

AN UNDERGRADUATE THESIS

**IMPROVING STUDENT'S WRITING SKILL THROUGH
PROJECT-BASED LEARNING TECHNIQUE OF THE
ELEVENTH GRADE AT MA MA'ARIF NU 5 SEKAMPUNG**

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION PROGRAM**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444H/2023M**

**IMPROVING STUDENT’S WRITING SKILL THROUGH
PROJECT-BASED LEARNING TECHNIQUE OF THE
ELEVENTH GRADE AT MA MA’ARIF NU 5 SEKAMPUNG**

Presented as a Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.) in English Education Department

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THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

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PROJECT-BASED LEARNING TECHNIQUE OF THE
ELEVENTH GRADE AT MA MA'ARIF NU 5
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENT'S WRITING SKILL THROUGH PROJECT-BASED LEARNING TECHNIQUE OF THE ELEVENTH GRADE AT MA MA'ARIF NU 5 SEKAMPUNG

Written by Ibnati Meilia Zein, Student Number 1901051030, English Education Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 12th, 2023 at 10:00 – 12:00 p.m

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IMPROVING STUDENT'S WRITING SKILL THROUGH PROJECT-BASED LEARNING TECHNIQUE OF THE ELEVENTH GRADE AT MA MA'ARIF NU 5 SEKAMPUNG

ABSTRACT

By: Ibnati Meilia Zein

This research aims to improve the students' writing skills at grade XI of MA Ma'arif NU 5 Sekampung through the use of project-based learning technique in the academic year of 2022/2023.

This research is classified as action research. It was conducted in two cycles, from May 5, 2023 to May 13, 2023 in which each cycle consisted of two meetings. The procedures of the research were reconnaissance, planning, action and observation, and reflection. The subjects of the research were 32 students of grade XI IPS 2 of MA Ma'arif NU 5 Sekampung . The data obtained during the research are in qualitative and quantitative forms. The qualitative data were acquired by observing the teaching and learning process and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were collected from the results of students' pretest and post-test as well as from the texts the students made during the implementation of the actions which were analyzed to get the mean scores to be compared and to determine the gain score.

The research showed that the use of project-based learning was able to improve the students' writing skills based on the several evidences. Firstly, the use of project-based learning enhanced students' motivation in writing as the students showed enthusiastic and active participation during the teaching and learning process of writing. Secondly, the implementation of project-based learning empowered students' creativity since it enabled students to explore themselves while developing the product. Thirdly, project-based learning made the bond between the teacher and the students closer as the teacher monitored and supervised the students throughout the project work. Fourthly, there were some significant improvements in the aspects of writing as shown in each text which the students wrote. The student's score on the pre-test was 68 and increased to 74 in the post-test cycle 1 and in the post-test cycle 2 increased to 80.

Keyword: *Classroom Action Research, Project-Based Learning and Writing Skill*

**MENINGKATKAN KETERAMPILAN MENULIS SISWA MELALUI
TEKNIK PEMBELAJARAN BERBASIS PROYEK KELAS XI MA
MA'ARIF NU 5 SEKAMPUNG**

ABSTRAK

Oleh Ibnati Meilia Zein

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa kelas XI MA Ma'arif NU 5 Sekampung melalui penggunaan teknik pembelajaran berbasis proyek ditahun ajaran 2022/2023.

Penelitian ini tergolong penelitian tindakan. Itu dilakukan dalam dua siklus, dari tanggal 5 Mei 2023 sampai dengan tanggal 13 Mei 2023 dimana setiap siklus terdiri dari dua kali pertemuan. Prosedur penelitian adalah pengintaian, perencanaan, tindakan dan observasi, dan refleksi. Subyek penelitian ini adalah siswa kelas XI IPS 2 MA Ma'arif NU 5 Sekampung yang berjumlah 32 siswa. Data yang diperoleh selama penelitian dalam bentuk kualitatif dan kuantitatif. Data kualitatif adalah diperoleh dengan mengamati proses belajar mengajar dan memotret proses belajar mengajar. Sementara itu, data kuantitatif dikumpulkan dari hasil pre-test dan post-test siswa serta dari teks yang dibuat siswa selama pelaksanaan tindakan yang dianalisis untuk mendapatkan nilai rata-rata menjadi dibandingkan dan untuk menentukan skor keuntungan

Hasil penelitian menunjukkan bahwa penggunaan pembelajaran berbasis proyek mampumeningkatkan keterampilan menulis siswa berdasarkan beberapa bukti. Pertama, penggunaan pembelajaran berbasis proyek meningkatkan motivasi siswa dalam menulis sebagaisiswa menunjukkan antusias dan partisipasi aktif selama mengajar dan proses belajar menulis. Kedua, implementasi berbasis proyek pembelajaran memberdayakan kreativitas siswa karena memungkinkan siswa untuk mengeksplorasi diri mereka sendiri saat mengembangkan produk. Ketiga, pembelajaran berbasis proyek dibuat hubungan antara guru dan siswa lebih dekat karena guru memantau dan mengawasi siswa selama proyek berlangsung. Keempat, ada beberapa peningkatan yang signifikan dalam aspek penulisan seperti yang ditunjukkan pada setiap teks yang diterbitkan siswa menulis. Nilai siswa pada pre-test adalah 68 dan meningkat menjadi 74 pada post-test siklus 1 dan pada post-test siklus 2 meningkat menjadi 80.

Kata Kunci: *Penelitian Tindakan Kelas, Pembelajaran Berbasis Proyek dan Keterampilan Menulis*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, May 24th 2023
The writer



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Metro, 24 Mei 2023
Penulis



IBNATI MEILIA ZEIN
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MOTTOS

“Allah SWT does not charge a soul except with that within its capacity”

(Q.S Al- Baqarah:286)

Other people will not be able to understand our struggles and difficult times. What they want to know is only the successful part of the story. Fight for yourself even though no one applauds, later we in the future will be very proud of what we are fighting for today.

(Ibnati Meilia Zein)

“No success without hard work. No success without togetherness. No ease without prayer”

(Ridwan Kamil)

DEDICATIONS

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Ahmad Rismawan and Mrs. Nurhayatun). I could never be able to express how much I am grateful to both of you. Thank you for your prayers, support, and unconditional love.
2. My Beloved Brother (M. Farhat Al-Habsi)
3. My Sponsor (Mrs Rika Drtiara, M.Pd.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
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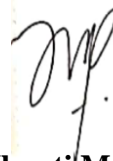
I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled “IMPROVING STUDENT’S WRITING SKILL THROUGH PROJECT-BASED LEARNING TECHNIQUE”. Shalawat and salam to our prophet Muhammad SAW the lord of moslem in the world who has guide us from the darkness to the brightness.

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2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
- 3.
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The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this researcher. Hopefully this undergraduate thesis can be useful for writer in particular, for our college and every reader in generic.

Metro, May 24th 2023



Ibnati Meilia Zein
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TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
DEDICATION.....	xi
ACKNOWLEDRMRNT	xii
TABLE OF CONTENTS.....	xiii
LIST OF TABLE	xv
LIST OF FIURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Problems Identification	3
C. Problems Limitation.....	4
D. Problem Formulation	4
E. Objective And Benefit of Study.....	4
F. Prior Research	5
CHAPTER II THEORETICAL REVIEW.....	8
A. The Nature of Writing.....	8
1. The Definition of writing	8
2. The Characteristics of Written Language	10
3. The Process of Writing.....	11
B. Teaching Writing in English as a Foreign Language.....	16
1. The Teaching of Writing.....	16
2. Types of Classroom Writing Performance.....	18
3. Teaching Writing in Senior High School.....	19

4. Assessing Writing	21
C. Project-based Learning.....	23
1. The Definition of Project-based Learning.....	23
2. The Characteristics of Project-based Learning	25
3. Significances of Project-based Learning	27
4. The Steps of Conducting Project-based Learning in a Language Classroom.....	30
5. The Roles of the Teacher and Students in Project-Based Learning	32
D. Action Hypothesis	34
CHAPTER III RESEARCH METHOD	35
A. Variable and Operational Definition of Variable.....	35
B. Research Location.....	37
C. Subject and Object of Study.....	37
D. Action Plan	38
E. Data Collecting Technique.....	41
F. Research Instrument.....	42
G. Data Analysis Technique	43
H. Indicator of Success	44
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	45
A. Research Result.....	45
1. Description of Research Location	45
2. Description of Research Data.....	45
B. Discussion	65
CHAPTER V CONCLUSION AND SUGGESTION	68
A. Conclusion	68
B. Suggestion.....	70
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLE

Table 1	Pre-Test Result of Writing Skill.....	46
Table 2	Percentage Pre-Test Result of Writing Skill.....	47
Table 3	Post-Test Cycle I Result of Writing Skill.....	50
Table 4	Percentage Post-Test Cycle I Result of Writing Skill.....	51
Table 5	Students Learning Activities Observation in Cycle I.....	53
Table 6	Students Score at Pre-Test and Post-Test Cycle I.....	56
Table 7	Post-Test Cycle II Result of Writing Skill.....	59
Table 8	Percentage Post-Test Cycle II Result of Writing Skill.....	60
Table 9	Learning Activities Observation in Cycle II.....	62
Table 10	Students Score at Post Test Cycle I and Post Test Cycle II.....	64
Table 11	The Writing of Students Score.....	65

LIST OF FIGURES

Figure 1	Seow The chart of writing process	14
Figure 2	Kemmis and McTaggart's Action Research Design.....	38
Figure 3	Graph of Students Result of Pre-Test.....	48
Figure 4	Graph of Students Result of Post-Test Cycle I	52
Figure 5	Graph of Students Result of Post-Test Cycle II	60

LIST OF APPENDICES

1. Syllabus.....	75
2. Lesson Plan.....	77
3. Assessment of Writing Learning.....	93
4. Learning Material.....	94
5. Student Score.....	95
6. The Student Writing.....	101
7. The Observation Sheet of The Students' Activity I.....	103
8. The Observation Sheet of The Students' Activity II.....	105
9. Documentation.....	107
10. Thesis Guidance Letter.....	109
11. Research Permit.....	110
12. Letter of Assignment.....	111
13. Research Reply Letter.....	112
14. Research Completion Letter.....	113
15. Librarian Free Letter Major.....	114
16. Librarian Free Letter Institute.....	115
17. THESIS Guidance Card.....	116
18. Turnitin.....	122
19. Curriculum Vitae.....	124

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the subjects that is taught at Junior High School. The aim of its teaching learning process based on BSNP is to develop students' communicative competence. To attain this competence, students have to be able to comprehend and produce language. They need to learn and master four language skill namely listening, speaking, reading and writing since language is an important means to communicate.

Writing skill is very significant because nowadays, people use not only verbal communication to communicate with each other, but also non-verbal communication. Writing skill for students to convey ideas or thoughts so that good reading is formed and can be read by readers. Therefore, writing is a skill that must be owned by every student who learns English.

In addition, writing skill is important because it determines students' success in learning English. On the other hand, writing skill is one of the indicators which can be used to measure students' English ability. This idea is further supported by Kingston, who stated that the achievement of students while learning English is measured by the productive skill, particularly their writing performance.¹ Although the importance of mastering writing skill is clear, in fact, students' writing skill can be said far from being satisfactory.

¹ Kingston et al, *Problems in Writing Disability Among the School Children* (Tamil: Bharathiar University, 2002), 3.

Based on a pre-survey conducted in class XI MA Ma'arif NU 5 Sekampung that learning English is a language that they think is foreign and difficult to understand. There are many difficulties in the teaching and learning process of writing that can be seen.

Based on interviews with English teachers in MA Ma'arif NU 5 Sekampung there are several factors, namely the lack of motivation of students to write English. Most students think that writing is a difficult skill to do. Low motivation to write This also gives students the same limited sources of thinking when asked. Writing takes a long time for them to think about what they are going to write about. They can not come up with any ideas because they don't want to write.

Moreover, there is a lot to learn when it comes to writing such as vocabulary and grammar. However, students are still not able to achieve these results. Vocabulary is important to pay attention to in writing. However, when they write, students often find it difficult to express what they want to say because they don't have a vocabulary. In addition, the lack of vocabulary can make students slow to write. Take time to find the right words to write, and it stumbles. Students will become good writers.

Another aspect that must be known in writing is grammar. Good grammar will be seen in good writing. The main problem related to grammar is the failure of students to use the correct tenses and the inability to condition of subject-verb agreement. Students do not understand when to change tenses.

They can not decide which tenses to use. They sometimes use the past tense to describe present events and vice versa.

B. Problem Identification

Based on the pre-survey that I did in the teaching and learning process of English in class XI MA Ma'arif NU 5 Sekampung, and interviews with English teachers, as well as based on what has been discussed in the background of the research, there were several problems during the teaching and learning process of writing found, namely in students, educators and learning media. The problem can be explained as follows:

1. There is no student motivation to learn to write English which is considered not important to them. Students think that writing English is difficult. The low motivation of students causes students to be lazy to write.
2. Limited knowledge of students about aspects needed when writing English such as vocabulary, grammar, and organization.
3. Teachers who apply long learning that makes students bored during learning. Only the application of Indonesian-English translation learning without other creative ways makes students not bored.
4. Teachers only rely on worksheets as the main reference source. Even though worksheets are only specifically for learning without any interesting activities that make learning monotonous.

5. Limited media that makes learning less interesting. Teachers never take advantage of LCD projectors that can at least attract students' attention during learning.

C. Problem Limitation

From what has been previously described in the background of study and identification of problems, researcher found that doing research cover all the things that have been stated before is not possible. Therefore, researcher and English teachers decided to limit the problems with conduct research that focuses on something more specific, namely improving writing skill of class XI MA Ma'arif NU 5 Sekampung students through project-based learning techniques.

D. Problem Formulation

Based on what has been stated earlier in the identification of the problem and the focus of the study, the problem in this research is formulated as follows: How can the writing through project-based learning techniques in XI grader?

E. Objectives And Benefit of the Study

1. Objective of Study

The objective of this study on the basis of problem determination is To develop students' writing skill through project-based learning techniques in class XI MA Ma'arif NU 5 Sekampung, academic year 2022/2023.

2. Benefit of Study

The benefits of this research are:

- a. English teacher at MA Ma'arif NU 5 Sekampung

This research can be used as a learning reference for teachers to improve the ability and quality of students in learning English.

- b. MA Ma'arif NU 5 students in the village

Students can improve their English writing skill and develop their interest in learning English.

- c. Students of the English Language Study Program at IAIN Metro Lampung

This research can be a very important resource to be used as a source in the proposal writing process and the learning process as a learning experience with students.

F. Prior Research

In preparation for this research, the researcher first studied the several thesis related to this research. This is done as basis of reference and also as empirical evidence of educational theories which they have found. Prior research that has a tangent point with the title appointed in this thesis research include the following:

There are some studies related to the use of project-based learning to improve students' writing skill. The first is a study conducted by Pratomo. The research investigates the implementation of project-based learning in

teaching writing through collaborative classroom action research.² Subject research is junior high school students. Research is done because he found that students' writing ability was far from satisfactory, especially in writing descriptive text. Based on research it is known that project-based learning can effectively improve students' writing skill.

The second is the study conducted by Ponpoon. The researcher conducted the research in an English course at a Thai university in 2009 to find out about students' opinions towards the implementation of project-based learning in English language class and how project-based learning could enhance their four language skills (listening, speaking, reading, and writing).³ The findings show that by using an interdisciplinary-based project, most students thought that the interdisciplinary-based project should be retained in the English course because it was appropriate and useful for them. Furthermore, it is stated that through the use of the project-based learning, students' English skill were successfully enhanced.

The third is a study conducted by Tezi. Study results showed that the students' writing ability in the experiment was moderate significantly higher using project-based learning, than the other groups taught using traditional teaching.⁴

² Bayu Pratomo, *Project-Based Learning and Writing*. (Jakarta, 2014)

³ Kornwipa Poonpon, "Enhancing English Skill through Project Based Learning," *The English Teacher* Vol. XL: 1-10 Journal 2011, (pp. 1-10).

⁴ ezi, L. *The Use of Project-Based Learning in Teaching English to Young Learners*. A thesis. Konya: Sosyal Bilimler Enstitüsü, Seljuk University. 2006

Based on the three related studies, they have similarities, namely in examining the application of project-based learning in teaching writing so that most of it is successful and applied as learning.

Therefore, based on the successful implementation of project-based learning in prior research, the researcher decided to investigate implementation of project-based learning in writing descriptive text in class. where students are required work on projects collaboratively.

This research has similarities and differences with research that has been conducted by previous researcher. The similarities between this study and their research have the same main goal, which is to improve students' writing skills through project-based learning and the differences are research results, location, population, research limitations. To improve students' writing comprehension of class XI MA Ma'arif NU 5 Sekampung by using Classroom Action Research.

CHAPTER II

LITERATURE REVIEW

A. The Nature of Writing

The sub-chapters of this writing cover four main topics: the definition of writing. Characteristics of written language Secondary skills in writing and writing process.

1. The Definition of Writing

In general, language is divided into two skills, namely receptive skills and productive skills. Openness skills are important skills for understanding and understanding a language. Openness skills include reading and listening. While writing and speaking are included in productive language skills.

According to Harmer, productive skills are skills which enable students to produce language by themselves.¹ On the other hand, productivity the skills required for learners to be able to establish communication through language.

Writing is an essential English language production skill. Let English learners become proficient because writing is the medium of communication and is considered a communication indicator. Language abilities Good writing skills represent the learners. Furthermore, David

¹ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Pearson Education Limited, 2007), 265.

Nunan say the ability to communicate in English. Written language is used to communicate with others who are removed in time and space.²

Furthermore, Harmer states that writing is the only skill which enables learner to produce a real product, in which the product is touchable, readable, as well as keep able for a long period of time.³ Written language can read again as the reader wants. People also want a permanent record, which may be mentioned over and over again. Moreover, written language tends to more accurate and precise than spoken language, so it will not cause confusion misunderstanding or misinterpretation for the reader.

Writing can also shape a learning process that involves critical thinking to convey one's own thoughts and ideas. It is also the act or process of finding and organizing ideas on paper and modifying and modifying them. It is something that can be learned through. Furthmore, Laurel says that writing is a unique way of learning since writing is integrative, requiring the active participation of both the right and left hemispheres of the brain, resulting in the production of meaning.⁴

Therefore, it can be concluded that writing as a result of a language that requires critical thinking processes and is used as a medium. Communicating to inspire someone's Ideas EFL students can learn it's

² David Nunan, *Second Language Teaching and Learning* (MA : Heinle & Heinle, 1999), 275.

³ Jeremy Harmer, *How to Teach Writing* (Essex: Pearson Education Limited, 2004)

⁴ Laurel Currie Oates, "Beyond Communication: Writing as a Means of Learning," *The Journal of the Legal Writing Institute*: 1-25.

about writing to be able to be a good writer as well as relaying and comment as a learning process.

2. The characteristics of Written Language

There are at least seven characteristics of writing based on the perspective of a writer:⁵

a. Permanence

When the writing is done and sent to the intended place listeners, the authors take the opportunity to revise, clarify, and discourage writing.

b. Production time

To complete the writing product the author will receive as appropriate. Prolong time over time writers can be good people. Author by developing an efficient process to achieve the final goal. However, writing in an educational context often requires students to write within the specified time.

c. Distance

To make write a message the writer should expect the reader to interpret words, phrases, sentences, and paragraphs. The distance factor requires the writer to be able to read his writing. From the reader's point of view, the writer must predict general knowledge readers of cultural and literary charts and their ways language selection will be interpreted..

⁵ H. Brown Douglas, *Teaching by Principles: and Interactive Approach to Language Pedagogy* (New York: A Pearson Education Company, 2001), 341.

d. Orthography

In writing, everything is captured using letters and written symbol.

e. Complexity

In written language, the author should know how to move redundancy.

How to combine sentences and how to refer to

other text elements, etc.

f. Vocabulary

Written language requires more vocabulary than spoken language.

Vocabulary integrity is very useful for writers because the writing will be interesting and not monotonous because it does not repeat the same words time after time

g. Formality

When dealing with any writing task, the author must take into account terms of writing forms in the context of ESL students. Often the hardest stereotypes can be found in academic writing, where they must learn how to describe them. Explain, compare, argue, defend, argue, etc.

3. The Process of Writing

According to David Nunan, writing process as a complex, cognitive process which requires sustained intellectual effort within a period of time.⁶ Furthermore Seow says, writing process provides the learners with sequences of planned learning experiences to help them

⁶ David Nunan, *Second Language Teaching and Learning* (MA : Heinle & Heinle, 1999), 273.

understand the nature of writing.⁷ For quality writing there are steps as follows need to worry about These writing steps are related. There is a writing cycle in which one step affects the next. The following is the chart of writing process as what is proposed by Seow⁸

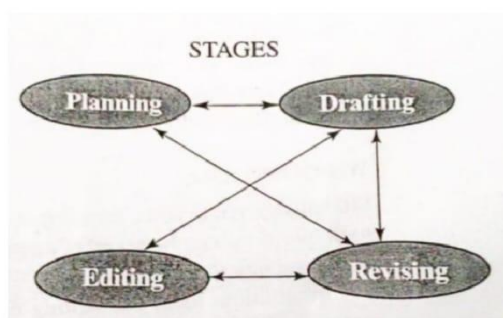


Figure 1: The chart of writing process

The further explanation of the writing process chart proposed by Seow may be described as follows:

1) **Planning**

In the process of writing Planning can be referred to before writing.

Activity. A pre-writing activity is any activity that can be stimulated.

students start writing. Jungnan Bae says, The pre-writing stage concentrates on stimulating students' creativity and letting them think about what they are going to write and how to approach the chosen topic.⁹ This first, the writing process is unique because it can help

⁷ Seow Antony, *The Writing Process and Process Writing*. In Richards J. C. & Renandya W. A. (eds.), *Methodology in language teaching: An anthology of current practice* (Cambridge: Cambridge University Press, 2002), 315-320

⁸ *Ibid*, 315

⁹ Jungnan Bae, *Teaching Process Writing for Intermediate/Advanced Learners* (South Korea. A Master's Paper: University of WinconsinRiver Falls, 2011)

students come up with ideas and collecting information for writing to students in various ways of obtaining student information in pre-writing activities will encourage them to write.

2) **Drafting**

Drafting is a form of raw writing which needs to be revised before the final product is completed. At the drafting stage of writing, the students drive their focus on the fluency of their writing without devoting their thoughts too much on the grammatical accuracy and the neatness of their writing draft.¹⁰ At this stage, students must also pay attention to the content of their writing. Students need to emphasize more on global issues, which are topic, organization, and evidence, while ignoring surface problems, like spelling, punctuation, and wordiness.

¹⁰ Jeremy Harmer, *How to Teach Writing* (Essex: Pearson Education Limited, 2004)

3) **Revising**

To revising writing students must review and re-examine what they have written to ensure communication. Meaning to the reader effectively in the editing process. Students need to pay attention not only to not only language errors, but also content and organization of ideas.

4) **Editing**

The editing stage is the stage in which the students put their pieces of writing into final form. States that editing process refers to correcting grammatical, lexical, and mechanical errors, before turning in the final product of writing.¹¹ At this stage, students should to organize the writing and prepare the final writing to be assessed by their teachers They have to take care of their grammar. Spelling, punctuation, diction, sentence structure and correctness.

B. Teaching Writing in English as A Foreign Language

1. The Teaching of Writing

According to Jeremy Harmer, outstanding for students to teach about writing skills. Teaching writing to students is significant because it can reinforce students' language acquisition, support students' language

¹¹ Dana Ferris, *Teaching students to self-edit*. In Richards J. C. & Renandya W. A. (eds.). *Methodology in language teaching: An anthology of current practice* (Cambridge: Cambridge University Press, 2022), 328-34.

and learning development, and help students to master the basic skills of language.¹²

Moreover, there are two basic approaches underlying the teaching of writing.¹³ As a product-oriented approach and the process approach, the first approach, that is the product approach. Concerns about the outcome or final performance of the student's writing. Consistent and error-free messages meanwhile process oriented. The approach focuses on the steps involved in drafting and drafting a piece of work

According to Jeremy Harmer, the teaching of writing for many years concerns more on the writing product than the writing process, in which this is called as product approach.¹⁴ Furthermore, Brown says that cited a half century ago, the teaching of writing is emphasized more on the final product, such as the essay, the report, the story, and what that product should be like.¹⁵ However, Teachers need to pay more attention to the writing process as the students want. Don't just worry about the message they can produce. but also how to create a writing a message Students must focus on the whole process of making text and the final product of the writing.

Regarding with this issue, proposes some strategies which can be considered by teachers in dealing with the teaching of writing:

¹² Jeremy Harmer, *How to Teach English* (Essex: Pearson Education Limited, 1998),79.

¹³ David Nunan, *Second Language Teaching and Learning* (MA : Heinle & Heinle, 1999), 272.

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Pearson Education Limited, 2007)

¹⁵ H. Brown Douglas, *Teaching by Principles: and Interactive Approach to Language Pedagogy* (New York: A Pearson Education Company, 2001), 335.

a. The way the teacher gets students to plan

Before writing, teachers may encourage students to think. What they want to write. Teachers can help students to create knowledge before writing.

b. The way the teacher encourages students to draft, reflect, and revise

Teachers can engage students in collaborative writing activities. Have students sketch, reflect, and edit. Responding to other students' writings.

c. The way the teacher responds to students' writing

At this point, the teacher can help students by providing feedback to students. The teacher was very helpful in doing some. development of students' writing In addition to teacher comments, colleagues. Answers are an alternative way of providing written guidance to students.

2. Types of Classroom Writing Performance

According to Douglas, There are five types of writing performance:¹⁶

a. Imitative, or writing down

At this stage of writing, Students must take note of English only. Letters, words and sentences to learn orthographic conventions. At some point, the teacher may give the students certain instructions.

¹⁶ H. Brown Douglas, *Teaching by Principles: and Interactive Approach to Language Pedagogy* (New York: A Pearson Education Company, 2001), 343.

b. Intensive, or controlled

Intensive writing often appears in controlled writing grammar. exercise and not very creative on the author's side. Writing often provides students with the paragraphs they need. Edit a given structure. In addition, intensive writing often appears. In the form of a dicto-comp where students have to rewrite. Paragraph. Controlled writing may cause teachers to loosen their control but can act as a stimulant.

c. Self-writing

Self-writing is writing with oneself in mind only as a listener. There are many forms of writing that fall under this writing category. such as journaling and journaling

d. Display writing

Display writing is highly relevant to the academic world. It is Requirements that students must specialize in the context of the school, for example at school, short answer exercises, essays, exams, as well as research methods missing those things divided into writing

e. Real-writing

Real-writing is intended to transfer and communicate information. And a message to the listener who wants the message.

3. Teaching Writing in Senior High School.

When it comes to teaching writing at the high school level. Schools have many things to keep in mind. First one, it is a regulation of the

Ministry of Education in the form of content standards and another period is the age of high school students.

Writing is one of the indicators of a student's communication ability in learning English. One area of teaching and learning English is the communication abilities of students. Including students' ability to understand and produce messages, whether writing or speaking that operates through the four language skills they are reading, listening, writing and speaking.

According to Douglas, The students of senior high school's age range falls between fifteen to eighteen years old, in which that age range is commonly called as puberty.¹⁷ Student which in the age range known as adolescence At this time, students experience a process of transition, confusion, consciousness, growth as well as body and mind changes. Students at this stage are beginning to develop. Interest span, however, can be easily shortened due to the wide variety of conjugations happening in life.

The high school teacher needs to put concerns to keep students' self-esteem high by: a) avoiding embarrassment of students at all costs, b) affirming each person's talents and strengths, c) allowing mistakes and other errors to be accepted, d) emphasizing competition between

¹⁷ H. Brown Douglas, *Teaching by Principles: and Interactive Approach to Language Pedagogy* (New York: A Pearson Education Company, 2001), 91.

classmates, and e) encouraging small group work where risks can be taken more easily by a teen.¹⁸

According to Harmer, Writing helps engaging students to language acquisition as it aids students' language and learning development as well as facilitating students in mastering the basic skills of language.¹⁹ In other good word, writing skills help students master the target language, for example. As well as other language skills It is for this reason that teaching. Writing is outstanding and plays an important role in students language learning.

Summary of the senior English teaching process In high school, writing is a compulsory subject that must be taught. In addition to writing It is necessary to teach because it helps students learn the language and so does it other language skills, so teaching writing plays without a doubt. The undeniable role in students' success in learning English.

4. Assessing Writing

In the process of teaching and learning to write Assessment must to measure students writing ability. The effectiveness of the teaching and learning process in writing can also be measured through assessment activities.

¹⁸ *Ibid.*, 92.

¹⁹ Jeremy Harmer, *How to Teach English* (Essex: Pearson Education Limited, 1998), 79.

According to Hyland, states that assessment refers to the ways of collecting information on learners' language ability or achievement.²⁰ It is said that there are five main reasons to evaluate learners:

a. Placement

This type of assessment is designed to provide information that helps. Arrange students into appropriate classes according to their level and ability.

b. Diagnostic

Diagnostic assessments are used to identify student strengths and specific weaknesses in writing. This assessment is often used as part of the needs assessment.

c. Achievement

An achievement assessment is done to measure the progress that students have done in their writing.

d. Performance

Performance assessments are used as a resource to provide information about the student's ability to perform specific writing tasks.

e. Proficiency

Proficiency test measures students' general level of competence in relation to a certain task which they are required to perform.

According to Artur Hughes, There are two types of scoring guidelines, which are commonly used to evaluate students' writing

²⁰ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), 213.

abilities. Holistic rating and analytical scoring. Holistic scoring is a type of scoring which involves the assignment of a single score to a piece of writing, on the basis of an overall impression on it.²¹ Advantages of using this rating in writing is that the scoring process can be done very quickly.

On the other hand, analytical scoring requires separated score for each of a number of aspects of a task.²² In analytical scoring students' writing is assessed based on grades detailing their writing, such as vocabulary, grammar, organization, etc. This grading method has many advantages. First, eliminating the problem of uneven development of. Second, consider the efficiency and third, because the recorder must specify the exact number of points this rating. The method tends to be more reliable. However, this kind of rating takes a lot of time.

Based on a review between a holistic and analytical approach in rating, the researcher decided to use the analytical method with her. Research by analytical methods provides more detailed information about in writing, it makes it easier for the researcher to analyze. The aspect that students lack and need to improve.

C. Project-Based Learning

1. Definition of Project-Based Learning

According to Ponpoon, Project-based learning is a unique way of learning. Branches of English as a Second Language and is thought to be

²¹ Artur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), 94.

²² *Ibid.*, 100.

related to 21st Century English Teaching and Learning. States that project-based learning is suitable with the English teaching and learning need as project-based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or product to develop.²³ Furthermore, Solomon says that emphasizes that project-based learning focuses on learning through student-centred interdisciplinary, and integrated activities in real world situations.²⁴

Moreover, Simpson states that project-based learning Students take full responsibility for themselves learning. They work together to solve problems. Project-based learning concerns on the learning activity based on real world problems and challenges that require students to work as a team through meaningful activities and result in a final product.²⁵ Project Work is part of cooperative learning. enables students to work in on their own, in small groups, or as a whole, throughout the process students share ideas, resources, and expertise.

According to Stephanie, Project based learning helps students to inquire. Students drive their own learning through inquiry, as well as work collaboratively to create projects that reflect their knowledge.²⁶ Moreover, project-based learning fosters students to critical thinking. It causes

²³ Kornwipa Poonpon, "Enhancing English Skill through Project Based Learning," *The English Teacher* Vol. XL: 1-10 Journal 2011, (pp. 1-10).

²⁴ G Solomon, *Project-based learning: A primer* (Technology & Learning, 2003), 23, 20-27.

²⁵ Jeremy Simpson, *Integrating project-based learning in an English language tourism classroom in a Thai university institution* (Doctoral Thesis, Australian Catholic University, 2011)

²⁶ Stephanie Bell, "Project-based learning for the 21th century: skill for the Future," *The Clearing House*, Routledge: Taylor & Francis Group, 2010 (pp.39-43).

students to get engaged in critical thinking in order to construct their own meaning by applying what they learn.²⁷

Furthermore, Phillips says Project-based learning consists of recognizable units of work with a beginning, middle, and end which are linked to form a tangible final-product in which the students can gain a real sense of achievement.²⁸ Individual project-based learning or Group activities performed within a specified period of time result in a product, presentation, or performance

Project-based learning is a teaching technique students will acquire Problems or challenges in acquiring new knowledge or skills Project-based learning is a student-centered approach. Because students want to be active learners and provide opportunities to explore knowledge and skills through the given project. The term of the technique is used throughout this thesis because the technique is a specific activity. Express yourself in the teaching process and learn in the classroom to be aware of learning objectives.

2. Characteristics of Project-Based Learning

Project-based learning shares the following features:

a. Project-based learning is an authentic learning.

According to Markham, Project-based learning is an experiential learning It enables students to experience relevant and

²⁷ J, Krauss& S, Boss, *Thinking Through Project-Based Learning: Guiding Deeper Inquiry* (Thousand Oaks, CA : Corwin, 2013)

²⁸ Dianne Phillips et al, *Project with Young Learners* (Oxford: Oxford University Press, 1999)

real-world task. Through project-based learning, students are exposed to the real world situations while they complete their project.²⁹ Project-based learning makes student learning meaningful when connected. Their prior knowledge in current studies based on real-world situations.

b. Project-based learning is student-centred.

According to Simpson, Project-based learning focuses on students to be an active learner. It gives students wide opportunities to discover the solution to the given project using their skills and knowledge. In project-based learning, students are responsible for their own learning. Moreover, through project-based learning, students are urged to plan, complete, and present the task.³⁰

c. Project-based learning is cooperative.

With project-based learning Students can work together as a group. Project-based learning allows students to work together and Work together to solve problems and examine what they have learned. Collaborate and share resource ideas, resources, and expertise. Lends itself to student work and learning together. In project-based learning Students will experience motivation and challenge. Activities that require cooperation and motivation

²⁹ Markham, T. et al, *Project Based Learning Handbook* (Canada: Buck Institute for Education, 2003)

³⁰ Jeremy Simpson, *Integrating project-based learning in an English language tourism classroom in a Thai university institution* (Doctoral Thesis, Australian Catholic University, 2011)

d. Project-based learning leads to the integration of skills.

Project-based learning assimilates students' skills and knowledge. States that through project-based learning, students need to process information from various sources.³¹ Project-based learning makes students to combine their knowledge and skills to be able to successfully complete a given task skill integration is a key component of the project learning and should be stated in the program outcomes. Students need to learn, practice, apply, and extend these skills as part of project design.

e. Project-based learning culminates in an end product.

Project-based learning outcomes in tangible products. Product results can be shared and displayed with others. Products can be in presentations, posters, bulletin boards, wall magazines, representations, or displays. The value of the product is in the final product and in the product making process as the project work has a process and product orientation. Apart from that through the final product the student produces. Students will experience real success. Because there are some things that can be shown as an indicator of the progress they have made.

3. Significances of Project-Based Learning

Project-based learning has many advantages. especially when it is conducted in the context of learning English as a foreign language here

³¹ Stoller, L Frederica, *Project-Work: A Means to Promote Language and Content* (Cambridge: Cambridge University Press, 2002 (pp. 107-120)

Some of the Benefits of Project-Based Learning in Teaching English and learning process:

a. Project-based learning increases autonomous learning.

Project-based learning encourages students to learn independently. In project-based learning, students are asked to work on their own while the teacher's role is limited as student facilitators. Project work requires students to take responsibility for their own work.

b. Project-based learning develops higher order thinking skills.

In project-based learning Students must deal with problem-solving activities that reflect real-world situations. Project-based learning requires students to solve problems using a higher order critical thinking skill.³² Reported that problem-based learning had a positive effect on students' acquiring criticism. Thinking skills. Project-based learning helps students to think critically. Solve problems and produce final products. Students It is necessary to decide how to complete the task. How do I get information and how do I do it? evaluate their final product.

c. Project-based learning increases motivation.

Project-based learning increases student motivation and learning. Study. Through projects that students are working on will be stimulated. Work hard to produce the final product. Project-based

³² L Fragoulis, "Project-Based Learning in Teaching of English as A Foreign Language in Greek Primary Schools," *From Theory to practice. (A Journal)*. English Language Teaching. Vol. 2 September 2009.

learning is said to have great influence in enhancing students' motivation and supporting information collection and presentation.³³

Since project-based learning is based on actual learning and real situation Students will find that the project is mean to them. Hence, it can draw students' interest, motivation, engagement, and enjoyment towards the activities and the learning process.³⁴ Project-based learning builds students intrinsic motivation and commitment which leads students to get involved in the learning process.³⁵

d. Project-based learning is suitable for mixed-ability classes

A classroom may consist of students with different types of abilities, interests and needs Project work is suitable for classrooms where students are diverse because they can connect students to work together. Project work enables students to give different contributions, based on their capabilities and interests.³⁶ By doing this, each student will be able to participate in lessons and to be well involved in the project.

³³Phyllis C. Blumenfeld et al., *Motivating project-based learning: Sustaining the doing, supporting the learning* (Educational Psychologist, 1991) 26 (3&4), 369-398.

³⁴L Fragoulis "Project-Based Learning in Teaching of English as A Foreign Language in Greek Primary Schools," *From Theory to practice A Journal English Language Teaching*, Vol. 2 September 2009.

³⁵Jeremy Simpson, *Integrating project-based learning in an English language tourism classroom in a Thai university institution* (Doctoral Thesis, Australian Catholic University, 2011)

³⁶Dianne Phillips et al, *Project with Young Learners* (Oxford: Oxford University Press, 1999)

4. The Steps of Conducting Project-Based Learning in a Language Classroom

Project-based learning has steps that must be followed to help instructors in project development as well as a guideline for students to work on that project. The procedure includes steps on how to use project-based learning and functions as the foundation for project implementation learning process in the classroom. There are different steps in developing the project-based learning which are proposed by the researcher, education practitioners and higher institutions.³⁷ Project stage the development proposed by the George Lucas Education Foundation appears to be the most efficient and appropriate step in this process. Therefore, the researcher decided to use this method in carry out her research The steps are described as follows:

a. Start with the essential question

Designing a plan for a project involves not only the teacher, but also students are also in the teacher's plan design. Give students the opportunity to participate by sharing their thoughts about the project they will work on to complete the project. Meet the interests, abilities and expectations of students. Design a plan for the project, including a description of the rules project development material selection activities lead to project success and the tools needed to project.

³⁷ Frederica L Stoller "Project-Work: A Means to Promote Language and Content" In Richards J. C. & Renandya W. A. (eds.). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press, 2002 (pp. 107-120)

b. Design a plan for the project

Designing a plan for a project involves not only teachers, but students as well in the design of the teacher's plans. Give students the opportunity to participate by sharing their thoughts on. The project they are going to work on to complete the project. Meet the interests, abilities and expectations of students. Designing a plan for the project, including a description of the rules of project development material selection activities lead to the success of the project and the tools needed for project.

c. Create a schedule

In this step, teachers and students discuss time allocation. of working on the project teachers and students make an agreement about the deadline of student project development. The final product must be sent.

d. Monitor the students and the progress of the project

Monitoring student progress on a project is the most important step of project development outstanding since the success of. The success of the project is determined by how well the learners do it their project. Moreover, it is at this stage that the teacher is to play the role of an inspector, the teacher has a duty. Facilitate the learning process to guide students during the project. Develop and help students when they encounter problems and to be sure that students participate in the project.

e. Assess the outcome

After students have completed their work the teacher will perform. Assessment to measure student achievement It can be product or process. The teacher also gave the students suggestions in this phase. Assessment results help teachers in design teaching to be more effective.

f. Evaluate the experience

Which is the last step of project development by teachers and students reflect on the project they have been working on. Important question teachers and students share their experiences.

Run the project and discuss the project what you want changes and improvements for the next project including sharing new project ideas.

5. The Roles of the Teacher and Students in Project-Based Learning

The role of teachers in project-based learning is different from Te role of teachers in traditional learning in traditional learning. A teacher-centered teaching and learning process that focuses on teachers are the center of teaching and student activities. Tends to be passive meanwhile project-based learning requires students to be enthusiastic learner Focus on students more than teacher.

Project-based learning changes the role of the teacher from the content. As a learning coordinator If, in the traditional way, the teacher transfer documents directly to students teachers spend more time to clarify

to students. However, in project-based learning teachers spend less time explaining or narrating content. Teachers spend more time observing and teaching students. Teachers have a role. become a facilitator and advise students.

While creating a project students may encounter problems with how to make the final piece and this is the teacher's job to model. Advise and support students to successfully complete their projects.. Other than that, the teacher should monitor the progress which the students make and give them feedback and suggestions for better ways to achieve the end product ³⁸

Students also play a very important role in project-based learning. Students play three primary roles in project-based learning. First, students are self-learners. Probably because they have to choose a topic that aligns with their interests, eg. Including their experiences they also have to delegate internal tasks. group project Find resources and information and both assess and edit project.

Second, students work entirely as team members or as collaborators. Students in groups have different responsibilities. abilities and interests. The students need to work in team and support each other to succeed the project ³⁹

³⁸ John R Savery, "Overview of problem based learning: Definitions and Distinctions," *Interdisciplinary Journal of problem-based learning*; Vol. 1: Iss. 1 (2006), Article 3

³⁹ Jeremy Simpson, *Integrating project-based learning in an English language tourism classroom in a Thai university institution* (Doctoral Thesis, Australian Catholic University, 2011)

In a beaf, it is evident that the teacher's role in project-based learning is lecturers encourage students to complete projects. In addition, the teacher also gave advice and followed up on the project. Students perform In addition to the roles that teachers accept, students she is also responsible for several roles including: 1) acting as a self-directed learner, 2) working as a collaborator, and 3) becoming knowledge manager.

D. Action Hypothesis

Hypothesis is a temporary answer to a research problem that needs to be tested for validity through data collection and analysis. Hypothesis This Classroom Action Research is an increase in student learning outcomes by improving students' writing skills through project-based learning techniques for eleventh graders at MA Ma'arif NU 5 Sekampung.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

According to Philips, Definition of observation variable Assign meaning to a structure or variable by stating the activities or actions needed to measure the structure or variable. Alternatively, an operational definition is the definition of the researcher's activities to measure variables or to manage variables.¹ Based on the explanation above, it can be said that the definition is explanation more than an operational object of research.

Moreover, Jean says this research uses Classroom Action Research. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning.²

In this study, Classroom Action Research will conducted by the researcher in the learning process in the classroom to improve student learning outcomes by improving students' writing skills through project-based learning at MA Ma'arif NU 5 Sekampung grade eleven which will be observed by the English teacher. Variable that investigated in this study are as follows:

1. Independent Variable

Independent variables are defined as those the values of which influence other variables.³ Based on the understanding of the independent

¹ D.C Philips," Operational Definition in Educational Reasech," *Australian Journal of Education*, no.12 (1968): 311-323.

² Jean McNiff dan P. Lomax & J. Whitehead, (New York: You and your action research project, 1996)

variable, the independent variable in this study uses the demonstration method. The steps taken are as follows:

- a. Arrange the seats properly.
- b. Make goals that must be achieved by students.
- c. What tasks should be done by student
- d. Start the demonstration with activities or project pushes.
- e. Creating a comfortable atmosphere
- f. Provide opportunities for students to be active.

The definition above explains that the independent variable in Research uses demonstration methods in the learning process to achieve learning objectives.

2. Dependent Variable

Dependent variables are defined as those the values of which are influenced by other variables.⁴ Based on the understanding of the dependent variable, the dependent variable in this study is the result of student learning. So the aspects that can be seen are as follows:

- a. Changes in knowledge, and student behavior after carrying out learning.
- b. Quality and quantity of mastery of student goals
- c. Number of students who can achieve the goal minimum 75%

³ Chittaranjan Andrade, "A Student's Guide to the Classification and Operationalization of Variables in the Conceptualization and Design of a Clinical Study", *Indian Journal of Psychological Medicine*, 2021: 1

⁴ *Ibid* 1

- d. Long-lasting learning outcomes are remembered and can be used as basis for studying further reasoning.

The aspects that have been mentioned above serve as an illustration how successful students are in learning. Results learning that has been further researched is intellectual skills or cognitive. Learning outcomes are when there is a change in behavior in students as a result of the learning experience gained of activities.

B. Research Location

This research will conducted on students of class XI IPS 2 MA Ma'arif NU 5 Sekampung which is located in the Sekampung sub-district, East Lampung. Class XI IPS 2 there are 32 students. The school has 10 classrooms. And there are tailoring laboratories, computer laboratories, chemistry laboratories, physics laboratories, and biology laboratories. There are three majors in this school, namely Social Studies, Natural Sciences, and Arabic. Each class has an average of 32 students.

C. Subject and Object of Study

1. Subject of Study

The main subjects of this study will students of class XI IPS 2 MA Ma'arif NU 5 Sekampung. Overall, There are 32 students in the class, consisting of 15 boys and 17 female student.

2. Object of Study

In this research, the object of research is improving students' writing skills through project based learning at MA Ma'arif NU 5 Sekampung, East Lampung.

D. Action Plan

This research uses Classroom Action Research. This research is the model proposed by Kemmis and McTaggart.⁵ Research steps based on in the following graph:

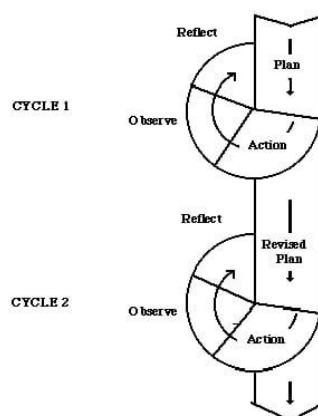


Figure 2: The steps of action research

However, before proceeding with the action research cycle, The investigator conducted a reconnaissance procedure to determine the focus of the research. These issues are monitored in the field through observing the teaching and learning processes. Interviews with teachers and students, and many more conversation with teacher.

⁵ Burns A, *Doing Action Research in English Language Teaching* (New York: A Guide for Practitioners, 2010), 8

Based on observations, interviews and discussions, these processes allow researcher to choose a research focus, namely some problems in the learning process of writing. This is a lack of knowledge in several aspects of writing such as vocabulary, grammar, form, fluency, etc. In addition, students' motivation towards writing can be said to be low and the teacher does not provide the right media when teaching writing. And the teacher applies the traditional way of teaching writing which causes students not to be interested in writing. In addition, there is still a lack of activities that can support students in writing. This situation causes little opportunity for students to learn and absorb the target language, especially writing skills properly and effectively.

Therefore, the researcher examined the use of project-based learning technique which was believed to be an alternative to improve students' writing skills.

After the research process is complete, the researcher begins make the action research steps proposed by Kemmis and mcTaggart as what has been started and illustrated previously. Next, the research steps represented in can be explained as follows:

1. Planning

At this stage, when the problem is known The researcher began to develop an action plan to improve the problems being treated after talking with colleagues, researcher and articipant prepare equipment and

techniques in the classroom teaching aids such as the necessary materials and tools are also prepared at this stage.

2. Action

The next is action. The researcher puts the plan into action. After determining the plan, actions are carried out in the specified field. The action was carried out in two cycles where each cycle was carried out in two class meetings.

3. Observation

In the observation process, the action will be observed during actions for both the researcher and the collaborator observe and monitor students' attitudes and behaviors towards teaching activities as well as taking notes of everything happened in the classroom observe the results of all actions. Observation allows research collaboration to reflect actions to use and define the following actions.

4. Reflections

At this phase, the researcher reflects, evaluates and describes the impact. that action brings Researcher and collaborators discuss whether the action was successful and It has been proven to improve students' writing skills as well as the teaching and learning process. If the action that has been done is successful Research will continue on different topics. But if proven unsuccessful the action will be modified to be more suitable.

E. Data Collecting Techniques

1. Test

In this study, researcher will use a test for the instrument. The test is a number of questions or exercises used to measure skills. The test used by researcher is a written test. This test is dedicated to eleventh grade students of MA Ma'arif NU 5 Sekampung to collect data on students' writing comprehension.

a. Pre-test

By using project-based learning techniques, students are first given a pre-test before being given treatment to find out their skills. The writing comprehension test is the first type of test. Students answer essay practice questions in the form of descriptive text questions.

b. Post-test

To compare students' improvement before and after receiving treatment, a post-test was given to students after they learned reading comprehension using project-based learning techniques. This can be shown by comparing the results of the pre-test and post-test. The author of this pre-test uses an essay test

2. Observation

Observations were carried out before the implementation of the action to obtain information about students and English teachers during the teaching and learning process of English in class.

Furthermore, the researcher also conducted classroom observations during the action research to observe and monitor student attitudes when researcher replace English where the teacher teaches in the classroom by applying project-based in the learning process.

3. Documentation

Researcher will use this method to obtain data on school history, the number of teachers, staff and students at MA Ma'arif NU 5 Sekampung and an overview of learning activities.

4. Field Note

To collect data more accurately, the authors use field notes to facilitate data analysis. It is intended to test students' activities in learning English. This happens after the teaching and learning process is completed.

F. Research Instrument

Instrument is a measurement tool that was used to collect and record information for assessment and making decision. In this research, the research instrument was designed by the researcher. There are three kinds of instrument they are observation, test, and documentation. Futhermore, the three kinds of instrument can be explained as a follow:

1. Observation sheet

- a. The students learning activity.
- b. The students participation in learning process. The teacher performance in the classroom

2. Test sheet
 - a. The students writing skill of the text.
 - b. The students writing
3. Documentation
 - a. The condition of teachers and official employee.
 - b. The condition of students.
 - c. Learning facilities.
 - d. Learning media

G. Data Analysis Technique

Data analysis technique was conducted by taking the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:⁶

$$\bar{X} = \frac{\sum xi}{N}$$

Note :

X = Average Score

$\sum xi$ = Total Score of The Students
N = Total of The Students

To calculate percentage of students' score, the researcher used the formula as follows :⁷

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

⁶ Neil A Weiss. *Introductory Statistics* (Boston, MA.: Addison-Wesley. 2012). 41

⁷ Donald Ary, *Introduction to Research in Education* (Boston: Wadsworth Cengage Learning, 2006), 108-109.

Notes:

P = Percentage F = Frequency

N = Number of observation

Moreover, to know the result the researcher will compare between pre-test and post-test.

The result was matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

H. Indicators of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 75% of the students get minimal score 75 and 75% of the students active in learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. Description of Research Location

In this chapter, the researcher would like to present the research results. It presents research results and discussions which have been accomplished by researchers at MA MA'ARIF NU 5 SEKAMPUNG, especially for the eleventh graders.

This research was conducted at MA MA'ARIF NU 05 Sekampung. The school is an Islamic based school, the vision of this school is create the school that has good quality, good attitude and good achievement. This school mission include : First, doing religious values and good attitude every day. Second, build spirit of achievement for all school member, Third, create students' discipline, responsibility and create healty environent. This school has been accredited A. With a total of 67 teachers and staff and 678 students.

2. Description of Research

In this research, the researcher is as an English teacher and Mrs. Septri Ratnasari, S.Pd.I is as the collaborator managed the researcher in two cycles and each cycle consists of planning, acting, observing and reflecting.

a. Cycle 1

Before applying the treatment using project-based writing learning, the administered pre-test was mediated to determine students' writing skills by giving treatment and used by the researcher as a score comparison with the post-test. Students must make a picture and describe it. The results of the pre-test could be seen on the table below:

Table 1.1
The Result of The Pre Test of Students' Writing skill among the
Eleventh Grade of
MA Ma'arif NU 5 Sekampung

No	Name of Students	Grade	Criteria
1	ATW	65	Incomplete
2	AE	65	Incomplete
3	ASR	67	Incomplete
4	AM	66	Incomplete
5	AIL	65	Incomplete
6	AOM	70	Incomplete
7	BA	68	Incomplete
8	CBW	66	Incomplete
9	CMP	70	Incomplete
10	CP	66	Incomplete
11	ETM	70	Incomplete
12	FA	76	Complete
13	FA	69	Incomplete
14	FL	64	Incomplete
15	FAW	64	Incomplete
16	GH	65	Incomplete
17	HKM	65	Incomplete
18	HNA	62	Incomplete
19	ID	67	Incomplete
20	KH	62	Incomplete
21	MDO	77	Complete
22	MF	78	Complete
23	MKM	62	Incomplete
24	NFN	78	Complete
25	NMA	64	Incomplete
26	NM	69	Incomplete

27	RFM	65	Incomplete
28	RS	79	Complete
29	RM	68	Incomplete
30	TK	68	Incomplete
31	FSR	64	Incomplete
32	RGP	67	Incomplete
	Total Score	2.171	
	Average	68	
	Highest Score	79	
	Lowest Score	62	

Based on the pre-test table, it is inferred that most of the students got score less than 75. The following explanation is the categorization of pre-test result based on Minimum Mastery Criteria (MMC) as follows:

Table 1.2
The Percentage Pre-Test Result of Students' Writing skill among the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Grade	Frequency	Precentage	Criteria
1	≥ 75	5	16%	Complete
2	< 75	27	84 %	Incomplete
Total of The Students		32	100%	

Based on the table above, it was analyzed that there were 5 students (16%) who got a minimum score and 27 students (84%).

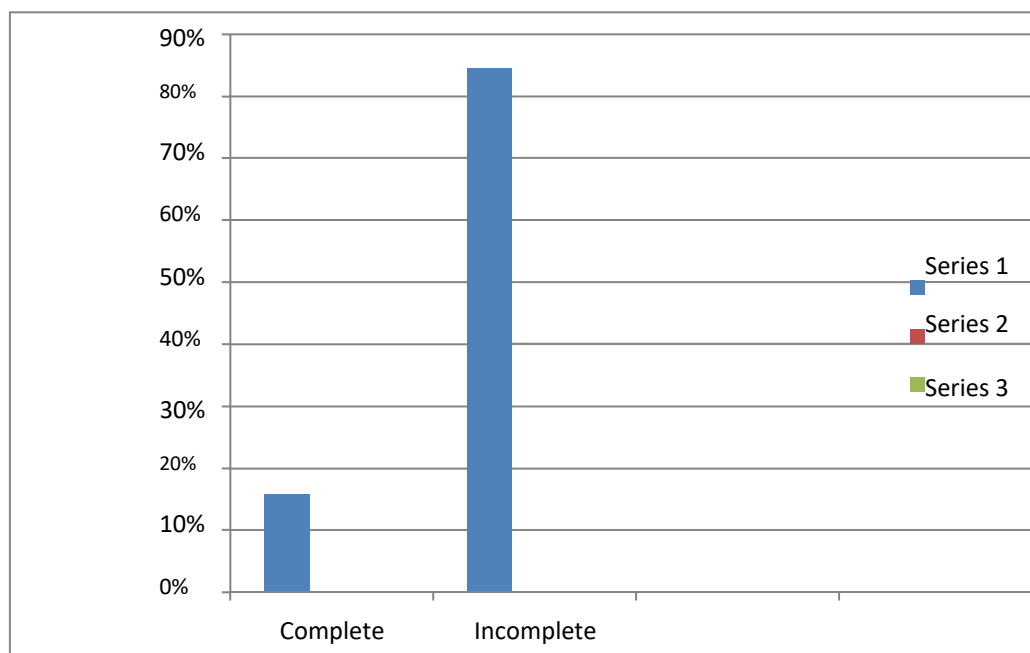


Figure 3
Graph of Students Result of Pre-Test

Based on the cases above, the researcher used Project-Based learning technique as the solution.

1. Planning

The first meeting was held on Friday, May 5 2023. It started with greetings, praying, checking the attendance list, and introducing the researcher as a teacher for students. On that day, the researcher took the students' pre-test scores. Based on the results of the pre-test scores, the researcher has identified and found problems after taking the students' pretest scores. Therefore, researchers conducted a treatment mediated by online social media applications. Researchers and collaborators prepared several things related to the teaching and learning process such as English lesson plans, materials, media, writing skills tests, observation sheets

containing lists of student names and activities, and evaluation for the second meeting.

2. Acting

The second meeting was the treatment which was held on Saturday, May 6 2023 as well as the post-test cycle I. In its implementation, the researcher was the English teacher and Mrs. Septri Ratnasari, S.Pd.I was the collaborator. The researcher started the meeting by greeting, checking the attendance list and asking about the students' condition.

Furthermore, the researcher provides materials and treatment assignments. At the beginning of the learning process, the researcher gave treatment 1 to students to make a project, namely making pictures of tourist attractions in Indonesia and then describing the picture

After the first meeting, the researcher gave pre-test. The treatment was carried out to find out how students' writing skills were. Students create a drawing project and then describe it. Students' writing ability can be seen from grammar, vocabulary, mechanics, fluency and organization. Researchers provide feedback to students by correcting their performance in making projects. After treatment 1 the researcher gave a Post-test to find out how the students' writing skills were after being given treatment.

Furthermore, the researcher gave a post-test cycle I to students to write descriptive texts about tourist attractions in Indonesia. In the post-test cycle I, only 10 students got good marks, but the student results were better than the students' pre-test before being given treatment. In this session the researcher obtained the post-test results of student I in cycle I. The results can be seen as follows:

Table 1.3
The Result of The Post-Test Cycle I Students' Writing Skill among the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Name of Students	Grade	Criteria
1	ATW	71	Incomplete
2	AE	71	Incomplete
3	ASR	77	Complete
4	AM	78	Complete
5	AIL	72	Incomplete
6	AOM	72	Incomplete
7	BA	80	Complete
8	CBW	65	Incomplete
9	CMP	73	Incomplete
10	CP	72	Incomplete
11	ETM	72	Incomplete
12	FA	85	Complete
13	FA	74	Incomplete
14	FL	69	Incomplete
15	FAW	79	Complete
16	GH	70	Incomplete
17	HKM	70	Incomplete
18	HNA	71	Incomplete
19	ID	73	Incomplete
20	KH	72	Incomplete
21	MDO	84	Complete
22	MF	85	Complete
23	MKM	72	Incomplete
24	NFN	80	Complete

25	NMA	73	Incomplete
26	NM	71	Incomplete
27	RFM	73	Incomplete
28	RS	79	Complete
29	RM	77	Complete
30	TK	72	Incomplete
31	FSR	72	Incomplete
32	RGP	74	Incomplete
	Total Score	2.378	
	Average	74	
	Highest Score	85	
	Lowest Score	65	

Based on the table above, there were 10 students got ≥ 75 and 22 students got < 75 . The following was the table of students' score grade of post-test cycle I:

Table 1.4
The Percentage Post-Test Cycle 1 Result of Students' Writing skill among the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Grade	Frequency	Precentage	Criteria
1.	≥ 75	10 Students	31 %	Complete
2.	< 75	22 Students	69 %	Incomplete
Total of The Students		32 Students	100 %	

From the table above, it was analyzed that the students' average score was 74. The highest score was 85 and the lowest score was 65. Based on the Minimum Mastery Criteria (MMC), there were 10 students on post-test cycle I got score ≥ 75 and 22 students got score < 75 . It means that in cycle I the students' attainment could improve enough, but it was not successful yet.

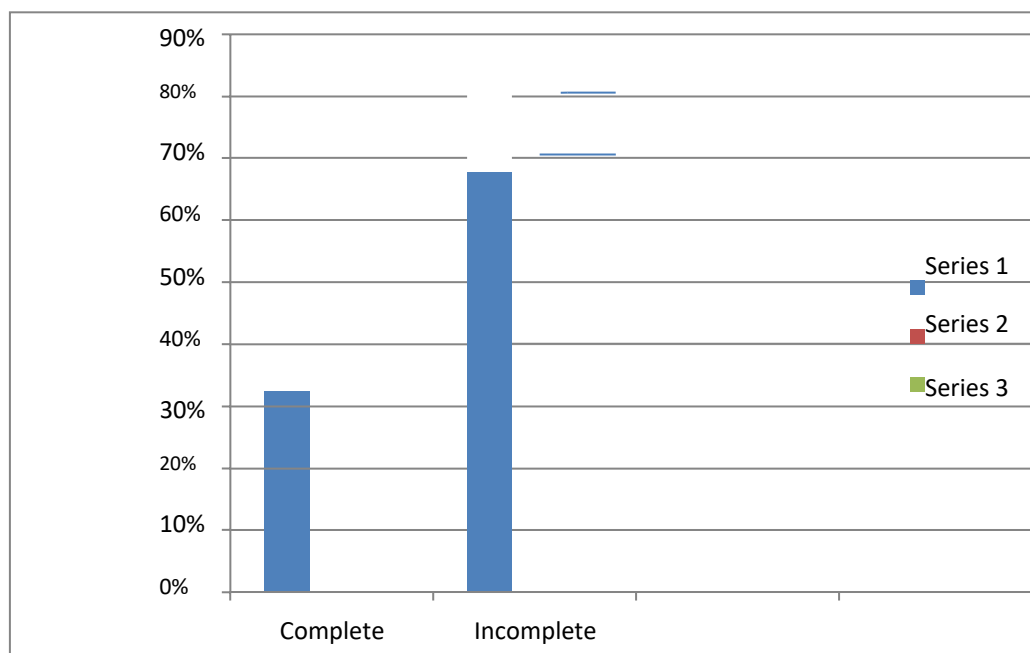


Figure 4
Graph of Students Result of Post-Test Cycle 1

3. Observing

In observing the actions of researchers, collaborators observe student activities. Researchers as teachers provide material about writing skills through project-based learning using descriptive text.

While the meeting, the students practiced writing during the learning interaction and were also seen by observers. Students who are active in class got points by checking them on the observation sheets for meeting 1 and meeting 2. The results of student learning exercises can be seen as follows:

Table 1.5
The Students' Learning Activities Observation in Cycle 1

No	Students Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√			√	√
8.	CBW				√	√
9.	CMP					
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√		√
14.	FL	√	√	√		
15.	FAW	√			√	√
16.	GH				√	√
17.	HKM				√	√
18.	HNA			√	√	√
19.	ID	√	√	√		√
20.	KH	√		√	√	√

21.	MDO	√	√		√	√
22.	MF	√	√		√	√
23.	MKM			√	√	
24.	NFN			√		√
25.	NMA			√	√	√
26.	NM	√	√		√	√
27.	RFM	√	√		√	√
28.	RS	√		√	√	√
29.	RM	√	√		√	√
30.	TK	√			√	√
31.	FSR		√		√	
32.	RGP	√				
TOTAL		22	14	15	26	27

Note :

- Tick (√) for each positive activity
- Percentage of student's activities

1. The students pay attention of teacher's explanation= 69%
2. The students ask and answer question= 44%
3. The students are active in class= 47%
4. The students are able to do the task= 81%
5. The students follow teacher's instruction= 84%

4. Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the Minimum Mastery Criteria (MMC). It was analyzed based on the result of pre-test and post-test I score. Moreover, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the results of observations in cycle I found several problems as follows:

- a. There were some students who were not enthusiastic or did not want to listen to the teacher's explanation
- b. Some students did not ask and answer the teacher's questions.

Based on the reflection results in cycle I, there are several suggestions that need to be improved in cycle II, including:

- a. The teacher gives more interesting examples and questions so that students are excited to answer.
- b. The teachers give rewards to students who are active and achievers.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 1.6
The Score of The Pre- test and Post Test Cycle I Students' Writing Skill
among the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Name of Students	Pre-test Score	Post-test Cycle 1 Score	Deviation	Explanation
1.	ATW	65	71	6	Improved
2.	AE	65	71	6	Improved
3.	ASR	67	77	10	Improved
4.	AM	66	78	12	Improved
5.	AIL	65	72	7	Improved
6.	AOM	70	72	2	Improved
7.	BA	68	80	12	Improved
8.	CBW	66	69	3	Improved
9.	CMP	70	73	3	Improved
10.	CP	66	72	6	Improved
11.	ETM	70	72	2	Improved
12.	FA	76	85	9	Improved
13.	FA	69	74	5	Improved
14.	FL	64	69	4	Improved
15.	FAW	64	79	15	Improved
16.	GH	65	70	5	Improved
17.	HKM	65	70	5	Improved
18.	HNA	62	71	9	Improved
19.	ID	67	73	6	Improved
20.	KH	62	72	10	Improved
21.	MDO	77	84	7	Improved
22.	MF	78	85	7	Improved
23.	MKM	62	72	10	Improved
24.	NFN	78	80	2	Improved
25.	NMA	64	73	9	Improved
26.	NM	69	71	2	Improved
27.	RFM	65	73	8	Improved
28.	RS	79	79	-	Constant
29.	RM	68	77	9	Improved
30.	TK	68	72	4	Improved
31.	FSR	64	72	8	Improved
32.	RGP	67	74	7	Improved
	Total Score	2.171	2.378		
	Average	68	74		

In this research, the pre-test and post-test cycle I had been.

This aims to determine the ability of students before and after

being given treatment. From the results of the pre-test and post-test cycle I it is known that there is an increase in the value of student learning outcomes. This can be seen from the average pretest score of 68 and post-test cycle I of 74. Although there was an increase in student learning outcomes, cycle I was not successful because only 10 students (31%) passed. post-test cycle I. It can be concluded that cycle I has not been successful because the indicators of success have not been achieved and the researcher must revise the teaching and learning process in the next cycle. Therefore, this research will be continued in the next cycle.

b. Cycle II

The cycle II was with cycle I. It is divided into planning, action, observation, and reflection. Further explained as follows:

1. Planning

In this step, the researcher continues the next lesson plan. Based on the students' results in cycle I, the researcher concluded that the problem was the students' lack of writing ability due to the small amount of English vocabulary they had. Researchers plan to give them more treatment for learning in cycle II.

2. Acting

The description of the teaching and learning process in cycle II is no different from the previous cycle. In each step, the researcher tries to make the students better in their performance.

The implementation of this strategy was carried out in two meetings namely; creating an image project of tourist attractions in Indonesia and then describing it according to the image and post-test II.

The first meeting in cycle II was held on Friday, 12 May 2023. It started with greetings, praying, and checking the attendance list. Researchers as teachers deliver material about writing descriptive text on pictures of tourist attractions in Indonesia. At the beginning of the learning process, the researcher gave examples of pictures and descriptive text to show students.

In action, draw and write a descriptive text based on a picture of tourism in Indonesia that has been drawn. Students must write according to grammar, vocabulary, mechanics, fluency, and organization. The researcher provided feedback to the students by correcting their performance in drawing projects and writing descriptive texts. In short, students do the treatment, the researcher corrects the students' assignments.

After being given the treatment process in cycle I and cycle II, the researcher held a post-test II on Saturday, May 13 2023. The results of the post-test II can be seen in the table below:

Table 1.7
The Result of The Post-Test Cycle II Students' Writing Skill among the
Eleventh Grade of
MA Ma'arif NU 5 Sekampung

No	Name of Students	Grade	Criteria
1	ATW	81	Complete
2	AE	72	Incomplete
3	ASR	86	Complete
4	AM	85	Complete
5	AIL	72	Incomplete
6	AOM	80	Complete
7	BA	88	Complete
8	CBW	79	Complete
9	CMP	74	Incomplete
10	CP	78	Complete
11	ETM	74	Incomplete
12	FA	90	Complete
13	FA	74	Incomplete
14	FL	78	Complete
15	FAW	87	Complete
16	GH	71	Incomplete
17	HKM	80	Complete
18	HNA	80	Complete
19	ID	81	Complete
20	KH	72	Incomplete
21	MDO	87	Complete
22	MF	86	Complete
23	MKM	74	Incomplete
24	NFN	87	Complete
25	NMA	78	Incomplete
26	NM	80	Complete
27	RFM	81	Complete
28	RS	89	Complete
29	RM	85	Complete
30	TK	80	Incomplete
31	FSR	76	Complete
32	RGP	79	Complete
	Total Score	2.564	
	Average	80	
	Highest Score	90	
	Lowest Score	71	

Based on the table below, there were 24 students got ≥ 75 and 8 students got < 75 . The following was the table of students' grade of post-test II:

Table 1.8
The Percentage Post-Test Cycle II Result of Students' Writing skill among the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Grade	Frequency	Precentage	Criteria
1.	≥ 75	24 Students	75 %	Complete
2.	< 75	8 Students	25 %	Incomplete
Total of The Students		32 Students	100 %	

Based on the table above, it was known that the students' average score in post-test II was 80. The highest score was 90 and the lowest score was 71. Most of students could improve. It means that cycle II succeeded.

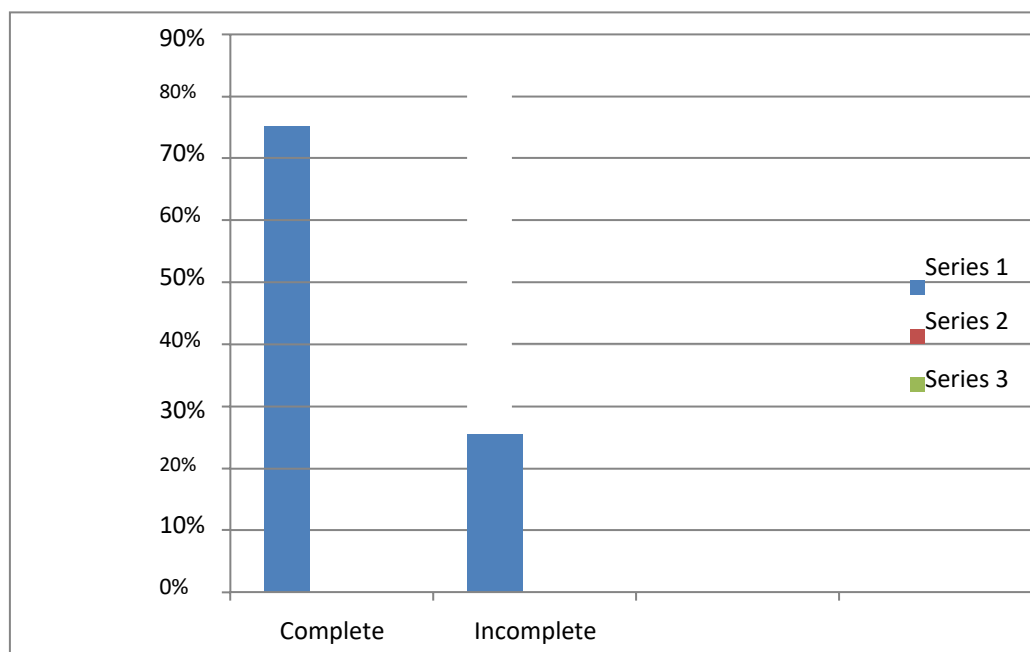


Figure 5
Graph of Students Result of Post-Test Cycle II

3. Observing

In this step the researcher presented material about writing skills through project-based learning. Based on the research results in cycle II, it can be concluded that cycle II was successful. There are > 75% students passed the exam. This means that students' writing skills have increased.

Based on the results of the observation sheet in cycle II, the researchers showed that the learning interactions in cycle II were successful. Students are more active in learning activities, more eager to practice writing through project-based learning. Value of the results of observations of student learning activities, as follows:

Table 1.9
The Students' Learning Activities Observation in Cycle II

No	Students Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√	√	√	√	√
8.	CBW			√	√	√
9.	CMP		√	√	√	√
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√	√	√
14.	FL	√	√	√	√	√
15.	FAW	√		√	√	√
16.	GH			√	√	√
17.	HKM		√	√	√	√
18.	HNA		√	√	√	√
19.	ID	√	√	√	√	√
20.	KH	√		√	√	√
21.	MDO	√	√	√	√	√

22.	MF	√	√	√	√	√
23.	MKM		√	√	√	√
24.	NFN		√	√	√	√
25.	NMA		√	√	√	√
26.	NM	√	√	√	√	√
27.	RFM	√	√	√	√	√
28.	RS	√	√	√	√	√
29.	RM	√	√	√	√	√
30.	TK	√	√	√	√	√
31.	FSR		√	√	√	√
32.	RGP	√			√	√
TOTAL		22	23	28	32	32

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

1. The students pay attention of teacher's explanation= 69%
2. The students ask and answer question= 72%
3. The students are active in class= 87%
4. The students are able to do the task= 100%
5. The students follow teacher's instruction= 100%

From the result above, the researcher conclude that this research was successful and would be not continued in the next cycle. The students score of from post-test I to post-test II could be seen on the table below:

Table 1.10
The Score of The Post Test Cycle I and Post Test Cycle II Students' Writing Skill among the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Name of Students	Post-test Cycle I Score	Post-test Cycle II Score	Deviation	Explanation
1.	ATW	71	81	10	Improved
2.	AE	71	72	1	Improved
3.	ASR	77	86	9	Improved
4.	AM	78	85	7	Improved
5.	AIL	72	72	-	Constant
6.	AOM	72	80	8	Improved
7.	BA	80	88	8	Improved
8.	CBW	69	79	10	Improved
9.	CMP	73	74	1	Improved
10.	CP	72	78	6	Improved
11.	ETM	72	74	2	Improved
12.	FA	85	90	5	Improved
13.	FA	74	74	-	Constant
14.	FL	69	78	9	Improved
15.	FAW	79	87	8	Improved
16.	GH	70	71	1	Improved
17.	HKM	70	80	10	Improved
18.	HNA	71	80	9	Improved
19.	ID	73	81	8	Improved
20.	KH	72	72	-	Constant
21.	MDO	84	87	3	Improved
22.	MF	85	86	1	Improved
23.	MKM	72	74	2	Improved
24.	NFN	80	87	7	Improved
25.	NMA	73	78	5	Improved
26.	NM	71	80	9	Improved
27.	RFM	73	81	8	Improved
28.	RS	79	89	10	Improved
29.	RM	77	85	8	Improved
30.	TK	72	80	8	Improved
31.	FSR	72	76	4	Improved
32.	RGP	74	79	5	Improved

	Total Score	2.378	2.564		
	Average	74	80		

Based on the table above, the use of project-based learning can improve students' writing skills because there is an increase from the average post-test I of 74 to 80 in post-test II. In cycle II most students can develop their performance. This means cycle II was successful.

4. Reflecting

Based on the results of the post-test II, the percentage of students' writing skills (75%) achieved a success indicator of 75%. In cycle II most students can develop their performance. This means cycle II was successful.

Table 1.11
The Comparison of Students' Grades that Achieving Minimum Mastery Criteria (MMC)

No	Test	Frequency	Percentage
1.	Pre-Test	5	16%
2.	Post-Test Cycle 1	10	31%
3.	Post-Test Cycle II	24	75%

Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

B. Discussion

In this section, the researcher provides the analysis of the findings obtained in the first and second cycles. This part is aimed to give explanation on how the use of project-based learning technique can improve students writing skill.

In this case, the number of students who were able to achieve MMC in writing skill was 32 students from post-test II results or 75% of students completed MMC. Consequently, project-based learning techniques can improve students' writing skills. The average value of progress from the pre-test is 68 (average), post-test I is 74 (average) and becomes 80 (good) in post-test II. It can be seen that there was an increase in the average score and the number of students who passed the pre-test, post-test I and post-test II.

In addition, visible progress in terms of learning activities shows that students are progressing in terms of student attention pay attention of teacher explanations (69%), the students ask and answer questions (72%), the students are active in class (87%), the students are able to do task (100%) and the students follow the teacher's instructions (100%).

Based on the learning outcomes, project-based learning is taken from the characteristics of project-based learning, namely "project-based learning leads to the integration of skill". Based on the theory by Stoller, Project-based learning assimilates students' skills and knowledge. States that through project-based learning, students need to process information from various

sources.¹ Project-based learning makes students to combine their knowledge and skills to be able to successfully complete a given task skill integration is a key component of the project learning and should be stated in the program outcomes. Students need to learn, practice, apply, and extend these skills as part of project design. Therefore, students study descriptive texts, then practice projects that will be made such as making pictures of tourist attractions in Indonesia and then write descriptive texts according to the pictures made.

Furthermore, this research supported previous studies that improving students' writing skills through project-based learning technique was found to be very helpful and effective for teaching writing skills. In addition, project-based learning can also be applied in all subjects but depends on the level and needs of students. It can be summed up that using of project-based learning is effective for improving students' writing skills, especially students of class XI MA Ma'arif NU 5 Sekampung.

¹ Stoller, L Frederica, *Project-Work: A Means to Promote Language and Content* (Cambridge: Cambridge University Press, 2002 (pp. 107-120)

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, three aspects are presented. They are conclusions and suggestions. Each point is described as follows:

A. Conclusion

This research was action research. It was conducted at grade XI IPS 2 of MA MA'ARIF NU 5 SEKAMPUNG. It was held from May 5th, 2023 to May 13th, 2023. The participants involved in the research were the researcher herself, the researcher's colleague as the first collaborator, the English teacher as the second collaborator, and the students of class XI IPS 2.

The data obtained from this study are in the form of qualitative data and quantitative data related to the use of project-based learning techniques for improve students' writing ability on descriptive text. Based on The results of data analysis in this study indicate that the use of project-based learning is very successful to improve students' writing skills. The detail the discussion of conclusions is given below:

1. The implementation of project-based learning in the English teaching and learning process of writing was successful to improve the students' writing skills. The qualitative and quantitative data showed that the students' writing improved in the aspects of grammar, vocabulary, mechanics, fluency, and form or organization.

2. The students' motivation during the English teaching and learning process was enhanced when they dealt with the project development. Their attitudes and behaviours towards writing were changed. They looked enthusiastic to write and were not afraid to start writing.
3. The use of the teaching aids and various activities were interesting for students so that it could drive students' attention towards the lesson. The students did their best in doing the activities in the classroom. They were involved actively in every activity during the teaching and learning process. It helped the students to understand the language meanings and constructions easier
4. The students are often given feedback during implementation of project-based learning. Researchers supervise and monitor them during project development. Besides that, Students also share ideas and opinions with other friends. This situation generates peer-feedback among students. That students are also given feedback on their writing which helps them gain a better understanding of aspects of writing such as grammar, vocabulary, mechanics, fluency, and organization.
5. The implementation of project-based learning in the classroom also brought several drawbacks. It cost a lot, took too much time.

From the facts presented above, it can be concluded that the research taken on the use of project-based learning technique to improve the students' writing skills at grade XI of MA MA'ARIF NU 5 SEKAMPUNG was successful.

B. Suggestion

After covering up the conclusions and the implications, several suggestions were proposed to the English teacher, the students, the next researches on these subjects are presented as follows:

1. To The Teacher

- a. The teacher must be aware of the students' needs in mastering the skills of writing as writing skill will be very prominent for students in the future.
- b. The teacher should give opportunities for the students to practice the writing skills as the students learn best when they experience the language by themselves.
- c. The teacher needs to consider at giving feedback to students. Feedback is crucial for the students' learning development. It is better if the teacher provides frequent feedback to students.
- d. The teacher should provide the students knowledge by giving them complete explanation and information on the subject that they study.
- e. It would be better for the teacher to implement the use of project-based learning to improve the teaching and learning process.

2. To The Students

- a. Although the findings of the research show that the students' writing had improved, particularly in the aspects of writing covering grammar, vocabulary, mechanics, fluency, and organization, it does not mean

that their writing skills have been sufficient they still need to learn more about English writing to enhance their writing skills.

- b. The students must have more practices on writing inside or outside the school frequently to develop their writing skills.
- c. The students need to be active and confident in the classroom so that when they find any difficulties during the teaching and learning process, they can get clear explanation about the lesson.

3. To The Next Researcher

- a. The next researcher can use this study as the basis of conducting the research on project-based learning to investigate its use to improve the teaching and learning process and to enrich the literature in the use of project-based learning.
- b. The researcher can employ the use of project-based learning with different kinds of activities in the classroom which match better with the students' preferences and needs.
- c. The researcher needs to be careful before implementing the project-based learning in the classroom as it needs thorough preparation such as designing the project, arranging the materials, choosing the topic and the media, as well as planning for the time allocation and classroom management.

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APPENDICES

SYLLABUS

Sekolah : MA Ma'arif NU 5 Sekampung

Mata Pelajaran : Bahasa Inggris

Kelas : XI (Sebelas)

Semester : Genap

Kompetensi Inti : Menulis (Writing)

K1 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mengidentifikasi informasi dalam teks deskriptif tentang objek (sekolah, tempat wisata, tempat bersejarah)	<p>Menerangkan makna fungsional dalam bentuk descriptive text:</p> <ol style="list-style-type: none"> 1. What do you know about descriptive text? 2. Write a descriptive text about tourist attractions. 	<ul style="list-style-type: none"> • Mengamati model-model teks deskriptif • Merumuskan pengertian dan menjelaskan isi teks deskriptif • Listening guru memberikan contoh terkait materi • Writing materi yang diberikan oleh guru 	<p>-Write descriptive text tentang tempat wisata.</p> <p>-Mengamati alur cerita yang di deskripsikan.</p> <p>-Menjawab pertanyaan essay yang telah disediakan guru</p>	<p>Tugas mengerjakan soal essay tentang teks deskriptif.</p> <p>Write descriptive text</p>	4 x 45 menit	<p>Sumber dari internet seperti:</p> <p>https://id.scribd.com/document/417205811/Syllabus-Text-Descriptive</p> <p>English Book</p>

		<ul style="list-style-type: none">• Asking berbagai informasi yang terdapat dalam cerita.• Merespon pertanyaan yang ditanyakan oleh guru				
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Collaborator

Septi Ratnasari, S.Pd.I.

Sekampung, May 2023

Researcher

Ibnati Meilia Zein

LESSON PLAN

School : MA Ma'arif NU 5 Sekampung

Subjects : English

Class/Semester : XI/Genap

Material : Descriptive Text

Time Allocation : 1 x 90minute

A. Core Competency

KI 1 : Appreciate and live up to the teachings of the religion he adheres to

KI 2 : Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within reach of association and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4 : Trying, processing, and presenting in the concrete realm (using, parsing, composing, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources that are the same in point of view/ theory.

B. Basic Competencies and Indicators

Basic competencies	Indicator
3.4 Distinguish social functions, text structures and linguistic elements of several written descriptive texts by giving and asking for information related to tourist attractions in Indonesia in a simple manner according to the context of their use.	3.4.1 Distinguish social function, text structure and linguistic elements in descriptive text. 3.4.2 Explain short and simple descriptive text information related to tourist attractions in Indonesia according to the context of its use. 3.4.1 Describe in writing short and simple tourist attractions in Indonesia according to the context of their use.

C. Learning objectives

1. Students are able to understand descriptive texts related to tourist attractions in Indonesia.
2. Students are able to write descriptive text on tourist attractions in Indonesia according to the text structure and linguistic elements correctly

D. Learning methods

Model : Project Based Learning

Method : Write

E. Learning Media and Tools

Media : Picture

Tool : Board marker,crayon

F. Learning Resources

<https://id.scribd.com/document/417205811/Syllabus-Text-Descriptive>

G. Learning Activities

Cycle 1

Meeting 1

Activity	Activity Description	Allocation Time
Introduction	<ul style="list-style-type: none"> • Say hello and direct students to pray. • Singing the national anthem. • The teacher checks the presence of students. • Provide motivation and convey learning objectives. • Provide ice breaking to create a pleasant learning atmosphere. 	10 minutes
Core activities	<ul style="list-style-type: none"> • The teacher conveys the material and learning objectives that will be conveyed. • The teacher asks questions that are related to the material to be conveyed. • With the guidance of the teacher, students formulate statements about how to describe objects. • The teacher explains about the structure of the descriptive text and the linguistic features of the text • The teacher gives some examples of descriptive text about tourism in Indonesia 	60 minutes
Closing	<ul style="list-style-type: none"> • Before the lesson is closed, the teacher asks students to reflect on today's learning conclusions, these activities are in the form of: <ul style="list-style-type: none"> ➤ What have you learned today? ➤ What did you like about today's lesson? 	20 minutes

	<ul style="list-style-type: none">➤ What did you not understand from today's lesson?➤ The teacher conveys the lesson plan for the next meeting.• Students and teachers pray and say hello.	
--	--	--

Collaborators

Septri Ratnasari, S.Pd.I.

Sekampung, May 2023

Researcher

Ibnati Meilia Zein

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Class/Semester : XI/Genap

Material : Descriptive Text

Time Allocation : 1 x 90 minutes

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C. Learning Objectives

3. Students are able to understand descriptive texts related to tourist attractions in Indonesia.
4. Students are able to write descriptive text on tourist attractions in Indonesia according to the text structure and linguistic elements correctly

D. Learning Methods

Model : Project Based Learning

Method : Write

E. Learning Media and Tools

Media : Picture

Tool : Markers, whiteboards, crayons

F. Learning Resources

<https://id.scribd.com/document/417205811/Syllabus-Text-Descriptive>

G. Learning Activities

Cycle 1

Meeting 2

Activity	Activity Description	Allocation Time
Introduction	<ul style="list-style-type: none"> • Say hello and direct students to pray. • Singing the national anthem. • The teacher checks the presence of students. • Provide motivation and convey learning objectives. • Provide ice breaking to create a pleasant learning atmosphere. 	10 minutes
Core activities	<ul style="list-style-type: none"> • The teacher conveys the material and learning objectives that will be conveyed. • The teacher asks questions that are related to the material to be conveyed. • With the guidance of the teacher, students formulate statements about how to describe objects. • Students write descriptive text about tourism in Indonesia 	60 minutes
Closing	<ul style="list-style-type: none"> • Before the lesson is closed, the teacher asks students to reflect on today's learning conclusions, these activities are in the form of: <ul style="list-style-type: none"> ➤ What have you learned today? ➤ What did you like about today's lesson? ➤ What did you not understand from today's lesson? ➤ The teacher conveys the lesson plan for the next meeting. 	20 minutes

	<ul style="list-style-type: none">• Students and teachers pray and say hello.	
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Collaborators

Septri Ratnasari, S.Pd.I.

Sekampung, May 2023

Researcher

Ibnati Meilia Zein

LESSON PLAN

School : MA Ma'arif NU 5 Sekampung

Subjects : English

Class/Semester : XI/Even

Material : Descriptive Text

Time Allocation : 1 x 90 minutes

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C. Learning Objectives

5. Students are able to understand descriptive texts related to tourist attractions in Indonesia.
6. Students are able to write descriptive text on tourist attractions in Indonesia according to the text structure and linguistic elements correctly

D. Learning Methods

Model : Project Based Learning
 Method : Write

E. Learning Media and Tools

Media : Picture
 Tool : Markers, whiteboards, crayons

F. Learning Resources

<https://id.scribd.com/document/417205811/Syllabus-Text-Descriptive>

G. Learning Activities

Cycle 2

Meeting 1

Activity	Activity Description	Allocation Time
Introduction	<ul style="list-style-type: none"> • Say hello and direct students to pray. • Singing the national anthem. • The teacher checks the presence of students. • Provide motivation and convey learning objectives. • Provide ice breaking to create a pleasant learning atmosphere. 	10 minutes
Core activities	<ul style="list-style-type: none"> • The teacher conveys the material and learning objectives that will be conveyed. • The teacher asks questions that are related to the material to be conveyed. • With the guidance of the teacher, students formulate statements about how to describe objects. • Students write descriptive text about tourism in Indonesia 	60 minutes
Closing	<ul style="list-style-type: none"> • Before the lesson is closed, the teacher asks students to reflect on today's learning conclusions, these activities are in the form of: <ul style="list-style-type: none"> ➤ What have you learned today? ➤ What did you like about today's lesson? ➤ What did you not understand from 	20 minutes

	<p>today's lesson?</p> <ul style="list-style-type: none">➤ The teacher conveys the lesson plan for the next meeting.• Students and teachers pray and say hello.	
--	--	--

Collaborators

Septi Ratnasari, S.Pd.I.

Sekampung, May 2023

Researcher

Ibnati Meilia Zein

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Subjects : English

Class/Semester : XI/Genap

Material : Descriptive Text

Time Allocation : 1 x 90 minutes

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B. Basic Competency and Indicators

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C. Learning Objectives

7. Students are able to understand descriptive texts related to tourist attractions in Indonesia.
8. Students are able to write descriptive text on tourist attractions in Indonesia according to the text structure and linguistic elements correctly

D. Learning Methods

Model : Project Based Learning
 Method : Write

E. Learning Media and Tools

Media : Picture
 Tool : Markers, whiteboards, crayons

F. Learning Resources

<https://id.scribd.com/document/417205811/Syllabus-Text-Descriptive>

G. Learning Activities

Cycle 2

Meeting 2

Activity	Activity Description	Allocation Time
Introduction	<ul style="list-style-type: none"> • Say hello and direct students to pray. • Singing the national anthem. • The teacher checks the presence of students. • Provide motivation and convey learning objectives. • Provide ice breaking to create a pleasant learning atmosphere. 	10 minutes
Core activities	<ul style="list-style-type: none"> • The teacher conveys the material and learning objectives that will be conveyed. • The teacher asks questions that are related to the material to be conveyed. • With the guidance of the teacher, students formulate statements about how to describe objects. • Students write descriptive text about tourism in Indonesia 	60 minutes
Closing	<ul style="list-style-type: none"> • Before the lesson is closed, the teacher asks students to reflect on today's learning conclusions, these activities are in the form of: <ul style="list-style-type: none"> ➤ What have you learned today? ➤ What did you like about today's lesson? ➤ What did you not understand from 	20 minutes

	<p>today's lesson?</p> <ul style="list-style-type: none">➤ The teacher conveys the lesson plan for the next meeting.• Students and teachers pray and say hello.	
--	--	--

Collaborators

Septi Ratnasari, S.Pd.I.

Sekampung, May 2023

Researcher

Ibnati Meilia Zein

ASSESMENT OF WRITING LEARNING

Appraisal Technique: Writing

Aspect	Category	Score
Grammar	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Vocabulary	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Mechanics	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Fluency	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Form (Organization)	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54

Scor maksimum = 100

Nilai perolehan akhir:

$$x = \frac{X1+X2+X3...Xn}{5}$$

$$x = \frac{100+100+100...Xn}{5}$$

$$x = \frac{500}{5}$$

$$x = 100$$

LEARNING MATERIAL

DESCRIPTIVE TEXT

A. Structure of Descriptive Text

In descriptive text, the parts that need to be written are:

➤ **Identification**

The first paragraph of a descriptive text is identification, the purpose of which is to identify the object being discussed. This section does not yet concurrently detail the object.

➤ **Description**

The next paragraph is a description. This section describes the characteristics of the object described at the beginning of the text. In this section, the object must be explained in as much detail as possible so that the characteristics of the object can be clearly pictured in the reader's mind.

B. Characteristics of descriptive text

There are several characteristics that need to be considered in descriptive writing text:

➤ **Simple present**

When describing something, usually the sentence is not bound by time reference. So, the tenses used are simple present tense, namely tenses that use the first form of the verb (V1).

➤ **Nouns and noun phrases**

When describing something, generally there will be nouns and noun phrases. Nouns generally consist of one word, while noun phrases are nouns and their modifiers.

➤ **Adjectives**

To explain or describe objects, we can use adjectives or adjectives. These adjectives can also be used as modifiers in nouns phrase.

➤ **Relating verbs**

Relating verb (copula) is a word that is positioned to become a verb and serves to connect between the subject and the explanation of the subject the Examples of commonly used relating verbs are is, are, have, has, seem, appear, mean, become and others.

➤ **Action verbs**

Action verbs are verbs that show action. Usually this type of verb is used when describing living things. Examples of action verbs are run, walk, see, listen, eat, and others.

Students Score on the Pre-Test

Subject : English

Class/Semester : XI IPS 2/Genap

School : MA Ma'arif NU 5 Sekampung

No	Student Name	The Aspect					TOTAL
		Grammar	Vocabulary	Mechanics	Fluency	Organizations	
1	ATW	65	67	61	71	61	65
2	AE	55	61	65	70	75	65
3	ASR	60	65	72	68	72	67
4	AM	59	60	67	73	69	66
5	AIL	55	66	62	71	73	65
6	AOM	65	61	76	73	74	70
7	BA	63	63	68	76	71	68
8	CBW	54	65	68	71	73	66
9	CMP	61	67	75	74	71	70
10	CP	58	61	68	72	70	66
11	ETM	63	64	72	76	75	70
12	FA	74	77	75	78	75	76
13	FA	62	63	75	75	72	69
14	FL	52	59	67	71	68	64
15	FAW	49	56	67	75	73	64
16	GH	56	58	68	72	70	65
17	HKM	51	58	70	73	73	65
18	HNA	48	55	65	70	73	62
19	ID	56	62	72	76	71	67
20	KH	48	56	67	69	72	62

21	MDO	76	80	76	78	77	77
22	MF	78	78	75	74	81	78
23	MKM	46	58	64	72	70	62
24	NFN	77	76	78	76	81	78
25	NMA	49	56	68	75	72	64
26	NM	61	64	74	76	72	69
27	RFM	54	60	67	72	73	65
28	RS	76	79	75	82	82	79
29	RM	55	64	74	75	74	68
30	TK	57	62	72	75	75	68
31	FSR	51	58	69	72	70	64
32	RGP	54	63	73	75	70	67

Collaborator

Septi Ratnasari, S.Pd.I.

Sekampung, Mayl 2023

Researcher

Ibnati Meilia Zein

Students Score on the Post-Test

Cycle 1

Subject : English

Class/Semester : XI IPS 2/Genap

School : MA Ma'arif NU 5 Sekampung

No	Student Name	The Aspect					TOTAL
		Grammar	Vocabulary	Mechanics	Fluency	Organizations	
1	ATW	67	72	72	73	72	71
2	AE	62	75	72	74	75	71
3	ASR	76	79	81	78	75	77
4	AM	75	79	82	76	80	78
5	AIL	69	72	75	72	71	72
6	AOM	70	72	71	75	74	72
7	BA	74	80	78	82	83	80
8	CBW	67	70	71	68	72	69
9	CMP	70	82	70	68	72	73
10	CP	70	82	68	72	70	72
11	ETM	67	75	72	73	72	72
12	FA	82	86	85	86	85	85
13	FA	70	71	77	81	72	74
14	FL	66	68	70	70	72	69
15	FAW	76	82	79	78	80	79
16	GH	69	70	72	73	68	70
17	HKM	70	70	72	70	69	70

18	HNA	69	70	75	72	72	71
19	ID	70	75	76	70	76	73
20	KH	67	70	75	72	76	72
21	MDO	82	86	82	87	85	84
22	MF	82	88	85	87	83	85
23	MKM	68	72	69	75	75	72
24	NFN	78	83	80	77	81	80
25	NMA	68	74	75	76	71	73
26	NM	70	70	73	75	69	71
27	RFM	72	75	72	72	75	73
28	RS	77	80	79	82	78	79
29	RM	75	78	78	80	76	77
30	TK	68	72	75	72	74	72
31	FSR	69	70	73	75	75	72
32	RGP	72	72	74	76	75	74

Collaborator

Septi Ratnasari, S.Pd.I.

Sekampung, May 2023

Researcher

Ibnati Meilia Zein

Students Score on the Post-Test

Cycle 2

Subject : English

Class/Semester : XI IPS 2/Genap

School : MA Ma'arif NU 5 Sekampung

No	Student Name	The Aspect					TOTAL
		Grammar	Vocabulary	Mechanics	Fluency	Organizations	
1	ATW	76	82	84	82	81	81
2	AE	67	68	72	75	76	72
3	ASR	80	85	86	89	83	86
4	AM	82	88	86	82	85	85
5	AIL	65	70	70	75	78	72
6	AOM	77	82	80	81	79	80
7	BA	87	88	85	89	90	88
8	CBW	78	81	79	80	78	79
9	CMP	68	74	73	76	80	74
10	CP	76	78	80	77	78	78
11	ETM	70	71	76	75	78	74
12	FA	85	95	92	90	88	90
13	FA	65	76	75	76	78	74
14	FL	75	79	78	80	78	78
15	FAW	85	89	90	84	87	87

16	GH	64	69	73	75	72	71
17	HKM	75	78	82	79	84	80
18	HNA	78	81	82	78	81	80
19	ID	79	81	80	83	81	81
20	KH	67	69	74	76	72	72
21	MDO	83	88	85	89	90	87
22	MF	80	89	90	85	86	86
23	MKM	65	75	76	76	78	74
24	NFN	81	85	89	92	89	87
25	NMA	77	78	80	77	76	78
26	NM	76	82	80	85	79	80
27	RFM	79	83	78	81	82	81
28	RS	85	90	92	89	88	89
29	RM	84	86	86	82	86	85
30	TK	78	80	78	80	82	80
31	FSR	71	75	76	79	78	76
32	RGP	76	80	78	81	82	79

Collaborator

Septi Ratnasari, S.Pd.I.

Sekampung, May 2023

Researcher

Ibnati Meilia Zein

THE STUDENT WRITING

Name : Fida Angraeni
Class : IX IPS 2

PRE-TEST

Direction:

- YY Please be confident to do the task
- YY Please be honest

Instructions

- YY Observe picture!
- YY Write a descriptive text about Tourist Attraction in Indonesia!

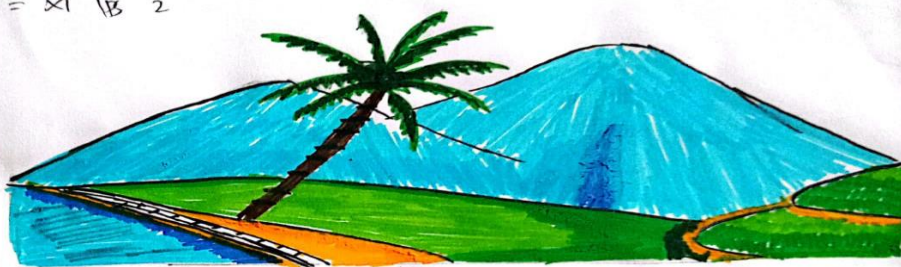
PRAMBANAN TEMPLE



Prambanan temple is the biggest Hindu temple in Indonesia. The location of the Prambanan is in Sleman regency and it is in relation to the location of the Prambanan temple. It is easy to find because it is close to the road. So transportation access is also easy to reach.

Prambanan temple is thought to have been built in the middle of the 9th century during the reign of King Balitung Mahasambhu of the Sanjaya dynasty. Although it is not certain it was founded and who ordered its construction, this assumption is based on the Singhasari inscription is stored in the National Museum in Jakarta.

Name = Fida Angraeni
Class = XI IPS 2



Semeru Mountain.

Mount Semeru is a mountain located in Lumajang East Java Indonesia is the highest mountain on the island of Java and the most active in Indonesia. Mount Semeru is also commonly known as Mahameru. One unique thing from the crater of Mount Semeru is always issued eruptions every 15-20 minutes or so.

Name = Fida Anggraini
 Class = XI IPS 2.



Parangtritis Beach.

Parangtritis is a tourist attraction. Located in the southern part of Jakarta. Parangtritis Beach is listed as being included in the protected sub-district, Bantul Regency, Yogyakarta is about 27 km from downtown Jakarta.

The best time to visit Parangtritis beach is in the afternoon. This is because tourists can enjoy the sunset view. The view of the sunset at Parangtritis beach is quality famous.

Name : Fiola Angraeni
Class : XI IPS 2

POST-TEST

Cycle 1

Direction:

- ✓ Please be confident to do the task
- ✓ Please be honest

.Instructions

- ✓ Observe picture!
- ✓ Write a descriptive text about Tourist Attraction in Indonesia!

SIGER TOWER



Siger Tower is a crown-shaped building
which symbolize the nine kind of language
in Lampung. The Siger tower is yellow and red.
Respecting the gold color of Abu Bakr, traditional hat
this building is also associate with Carving
of Lampung. Typical Lampung Sabatin spider cloth.

Name : Fiola Angraeni
Class : XI IPS 2

POST-TEST

Cycle 2

Direction:

- ✓ Please be confident to do the task
- ✓ Please be honest

.Instructions

- ✓ Observe picture!
- ✓ Write a descriptive text about Tourist Attraction in Indonesia!

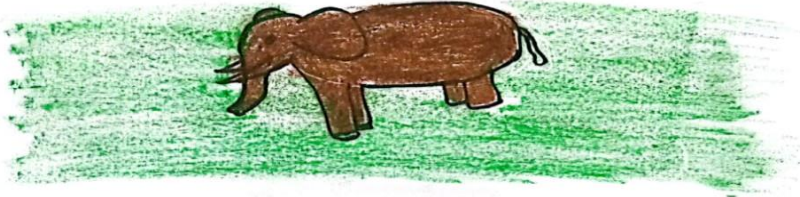
MOUNT BROMO



Mount Bromo is one of the active volcanoes in Indonesia.
The mountain which has an altitude of 2,362 meters
above sea level is a major destination
for east Java tourist. Bromo Sand Sea
surrounded by a caldera or sea of sand covering an
area of 10 square kilometer.

For its visiting Mount Bromo will be greeted by a
beautiful view one of the famous views about Mount
Bromo is the Golden Sunrise, because Mount Bromo has been
name the place that offers the best sunrise views on
the island of Java.

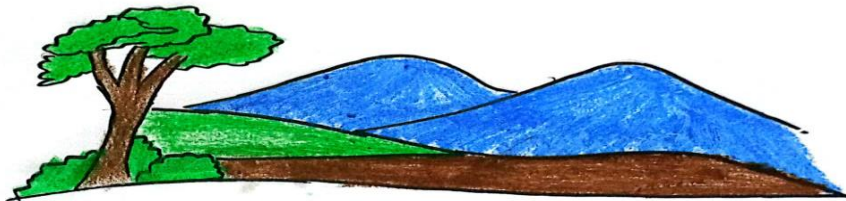
NAME : Nova Marantika
 CLASS : XI IPS 2



Way Kambas

Way Kambas National Park is an elephant protection national park located in the Lampung area to be precise in Labuhan Ratu District, East Lampung, Indonesia. Apart from way Kambas, elephants schools can also be found in Minas, Riau. Sumatran elephants living in this area are decreasing in number. Until now, its existence is still well preserved, including those known as the Big Five mammals, namely tigers (*Panthera tigris*), Sumatran elephants (*Elephas maximus sumatranus*), Sumatran tigers (*Panthera tigris*), Sumatran rhinoceros (*Rhinoceros sumatranus*), and sun bear (*Helarctos malayanus*).

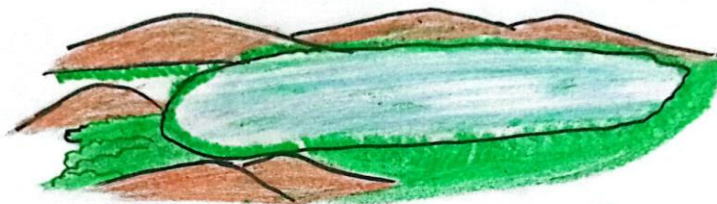
Name = Patra Sari
 Class = XI IPS 2



DIENG MOUNTAIN

The Dieng Mountain are a mountain area that stretches from the western region of Wonorejo Regency - the eastern region of Banyuwangi Regency - the southern region of Blitar Regency and Ponorogo Regency in Central Java Province, as well as being a natural boundary for the four districts.

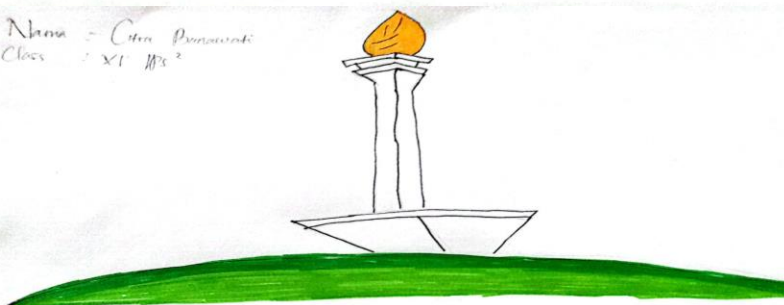
Name : ELLA PUSPARI
 Class : XI IPS 2



Lake TOBA

Lake Toba is an area of 1,707 km², we can say that this is 1,000 km², bigger than Singapore. It formed of a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on earth. Pulau Samosir or Samosir Island, the island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass. A road bridge crosses the cutting. Samosir Island is the cultural center of the Batak tribe, the indigenous from North Sumatra.

Name : Ella Puspanti
 Class : XI IPS 2



National Monument

The national monument or abbreviated as Monas or Tugu Pahlawan is a 132 meter (433 feet) high memorial monument located in the middle of Merdeka Merdeka Square, Central Jakarta. Monas was established to commemorate the reputation and struggle of the Indonesian people in gaining independence from the colonial government of the Dutch Empire. Construction began August 17, 1961 under the order of President Soekarno and was inaugurated when it was opened to the public on July 12, 1975. The monument is crowned with a flame covered with gold leaf which symbolizes the burning fighting spirit of the Indonesian people.

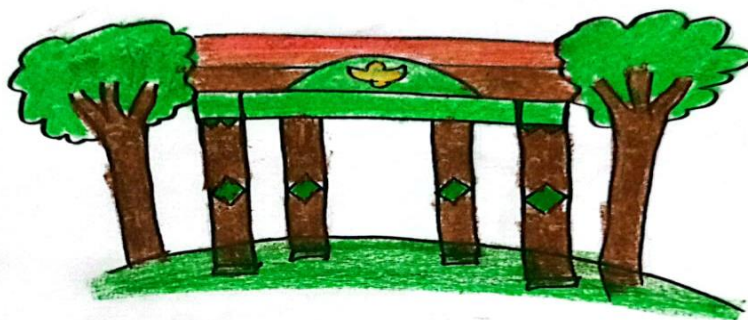


Name : Conita Hidayat
 class : XI IPS 2

Mount Krakatau

Mount Krakatau is a volcanic archipelago that is still active and is located in Rajabasa District, South Lampung Regency. To be precise in the waters of the Sunda Strait, between Java and Sumatra. This name is also pinned on a volcanic peak there (Mount Krakatau). Mount Krakatau erupted violently in 535 AD which caused the formation of the Sunda Strait. The loss of the Pasopah Lampung and Salakanegara eruption of Mount Krakatau caused a tsunami, dark skies and cold weather.

Name : Icham Dani
 Class : XI IPS 2



Kraton Yogyakarta

The Sultan Palace was built in 1756 by Prince Mangkubumi (Hamengkubuwono) as a center of the Kingdom Ngayogyakarta. The palace building stretches from north to south. In the north front side of the palace you can find the square also called "plaza North" and at the back yard is called "Southern Square". The inner palace is the center of the compound and is decorated with beautiful ornaments and has oak wood structures in its interior.

Inside the inner palace is the Sultan's work room and library where he used to carry out his work. There is also a special room for royal weddings and for the inauguration of princes of princesses.



Name : Leni Fatimah
Class : XI IPS 2

Wiro Garden

Wiro Garden adalah wisata alam yang letaknya tidak jauh dari pusat kota Bandar Lampung. Tempat wisata alam satu ini bisa jadi destinasi wisata alternatif, selain pusat perbelanjaan maupun wisata kuliner di ibu kota provinsi Lampung. Tempat wisata Wiro Garden berlokasi di Jalan Wan Abdurrachman Batu Putih, Kecamatan Teluk Betung Utara, Bandar Lampung, Lampung. Aksesnya pun cukup mudah untuk berbagai macam jenis kendaraan.

Name = Fida Anggraini
Class = XI IPS 2



Parangtritis Beach.

Parangtritis is a tourist attraction. Located in the southern city of Yogyakarta Parangtritis Beach is listed as being included in the Kraton Sub-district, Bantul Regency, Yogyakarta is about 27 km from downtown Yogyakarta.

The best time to visit Parangtritis beach is in the afternoon. This is because tourists can enjoy the sunset view. The view of the sunset at Parangtritis beach is quality famous.



Name : Ade Firnanda
Class : XI IPS 2

Lake Toba

Lake Toba is a large natural lake in Indonesia which is in the caldera of a supervolcano. The lake is 100 kilometers long, 30 kilometers wide and 508 meters deep. This lake is located in the center of the northern part of the island of Sumatra with a surface elevation of about 900 meters.

Lake Toba was formed as a result of a super massive volcanic eruption with a magnitude of VEI 8 around 69.000 to 77.000 years ago [2][3][4] which triggered global climate change. Current accurate dating methods place the eruption at around 74.000 years ago.

Name : Nindia Meyla Anastasya
class : XI IPS 2



Sarirungjung Beach

Sarirungjung Beach is one of the favorite beach attractions in Lampung, located in Pesawaran Regency, Lampung Province. Sarirungjung Beach has a distance of 14 km or \pm 30 minutes from the center of Bandar Lampung City to Sarirungjung Beach "about 14 km, or it can be reached by car in about 30 minutes.

When you reach the beach location, you will immediately be fascinated by the stretch of white sand that extends along the beach. At the southern end of Sarirungjung Beach, you will find a kind of small promontory with lots of coconut trees planted there. The view on this small headland is very beautiful.

**OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES
CYCLE I**

Subject : English
 Class/Semester : XI IPS 2/Genap
 School : MA Ma'arif NU 5 Sekampung

No	Students Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√	√	√	√	√
8.	CBW			√	√	√
9.	CMP		√	√	√	√
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√	√	√
14.	FL	√	√	√	√	√
15.	FAW	√		√	√	√
16.	GH			√	√	√
17.	HKM		√	√	√	√
18.	HNA		√	√	√	√
19.	ID	√	√	√	√	√
20.	KH	√		√	√	√
21.	MDO	√	√	√	√	√
22.	MF	√	√	√	√	√
23.	MKM		√	√	√	√

24.	NFN		√	√	√	√
25.	NMA		√	√	√	√
26.	NM	√	√	√	√	√
27.	RFM	√	√	√	√	√
28.	RS	√	√	√	√	√
29.	RM	√	√	√	√	√
30.	TK	√	√	√	√	√
31.	FSR		√	√	√	√
32.	RGP	√			√	√
TOTAL		22	23	28	32	32

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

6. The students pay attention of teacher's explanation= 69%

7. The students ask and answer question= 72%

8. The students are active in class= 87%

9. The students are able to do the task= 100%

10. The students follow teacher's instruction= 100%

Sekampung, May 2023

Researcher

Collaborator

Septri Ratnasari, S.Pd.I.

Ibnati Meilia Zein

**OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES
CYCLE II**

Subject : English
 Class/Semester : XI IPS 2/Genap
 School : MA Ma'arif NU 5 Sekampung

No	Students Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√	√	√	√	√
8.	CBW			√	√	√
9.	CMP		√	√	√	√
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√	√	√
14.	FL	√	√	√	√	√
15.	FAW	√		√	√	√
16.	GH			√	√	√
17.	HKM		√	√	√	√
18.	HNA		√	√	√	√
19.	ID	√	√	√	√	√
20.	KH	√		√	√	√
21.	MDO	√	√	√	√	√
22.	MF	√	√	√	√	√

23.	MKM		√	√	√	√
24.	NFN		√	√	√	√
25.	NMA		√	√	√	√
26.	NM	√	√	√	√	√
27.	RFM	√	√	√	√	√
28.	RS	√	√	√	√	√
29.	RM	√	√	√	√	√
30.	TK	√	√	√	√	√
31.	FSR		√	√	√	√
32.	RGP	√			√	√
TOTAL		22	23	28	32	32

Note :

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 69%
 2. The students ask and answer question= 72%
 3. The students are active in class= 87%
 4. The students are able to do the task= 100%
 5. The students follow teacher's instruction= 100%

Sekampung, May 2023

Collaborator

Researcher

Septri Ratnasari, S.Pd.I.

Ibnati Meilia Zein

DOCUMENTATION



Source: Teaching Learning English Process



Source: The Students Writing Practice in Class



Source: Students are making a project that is drawing tourist attractions



Source: Students Learning Activities in the Classroom



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47206; Website: www.tarbiyah.metrouiniv.ac.id; e-mail: tarbiyah.ain@metrouiniv.ac.id

Nomor : B-1890/In.28.1/J/TL.00/04/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Rika Dartiara (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **IBNATI MEILIA ZEIN**
NPM : **1901051030**
Semester : **8 (Delapan)**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Jurusan : **Tadris Bahasa Inggris**
Judul : **IMPROVING STUDENT'S WRITING SKILL THROUGH PROJECT-BASED LEARNING TECHNIQUE OF THE ELEVENTH GRADE AT MA MA'ARIF NU 5 SEKAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 April 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouiniv.ac.id/v2/cek-suratbimbingan.php?npm=1901051030>.
Token = 1901051030



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1945/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MAARIF NU 5
SEKAMPUNG
di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1946/In.28/D.1/TL.01/05/2023, tanggal 08 Mei 2023 atas nama saudara:

Nama : **IBNATI MELIA ZEIN**
NPM : 1901051030
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF NU 5 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT'S WRITING SKILL THROUGH PROJECT-BASED LEARNING TECHNIQUE OF THE ELEVENTH GRADE AT MA MAARIF NU 5 SEKAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metro.univ.ac.id, e-mail: tarbiyah.iaim@metro.univ.ac.id

SURAT TUGAS

Nomor: B-1946/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **IBNATI MEILIA ZEIN**
NPM : 1901051030
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MAARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT'S WRITING SKILL THROUGH PROJECT-BASED LEARNING TECHNIQUE OF THE ELEVENTH GRADE AT MA MAARIF NU 5 SEKAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 08 Mei 2023



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IMPROVING STUDENT'S
WRITING SKILL THROUGH
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GRADE AT MA MA'ARIF NU 5
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