, M.Hum.

Diketahui Oleh :

Dosen Pembimbing

Rini Ekayati, S.S., M.A.



UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak-KP/PT/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsu.medan](https://www.facebook.com/umsu.medan) [umsu.medan](https://www.instagram.com/umsu.medan) [umsu.medan](https://www.youtube.com/umsu.medan)

Nomor : 2274 /II.3/UMSU-02/F/2024
Lamp : ---

Medan, 24 Shafar 1446 H
29 Agustus 2024 M

Hal : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala
SMA Dharmawangsa Medan
Di
Tempat.**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Dinar Ayuni**
N P M : 2002050031
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Employing Project Based Learning through Collaborative Writing Strategies on Learning Writing : Writing Proficiency on Student Perspective.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya Amin.



Wassalam
Dekan



Dra. Hj. Syamsiurrita, M.Pd.
NIDN : 000.006.704





YAYASAN PENDIDIKAN DHARMAWANGSA
SMA SWASTA DHARMAWANGSA
(AKREDITASI A)

Jl. K.L. YOS SUDARSO No. 224 Telp. (061) 6630426 - 6613783 FAX. (061) 6615190 MEDAN
NSS : 304076003200, NDS : 3007120125, NPSN : 10258913

SURAT KETERANGAN

Nomor : 114 / A / IX / SMA / DW / 2024

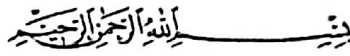
Kepala SMA Swasta Dharmawangsa Medan, dengan ini menerangkan bahwa yang tersebut namanya di bawah ini :

Nama : Dinar Ayuni
NPM : 2002050031
Program Studi : S-1 Pendidikan Bahasa Inggris

adalah benar nama tersebut di atas telah melaksanakan Penelitian di SMA Swasta Dharmawangsa Medan, pada tanggal 02 s/d 07 September 2024 dengan Judul “ *Employing Project Based Learning through Collaborative Writing Strategies on Learning Writing : Writing Proficiency on Student Perspective* “ .









Demikian surat keterangan Penelitian ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 10 September 2024
Kepala Sekolah
SMA SWASTA DHARMAWANGSA
MEDAN
Trisno



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Dinar Ayuni
 NPM : 2002050031
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Employing Project Based Learning Through Collaborative Writing Strategy on Learning Writing: Writing Proficiency on Student Perspective.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25/08/24	Chapter I: - Background of the study: state the problems of your study - clearly describe the formulation and objectives of the study	
27/08/24	Chapter II: - only use the references related to your topic - accommodate all related theory to support your study	
30/08/24	Chapter III: - clearly explain and describe your research design - conduct any proper validation on your instruments	
05/09/24	Chapter IV: - display all the primary data of your finding - do the analysis as it's described in ch. 3	
07/09/24	Chapter V: - provide your conclusion related to your research problem	
10/09/24	Final check: - complete all the document needed and revise all minor revision given	
12/09/24		

Diketahui oleh:
Ketua Prodi



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 12 September 2024
Dosen Pembimbing



(Rini Ekayati, S.S., M.A.)

Appendix 18

DOCUMENTATION SHEETS OF PRE -TES AND POST TEST
PRETEST

Vanisyah Amira
XI mipa 4

No : _____
Date : _____

The Legend Of Lake Toba

A long time ago, in ^{North Sumatra} ~~North Sumatra~~, there lived a poor young man in a valley. He had no parents, but ^(why) the valley was beautiful, and anything he planted there grew wonderfully. He lived by farming and fishing in the river near his home. One day, while fishing in a river, Toba catches a large fish, which later turns into a beautiful woman. She reveals that she was the fish and asks Toba to ^{set free} ~~keep~~ her true identity a secret. They marry and she bears him a son named Samosir. *Why does the fish tell stories?*

As Samosir grows up, he turns out to be lazy and troublesome, much to Toba's ^{his family disappointment} ~~disappointment~~. One day, in a moment of frustration, Toba calls Samosir "the son of a fish", breaking his promise to his wife. Heartbroken, she tells Samosir to climb the tallest tree on a hill and then disappears. Immediately after, the weather changes, and a flood covers the entire village, forming that is now known as Lake Toba. Samosir island, located in the middle of the lake, is named after their son. *Why? Clearly tell the story of every event that happens.*

Content : 18
Organization : 10
Vocabulary : 13
Language use : 11

Mechanics : 3

POST TEST

	Group:
	1. Meisya Arzedi
	2. Mubia bunga
	3. Aya fadhila
	4. Ibrahim Murtad Abdul
	No. _____
Structure of Narrative Text	
<input type="checkbox"/>	The Legend of Lake Toba
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	orientation
<input type="checkbox"/>	Once upon a time there was a prosperous village in a far
<input type="checkbox"/>	away island called Sumatra. In northern part of the island,
<input type="checkbox"/>	lived a farmer whose name was Toba. He lived alone in a
<input type="checkbox"/>	hut by a small forest. He worked on his farmland to grow
<input type="checkbox"/>	rice and vegetables that he sells to local market. One day
<input type="checkbox"/>	he wanted to catch some fish so he went to a river and
<input type="checkbox"/>	fished there. He was very surprised when he got a big
<input type="checkbox"/>	fish. The fish was as big as human being. Soon he went
<input type="checkbox"/>	home and put the fish in his kitchen. He planned to cook the
<input type="checkbox"/>	fish for his dinner that night. When he got to his house
<input type="checkbox"/>	that afternoon he took a bath. Then as he walked into his
<input type="checkbox"/>	bedroom after taking a bath Toba was very shocked. Do you
<input type="checkbox"/>	want to know what happened?
<input type="checkbox"/>	There stood in his living room a very beautiful girl. The
<input type="checkbox"/>	girl greeted him nicely. For a moment Toba was speechless.
<input type="checkbox"/>	When he could control his emotion he asked her. He was very
<input type="checkbox"/>	surprised. It turned out that the big fish he caught was
<input type="checkbox"/>	a beautiful woman.
<input type="checkbox"/>	
<input type="checkbox"/>	Complication
<input type="checkbox"/>	Since that day the beautiful girl lived in Toba's house. Since
<input type="checkbox"/>	she was very beautiful Toba fell in love with her and not long
<input type="checkbox"/>	after that they got married. The girl married to Toba on one
<input type="checkbox"/>	condition that he would never tell anybody about her past. Toba
<input type="checkbox"/>	agreed to the condition. Several months later Toba's wife delivered
<input type="checkbox"/>	to a baby boy. Their son was healthy. Soon he grew up into

No. _____

Date: _____

a handsome boy. Toba named him Samosir. Unfortunately Samosir was
 a lazy boy. He didn't want to work at all. When his father worked
 hard in his rice field and farm, Samosir
 just slept. When he was awake he talked a lot and he ate a lot.
 Toba was very disappointed with his son's nature. He hoped that one
 day Samosir would change into a diligent boy. Day in and day out
 but Samosir never changed.

Toba used to go to his farm and rice field early in the morning.
 Then at midday his wife would bring him food. They used to
 eat lunch at their farm. As he was a teenager Toba and his
 wife tried to change his behavior. They ordered Samosir
 to bring food for his father for lunch while his
 mother stayed at home to do household chores. But
 Samosir never did his duty well. He always woke up
 very late. He woke up after midday. Then one day
 his mother forced him to bring the food, but he refused
 on the grounds that he was tired and finally he was
 forced to go to the garden after being forced by his mother.

Resolution

Samosir went to the farm, but he felt hungry halfway.
 He stopped then ate his father's lunch. Toba angry
 with Samosir.
 O, you are stupid lazy boy. You are son of a fish.
 Samosir was hurt, he told his mother about his father's
 words. Samosir's mother was shocked.
 O Toba. You break your promise so I cannot live with
 you here anymore. Now you have to accept the consequence
 of what you did. Samosir, now go to the hill, find the tallest

skola

tree and climb it!

AS soon as she finished saying that suddenly the weather changed. Sunny day suddenly turned into cloudy day. Not long after that the rain poured heavily. The rain last for several days. Consequently the area was flooded. The whole area became a big lake. Then it was called lake Toba and in the middle of the lake there is an island called Samosir Island. Meanwhile Toba's wife disappeared.

Content : 27

Mechanics : 4

Organization : 17

Vocabulary : 20

Language use : 22

Appendix 19

RESEARCH DOCUMENTATION

Observation documentation at Dharmawasa High School

Teacher-Centred



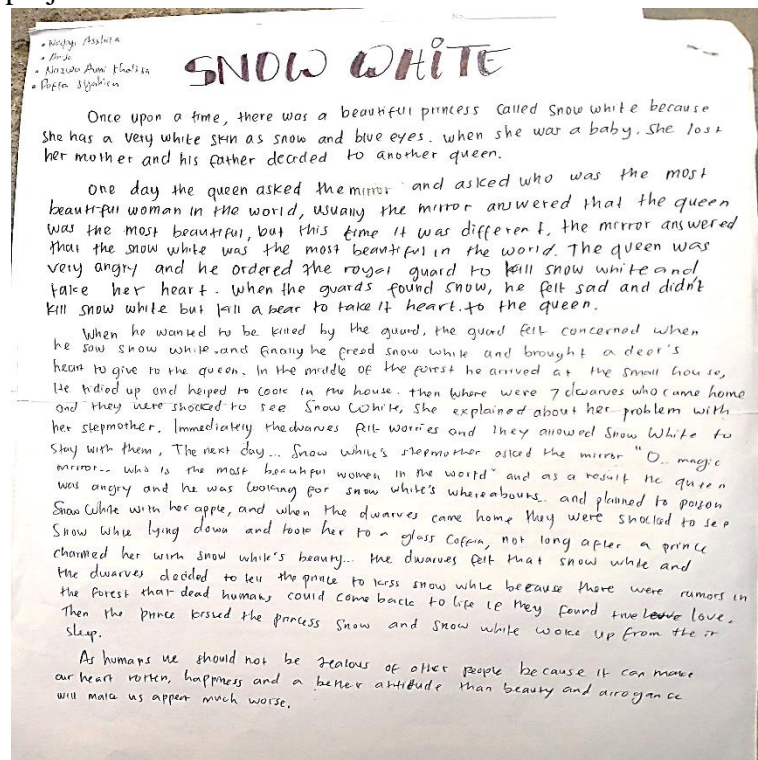
Collaborative writing through project based learning



documentation of treatment provision



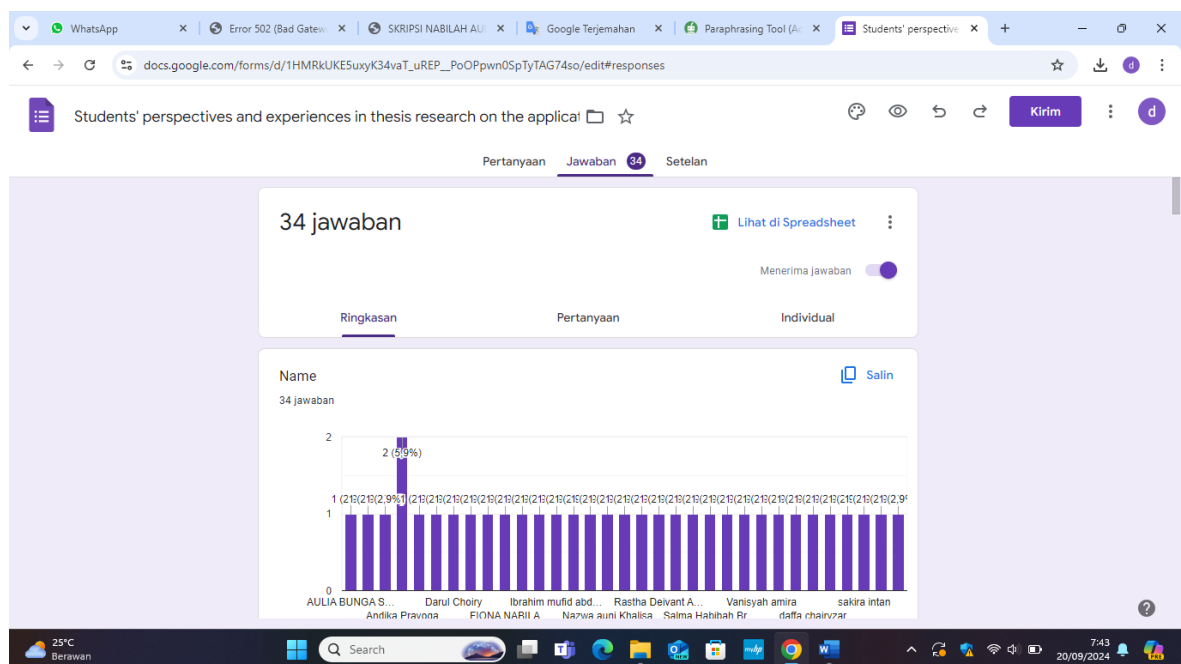
Student project documentation



Student documentation presentation of the project



Student documentation filling in perceptions via Google form



Timestamp	Name	Class	I understand the steps in the writing process	Discussions with friends help me understand	I feel more prepared to write after engag...
04/09/2024 19:33:50	Ibrahim mufid abdul jabi	XI mipa 4	Strongly Agree	Strongly agree	Strongly Agree
04/09/2024 19:37:28	Wira Anggara	XI-MIPA 4	Agree	Agree	Agree
04/09/2024 19:46:28	Ade Novia Sapitri	11 MIPA 4	Agree	Agree	Strongly Agree
04/09/2024 19:46:33	Anisa	XI MIPA 4	Agree	Agree	Agree
04/09/2024 19:52:53	FIONA NABILA	X1 MIPA 4	Agree	Agree	Agree
04/09/2024 19:53:00	daffa chairyza	XI mipa 4	Agree	Strongly agree	Agree
04/09/2024 19:54:03	zulwan Halim siregar	XI MIPA 4	Strongly Disagree	Undecided	Strongly Agree
04/09/2024 19:54:14	Fiona Nabila	X1 MIPA 4	Agree	Agree	Agree
04/09/2024 20:07:56	raihan habib	xi mipa 4	Disagree	Strongly agree	Undecided
05/09/2024 19:29:26	Silva Salsabila	X1 MIPA 4	Agree	Agree	Agree
11/09/2024 17:38:02	Darul Choiry	X1 MIPA 4	Agree	Agree	Agree
11/09/2024 17:39:40	Wahyu	XI MIPA 4	Agree	Strongly disagree	Undecided

Photo with english teacher



Appendix 20**CURRICULUM VITAE**

Name : Dinar Ayuni
 Npm : 2002050031
 Gender : Female
 Religion : Islam
 Place/Date of birth : Medan, 13 February 2002
 Address : Jln. Mangan VII LK VXI, Medan Deli

 Email : dinarayuni490@gmail.com
 Father's Name : Hermanto
 Mother's Name : Andriani

Educational Backgrounds

Elementary School : SD 064011
 Junior High School : SMP N 25 Medan
 Senior High School : SMA Dharmawangsa
 University : Universitas Muhammadiyah Sumatera
 Utara