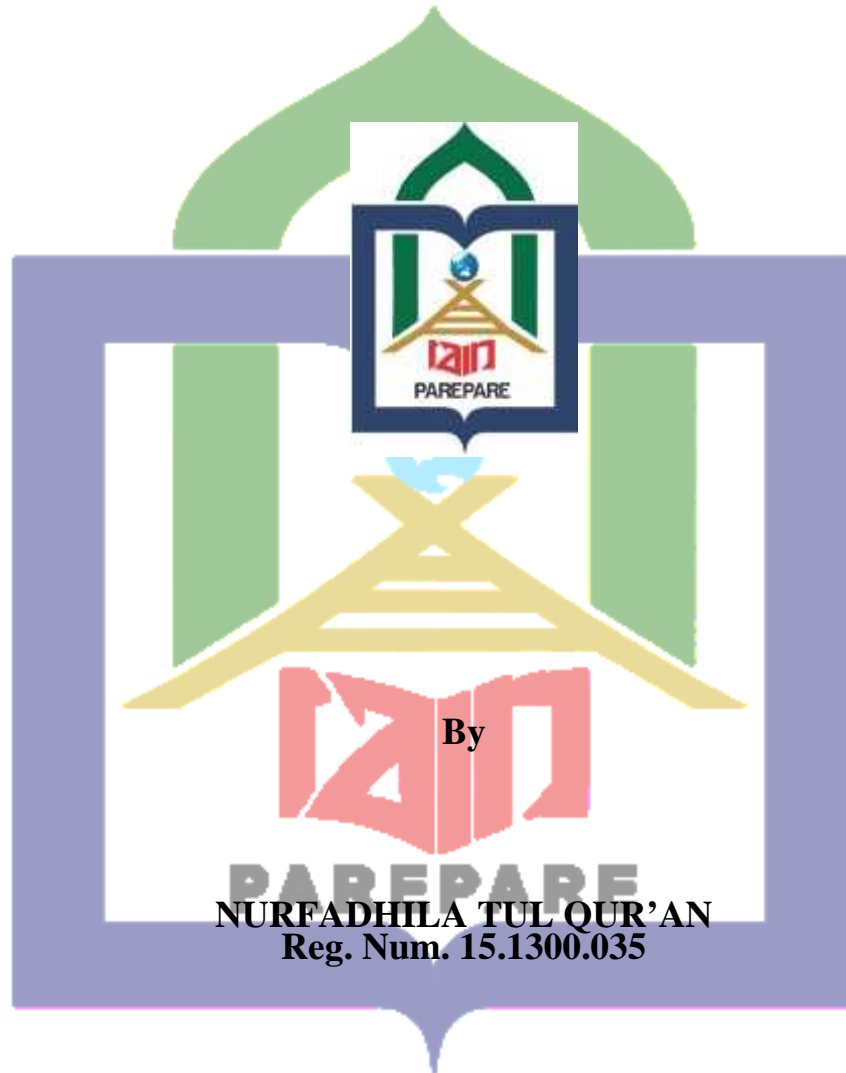


SKRIPSI

**ENHANCING THE STUDENTS' WRITING DESCRIPTIVE TEXT
SKILL AT THE FIRST YEAR OF MAN 2 BARRU BY USING
PROJECT BASED LEARNING (PBL)**



By

NURFADHILA TUL QUR'AN
Reg. Num. 15.1300.035

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

2020

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PAREPARE

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

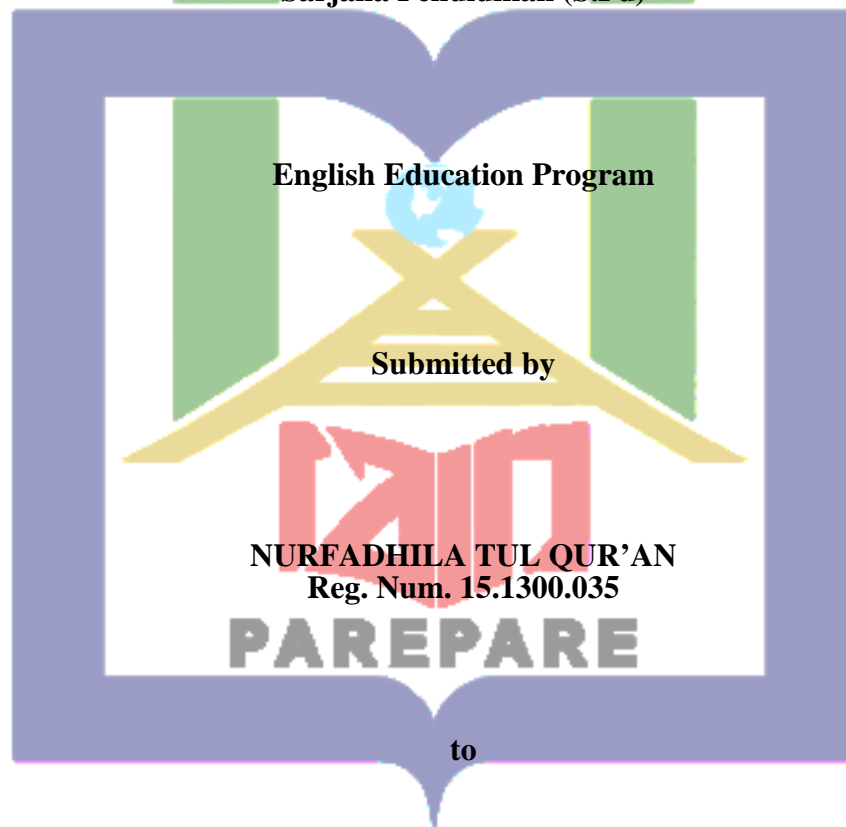
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Sarjana Pendidikan (S.Pd)**



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

2020

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SKRIPSI

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PROJECT BASED LEARNING (PBL)

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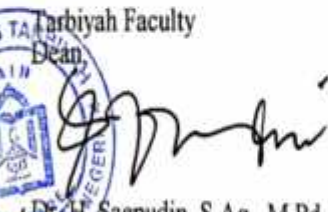
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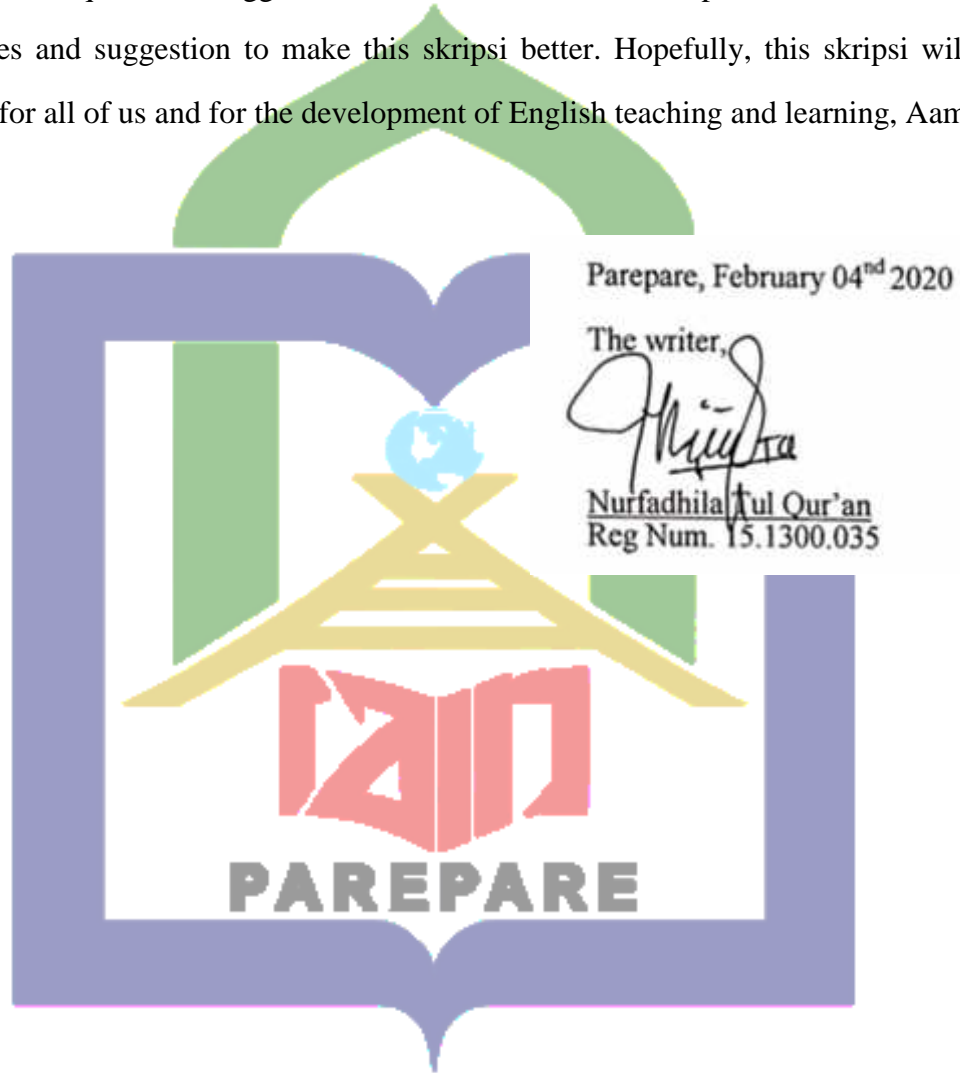
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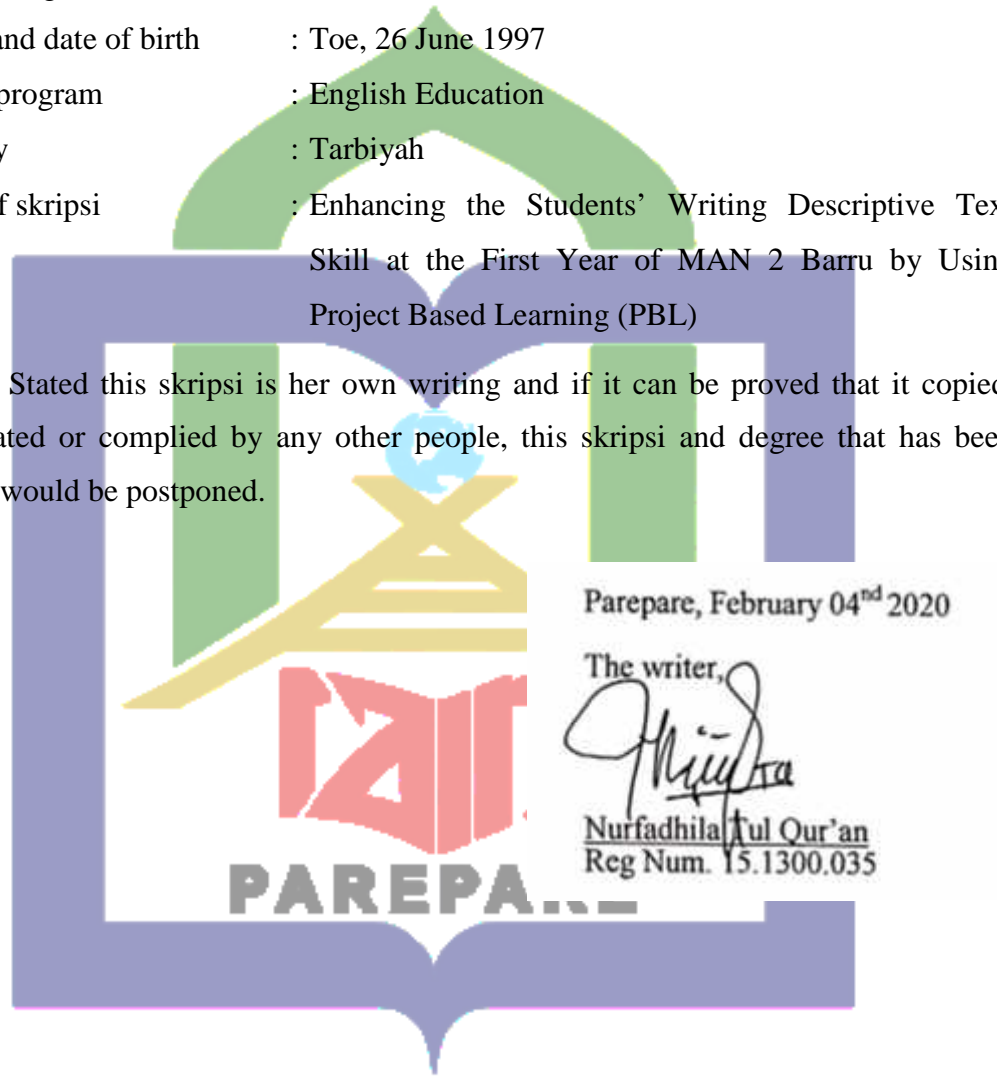


DECLARATION ON THE RESEARCH AUTHENTICITY

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Stated this skripsi is 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, February 04nd 2020

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ABSTRACT

Nurfadhila Tul Qur'an. *Enhancing the Students' Writing Descriptive Text Skill at the First Year of MAN 2 Barru by Using Project Based Learning (PBL).* (Supervised by Nurhamdah and Mujahidah.)

The aims of this research are to find out the students' enhancement in writing descriptive text skill before and after using Project Based Learning (PBL) at the first year of MAN 2 Barru and to analyze the students' responses toward learning writing descriptive text at the first year of MAN 2 Barru by using Project Based Learning (PBL).

This research was conducted by using pre-experimental method with one group pre-test and post-test design. The researcher used writing test and questionnaire as the instrument in this research. The population of this research was 151 students and the sample of the research was X MIA 1 that consist of 34 students. The sample is representative of the population.

The result of this research showed that there was enhancement of the students' writing descriptive text skill. It was indicated by the students' mean score of post-test (76.35) was higher than pre-test (49.97). Then, the result of t-test was 20.60 higher than the value of t-table was 2.034 at the level significance 5% and degree of freedom (df) was 33. Thus, it can be concluded that the students' writing descriptive text is significant better after getting the treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was fail rejected. In addition, from 20 questionnaire, the students' answer was very positive. It means that in learning descriptive text by using project based learning (PBL) could make students to give positive response. It can be concluded that project based learning (PBL) can enhance the students' writing descriptive text.

Keywords: *writing, descriptive text skill, Project based learning (PBL)*

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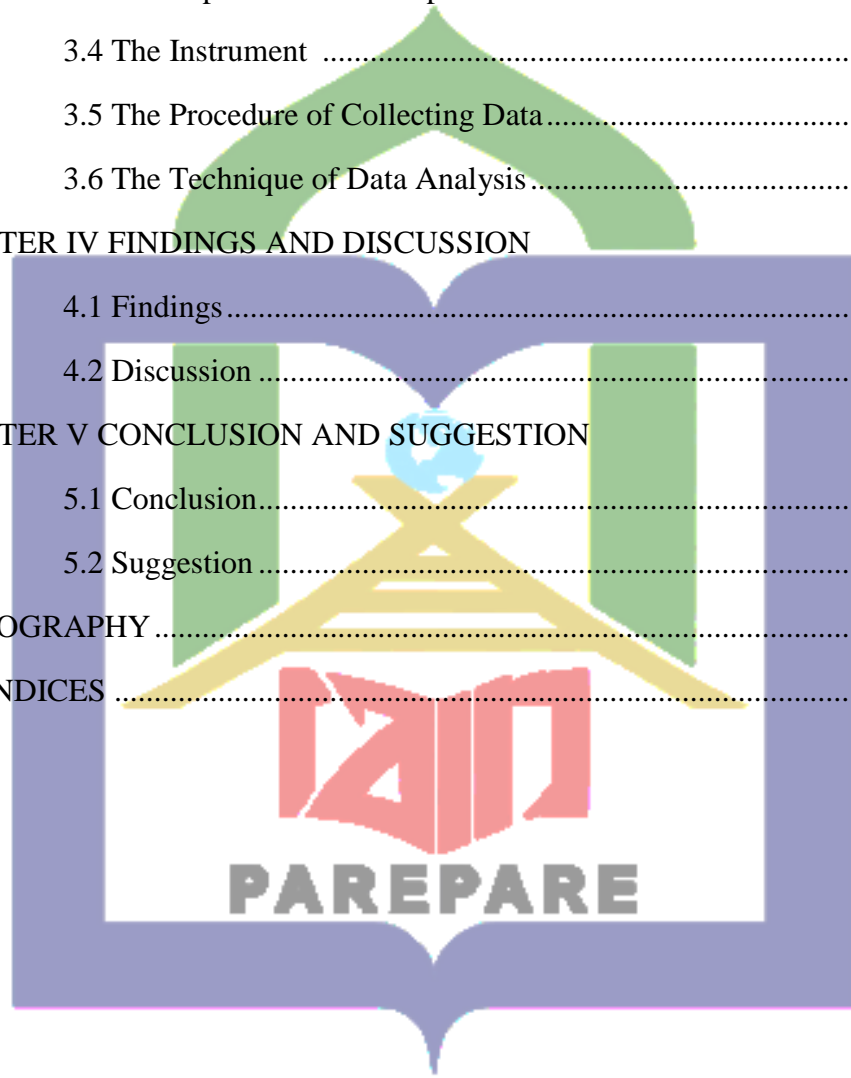
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CHAPTER I

INTRODUCTION

1.1 Background

Writing is one skill in English that is very important in the learning and teaching process. Writing is one process to communicate thoughts and ideas through a written form in their daily life, such as writing a letter to their friends, writing a story, notetaking, etc. It is one of the language skills that the students must be mastered. Writing is a combination of procedure and result of finding thought, putting them on paper and working until they are displayed in a way that is refined and comprehensible to readers. Writing is one way to develop our ideas or opinion. Writing also can make meaning from experience for oneself for others.

There are many aspects that involve in writing, such as vocabulary, language use, and grammatical. As with the other language skills, writing cannot be separated from vocabulary and grammar. The students have to know and understand the pertinence of the language component to make a good sentence until text. Moreover, writing is more complicated than other skills in the English language. Writing skill is not only talking about grammar and vocabularies but also conceptual and judgment elements.¹ Therefore, writing should be practiced and learned gradually in order to make the students master it well.

Writing skill is not just talking about sentences or expressions but also various kinds of texts. There are many kinds of texts that be taught in Senior High School. One of them is a descriptive text. Descriptive text is one of the basic texts that more

¹J. B. Heaton, *Writing English Language Tests* (London and New York: Longman Group UK Limited, 1991), p. 138.

related to students in daily life. Descriptive text is a text that describes a person or thing specifically. The description tells the object specifically based on the writer's opinion and the object's fact. The students describe the object based on what they see, hear, taste, smell, or touch. Hence, in writing a descriptive text the students should know well what they want to describe.

There are many students can express their ideas orally but can't develop their ideas through writing. According to Zum'arini Juni Solechah on her thesis the problem of the students in writing is low in vocabulary, difficult in using good grammar, express their ideas and poor organize them, and also students' attention to the lesson is low.² These problems also faced by the students of *Madrasah Aliyah Negeri (MAN) 2 Barru*.

In MAN 2 Barru, there are some students still low in writing descriptive text. According to Siti Mahira one of students in MAN 2 Barru said that "she felt difficult to express their ideas and make a good sentence because she was lack vocabulary and difficulty in using the right grammar".³ Besides, Syarifa Zaenab said "the most difficult thing in writing is how to arrange the part of the text because she is rarely practice".⁴ Based on the both of statements of the students it can be concluded that writing descriptive text is not automatically can be mastered by the students because they rarely practice, lack vocabulary and difficult in using right right grammar so they cannot easily express their ideas in writing.

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.

³Siti Mahira, the students of MAN 2 Barru, interview by the researcher on April 02 2019.

⁴Syarifa Zaenab, the students of MAN 2 Barru, interview by the researcher on April 02 2019.

In the learning and teaching process, the problem is not only faced by the students themselves, but it also appears because of some factors from the teachers. The common problem encountered by the teachers. They teach English in a traditional way or conventional teaching. As we know, in conventional teaching, the teacher is center learning or she/he dominates the lesson. However, many students had difficulties in writing especially in writing descriptive text because the teacher only explained the generic structure and the method of how to write the descriptive text, the teacher did not use any method or strategy to teach the students. Therefore, the students became unmotivated, bored, and have difficulties in learning the descriptive text. They were not also able to recall and to describe the things in a systematic order. Moreover, they could not describe the parts, qualities, and characteristics of the people, place or things completely.

Due to the problems which arise in the learning and teaching process of writing, the teacher has to find out a solution to overcome the problem. One solution in teaching descriptive text is by using Project Based Learning (PBL). Project-Based Learning (PBL) has been recognized to be effective and productive in 21st century education. Project Based Learning (PBL) drives teaching and learning in accordance with skill, engages learners in the learning process, motivates and develops the students' creativity.⁵

For instance, a study was conducted by Kornwipa Poonpon which the result of the study showed that implementation of Project Based Learning was appropriate for the course because the students can apply both their knowledge of information

⁵Pham Duc Thuan, "Project Based Learning: From Theory to EFL Classroom Practice", *Proceedings of The 6th International Open TESOL Conference 2018*, p. 327. <http://academia.edu> (accessed on may, 25 2019).

Science and English Skill. Project Based Learning can encourage the students to use language skills and support the students' confidence in using English.⁶

Based on the explanation above, the researcher will carry out research under the title "Enhancing the Students' Writing Descriptive Text Skill at the First Year of MAN 2 Barru by Using Project Based Learning (PBL)".

1.2 Problem Statement

Based on the background above, this research aims to answer the following questions:

1. Is there a significant difference in students' writing descriptive text skill before and after being taught Project Based Learning (PBL) at the first year of MAN 2 Barru?
2. How are the students' responses toward learning writing descriptive text by using Project Based Learning (PBL)?

1.3 The Objective of the Research

Based on the problem statement above, the objective of this research are:

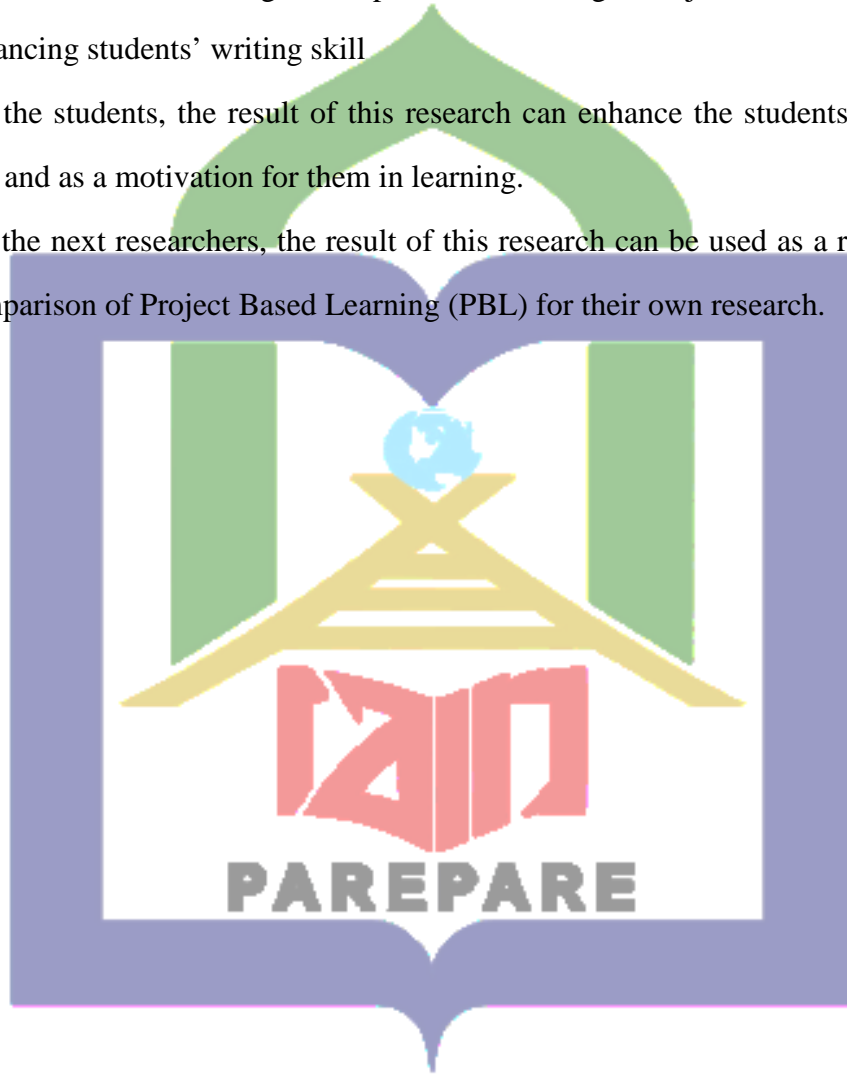
1. To find out the students' enhancement in writing descriptive text skill before and after using Project Based Learning (PBL) at the first year of MAN 2 Barru
2. To analyze the students' responses toward learning writing descriptive text by using Project Based Learning (PBL)

⁶Kornwipa Poonpon, "Enhancing English Skill Through Project Based Learning", The English Teacher, Vol XL, p. 8-9. <http://journals.melta.org.my.php/tet/article> (accessed on july, 01 2019).

1.4 The Significance of the Research

The significant of the research are:

1. For the teacher, the result of this research as additional knowledge and contribution in teaching descriptive text through Project Based Learning in enhancing students' writing skill
2. For the students, the result of this research can enhance the students' descriptive text and as a motivation for them in learning.
3. For the next researchers, the result of this research can be used as a reference and comparison of Project Based Learning (PBL) for their own research.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Writing

2.1.1.1 Definition of Writing

There are some definitions of writing proposed by experts. Patel and Jain in Zum'arini Juni Solechah suggested that writing is a skill that must be taught and practiced.¹ Writing provides a very good means of deceiving the vocabulary, spelling, and sentence pattern. Hence, writing is an essential feature of learning a language. While Sokolik in Nunan said writing is a manual manipulating pen, pencil, or keys on a keyboard in a paper or a computer screen to express the ideas in order to create a piece of written work (report, essay, recipe, etc).²

According to Byrne, writing is the production of graphic symbols as speech clearly much more than the production of sounds. The symbols have been arranged according to certain conversations, to form words, and words have to be arranged to form a sentence. However, we do not write only one sentence or several sentences arranged in a particular order and linked together in certain ways. Writing consists of converting messages of some kind; that is to translate throughout into language.³

¹Zum'arini Juni Solechah, "The Effectiveness of Teaching Writing in Descriptive Text by Using Edmodo", p. 8.

²David Nunan, *Teaching English to Speakers of other Language at: An Itroudion* (Newyork and London: Routledge, 2015), p. 75.

³Donn Byrne, *Teaching Writing Skills*, New Edition (New York: Longman Group Uk Limited, 1988), p. 1.

Elbow in H. Douglas Brown stated that writing is two steps process in which the writer figures out the meaning firstly, then he put it into language.⁴ Writing is involving two steps processing and producing. Writing is processing ideas, information into graphic symbols that have to be arranged to render accurate conversations for meaningful words, sentences, etc.

Furthermore, Ockuz in Ontario explained writing is a powerful instrument for students to use to express their thought, feeling, and judgment about what they have read, seen or experienced.⁵ It means that to make the readers interest in their writing, a writer should explore their thought or their ideas. A good writing skill represents the students' ability in communicating through English. Written Language is used to communicate with others who are removed in time and space.

Based on the theories above, it can be concluded that writing is one way to communicate ideas and thought through written form. The students not only express their ideas orally but they can express ideas in their mind through writing.

2.1.1.2 The Component of Writing

There are five significant components in writing. Those are content, organization, vocabulary, language use and mechanic. The detail explanations are as follows:

1. Content

The content of writing should be clear for the readers so that the readers can understand the message and gain information from it. In order to have a good

⁴H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition* (San Francisco State University: Addison Wesley Longman, 2001), p. 336.

⁵Ontario, *Aguide to Effective Instruction in Writing Kindergarten to Grade 3* (Ontario, 2005), p. 3.

contents of writing, its contents should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

There are three things that can be measured in connections with content, the point of information to be brought, the sequence in which the point is presented and formal signals that gave the reader to guide in understanding the topic fully.

2. Organization

In the organization of writing, the writer focuses on how to arrange and organize the ideas chronologically. They also should present their ideas based on the order which flows from the beginning to the end. There are many ways used to organize or arrange the writing. Perhaps the writers organize their idea from general to specific or from specific to general. This organization is mainly recognized as an order.

3. Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing a study. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into a paragraph until they can create a piece of writing. The dictionary or mastering words are very considerable in writing because vocabulary is one component of writing to express ideas. It can help us to develop our writing. Therefore, the more words you know, the abler you will select to express your ideas.

4. Language use

Language used in writing involves the correct usage of the rules of language or grammar. It focuses on verbs, nouns, agreement, etc. Specific nouns and strong

verbs give a reader a mental image of description. This specific noun can be characterized by using the modifier of adjectives, adverbs, and participle form.

5. 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.⁶

From the explanation above, the researcher assumes that in measuring writing, there are five aspects that should be seen namely content, organization, vocabulary, language use and mechanic. All of aspects should be measured based on criteria and score which provided. In assessing students' writing descriptive text pre-test and post-test, the researcher use scoring rubric of the five components of writing above.

2.1.1.3 The Process of Writing

Stages in writing also called a writing process that consists of the stages from the beginning until the finishing of writing. The process of writing has several stages namely planning, drafting, editing (reflection and revising) and final version.⁷

1. Planning

Planning is the first process in writing in which the writers plan what they are going to write. Before starting to write, they try and decide what is they are going to say. For some writers, they may make detail notes. This process can help writers to generate ideas and collect information about writing.

⁶Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p. 115.

⁷Jeremy Harmer, *How to Teach Writing* (England: Longman, 2004), p. 4-5.

In the planning process, there are three items that the writers have to consider. First, the purposes of writing. This term is important because the purpose of writing will determine the genre or type of text, the language to be used and what information will be provided. Second, the audience. In this term, the writers also think about their audience, because the audience will determine the form of writing or layout, paragraph arrangement, or the use of formal and informal language. And the third is the content structure. The writers have to think about how best to sequence the fact, ideas, or arguments which they have decided to include.

2. Drafting

Drafting is primarily a stage of discovery and exploration. In this stage, the writers start to compose a draft by transforming their ideas through letters, words, sentences, paragraphs, and punctuation to construct a text. As the writing process continues into a draft, some of the drafts may be produced on the way the final version.

3. Editing (reflecting and revising)

In this process, the writers read through their pieces of writing to see what they have written. Perhaps there is a piece of unclear information or ambiguous or confusing. They may use the different forms of words for a particular sentence. Moreover, they use appropriate grammar. Therefore in this process refers to correcting grammatical, lexical, and mechanical errors before turning in the final product of writing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once the writers have edited 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 the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Based on explanation above, it can be concluded that in writing there are four steps namely planning, drafting, editing (reflection and revising) and final version. Every step has their own purpose to provide students opportunity to organize their ideas into some piece of writing. Each step can give benefit to the students because it's connected each other. Therefore, it is really important to follow it step by step.

2.1.1.4 The Types of Writing

There are some types of writing, as follows:

1. The procedure describes how something is accomplished through a sequence of actions or steps. The procedures may be about food or drink, technology, or sports, etc.
2. Recount, retell event for the purpose of informing or entertaining.
3. News item, informs readers, listeners or viewers about events of the day which are considered newsworthy or important.
4. The narrative tells an imaginative story, although some narratives may be based on facts. The aims of narration are to entertain and amuse the reader. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in conversation.

5. Description is using to tell the reader about the characteristics of a person, place, or thing. Description makes a clear picture of the topic to be discussed including idea, place, object or people. It focuses on a subject and uses specific detailed methods to illustrate where the writer is focused on.
6. Explanation explains the processes involved in the information or workings of natural or sociocultural phenomena.
7. Reports describe the way things are, with reference to the arranging of natural, man-made and social phenomena in our environment, for example, plants, animals, things around us, etc.
8. Exposition is used in giving information, making an explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates, used apart from a narrative, it stands alone as an essay.
9. Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or proposition.
10. Reviews critique an artwork or event for a public audience, such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts, and ballets.
11. Discussion present (at least) two points of view about an issue.⁸

From the explanation above, it can be concluded that there are eleven types of writing. This research will focus on the descriptive text or description.

⁸Lilies Setiasih Dadi, *How to Write a Short Essay in English Academic Writing* (Bandung: Alfabeta, 2015), p. 16 – 37.

2.1.2 The Concept of Descriptive Text

2.1.2.1 Definition of Descriptive Text

Descriptive text is one of the text types that the students have to master not only in junior high school but also senior high school, students of the university and anyone who loves English. “A description is writing about how something (or someone) looks and uses space order”.⁹ “Description is telling about how something looks, feels, smells, tastes, and sounds”.¹⁰ Descriptive text is a text that says what a person or a thing is like. When the students write about a person, they write about what he or she looks like. They write about physical characteristics such as height weight, and hair color. When the students write a description of a place, they write what it looks like. And if the students describe a scene with people, they may first describe the place, and then they may also tell what is happening and what the people are doing. The descriptive text describes and reveals a particular person, place or thing.

The description is about the sensory experience of how something looks, sounds, tastes. Mostly, it is about visual experience, but the description also deals with other kinds of perception.¹¹ Emotion may be described as feeling happiness, fear, loneliness, gloom, and joy. In writing a description the students should know well what they want to describe.

⁹Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Second Edition (New York: Longman, 1997), p. 48.

¹⁰Ann Hogue, *First Steps in Academic Writing* (New York: Addison-Wesley Publishing Company, 1996), p. 70.

¹¹Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Oxford University Press, 1988), p. 351.

Descriptive text is a text which lists the characteristics of something or someone and description is a mode of expository writing that is relied upon in other expository modes, we sometimes in imagining a purely descriptive essay. In a narrative, for example, a description can make the setting of characteristic more clear; in a process paper, it ensures that the audience understands the finished product. Regardless of how we use description, it is easy to see that it strengthens an essay considerably.¹²

Based on some description above the writer concluded that the descriptive text is a text that describes the character of person, place or thing. The descriptive text describes the object specifically. It can make the readers like see, touch, smell, listen or taste the object. Therefore, the students have to know the object well.

2.1.2.2 The Criteria for Good Description

The key to writing a good description is to use details that help the readers imagine the person the students are describing. There are two keys to writing a good description. The first is to use space or order and the second is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they should start with the person's feet or hair. The second key to writing a good description is to use specific details. When students describe something, they paint a picture with words. The goal is to use many specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing.

¹²Ade Pratiwi, "Improving Students' Skill in Writing Descriptive Text at The First Grade of SMAN 3 Parepare by Using Picture Strip Story" (Unpublished Scripts: IAIN Parepare, 2019), p. 15.

Here are some examples of specific details.¹³

Vague	Specific
A lot of many	\$ 500,000.00
A lot large house	six-bedroom, four-bathroom
A nice car	A Lexus

Specific details have two functions. First of all, details excite the reader's interest. They make writing pleasure to read, for we all enjoy learning particulars about other people. Second details support and explain the writer's point; they give evidence needed for us to see and understand a general idea.

2.1.2.3 The Purpose of Descriptive Text

Every piece of writing has purposes. The descriptive text has its own purposes. There are three general purposes of descriptive text. First, to create imagery, a mood, or an aura of the place. Second, to stimulate understanding and convince, and the third, to urge the listener to action.¹⁴ When the writer can describe someplace, people or things specifically, it can make the reader imagine or even feel that they are in the situation.

Descriptive text is painting the object with words. The writer describes an object that makes a clear impression in the readers' minds, allowing the reader to visualize what illustrated and felt very much parts of the writer's experience. The aim is to bring the object that describes objectively to the reader. The descriptive text tells the sound, taste, smell, look, and feel of things or subjects. By reading the descriptive

¹³Ann Hogue, *First Step in Academic Writing*, p. 72 – 74.

¹⁴Hasmawati, "Improving Students' Writing Descriptive Text Through Quantum Learning Method (Pre-Experimental Research at the 10th Grade Students of SMAN 4 Pinrang)" (Unpublished Scrips: STAIN Parepare, 2017)", p. 16.

text, the readers can feel that they see the description as they see the object. The descriptive text aims to describe an object or someone which the writer interested in. Therefore, the writer must know well what they want to describe. They describe their idea and thought clearly based on what they see, hear, feel, smell, or touch.

Based on the descriptions above, it means that the purpose of descriptive text is to describe reveal particular person, place, or thing or we can say that descriptive text describes details and images within the story that readers read.

2.1.2.4 The Generic Structure of Descriptive text

The students should master the generic structure of descriptive text before they write a descriptive text. In general, the generic structure of descriptive text consists of two parts:

1. Identification

This part consists of an introduction to the objects/things described which includes who or what, when, where. It can be called the general description of the object. Usually, it contains objects' name, kind of the object, etc.

2. Description

This part consists of a description of an object. This part describes parts, qualities, the characteristics of the person or something that will be described. It should be described in detail, so readers can get a clear description of the object. For example the color, the size of the smell, the taste, what makes it special, etc.¹⁵

From the explanation above, the researcher concluded that to write descriptive text, the writer does not write immediately. There is a generic structure must be followed namely identification and description. They should be connected with each

¹⁵Lilies Setiasih Dadi, *How to Write a Short Essay in English Academic Writing*, p. 171.

other. It can make the messages of the text will be more easily conveyed to the reader.

2.1.2.5 Significant Grammatical Features of Descriptive Text

Besides having a generic structure, the descriptive text also used significant grammatical features that support the form of a descriptive text. There are:

1. Using simple present tense
2. Using action verb
3. Using adverb
4. Using Special technical term¹⁶

When writing descriptive text, the thing that the writer must know is the way to convey the description of the text. It is intended to make the readers understand the contents of our writing easily. Therefore, the writers have to pay attention to significant grammatical features of descriptive text. It can help the writer to arrange their descriptive text.

2.1.3 The Concept of Project Based Learning

2.1.3.1 The Definition of Project Based Learning

Project Based Learning (PBL) is a model for classroom activity changes from the usual classroom practices of short, isolated, teacher centered lessons. Project Based Learning is a classroom activity that the student as centered learning, long term, interdisciplinary, and integrated with real-world issues and practice. It is a method that promotes abstract, intellectual tasks to explore complex issues. It fosters understanding, which is true knowledge. In Project Based Learning, students explore,

¹⁶Lilies Setiasih Dadi, *How to Write a Short Essay in English Academic Writing*, p. 172.

make judgments, interpret, and synthesis information in meaningful ways. It is more representative of how adults are asked to learn and demonstrate knowledge.¹⁷

According to Muhammad Ilyas Nasruloh, Project Based Learning is an approach that involves contextual and meaningful learning. The students take both teachers and students into real-life situations, real problems, and real solutions in such a way that the students cannot see difficulties between what they learn inside and outside the class. Moreover, studying also leads the students to be active as well as constructive learners. It means that the students independently develop a certain skill that can assist them in the future.¹⁸

It means that Project Based Learning appropriates to use in the learning process because it emphasizes the students' activity. On the other hand, Project Based Learning gives freedom to the students to develop their potential. In Project Based Learning, the teacher as a facilitator and gives the students direction and help if there is a student who has difficulty.

Thomas et, al, defined Project Based Learning as a learning strategy that organizes around the project.¹⁹ The project that is designed well, can increase students' interest, develop self confidence and skill, and improve attitudes toward learning process. Project Based Learning strategy focus on engaging students using

¹⁷Educational Technology Division, *Project Based Learning Handbook "Educating the Millennial Learner"* (Kuala Lumpur Malaysia Ministry of Education, 2006), p. 3.

¹⁸Muhammad Ilyas Nasruloh, "Teacher-Student Interaction in a Project-Based Learning Classroom", *Journal of English Education*, vol.1 no.1 (2013), p. 142-147. <http://journal.upi.edu/index.php/L-E/article> (accessed on may, 25 2019).

¹⁹Ni Luh Putu Ning Septiyani Putri Astawa, Luh Putu Artini and Putu Kerti Nitiasih, "Project Based Learning Activities and EFL Students' Productive Skills in English", *Journal of Language Teaching and Research*, vol.8 no 6 (November 2017), p. 1148. <http://dx.doi.org/10.17507/jltr.0806.16> (accessed on july, 01 2019).

an instructional format that involves research, integrating theory and practice, applying skills and knowledge and working through tasks motivated by the real-world project which incorporate learning the concept.²⁰ In Project Based Learning classroom, students as centered on the activities during the learning process that will produce a product at the end of the lesson.

In addition, Taveras et, al, defined project based learning as an instructional strategy of empowering the students to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. This strategy focuses on students. They do their project in group and bring their experience, abilities, learning style, and perspective to the project.²¹

Based on the definition above, the researcher can conclude that project-based learning is a learning strategy that students as central learning, cooperative, integrated teaching and learning process. The students work the project in a group and connection with their real world.

2.1.3.2 The Procedure of Project Based Learning

There are six procedures for Project Based Learning. The procedures are explained as follows:

1. Start with the essential question

In this step, the teacher starts the teaching and learning process by giving essential questions to the students. The questions must be one that will engage

²⁰Paul Edward Rijken, “The Effectiveness of Project Based Mathematics in he first Year of High School in Terms of Learning Environment, Attitudes, Academic Efficacy Achievement (Thesis: Curtin University, 2017), p. 54.

²¹ 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.

students and relevant to the goals that the students must achieve during the project development. The question must be in relation to the knowledge that the students must construct and the topic must fit their proficiency level. It needs to be related to the students' daily life.

2. Design a plan for the project

The design of a plan for the project involves the teacher and the students. In this stage, the teacher gives the students a chance to participate by sharing their ideas on the project meeting which they are about to work on in order to make the project meet with the students' interests, capabilities, and expectations. This step consists of an explanation about the rules of the project development, selection of materials, the activities leading to the project achievement, and the tools needed for the project.

3. Create a schedule

In this stage, the teacher and students discuss the timeline of working the project. The teacher and students make a contract about the deadline for the project which the students have to submit.

4. Monitor Students and Project Progress

Monitoring students' progress on the project is the most important stage in the project development. It is very prominent since the success of project finishing because the teacher can see how good the students do their project. In this step, the teacher plays a role as a monitor. The teacher is responsible to facilitate the learning process, to guide the students during the project finishing, to help students when they find difficulties, and to ensure that the students understand and involved in the project.

5. Assess the outcome

After the students finish their project and submit, the teacher assesses the students' project to measure students' achievement. In this step, the teacher also gives feedback to the students on how well they understand the material. Assessing the outcome helps the teacher in designing instruction to teach more effectively.

6. Evaluate the experience

This is the last stage of project development. The teacher and students reflect on the project that they have done. In this stage, the teacher should ensure that the students are able to find the answer to essential questions. The teacher and students share their experience of conducting the project and discuss the project, as well as share ideas on the new project.²²

Based on the explanation above, the researcher concluded that there are six steps of project based learning. They start with the essential question, design a plan for the project, create a schedule, monitor students and project progress, assess the outcome, and evaluate the experience. The six steps of project based learning can help the students to develop their potential and improve their writing descriptive text skills.

2.1.3.3 The Benefit of Project Based Learning

Here are some benefits of implementing project based learning in the English teaching and learning process:

1. Project based learning can improve language skill

While the students do the project, they have the opportunity to use language in a relatively natural context and participate in meaningful activities that require

²²Educational Technology Division, *Project Based Learning Handbook "Educating the Millennial Learner"*, p. 22-25.

practical language use. Through project-based learning, the language that is introduced and practiced project is directly related to the task that the students do. Thus, the project introduces and practices language, as well as integrates language skills in a natural way.

2. Project based learning develop metacognitive skill

Project based learning is an activity that involves a variety of individual or cooperative task such as developing a research plan and question, and implementing the plan through empirical or document research that includes collecting, analyzing, and reporting data orally and/or writing. Therefore, the students can develop a metacognitive skill.

3. 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.²³

From the explanation above, it can be concluded that project based learning can improve students' language skills, develop metacognitive skill and develop students' confidence and independence through cooperative learning. Therefore, the researcher assumes that project-based learning can enhance students' writing descriptive text skill, especially at MAN 2 Barru.

²³Pham Duc Thuan, "Project Based Learning: From Theory to EFL Classroom Practice", *Proceedings of The 6th International Open TESOL Conference 2018*, p. 332. <http://academia.edu> (accessed on may, 25 2019).

2.1.4 Teaching Writing by Using Project Based Learning

Teaching writing is to convey, guide, and provide knowledge or information about how to write well and produce good writing. According to Brown, a half-century ago, the teaching of writing is more emphasized on the results of writing.²⁴ However, the teacher needs to more pay attention to the students' the writing process. It does not only focus on what text they can write but also how to construct a writing text. The students have to focus on both the process and the final product of their writing.

In teaching writing by using project based learning consists of activities directed to the final to produce a writing text. The students make their writing text through the project. In the Project based learning handbook "Educational the Millennial Learner", there are six steps namely start with the essential question, design a plan, create a schedule, monitor, assess the outcome, and evaluate the experience.²⁵

1. The teacher starts teaching writing by giving essential questions. The students choose and understand the question or topic.
2. Teachers and students commit the planning and about rule and information about the instrument and material to do the project. In this stage, the students generate, select, and organize their ideas and details to develop their topic.
3. The teacher and students discuss the timeline of working on the project. Therefore the students have to manage their time during working the project.

²⁴H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, p. 335.

²⁵ Educational Technology Division, *Project Based Learning Handbook "Educating the Millennial Learner"*, p. 22-25.

4. The students write their ideas as much as possible their knowing. The teacher is responsible to facilitate the learning process, to guide the students during the project finishing.
5. The teacher assesses the students' final project and gives feedback about students understanding the level and focus on the component of writing (vocabulary, content, organization, language use, and mechanic).
6. The teacher and student reflect on the students' produce writing and the students share their experience and feeling during finishing the project.

The participation of students in writing activities is a process of study. Teaching writing by using project based learning does not only focus on the product of writing but also focus on students' writing process. Therefore, project-based learning can help the students to enhance their writing skills.

2.2 Some Previous Findings

Some research findings are briefly cited as follows:

Erna Yunita stated that the effect of project based learning is more effective to teach speaking skills than using direct instruction methods. From the computation of the independent t-test, it shows that the result of the independent t-test is 5,69. While t_{table} for $n = 40$ in level of significant = 0.05 is 2,2024 because $t_0 > t_{table}$ ($5,69 > 2,024$) for level significant 0,05. It means that there was a significant difference in the speaking skill between the tenth-grade students of MAN 3 Sragen who taught using project-based learning and those who are taught using direct instruction methods.²⁶

²⁶Erna Yunita, The effectiveness of Using Project Based Learning to Teach Students' Speaking Skill, p. 67.

Siti Juleha et, al, on their journal research argue that Project based learning can be used to build students' scientific literacy. The achievement of scientific literacy in the domain of content knowledge, science competencies, and attitude after the learning process has improved quite satisfactory. This is because project based learning uses problem scenarios related to real-life phenomena to encourage students to engage themselves in the learning process by working collaboratively. The implementation of project based learning also has a positive effect on students' information literacy.²⁷

Ani Marisa and Hasti Robiasih on their result study say that project based learning can improve speaking skills in SMK N 1 Bantul class X major Ap 1 in the Academic 2016/2017 were effective. The teaching and learning process of speaking became more interesting and gave many opportunities for all students to express their idea by speaking in English. Using projects doing provided many opportunities for students to speak English. It also could build students' confidence to speak and improved students' pronunciation, grammar, fluency, and comprehension. In addition, the students' vocabulary also increases and it is easier for students to understand the meaning or information from the conversation.²⁸

Based on previous research above, the researcher will use project based learning in her research. It can enhance the students' ability or skill in a different

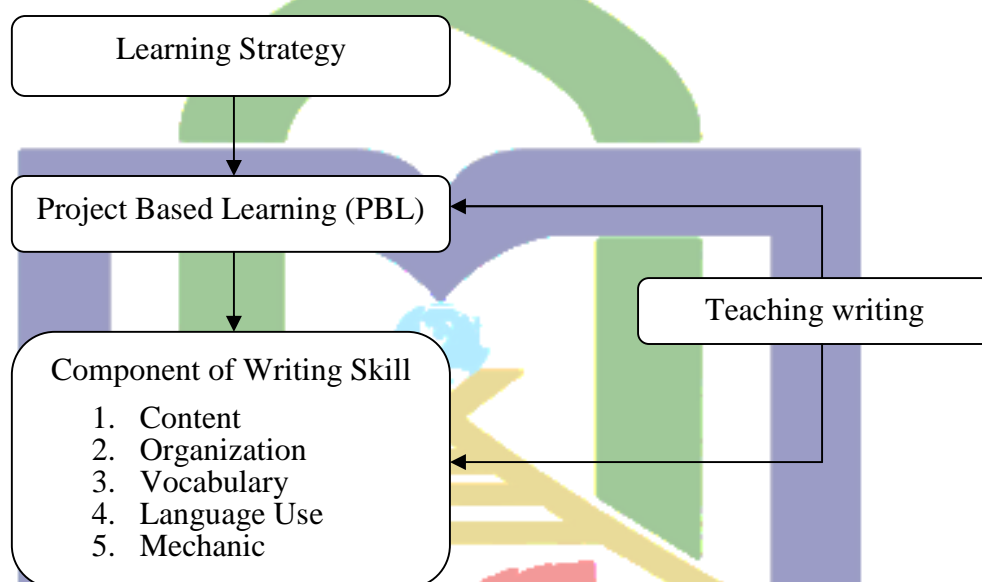
²⁷Siti Juleha, Ikmanda Nugraha and Selly Feranie, "The Effect of Project in Problem Based Learning on Students' Scientific and Information Literacy in Learning Human Excretory System", *Journal of Science Learning*, vol 2 no 2, (2019), p. 41. <http://ejournal.upi.edu/index.php/jslearning> (accessed on july, 01 2019).

²⁸Ani 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 july, 01 2019).

lesson. The researcher assumes that project-based learning is innovative learning. It emphasizes the students' activities in learning by the project. It shows that project-based learning also appropriate to enhance students' writing descriptive text skill.

2.3 Conceptual Framework

The conceptual framework of this research showed in the following:



Based on the conceptual framework above, it can be explained below:

Project based learning (PBL) is a learning strategy that students as a central learning, cooperative, integrated teaching and learning process. This strategy organizes around the project. Project based learning can be used in teaching and learning process to enhance students' writing descriptive text skill.

2.4 Hypothesis

The hypothesis of the research are formulated as follows:

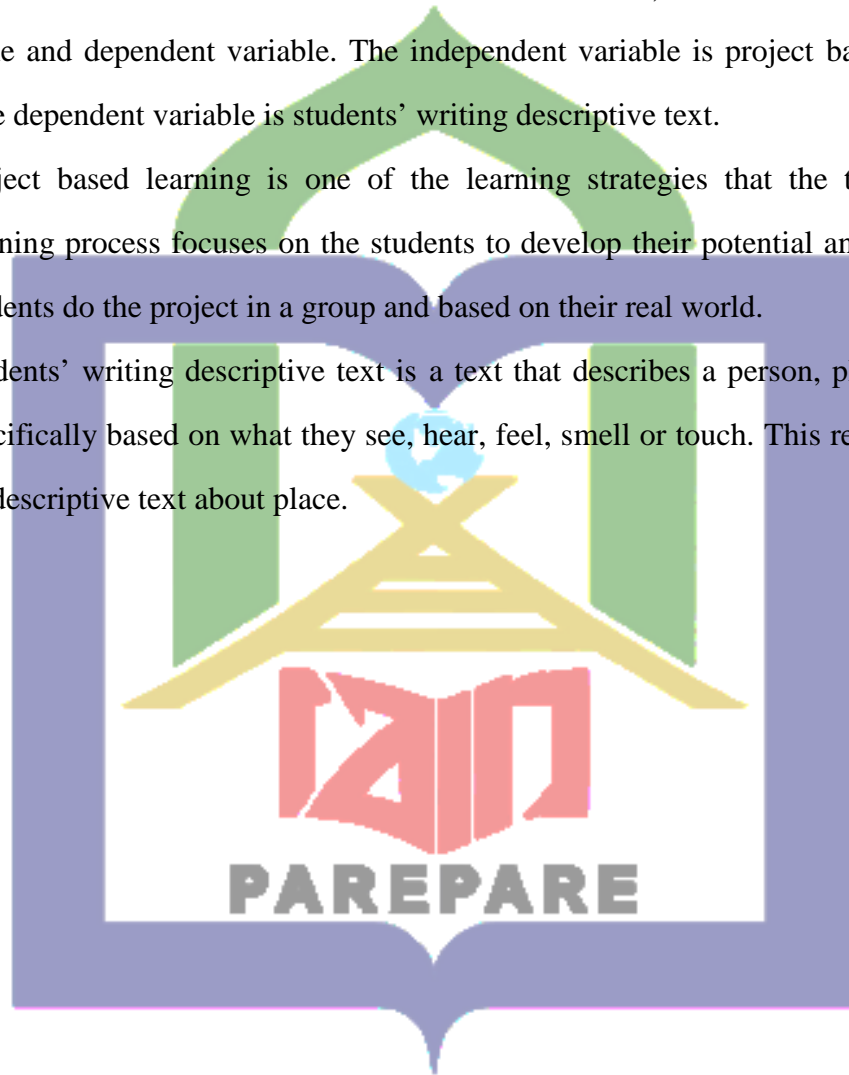
1. Null hypothesis (H_0): Project based learning is not significant enhance students' writing descriptive text in the first year of MAN 2 Barru

2. Alternative Hypothesis (H_a): Project based learning is significant enhance students' writing descriptive text in the first year of MAN 2 Barru

2.5 Operational Definition of Variable

There are two variables consist of this research, there are the independent variable and dependent variable. The independent variable is project based learning and the dependent variable is students' writing descriptive text.

1. Project based learning is one of the learning strategies that the teaching and learning process focuses on the students to develop their potential and ideas. The students do the project in a group and based on their real world.
2. Students' writing descriptive text is a text that describes a person, place or thing specifically based on what they see, hear, feel, smell or touch. This research focus on descriptive text about place.



CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

In this research, the researcher used quantitative approach research. The researcher used pre-experimental with pre-test and post-test design. This research involved one class of the first year of MAN 2 Barru. Pre-test gave before using Project Based Learning. While post-test gave after using Project Based Learning. The following is the formula of this research:

$$O_1 \quad X \quad O_2$$

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test¹

3.2 Location and Duration of the Research

The location of this research took place at MAN 2 Barru and the researcher used more than one month for collecting the data.

3.3 The Population and Sample of the Research

1. Population

The population of this research was students in the first year of MAN 2 Barru. There are five classes in MAN Barru. The total population is 151 students from five classes. The total number of them can be seen in the following table:

¹L. R Gay, *Educational Competence for Analysis and Application*, Second Edition (Columbus, Ohio: Charles E. Meril Publishing, 1981), p. 225.

Table 3.1 The list of population MAN 2 Barru

No	Class	Sex		Total
		Male	Female	
1	X MIA 1	14	20	34
2	X MIA 2	15	21	36
3	X MIA 3	18	17	35
4	X IIS 1	18	5	23
5	X IIS 2	16	7	23
Total				151

Data Source: MAN 2 Barru

2. Sample

The sample of this research took by random sampling group technique which involves five classes. Project based learning is able for all of students so the researcher used random sampling group. The sample of this research is X MIA (*Matematika dan Ilmu Pengetahuan Alam*) 1 which consists of 34 students. Therefore, this sample can be investigated in this research as the representative of all population.

3.4 The Instrument

In this research, in collecting data the researcher used test and questionnaire.

1. Test

In this research, the researcher used writing an essay test as an instrument. The researcher used writing descriptive text which will apply in pre-test and post-test. The test focused on descriptive text material. The researcher gave a topic then the students made their own descriptive text based on the topic. After that, they described

and wrote according to what they were thinking. In this section, the researcher would know students' writing descriptive text. The pre-test was used to measure students' writing descriptive text before treatment. While post-test was used to measuring students' writing descriptive text after treatment.

2. Questionnaire

In this research, the researcher distributed the questionnaire to the students to know the students' responses toward teaching descriptive text by using project-based learning. The questionnaire distributed after the treatment.

3.5 The procedure of Collecting Data

The procedure of collecting data in this research that the researcher would conduct namely pre-test and post-test. The explanation of them described as follows:

1. Pre-test

Before doing the treatment, the researcher gave a pre-test to the students. The aim of the pre-test is to find out their skill in writing a descriptive text. In this stage, the researcher gave some themes that the students will choose to describe.

2. Treatment

After giving the pre-test, the researcher gave some treatments to the students in the classroom for several meetings. The researcher used project-based learning when teaching and learning descriptive text to the students. These the following steps that the researcher was going to apply every meeting in this research:

- a. The researcher gave a greeting to the students
- b. The researcher checked the students' attendance
- c. The researcher gave motivation to the students about the importance of English before giving material.

- d. The researcher explained the descriptive text. It includes the definition, the purpose, generic structure, the example of descriptive text and the way of writing a descriptive text. Then, the researcher will give a chance to the students to give the question that they do not understand the material.
- e. The researcher gave the students the learning process of writing descriptive text through Project Based Learning as follows:
- 1) Starting with an essential question, in this stage, the researcher gave a question to the students about the place. Then the students did in the group project.
 - 2) Designing a plan, in this stage, the researcher asked the students to commit the planning. The first, the researcher divided the students into some groups. Each group chose the leader of their group. After that, the researcher allotted the paper that includes the topic. Every group took one topic to do in their project. Then, every group discussed their topic. After that, every group made their own descriptive text based on their topic. The last, the researcher informed the students if they are lack vocabulary, they can open their dictionary. The researcher guided and monitor the students to do their projects.
 - 3) Create schedule, in this stage, the researcher asked the students about the timeline of working the project. The researcher informed every group to discuss to create the schedule of their project.
 - 4) Monitor the students and project progress, in this stage, the researcher played a role as a monitor. The researcher guided and helped the students when they found difficulties during the project finishing.

- 5) Assess the outcome, after the students finished their project and collected, the researcher assessed the students' project to measure their achievement. In this step, the researcher also gives feedback to the students on how well they understand the material.
- 6) Evaluate the experience, in this step, the researcher asked the students about their experience and feeling during finishing their project.

Based on the description above, the researcher applied Project Based Learning in teaching descriptive text by following the steps above. The treatment consists of six meetings, each meeting run of 90 minutes and each meeting has different material. The material discusses a particular place or tourist attraction and historical building.

3. Post-test

The last step in collecting data is the post-test. After giving treatment, the researcher gave a post-test to the students and this stage is the same as the step in the pre-test. The aim of the post-test is to find out the students' achievement in writing a descriptive text. It was used to check the result of treatment.

3.6 The Technique of Data Analysis

1. Classifying the students' scores

There are five components presented in the analytical scoring rubric for writing, namely content, organization, vocabulary, language use, and mechanics. The researcher will use an analytical scoring rubric to analyze the data related to the students' writing test of writing skills.

Table 3.2 the classification of students' writing test scoring rubric²

No.	Classification	Score Level	Criteria
1.	Content	30-27	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.
		26-22	Good to average: some knowledge, of subject, adequate range, limited development of topic, but lacks details.
		21-17	Fair to poor: limited knowledge of subject, the title substance, inadequate development of topic.
		16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
2.	Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
		17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out limited support, logical but incomplete sequencing.
		13-10	Fair to poor: non fluent ideas confused or disconnected, lacks logical sequencing.
		9-7	Very poor: does not communicate, no

²J. B Heaton, *Writing English Language Testing*, p. 146.

			organized.
3.	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/Idiom choice, and usage.
		17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, meaning not confused or obscured.
		13-10	Fair to poor: limited range, frequent errors of word idiom form, choice, and usage, etc.
		9-7	Very poor: essentially translation, tittle, knowledge of English vocabulary.
4.	Language use	25-22	Excellent to very good: effective complex construction, few errors agreement, tense, number, word order/function, articles, pronouns, preposition.
		21-18	Good to average: effective but simple/complex construction, minor problems in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
		17-11	Fair to poor: major problem simple/complex constructions: frequent errors of negation, agreements, tense, number, word/function, articles, pronouns, prepositions, and/or

			fragments, deletion, meaning confused or obscured.
		10-5	Very poor: virtually no mastery of sentence contributions rules. Dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanics	5	Excellent to very good: demonstrates mastery conventions. Few errors of spelling, function, capitalization, paragraphing.
		4	Good to arrange occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.
		3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	Very poor: no mastery conventions dominated by errors spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

Data Source: J. B Heaton, *Writing English Language Testing*

2. Scoring the students' writing of pre-test and post-test

$$S = \frac{S_i - c_i}{the\ t_i - n_i} \times 100^3$$

³Igak Wardani and Kuswaya Wihardhit, *Penelitian Tindak Kelas* (Jakarta: Universitas Terbuka, 2008), p. 325.

3. The classification of students' score level

Table 3.3: The classification of students' writing test score⁴

No	Classification	Score
1	Very good	80 – 100
2	Good	66 – 79
3	Fair	56 – 65
4	Poor	40 – 55
5	Very poor	39

Data Source: Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*

4. Calculating the rate percentage of the students' writing test score:

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

Where:

P : Percentage

F : Frequency of the correct answer

n : Total number of sample⁵

5. Concluding the mean score of students' pre-test and post-test using this formula:

$$\bar{X} = \frac{\sum x_i}{n}$$

Where:

\bar{X} : Mean

x_i : Total score

n : The total number of students⁶

⁴Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

⁵L.R Gay, *Educational Competence for Analysis and Application*, p. 298.

⁶Sugiono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2016), p. 49.

6. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where:

t : Test of significant

D : The mean score

$\sum D$: The summary total score of difference

$\sum D^2$: The square of summary total score of difference

n : The total sample⁷

7. To Analyze the students' responses, the researcher will used Likert Scale category that can be seen on the following table:

Table 3.4: Likert Scale Category⁸

Positive Statement Score	Category	Negative Statement Score
5	Srong Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

Data Source: Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*

⁷L.R Gay, *Educational Competence for Analysis and Aplication*, p. 331.

⁸Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2012), p. 94.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

To find out the answer to the research question in the previous chapter, the researcher gave the test. The test was writing the descriptive text that was given twice namely pre-test and post-test. The researcher also gave the questionnaire to know the students' responses to project-based learning. In the treatment process, the researcher took six meetings in teaching writing descriptive text by using project based learning. During the treatment, the researcher did it by following the steps in using project based learning. The researcher gave pre-test and post-test which aims to know the answer to problems statement: "Is there a significant difference in students' writing descriptive text skill before and after being taught project based learning (PBL) at the first year of MAN 2 Barru?". The students were given the questionnaire to answer the problem statement: "How are the students' responses toward learning writing descriptive text by using Project Based Learning (PBL)?" by looking at the students' responses to the statement.

This research was encountered by pre-experimental research with one group pre-test and post-test design which one started on October, 23rd – November 23rd, 2019. Before giving six times treatment, the students were gathered to determine their writing descriptive text in the pre-test.

After doing six meetings in teaching writing descriptive text by using project based learning, the researcher encountered a post-test to know whether project based learning was able to enhance students' writing descriptive text skill, and questionnaire to know the students' responses toward learning writing descriptive text

by using project based learning. The analysis of pre-test and post-test, and also questionnaire can be seen in the following description:

4.1.1 Data Description of Test

The data were collected from students' pre-test and post-test at X MIA 1 as the pre-experimental class. As the explanation in chapter III, the student was taught writing descriptive text skills by using project-based learning. The result of the data can be described as the following:

1. The Students' Score in Pre-Test

The pre-test had done before giving the treatment. It was conducted on Thursday, October 24th, 2019. The students were given a pre-test, the researcher found out the result of students' writing skills in pre-test based on the aspects of writing before giving project based learning which was content, organization, vocabulary, language use, as well as mechanics, which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The students' score in pre-test based on aspects of writing C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

NO	NAME	ASPECT					TOTAL
		C	O	V	L	M	
1	Ahmad Hizam	13	7	7	6	2	35
2	Alyas	17	10	12	12	3	54
3	Arrahman	15	9	9	10	2	45
4	Husnul	14	8	8	7	2	39
5	Lukman	13	7	8	6	2	36
6	M Fadil	15	9	9	7	2	42
7	M. Fahreza	19	12	13	14	3	61
8	Muh Alif Hakim	14	9	10	6	2	41
9	Muh. Akma	13	7	7	6	2	35
10	Muh Wahyu Ramadhan	13	7	10	7	2	39

11	Muhammad Afdal	14	8	9	7	3	41
12	Surya Ade Setiawan	16	10	10	12	3	51
13	Syahrul Ramadhan	14	8	9	7	3	41
14	Zulhajir	20	13	14	18	4	69
15	Alya	16	9	9	11	3	48
16	Erina Nur Febrianti	14	8	10	6	2	40
17	Fitria Rahayu S	22	14	15	18	4	73
18	Herawati	17	10	10	11	3	51
19	Lilis	14	8	10	6	2	40
20	Marshanda	21	13	13	16	4	67
21	Nahda Magfirah	16	11	12	10	3	52
22	Nailatul Ilmih	16	10	10	10	3	49
23	Nor Hashikin	16	9	9	11	3	48
24	Nur Ainun Resky Bahra	16	11	11	10	3	51
25	Nur Asisah	17	12	13	15	3	60
26	Nurul Fahriza	18	11	12	14	3	58
27	Nurwidiyanti	16	10	12	12	3	53
28	Rina	14	9	8	7	3	41
29	Sabna Mardatilla	18	13	13	17	3	64
30	Suci Akfi Ananta	17	11	10	12	4	54
31	Syarifa Zaenab	18	12	14	15	3	62
32	Tazqiyatun Nufus S	14	9	8	7	2	40
33	Tiara Anugrah D.S	21	14	14	18	4	71
34	Rifka Arianti Rijal	16	10	10	10	2	48

Data Source: Students' score pre-test

After knowing the students' score in pre-test based on aspects of writing, the following was the process of calculation to found out the mean score of the pre-test.

Mean score of the pre-test:

$$\bar{X} = \frac{\sum x}{n} = \frac{1}{3} = 49.97$$

Thus, the mean score (X_1) of the pre-test is 49.97

The standard deviation of pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{n - 1}}$$

$$SD = \sqrt{\frac{88807 - \frac{(1699)^2}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{88807 - \frac{2886601}{34}}{33}}$$

$$SD = \sqrt{\frac{88807 - 84900.02}{33}}$$

$$SD = \sqrt{\frac{3906.98}{33}}$$

$$SD = \sqrt{118.39}$$

$$SD = 10.88$$

Thus, the standard deviation of pre-test is 10.88

2. The Students' Score in Post-Test

After the researcher gave treatment to the students by using project based learning, the researcher gave a post-test. The aim of post-test is to find out students' achievement in writing descriptive text and to know the result of treatment. The result was shown in the following table:

Table 4.2 The students' score in post-test based on aspects of writing C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

NO	NAME	ASPECT					TOTAL
		C	O	V	L	M	
1	Ahmad Hizam	22	13	14	12	3	64
2	Alyas	25	15	17	15	3	75
3	Arrahman	25	15	16	20	4	80
4	Husnul	23	14	14	12	3	66
5	Lukman	22	13	14	12	3	64
6	M Fadil	23	14	15	15	4	71
7	M. Fahreza	24	15	16	15	3	73
8	Muh Alif Hakim	24	15	16	15	3	73
9	Muh. Akma	22	13	14	12	3	64
10	Muh Wahyu Ramadhan	22	14	14	15	3	68
11	Muhammad Afdal	24	14	15	15	3	71
12	Surya Ade Setiawan	26	16	16	20	4	82
13	Syahrul Ramadhan	24	14	15	15	4	72
14	Zulhajir	26	16	17	19	4	82
15	Alya	24	15	16	17	4	76
16	Erina Nur Febrianti	24	14	15	15	3	71
17	Fitria Rahayu S	28	18	18	21	5	90
18	Herawati	24	15	16	15	4	74
19	Lilis	28	18	18	21	4	89
20	Marshanda	26	16	17	17	4	80
21	Nahda Magfirah	25	15	16	15	4	75
22	Nailatul Ilmih	26	16	17	17	4	80
23	Nor Hashikin	25	15	16	15	4	75
24	Nur Ainun Resky Bahra	24	15	15	14	4	72
25	Nur Asisah	27	17	17	21	4	86
26	Nurul Fahriza	26	16	17	17	4	80
27	Nurwidiyanti	24	15	16	15	4	74
28	Rina	26	15	17	19	3	80
29	Sabna Mardatilla	27	17	17	18	4	83
30	Suci Akfi Ananta	26	17	17	19	4	83
31	Syarifa Zaenab	28	18	18	21	5	90

32	Tazqiyatun Nufus S	24	14	15	15	4	72
33	Tiara Anugrah D.S	27	18	18	20	4	87
34	Rifka Arianti Rijal	24	15	16	15	3	73

Data Source: Students' score post-test

The table above is the students' score in the post-test based on aspects of writing. The following was the process of calculation to found out the mean score of the post-test.

Mean score of the post-test:

$$\bar{X} = \frac{\sum x}{n} = \frac{2596}{34} = 76.35$$

Thus, the mean score (X_2) of post-test is 76.35

The standard deviation of pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n - 1}}$$

$$SD = \sqrt{\frac{200006 - \frac{(2596)^2}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{200006 - \frac{6739216}{34}}{33}}$$

$$SD = \sqrt{\frac{200006 - 198212.23}{33}}$$

$$SD = \sqrt{\frac{1793.77}{33}}$$

$$SD = \sqrt{54.35}$$

$$SD = 7.37$$

Thus, the standard deviation of post-test is 7.37

3. The rating percentage of the frequency of pre-test and post-test

The following table showed the percentage of the frequency of pre-test and post-test.

Table 4.3 The rate percentage of the frequency of pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	80 – 100	0	14	0%	41,2%
2	Good	66 – 79	4	17	11,8%	50%
3	Fair	56 – 65	5	3	14,7%	8,8%
4	Poor	40 – 55	20	0	58,8%	0
5	Very Poor	39	5	0	14,7%	0
Total			34	34	100%	100%

The data of the table above indicate that the rate percentage of pre-test was mostly students got poor score namely 20 students (58,8%) and only 4 students (11,8%) who were in good score. It means that the students' writing descriptive text was still low. While the rate percentage of the post-test indicate that there was enhancement percentage of the students in writing descriptive text because none of students got very poor and poor score. Besides, It can be seen that was mostly students got good score namely 17 students (50%) and also there were 14 students got very good score (41,2%). It showed that students were able to enhance their writing descriptive text after doing treatment by using project based learning.

4. T-test Value

The following is the table to find out the difference between the mean score between pre-test and post-test.

Table 4.4 The worksheet of the calculating of the score on pre-test and post-test on the students' writing descriptive text

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2 - X_1)^2$
1	35	1225	64	4096	29	841
2	54	2916	75	5625	21	441
3	45	2025	80	6400	35	1225
4	39	1521	66	4356	27	729
5	36	1296	64	4096	28	784
6	42	1764	71	5041	29	841
7	61	3721	73	5329	12	144
8	41	1681	73	5329	32	1024
9	35	1225	64	4096	29	841
10	39	1521	68	4624	29	841
11	41	1681	71	5041	30	900
12	51	2601	82	6724	31	961
13	41	1681	72	5184	31	961
14	69	4761	82	6724	13	169
15	48	2304	76	5776	28	784
16	40	1600	71	5041	31	961
17	73	5329	90	8100	17	289
18	51	2601	74	5476	23	529
19	40	1600	89	7921	49	2401
20	67	4489	81	6561	14	196
21	52	2704	75	5625	23	529
22	49	2401	80	6400	31	961
23	48	2304	75	5625	27	729
24	51	2601	72	5184	21	441
25	60	3600	86	7396	26	676
26	58	3364	80	6400	22	484
27	53	2809	74	5476	21	441
28	41	1681	80	6400	39	1521
29	64	4096	83	6889	19	361
30	54	2916	83	6889	29	841
31	62	3844	90	8100	28	784
32	40	1600	72	5184	32	1024
33	71	5041	87	7569	16	256

34	48	2304	73	5329	25	625
Total	1.699	88.807	2.596	200.006	897	25.535

In the other to see the students' score, the following t-test was statistically applied:

Find out D

$$\bar{D} = \frac{\sum D}{n} = \frac{8}{3} = 26.38$$

The calculation of the t-test value

$$t = \frac{\bar{D} - \sum D_{(hy)}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{26.38 - 0}{\sqrt{\frac{25535 - \frac{(897)^2}{34}}{34(34-1)}}$$

$$t = \frac{26.38}{\sqrt{\frac{25535 - \frac{804609}{34}}{34(33)}}$$

$$t = \frac{26.38}{\sqrt{\frac{25535 - 23664,97}{1.122}}}$$

$$t = \frac{26.38}{\sqrt{\frac{1870.03}{1.122}}}$$

$$t = \frac{26.38}{\sqrt{1.66}}$$

$$t = \frac{26.38}{1.28}$$

$$t = 20.60$$

Thus, the t-test value is 20.60

5. Test of significant

To find out the degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 34-1 \\ &= 33 \end{aligned}$$

The T-test of hypothesis showed that there was a significant difference to enhance students' writing descriptive text. The t-table with 5% significance (2-tailed) of degree freedom (df) is 2.034 and the result of the t-test is 20.60, which means there was significant enhancement because the t-test was higher than t-table. Therefore, the researcher can conclude that project based learning can enhance students' writing descriptive text skill.

4.1.2 Data description of Questionnaire

The description below explained the result of the questionnaire. The purpose of giving the questionnaire was to support the primary data. This data was intended to know the students' responses toward the treatment given by the researcher to them. The data of the questionnaire as follow:

Table 4.5 Positive statement " Learning writing descriptive text using project based learning makes the students easy to understand the material"

Category	Score	Frequency
Strong Agree (SA)	5	18
Agree (A)	4	16
Undecided (U)	3	0
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire item 1

Based on the data above there are 18 students stated strongly agreed with the statement "Learning writing descriptive text using project based learning makes the

students easy to understand the material”. It means that project based learning makes the students easy to understand the material about descriptive text.

Table 4.6 Positive statement “Learning writing descriptive text using project based learning makes the students easy to explain or describe a particular place and historical building”

Category	Score	Frequency
Strong Agree (SA)	5	18
Agree (A)	4	13
Undecided (U)	3	3
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire 2

The data above showed that the students strongly agreed with the statement “Learning writing descriptive text using project based learning makes the students easy to explain or describe a particular place and historical building”.

Table 4.7 Positive Statement “Learning writing descriptive text using project based learning help the students to generate their ideas in writing the descriptive text”

Category	Score	Frequency
Strong Agree (SA)	5	14
Agree (A)	4	18
Undecided (U)	3	2
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire item 3

Based on the data above (item 3) which taken from 34 respondents the frequency of strong agree was chosen by most students with the item “Learning writing descriptive text using project based learning help the students to generate their ideas in writing the descriptive text”. From this analysis, the researcher can

conclude that the students can generate their ideas in writing descriptive text by using project based learning.

Table 4.8 Positive statement “Learning writing descriptive text using project based learning makes students more creative”

Category	Score	Frequency
Strong Agree (SA)	5	13
Agree (A)	4	15
Undecided (U)	3	6
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire item 4

Based on the data above, from 34 students there are 15 students agreed that the statement “Learning writing descriptive text using project based learning makes the students more active”. It can be concluded that project based learning makes the students more creative.

Table 4.9 Positive statement “Learning writing descriptive text using project based learning makes the students be active because it is students learning center”

Category	Score	Frequency
Strong Agree (SA)	5	14
Agree (A)	4	17
Undecided (U)	3	3
Disagree (D)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire item 5

Related to the table (item 5) above, 17 respondents agreed that “project based learning” makes the students be active because it is the students learning center. It can be concluded that by using project based learning makes the students be active in learning descriptive text.

Table 4.10 Positive statement “Learning writing descriptive text using project based learning motivated the students to learn”

Category	Score	Frequency
Strong Agree (SA)	5	17
Agree (A)	4	15
Undecided (U)	3	2
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire item 6

The data above (item 6) described that from 34 students, there are 17 students said strongly agree toward the statement “Learning writing descriptive text using project based learning motivated the students to learn”. It showed that project based learning motivated the students to learn.

Table 4.11 Positive statement “Learning writing descriptive text using project based learning is very interesting”

Category	Score	Frequency
Strong Agree (SA)	5	19
Agree (A)	4	13
Undecided (U)	3	2
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire item 7

Based on the data above, it showed that project based learning is very interesting. It was proved by looking the table above that showed that there are 19 students said strong agree and 13 students said agree to the statement.

Table 4.12 Positive statement “Learning writing descriptive text using project based learning makes the students can share each other about the material”

Category	Score	Frequency
Strong Agree (SA)	5	10
Agree (A)	4	21
Undecided (U)	3	3
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire 8

Based on the data above (item 8) described that there are 21 students agreed with the statement “Learning writing descriptive text using project based learning makes the students can share each other about the material”. It can be showed that project based learning makes the students can share each other.

Table 4.13 Positive statement “Learning writing descriptive text using project based learning makes learning more pleasing”

Category	Score	Frequency
Strong Agree (SA)	5	16
Agree (A)	4	16
Undecided (U)	3	2
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire item 9

Based on the table above it show that there 16 students said strongly agree and agree with the statement. It can be concluded that project based learning makes learning more pleasing.

Table 4.14 Positive statement “Learning writing descriptive text using project based learning gives the students positive influence”

Category	Score	Frequency
Strong Agree (SA)	5	18
Agree (A)	4	14
Undecided (U)	3	2
Disagree (DS)	2	0
Strong Disagree (SDS)	1	0
TOTAL		34

Data source: questionnaire item 10

Related to the table (item 10) above, 18 respondents showed that “project based learning” gives the students a positive influence. This is located at strong agree. This data deduced that the students got a positive influence in writing descriptive text through project based learning.

Table 4.15 Negative statement “Learning writing descriptive text using project based learning makes the students difficult to understand the material”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	1
Disagree (DS)	4	22
Strong Disagree (SDS)	5	11
TOTAL		34

Data source: questionnaire item 11

The data above (item 11) showed that the most of students disagree about the statement. The statement is about “Learning writing descriptive text using project based learning makes the students difficult to understand the material”. It can be concluded that the students can understand the material.

Table 4.16 Negative statement “Learning writing descriptive text by using project based learning makes the students be lazy to ask the material that has not been understood in the learning process”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	1
Disagree (DS)	4	22
Strong Disagree (SDS)	5	11
TOTAL		34

Data source: questionnaire item 12

Based on the table of item 12 informed that there are 22 student disagree to the statement “Learning writing descriptive text by using project based learning makes the students be lazy to ask the material that has not been understood in learning process”. It showed that the students were not lazy to ask the material through project based learning.

Table 4.17 Negative statement “Learning writing descriptive text using project based learning is not beneficial for students”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	2
Disagree (DS)	4	11
Strong Disagree (SDS)	5	21
TOTAL		34

Data source: questionnaire item 13

The data of the table above (item 13) showed that most of students said strong disagree to the statement “Learning writing descriptive text using project based learning is not beneficial for students”. It can be concluded that project based learning is beneficial for students.

Table 4.18 Negative Statement “Learning writing descriptive text using project based learning makes the students difficult to develop their ideas”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	2
Undecided (U)	3	3
Disagree (DS)	4	16
Strong Disagree (SDS)	5	13
TOTAL		34

Data source: questionnaire item 14

Based on the data above (table 14) showed that there are 16 students disagree and 13 students strongly disagree to the statement. The data above described that project-based learning did not make the students difficult to develop their ideas to write a descriptive text.

Table 4.19 Negative statement “Learning writing descriptive text using project based learning makes the students difficult to learn”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	2
Disagree (DS)	4	12
Strong Disagree (SDS)	5	20
TOTAL		34

Data source: questionnaire item 15

The table above (item 15) informed that there are 20 students said strongly disagree to the statement. It can be concluded that the students were not difficult to learn by using project based learning.

Table 4.20 Negative statement “Learning writing descriptive text using project based learning makes the students lazy to learn”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	2
Disagree (DS)	4	12
Strong Disagree (SDS)	5	20
TOTAL		34

Data source: questionnaire item 16

Based on the table of item 16 informed that most of students stated strongly disagree to the statement. It showed that the students were not lazy to learn through project based learning.

Table 4.21 Negative statement “Learning writing descriptive text using project based learning makes the students difficult to interact with each other”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	2
Disagree (DS)	4	12
Strong Disagree (SDS)	5	20
TOTAL		34

Data source: questionnaire item 17

Based on the table above (item 17), it can be concluded that the students strongly disagree with the statement “Learning writing descriptive text using project based learning makes the students difficult to interact with each other”. It means that the students were easy to interact with each other by using project based learning.

Table 4.22 Negative Statement “Learning writing descriptive text using project based learning makes students bored”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	2
Disagree (DS)	4	13
Strong Disagree (SDS)	5	19
TOTAL		34

Data source: questionnaire item 18

The data above showed that most of the students strong disagree about the statement “Learning writing descriptive text using project based learning makes students bored”. Based on the data above, it can be concluded that project based learning did not make the students bored in learning writing a descriptive text

Table 4.23 Negative statement “Learning writing descriptive text using project based learning makes the students be suppressed in learning”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	2
Disagree (DS)	4	16
Strong Disagree (SDS)	5	16
TOTAL		34

Data source: questionnaire item 19

Based on the data above (item 19) which taken from 34 respondents the frequency of disagree and strong disagree were chosen by most students with the item “Learning writing descriptive text using project based learning makes the students be suppressed in learning”. The data above described that the students were not suppressed in learning writing descriptive text by using project based learning

Table 4.24 Negative statement “Learning writing descriptive text using project based learning does not give a positive influence to the students”

Category	Score	Frequency
Strong Agree (SA)	1	0
Agree (A)	2	0
Undecided (U)	3	2
Disagree (DS)	4	9
Strong Disagree (SDS)	5	23
TOTAL		34

Data source: questionnaire item 20

Related to the table (item 20) above, from 34 respondents showed that most the students strong disagree about the statement “Learning writing descriptive text using project based learning does not give the positive influence to the students”. The data above concluded that project based learning gives positive influence on the students in learning writing a descriptive text.

4.2 Discussion

4.2.1 The Result of the Test

The objective of this research is to find out whether project based learning able to enhance students’ writing descriptive text skill and to find out the students’ responses toward learning writing descriptive text by using project based learning. To prove it, the researcher used writing descriptive text tests and questionnaires as an instrument. Based on the description of the test, it showed that students’ writing descriptive text skill can be enhanced by using project based learning after giving treatment. The students’ score after treatment was higher than before the treatment.

Before giving the students treatment, the mean score of the pre-test was 49.97 and post-test was 76.35. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of the computation of t-test value (20.60) with the degree of freedom (df) = $N-1 = 34 - 1 =$

33 for a level of significance 5% (2-tailed) = 2.034. It showed that there is a significance difference score on the students' writing descriptive text achievement before and after being taught by using project based learning. It means that the alternative hypothesis (H_a) is fail rejected and the null hypothesis (H_0) is rejected.

The test of writing descriptive text is scored by some components such as content, organization, language use, vocabulary, and mechanics. Whereas, in the pre-test, the researcher found a common mistake on the content. The content of the text mostly not related to the topic and lack of the topic. In another component of the organization, some sentences cannot support the main idea. Besides that, the students are lack of vocabulary and difficulty in using the appropriate word. The students mostly did mistakes in language use, especially in grammar. The students are difficulty in word order and using the simple present tense. And the other mistake that students ignored on the mechanic namely punctuation, capitalization and error spelling.

After the students got treatment, the result showed that there was an enhancement in the component 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 became larger, understandable and relevant to the topic. On organization, the students mostly made sentences which can support the main idea. The students' vocabulary was increasing even though there are some students still use inadequate vocabulary. The use of simple present tense was arranged in the right order even there are some students still having difficulty in there. Their mechanic was getting better. The students can use punctuation and capitalization correctly and their spelling errors have decreased.

Based on explanation above, it showed that using project based learning can enhance students' writing skill. As Thomas et, al, stated that project based learning can develop skill.¹ It means that project based learning can develop writing skill too. It is line with Ani Marisa and Hasti Robiasih on their result study say that teaching and learning process become more interesting and gave many opportunities for all students to express their ideas by speaking in English.² It also could improve the components of speaking. It can be concluded that project based learning also enhance the component of writing.

Besides project based learning can enhance the students' wiring descriptive text score, it also gives positive change in the teaching and learning process. During the treatment, the students were divided into some group projects. In group activities which the students did during the project enhanced their interaction and involvement in the learning activities. The students also were active to ask the researcher if they found difficulties during the project finishing. It is accordance with what Taveras et, al, said that project based learning allowed students to do their project in group and bring their experience, abilities, learning style, and perspective to the project.³ It means that through group project activities, the students were able to share their knowledge, information, and experience each other when they finished the project.

¹Ni Luh Putu Ning Septiyani Putri Astawa, Luh Putu Artini and Putu Kerti Nitiasih, "Project Based Learning Activities and EFL Students' Productive Skills in English", *Journal of Language Teaching and Research*, vol.8 no 6 (November 2017), p. 1148. <http://dx.doi.org/10.17507/jltr.0806.16> (accessed on july, 01 2019).

²Ani 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 july, 01 2019).

³Erna 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 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.

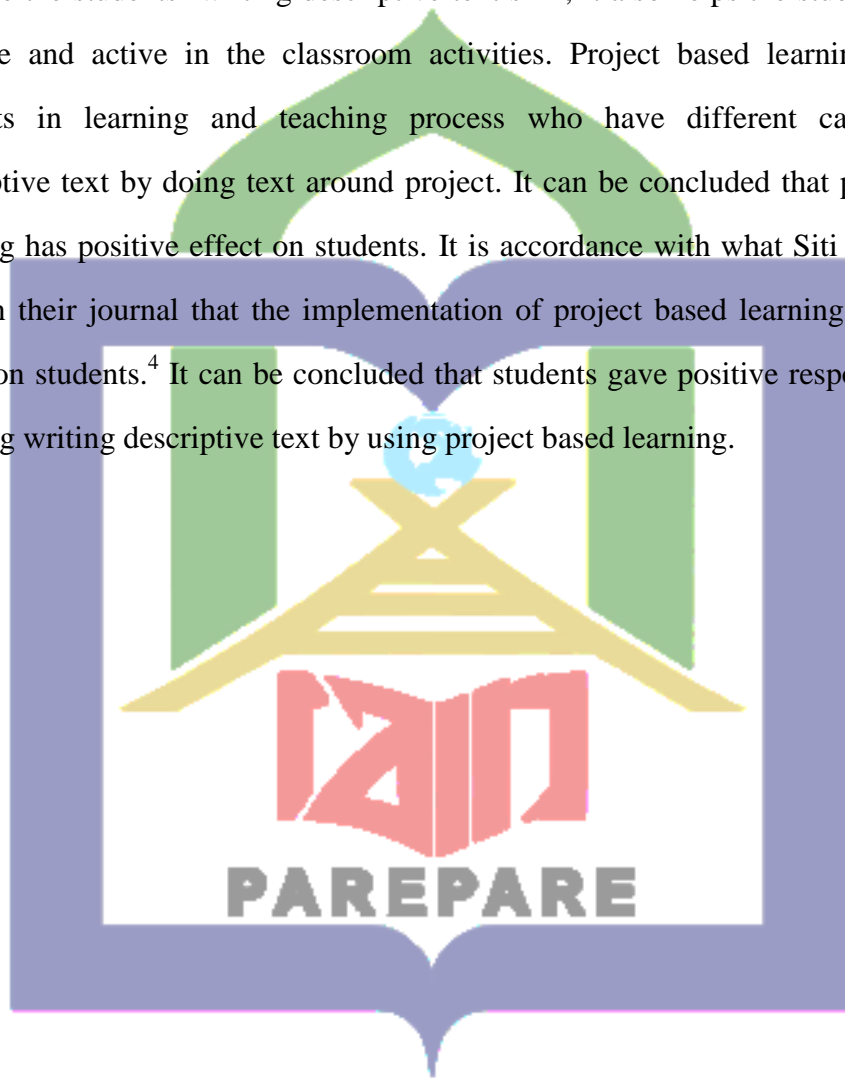
Based on the explanation above, project based learning can be an alternative strategy in teaching English, especially in writing. This strategy allowed the students to develop their skills and creativity during the project. It can also make the students more active because this strategy focuses on students and the teacher act as a monitor and facilitator if the students found difficulty during the learning and teaching process.

4.2.2 The Result of the Questionnaire

After giving a post-test the researcher gave a questionnaire that consist of 20 items, 10 of them was a positive statement, and the rest was a negative statement. Each item was provided with 5 alternatives for scale categories. They are strongly agreed, agree, undecided, disagree and strongly disagree. The questionnaire was given to know the students' responses toward project based learning after treatment.

From 20 questionnaires, all the students answered very positively. Based on the Likert scale that the students' was very positive in learning writing descriptive text by using project based learning. The result of the questionnaire showed that most of the students stated strong agree and agree in positive statement and most of the students stated strong disagree and disagree in a negative statement. It proved that the students' responses toward learning writing descriptive text by using project based learning is strongly positive.

Based on the data above, the researcher concluded that project based learning is able to enhance students' writing descriptive text skill because most of students were interested in learning descriptive text. Besides project based learning can enhance the students' writing descriptive text skill, it also helps the students to more creative and active in the classroom activities. Project based learning helps the students in learning and teaching process who have different capabilities in descriptive text by doing text around project. It can be concluded that project based learning has positive effect on students. It is accordance with what Siti Juleha et, al, said on their journal that the implementation of project based learning has positive effect on students.⁴ It can be concluded that students gave positive responses toward learning writing descriptive text by using project based learning.



⁴Siti 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> (accessed on july, 01 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

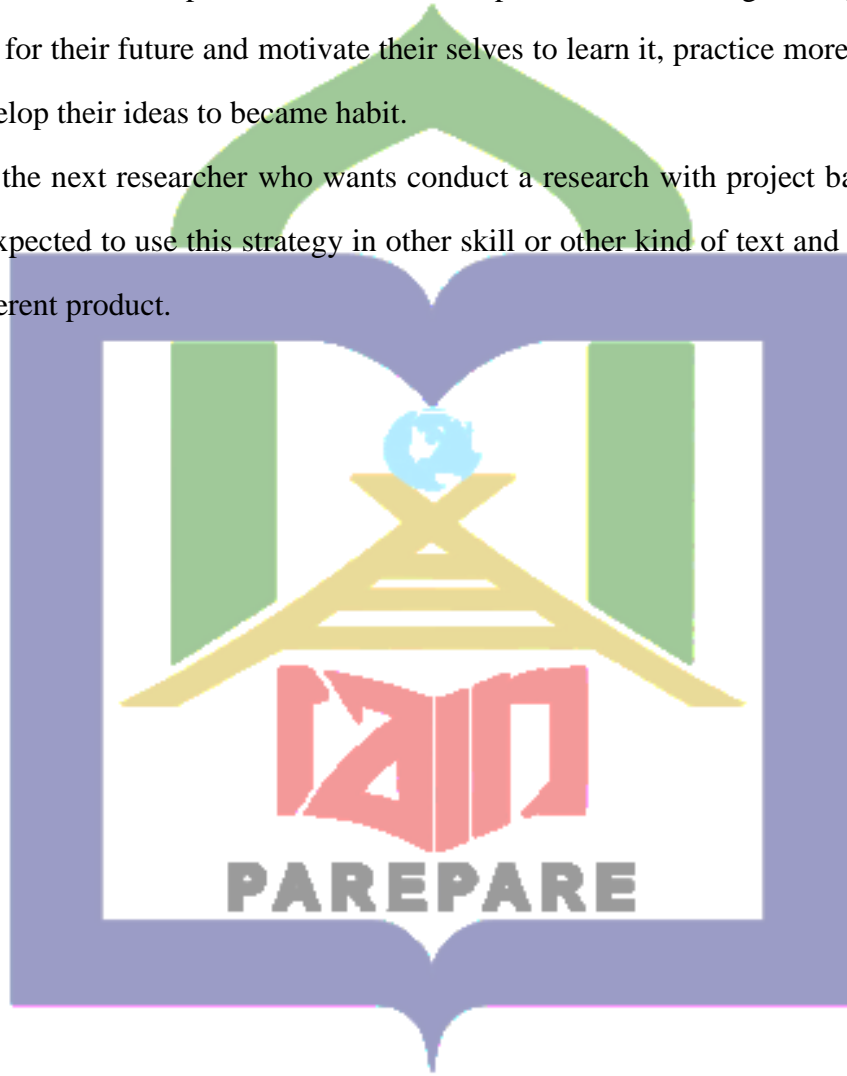
Based on the finding and discussion, the researcher concludes of this researcher as follows:

1. There is a significant difference in students' writing descriptive text skill before and after being taught project based learning (PBL) at the first year of MAN 2 Barru. It can be proved by looking at the result of pre-test and post-test. The mean score of pre-test 49.97 that is lower than the mean score of post-test 76.35. Furthermore, that t-test result in which value of t-test was 20,60 higher than the value of t-table was 2.034 at the level significance 5% and degree of freedom (df) was 33, it means that H_0 was rejected and H_a was fail rejected.
2. The students' responses toward learning writing descriptive text by using project based learning is very strong positive. It was proved by looking the the students answer to the statement, most of students stated strong agree and agree in positive statement and most of students stated strong disagree and disagree in negative statement.

5.2 Suggestion

Based on the conclusion above, the researcher suggest to English teacher, students and next researcher as follows:

1. The teacher is expected to be more creative and innovative in finding the suitable strategy, interesting method, technique and media in teaching English, especially in teaching writing and to motivate the students to learn.
2. The students is expected to realize the importance of learning writing descriptive text for their future and motivate their selves to learn it, practice more and more to develop their ideas to became habit.
3. For the next researcher who wants conduct a research with project based learning is expected to use this strategy in other skill or other kind of text and to try to find different product.

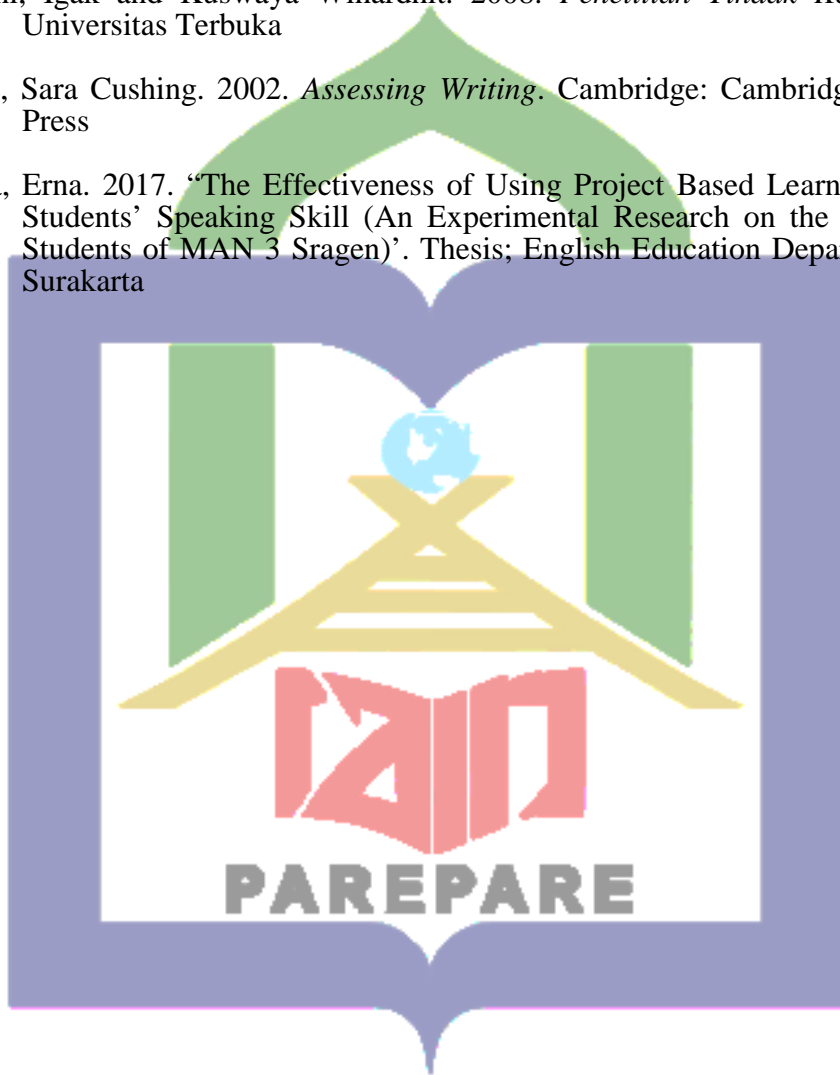


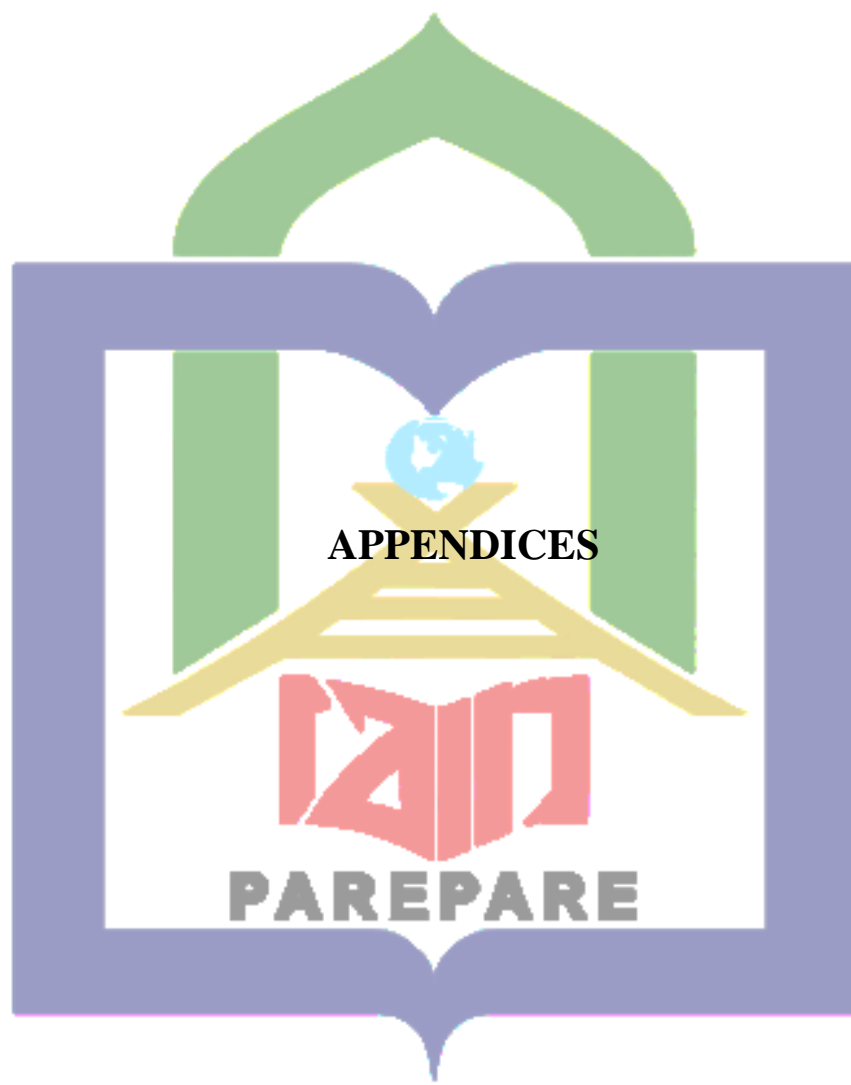
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APPENDICES

PAREPARE

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MAN 2 Barru
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/Ganjil
 Materi Pokok : Descriptive Text
 Pertemuan Ke- : 1 – 6
 Alokasi Waktu : 2 X 45 Menit Tiap Pertemuan

A. Kompetensi Inti

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3 :Memahami, menerapkan, dan menganalisis, pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan, prosedural, pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri,

bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> ➤ Mampu membedakan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif ➤ Menjelaskan informasi teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya ➤ Menjabarkan secara lisan dan tulis tempat dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya
<p>4.4 Teks Deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulisan, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulisan, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah</p>	<ul style="list-style-type: none"> ➤ Memahami makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulisan, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal ➤ Menyusun teks deskriptif lisan dan tulisan, pendek dan

terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
-------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

C. Tujuan Pembelajaran

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif
2. Menjelaskan informasi teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya
3. Menjabarkan secara lisan dan tulis tempat dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya
4. Memahami makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulisan, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
5. Menyusun teks deskriptif lisan dan tulisan, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

1. *The definition of descriptive text: A descriptive text describes a particular object like a place, thing or person.*
2. *Sosial Function: Describing or presenting information about a particular place and a historical building*

3. *Generic Structure*

- a. *Identification* : *Opening statement to introduce the subject*
- b. *Description* : *Supporting paragraph that describes the subject*

4. *Language Features*

- a. Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- b. Adverbial terkait sifat seperti *quiet, very, extremely, etc.*
- c. Kalimat deklaratif dan interogatif dalam tense yang benar
- d. Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their, etc.*

5. Topik: Deskripsi tentang tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Project Based Learning (PBL)

F. Langkah-Langkah Kegiatan

1. Pertemuan ke-1

a. Kegiatan Awal (10 menit)

1. Guru menyapa siswa
2. Guru menyuruh siswa untuk berdoa sebelum memulai pelajaran
3. Guru mengecek kehadiran siswa
4. Guru menyampaikan tujuan pembelajaran
5. Guru menjelaskan materi pelajaran tentang deskriptif teks
6. Guru memberikan contoh deskriptif teks

b. Kegiatan Inti (75menit)

1. Starting with essential question

Guru akan memberikan pertanyaan kepada siswa untuk menarik perhatian siswa dan ingin tahu tentang materi yang diajarkan. Kemudian akan memberikan beberapa topik tentang “Place” yang akan dikerjakan dalam group project.

2. Designing a plan

Guru akan menyuruh siswa untuk membuat perencanaan tentang proyek yang diberikan. Pertama-tama, guru akan membentuk kelompok yang terdiri dari 5 siswa. Setiap kelompok akan memilih ketua kelompok. Setelah itu, guru akan melot kertas yang berisi topik yang akan dikerjakan. Setiap kelompok akan mengambil satu topik untuk dikerjakan dalam group project. Kemudian siswa akan mendiskusikan topik tersebut dan membuat deskripsi teks.

3. Create Schedule

Guru akan memberitahukan siswa tentang waktu yang digunakan dalam mengerjakan proyek. Guru akan memberitahukan kepada siswa untuk membuat pengaturan dari proyek yang mereka kerjakan.

4. Monitor the students and project progress

Guru akan membimbing dan membantu siswa apabila siswa mengalami kesulitan dalam mengerjakan proyek mereka. Dalam hal ini, guru bertindak sebagai monitor.

5. Assess Outcome

Guru akan mengevaluasi proyek yang telah dikerjakan dan menyuruh siswa untuk menjelaskan apa yang telah dikerjakan.

6. Evaluate experience

Guru akan menanyakan pengalaman dan perasaan siswa selama menyelesaikan proyek.

c. Kegiatan penutup (5 menit)

1. Guru akan menyuruh siswa untuk menyimpulkan materi yang telah dipelajari
2. Guru akan menyuruh siswa untuk menutup pembelajaran dengan membaca doa

2. Pertemuan ke-2

a. Kegiatan Awal (10 menit)

1. Guru menyapa siswa
2. Guru menyuruh siswa untuk berdoa sebelum memulai pelajaran
3. Guru mengecek kehadiran siswa
4. Guru menyampaikan tujuan pembelajaran
5. Guru menjelaskan materi pelajaran tentang deskriptif teks

b. Kegiatan Inti (75menit)

1. Starting with essential question

Guru akan memberikan pertanyaan kepada siswa untuk menarik perhatian siswa dan ingin tahu tentang materi yang diajarkan. Kemudian akan memberikan beberapa topik tentang “Place” yang akan dikerjakan dalam group project.

2. Designing a plan

Guru akan menyuruh siswa untuk membuat perencanaan tentang proyek yang diberikan. Pertama-tama, guru akan membentuk kelompok yang terdiri dari 5 siswa. Setiap kelompok akan memilih ketua kelompok. Setelah itu, guru akan melot kertas yang berisi topik yang akan dikerjakan. Setiap kelompok akan mengambil satu topik untuk dikerjakan dalam group project. Kemudian siswa akan mendiskusikan topik tersebut dan membuat deskripsi teks.

3. Create Schedule

Guru akan memberitahukan siswa tentang waktu yang digunakan dalam mengerjakan proyek. Guru akan memberitahukan kepada siswa untuk membuat pengaturan dari proyek yang mereka kerjakan.

4. Monitor the students and project progress

Guru akan membimbing dan membantu siswa apabila siswa mengalami kesulitan dalam mengerjakan proyek mereka. Dalam hal ini, guru bertindak sebagai monitor.

5. Assess Outcome

Guru akan mengevaluasi projek yang telah dikerjakan dan menyuruh siswa untuk menjelaskan apa yang telah dikerjakan.
6. Evaluate experience

Guru akan menanyakan pengalaman dan perasaan siswa selama menyelesaikan projek.
- c. Kegiatan penutup (5 menit)
 1. Guru akan menyuruh siswa untuk menyimpulkan materi yang telah dipelajari
 2. Guru akan menyuruh siswa untuk menutup pembelajaran dengan membaca doa
3. Pertemuan ke-3
 - a. Kegiatan Awal (10 menit)
 1. Guru menyapa siswa
 2. Guru menyuruh siswa untuk berdoa sebelum memulai pelajaran
 3. Guru mengecek kehadiran siswa
 4. Guru menyampaikan tujuan pembelajaran
 5. Guru menjelaskan materi pelajaran tentang deskriptif teks
 - b. Kegiatan Inti (75menit)
 1. Starting with essential question

Guru akan memberikan pertanyaan kepada siswa untuk menarik perhatian siswa dan ingin tahu tentang materi yang diajarkan. Kemudian akan memberikan beberapa topik tentang “tourism object” yang akan dikerjakan dalam group project.
 2. Designing a plan

Guru akan menyuruh siswa untuk membuat perencanaan tentang projek yang diberikan. Pertama-tama, guru akan membentuk kelompok yang terdiri dari 5 siswa. Setiap kelompok akan memilih ketua kelompok. Setelah itu, guru akan melot kertas yang berisi topik yang akan

dikerjakan. Setiap kelompok akan mengambil satu topik untuk dikerjakan dalam group project. Kemudian siswa akan mendiskusikan topik tersebut dan membuat deskripsi teks.

3. Create Schedule

Guru akan memberitahukan siswa tentang waktu yang digunakan dalam mengerjakan proyek. Guru akan memberitahukan kepada siswa untuk membuat pengaturan dari proyek yang mereka kerjakan.

4. Monitor the students and project progress

Guru akan membimbing dan membantu siswa apabila siswa mengalami kesulitan dalam mengerjakan proyek mereka. Dalam hal ini, guru bertindak sebagai monitor.

5. Assess Outcome

Guru akan mengevaluasi proyek yang telah dikerjakan dan menyuruh siswa untuk menjelaskan apa yang telah dikerjakan.

6. Evaluate experience

Guru akan menanyakan pengalaman dan perasaan siswa selama menyelesaikan proyek.

c. Kegiatan penutup (5 menit)

1. Guru akan menyuruh siswa untuk menyimpulkan materi yang telah dipelajari
2. Guru akan menyuruh siswa untuk menutup pembelajaran dengan membaca doa

4. Pertemuan ke-4

a. Kegiatan Awal (10 menit)

1. Guru menyapa siswa
2. Guru menyuruh siswa untuk berdoa sebelum memulai pelajaran
3. Guru mengecek kehadiran siswa
4. Guru menyampaikan tujuan pembelajaran
5. Guru menjelaskan materi pelajaran tentang deskriptif teks

b. Kegiatan Inti (75menit)

1. Starting with essential question

Guru akan memberikan pertanyaan kepada siswa untuk menarik perhatian siswa dan ingin tahu tentang materi yang diajarkan. Kemudian akan memberikan beberapa topik tentang “tourism object” yang akan dikerjakan dalam group project.

2. Designing a plan

Guru akan menyuruh siswa untuk membuat perencanaan tentang proyek yang diberikan. Pertama-tama, guru akan membentuk kelompok yang terdiri dari 5 siswa. Setiap kelompok akan memilih ketua kelompok. Setelah itu, guru akan melot kertas yang berisi topik yang akan dikerjakan. Setiap kelompok akan mengambil satu topik untuk dikerjakan dalam group project. Kemudian siswa akan mendiskusikan topik tersebut dan membuat deskripsi teks.

3. Create Schedule

Guru akan memberitahukan siswa tentang waktu yang digunakan dalam mengerjakan proyek. Guru akan memberitahukan kepada siswa untuk membuat pengaturan dari proyek yang mereka kerjakan.

4. Monitor the students and project progress

Guru akan membimbing dan membantu siswa apabila siswa mengalami kesulitan dalam mengerjakan proyek mereka. Dalam hal ini, guru bertindak sebagai monitor.

5. Assess Outcome

Guru akan mengevaluasi proyek yang telah dikerjakan dan menyuruh siswa untuk menjelaskan apa yang telah dikerjakan.

6. Evaluate experience

Guru akan menanyakan pengalaman dan perasaan siswa selama menyelesaikan proyek.

- c. Kegiatan penutup (5 menit)
 1. Guru akan menyuruh siswa untuk menyimpulkan materi yang telah dipelajari
 2. Guru akan menyuruh siswa untuk menutup pembelajaran dengan membaca doa
5. Pertemuan ke-5
 - a. Kegiatan Awal (10 menit)
 1. Guru menyapa siswa
 2. Guru menyuruh siswa untuk berdoa sebelum memulai pelajaran
 3. Guru mengecek kehadiran siswa
 4. Guru menyampaikan tujuan pembelajaran
 5. Guru menjelaskan materi pelajaran tentang deskriptif teks
 - b. Kegiatan Inti (75menit)
 1. Starting with essential question

Guru akan memberikan pertanyaan kepada siswa untuk menarik perhatian siswa dan ingin tahu tentang materi yang diajarkan. Kemudian akan memberikan beberapa topik tentang “hystorical building” yang akan dikerjakan dalam group project.
 2. Designing a plan

Guru akan menyuruh siswa untuk membuat perencanaan tentang proyek yang diberikan. Pertama-tama, guru akan membentuk kelompok yang terdiri dari 5 siswa. Setiap kelompok akan memilih ketua kelompok. Setelah itu, guru akan melot kertas yang berisi topik yang akan dikerjakan. Setiap kelompok akan mengambil satu topik untuk dikerjakan dalam group project. Kemudian siswa akan mendiskusikan topik tersebut dan membuat deskripsi teks.

3. Create Schedule

Guru akan memberitahukan siswa tentang waktu yang digunakan dalam mengerjakan projek. Guru akan memberitahukan kepada siswa untuk membuat pengaturan dari perojek yang mereka kerjakan.

4. Monitor the students and project progress

Guru akan membimbing dan membantu siswa apabila siswa mengalami kesulitan dalam mengerjakan projek mereka. Dalam hal ini, guru bertindak sebagai monitor.

5. Assess Outcome

Guru akan mengevaluasi projek yang telah dikerjakan dan menyuruh siswa untuk menjelaskan apa yang telah dikerjakan.

6. Evaluate experience

Guru akan menanyakan pengalaman dan perasaan siswa selama menyelesaikan projek.

c. Kegiatan penutup (5 menit)

1. Guru akan menyuruh siswa untuk menyimpulkan materi yang telah dipelajari
2. Guru akan menyuruh siswa untuk menutup pembelajaran dengan membaca doa

6. Pertemuan ke-6

a. Kegiatan Awal (10 menit)

1. Guru menyapa siswa
2. Guru menyuruh siswa untuk berdoa sebelum memulai pelajaran
3. Guru mengecek kehadiran siswa
4. Guru menyampaikan tujuan pembelajaran
5. Guru menjelaskan materi pelajaran tentang deskriptif teks

b. Kegiatan Inti (75menit)

1. Starting with essential question

Guru akan memberikan pertanyaan kepada siswa untuk menarik perhatian siswa dan ingin tahu tentang materi yang diajarkan. Kemudian akan memberikan beberapa topik tentang “hystorical building” yang akan dikerjakan dalam group project.

2. Designing a plan

Guru akan menyuruh siswa untuk membuat perencanaan tentang proyek yang diberikan. Pertama-tama, guru akan membentuk kelompok yang terdiri dari 5 siswa. Setiap kelompok akan memilih ketua kelompok. Setelah itu, guru akan melot kertas yang berisi topik yang akan dikerjakan. Setiap kelompok akan mengambil satu topik untuk dikerjakan dalam group project. Kemudian siswa akan mendiskusikan topik tersebut dan membuat deskripsi teks.

3. Create Schedule

Guru akan memberitahukan siswa tentang waktu yang digunakan dalam mengerjakan proyek. Guru akan memberitahukan kepada siswa untuk membuat pengaturan dari proyek yang mereka kerjakan.

4. Monitor the students and project progress

Guru akan membimbing dan membantu siswa apabila siswa mengalami kesulitan dalam mengerjakan proyek mereka. Dalam hal ini, guru bertindak sebagai monitor.

5. Assess Outcome

Guru akan mengevaluasi proyek yang telah dikerjakan dan menyuruh siswa untuk menjelaskan apa yang telah dikerjakan.

6. Evaluate experience

Guru akan menanyakan pengalaman dan perasaan siswa selama menyelesaikan proyek.

c. Kegiatan penutup (5 menit)

1. Guru akan menyuruh siswa untuk menyimpulkan materi yang telah dipelajari
2. Guru akan menyuruh siswa untuk menutup pembelajaran dengan membaca doa

G. Sumber Belajar/Alat/Bahan

1. Kamus
2. Internet
3. Buku
4. Papan Tulis
5. Spidol
6. Gambar
7. Laptop
8. LCD

H. Penilaian

1. Teknik Penilaian: Tes Tulis
2. Bentuk Penilaian: Uraian
3. Rubrik Penilaian

Aspect	Scores	Performance Description
Content	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating
Organization	4	Identification is complete and descriptions are

	3	arranged with proper connectives Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few minuses of connectives
	1	Identification is not complete and descriptions are arranged with
Grammar	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies Frequent grammatical or agreement inaccuracies
	1	
Mechanics	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization
Vocabulary	4	Effective choice of word forms
	3	Few misuse of vocabularies, word form, but not change the meaning
	2	Limiting range confusing words and word form
	1	Very poor knowledge of word, word form, and not understandable

Appendix 2. The Students' Pre-test

Instrument of Pre-Test

Name : Tiara Anugrah D.S.

Class : X MIA I

Choose one of the topic below and describe it!

1. Dutungan Island
2. Diana Waterpark
3. Monumen 5 Paccekke
4. Monumen Colliq Pujie

Dutungan Island

Dutungan Island is located in Ujung Indah, Kec. Mallusetasi. This Island have a beautiful view. This place have many lodging. In this ~~place~~ Island, have a beautiful white sand. The water is very clear, and have many fish.

Instrument of Pre-Test

Name : Nurul Fahriza

Class : Science One First Grade

Choose one of the topic below and describe it!

1. Dutungan Island
2. Diana Waterpark
3. Monumen 5 Paccukke
4. Monumen Colliq Pujie

Diana Waterpark .

Diana Waterpark is located in South Sulawesi ~~actly~~ exactly in
Balusu, Barru. ~~is~~ This place ~~is~~ have vehicle nice and ~~beautiful~~ .
Interesting. My and my family ever visit this is place .

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Appendix 3. The Students' Post-test

Name: Nurul Fahriza

Class: Science One First Grade

Choose one of the topic below and describe it!

1. Dutungan Island
2. Diana Waterpark
3. Monumen 5 Paccukke
4. Monumen Colliq Pujie

Dutungan Island

Dutungan island is located in Palanru, Mallusetasi sub - district, Barru regency, South Sulawesi. Dutungan island is one of destination favorite in Barru regency. Destination is visitably visiting by tourism because have view is beautiful.

Dutungan island have the my white sand in very interesting to - usually visit. Be side, a tour have facilities complete inside. There is interesting from a tour is fishing tool for tourism. Dutungan island have villa for tourism ~~the~~ spend the night =

Name : Tara Anugrah D.S.

Class : X Mia 1

Choose one of the topic below and describe it!

- | | |
|--------------------|-------------------------|
| 1. Dutungan Island | 3. Monumen 5 Paccekke |
| 2. Diana Waterpark | 4. Monumen Colliq Pujie |

Dutungan Island

Dutungan Island is a either one tour destination is located in Mallu-
setani sub-district, Barru Regency, South Sulawesi. This island usually
visit anytime or everyday. This island many visit by tourism from every-
where. This island visit because have a beautigut view.

* This island have a rug white sand. Cool wind make ambianee more
and more comfortable and calm. In This island there are lodging for the
night. Usually, this island using to event certain, like reunion, bhirtday
party, meeting. *

To go to Dutungan Island, visitor must to ride a boat.

Appendix 4. The Students' Score in Pre-test

NO	NAME	Pre-test Score (X_1)		Classification
		X_1	X_1^2	
1	Ahmad Hizam	35	1225	Very Poor
2	Alyas	54	2916	Poor
3	Arrahman	45	2025	Poor
4	Husnul	39	1521	Very Poor
5	Lukman	36	1296	Very Poor
6	M Fadil	42	1764	Poor
7	M. Fahreza	61	3721	Fair
8	Muh Alif Hakim	41	1681	Poor
9	Muh. Akma	35	1225	Very Poor
10	Muh Wahyu Ramadhan	39	1521	Very Poor
11	Muhammad Afdal	41	1681	Poor
12	Surya Ade Setiawan	51	2601	Poor
13	Syahrul Ramadhan	41	1681	Poor
14	Zulhajir	69	4761	Good
15	Alya	48	2304	Poor
16	Erina Nur Febrianti	40	1600	Poor
17	Fitria Rahayu S	73	5329	Good
18	Herawati	51	2601	Poor
19	Lilis	40	1600	Poor
20	Marshanda	67	4489	Good
21	Nahda Magfirah	52	2704	Poor
22	Nailatul Ilmih	49	2401	Poor
23	Nor Hashikin	48	2304	Poor
24	Nur Ainun Resky Bahra	51	2601	Poor
25	Nur Asisah	60	3600	Fair
26	Nurul Fahriza	58	3364	Fair
27	Nurwidiyanti	53	2809	Poor
28	Rina	41	1681	Poor
29	Sabna Mardatilla	64	4096	Fair
30	Suci Akfi Ananta	54	2916	Poor
31	Syarifa Zaenab	62	3844	Fair
32	Tazqiyatun Nufus S	40	1600	Poor

33	Tiara Anugrah D.S	71	5041	Good
34	Rifka Arianti Rijal	48	2304	Poor
		$X_1 = 1.699$	$X_1^2 = 88.807$	

Data Source: Students' score pre-test



Appendix 5. The Students' Score in Post-test

NO	NAME	Pre-test Score (X^2)		Classification
		X_2	X_2^2	
1	Ahmad Hizam	64	4096	Fair
2	Alyas	75	5625	Good
3	Arrahman	80	6400	Very Good
4	Husnul	66	4356	Good
5	Lukman	64	4096	Fair
6	M Fadil	71	5041	Good
7	M. Fahreza	73	5329	Good
8	Muh Alif Hakim	73	5329	Good
9	Muh. Akma	64	4096	Fair
10	Muh Wahyu Ramadhan	68	4624	Good
11	Muhammad Afdal	71	5041	Good
12	Surya Ade Setiawan	82	6724	Very Good
13	Syahrul Ramadhan	72	5184	Good
14	Zulhajir	82	6724	Very Good
15	Alya	76	5776	Good
16	Erina Nur Febrianti	71	5041	Good
17	Fitria Rahayu S	90	8100	Very Good
18	Herawati	74	5476	Good
19	Lilis	89	7921	Very Good
20	Marshanda	81	6561	Very Good
21	Nahda Magfirah	75	5625	Good
22	Nailatul Ilmih	80	6400	Very Good
23	Nor Hashikin	75	5625	Good
24	Nur Ainun Resky Bahra	72	5184	Good
25	Nur Asisah	86	7396	Very Good
26	Nurul Fahriza	80	6400	Very Good
27	Nurwidiyanti	74	5476	Good
28	Rina	80	6400	Very Good
29	Sabna Mardatilla	83	6889	Very Good
30	Suci Akfi Ananta	83	6889	Very Good
31	Syarifa Zaenab	90	8100	Very Good
32	Tazqiyatun Nufus S	72	5184	Good

33	Tiara Anugrah D.S	87	7569	Very Good
34	Rifka Arianti Rijal	73	5329	Good
		$X_2 = 2.596$	$X_2^2 = 200.006$	

Data Source: Students' score post-test



Appendix 6. The Students' Questionnaire

QUESTIONNAIRE

I. Respondents' Identity

Name : M. Fahriza

Class : X. MIA - 1

II. Instruction of fulfillment

Choose the right answer by checking (✓) one of the answer columns provided.

III. The answers' statement

SA : Strong Agree (sangat setuju)

A : Agree (setuju)

U : Undecided (ragu-ragu/netral)

DS : Disagree (tidak setuju)

SDS : Strongly Disagree (sangat tidak setuju)

IV. Statement

No	Statement	Answer				
		SA	A	U	DS	SDS
1	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya mudah mengerti materi pelajaran		✓			
2	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya mudah menjelaskan atau mendeskripsikan tempat wisata dan bangunan bersejarah	✓				
3	Pembelajaran menulis teks deskriptif menggunakan Project based learning membantu saya untuk mengembangkan ide-ide dalam menulis teks deskripsi		✓			

4	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya lebih kreatif		✓			
5	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya lebih aktif karena pembelajaran berpusat pada siswa		✓			
6	Pembelajaran menulis teks deskriptif menggunakan Project based learning memotivasi saya untuk belajar		✓			
7	Pembelajaran menulis teks deskriptif menggunakan Project based learning sangat menarik	✓				
8	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya mampu berbagi informasi dengan yang lain		✓			
9	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat pelajaran lebih menyenangkan		✓			
10	Pembelajaran menulis teks deskriptif menggunakan Project based learning memberikan dampak positif kepada saya		✓			
11	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya sulit untuk mengerti materi yang diajarkan				✓	
12	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya malas untuk bertanya tentang materi yang tidak saya pahami				✓	
13	Pembelajaran menulis teks deskriptif menggunakan Project based learning tidak					

	bermanfaat bagi saya					✓	
14	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya sulit mengembangkan ide-idea saya					✓	
15	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya sulit untuk belajar						✓
16	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya malas belajar					✓	
17	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya sulit untuk berinteraksi dengan yang lain					✓	
18	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya bosan						✓
19	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya tertekan						✓
20	Pembelajaran menulis teks deskriptif menggunakan Project based learning tidak memberikan dampak positif kepada saya						✓

QUESTIONNAIRE

I. Respondents' Identity

Name : Fitria Rahayu.r

Class : X - MIA 1

II. Instruction of fulfillment

Choose the right answer by checking (✓) one of the answer columns provided.

III. The answers' statement

SA : Strong Agree (sangat setuju)

A : Agree (setuju)

U : Undecided (ragu-ragu/netral)

DS : Disagree (tidak setuju)

SDS : Strongly Disagree (sangat tidak setuju)

IV. Statement

No	Statement	Answer				
		SA	A	U	DS	SDS
1	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya mudah mengerti materi pelajaran		✓			
2	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya mudah menjelaskan atau mendeskripsikan tempat wisata dan bangunan bersejarah		✓			
3	Pembelajaran menulis teks deskriptif menggunakan Project based learning membantu saya untuk mengembangkan ide-ide dalam menulis teks deskripsi		✓			

4	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya lebih kreatif			✓		
5	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya lebih aktif karena pembelajaran berpusat pada siswa		✓			
6	Pembelajaran menulis teks deskriptif menggunakan Project based learning memotivasi saya untuk belajar	✓				
7	Pembelajaran menulis teks deskriptif menggunakan Project based learning sangat menarik	✓				
8	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya mampu berbagi informasi dengan yang lain			✓		
9	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat pelajaran lebih menyenangkan			✓		
10	Pembelajaran menulis teks deskriptif menggunakan Project based learning memberikan dampak positif kepada saya		✓			
11	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya sulit untuk mengerti materi yang diajarkan				✓	
12	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya malas untuk bertanya tentang materi yang tidak saya pahami				✓	
13	Pembelajaran menulis teks deskriptif menggunakan Project based learning tidak					✓

	bermanfaat bagi saya					
14	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya sulit mengembangkan ide-idea saya			✓		
15	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya sulit untuk belajar				✓	
16	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya malas belajar					✓
17	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya sulit untuk berinteraksi dengan yang lain					✓
18	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya bosan				✓	
19	Pembelajaran menulis teks deskriptif menggunakan Project based learning membuat saya tertekan				✓	
20	Pembelajaran menulis teks deskriptif menggunakan Project based learning tidak memberikan dampak positif kepada saya					✓

Appendix 7. The Students' Score of Questionnaire

NO	NAME	QUESTIONNAIRE NUMBER																			
		Positive Statement										Negative Statement									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Ahmad Hizam	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
2	Alyas	5	5	5	5	4	4	4	4	4	5	5	5	5	4	5	4	4	5	4	4
3	Arrahman	5	5	4	5	5	5	5	4	5	4	4	5	5	4	5	5	5	4	4	5
4	Husnul	5	4	4	5	4	4	4	5	4	3	4	4	3	5	4	3	4	5	4	3
5	Lukman	5	4	4	4	5	5	4	4	5	5	5	4	5	5	5	5	5	5	4	5
6	M Fadil	5	4	4	4	5	5	4	4	5	5	5	4	5	5	5	5	5	5	4	5
7	M. Fahreza	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	5	5	5
8	Muh Alif Hakim	5	5	5	3	4	5	5	3	3	4	4	5	4	3	4	5	5	4	4	5
9	Muh. Akma	5	4	4	4	5	5	4	4	5	5	5	4	5	5	5	5	5	5	4	5
10	Muh Wahyu Ramadhan	4	5	4	5	4	4	5	4	4	4	4	5	5	5	5	5	5	5	5	5
11	Muhammad Afdal	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	Surya Ade Setiawan	4	3	5	4	3	5	3	4	4	5	4	5	5	4	5	5	5	5	4	5
13	Syahrul Ramadhan	4	4	5	4	5	4	3	3	4	4	4	4	5	4	5	4	4	5	5	4
14	Zulhajir	4	4	4	4	4	5	5	5	4	4	4	5	4	4	4	4	5	4	5	5
15	Alya	4	5	4	4	4	5	4	4	5	5	4	4	5	4	4	5	5	4	4	5
16	Erina Nur Febrianti	4	4	5	3	4	5	5	4	4	5	4	4	4	3	4	5	5	3	3	4
17	Fitria Rahayu S	4	4	4	3	4	5	5	3	3	4	4	4	5	3	4	5	5	4	4	5
18	Herawati	4	5	4	4	4	5	4	5	4	4	4	4	5	4	5	4	4	5	5	5
19	Liis	4	4	5	5	4	3	5	4	4	4	4	4	4	4	4	4	3	3	4	4
20	Marshanda	5	5	4	5	4	5	5	5	5	5	5	4	5	4	5	5	5	4	5	5
21	Nahda Magfirah	4	5	4	4	5	4	4	4	5	4	5	4	5	4	5	5	5	4	5	5
22	Nailatul Ilmih	5	4	5	5	5	4	4	5	5	5	4	3	5	5	5	5	5	5	5	5
23	Nor Hashikin	4	5	4	3	5	4	5	4	4	5	4	4	5	4	4	5	4	4	5	5
24	Nur Anun Resky Bahra	5	5	5	5	4	4	4	5	4	4	4	4	4	5	5	5	4	5	4	5
25	Nur Asisah	5	5	4	5	4	4	4	5	4	5	4	5	4	5	4	4	5	4	5	4
26	Nurul Fahriza	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	3	4	4	4	5
27	Nurwidiyanti	4	4	5	5	4	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4
28	Rina	4	5	4	3	5	4	4	4	5	3	5	5	5	5	3	5	3	5	4	3
29	Sabna Mardatilla	5	4	5	4	5	4	5	4	5	5	5	4	5	4	5	4	5	5	5	5
30	Suci Akfi Ananta	4	4	3	4	3	3	4	4	4	4	4	4	4	2	4	4	4	4	4	4
31	Syarifa Zaenab	5	5	5	3	5	5	5	4	5	5	4	5	5	5	5	5	4	5	5	5
32	Tazqiyatun Nufus S	5	3	4	4	3	5	5	4	5	5	3	4	4	4	5	4	5	5	3	4
33	Tiara Amugrah D.S	5	4	4	4	5	4	5	4	5	5	5	4	5	5	5	5	5	5	5	5
34	Rifka Arianti Rijal	5	5	3	5	4	4	5	4	4	5	4	4	3	2	3	4	4	4	5	4
	Strong Agree (SA)	18	18	14	13	14	17	19	10	16	18	0	0	0	0	0	0	0	0	0	0
	Agree (A)	16	13	18	15	17	15	13	21	16	14	0	0	0	2	0	0	0	0	0	0
	Undecided (U)	0	3	2	6	3	2	3	2	2	1	1	2	3	2	2	2	2	2	2	2
	Disagree (DS)	0	0	0	0	0	0	0	0	0	0	22	22	11	16	12	12	12	13	16	9
	Strong Disagree (SDS)	0	0	0	0	0	0	0	0	0	0	11	11	21	13	20	20	20	19	16	23
	TOTAL	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34

Appendix 8. The Documentation






PAREPARE



Appendix 9. Research Allowance


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
 Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: info@iainparepare.ac.id

Nomor : B.1791/ln.39.5.1/PP.00.9/10/2019
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. BUPATI BARRU
 C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 Di-
 KAB. BARRU

Assalamu Alaikum Wr. Wb.
 Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nurfadhila Tul Qur'an
 Tempat/Tgl. Lahir : Toe, 26 Juni 1997
 NIM : 15.1300.035
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
 Semester : IX (Sembilan)
 Alamat : Toe, Desa Siddo, Kec. Soppeng Riaja Kab. Barru


Bermaksud akan mengadakan penelitian di wilayah KABUPATEN BARRU dalam rangka penyusunan skripsi yang berjudul :

"Enhancing The Students' Writing Descriptive Text Skill At The First Year Of MAN 2 Barru By Using Project Based Learning (PBL)"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.
 Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

11 Oktober 2019
 Dekan I,



Tembusan :
 1. Rektor IAIN Parepare



PEMERINTAHAN KABUPATEN BARRU
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU DAN TENAGA
KERJA KABUPATEN BARRU

Jl. Sultan Hasanuddin No. 42 Telepon (0427) 21662, Fax (0427) 21410 Kode Pos 90711

Barru, 23 Oktober 2019

Nomor : 407/18/BR/X/2019/DPMPSTPK
 Lampiran : -
 Perihal : Izin/Rekomendasi Penelitian

Kepada
 Yth. Kepala MAN 2 Barru
 di-
 Tempat

Berdasarkan Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Parepare Fak. Syariah dan Ilmu hukum Islam Nomor : B. 1791/In.39.5.1/PP.00.9/10/2019 tanggal 11 Oktober 2019 perihal tersebut di atas, maka Mahasiswa @ / Peneliti / Dosen / Pegawai di bawah ini :

Nama : NURFADHILA TUL QUR' AN
Nomor Pokok : 15 1300 035
Program Study : Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1)
Alamat : Toe Desa Siddo Kec. Soppeng Riaja Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal **23 Oktober 2019 s/d 23 Nopember 2019**, dalam rangka penyusunan Skripsi, dengan judul :

"ENHANCING THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE FIRST YEAR OF MAN 2 BARRU BY USING PROJECT BASED LEARNING (PBL)"

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1(satu) eksemplar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara(i) untuk memberikan bantuan fasilitas seperlunya.
 Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. Kepala Dinas,
 Kabid. Penyelenggaraan Pelayanan
 Perizinan


HATMAWATI LEBU SE
 Pangkat : Pembina, IV/a
 NIP. 19720910 199803 2 008

TEMBUSAN : disampaikan Kepada Yth.

1. Bupati Barru (Sebagai Laporan);
2. Kepala Bappeda Kab. Barru;
3. Kepala Kantor Kemenag. Barru Kab. Barru;
4. Wakil I Dekan Fak. Tarbiyah IAIN Parepare;
5. Mahasiswa yang bersangkutan;
6. Peringgal.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BARRU
MADRASAH ALIYAH NEGERI 2 BARRU
 Lakalitta Desa Cilellang Kecamatan Mallusetasi Kabupaten Barru
 Telepon (0427) 2324981
 Website: marmadellobarru.net

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
 Nomor : B-823/ Ma.21.02.02/PP.00.6/11/2019

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri (MAN) 2 Barru
 Menerangkan bahwa :

Nama : NURFADHILA TUL QUR'AN
 NIM : 15.1300.035
 Nama Universitas : IAIN Parepare
 Judul Penelitian : "ENHANCING THE STUDENTS' WRITING DESCRIPTIVE TEXT
 SKILL AT THE FIRST YEAR OF MAN 2 BARRU BY USING
 PROJECT BASED LEARNING (PBL)"

Bahwa nama tersebut diatas telah melakukan penelitian di MAN 2 Barru pada tanggal 23
 Oktober s/d 23 November 2019.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan
 sebagaimana mestinya.

Lakalitta, 26 November 2019


 (Drs. H. Rosnawati Buhari, MM
 NIP. 19670916 199303 2 003

CURICULUM VITAE



The researcher was born in Toe on June 26th, 1997. She is the second child from four siblings in her family from couple, Haruna and Sutarni. She has one sister and two brothers. Her sister is Nurrahmatul Jannnah. Her brothers are Muhammad Zulkifli and Muhammad Abdillah. Her educational began on 2003 in SD INP Toe, Kec Soppeng Riaja, Kab. Barru and graduated on 2009. She continued her study at SMPN 2 Soppeng Riaja, Kec. Soppeng Riaja, Kab. Barru and graduated on 2012. She registered at MAN Madello Barru, but it was changed become MAN 2 Barru. She continued her education at State Islamic Collage (STAIN) Parepare and now it becomes State Islamic Institute (IAIN) Parepare. She took English Education as her major. While she studied in IAIN Parepare, she actives in IMBAR 2015 until now, IKBM as General Secretary 2016 - 2017 and also DEMA IAIN Parepare 2019 as Education Minister. Finally, on 2019 she completed her skripsi with the title “Enhancing the Students’ Writing Descriptive Text Skill at the First Year of MAN 2 Barru by Using Project Based Learning”.