

A THESIS
THE EFFECT OF PROJECT BASED LEARNING (PBL) IN
TEACHING WRITING TO THE SECOND GRADE
OF SMPN 1 PAREPARE



By

ANITA ANGGREANI
Reg. Num. 15.1300.061

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022

**THE EFFECT OF PROJECT BASED LEARNING (PBL) IN
TEACHING WRITING TO THE SECOND GRADE
OF SMPN 1 PAREPARE**



By

**ANITA ANGGREANI
Reg. Num. 15.1300.061**

Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institut of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

**THE EFFECT OF PROJECT BASED LEARNING (PBL) IN
TEACHING WRITING TO THE SECOND GRADE
OF SMPN 1 PAREPARE**

Skripsi

**As Partial Fulfillment of the Requirements for the Attainment of the Degree
“Sarjana Pendidikan (S.Pd)”**

English Education Program

Submitted by:

**ANITA ANGGREANI
Reg. Num. 15.1300.061**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

iii

EDORSEMENT OF CONSULTANT COMISSIONS

The Tittle of Skripsi : The Effect of Project Based Learning (PBL)
in Teaching Writing to the Second Grade
of SMPN 1 Parepare

Name of Student : Anita Anggreani

Student Reg. Number : 15.1300.061

Department : Faculty of Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
No. 798/3/2021

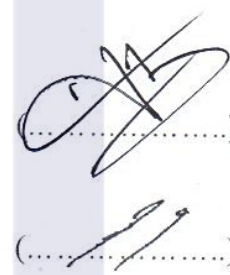
Approved by
Consultant Commissions

Consultan : Mujahidah, M.Pd

NIP : 19790412 200801 2 020

Co-Consultant : Wahyu Hidayat, Ph.D

NIP : 19820523 201101 1 005



Cognizant of:

Tarbiyah Faculty
Dean



Dr. Zulfah, M.Pd.
NIP 19830420 2008081 2 010

A THESIS

THE EFFECT OF PROJECT BASED LEARNING (PBL) IN
TEACHING WRITING TO THE SECOND GRADE
OF SMPN 1 PAREPARE

Submitted by:

ANITA ANGGREANI
REG. NUM. 15.1300.061

Had been examined on February 11th, 2022 and had been declared
that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant : Mujahidah, M.Pd (.....)

NIP : 19790412 200801 2 020

Co-Consultant : Wahyu Hidayat, Ph.D (.....)

NIP : 19820523 201101 1 005

Cognizant of:

Tarbiyah Faculty
Dean,


Dr. Zulfah, M.Pd.
NIP 19830420 2008081 2 010

ENDORSMENT OF EXAMINER COMISSIONS

The Tittle of Skripsi : The Effect of Project Based Learning (PBL)
in Teaching Writing to the Second Grade
of SMPN 1 Parepare

Name of the Student : Anita Anggreani

Student Reg. Number : 15.1300.061

Department : Faculty of Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
No.B.515/In.39.5.1/PP.00.09/02/2022

Date of Graduation : February 11th, 2022

Approved by Examiner Commissions

Mujahidah, M.Pd (Chairman) (.....)

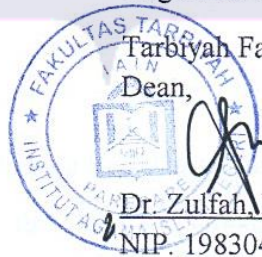
Wahyu Hidayat, Ph.D (Secretary) (.....)

Nur Aziza, S. Pd., M. Pd (Member) (.....)

Drs. Ismail Latif, M.M (Member) (.....)

Cognizant of:

Tarbiyah Faculty
Dean,


Dr. Zulfah, M.Pd.
NIP. 19830420 2008081 2 010

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, first and foremost, the researcher wishes to express gratitude to Allah swt for providing guidance, love, and blessings in order for the writer to complete this thesis. Shalawat and salam to Allah swt's last messenger, our dear prophet Muhammad saw.

Many people have contributed motivation, advice, and support to the researcher in the planning of this research. The researcher wished to take advantage of this area opportunity to convey her gratitude and appreciation to all of them. She knows that she would be unable to complete this thesis without their support and assistance. As a result, the writer would like to use this opportunity to thank her loving parents and family for their unending love, wisdom, and support, as well as pray to God for the researcher's success.

Mujahidah, M.Pd., the first consultant, and Wahyu Hidayat, Ph.D., the second consultant, who patiently guided and gave their construction suggestions, motivated and corrected the researcher to finish this skripsi, deserve her highest praise and sincere thanks.

Besides, the researcher would also deliver special thanks to:

1. The researcher expressed her heartfelt gratitude to her beloved parents, Alimuddin B and Andalia. Her sister Alda Angjani and Brother Aldy Ramadhana Ali, For their incredible patience, endless love, incredible motivation, and support.
2. Her husband Risman Supardinata Hadi Goyak and her lovely baby girl Azkadina Utari Al Farzana Goyak for their love and support.

3. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.
4. Dr. Zulfah, M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.
5. Dr. Arqam, M.Pd. as the chairman of English Education for the fabulous serving to the students.
6. All lecturers of English Education who have already taught the researcher during her study in IAIN Parepare.
7. Makmur, S.Pd.,M.Pd. as the headmaster of SMPN 1 Parepare who has allowed the writer to conduct and observe the research at the school.
8. Hj. Nursiah, S.Pd. as the English teacher of SMPN 1 Parepare who has given the writer advices and change in teaching and doing the research.
9. Students at class VIII.2 of SMPN 1 Parepare as their helping an cooperation during the research.
10. Her best friends, Wahyuni Abidin, Titian Ekasari, Billahsari, Harpia, Gusriana, Sarah Mutmainnah, Widya Sulitiawati, and Musdalifah who always accompany from the first semester till now, they have always shown their support and courage, as well as their assistance in completing this project.
11. Her Tarbiyah Faculty of English Education friend. Thank you for your help, for sharing your time, and for being excellent friends.
12. All those who contributed to the writing of this skripsi in such a way that researcher was unable to name them individually.

Finally, the author recognizes that whitout criticism and suggestions, this thesis cannot be deemed perfect. As a result, it brings her great joy to get feedback

and suggestions on how to improve this thesis. Hopfully, this thesis will be benefical to all of us as well as the advancement of English teaching and learning in general. Aamiin.

Parepare, April 10, 2022

The writer,



ANITA ANGGREANI

Reg Num 15.1300.061



DECLARATION ON THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Anita Anggreani
Student reg. Number : 15.1300.061
Place and date of birth : Parepare, 08 october 1996
Study program : English
Faculty : Tarbiyah
Tittle of skripsi : The Effect of Poject Based Learning (PBL) in Teaching
Writing to the Second Grade of SMPN 1 Parepare

Stated this thesis was her own writing and if it can be proved that it copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, April 10, 2022

The writer,


ANITA ANGGREANI

Reg Num 15.1300.061

ABSTRACT

Anita Anggreani, *The Effect of Project Based Learning (PBL) in Teaching Writing to the Second Grade of SMPN 1 Parepare*, (Supervised by Mujahidah and Wahyu Hidayat.)

The objectives of this research are to discover the students' enhancement in writing descriptive text before and after using Project Based Learning (PBL) at the second grade of SMPN 1 Parepare and to analyze the students' participant in the direction of learning writing thorough using Project Based Learning (PBL)

In conducting this research the researcher used Classroom Action Research (CAR). This research consisted of two cycles and each cycle consisted of four steps, they had been: *Planning, Action, Observation, and Reflection*. So the researcher conducted this research in a month to collect and analyze the data, the researcher used the observation checklist and test to support the data collected.

The results of this research showed that using Project Based Learning in teaching writing descriptive text can improve their writing ability. The students' pre-test and post-test showed a significant improvement. The students mean in pre-test was 58,9%. In this first cycle the mean score was 76,6% it means there was 17,7% improvement from the students score in pre-test to the post-test 1 in cycle 1. Meanwhile the mean score in the second cycle was 86,3%, there was 27,4% of mean score improvement from the pre-test to the post-test 2 in cycle 2. Through an observation checklist, students' participation in students activities indicating that students' participation steadily increased form the first to the second cycle, because they felt esier to write using the Project Based Learning.

Keywords: Students writing skills, Decriptive text, Project Based Learning (PBL)

LIST OF CONTENTS

COVER	i
PAGE OF TITLE	ii
SUBMISSION PAGE	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iv
APPROVAL OF CONSULTANT COMMISSIONS	v
ENDORSEMENT OF EXAMINER COMMISSIONS	vi
ACKNOWLEDGEMENT	vii
DECLARATION OF THE AUTHENTICITY OF THE THESIS	x
ABSTRACT	xi
LIST OF CONTENTS	xii
LIST OF TABELS	xiv
LIST OF FIGURES.....	xv
LIST OF DIAGRAM	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Question.....	4
C. The Objective of the Research	4
D. Significance of the Reseach	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Revious Related Research Findings	5
B. Some Partients Ideas	7

C. Conceptual frame work	28
D. Hypothesis	28
E. Operational Definition of the Research.....	29
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Location and Duration of the Research.....	31
B. Subject of the Research	31
C. Technique of Collecting Data.....	31
D. Instrument of the Research.....	33
E. Design and Procedure of the Research.....	34
F. Technique of Data Analysis	39
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	43
B. Discussion	61
CHAPTER V CONCLUSION AND DISCUSSION	
A. Conclusion.....	69
B. Suggestion	70
BIBLIOGRAPHY	72
APPENDICES.....	78

LIST OF TABLES

Table Number	Name of Tables	Page
3.1	Classification Score Questionnaire Interest in Learning English	39
3.2	Percentage of Learning Activities	40
3.3	Analytical Scoring Rubric Adapted from Weigle	40
4.1	The Result of Pre-Test	45
4.2	The Result of MMC in Pre-Test	45
4.3	The Schedule of Activities in Cycle 1	48
4.4	The Result of Post-Test in Cycle 1	51
4.5	The Result of MMC in Cycle 1	52
4.6	The Schedule of Activities Cycle 2	56
4.7	The Result of Post-Test in Cycle 2	58
4.8	The Result of MMC in Cycle 2	59
4.9	The Students' Writing Score of Pre-Test, Post-Test1, and Post-Test2	60
4.10	The Students' Participation and attention in Learning English during PBL	66

LIST OF FIGURES

Figure's Number	Name of Figures	Page
2.1	Conceptual Framework	28
3.1	Kemmis & Taggant Design	34

LIST OF DIAGRAM

Diagram's Number	Name of Diagram	Page
4.1	Students' Improvement in Writing Score	63

LIST OF APPENDICES

NO.	The Title of Appendices	Page
1	Instrument of Pre-Test, Post-Test1, and Post-Test2	79
2	Lesson Plane	82
3	Students' Writing Score in Pre-Test	88
4	Students' Writing Score in Post-Test1	90
5	Students' Writing Score in Post-Test2	92
6	The Result of observation checklist	94
7	Documentation	104
8	Research allowed	108
9	Curriculum Vitae	110

CHAPTER I

INTRODUCTION

A. Background

Writing is an critical ability because it allows college students to expand independence, comprehensibility, fluency, and creativity of their writing. If the students have mastered these abilities, they will be able to write, and not handiest they be capable of examine what they have got written, but other speaker of that language could be capable of study and recognize it as properly.

In widespread, the students need to be even though a way to write, the way to express themselves really in writing. and how to comprehend and construct meaningful phrase. The students have found out several varieties of text to be able to improve their writing competencies, one of which is descriptive text. In reality, the students have a hard time writing descriptive text. They have no notion how to organize their ideas. In this situation, the students had trouble deciding where to begin writing and what to write initially.

In addition, writing is more than a transcribing or copying exercise; it is a thought process. Writing as a procedure to provide a product is motivated by using some additives including language, grammar, organization, spelling, and punctuation. Those elements ought to be known and understood by the students within the English writing class.

Writing also provide benefits for those who read it. Writing is not only about grammar rules but more about how students learn to communicate their writing without having to be afraid of making mistakes. Vocabulary, grammar, organization, spelling, and punctuation are some the elements of writing.

When we write, we use graphic symbols: that is, letters or combination of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain convention, to form a word, and words have to be arranged to form a sentence.¹

However, there are still many students who do not realize the importance of learning writing skills. To make a good writing in English is based on the principle of writing which uses the right language, clear idea, and directional describing. In this case, many students cannot express their problem; the students' writing is low in vocabulary, difficult in using good grammar, they cannot express their ideas and poor organization, and also students' attention to the lesson is low.²

The potential to apprehend and broaden written clean practical text inside the descriptive text, recount text, and narrative text is a fundamental competency that ought to be achieved in the writing English subject in the second year of junior high school.

Based on observations made by the researcher in interview with the English teacher. The researcher can conclude that some students experience difficulties due to several factors, which are students' lack of understanding of what is writing?, the teacher's methods or techniques inside the teaching and learning process, as

¹Donn Byne, *Teaching Writing Skills* (New York: Longman Group Limited, 1988), p.1

²Zum'arini Juni Solechah, "The Effectiveness of Teaching Writing in Descriptive Text By Using Edmodo (An Experimental Research at the seventh Grade Students of SMP Negeri 2 Ngrambe in the Academic Year of 2016/2017)" (Thesis: English Education Department, IAIN Surakarta, 2017), p.3.

well as the students' lack of vocabularies.³ Students are better able to develop their ideas when teachers use a variety of instructional approaches or strategies. Because writing is a complex skill, it must be learned gradually. Which is the teacher must be able to teach in stages starting from compiling ideas, expressing ideas, and putting them in a sentences. The teacher must also pay attention to physical and grammatical items. But, currently there are some teachers who are not able to teach writing well and use boring and monotonous techniques in teaching writing skills in English.

Teacher should figure out how to solve the problem in teaching and learning. Using the Project Based Learning (PBL) method is one of them. Students are given the opportunity to work toward developing positive attitudes, knowledge, and abilities. It can assist students in resolving writing issues that they frequently encounter. Students can also use the strategy to improve their creative thinking skills in the classroom

Project Based Learning (PBL) is a learning model that allows students to work independently to work constructing authentic products that come from real problems that occur in everyday life.⁴ Project Based Learning (PBL) is learning that emphasizes students activity in solving various *open-ended* Problems and applying their knowledge in working on a project to produce a specific authentic product.⁵

The researcher will do research under the title based on the preceding explanation; "The Effect of Project Based Learning (PBL) in Teaching Writing to the Second Grade in SMPN 1 Parepare".

³ Nursiah, English Teacher of SMPN 1 Parepare, *wawancara* di Ruang Guru, 16 November 2021.

⁴ M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*, (Bogor Indonesia, 2016), p. 321.

⁵ Y Abidin, *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*, (Bandung: Refika Aditama, 2016), p. 167.

B. Research Question

Based on the history assertion, the researcher will formulate the research query as follows: How is Project Based Learning (PBL) able to improve writing ability to the second grade in SMPN 1 Parepare?

C. Objective of Research

According to the research's objective, as stated in the problem description above, is: To analyze describe the learning English writing of students through Project Based Learning (PBL) at the second grade in SMPN 1 Parepare.

D. Significance of the Research

The researcher hopes that the result of this study will help in learning and teaching English, especially increasing students' writing ability in English:

1. For the Students

The results of this studies are anticipated to assist college students improve their writing competencies and might help encourage students to be extra enthusiastic in gaining knowledge of.

2. For the Teachers

This studies is anticipated to provide additional information to teachers so that teachers can improve the quality of learning through Project Based Learning (PBL) in improving students' writing skills.

3. For the Researcher

This studies is anticipated to provide as a reference, comparison, and valuable information to the next researcher in order to generate an idea for a new study on a solid approach for boosting students' writing skills through Project Based Learning (PBL).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

Some research has been done in relation to this research, and some of them are included below:

Aghayani et al, the present study was in fact an attempt to explore the effect of project based learning on EFL learners' writing skill. After the implementation of project based learning, the learning had significant effect on the learners' writing ability. Moreover, the findings from experimental group revealed that it could be argued that project based learning approach does aid learners to enhance and promote their writing ability in a collaborative environment.⁶

Umi Sholihah stated that project based learning (PBL) can improve students' writing capability and can improve writing class in a better situation in the way that the classroom situation becomes more alive with various interesting activities, and there is a rising of students' participation. Also, the strength of the implementation of project based learning in writing class is that it can raise students' participation in writing class and it can enhance students' writing capability the project which are suitable to the students' and curriculum need.⁷

Siti Juleha et al, on their journal research argue that Project Based Learning can be used to build student' scientific literacy. The achievement of scientific literacy

⁶ Behnam Aghayani and Elmira Hajmohammadi, "Project Based Learning: Promoting ELF Learners' writing skills", *A Journal on Language and Language Teaching*, vol.2 no.1, (2019), p. 83. [Http://e-journal.usd.ac.id/index.php/LLT](http://e-journal.usd.ac.id/index.php/LLT)(accessed on June, 17 2021)

⁷Umi Sholihah, "Project-Based Learning (PjBL) to Improve Students' Writing Capability", *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series*, vol. 1, no.1 (2018), p. 70-71. <https://jurnal.uns.ac.id/seeds/article/view/20278> (accessed on June, 19 2021)

in the domain of content knowledge, science competencis, and attitude after the learning process has improved quite satisfactory. This is because Project Based Learning use problem scenario related to real-life phenomena to encourage students to enage themselves in the learning process by working collaboratively. The implementation of Project Based Learning also has a positive on students information literacy.⁸

Syarifah et, al, in their journal that project based learning contributes positively to the development of students' ability and creativity in writing. In terms of students' ability, it can be concluded that there are some aspects that are develop after implementing project based learning which include students' understanding of the topic, the purpose, the stuctures, and the linguistic feature of narrative genre. Related to students' perception towards the implementation of project based learning in writing course, it recived positive responses form students. Thus, project based learning is very useful in teaching and learning writing. Hence, it can be an alternative method that can be implemented either by lecturers or teachers in the process teaching and learning writing.⁹

The researcher will apply project based learning in her studies. It is able to help students in one of a kind magnificence to enhance their skills or competencies. In step with the author, project based learning is modern mastering. It emphasizes the importance of students' involvement in project based learning. It illustrates that

⁸ Siti Juleha, Ikmanda Nugraha and Selly Feranie, "The effect of Project in Problem Based Learning on Students' Scientific and Information Literacy in Learning Human Excretory System", *Journal of Science Learning*, vol 2 no 2, (2019), p. 41. [Http://ejournal.upi.edu/index.php/jslearning](http://ejournal.upi.edu/index.php/jslearning)(accessed on April, 09 2021).

⁹ Eva Fitriani Syarifah and Raynesa Noor Emiliasari, "Project Based Learning to Develop Students' Ability and Creativity in Writing Narrative Story", *Indonesian EFL Journal*, vol.5 no.1 (2019), p. 92 [Http://journal.uniku.ac.id/index.php/IEFLJ/index](http://journal.uniku.ac.id/index.php/IEFLJ/index) (accessed on June, 19 2021)

project based learning can help students enhance their capacity to compose text. The researcher shows adopting the project based learning technique to assist the students enhance their writing skills. This strategy improves the students' writing and vital questioning talents. The researcher hopes that project based learning could be successful in coaching writing to the students of SMPN 1 Parepare.

B. Some Pertinent Ideas

1. Defenition of Writing

There are some defenitions of writing porposed by experts. Patel and Jain in Zum'arini Juni Solechah suggested that writing is a skill that must be taught and practiced.¹⁰ Writing is a whole brain activity to formulate and to organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.¹¹ Writing one of the language talents and efficient skill so that it will be dicovered by students in junior high school, senior high school, and university. Students may be capable of explicit their ideas and feeling via English writing. Learning writing as a foreign language is not as easy as learning native language, they will meet all of the learning problems dealing vocabulary, sound system and grammar or structure.¹²

Many English freshmen think of writing as the reality of selecting up a pencil and forming letters either via printing or writing them in cursive they might think

¹⁰Zumarini Juni Solechah, "*The Effectiveness of Teaching Writing Descriptive Text by Using Edmodo*", p.8.

¹¹Dr. Tiur Asih Siburian, "*Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share*", p.33.

¹²Widodo Hami, *Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game* (Walisongo: Published IAIN Walisongo, 2011), p.7.

about the reality composing a piece of text. According to Oxford, writing is activity of writing, writing words of an author and handwriting.¹³

Writing is a way of thinking and rewriting. He/she groups these stages of the writing process: prewriting stages, the writer tries to get clear in his/her specific approach to the subject should be, what kind of material should be organized and presented for the particular kind of the reader, the writer has in mind: in short, the writer plans the organization and content of his/her plan in detail through the first draft. And the rewriting stage the writer examines what he/she has and considered where in how the first draft can be improved.¹⁴

According to Rose B. Axelrod and Charles R. Cooper's said, that writing is a complicated method and as such contains detail of mystery and wonder. But we realize and trust that writing is a talent that all and sundry can learn to control.¹⁵

Furthermore, Ockuz in Ontario explained writing is a powerful instrument for students to use express their thought, feeling, and judgment about what they have read, seen or experienced.¹⁶ In contrast to Douglas Brown, who said that writing is a skill that was the exclusive domain of scribes and scholars and in education or religious institution.¹⁷

In addition, writing can be prominent from other competencies because the most hard one. There are numerous elements influencing writing to be an awesome

¹³Oxford University Press, *Oxford Learner's Pocket Dictionary Third Edition* (China: Printed in China, 2003), p. 502.

¹⁴Adelstein, M.E Pival, *The Writing Commitment* (New York: Harcourt Brace J, 1980), p.32.

¹⁵Rose B Axelrod and Charles R. Cooper, *The St. Martin's Guide to Writing* (New York: St Martin's Press, Inc, 1985), p.3

¹⁶Ontario, *Aguide to Effective Instruction in Writing Kindergarten Grade 3* (Ontario, 2005, p.3.

¹⁷Douglass Brown, *Language Assessment; Principle and Classroom Practices*, (United State of America: Person Education. Inc, 2004), p.218.

one consisting of grammatical, vocabularies, punctuation, and spelling knowledge which must be intergrated to be a paragraph.¹⁸

Based on the aforementioned beliefs, writing may be defined as an activity that entails putting an idea into words and presenting it in written form. The students can now employ useful writing to express their thoughts. Writing skills are motor-skills that can be improved through other activities to help with writing success.

2. The Importance of Writing

Consistent with Harmer there are a few significance of writing. Those are:

1. Writing encourages students to consciusness on correct language use because they think as they write, it is able to initiate properly development as they remedy troubles which writing places of their thoughts.
2. Writing is frequently used as a means of reinforcing language that has been idea. They use writing talent to make a no longer approximately what they have learn whilst mastering manner take place.
3. Writing is frequently usefull as preparation for some other activity.
4. Writing may be used as an vital part of a bigger hobby in which the focuse is on something else together with language practice, avting out, or speaking.
5. Writing is also used in questioner-type of activities. Writing is important to face questioner test. In the examination, students are asked their answer in the form of written.¹⁹

¹⁸Fikri Fauzi Alawi, "Improving Students' Ability in Writing Descriptive Text Using Clustering Technique (An action Research at Eight Grade Students of MTs Darul Ma'arif Cipete Jakarta)" (Thesis, Department of English Education: UIN Jakarta, 2011), p.8.

¹⁹Jeremy Harmer, *How To Teach Writing*, (England: Longman, 2004), p.31-33.

It can be concluded from the preceding explanation that. Writing can assist students enhance their language competencies and reinforce the language they have been thinking about, as well as solve problems in their heads.

3. Purpose of Writing

In step with Penny Ur's cause of writing, in precept, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing.²⁰

Furthermore, there are just four common reasons for writing: *to inform, to explain, to persuade, and to amuse others.*

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. to inform is to transmit necessary information about the subject to readers what the facts are or what happened.

Even though informative writing is the simplest kind of writing, it is also one of the most important, due to the fact statistics lays a foundation for different writing cause. As the author write to tell, they will want to hold tow huge concerns in mind; choosing the right information and arraging it effectively.

b. Writing to Explain

Writing to give an explanation for approach writing to take what is unclear and make it clear. In explanatory writing, a write who is familiar with a complicated subject matter need to take certain that his readers recognize it as nicely.

¹⁹Penny Ur, *A Course in Language Teaching Practice and Theory*, (London: Cambridge University Press, 1996), p.163.

All of sundry use numerous commonplace methods of explaining some thing to some other person in our normal communicate, and those equal techniques can offer simple strategies for organizing a proof in writing.

c. Writing to persuade

The most important writing we ever do in our personal life, our work life, and my be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accepts the main idea, even though it may be controversial.²¹

d. Writing to Amuse Others

Writing to amuse requires which you focus on readers different that yourself. You can enjoy the experience and take pride in what you accomplish, however you cannot accept a laugh yourself alone. Writing to amuse offers you possibility to deliver pleasure to others. Size the possibility and make the maximum of it.

If you find pleasure in writing to amuse, it will come form knowing that you succeed in bringing pleasure to others. When write to amuse, you primary onject is to make readers enjoy themselves. You can be funny, but you should also be good-homored. This means having sympathy for human failty rather than a contempt for anyone or anything that seems differents form what you are accustomed to.²²

From the previous description, it can be inferred that writing has a basic concept, wich is express ideas and communicate messages to readers. In general, writing serves four purposes: to inform, to explain, to persuade, to amuse other.

²¹Daniel Brown and Bill Burmette, *Connection A Rhetoric/Short Prose Reader*, (New Jersey: Houghton Mifflin Company, 1984), p.129.

²² Robert Keith Miller, *Motives for Writing*, (New York: McGraw-Hill, Inc, 2006), p.569-570.

Writing strives to express sentiments and emotions, stimulate creativity and thinking power, inform readers, persuade readers, entertain readers, and train creative writing abilities.

4. Types of Writing

There are several forms of writing, according to Wishon:

a. Narration

Is the shape of writing used to relate the tale of acts or events. Narration places occurrences in time and tells what happened consistent with a natural time collection. Types of narration encompass quick stories, novels and new tales, as properly a big a part of our normal social interchange in verbal exchange.

b. Description

Reproduces the manner things appearance, scent, flavor or sound, it is able to also evoke moods, inclusive of happiness, loneliness, or fear. It used to create a visible photo of humans, location, even of units of time-days, time of day or season. It may inform approximately the people's character or personality.

c. Exposition

Is used in giving statistics, making a proof and interpreting meanings. It includes editorial, essays, informative and academic material. Used in combination with narrative, exposition supports and illustrates, used apart shape a narrative, it stands alone as an essay.

d. Argumentation

Is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or proposition.²³

²³George E. Wishon, *Let's Write English* (New York: Educational Publishing inc., 1980), p.377.

e. Procedure text

The purpose to present education on how to make or do something. The check characteristic starts offeolved with a announcement intention (could be the little), lists material neede so as of uses offers a sequence of steps (instruction) in order every guidance starts with a verb within the present tense.

f. Persuasion text (advertisement, political, essay, brochures, etc) contains the writer's point of view and statement to convince the reader to agree or accept it.²⁴

The precending reasoning leads to the conclusion that there are six varieties of writing. This researcher will deal with the Description text approximately a way to improve it through Project Based Learning (PBL).

5. The Writing Process

There are various levels to the writing process: planning, drafting, editing (reflecting and revising) and final version.

a. Planning

Writers that have a lot of experience think out what they're going to write. They try to figure out what they're going to say before they start writing or typing. For some writers, this could entail taking copious notes. For others some notted words may be enough, nevertheless, others may not honestly write down any preliminary notes in any respect on account that they will do all their planning in their heads. When planning, writers must consider their key concerns. First, they need to look at the goal in their writing, when you consider that this may have an effect on no longer simply the kind also the language they appoint and the data they encompass. Second, professional writers remember the target market they are anticipating, as this

²⁴Pardiyono, *Writing Clues for Batter Writing Competnce* (Yoggyakarta: CV Andi offset,2006), p.136.

will affect not best the shape of the writing (how it is laid out), however also the content, how the paragraphs are established, etc.), however also the selection of language whether, as an instance, it is formal or informal in tone. Thirdly, writers need to examine the piece's content enterprise, or a way to great sequence the facts, ideas, or arguments that they have selected to include.

b. Drafting

The first draft of a piece of writing is referred to as a draft. This initial 'go' at a text is frequently done with the expectation that it will be revised later. On the path to the final versions, a number of drafts may be produced as the writing process progresses into editing.

c. Editing (reflecting and Revising)

As soon as an author has produced a draft they then generally, read via what they have got written to peer where it really works and it doesn't. Possibly the order of statistic is not always clear. Perhaps the manner something is written is ambiguous or difficult. They will then move paragraphs around or write a brand new advent. For a specific sentence, they may use a different wording. Before targeting detailed aspects which include individual words and grammatical precision, more talented writers generally tend to look at issues of general meaning and overall structure. Of course, the latter two are vital and are regularly addressed later within the system. Different readers (or editors) who comment and supply thoughts are regularly useful in reflecting and modifying. The author will be aided in making suitable adjustments by another reader's reaction to a piece of work.

d. Final Version

Once writes have their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and first draft because things have changed in the editing process. But the writer is now ready to send the writer is now ready to send the written text to its intended audience.²⁵

Based on the theories above, it can concluded that there are four things to do in writing. Each of these steps has its own purpose in helping students to develop the ideas they have so that these steps are very important to follow so that students can make a good writing.

6. The Component of Writing

According to Weigle, there are five significant components in writing. The detail explanations are:

a. Content

The content material of writing should be clean for the readers so that the readers can recognize the message and gain information from it. So one can have a good contents of writing, its contents must be nicely unified and completed. This time period is usually known as team spirit and completeness, which become function of precies writing. There are three matters that can be measured in connectionsss with content, the point of data to be brought, the sequence wherein the factor is presented and formal alerts that gave the reader to guide in knowledge the subject completely

b. Organization

within the organization of writing, the writer specializes a way to arrange arrange and organize the thoughts chornologically. They also must present their

²⁵Ade Pratiwi, *How to Improve Descriptive Text Through Picture Strip Story* (Unpublished IAIN Parepare,2015), p.13-14.

thoughts based on the order which flows from the start to the end. There are many methods used to prepare or set up the writing. Perhaps the writers prepare their ideas from popular to precise or from precise to standard. This concept is especially identified as an order.

c. Vocabulary

Vocabulary is one of the language elements coping with the manner of writing a study. Inside the process of writing, the author continually thinks about putting words into sentences after which placing sentence into a paragraph till they can create a piece of writing. The dictionary or studying words are very sizeable in writing because vocabulary is one issue of writing to explicit ideas. It can help us to expand our writing. consequently, the more words you know, the able you select to express your thoughts.

d. Language use

Language utilized in writing entails the suitable usage of the guidelines of language or grammar. It focuses on verbs, nouns, agreement, and many other. Particular nouns and sturdy verbs supply a reader a intellectual picture of description. This unique noun can be characterized via the usage of the modifier of adjectives, adverbs, and participle form.

e. Mechanics

Mechanics in writing deal with capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads the reader to understand and to recognize immediately what the writer means to express definitely. The use of

favorable mechanics in writing will make readers easy to understanding the conveying ideas other messages stated in the writing.²⁶

From the description above, we can concluded that to measure writing there are five criteria that must be seen. We can use the five criteria as a reference for the score in assessing students' writing.

7. The Characteristics of Good Writing

Kral states that there are some characteristic of good writing material. They were:

- a. Material should be learning-centered as a substitute that teaching-centered. They ought to attention on helping students to increase their personal strategies for learning.
- b. Material should be innovative. They should provide stimulating activities to focus students' interest on matters to be learned.
- c. Material need to be interesting. They must be related to students' interests. Furthermore, there must be a ramification of textual content and activity type in the material to motivate the students' interest in writing.
- d. Material should be task-based. They should use purposeful tasts to motivate students' learning and to make students see the usefulness of writing.
- e. Material should be practical. They should deal with real-life communication.²⁷

8. Difficulties of Writing

To understand why writing is difficult activity for most people, both in the mother tongue and foreign language. The people shall look at the problems which are

²⁶Saraa Cushing Weigl, *Assesing Writing*, (Cambridge: Cambridge University Pers, 2002), p.115.

²⁷Karl, *Creative Classroom Activities* (Washington, D.C: Unites State Information agency, 1995), p. 155.

coused by writing under three heading psychoclohical, linguistic and cognitive. Although these inevitable overlap to some extent.²⁸

a. Psychological Problem

Speech is natural and normal medium of communication for people in most circumstance and accustoms us both to having someone physically present when the people

b. Linguistic Problem

Oral communication is continued thru a manner of interactif, beside in pECIAL situations, which include; lecture, the member assist to keep it going. Because speech is generally spontaneous, the humans being have little time to pay attention both to organizing our sentence structure or to connection our sentence: to some extent, the letter is maintained through the method of interplay. Depending on how people react to what we say, they will repeat, backtrack, expend, and so on.

c. Cognitive Problem

The human beings develop up mastering to talk and in regular circumstance spend much of our time doing it. The people additionally seem to talk without plenty aware attempt or even though and generally, the people talk due to the fact they need to understand approximately matters that are exciting or relevant to the people particularly the people's professionally in writing. alternatively, in studying trough a method of coaching: the students must to master the writing form of the language and the students ought to examine positive structure which might be less used in speech or perhaps it is not used in any respect, bu in wich are crucial for effective conversation in writing.

²⁸Byrne Donn, *Teaching Writing Skill*, (FE: Ongman Group. LTD, 1998), p.3

9. Definition of Project Based Learning (PBL)

Project based learning is a learning version that gives opportunity for teachers to control classroom learning via regarding task work. Work project is a form of work which contains complex tasks based on questions and very problem challenge and guide participants students to design, solve problems, making decisions, carry out investigative activities, as well give participants the opportunity students to work independently.²⁹

Sani said that project Based Learning can be defined as a learning with long term activities that involve students in designing, create and display products to solve real-world problem. With this Project Based Learning model can be used as a learning models to develop students' abilities in making planning, communicating, solving problems and making the right decisions problem at hand.³⁰

Utomo Danajaya stated that Project Based Learning is implemented assignments through a series activities. The participation of the students in the activities is a process of study or unlimited learning to know, but also developing the students' physical potency and psychology, moreover increasing initiative and creativity.³¹

Project Based Learning as a tutorial method of empowering the students to purpose content know-how on their very own and show their new understanding through a diffusion of presentation modes. This method focuses on students. They do

²⁹Made Wena, *Strategi Pembelajaran Inovatif Kontemporer; Suatu Tinjauan Konseptual Operasional* (Jakarta: Bumi Aksara, 2009), p.144.

³⁰Ridwan Abdullah Sani, *Pembelajaran Saintifik* (Jakarta: Bumi Aksara, 2014), p.172.

³¹Utomo Danajaya, *Media Pembelajaran Aktif*, third edition with preface by Prof. Dr.H.A.R.Tilaar, M.Sc.Ed. (Bandung: Nuansa Cendekia, 2013), p. 101.

their task in group and bring their experience, abilities, learning style, and perspective to the project.³²

Based on the criteria provided above, the researcher concludes that Project Based Learning (PBL) is a learning model that involves students directly in working independently and accumulating it in real products. In Project Based Learning students make complex assignments and problem that lead students to solve problems and make their own decisions. Project Based Learning (PBL) can also be used as a means of approach in order to improve students' abilities which will produce a work that is presented in written form.

10. The Steps of Project Based Learning

The following are some Project Based Learning steps recommended by the George Lucas Educational Foundation:

a. Start with the big questions

Lesson start with a driving question that gives assignment for students to do the activities. The topic must be appropriate with the reality in real life.

b. Design a plan for the project

Teacher and students must be collaborated to commit the planning. Students will have the project, that are planning about rule and inform about instrument and material to do the project.

c. Create a schedule

Teacher and students arrange activities schedule to do project, the time to solve the project should be clear and teacher give instruction for student to manage

³² Erna Yunyta, "The Effectiveness of Using Project Based Learning to Teach Students' Speaking Skill (An Experimental Research on the Tenth Grade Students of MAN 3 Sragen)"(Thesis, English Education Department: IAIN Surakarta,2017),p.22-23

the time. Let the students try to look for something new, but teacher should lead the students to get the aim of project.

d. Monitor the students and progress of the project

Teacher hold responsible to conduct monitoring in students' activities during finishing the project.

e. Assess the outcome

Assessment conducted to assist teacher in measuring standard or attainment, important to evaluate the students' progress, give feedback about understanding level which have been reached by students, and assisting teacher in compiling strategy in the next studyd.

f. Evaluate the experience

In the final of learning process, teacher and students conduct reflecting for the activities and result of project which have been run. In this stage, students give expression about their feeling and experience during finishing the project.³³

Based on the information above, it is possible to deduce that Project Based Learning consists of six steps. All of the processes are critical in helping students enhance their writing skills.

11. The Benefit of Project Based Learning

The following are some advantages of Project Based Learning (PBL) in the English teaching and learning process:

a. Project based learning can improve skill

Whist the students do the task, they have opportunity to use language in a exceptionally natural context and take part in meaningful supports that require

³³ The George Lucas Educational Foundation, "*instructional Module Project Based Learning*," <http://www.edutopia.org/modules/PBL/Whatpbl.php> (accessed on march, 31 2021)

realistic language use. Through Project-Based Learning, the language that is delivered and practiced task is without delay related to the mission that the students do. For that reason, the project introduces and practices language, as well as integrates language skills in a natural manner.

b. Project based learning develop metacognitive skill

Project based learning is an interest that includes a variety of character or cooperative project along with growing a studies plan and question, and imposing the plan thru empirical or record studies that includes accumulating, analyzing, and reporting facts orally and/or writing. Therefore, the student can expand a metacognitive skill.

c. Project based learning develop confidence and independence through cooperative learning

Project based learning can develop students' confidence and independence through cooperative learning. In the teaching and learning process, the students work together to achieve their end product. The students are given the freedom to explore their ideas and potential.³⁴

Based on the explanation above, it is possible to conclude that students can benefit from Project Based Learning (PBL) in numerous ways, including improving language skills, strengthening metacognitive skills, and increasing students' confidence and independence through Project based learning. as a result, the researcher believe that employing Project Based Learning (PBL) strategies will help them enhance their writing skills.

³⁴Pham Duc Thuan, "Project Based Learning: From Theory to EFL Classroom Practice", *Proceeding of The 6th International Open TESOL Conference 2018*, p.332. <http://academia.edu> (accessed on april, 3 2021)

12. The Principle of Project Based Learning (PBL)

Project Based Learning have fuction: *Students Centerd Learning*, whereas the focal point of the mission remaind grounded curriculum that should comply with the content material requirements and basic anilities. The Project Based Learning beginning form depth question to be framed and is part of learning curriculum kwon as with questions inside the scope of the curriculum (CFQ). The task includes the evaluation process with an expansion of evaluation strategies. The project relates to real life (contextual). Students display their expertise and capabilities via the performance of works and posted, presented, or displayed. The guide of technology in enhancing student mastering. Furthermore, Project Based Learning (PBL) have principle, namely:

a. Principle of centralized (centrality)

This principles asserts that the project work is the essence of the curriculum. This model is central to the learning strategy, where students learn the main concepts of a knowledge through project work.

b. The principle of driving question/guide (driving question)

Project focuses on “question or corners” that could encourage students to attempt to reap idea or principle in certain discipline. The link between conceptual knowl-how with actual pastime via the submission of query or by using imparting definition of the problem inside the form of weak so in this situation the external work that can increasing student’s motivation (internal motivation) to foster independence in learning task.

c. Principle of investigation constructive (constructive investigation)

Is a manner that results in achievement of goals, which incorporates the activities of consists of the layout process, choice-making, problem-finding, problem solving, discovery, and model building. In this Project Based Learning activities have covered the transformation and construction of information. In this example, the teacher ought to be capable of layout a project that is able to work foster studies, taste for seeking to solve the problem, and curiosity is high.

d. The principle of autonomy (autonomy)

Can be used as an unbiased student in implementating the getting to know process, that is, loose make choices, work with minimum supervision, and responsible. Therefore, students worksheet, laboratory work instructions, and the like is not an application of the prnciple of project-based learning. In this case only the teacher acts as a facilitaror and motivator to encourage student's independence.

e. The principle of realistic (realism)

The project is something tangible and can provide a realistic feeling to the students, including choosing a topic, task and role of work context collaborative work, product, costomer, and standards of product.³⁵

From the description above it can be concluded that there are five principles in Project Based Learning (PBL) namely: centrality, driving question, constractive investigation, autonomy, realism. Where students gain knoeldge through project work was previously obtained through questions or given a definition related to the problem. Therefore, it can increase motivation to students so that they can do it well.

³⁵S. Mihardi, M.B Harahap, dan R.A Sani, *The Effect of Project Based Learning Model with KWL Worksheet on Student Creative Thingking Process in Physics Problem*, (Journal of Education and Practice, 2013), p. 95-96

13. Teaching Writing by Using Project Based Learning

Brown said that a half-century ago, the teaching of writing is more emphasized on the results of writing.³⁶ But , the teacher should pay greater attention to the students' writing procedures. It focuses now not handiest on what textual they could write, but also on a way to write a text. Students must give attention to each the technique and the end stop result of their writing.

In teaching writing through Project Based Learning (PBL) include activities directed to the final aim to produce a product in written form. In this learning, students use their skill to finish the project.³⁷

In theaching writing through Project Based Learning, there are some steps of Project Based Learning writing process, they are:

- a. The teacher starts the lesson with a driving question and given assignment for students. Students choose a subject and understand the couse and target market. The maintain notebook to express their ideas, write words they find exciting and respond to what they have got examine or heard.
- b. Teacher and students devote the making plans about rule and inform approximately the device and material to do the task. Students generate, choose, and arrange thoughts and details to develop their subject.
- c. The time to solve the project should be clear, so the teacher gives instructions for students to manage their time. Students use their making plans equipment to compose sentence quick and freely.

³⁶H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edittion*, p.335.

³⁷Mara Bangun Harahap, *Project Based Learning*.
http://www.rwsearchgate.net/profile/Mara_Harahap/Publication/259338084_makalah_apa_mengapa_dan_bagaimana_PBL_tesk_4/links/00b7d5b157477c3620000000(Accessed on April, 4 2021)

- d. Students take obligation to write down their ideas down and to write as much as possible their knowing. Teacher also hold responsible to conduct monitoring in students activities during finish the project.
- e. Teacher gives feedback about understanding level which have been reached by students and focuses on mechanics, grammar and punctuation of the students' writing.
- f. Teacher evaluate the students' produce in writing and the students give expression about their feeling and experience during finishing the project.³⁸

In the Project Based Learning Process, students participation in writing activities is a learning process. Project Based Learning focuses not just on studnets' writing outcomes, but also on students' writing activities. In other words, the teacher does not only assess students on one thing, but the teacher assesses by looking at all aspects that occur in the learning process.

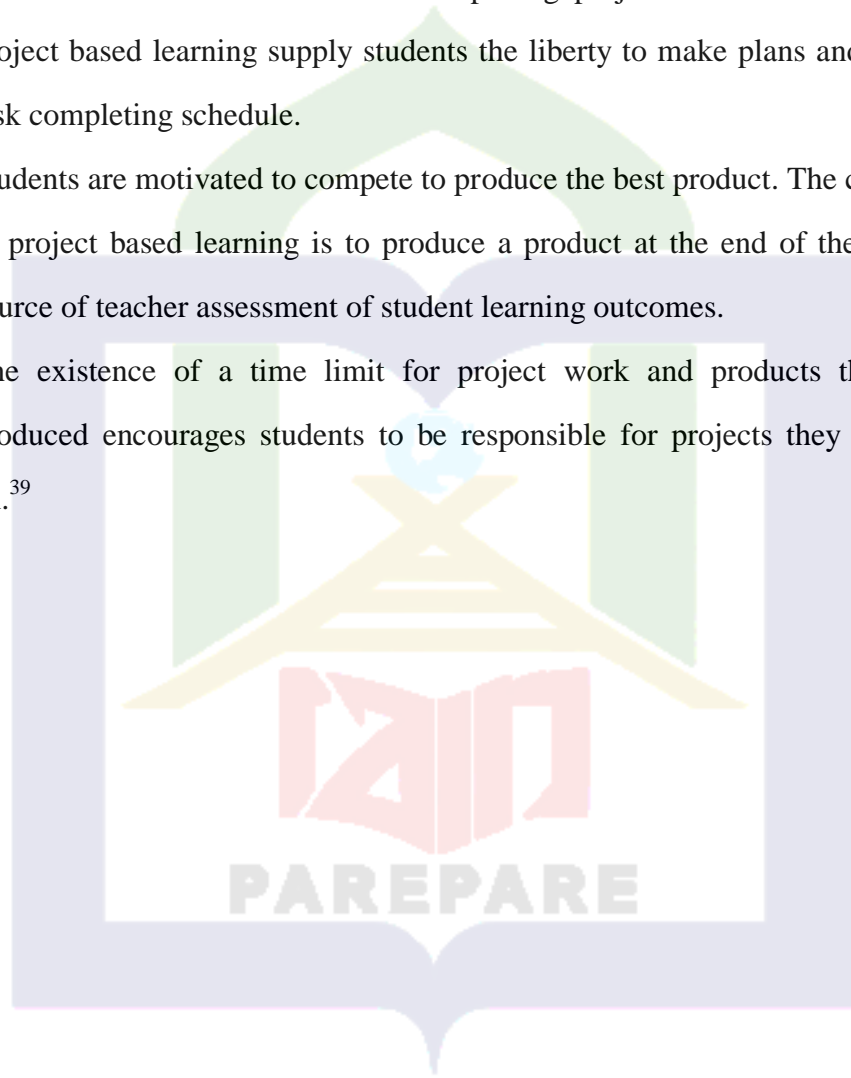
14. Project Based Learning in Students' Writing Ability

Project Based Learning model is the choice as a learning model that is expected to improve students' writing skills. Through project based learning, students are trained to be skilled in writing activities. According to Baidowi, the the project based learning style has a substantial impact on students' writing abilities.

- a. Students are challenged to solve real problems through writing project activities.
- b. Students become more active in learning. This is evidenced by the findings during learning, students actively participate in project activities from the beginning to the end of learning.

³⁸Parha Syahrir, "Project Based Leraning to Improve Students' Writing Skill at the Tenth Grade Students of SMAN 3 Pinrang" (Unpublished Scrips: IAIN Parepare, 2015), p. 15

- c. Students performance in completing projects is more organized. This is because students activities are based on project planning or design and project implementation schedules that have been made at the beginning.
- d. Students have more freedom in completing projects. This is due to the fact project based learning supply students the liberty to make plans and work out a task completing schedule.
- e. Students are motivated to compete to produce the best product. The characteristic of project based learning is to produce a product at the end of the lesson as a source of teacher assessment of student learning outcomes.
- f. The existence of a time limit for project work and products that must be produced encourages students to be responsible for projects they are working on.³⁹



³⁹Arif Baidowi, Sumarmi, and Achmad Amirudin, "Pengaruh Model Pembelajaran Berbasis Proyek Terhadap Kemampuan Menulis Karya Ilmiah Geografi Siswa SMA", *Jurnal Pendidikan Geografi*, vol.20, no.1, (2015), p. 52-55. <http://journal.um.ac.id/index.php/pendidikan-geografi/article/view/5011/1765>(accessed on July 04, 2021)

C. Conceptual Framework

This research's conceptual framework is as follow:

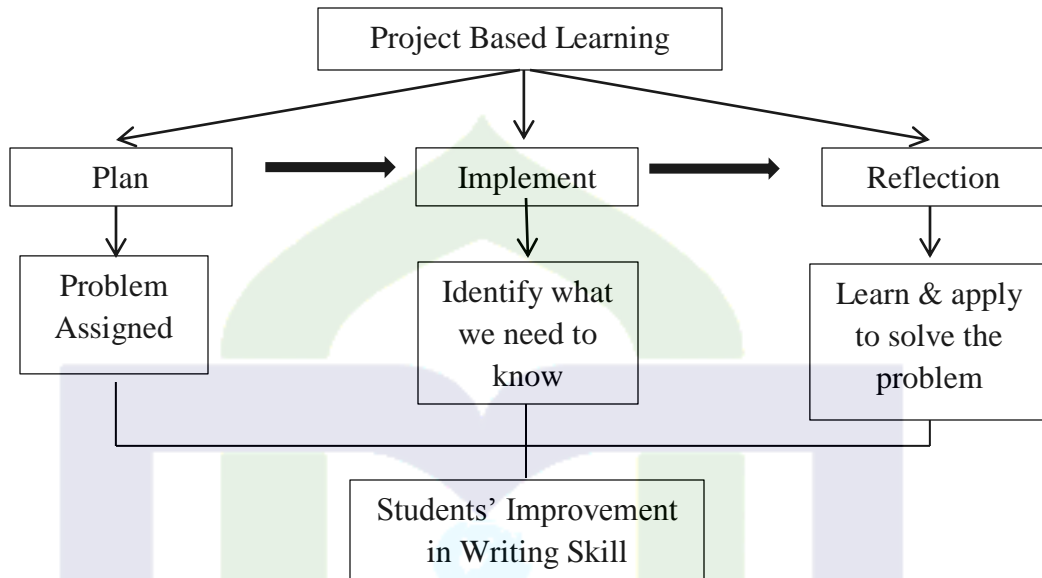


Figure 2. 1

According to the conceptual framework provided above, it can be stated that English is a challenging subject matter for students to study on account that positive talents must be mastered. To help students like writing, getting to know, a researcher ought to be capable of adopting a good approach in teaching learning methods, particularly in writing learning. Project based learning is utilized by students as a middle learning, cooperative, and interactive teaching and studying method. This approach focuses on the task. Project based learning can be used in teaching and learning techniques to improve students' potential to supply descriptive texts.

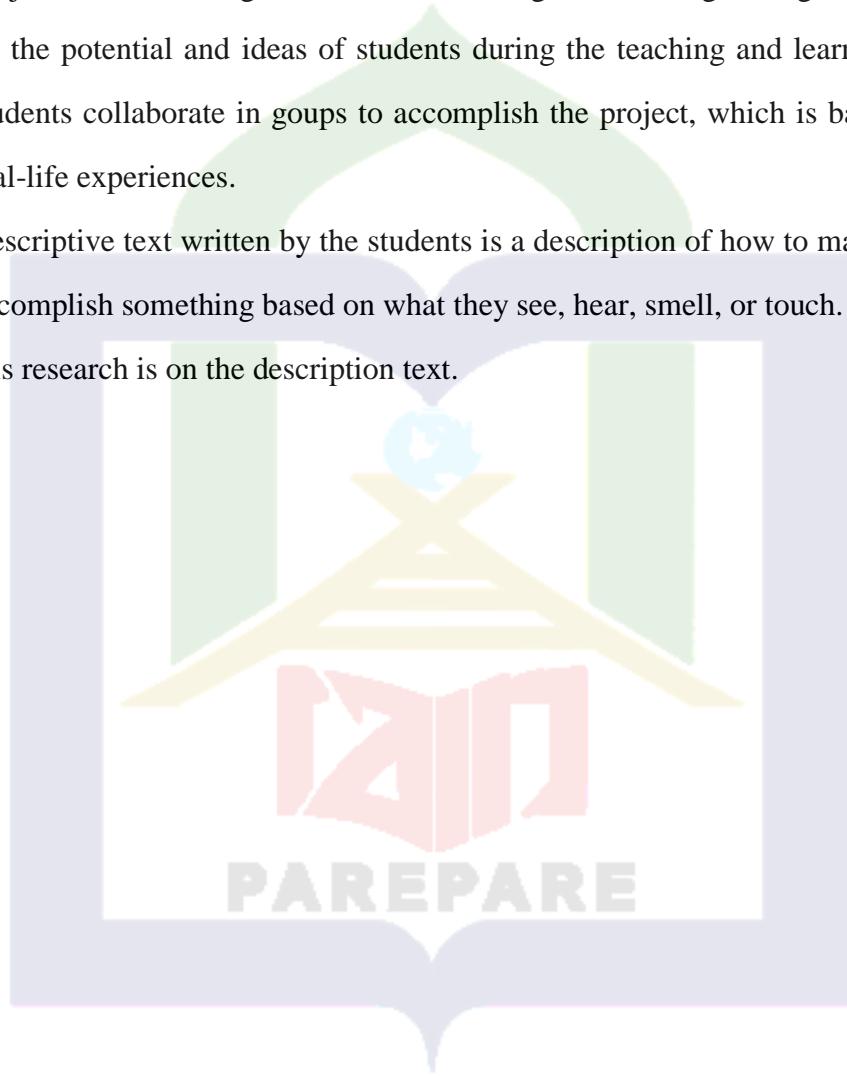
D. Hypothesis

According to the literature review and the conceptual framework, the hypothesis of this study is "The implementation of Project Based Learning (PBL)

can improve the students' learning English writing at the second grade of SMPN 1 Parepare.

E. Operation Definitional of Research

1. Project based learning is one of the teaching and learning strategies that focuses on the potential and ideas of students during the teaching and learning process. students collaborate in groups to accomplish the project, which is based on their real-life experiences.
2. Descriptive text written by the students is a description of how to manufacture or accomplish something based on what they see, hear, smell, or touch. The focus of this research is on the description text.



CHAPTER III

RESEARCH METHODOLOGY

The researcher will review the research in this chapter. This research is a Class room Action Research (CAR). This chapter discusses about the location and duration of the research, the subject of the study, the instrument of the research, the technique of data collection, the design and procedure of the research, and the technique of analysis.

A. Location and Duration of the Research

Throughout the project, the research was conducted at SMPN 1 Parepare. This action research will take a month to complete because it will entail several cycles that will necessitate an affective learning system inside the classroom.

B. Subject of The Research

This study focuses on the second grade of SMPN 1 Parepare academic 2021/2022. Students from SMPN 1 Parepare are divided into 10 classes in second grade. Purposive sampling was used to pick the subject of this study. The study was carried out in class VIII.2, which has 32 students.

C. Technique of Collecting Data

This examine collects statistics using each qualitative and quantitative strategies. A questionnaire, interview method, and observation checklist were utilized by the researcher to collect qualitative data. For quantitative data, students' very last writing acts as a pre-test and post-test. As an example, consider the following:

1. Questionnaire

Questionnaire is list of questions which must be answered by respondent to get information related to the research.⁴⁰ This is used to know students' responses or feedback toward the using Project Based Learning (PBL) in improving students' writing ability.

2. Interview

Interview is face to face interaction among or greater human beings by way of asking and answering question verbally to acquire data. As Cholid and Abu Achmadi said that, "Interview is asking and answering process in a research which takes verbally by two or more people, facing one another listening to information directly".⁴¹

This strategy is used to determine students' replies or feedback while teaching and studying English utilizing the Project Based Learning (PBL) method.

3. Observation

Observation is the gathering of facts through the use of human senses. In some natural situations, statement is the act of watching the social phenomena inside the actual world and recording occasions as they happened.⁴²

Observation checklists were used in this study to examine different features of students' interest and activity. This document contains information on classroom activities.

4. Test

a. Pre-test

⁴⁰ Muhammad Yaumi and Muljono Dampolli, *Action Research (Teori, Model, dan Aplikasi)*, (Jakarta: Kencana, Prenadamedia Group, 2014), p.126.

⁴¹Cholid Narbuko and Muljono Dampolli, *Action research (Teori, Model, dan Aplikasi)*, (Jakarta: Kencana, Prenadamedia Group,2014), p 83.

⁴² Haris Herdiansyah, *Wawancara, Observasi, dan Focus Group: Sebagai Instrumen Penggalan Data Kualitatif*, (Jakarta: Rajawali Press, 2013), p. 129.

Before taking action at the first meeting, the researcher administered a pre-test to discover the extent to which students' writing abilities, the pre-test is descriptive test. The pre-test used to take round 40 minutes to finish. To make a pleasant paragraph, write some sentences based on the subject.

b. Post-test

The post-test is run after students have taken action to learn how to enhance their English writing abilities via "Project Based Learning". The post-test take a look at may be the same as the pre-test, however with a extraordinary topic.

D. Instrument of The Research

1. Questionnaire

Questionnaire is use to know the students' writing ability through Project Based Learning (PBL). The questionnaire use in contents with worksheets. The researcher utilized both positive and negative statements in his study. Therefore the researcher used closed questionnaire.

2. Interview Protocol

This instrument aims to find out how the English teacher's opinion on students' writing skills and the opinion about PBL.

3. Observation checklist

During each meeting, the researcher uses a checklist for classroom observation behavior in order to assess students' writing abilities during teaching process related to the research objective. It would be a checklist if the event occurred, according to which researcher.

4. Test

The purpose of the test is to acquire the data on the way to improve students' writing abilities via Project Based Learning (PBL) before and after performing. The descriptive language is utilized in the test.

E. Design and Procedure of the Research

1. Design of the Research

The design of the studies used Classroom Action Research which consisted of two cycles and each cycle consisted of four steps, namely: planning, action, observing, and reflecting. The cycles as follow:

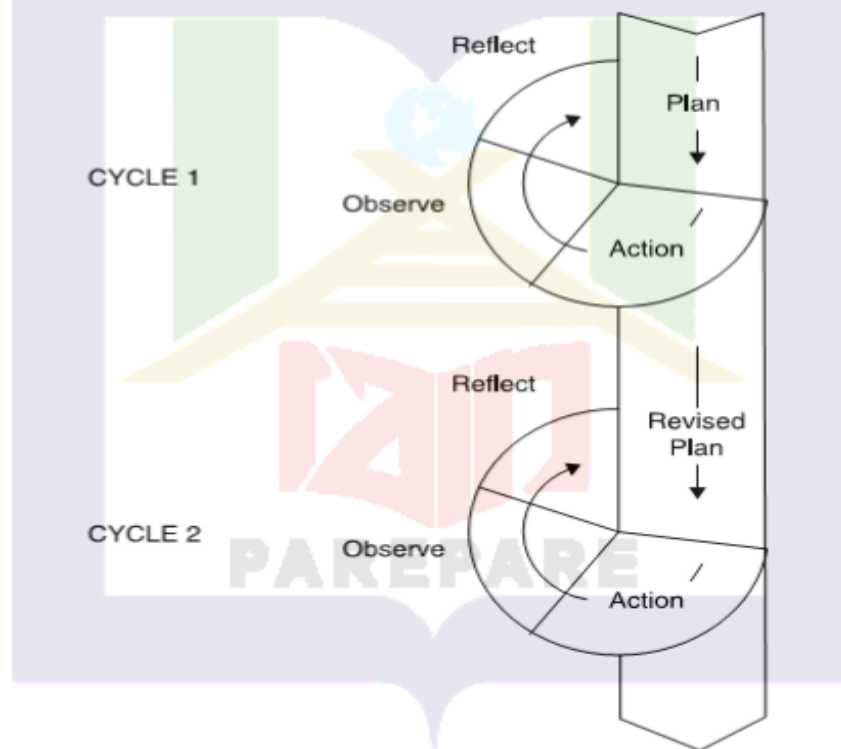


Figure 3.1

Source: Kemmis & Taggart⁴³

⁴³ Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003) p.212

Classroom action research, according to Stephen Kemmis and Rodibn Mc Teggarr in Sukardi, consists of four stage: preparing, acting, observation, and reflecting. The four stages were given as the following concisely analyzed:

a. Planning

Planning was a combination of planned action to improve what was happened. Planning arraged based totally at the problem and speculation such us getting ready instruction planning. Teaching media, how to research information approximately technique and result of action thru assessment.

b. Acting

The second step was the accurately controlled action. The good acting was an action that contains three important elements. They were the improvement of practice, individual and joint unsertanding, and the betterment of the circumstances in which the action takes place.

c. Observation

Observation was accumulating records by watching the situation in learning and coaching procedure. It purposed to record all pastime method. The impact of the mation, and the trouble came about at some point of procedure. This situation included; the students' activities, the students' interaction, and the students' skill in writing.

d. Reflecting

Reflecting become the technique to bear in mind or take into account acts referred to in discipline notice. It tried to recognize the mastering and teaching process, problem, and boundaries in action.

2. Procedure of the Research

In line with the reason inside the studies desing above, it had two cycle to test the use of Project Based Learning in developing writing competence. Furthermore, the method for this classroom action research was divided into two cycles. the cycles are written as follow:

a. Cycle 1

In this cycle was consisting of planning, acting, observation, and reflecting.

1) Planning

- a) The aouthor prepared material about writing that would be given to the students through Project Based Learning.
- b) The researcher gave a project to practice the students writing and overcame their problem.
- c) The researcher led the students to get the aim of the project in organization material and grammer.
- d) The researcher paid attention to the students in using punctuation of their product.
- e) The researcher asked the students to note the new vocabulary that they got in doing the project.

2) Acting

- a) The researcher gave a driving question for students about the material and gave assignment todo activities in a project.
- b) The researcher led the students to determine their topic.

- c) The researcher gave planning about rules of the project and informs the instrument and material that they used to generate, select and organize idea to do develop their topic of the project.
- d) The researcher gave instruction for students to manage their time.
- e) The researcher monitored the students' activities and led the students to focus on punctuation, organization, content, vocabulary, language use, and mechanics of their products.
- f) The researcher asked the students to note new vocabularies that they got in finishing their project.
- g) The researcher evaluated the students' progress, assesses their product and gave feedback.

3) Observation

During this stage, the researcher observed the students' progress throughout the project, and the collaborator assisted in taking notes on the students' activities during the learning process, namely collected data. She completed the field note that the researcher had created as an instrument to record students' activities during the learning process and the contribution of the project based learning to improving students' writing.

4) Reflection

- a) The researcher collected the result of the acting and assessed the outcome of the students' project.
- b) The researcher mentioned the result of the research with the English teacher to learn about and examine the effect of the action.
- c) The researcher evaluated the experience of the students after doing the project.

d) Based on the evaluation results, the researcher revised the action's implementation..

b. Cycle 2

All of the activities in cycle II were very similar to the activities in cycle I. It also included planning, performing, observation, and reflection, but in this cycle, the researcher created the optimal study result based on the reflection from cycle I.

1) Planning

The planning at this stage was largely the same as it had been in the previous cycle. Preparing instructional materials and a project for the learning process. However, everything that was wrong in the first cycle was revised.

2) Acting

All activity in action stage was identical to activities in the first cycle. The researcher gave material and instruction to doing project.

3) Observation

The researcher observed all of the students' activities during teaching and learning process based on the revision and evaluated process in the cycle I.

4) Reflecting

The researcher did the reflection to the result of the cycle 2, and then analyzed it. After that, the researcher made conclusion of the learning process in develop to increase or not based on the result of the students' test in writing.

F. Technique of Data Analysis

approach of gathering data in this studies using qualitative data and quantitative data. The qualitative data encompass statement. Meanwhile, the quantitative data uses questionnaire, pre-test and post-test.⁴⁴

1. Questionnaire

The questionnaire's results were analyzed using descriptive statistics. The following criteria are used to compare the result of processed descriptive statistical data:

Table 3. Interest in learning English based on a classification score questionnaire

Score	Interest Level
1.0-1.9	Low
2.0-2.9	Fair
3.0-4.0	High

Source: Wahyu Hidayat (2020)

2. Observation

To analyze the outcome of observers' assessments of studnets learning activities, the following formula was used:

$$Pi = \frac{\sum Ai}{\sum n} \times 100\%$$

Pi = Percentage of student activities that carry out certain activities every meeting.

$\sum Ai$ = Number of students that carry out certain activities every meeting.

$\sum n$ = Number of all students present at the meeting.⁴⁵

⁴⁴ Suharsimi Arikunto, *Penelitian Tidak Kelas*, (Jakarta: Bumi Aksara, 2009), p 179-132.

Interpretation of learning activities was carried out as stated by Arikunto (Hariswan latif, 2015) as follow:

Table 3.2 Percentage of Learning Activities

Percentage of Learning Activities	Category
$0\% \leq \text{nilai} \leq 20\%$	Very Poor
$20\% \leq \text{nilai} \leq 40\%$	Poor
$40\% \leq \text{nilai} \leq 60\%$	Fair
$60\% \leq \text{nilai} \leq 80\%$	Good
$80\% \leq \text{nilai} \leq 100\%$	Very Good

3. Test

According to Weigle there are five components presented in the analytical scoring rubric for writing, are: content, organization, vocabulary, language use, and mechanics.⁴⁶ The results from the students' paragraph writing exam of learning English, particularly writing skills, was analyzed using an analytical scoring rubric. The analytical scoring rubric using as follow:

Table 3.3 Analytical scoring rubric adapted from Weigle

Components Of Writing	Score	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevan to the topic but is not quite easy to understand

⁴⁵ Harismawan Latif. *Peningkatan Hasil Belajar Matematika Melalui Model Pembelajaran Pleming Siswa X.4 SMA Negeri 1 Parepare*, (Skripsi: FKIP Umpar).

⁴⁶ Sara Cushing Weigle, *Assesing Writing*. (Cambrige: Cambridge University perss, 2002),p 116.

Organization	4	Most of the sentence are related to the main idea
	3	Some sentence are related to the main idea
	2	Few sentence are related to the main idea
	1	The sentence are unrelated to each other
Vocabulary & mechanic	4	A few errors in choice of words, spelling and punctuation
	3	Some errors in choice of word, spelling and punctuation
	2	Occasional errors in choice of word, spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation
grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

To get the mean of students' writing score uses the formula:⁴⁷

$$Mx = \left(\frac{\sum x}{N} \right)$$

Mx = Mean

$\sum x$ = Individual score

Nx = Number of students

To get class percentage which passes the Minimum Matery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 78 (seventy eight), the researcher uses the formula:⁴⁸

⁴⁷ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2008), p.81

⁴⁸ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2008), p.43

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total number of students

$$P = \frac{y - y1}{y} \times 100\%$$

P = Percentage of Students' Improvement

y = Pre-test Result

y1 = Post-test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

P = Percentage of Students' Improvement

y = Pre-test Result

y2 = Post-test 2

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

To find out the answer to the research question in the previous chapter, which is the research question is “How is Project Based Learning (PBL) able to improve writing ability to the second grade in SMPN 1 Parepare?”. The researcher gave a test to the students which consisted of a pretest and a post test where we know that this research is a Classroom Action Research (CAR) which the post test is not only given once. This research took one month. And during the learning the researcher followed the steps in project based learning.

This research was encountered by Classroom Action Research (CAR) with two cycles. which are Planning, acting, observing, and reflecting are the four steps in each cycle. The learning process started on November, 16th – December, 16th 2021. Before started the learning the researcher gave the students pre-test to know the students writing ability.

This study was conducted using classroom action research, which began with a problem that the teacher discovered in the classroom. The researcher conducted preliminary research and shared it with Mrs. Hj. Nursiah, S.Pd. as the English teacher at SMPN 1 Parepare’s second grade students. Concerning a number of challenges that the students had when learning English, particularly in their writing abilities. According to the teacher, the students still had disorganized of the content in their writing, improper mechanics, and lack of vocabulary and grammar that they had either heard verbally or just learned to read. It resulted in low scores for second grade

students, despite the fact that they needed a score of 78 to reach the minimum mastery criterion-*kriterian ketuntasan minimal*.

According to the several issues that the teacher discovered in class. On November 16th November 2021, the researcher returned to SMPN 1 Parepare to meet with the headmaster and request authorization to do research. After the researcher gave the license of research to hadmaster. The headmaster asked to be directly met with the English teacher Mrs. Hj. Nursiah, S.Pd.

In the reacher's room, the researcher met with the English teacher. The English teacher was questioned by the researcher if she would perform a classroom action research project based on a concern with the second grade that the teacher had mentioned. The researcher told if she were to use Project Based Learning (PBL) to increase students' writing skills. The subject of the inquiry was assigned by the English teacher to class VIII.2. the researcher the inquired about the English subject's schedule, which was Tuesday and Friday at 09.30-10.10.

The researcher was given the opportunity to teach in class VIII.2 utilizing Project Based Learning (PBL) but she still look at the development of his students in the classroom. The researcher took her action research in the classroom. Her research wa divided into two cycles. Planning, acting, observing, and reflecting are the four steps in each cycle.

After the researcher asked for the student's schedule. At the same day. the researcher asked permission to do a pre-test. The pretest had been completed before the using Project Based Learning (PBL). The students assigned to write descriptive text based on the previously given worksheet.

After getting permission, the researcher began to distribute the Pre-Test to the students to find out their writing ability. The data were collected from the students' Pre-Test.

Table 4.1 The Result of Pre-Test

Min Score	Max Score	Mean	Standard Deviation	MMC (Minimum Mastery Criterion)	Category
25	81,25	58,8	2,5	78	unsuccess

According to table 4.1, the fact showed that the mean Pre-test score turned into 58,8 and the standard deviation became 2,5, each of which have been below the Minimum Mastery Creterion-*Kriteria Ketuntasan Minimal(KKM)*. It means that the students descriptive text writing skills need to be more desirable. Table 4.2, on the other hand, showed:

Table 4.2 The Result of MMC in Pre-test

MMC (Minimum Mastery Critetion)	Frequency	Percentage (%)
≥ 78	5	15,6%
≤ 78	27	84,4%
Total	32	100%

According to the pre-test result, only 5 students scored above the Minimum Mastery Criterion-*Kreteria Ketunteasan Minimal (KKM)*, while the remaining 27 students scored below that criterion. The lowest achievement recived of the analysis, practically all of the VIII.2 students' writing ability was still poor.

1. Description of the the cycle I

The first cycle was consisted of four steps. They were:

a. Planning

Following the researcher's observation of the school's situation and discussion with the English teacher, the following action was to prepare anything that would be required for the learning process. following that, the researcher did some planning:

- 1) The researcher developed writing materials to be distributed to students as part of Project Based Learning (PBL)
- 2) The researcher provided the students an assignment to practice writing and help them overcome their problem.
- 3) The researcher guided the students in understanding the project's goal in terms of material organization and grammar.
- 4) The researcher focused on the students' usage of punctuation in their work.
- 5) The researcher requested the students to keep track of any new terminology they learned while working on the assignment.

b. Acting

In this step, the researcher will carry out activities in accordance with the schedule established during the planning stage.

First meeting

The activities from the first meeting in the Project Based Learning (PBL) teaching writing process are as follows:

- 1) Starting with a big question

On Friday, November 19th, 2021. The first meeting in the classroom took place. The researcher, together with the English teacher and collaborator, arrived in class VIII.2. The researcher is given the opportunity to began the teaching process by

the English teacher. The researcher gave a question to the students. The researcher wrote “Descriptive Text” on the whiteboard and asked, “What is Descriptive Text?” most of them students translated it to “deskripsi” in Indonesian, but the researcher was displeased with their response. Some students attempted to respond, but were unsuccessful. The researcher explained and gave material about descriptive text.

After presenting the content, the researcher provided the students the opportunity to identify the descriptive text’s information and structure. All of the students attempted to locate textual information and organize the text’s structure, however several students struggled to comprehend the text’s content due to a lack of vocabulary. They didn’t know that some words meant. As a result, the text was difficult to comprehend. After examining the problem, the researcher instructed the students to open their dictionary and write down any new vocabulary that they discovered in the text, such as *highest: paling tinggi*, *visited: dikunjungi*, *visitor: pengunjung*, *scenery: pemandangan*. The researcher the provided feedback to the students on their efforts. The researcher expressed his gratitude orally to a few students who had worked hard to collect the information and the structure. The researcher also provided motivation to the students who were unable to properly organize the text’s structure.

After giving the information to the students, the researcher asked them to write a descriptive text about their friends. The students were overjoyed to get that project.

2) Designing a plan

The researcher asked the students to plan a project. First the researcher asked the students to read a text description about people. After they read they were asked

to make their own descriptive text. Then a student asks “what kind of place is described?”. The researcher appreciated and checklist the observation checklist and than answer the question that you can describe your hometown. After finishing writing, the researcher asked each of them to come up in front of the class to red their work

3) Creating a schedule

Following the project planning, the researcher invited the students to discuss how to develop a project time line. Because they were able to manage their time to complete this activity. The students found it entertaining. The researcher and students had agreed on the following schedule:

Table 4.3 The Activities Schedule for Cycle 1

Meeting	Time	Activities	by	Place
First	09.30- 10.10	- committing the planning of the project	Researcher	Home
		- creating the schedule of the project	Researcher	Home
		- reading the descriptive text	Evry students	Class
Second	09.30- 10.10	- determining the title of descriptive text.	Every students	Class
		- making the content of the descriptive text.	Every students	Class
		- monitoring and guiding the process of finishing project	Researcher	Class

Third	09.30-	- collecting the outcome of students writing form	Every students	Class
	10.10	- assessing the outcome of the students	Researcher	Home

Second Meeting

4) Monitoring the students' progress

The second meeting took place on November 23th, 2021. The researcher began the learning process at this meeting and reminded the students of the lesson from the previous meeting. In addition, The researcher reminded the students about the project they presented at the last meeting. Because they had schedule of activities, the students knew what they had to do. The title of their descriptive text is decided by the students. The students the moved to the following task, which required them to base the content of their text on the information they had read at home.

The researcher monitoring and guide the students to paid attention to the organization, vocabulary, mechanics, language use, and content are all characteristics of writing.

Because most of the students lack of vocabulary, it was difficult for them to write descriptive texts. The researcher gave them the opportunity to open their dictionary and also required them to write new vocabulary that they learned during the project, such as *culture: kebudayaan, village: desa, pollution: polusi, residencial: perumahan, calming: menenangkan, and childhood: masa kecil.*

The researcher always supervised the students and paid close attention to their punctuation. Because of their endeavor, the students became more involved. Some students walked to pay attention and asked to the researcher some vocabulary.

Third Meeting

5) Assessing the outcome

The third meeting was held on November 26th, 2021. The researcher began the class by gathering the students' responses. The researcher expressed gratitude orally to the students who attempted to write a good text, while students who wrote a unwell text were also give motivation.

6) Evaluating the experience

The researcher allotted the outcome of students and rated their experience after examining the outcome. The syudents were also asked about their feelings and experiences while completing the study by the researcher. Students enjoy the learning process because they have a schedule of activities that they must complete; students become active in erteing the project's outcome because they have written new vocabulary since beginning the project.

The researcher also discussed with an English teacher the problem that students face, such as a lack of vocabulary, confusion about how to organize their information, and incorrect grammar and sentences in their text. The researcher also discussed how Project Based Learning(PBL) can help students overcome the students problem. By completing the assignment, students gained a better understanding of the driving question, were able to better manage their time by planning and creating a schedule, and were given the opportunity to open their dictionary and write new vocabulary that they had learned.

c. Observing

1) The outcome of students' activities throughout the cycle 1 of learning

At some stage in this phase, the researcher no handiest used the writing text to assess the students' writing talents, however additionally an statement checklist to assess the students' engagement, which included offering opinions, asking question, and answering them. An observer was present during the learning process.

Observation revealed that 32 students attended the first meeting, with several students asking and answering questions, and some of them not knowing the vocab.

Than the second meeting, according to the observation, all of the students were present in the classroom. Several students asking and answering the question that giving by the researcher about descriptive, structure and purpose. And than, several of them just pay attention to instruction.

The third meeting, the observation showed that 32 students attended and 2 of 32 asking question about the material, also 2 of 32 students answering the queation giving by the researcher, and part of students pay attention to the instruction.

2) The result of Post-Test in Cycle 1

On Tuesday, November 30th, 2021. Following the completing of the learning process by the students in the first, second, and third meetings. Based on the content provided by the researcher during the learning process, the researcher distributed a test to measure their comprehension and writing ability.

Table 4.4The Outcome of Cycle 1's Post-Test

Min Score	Max Score	Mean	Standard Deviation	MMC (Minimum Mastery Criterion)	Category
50	87,5	76,5	1,7	78	unsuccess

According to the table above, it was clear that students' writing ability was even decrease, with an average score of 76,5 and a standard deviation of 1,7. This result's percent may be found in the appendix. In cycle II, the researcher administered some other writing test to students a good way to examine and assess their writing proficiency.

Tabel 4.5 The Result of MMC in Cycle 1

MMC (Minimum Mastery Critetion)	Frequency	Percentage (%)
≥ 78	19	59,4%
≤ 78	13	40,6%
Total	32	100%

The table shows that 19 students or 59,4% got score ≥ 78 "success", and 13 students or 40,6% got score ≤ 78 "unsuccess". It signifies that 59,4% of students had completed their learning while 40,6% were still working on it.

And there was a minimal achievement standard in SMPN 1 Parepare. If the students achieve an ideal score of 78, they will be classified as having completed classical study.

d. Reflecting

Based on the data shown in the cycle 1 result MMC table, it is possible to infer that using Project Based Learning (PBL) to increase students' writing skills has yet to be demonstrated beneficial. The criteria of successful is most of the students got 78 score.

At the first meeting, numerous students created activities that were unrelated to the learning process based on the observation checklist. It was because it was the researcher's first day in class, and the materials were foreign to the students. From

the second meeting to the last meeting, the students had actively followed the learning process on the first cycle. However, some students continued to participate in the learning process, thus it can be inferred that students' willingness to learn is more than in previous meetings, despite the fact that some students were still active in class, and that this has to be improved.

The researcher continued her research in cycle II based on the result of cycle I. this was done because some students get score under the minimum mastery criteria *kriteria ketuntasan minimal*. Many students had a score of less than 78, and there are still certain problem that need to be solved and improved. The student's vocabulary, punctuation, grammar, and organization, as well as their engagement and motivation, must all be improved.

2. Description of the cycle II

The result of the cycle I were used to create the cycle II. The result of the first cycle's observation revealed that it was still low, necessitating further work in order for the second cycle to improve. Cycle II was completed on December 3rd, 2021. The following were the steps taken by researcher in cycle II:

a. Planning

In relation with those problems, the researcher planned some activities as follow:

- 1) The students writing score were significantly lower than expected, indicating a lack of focus and motivation. The fact that the first cycle had complications could potentially be due to a lack of attention. Some students engaged in extracurricular activities such as conversing with friends, painting, etc. the researcher planned to

solve these problem bycontrolling over the class, giving warning to the students, and sitting near the noisy area.

- 2) The teacher and the researcher intended to give more explanations about the material and to guide the students in writing components such as grammar and mechanics, material and content coherence, and vocabulary. The students vocabulary and grammar are still lacking, depending on the problem the had in cycle I. substance nonsensical in terms of arrangement and punctuation.
- 3) The researcher prepared a lesson plan for cycle II in order for the techer and the learning process would run effectively and efficiency.

b. Acting

The researcher would carry out activities in this step in accordance with the schedule established during the planning stage.

First Meeting

At the first meeting took place on December 3rd, 2021. Because the students' test results in the first cycle showed that they still had low score, the descriptive text lesson was explained by the researcher. The students had gained a better understanding of the material at this pinot. It was evident from the students' eagerness to responds the questions.

Following that, the researcher assigned the students to write a written description text. The students are confident in their abilities to complete their project because they have a through understanding of the material.

Some students still don't understand what the words mean due to a lack of vocabulary acruired during the teaching and learning process. Following that, the researcher gathered and corrected the students' work. The researcher then returned

the students' assignment and provided feedback to them. The researcher expresses his gratitude to the students who had completed their projects satisfactorily orally. The researcher also provided inspiration to the students who were unable to complete their assignment properly.

Second Meeting

1) Start with a big question

The second meeting took place on December 7th, 2021. The researcher posed a motivating question during this discussion in order to initiate a project. The researcher assigned each student a text that included information, and each student received a distinct text.

2) Design plan

The researcher requested that the students commit to project planning. Initially, the researcher will assign a paper with descriptive material. Following that, the students will study the text and gain an understanding of the subject. And then the students will write down their own text. Finally, the researcher will advise the students that they should create new vocabulary that they discovered during their individual study, and the researcher will monitor and help the students as they complete their assignment.

3) Creating a schedule

The researcher created the activities schedule for the students, so the students may manage their time to finishing their project. The schedule of the project that the researcher had been made on were:

Table 4.6 The Schedule of The Activities in Cycle 2

Time	Activities	by	Place
09.30- 10.10	- committing the planning	Researcher	Home
	- creating the schedule	Researcher	Home
	- reading the text that had been allotted and understanding the topic	Students	Class
	- determining the title of the text	Students	Class
	- making the content	Students	Class
	- monitoring and guiding the process	Researcher	Class
	- collecting the outcome	Students	Class
	- assessing the outcome	Researcher	Home
	- evaluate the expression	Researcher	Home
	- giving expression about feeling and experience during the project	Students	Class

4) Monitoring the students progress

The students created their own text based on the information after committing to a plan, creating a schedule, and reading the assigned literature. The students observed were comfortable with the situation and worked calmly and quickly on their project. The researcher continued to observe the students' progress in this project and guided the students more. The students appeared they confidence and comfortable and enjoying the learning process. they were able to easily create their text because they used new terminology that they discovered, they used capitalization and punctuation well, despite the fact that some students are still lack in mechanis.

5) Assessing the outcome

Following the completing of the project, the researcher gathered the students' results in written form and filled out the assessment rubric to aid her in determining the standard of achievement. Many students received great score, while others received lower score, but overall, the students' scores has improved.

6) Evaluating the experience

The students were then asked about their feeling and experiences while completing their project by the researcher. Because this is an individual project, the students felt a lot of confidence in their abilities to complete it. Because they were familiar with the situation and gained more experience in writing descriptive text, they felt comfortable and enjoyed the learning. they could write more easily because they used new vocabulary the discovered, they were guided correctly in capitalization and punctuation, and they were also guided correctly in using tense and organizing the text.

c. Observing

1) The Outcome of Students' Activities during The Cycle II Learning Process

In general, cycle II result and evaluation are expected to be better than cycle I. The following details are provided:

The researcher reiterated the lesson regarding descriptive text during the first meeting. Because they had grasped the content, the students were highly eager and confident in their ability to engage and complete the assignment in the learning process. although some students were unable to understand the meaning of the sentence due to a lack of vocabulary, the researcher advised them to consult their dictionary and write that vobavularies on their note.

The second meeting, in order to write the descriptive prose, the students were also given a driving question. Students read the assigned literature and they created their own text based on the facts. The students present at this discussion were familiar with the situation because they had previously completed a project. The students work calmly and efficiently on their project. They appeared to have strong self confidence in their ability to complete their project, but the researcher continued to observe and coach them. They were successful in creating their descriptive text because they employed new vocabulary they discovered, and some of them had used capitalization and punctuation properly though some were still terrible. Because the researcher always quizzed them during the project, all of the students used tenses and ordered the writing. It indicated that Project Based Learning (PBL) my assist students enhance their writing abilities.

2) The Outcome of the Post-Test in cycle II

On December 10th, 2021. Following the completing of the first and second meetings, the researcher distributed a test to assess the students' comprehension and writing abilities based on the content provided by the researcher during the learning process.

Table 4.7 The Result of Post-test in Cycle II

Min Score	Max Score	Mean	Standard Deviation	MMC (Minimum Mastery Criterion)	Category
75	93,75	86,3	0,8	78	Success

According to the table above, the students' writing abilities improved more in the cycle II than in the cycle I. It indicated that the first success criterion had been met.

Tabel 4.8 The Result of MMC in Cycle II

MMC (Minimum Mastery Critetion)	Frequency	Percentage (%)
≥ 78	29	90,6%
≤ 78	3	9,4%
Total	32	100%

According to the table above, 29 out of 32 students received a score of ≥ 78 (success), with 3 receiving a score of ≤ 78 (unsuccessful). The previous aim that would be met was 59,4%, how ever after completing cycle II, students' achievement was 90.6%. as a result, we can say that study was a success.

d. Reflecting

The researcher held a discussion with the English teacher and collaborator based on the learning process in cycle I and cycle II that was implemented from November 16th to December 16th, 2021. It might be used to identify the following learning successes from cycle II:

- 1) The classroom environment in cycle II during the learning process is more lively and pleasant.
- 2) The students' vocabulary and grammar have improved significantly.
- 3) When writing, students pay more attention to their arrangement and punctuation.

Based on the information above, the researcher selected to stop when you consider that she referred to a gaint improvement inside the students' writing capabilities form cycle I to cycle II. As a result, it has been proved that project based learning (PBL) can help students enhance their writing competencies.

Based on cycle II data, an increase in students' learning outcomes and learning activities in the classroom could be demonstrated. Students' learning

outcomes may be seen in their mean writing skill score in cycle II, which is 86,3 points higher than in cycle I.

Based on the explanation provided above, it is possible to conclude that implementing Project Based Learning (PBL) with second grade students of SMPN 1 Parepare increased the students' writing skills as well as their participation and interest in the teaching and learning process.

Table 4.9 The Pre-test, Post-test 1, and Post-test2 Writing Score of Students.

No	Students' Initial Name	Score		
		Pre-Test	Post-Test 1	Post-Test 2
1	AMR	81,25*	81,25*	93,75*
2	AAI	81,25*	81,25*	87,5*
3	APA	75	87,5*	87,5*
4	BM	68,75	68,75	81,25*
5	DSM	68,75	81,25*	87,5*
6	FAA	81,25*	87,5*	87,5*
7	HA	56,25	75	81,25*
8	IGKP	62,5	81,25*	81,25*
9	JDA	81,25*	81,25*	87,5*
10	KAM	50	81,25*	81,25*
11	MR	25	50	75
12	MAA	68,75	75	81,25*
13	MAA	68,75	87,5*	93,75*
14	MHR	68,75	75	87,5*
15	MI	75	81,25*	87,5*
16	MJP	75	87,5*	93,75*
17	MMS	25	50	75
18	MNR	56,25	68,75	87,5*

19	MZ	62,5	87,5*	87,5*
20	MMS	56,25	62,5	81,25*
21	NZM	56,25	81,25*	87,5*
22	NAA	50	62,25	87,5*
23	NAS	62,5	81,25*	87,5*
24	NA	50	75	87,5*
25	RJH	25	50	75
26	RNA	68,75	87,5*	87,5*
27	SNZ	68,75	81,25*	93,75*
28	S	50	75	87,5*
29	S	81,25*	87,5*	93,75*
30	TFR	50	81,25*	87,5*
31	ZRR	62,5	68,75	87,5*
32	Z	50	87,5*	93,75**
Total		1881,25	2450	2762,5
Mean		58,7	76,5	86,3

*: The students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 78

B. Discussion

The purpose of this classroom action research was to examine the impact of Project Based Learning (PBL) on teaching of writing to the second grade students at SMPN 1 Parepare. Following the completion of the research, it was discovered that Project Based Learning can increase students' enthusiasm in learning English especially their capacity to write descriptive text. The learning process, observation, questionnaires, interviews, and examinations all show that students are more interested in studying English.

On this stage, the discussion offers the Project Based Learning to enhance the students writing skill on the second grade of SMPN 1 Parepare. The students writing skill may be improved by using Project Based Learning. it was proved from the students' writing skill within the first meeting showed that their skill in writing have been low. Some of students hard to find the information and organize the structure of the text because they lacked of vocabularies.

The Project Based Learning was done using 2 cycle. The first cycle took place over four meetings, with 1 meeting serving as a pre-test, two meetings serving as learning sessions, and 1 meeting serving as post-test1. In the second cycle, there were three meetings, two for the learning process and 1 for the post-test2.

After the researcher taught by using Th Project Based Learning for three meetings in cycle 1 and two meeting in cycle 2, the researcher concluded that there was development of the students in writing about the material. The students should do their Project calmly and quietly because they had the schedule of the activites. Additionally they seemed had high self confidence to do their task because they have been understood of the material. They also should make their text without difficulty because they write new vocabulary that they found and all of the students also had been used tenses and prepared the text because the researcher always guided them at some point of the undertaking.

The graphic below depicts the students' growth in writing abilities from the preliminary study to the second cycle:

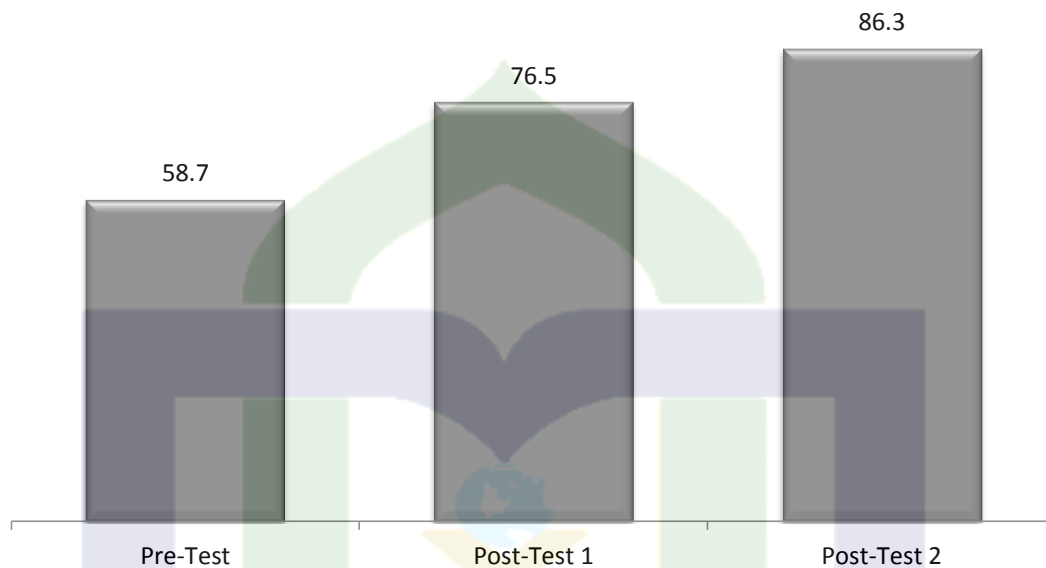


Diagram 4.1 Students' Improvement in Writing Score

The goal of this research is to find out whether the Project Based Learning able to enhance students writing descriptive ability and to dicover the students responses toward studying writing descriptive text by using Project Based Learning. To show it, the researcher used writing descriptive test and observational checklist as an instrument. Based at the description of the test, it confirmed that the students' writing descriptive text ability can be more desirable by using Project Based Learning after giving the treatment. The students score after the treatment became better than before treatment.

Prior to beginning Project Based Learning (PBL), the students' mean score on a writing pre-test was 58,7. Meanwhile, 15,6% of the class passes the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)*. It demonstrates that just 5

students are able to pass the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* 78 (seventy eight), while the remaining 27 students fall short of the mark.

Furthermore, the mean score in cycle 1's post-test is 76,5. Meanwhile, in post-test1, 59,4% of students pass the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)*. The Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* is passed by 19 students. In addition, 13 students scored below the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)*. However, because it did not match the success requirements for Classroom Action Research (CAR), the researcher chose to proceed with the second cycle.

Following that, the mean score in the post- test for the second cycle is 86,3. It displays the students post-test1 improvement score (76,5). Meanwhile, the percentages of students that meet the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)*. Are 86,3%, up from 58,7% on the pre-test and 76,5% on the post-test1. Cycle 2's post-test accomplished the goal of Classroom Action Research (CAR) success, and the cycle has come to an end.

The test of writing descriptive text is scored by some components such as content, organization, language use, vocabulary, and mechanics. While, within the Pre-Test, the researcher located a commonplace mistake at the content. The content of the text mostly not related to the topic and shortage of the subject. In some other factor of the composition, a few sentences can't support the main idea. Except that, the students are lack of vocabulary and difficulty in using the appropriate word. The students broadly speaking did mistakes in language use, particularly in grammar. The students are difficulty in word order and using the easy present tense. And the

alternative mistake that students overlooked at the mechanic namely punctuation, capitalization and error spelling.

After the students were given treatment, the result confirmed that there has been an enhancement within the thing of writing a descriptive text. The enhancement of writing descriptive text included content, organization, vocabulary, language use, and mechanic. The students writing descriptive text content material have become large, understandable and applicable to the subject. on organization, the students in most cases made sentences which can guide the main concept. The students vocabulary become growing even though there a few students still use inadequate vocabulary. The use of simple present tense become arranged inside the proper order even there are a few students still having trouble in there. Their mechanic became getting higher. The students can use punctuation and capitalization effectively and their spelling errors have reduced.

The researcher collected this information through observing students learning activities. The observation of students learning activities that take place during the teaching and learning process. The observations are related to the activities that students are involved in while participating in the teacher's instruction. Students learning activities such as participation and attention were observed.

Based on the results of the students' participation in students' activities as assessed by an observation checklist, it is clear that students' participation increased gradually from the first to the second cycle.

the following table shows how the students' participation and attention improved as they learned English:

Tabel 4.10 The Students' Participation and attention in Learning English during PBL.

Skill	Cycle 1	Cycle 2	Improvement
Participation (Giving Opinion)	3,13%	9,38%	6,25%
Participation (Asking Question)	12,5%	28,13%	15,63%
Participation (Answering Question)	25%	40,63%	15,63%
Pay Attention to Instruction	81,3%	93,75%	12,5%

The explanation of the table above: first, the students' providing opinion has improved by 6,25%. Second, the students' ability to ask questions has improved by 15,63%. Third, the students' ability to answer questions has improved by 15,63%. Finally, the students attention to instruction needs to be improved is 12,5%.

Based on the explanation above, it showed that use of Project Based Learning can enhance students' writing skill. Aswata et, al, said that Project Based Learning can expand the skill. It way that Project based learning can increase writing ability too. It's far line with Ani Marisah and Hasti Robiasih on their result observe say that teaching and learning process became extra exciting and gave many possibilities for all students to express their ideas by speaking in English.⁴⁹ It also may want to improve the components of talking. It can be concluded that Project Based Learning also enhance the factor of writing.

Besides Project Based Learning can enhance the students' writing descriptive text score, it also gives effective change within the teaching and learning system. For the duration of the treatment, the students had been divided into some groups. In

⁴⁹Ani Marisah and Hasti Robiasih, "The Implementation of Project Based Learning to Improve Vocational Students' Speaking Skill", *Journal of English Language and Language Teaching (JELLT)*, vol.1 no.2 (2017), p. 32 <http://jurnal.ustjogja.ac.id/index.php/JELLT> (accessed on June, 04 2022)

group activities which the students did for the duration of the project more desirable their interplay and involvement inside the learning activities. The students also were lively to invite the researcher in the event that they determined problems all through the assignment completing. It's far accordance with what Taveras et, al, said that project Based Learning allowed students to do their task in group and convey their experience, abilities, studying style, and perspective to the challenge.⁵⁰ It way that via institution assignment activities, the students were able to share their knowledge, information, and experience each other when they finished the project. The students allowed to work together and they were able to contribute to the project based on their expertise. The group which consisted of the students with different levels of proficiency also encouraged them to build a positive relationship among them.

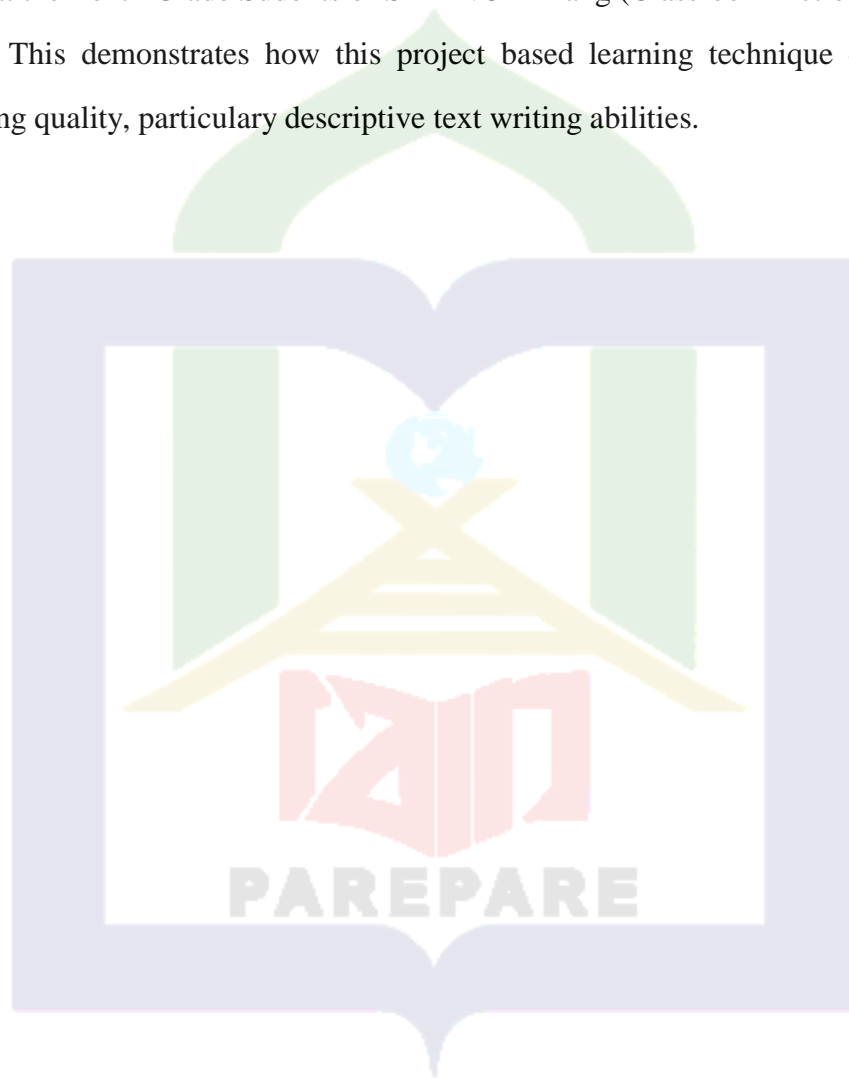
Project Based Learning is a model that organized learning around project where the project are complex tasks, based on challenging question or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students opportunity to work relatively autonomously over extended periods of time.⁵¹ The students ability to make their own items was shown. The students enjoying writing because they understand what they want to do, and they were also motivated to complete their project since they had a good understanding of the material's.

This learning followed the researcher's expectations and was then based on the premise that project based learning can improve. The result of this study suggest

⁵⁰Erna Yunyta, "the Effectiveness of Using Project Based Learning to Teach Students' Speaking Skill (An Experimental Research on the Tenth Grade Students of MAN 3 Sragen)" (Thesis; English Education Department: IAIN Surakarta, 2017), p 22-23.

⁵¹John W. Thomas, Ph.D. *A Review of Research on Project Based Learning*. h.1. 2000. http://www.bobpearlman.org/BestPractices/PBL_Research.pdf (accessed on June, 4 2022)

that students' interest in learning English has increased, which is consistent with the benefits of project based learning(PBL). This theory also backs up previous research, such as Parha Syahrir's thesis "Project Based Learning to Improve Students' Writing Skill at the Tenth Grade Sudents of SMAN 3 Pinrang (Classroom Action Research)" 2015. This demonstrates how this project based learning technique can improve learning quality, particulary descriptive text writing abilities.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two components: the conclusion and the suggestion. The investigation's results and the debate's findings formed the basis of the conclusion. The conclusion served as the foundation for the suggestion.

A. Conclusion

As a result, the researcher comes to some conclusions of the study in the second grade of SMPN 1 Parepare in academic year 2021/2022 on improving students' writing skill based on the description mentioned in the previous chapter. The were the conclusions of this research:

At the second grade of SMPN 1 Parepare, Project Based Learning (PBL) had an impact on students' writing skills. The statistics showed that the mean score cycle1 was 76,5 and the mean score cycle2 was 86,3. It signifies that the students' writing performance has improved significantly. Besides that, this research indicator of learning achievement had been met. Therefore, the researcher concluded that Project Based Learning (PBL) was effective for the second grade students of SMPN 1 Parepare.

Based on the data above, the researcher concluded that the Project Based Learning is able to enhance students' writing descriptive text ability because most of students were interested in gaining knowledge of descriptive text. Except Project Based Learning can enhance students' writing descriptive text skill, it additional helps the students to more creative and active inside the classroom activities. The Project Based Learning it is help the students in learning and teaching process who have different capabilities in descriptive text by doing text around project. It is able to

be concluded that Project Based Learning has high quality effect on the students in junior high school.

Through an observation checklist, students' participation in students activities progressively increased from the first to the second cycle. The students were interested by the use of Project Based Learning (PBL) in teaching and learning English. The researcher used the Project Based Learning (PBL) because it helps the studnets to learn English writing more enjoyable and easily. By completing the assignment, it may also assist the students in writing, understanding the information, and imagining the context of the project. As a result, their writing was correct and improved.

B. Suggestion

Following the completion of the research, the researcher concluded that Project Based Learning (PBL) could assist students learn English more efficiently, particularly in writing. Regarding the issue of the CAR, the researcher would like to provide some recommendations to English teachers, SMPN 1 Parepare students, and other researhcher.

1. For English Teachers

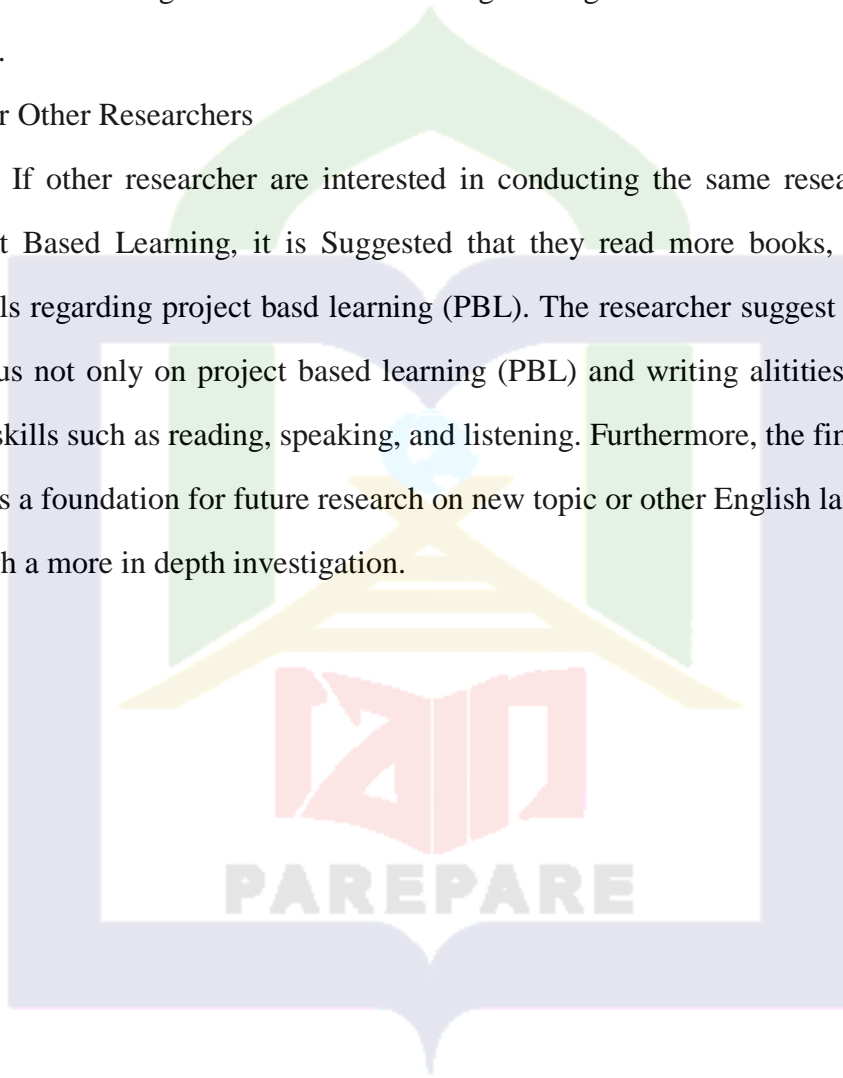
An English teacher should have the ability to devise a strategy, method, or media as a teaching tool to pique students' interest in getting to know English, in particular writing. English teacher at SMPN 1 Parepare may employ the project based learning technique as an alternative strategy to assist students in learning English mor effectively, particulary in writing.

2. For The Students

According to the study, students should be more active in expressing themselves in order to be more motivated to learn English. Students should increase their knowledge of English content, organization, vocabulary and mechanics, and grammar in writing in order to have strong writing that can be understood by the reader.

3. For Other Researchers

If other researcher are interested in conducting the same research utilizing Project Based Learning, it is Suggested that they read more books, articles, and journals regarding project basd learning (PBL). The researcher suggest other studies to focus not only on project based learning (PBL) and writing alitities, but also on other skills such as reading, speaking, and listening. Furthermore, the findings can bu used as a foundation for future research on new topic or other English language skills through a more in depth investigation.



BIBLIOGRAPHY

- Abidin, Y., *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*, Bandung: Refika Aditama, 2016.
- Aghayani, Behnam and Elmira Hajmohammadi, 2019, "Project Based Learning: Promoting ELF Learners' writing skills", *A Journal on Language and Language Teaching*, vol.2 no.1, [Http://e-journal.usd.ac.id/index.php/LLT](http://e-journal.usd.ac.id/index.php/LLT) (accessed on June, 17 2021).
- Alawi, Fikri Fauzi, 2011, "Improving Students' Ability in Writing Descriptive Text Using Clustering Technique (An action Research at Eight Grade Students of MTs Darul Ma'arif Cipete Jakarta)", Thesis, Department of English Education: UIN Jakarta.
- Arikunto, Suharsimi, *Penelitian Tidak Kelas*, Jakarta: Bumi Aksara, 2009.
- Auliyah, A.Sukma, 2020. *Increasing Students Interest in Learning English Through Cooperative Blanded Learning Strategy at Class X of SMKN 1 Pinrang*. (unpublished Scrips: IAIN Parepare).
- Axelord, Rise B and Charles R. Chooper, *The St. Martin's Guide to Writing*, New York: St Martin's Press, Inc, 1985.
- Baidowi, Arif, Sumarmi, and Achmad Amirudin, 2015, "Pengaruh Model Pembelajaran Berbasis Proyek Terhadap Kemampuan Menulis Karya Ilmiah Geografi Siswa SMA", *Jurnal Pendidikan Geografi*, vol.20, no.1, <http://journal.um.ac.id/index.php/pendidikan-geografi/article/view/5011/1765> (accessed on June, 19 2021)

- Brown, Daniel and Bill Burmette, *Connection A Rhetoric/Short Prose Reader*, New Jersey: Houghton Mifflin Company, 1984.
- Brown, Douglass, *Language Assesment; Principle and Classroom Practices*, United State of America: Person Education. Inc, 2004.
- Brown, H.Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edittion.*
- Byme, Donn, 1998, *Teaching Writing Skill*, FE: Ongman Group. *Effective Instruction in Writing Kindergarten Grade 3,2005*, Ontario
- Byne, Donn, *Teaching Writing Skills* ,New York: Longman Group Limited, 1988.
- Danajaya, Utomo, *Media Pembelajaran Aktif* , third edition with preface by Prof. Dr.H.A.R.Tilaar, M.Sc.Ed., Bandung: Nuansa Cendekia,2013.
- Hami , Widodo, *Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game* , Walisongo: Pubshed IAIN Walisongo, 2011.
- Harahap, Mara Bangun, *Project Based Learning.*
http://www.rwsearchgate.net/profile/Mara_Harahap/Publication/259338084_makalah_apa_mengapa_dan_bagaimana_PBL_tesk_4/links/00b7d5b157477c362000000 (Accessed on April, 4 2021).
- Harmer, Jeremy, *How To Teach Writing*, England: Longman,2004.
- Herdiansyah, Haris, *Wawancara, Observasi, dan Focus Group: Sebagai Instrumen Penggalian Data Kualitatif*, Jakarta: Rajawali Press, 2013.
- Hosnan , M., *Pendekatan Sainifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*, Bogor Indonesia: 2016.
- John W. Thomas, Ph.D. 2000. *A Review of Research on Project Based Learning.* h.1
http://www.bobpearlman.org/BestPracties/PBL_Reseach.pdf

- Juleha, Siti, Ikmanda Nugraha and Selly Feranie, “The effect of Project in Problem Based Learning on Students’ Scientific and Information Literacy in Learning Human Excretory System”, *Journal of Science Learning*, vol 2 no 2, 2019. [Http://ejournal.upi.edu/index.php/jslearning](http://ejournal.upi.edu/index.php/jslearning)(accessed on April, 09 2021).
- Karl, *Creative Classroom Activities* ,Washington, D.C: Unites State Information agency, 1995
- Latif , Harismawan. *Peningkatan Hasil Belajar Matematika Melalui Model Pembelajaran Fleming Siswa X.4 SMA Negeri 1 Parepare*, (Skripsi: FKIP Umpar).
- Marisah, Ani and Hasti Robiasih,“The Implementation of Project Based Learning to Improve Vocational Students’ Speaking Skill”, *Journal of English Language and Language Teaching (JELLT)*, vol.1 no.2 ,2017, <http://jurnal.ustjogja.ac.id/index.php/JELLT> (accessed on June, 04 2022).
- Mihardi, S., M.B Harahap, dan R.A Sani, *The Effect of Project Based Learning Model with KWL Worksheet on Student Creative Thingking Process in Physics Problem*, (Journal of Education and Practice, 2013).
- Miller, Robert Keith, *Motives for Writing*, New York: McGraw-Hill, Inc, 2006.
- Narbuko, Cholid and Muljono Dampolii, *Action research (Teori, Model, dan Aplikasi)*, Jakarta: Kencana, Prenadamedia Group,2014.
- Nursiah, English Teacher of SMPN 1 Parepare, *wawancara* di Ruang Guru, 16 November 2021.
- Ontario, Aguide to *Effective Instruction in Writing Kindergarten Grade 3*, Ontario, 2005
- Oxford University Perss, *Oxford Learner’s Poccet Distionar Third Edition*, China: Printed in China, 2003.
- Pardiyono, *Writing Clues for Batter Writing Competnce* , Yogyakarta: CV Andi offset,2006.

- Pival, Adelstein, M.E, *The Writing Commitment* , New York: Harcourt Brace J, 1980.
- Pratiwi, Ade, *How to Improve Descriptive Text Through Picture Strip Story* (Unpublished IAIN Parepare,2015).
- Qur'an, Nurfadhilla Tul, 2020, *Enhancing The Students' Writing Descriptive Text Skill at The First Year of MAN 2 Barru by Using Project Based Learning (PBL)*, (Unpublished Scrips: IAIN Parepare).
- Richards, Jack C. and Theodore S. Rodgers,1986, *Approaches and Methods in Language Teaching*, New York: Cambridge University Perss.
- Sani, Ridwan Abdullah, *Pembelajaran Sainifik* , Jakarta: Bumi Aksara,2014.
- Sholihah, Umi, "Project-Based Learning (PjBL) to Improve Students' Writing Capability", *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series*, vol. 1, no.1 2018, <https://jurnal.uns.ac.id/seeds/article/view/20278> (accessed on June, 19 2021)
- Siburian, Tiur Asih, 2013, "Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share" *International Journal of Language Learning and Applied Linguistics Word*, vol.3 no.3 <http://digilib.unimed.ac.id/779/1/Improving%20students%20achievement%20on%20writing%20descriptive%20text%20through%20think%20pair%20share.pdf> (accessed on April, 09 2021).
- Solechah , Zum'arini Juni, "The Effectiveness of Teaching Writing in Descriptive Text By Using Edmodo ((An Experimental Research at the seventh Grade Students of SMP Negri 2 Ngrambe in the Academic Year of 2016/2017)" (Thesis: English Education Department, IAIN Surakarta, 2017).

- Sudijono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: RajaGrafindo Persada, 2008.
- Sukardi, *Metodologi Penelitian Pendidikan*, Jakarta: Bumi Aksara, 2003.
- Syahrir, Parha, “Project Based Learning to Improve Students’ Writing Skill at the Tenth Grade Students of SMAN 3 Pinrang” (Unpublished Scripts: IAIN Parepare, 2015).
- Syarifah , Eva Fitriani and Raynesa Noor Emiliyasi, “Project Based Learning to Develop Students’ Ability and Creativity in Writing Narrative Story”, *Indonesian EFL Journal*, vol.5 no.1, 2019, [Http://journal.uniku.ac.id/index.php/IEFLJ/index](http://journal.uniku.ac.id/index.php/IEFLJ/index) (accessed on June, 19 2021).
- The George Lucas Educational Foundation, “instructional Module Project Based Learning”, 2005, <http://www.edutopia.org/modules/PBL/Whatpbl.php> (accessed on march, 31 2021).
- Thomas, John W., Ph.D. *A Review of Research on Project Based Learning*, 2000, http://www.bobpearlman.org/BestPractices/PBL_Reseach.pdf (accessed on June, 4 2022).
- Thuan, Pham Duc, “Project Based Learning: From Theory to EFL Classroom Practice”, *Proceeding of The 6th International Open TESOL Conference 2018*, <http://academia.edu> (accessed on april, 3 2021).
- Ur, Penny, *A Course in Language Teaching Practice and Theory*, London: Cambridge University Press, 1996.
- Weigl, Saraa Cushing, *Assesing Writing*, Cambridge: Cambridge University Press, 2002.
- Wena, Made, *Strategi Pembelajaran Inovatif Kontemporer; Suatu Tinjauan Konseptual Operasional* Jakarta: Bumi Aksara, 2009.

Wishon, George E., *Let's Write English* , New York: Educational Publishing inc., 1980.

Yaumi, Muhammad and Muljono Dampolli, *Action Research (Teori, Model, dan Aplikasi)*, Jakarta: Kencana, Prenadamedia Group, 2014.

Yunyta, Erna, "The Effectiveness of Using Project Based Learning to Teach Students' Speaking Skill (An Experimental Research on the Tenth Grade Students of MAN 3 Sragen)"(Thesis, English Education Department: IAIN Surakarta,2017).



APPENDICES



Appendix 1 Instrument

Instrument of Pre-Test, Post-Test 1, and Post-Test 2

A. Pre-Test

Instrument of Pre-Test

Name :

Class :

Directions:

- 1. Write your descriptive text by the topic is "MATIROTASI PARK"
- 2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
- 3. Write your text by covered the generic structures of descriptive text (identification and description).

B. Post-Test 1

Instrument of Post-Test 1

Name :

Class :

Directions:

- 1. Write your descriptive text by the topic is “TONRANGENG RIVER SIDE”
- 2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
- 3. Write your text by covered the generic structures of descriptive text (identification and description).

C. Post-Test 2**Instrument of Post-Test 2**

Name :

Class :

Directions:

1. Write your descriptive text by the topic is “PAREPARE CITY”
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covered the generic structures of descriptive text (identification and description).

Appendix 2 Lesson Plane

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP
Mata Pelajaran	: Inggris
Kelas/ Semester	: VIII/Ganjil
Materi Pokok	: Deskriptif Text
Alokasi Waktu	: 1x40 menit

A. Kompetensi Inti

KI 1 dan KI 2 : **Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *there is/ are*)

4.6 Menyusun teks interaksi transaksional dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Mengidentifikasi fungsi sosial, struktur teks, interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.
2. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang sesuai dengan konteks penggunaannya.
3. Menyusun teks khusus dalam bentuk teks deskriptif yang terkait dengan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

Siswa mampu mengidentifikasi struktur teks dan memperaktekannya dengan cara membuat teks deskriptif yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dan lain lain.

E. Materi Pembelajaran

a. *Fungsi sosial :*

Meyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.

b. *Sruktur teks:*

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

c. *Unsur kebahasaan:*

- Ungkapan dengan *There is/are*
- Kata jumlah yang tidak tertentu : *little, few, some, many, much, a lot (of)*.
- Frasa kata depan : *in, on, under, in front of, below, above*, dan lain lain.

d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

F. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Diskusi dan praktik

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Sebelum pembelajaran dimulai, guru mengucapkan salam dan peserta didik merespon salam dan menyapa peserta didik menggunakan bahasa Inggris agar tercipta English environment. 2. Mengajak peserta didik untuk berdoa sesuai dengan kepercayaan masing-masing. 3. Memeriksa kehadiran peserta didik.	5 menit

	<p>4. Mereview kembali materi yang sebelumnya.</p> <p>5. Memberikan pertanyaan kepada peserta didik sesuai dengan materi yang akan dipelajari.</p>	
Inti	<p>1. Mengamati</p> <p>a. Peserta didik mengamati gambar cover chapter VI di buku siswa.</p> <p>b. Peserta didik mendengarkan penjelasan guru mengenai penggunaan <i>There is/ are. There is not.</i></p> <p>2. Mempertanyakan</p> <p>a. Peserta didik diberikan kesempatan untuk menanyakan berbagai hal yang berkaitan dengan gambar cover chapter VI tersebut.</p> <p>b. Setelah mengamati, peserta didik bertanya tentang arti kosakata baru yang mereka temukan dan dengan bimbingan guru peserta didik menanyakan maksud dari kalimat tersebut.</p> <p>3. Mengeksplorasi</p> <p>a. Peserta didik melakukan tindakan sesuai dengan instruksi yang diberikan guru seperti membuat kelompok atau berpasangan dengan teman satu bangku.</p> <p>b. Peserta didik melakukan tindakan sesuai dengan instruksi yang diberikan guru</p>	<p>30 menit</p>

Penutup	<ol style="list-style-type: none"> 1. Guru menanyakan kepada siswa tentang kesulitan selama proses belajar mengajar. 2. Dengan sikap tanggung jawab, peduli, responsive, dan santun, siswa bersama guru menyimpulkan pembelajaran. 3. Memberikan pesan untuk tetap belajar 4. Guru memberikan tugas PR 5. Menyampaikan rencana kegiatan pertemuan berikutnya 6. Mengajak siswa mengucapkan hamdala bersama-sama dan mengucapkan salam untuk mengakhiri proses pembelajaran 	5 menit
----------------	--	----------------

H. Media dan Sumber Belajar

a. Alat dan Media

- Papan tulis
- Spidol

b. Sumber Belajar

- Buku teks wajib *Bahasa Inggris*
- Internet

I. Pedoman Penilaian

Components Of Writing	Score	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to to the topic and easy to understand

	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
Organization	4	Most of the sentence are related to the main idea
	3	Some sentence are related to the main idea
	2	Few sentence are related to the main idea
	1	The sentence are unrelated to each other
Vocabulary & mechanic	4	A few errors in choice of words, spelling and punctuation
	3	Some errors in choice of word, spelling and punctuation
	2	Occasional errors in choice of word, spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation
grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

Keterangan:

Skor 4 : Excellent

Skor 3 : Good

Skor 2 : Poor

Skor 1 : Very Poor

$$\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 = \text{hasil akhir}$$

Appendix 3

Students' Writing Score in Pre-Test

No	Students	Score				Total Score	Mean
		C	O	V&M	G		
1	AMR	4	3	3	3	13	81,25
2	AAI	4	3	3	3	13	81,25
3	APA	3	4	2	3	12	75
4	BM	2	3	3	3	11	68,75
5	DSM	3	3	2	3	11	68,75
6	FAA	3	4	3	3	13	81,25
7	HA	2	3	2	2	9	56,25
8	IGKP	3	3	2	2	10	62,5
9	JDA	4	3	3	3	13	81,25
10	KAM	2	2	2	2	8	50
11	MR	1	1	1	1	4	25
12	MAA	3	3	2	3	11	68,75
13	MAA	3	3	2	3	11	68,75
14	MHR	3	3	2	3	11	68,75
15	MI	4	3	2	3	12	75
16	MJP	3	3	3	3	12	75
17	MMS	1	1	1	1	4	25
18	MNR	2	3	2	2	9	56,25
19	MZ	2	2	3	3	10	62,5
20	MMS	2	2	2	3	9	56,25
21	NZM	3	2	2	2	9	56,25
22	NAA	2	2	2	2	8	50

23	NAS	3	2	2	3	10	62,5
24	NA	2	2	2	2	8	50
25	RJH	1	1	1	1	4	25
26	RNA	3	3	2	3	11	68,75
27	RNZ	3	3	2	3	11	68,75
28	S	2	2	2	2	8	50
29	S	4	4	2	3	13	81,25
30	TFR	2	2	2	2	8	50
31	ZRR	3	3	2	2	10	62,5
32	Z	2	2	2	2	8	50
Total		84	83	68	79	314	1881,25
Mean		2,63	2,6	2,1	2,5	9,8	58,8
Min Sore							25
Max Score							81,25

NO	Level	Frequency	Percentage
1	$78 \geq$	5	15,6%
2	$78 \leq$	27	84,4%
Total		32	100%

Appendix 4

Students' Writing Score in the Post-Test 1

No	Students	Score				Total Score	Mean
		C	O	V&M	G		
1	AMR	4	3	3	3	13	81.25
2	AAI	4	3	3	3	13	81.25
3	APA	4	4	3	3	14	87.5
4	BM	3	3	2	3	11	68.75
5	DSM	4	3	3	3	13	81.25
6	FAA	4	4	3	3	14	87.5
7	HA	3	3	3	3	12	75
8	IGKP	4	3	3	3	13	81.25
9	JDA	3	4	3	3	13	81.25
10	KAM	3	4	3	3	13	81.25
11	MR	2	2	2	2	8	50
12	MAA	3	3	3	3	12	75
13	MAA	4	4	3	3	14	87.5
14	MHR	3	3	3	3	12	75
15	MI	4	3	3	3	13	81.25
16	MJP	4	4	3	3	14	87.5
17	MMS	2	2	2	2	8	50
18	MNR	3	3	2	3	11	68.75
19	MZ	4	4	3	3	14	87.5
20	MMS	3	3	2	2	10	62.5
21	NZM	4	3	3	3	13	81.25
22	NAA	3	3	2	2	10	62.5
23	NAS	4	3	3	3	13	81.25

24	NA	3	3	3	3	12	75
25	RJH	2	2	2	2	8	50
26	RNA	4	4	3	3	14	87.5
27	RNZ	4	3	3	3	13	81.25
28	S	3	3	3	3	12	75
29	S	4	4	3	3	14	87.5
30	TFR	3	4	3	3	13	81.25
31	ZRR	3	3	3	2	11	68.75
32	Z	4	3	3	4	14	87.5
Total		109	103	89	91	392	2450
Mean		3.4	3.2	2.8	2.84	12.3	76.6
Min Score							50
Max Score							87.5

NO	Level	Frequency	Percentage
1	$78 \geq$	19	59,4%
2	$78 \leq$	13	40,6%
Total		32	100%

Appendix 5

Students' Writing Score in the Post-Test 2

No	Students	Score				Total	Mean
		C	O	V&M	G	Score	
1	AMR	4	4	3	4	15	93.75
2	AAI	4	4	3	3	14	87.5
3	APA	4	3	3	4	14	87.5
4	BM	3	4	3	3	13	81.25
5	DSM	3	3	4	4	14	87.5
6	FAA	4	3	4	3	14	87.5
7	HA	3	4	3	3	13	81.25
8	IGKP	4	3	3	3	13	81.25
9	JDA	4	3	3	4	14	87.5
10	KAM	4	3	3	3	13	81.25
11	MR	3	3	3	3	12	75
12	MAA	3	3	3	4	13	81.25
13	MAA	4	4	4	3	15	93.75
14	MHR	4	4	3	3	14	87.5
15	MI	4	4	3	3	14	87.5
16	MJP	4	4	4	3	15	93.75
17	MMS	3	3	3	3	12	75
18	MNR	4	4	3	3	14	87.5
19	MZ	4	3	3	4	14	87.5
20	MMS	3	3	3	4	13	81.25
21	NZM	3	4	4	3	14	87.5
22	NAA	3	3	4	4	14	87.5
23	NAS	4	4	3	3	14	87.5

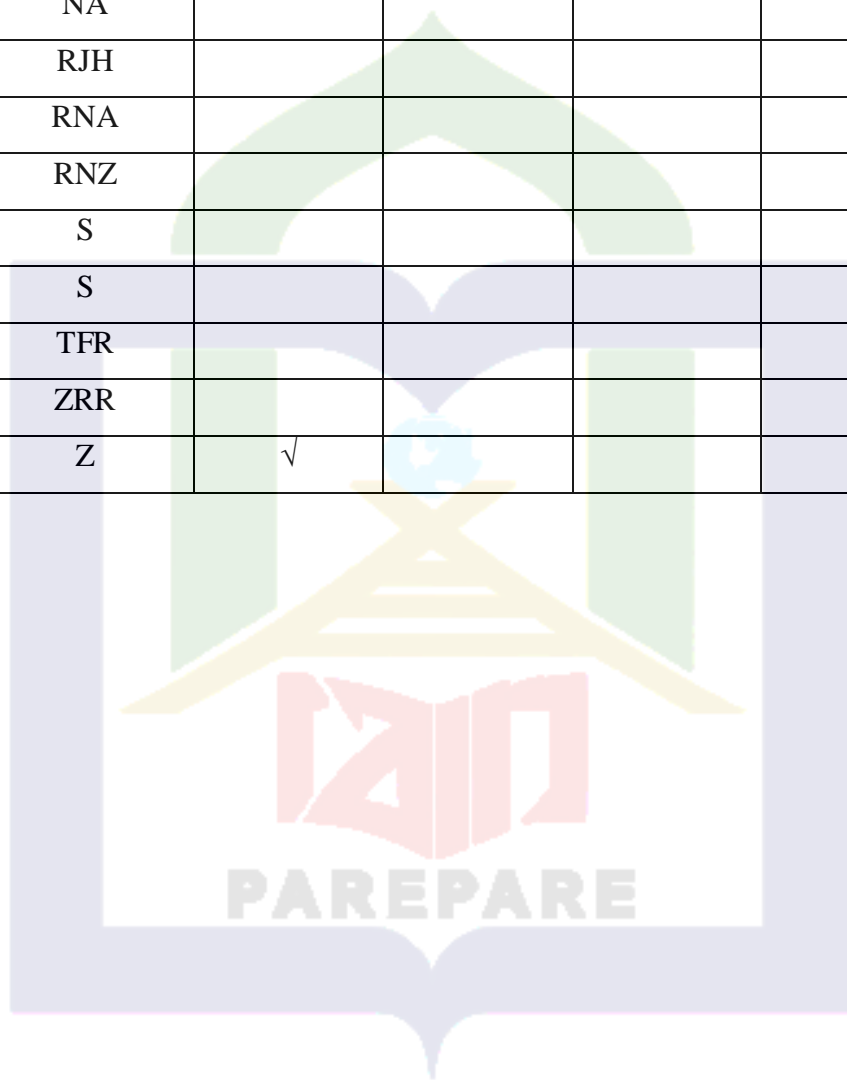
24	NA	4	4	3	3	14	87.5
25	RJH	3	3	3	3	12	75
26	RNA	3	4	3	4	14	87.5
27	RNZ	4	3	4	4	15	93.75
28	S	4	4	3	3	14	87.5
29	S	4	4	4	3	15	93.75
30	TFR	3	3	4	4	14	87.5
31	ZRR	3	3	4	4	14	87.5
32	Z	4	4	3	4	15	93.75
Total		115	112	106	109	442	2762.5
Mean		3.6	3.5	3.3	3.4	13.8	86.3
Min Score							75
Max Score							93,75

NO	Level	Frequency	Percentage
1	$78 \geq$	29	90,6%
2	$78 \leq$	3	9,4%
Total		32	100%

Appendix 6**Observational Checklist through Students Activities in Learning English during Teaching and Learning Process at Class****Date : 19th November 2021****Cycle : I Meeting 1**

No	Students	Participation			Attention
		Giving Opinion	Asking Question	Answer Question	Pay Attention to Intruction
1	AMR				√
2	AAI				√
3	APA			√	√
4	BM				√
5	DSM				√
6	FAA		√		√
7	HA				√
8	IGKP				√
9	JDA				√
10	KAM				√
11	MR				-
12	MAA				√
13	MAA				√
14	MHR				√
15	MI				√
16	MJP				√
17	MMS				√
18	MNR				-
19	MZ				√

20	MMS				√
21	NZM				√
22	NAA				√
23	NAS				√
24	NA				√
25	RJH				-
26	RNA				√
27	RNZ				√
28	S				√
29	S				√
30	TFR				√
31	ZRR				√
32	Z	√			√



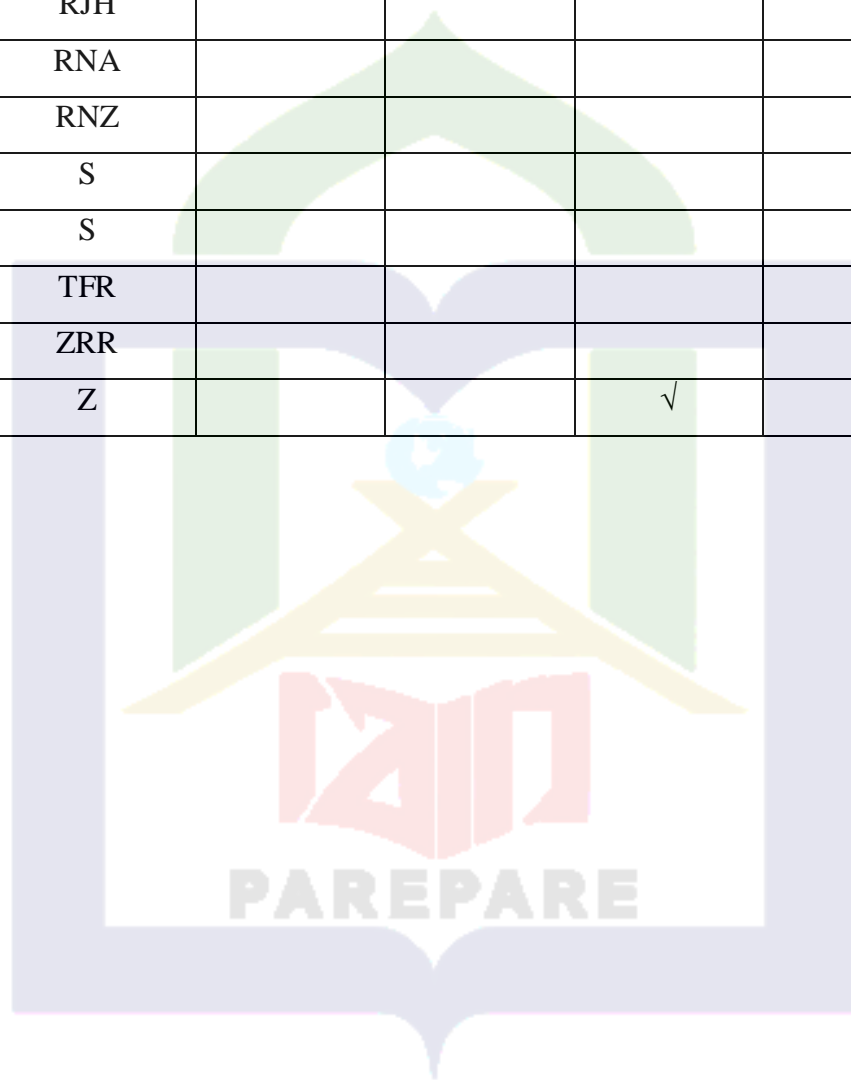
Observational Checklist through Students Activities in Learning English during Teaching and Learning Process at Class

Date : 23th November 2021

Cycle : I Meeting 2

No	Students	Participation			Attention
		Giving Opinion	Asking Question	Answer Question	Pay Attention to Intruction
1	AMR		√		√
2	AAI				√
3	APA				-
4	BM				√
5	DSM			√	√
6	FAA				√
7	HA				√
8	IGKP				√
9	JDA				√
10	KAM				√
11	MR				√
12	MAA				√
13	MAA				√
14	MHR				-
15	MI				√
16	MJP				√
17	MMS			√	√
18	MNR				√
19	MZ				√
20	MMS				√

21	NZM				√
22	NAA				√
23	NAS				-
24	NA				√
25	RJH				√
26	RNA				√
27	RNZ				√
28	S				√
29	S				√
30	TFR				√
31	ZRR				-
32	Z			√	√



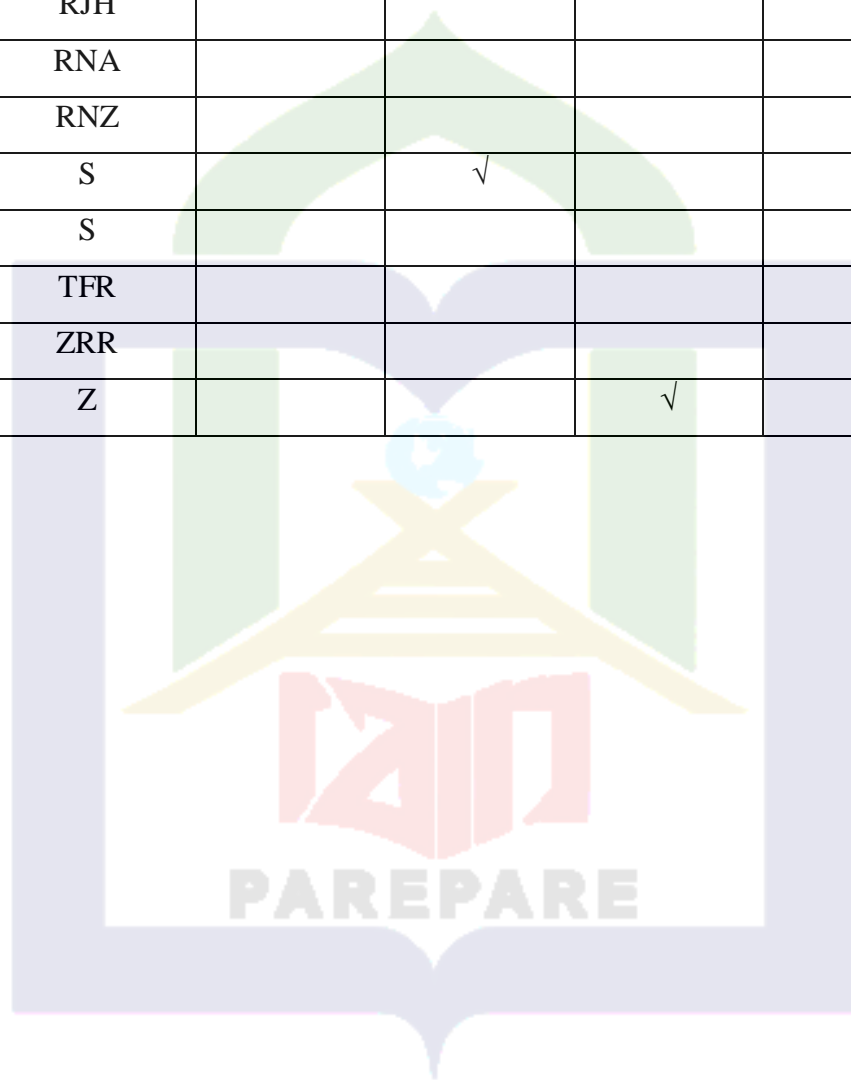
Observational Checklist through Students Activities in Learning English during Teaching and Learning Process at Class

Date : 26th November 2021

Cycle : I Meeting 3

No	Students	Participation			Attention
		Giving Opinion	Asking Question	Answer Question	Pay Attention to Intruction
1	AMR				√
2	AAI			√	√
3	APA				√
4	BM				-
5	DSM				√
6	FAA				√
7	HA				√
8	IGKP			√	√
9	JDA		√		√
10	KAM				√
11	MR				-
12	MAA				√
13	MAA				√
14	MHR				√
15	MI				√
16	MJP				√
17	MMS				√
18	MNR				-
19	MZ				√
20	MMS			√	√

21	NZM				√
22	NAA				-
23	NAS				√
24	NA				√
25	RJH				√
26	RNA				-
27	RNZ				√
28	S		√		√
29	S				√
30	TFR				-
31	ZRR				√
32	Z			√	√



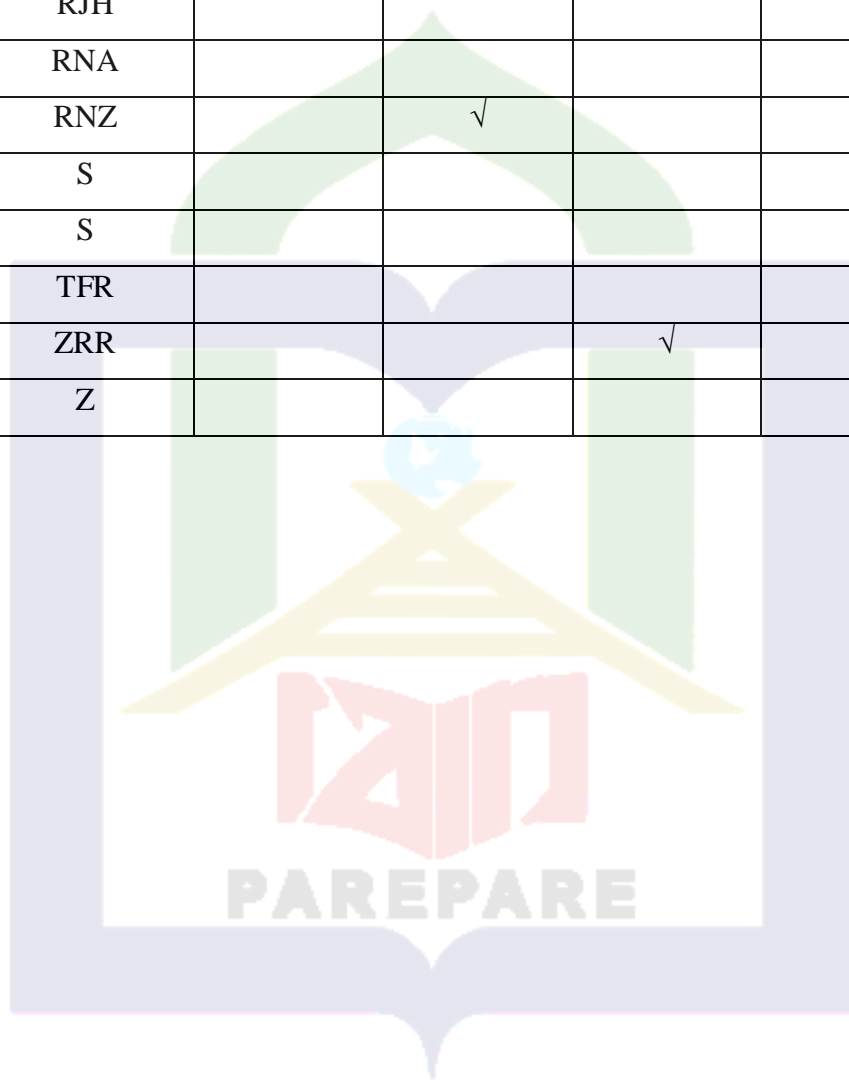
**Observational Checklist through Students Activities in Learning English during
Teaching and Learning Process at Class**

Date : 3rd December 2021

Cycle : II Meeting 1

No	Students	Participation			Attention
		Giving Opinion	Asking Question	Answer Question	Pay Attention to Intruction
1	AMR		√		√
2	AAI				√
3	APA			√	√
4	BM	√			√
5	DSM				√
6	FAA				√
7	HA				√
8	IGKP			√	√
9	JDA			√	√
10	KAM				√
11	MR				-
12	MAA		√		√
13	MAA				√
14	MHR				√
15	MI				√
16	MJP		√		√
17	MMS				√
18	MNR			√	√
19	MZ				√
20	MMS				√

21	NZM		√		√
22	NAA				√
23	NAS			√	√
24	NA				√
25	RJH				√
26	RNA				√
27	RNZ		√		√
28	S				√
29	S				√
30	TFR				√
31	ZRR			√	√
32	Z				√



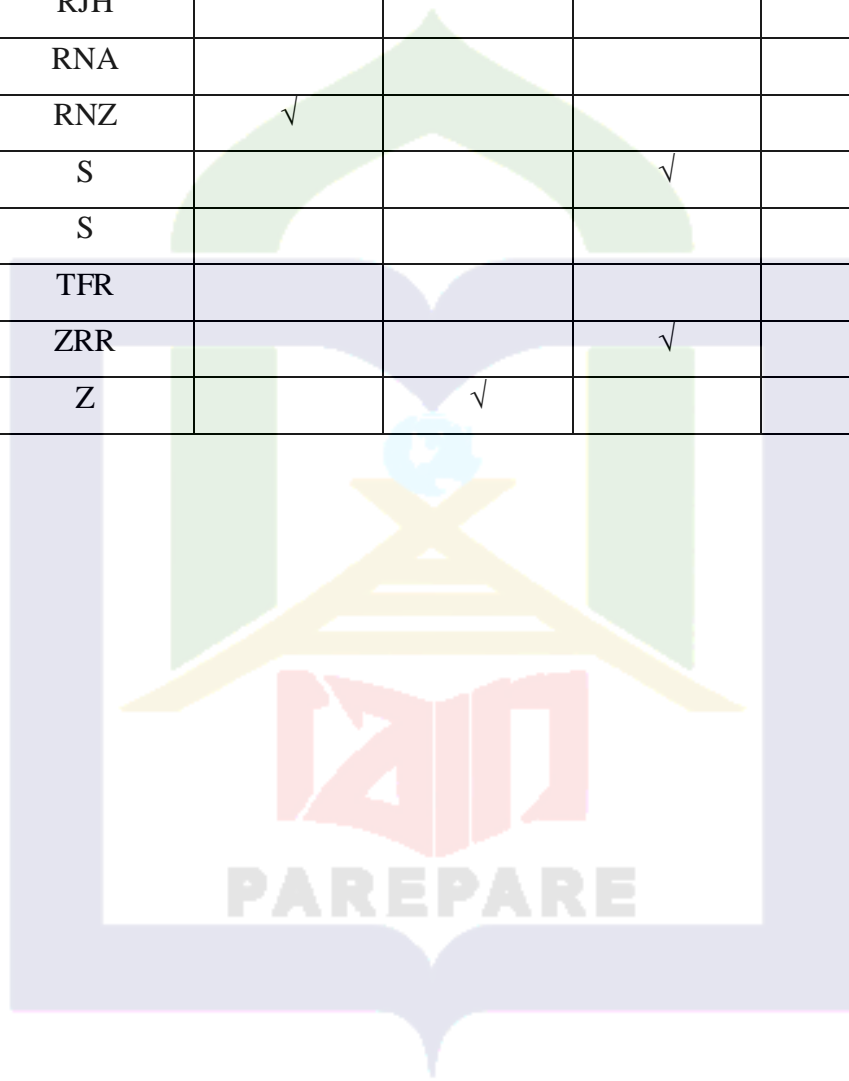
Observational Checklist through Students Activities in Learning English during Teaching and Learning Process at Class

Date : 6th December 2021

Cycle : II Meeting 2

No	Students	Participation			Attention
		Giving Opinion	Asking Question	Answer Question	Pay Attention to Intruction
1	AMR			√	√
2	AAI				√
3	APA		√		√
4	BM				√
5	DSM				√
6	FAA				√
7	HA				√
8	IGKP			√	√
9	JDA				√
10	KAM				√
11	MR			√	√
12	MAA				√
13	MAA		√		√
14	MHR				√
15	MI				-
16	MJP				√
17	MMS			√	√
18	MNR				√
19	MZ				√
20	MMS	√			√

21	NZM				√
22	NAA		√		√
23	NAS				√
24	NA			√	√
25	RJH				√
26	RNA				√
27	RNZ	√			√
28	S			√	√
29	S				√
30	TFR				√
31	ZRR			√	√
32	Z		√		√



Appendix 7

Documentation

Pemerintah Kota Parepare
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 PAREPARE
Alamat : Jalan Kembang Duren No. 18 Parepare 91111
Email : admin@smp1parepare.sch.id Website : www.smp1parepare.sch.id

DAFTAR HADIR
KELAS VIII.2 A

Semester : _____ Hari/Tanggal _____

NO.	NAMA SISWA	L/P	NIS NASIONAL	JAM PELAJARAN KE-				KET
				1	2	3	4	
1	ALIFTA MAHIRA RAHMUL	P	0085398207			✓		
2	AULIA AINA IZZATUNNISA	P	0082688725					
3	AULIA PRADINI A.	P	0072625498					
4	BRAYEN MARCELL	L	0085072386			✓		
5	DEVI SYAFIRA MARSYAH	P	0083909367			✓		
6	FATIMAH AZ-ZAHRAH ADEPUTRI	P	0085258752			✓		
7	HAIKAL A	L	0089178428			✓		
8	I GEDE KRESNA PUTRA	L	0081032270			✓		
9	JUWITA DWI AZ-ZAHRAH	P	0088238631			✓		
10	KHOIRUL AKHYAR MAULANA	L	0081182510			✓		
11	MAULANA RAMADANI	L	0075808390			✓		
12	MUHAMMAD APRISAL AL FATILAH	L	0087849205			✓		
13	MUHAMMAD ATHAILLAH ARIQAH	L	0081526691			✓		
14	MUHAMMAD HALIM RASYA	L	0078793623			✓		
15	MUHAMMAD IKMAR	L	0085819024			✓		
16	MUHAMMAD JAYA PUTRA	L	0089778693			✓		

JURNAL KEGIATAN PEMBELAJARAN


JAM KE-	MATA PELAJARAN	NAMA GURU	KONSEP DASAR	NAMA GR. PENGG.	TTD GURU M.P.
1.	Prakarya	Dw. Dina S. P.	Pembuatan Seledri kacang wijen		Dw.
2	PPLN	Dra. SALMA ISMAIL	ULANGAN		S.
3	Bahasa Inggris	Hj. Nursiah	Chapter VII at busy roads		
4					

PAREPARE

Wali Kelas VIII.2,

WIDYAWATI, S.Kom., M.Pd.
NIP. 19791027 201101 2 008

Attendance list





PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 PAREPARE
 Alamat : Jalan Karaeng Baruna No. 18 Parepare 91111
 Email : admin@smpn1parepare.sch.id Website : www.smpn1parepare.sch.id

DAFTAR HADIR
KELAS VIII.2 B

Semester : _____ Hari/Tanggal _____

NO.	NAMA SISWA	L/ P	NIS NASIONAL	JAM PELAJARAN KE-				KET
				1	2	3	4	
17	MUHAMMAD MAULAN SYAM	L	0087857571	✓	✓	✓		
18	MUHAMMAD NABIL RISKY	L	0083527592	✓	✓	✓		
19	MUHAMMAD ZAKY	L	0088543925	✓	✓	✓		
20	MUSTIKA MADDATU SYAHPUTRI	P	0081489242	✓	✓	✓		
21	NAHDA ZHAFIRA MULIYONO	P	0087626966	✓	✓	✓		
22	NUR AISYAH AHMAD	P	0084176868	✓	✓	✓		
23	NUR AQLAH SYAZWANI	P	0083470341	✓	✓	✓		
24	NURUL AWALIA	P	0087904957	✓	✓	✓		
25	RAODATUL JANNAH H.	P	0081207486	✓	✓	✓		
26	RIFQAH NUR ABIDA	P	0087542201	✓	✓	✓		
27	SADIRA NAJYA ZAFITRI	P	0082984699	✓	✓	✓		
28	SHELVI	P	0079330892	✓	✓	✓		
29	SUCIJAYANTI	P	0084203975	✓	✓	✓		
30	TRI FITRAH RAMADHANI	P	0088772046	✓	✓	✓	✓	
31	ZALFA RAMADHANI RACHMAN	P	0075615324	✓	✓	✓	✓	
32	ZULFIKAR	L	0073273739	✓	✓	✓	✓	

JURNAL KEGIATAN PEMBELAJARAN

JAM KE-	MATA PELAJARAN	NAMA GURU	KONSEP DASAR	NAMA GR. PENGGANTI	TTD GURU M.P.
1	PELW.	Dra. SALMA ISMAIL	Ukungan.		
2	Prakarya	Darria, s.pd	Pegolahan beras "a, mabiz dan Serealia.		
3	PA	Silvanawati	Sifat Rendah baik dan Acet		
4	Bahasa Inggris	Hj. Nuziah	Chapter IV our busy road		

Wali Kelas VIII. 2,
PAREPARE

WIDYAWATI, S.Kom., M.Pd.
NIP. 19791027 201101 2 008

Attendance list





Learning Process

Appendix 8 Research Allowed


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Kampus I, Jl. Jend. Sudirman No. 49 Parepare 91111 | Telp. (0412) 21417 Fax. 24796
 E-mail: iain@iainparepare.ac.id, iain@iainparepare.ac.id, iain@iainparepare.ac.id

Nomor : B.2348/tn.39.5.1/PP.00/9/11/2021
 Lembaran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
 C.p. Kepala Dinas Perencanaan, Monev dan Pelayanan Terpadu Satu Pintu
 di:
 Kota Parepare

Assalamu Alaikum W. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama	: Anita Anggreni
Tempat/Tgl. Lahir	: Parepare, 08 Oktober 1996
NIM	: 15.1300.001
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XIII (Tiga Belas)
Alamat	: Asrama POM Pacelike, Kel. Ujung Sabtang, Kec. Ujung, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul:

"The Effect Of Project Based Learning (PBL) In Teaching Writing To The Second Grade Of SMPN 1 Parepare"

Peaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum W. Wb.

Parepare, 11 November 2021
 Kepala Dekan I,

 H. Gatlan Thalib



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



SRN IP0000765

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 767/IP/DPM-PTSP/11/2021

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA : **ANITA ANGGREANI**
 NAMA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 UNIVERSITAS/ LEMBAGA : **TARBIYAH / PENDIDIKAN BAHASA INGGRIS**
 Jurusan : **ASRAMA POM PACAKKE PAREPARE**
 ALAMAT : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
 UNTUK :
 JUDUL PENELITIAN : **THE EFFECT OF PROJECT BASED LEARNING (PBL) IN TEACHING WRITING TO THE SECOND GRADE OF SMPN 1 PAREPARE**
 LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMPN 1 PAREPARE)**
 LAMA PENELITIAN : **16 November 2021 s.d 16 Desember 2021**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **19 November 2021**

**Pit. KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Dra. Hj. AMINA AMIN

Pangkat : **Pembina Utama Muda, (IV/c)**
 NIP : **19630808 198803 2 012**

Biaya : Rp. 0.00



Anita Anggreani, the writer was born on October 08th 1996 in Parepare. She is the first child from third children in her family. From the couple of Alimoddin Bali and Andalia, she has one sister Alda Angjani And one Brother Aldi Ramadana Ali. She has husband name is Risman Supardinata Hadi Goyak and her lovely daughter Azkadina Utari Alfarzana Goyak. She began her study in Elementry School 4 in Parepare and on 2008. In the sam year, she continued her study in junior high school. She decided to continue her study at SMPN 1 Parepare and finished her Junior High School on 2011. After that, she is registered as a student in SMKN 3 Parepare and graduate on 2014. And on 2015 she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. On 2022 she completed her thesis with the title “The Effect of Project Based Learning (PBL) in Teaching Writing to The Second Grade of SMPN 1 Parepare”.