

**THE EFFECT OF PROJECT-BASED LEARNING ON
STUDENTS' ABILITY AND RESILIENCE IN
WRITING REPORT TEXT**

A Thesis

**Presented to the Board of Examiners
in Partial Fulfilment of the Requirements
for the Master's Degree in English Education**



By

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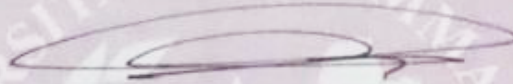
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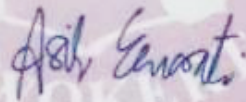
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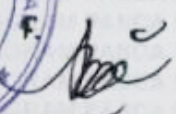


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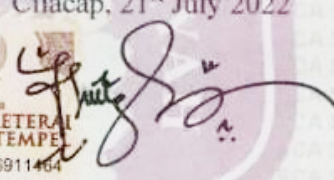
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I hereby confirm that the thesis entitled “The Effect of Project-Based Learning on Students’ Ability and Resilience in Writing Report Text” is an original and authentic work written by myself, and it has satisfied the rules and regulations of Universitas Muhammadiyah Purwokerto with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred to and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institution in Indonesia or abroad.

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Dedication Page

I dedicate this little piece of work to:

my lovely husband, dr. Hasto Suprobo;

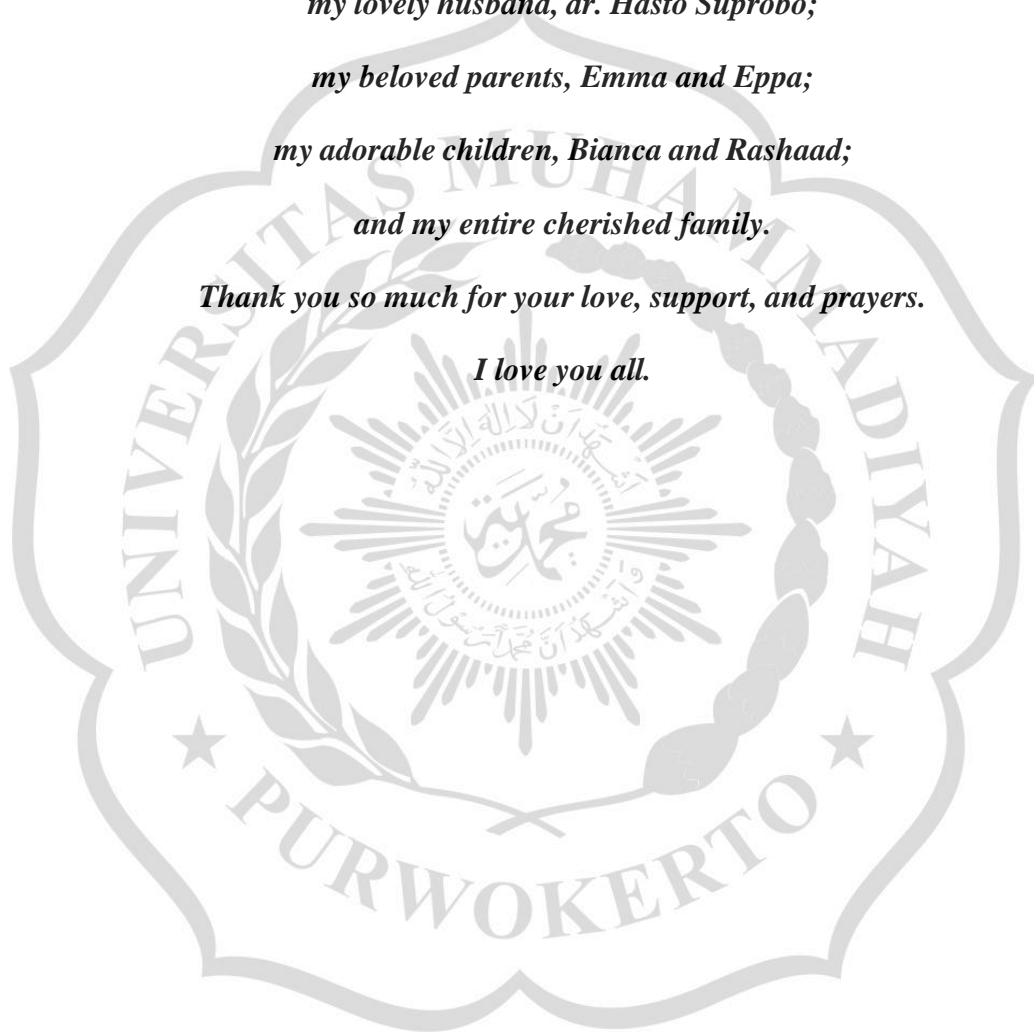
my beloved parents, Emma and Eppa;

my adorable children, Bianca and Rashaad;

and my entire cherished family.

Thank you so much for your love, support, and prayers.

I love you all.



Abstract

Kusuma, L., 21st July 2022, Department of English Education

The Effect of Project-Based Learning on Students' Ability and Resilience in Writing Report Text

Thesis Supervisor: Condro Nur Alim, Ph.D.

Due to the increasing use in the globalisation era, English becomes crucial in practically every discipline. In relation to English skills, writing is one of the most important abilities that students must master to communicate and write effectively. Furthermore, the concept of the four Cs is considered vital in the twenty-first century. Besides, students are expected to be resilient in learning and become autonomous learners. In this case, project-based learning (PBL) is one of the teaching models thought to be able to improve these abilities. Therefore, this research was needed as a result of these issues, with the aims of discovering the students' perceptions towards the use of PBL and investigating whether PBL had a significant effect on students' ability and resilience in writing report text. Considering these objectives, the researcher applied a mixed-methods approach with the population of 216 students in the ninth grade of SMPN 1 Kawunganten and a sample of all students in grades IX.A to IX.G. Moreover, the instruments to collect the data were tests, questionnaires, and interview protocol. To determine the results, the analysis of data occurred in both quantitative and qualitative approaches. First, the data from the interview were analysed through description analysis. Second, the pre-test and post-test data were analysed using the Independent-Samples t-Test. The last, to investigate the effect of the PBL model on students' resilience, the normalized gain score was used. Based on the findings and results of the analysis, students had good perceptions towards the use of project-based learning in writing report text. Moreover, the Independent-Samples t-Test computation of the post-test results proved that these results were statistically supported with the experimental group's mean being significantly higher than the control group's mean ($81.43 > 74.07$), and the significance value (0.000) was lower than the significance level of 0.05 meaning that the null hypothesis (H_0) was rejected. Meanwhile, the calculation of the effect size resulted in a value of 0.450, indicating that PBL had a large effect on students' writing ability. As a result, teaching English writing, especially report text, using the project-based learning model was more effective than teaching it conventionally. Besides, in terms of the writing aspects, the use of PBL affected the results of each aspect, namely content, organisation, vocabulary, language use, and mechanics. Finally, PBL also had a significant effect on the students' resilience in learning writing, especially in writing report text. The overall results showed a high level of resilience category (N-gain = 0.73), which implied that their resilience was good, and all indicators of resilience experienced a significant increase from character, control, coping, contribution, competence, connection, and confidence indicators. In conclusion, the PBL model was effective in improving students' ability and resilience in writing report text at SMPN 1 Kawunganten.

Keywords: Writing Ability, Teaching Writing, Project-Based Learning, Report Text, Resilience

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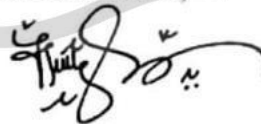
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I recognise that this thesis is still not flawless. Therefore, all criticisms and suggestions for the improvement of this thesis are highly appreciated. Finally, thank you to all parties. May Alloh SWT bless you all.

Cilacap, 21st July 2022

The researcher,



Lintang Kusuma

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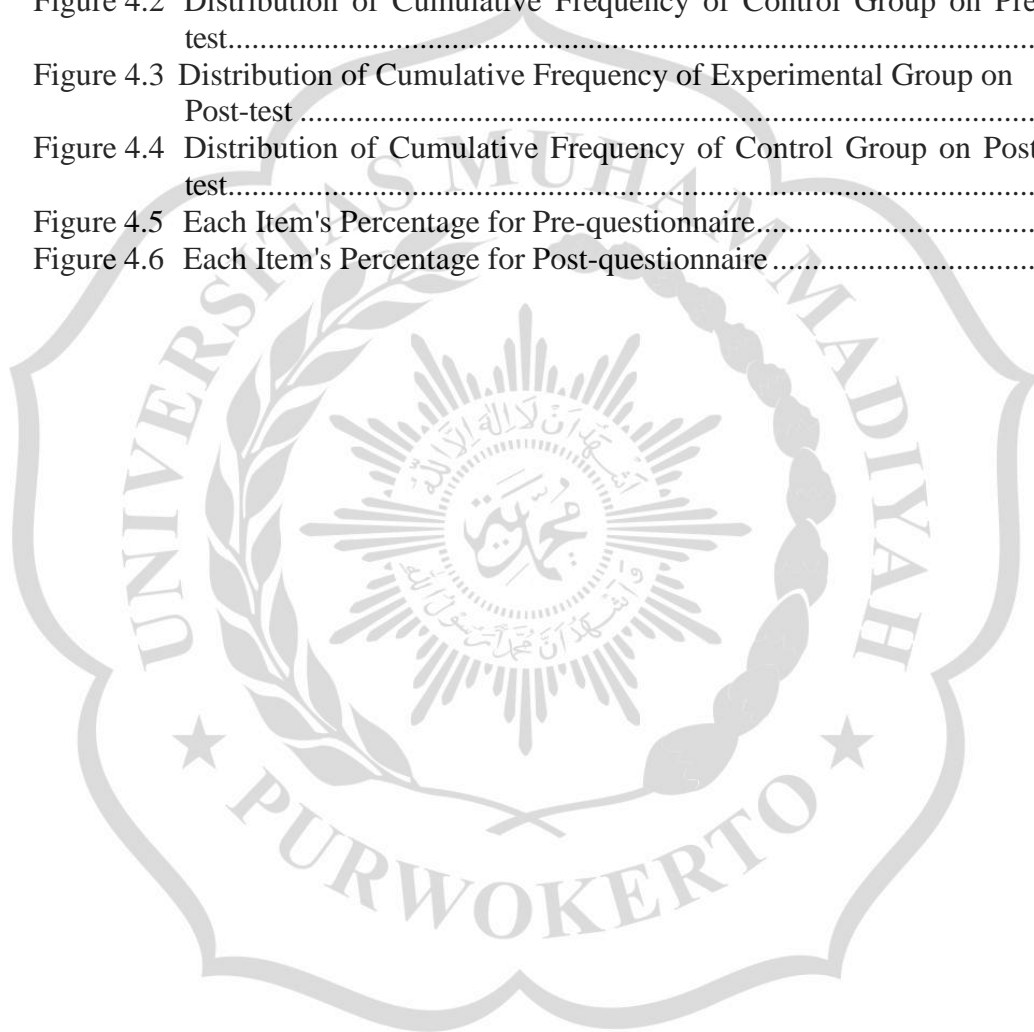
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