

# Fostering Students' Writing Ability through Project Based Learning Approach

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**Abstract:** This study aims to investigate the improvement of writing ability by employing project based learning strategy. It involved 32 students of tenth grade Design Communication Visual department in SMKN 1 Banyuwangi. The students were asked to write descriptive text by describing an innovative product design. The essay was analysed to measure the students' improvement in writing ability. The research design of this study is a Classroom Action Research (CAR). The result revealed that the implementation of Project based learning significantly improved the students writing ability of descriptive text and it also proven improving aspects of writing; organization, content, vocabulary, and grammar.

**Key Words:** project-based learning, writing skill, descriptive text

**Abstrak:** Penelitian ini bertujuan untuk meneliti peningkatan kemampuan menulis dengan menggunakan strategi *project based learning*. Penelitian melibatkan 32 siswa kelas sepuluh jurusan Desain Komunikasi Visual di SMKN 1 Banyuwangi. Siswa diminta untuk menulis teks deskriptif dengan mendeskripsikan desain inovatif. Karangan dianalisis untuk mengukur peningkatan kemampuan menulisnya. Desain penelitian ini adalah Penelitian Tindakan Kelas (PTK). Hasil penelitian menunjukkan bahwa penerapan *project based learning* secara signifikan meningkatkan kemampuan menulis teks deskriptif siswa dan juga terbukti meningkatkan aspek penulisan; organisasi, konten, kosa kata, dan tata bahasa.

**Kata kunci:** pembelajaran berbasis proyek, keterampilan menulis, teks deskriptif

## INTRODUCTION

The current foreign language education emphasizes on language production and to develop students' ability for communication. One of the productive and communication skills in foreign language is writing, in this case students are supposed to write in the target language comprehensibly and to enable the students to communicate in written English. Writing ability is defined as essential ability for students to master for academic purposes and as a work and life skill (Swandi & Netto-Shek, 2016). Furthermore, mastery at writing will induce a lot of advantages for us. Unfortunately, though writing is a very crucial ability to be mastered and as one of the communication activities, it has been neglected compared with the other English skills and many students are uninterested, since writing is considered as complex and difficult skill to be mastered. Therefore, it

caused many students to make many mistake in sentences and expressions in their writing. Consequently, the students' writing score is very poor, it is quite far from the criteria of a good writing or far from satisfactory. According to Nunan (1989), Widiati and Cahyono (2006) point out that writing ability is extremely complex language ability, and one of the cognitive activities in which the writer is required to control a number of variables simultaneously.

In light of those difficulties, writing becomes one of the variables in this study as some of those problems are also experienced by Design Communication Visual students grade X of SMKN 1 Banyuwangi. Based on the student's writing scores it was revealed that their abilities particularly in writing descriptive text were far from fulfilling the requirements of the minimum passing grade. The result of the preliminary study showed that students grade tenth got only 49.09 in

average score from 32 students of Design Communication Visual class. There were only 1 students (3.2%) who got 73 score and met good criteria score in writing level. Therefore, it is obvious that the rest of them, 31 students (93.75%) could not achieve the minimum criteria of good score in the writing level.

Based on the result of initial writing test in the preliminary study the researcher found many difficulties which made the students failed in writing descriptive text. Most of the students made a number of mistakes or had low knowledge of English sentence writing; from 5 aspects of writing there are 3 aspects in which most of the students got problems. Those problems are inappropriate sentences (grammar aspect), 30 students (93.75%) were poor to use grammar appropriately, and it becomes the highest number of errors among all the aspects of writing problems. The second place is on the problem of vocabulary 29 students (90.63%) were confused in using proper words in the sentences. Consequently, they had difficulties in generating their ideas into a good paragraph. And the third is organization, 28 students (87.5%) were deficient of ability in organizing paragraph which can cause the contents of paragraph to be unrelated.

Grammar is one of the aspects that needs to be considered in writing, 32 of Design Communication Visual students in SMKN 1 Banyuwangi showed the incapability of students to use grammar appropriately. The main problems aroused the students to fail in grammar aspect was to use the appropriate tenses, their incapability in terms of subject-verb agreement and the use of appropriate modal auxiliary, and active-passive sentences. Students did not understand that when they made a sentence in the present form, they had to use “present verb/to be” but they used past verb “i.g. this gown was beautiful”. Moreover, students didn't consider to use “to be”, they have omitted “be” when it was used as main verb in a sentence “I very happy.” In addition, they often use inaccurate grammatical order related to subject-verb agreement. The students found it difficult to match the number of both; singular subject did not take singular verb form and as plural subject did not take plural verb forms, such as; “my guitar have a beautiful melodies”.

The second is vocabulary; it is one of the essential aspects that should be considered in writing as well. Lack of vocabulary can make students difficult what they want to state in their writing. Due to they had no sufficient vocabulary, most students frequently failed to select the appropriate word to describe what they intend to. For instance, “*I really like nov-*

*els that smell horror*”. They found confuse in selecting the proper word in their writing. They could not distinguish the meaning of the words and most of them spontaneously translated the words from the dictionary without considering whether the words they selected were proper with the context or not. Consequently, lack of vocabulary made the students' written product difficult to be understood by the reader. Lack of mastering vocabularies can cause the students to be confused in generating idea as well. It made them to think quite a long time what they were about to write. This difficulty made them create only few sentences in their paragraph until the end of the class, since they were confused what idea should be written in their paragraph.

Additionally, the other aspect that should be taken into consideration is organization. Most of the students neglected the organization of the text when they were writing, they have created incoherent paragraphs. They could not differentiate introductory and descriptions paragraph in their descriptive text. Those were caused by the difficulties in transferring or expressing idea. Therefore, students found it difficult to evolve their ideas into a well-organized paragraph. They write jumble sentences in their writing, the supporting sentence that they write did not support the topic or main idea. Moreover, they were weak in constructing paragraph, where entirely different ideas could be mixed in one paragraph or having undeveloped single sentence paragraphs. According to Palmer in Matthews et al., (1985) organizational skills concern how information is organized into paragraphs and texts by sequencing ideas, rejecting irrelevant information and summarizing relevant points.

In term of the problems and difficulties, the teaching and learning process of writing were induced by various factors. These factors are not only from the students but also can be caused by the teacher as well. According to Widiati (2002) “writing thus receives insufficient attention in secondary school education: developing writing ability is considered to be the most difficult task for secondary teachers”. Consequently, to investigate students' writing problems and to explore causes of their writing problems, the researcher put into use many instruments. In the preliminary study, reseacher distributed a questionnaire. Another was initial test of writing. These were used to gain the information about the writing activities and problems that students had experienced with.

From the data of the questionnaire, it was obtained that most of the students (78.13%) 25 out of

32 stated that writing is regarded as hard and uninteresting activity, therefore it made students unenthusiastic to do writing activities. Secondly, there were 27 students (87.5%) affirmed that the topic of their writing tasks were merely taken from their textbook, the students were not given meaningful topics which are relevant to their social and cultural context. Thirdly, there were 28 (87.5%) stated that the activities of writing process in the classroom were only conducted individually. They just wrote what they could do without trying to share to their friends. The students are required to write on their own, without any interaction with their friends or teacher. The last is deficient time for practicing and composing their writing, there were 30 out of 32 students (93.75%) who claimed that they were not given adequate time for composing writing. Limited time could cause them difficulties in exploring or generating idea. Most of the students mentioned that they never wrote their writing task other than in the classroom even for homework.

Based on the problem and difficulties faced by the DKV students in SMKN 1 Banyuwangi, the researcher looked for an appropriate action which potentially could solve those problems. In this case, the researcher propose teaching method which had criteria for tackling all the problems in writing activities, it was Project-Based Learning, since PBL is one of the effective teaching methods in enhancing the students' learning achievement in EFL context. As highlighted by Tesema (2005) Project based learning is known as a student centred method which can be employed as a proper way to enhance the students to write since it does not merely proposes the students to do authentic and motivational tasks but it also support and guide them focusing on the learning process. Mergendaller (2006) defines PBL as a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully design products and tasks (p.4). Furthermore, project based learning is not only focusing on the product but it will encounter a dynamic balance between a process and a product orientation (Legutke & Thomas, 1991; Stoller, 1997). Project based learning is a teaching method which is more the simple integration of a project, but it can integrate experiential and meaningful learning process. Experiential learning is defined as the exploitation and processing of experience, the goal of this activity is not only at gaining knowledge,

but also at converting the way of thinking and exchanging their attitudes (Mezirow, 1991) cited in Fragoulis (2009).

Other than theoretical clarification, there have been ample findings of studies discussed or showed that project-based learning was an effective model for the solution to students' problem in writing. Many of these studies were undertaken with secondary schools the EFL context. In a research report from Pratomo (2014), Dewi (2015) they showed that the students' writing ability was adequately good. Moreover, the students made better improvements in aspects of writing such as; organization, content, grammar, vocabulary and mechanics. In the context of higher education, Thitives and Essien (2013) showed that PBL has improved the writing ability of grammar correctness (tenses, subject-verb agreement, part of speech). He investigated 38 fourth-year English major students as participants whose English proficiency was lower intermediate. The research was conducted in The Faculty of Education at a Rajahbhat University. Putra, Gede, Padmadewi, Nyoman, Suarnajaya, Wayan (2014) showed that PBL is an effective method for improving students' writing ability. Applying PBL to 20 adult students in English Education of Mahasaraswati University Denpasar could increase in five domains of writing, those are; determined the main idea of each paragraph, details, parts of essay, and selected an appropriate word choice. In Ramirez (2014) conducted case study for 24 students in the first semester of Colombian public university. The result of his study revealed that Project-based learning and a process approach seem to be effective implementations. Since the students could heighten the writing abilities. The students were able to improve the accuracy in their writing abilities in aspect of such as structure, length, organization of ideas, and speed for writing. In addition, Hasani, Hendrayana, and Sanjaya (2017) showed that the implementation of project based learning approach coerced the students to think reflectively and students' writing ability improved. This qualitative research involved 32 students of the 2<sup>nd</sup> of Mathematic Education academic year 2015/2016 in Sultan Agung Tirtayasa University.

Most of the research studies done regarding the improving and the effectiveness of project-based learning for increasing writing ability are mostly in Senior High School, Junior High School and at University level. Little is known regarding the use of project based learning method for improving the students' writing ability descriptive text of specifically for Design Visu-

al Communication students at Vocational High School. For that reason, the researcher in this study would like to investigate the implementation of project-based learning for improving students’ writing ability descriptive text of innovative product.

In this study, for the effectiveness in implementing of PBL, there are six main characteristics or syntaxes of Project Based Learning which proposed by Harmer (2014); *Direktorat Pembinaan SMK* (2016); (1) Start With the Essential Question, (2) Design a plan for project, (3) Create a Schedule, (4) Monitor the Students and the Progress of the Project, (5) Assess the Outcome, and (6) Evaluate the Experience. In the first step, the students were asked to start the essential question related to what the topic for their writing project. Secondly, in group discussion, they should create their writing draft by applying out lining or mind mapping and arranging guidance’s questions to ease them in collecting information. Thirdly, the students should create a schedule, when the writing project will be started and submitted. In this case, the students are given a limited time how long they have to finish their project. Fourthly, monitoring students’ activity in completing the project after they had got all the information they needed. Then, the students could start to compose their draft into paragraph. The next stage is asses the outcome, the students discussed the result of their writing to get peer feedback from their friends and also get feedback or revision from the teacher. In this stage, they should revise the language of their project which they got from the teachers’ feedback, from their peers and also through their own efforts by finding some information related with their project from other resources before they present it, by focusing on their grammar, vocabulary and also the organization of their paragraph. Lastly, the final product of the students’ project are in the form printed text of scrapbook, before printing it they should present it in PPT presentation.

Reflecting upon the background, this study investigated the improvement of students’ writing ability in writing descriptive texts. It has led the researcher to formulate the research question as follows: “How can project-based learning improve the students writing ability?”

## METHOD

The current study utilized classroom action research (CAR) design proposed by Kemmis and Mc. Taggart (2005) in implementing project-based learn-

ing for improving the students’ writing ability in vocational high school in Banyuwangi. This study involved 32 students in tenth grade of Design Communication Visual department in SMKN 1 Banyuwangi, East Java, Indonesia.

In conducting the Collaboration Classroom Action Research, the researcher employed the following procedure that were: (1) planning, (2) implementing, (3) observing and (4) reflecting the action. Prior to implementing these four stages of classroom action research, the preliminary study was done. It was used to identify the real problems in the English teaching learning process, especially in the teaching writing as well as to gain general information related to the students’ writing ability. The result of preliminary study revealed that the students’ score was still low and far from satisfactory that can be seen in the Table 1.

**Table 1. Students’ Writing Level in Preliminary Study**

No.	Score	Number of Students	Percentage	Writing Level
1.	80-100	-		Very good
2.	70-79	1	3,25%	Good
3.	60-69	6	18,75 %	Fair
4.	50-59	9	28,13%	Poor
5.	25-49	16	50%	Very poor
	Total	32	100%	

Adapted from Hibbard and Wagner (2003)

In the planning stage, the researcher determined the teaching scenario, prepared the instructional material and media, designed the lesson plan and set the criteria of success as the indicator of the success of the research. The criteria of success in this study is considered from two aspects, the first aspect is focused on the students’ writing score and the second aspect is related to the students’ engagement in the teaching learning writing process during the implementation of Project based learning (Table 2).

**Table 2. The Criteria of Success**

The Criteria of Success	Data Source	Instrument of data course
Student’s writing score 80 % of students can improve their writing score at least 10 points from the preliminary study.	Student’s writing score	Scoring rubric for writing
Students’ engagement 80 % of the students involve positively and actively during the teaching learning process using project based learning.	The students’ activities record	Field notes, observation sheet

In implementing stage, the researcher implemented the teaching scenario (Table 3) the use of project based learning appropriately with the activities described in the lesson plan. Since it is classroom action research the implementation had been done by both the researcher and the collaborator. The researcher performed as the teacher while the collaborator was as the observer.

The observing stage was the process of collecting all relevant data about any aspects of that happens during the implementation of the action. Dealing with the data instrument sources, the researcher used three main instruments, they were; writing test, observation check list, and field note

The data collected was used as the reflection. It is used to evaluate the result of the observation taken and the whole process from the planning. The reflecting stage is also used to evaluate what factors may cause the failure of the implementation project based learning.

## RESULTS

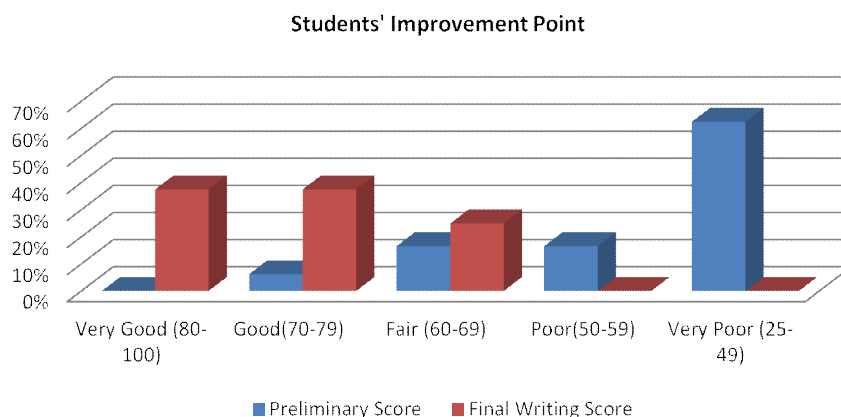
### The Student’s Writing Score Improvement

Based on the final writing test that was administered in the fifth meeting on October 9<sup>th</sup>, 2018. It pointed out that the implementation project based learning

approach for teaching writing descriptive text could improve both the individual writing score result and the average score. All the students had met the criteria of success of the recent study that the students had to improve at least 10 point compared to the score they gained in preliminary test. From the result assessment of the two rates’ revealed that there were diverse improvement in writing ability of descriptive text between preliminary study and the final writing score. The improvement was from the smallest 14 points to the highest 46 points and for the students’ average score has increased from 49,09 to 75,19 points. It means that the students’ average score improved 26,09 points. All students accomplished better improvement than the result in the preliminary study score. In preliminary study, there were 62,5% of students in a very poor level score, 16,63% (5) students were in poor level, there were 16,63% (5) students in fair level and only 2 students who got in good level. Whereas, in final writing test, there were twelve students (38%) in very good level, twelve students (38%) attained 70–79 points as in good level, eight students’ attained 60–69 points as in fair level. Moreover, there were no more students got in poor level and in very poor level. As a consequence, the improvement of students’ score in final writing test automatically could affect the student’ level of writing. As illustrated in the Figure 1.

**Table 3. Teaching Scenario**

Meeting	Project Based Learning Syntax	Main Activity	Time allotment
1	Start with essential question	<ul style="list-style-type: none"> <li>The students in a group decide the topic related to their final project by stating the question, such as: “What kind of thing or object will you describe or promote?”</li> </ul>	75’
	Design a plan for the project	<ul style="list-style-type: none"> <li>The students arrange for their writing draft with their group related to topic they have decided in the form of mind mapping</li> </ul>	40’
	Create the schedule	<ul style="list-style-type: none"> <li>The students and teacher have agreement on what the final project is, how the students will do the project, the criteria of good final project, how long the project will be carried out and selection of activities such as: - find the information related to the object. - take a picture related to the theme or topic.</li> </ul>	20’
2	Monitor students and progress of project	<ul style="list-style-type: none"> <li>The students are asked to discuss and compose their draft with their group based on the result of the information and picture that they got.</li> </ul>	135’
3	Assess the Outcome	<ul style="list-style-type: none"> <li>The students are asked to check and revise their friends’ writing</li> <li>The students have to edit the result of their writing that had been checked by their friend and teacher.</li> <li>The students arranged and designed their writing in the form of scrapbook</li> </ul>	135’
4	Evaluate the Experience	<ul style="list-style-type: none"> <li>The Students present their writing project by using power point presentation</li> <li>The students and the teacher make reflection on what they have learned</li> </ul>	90’ 20’
5	Post-test	Writing test	80’



**Figure 1. Provides Holistic Picture of the Students’ Individual Scores in Writing Descriptive Text**

**The Students’ Improvement in Writing Aspects**

Aside from looking the score improvement of students’ writing ability, the researcher analysed the improvement score in every aspects of writing (content, organization, grammar, vocabulary and mechanic) which should be considered as well.

The researcher compared the improvement score in every aspects of writing between the preliminary score and final writing score earned by the students. It can be seen that by applying the steps of Project based learning approach in teaching writing subject, the students had made improvement in all aspects of writing skill compared to their preliminary test. In aspect of organization, the students’ mean score in the preliminary score was 11 or in level 2 which was categorized poor while in writing final score was 18 or in level 3 which was categorized good. It means that there was seven points of improvement in this aspect. Regarding the aspect of content, this approach also helped the students in generating ideas more easily in this cycle. For the aspect of grammar, as the table above revealed that the average score in this aspect improved six points from 10 points in the preliminary score to 17 points in the writing test score. Meanwhile, in the vocabulary aspect as the last discussion

in this study the students improved their average score 7 from 11 in the preliminary score to 18 in the final writing score. The comparison of students’ score improvement shows in Table 4.

**The Students’ Engagement during the Implementation Project Based Learning Approach**

The students’ engagement deals with the activeness of students’ participation in doing all the activities in teaching learning process during the implementation of project based learning approach. Regarding to the criteria of success related to the students’ engagement in this study is considered to be successful if at least 80% of the students engage positively and actively in this teaching learning activity in writing descriptive text. According to the data collected, it can be seen in Table 5, that by applying the steps of Project based learning approach in teaching writing subject, the students had made positive and active engagement in every meeting. Consequently, the result revealed that the implementation of project based learning was significantly successful since the average percentage of students’ engagement was 97%. It was categorized very good criteria. It had fulfilled the second criteria of success in this study.

**Table 4. The Improvement of Students’ Scores in every Aspects of Writing between Preliminary Study and Final Writing Result**

Writing Aspect	The comparison of writing aspects						Score of Improvement
	Preliminary Study			Writing Test			
	Score	Level	Category	score	Level	Category	
Content	11	2	Poor	18	3	Good	7
Organization	11	2	Poor	19	4	Very good	8
Grammar	10	2	Poor	16	3	Good	6
Vocabulary	11	2	Poor	18	3	Good	7
Mechanics	3	2	Poor	3,5	3	Good	1

**Table 5. The Students' Engagement Percentage in Teaching Learning Activities**

No.	The indicator	Scale		Category
		Attained	Maximum	
1.	The first meeting	95%	100%	Very Good
2.	The second meeting	100%	100%	Very Good
3.	The third meeting	93%	100%	Very Good
4.	The forth meeting	100%	100%	Very Good
	Mean	97%	100%	Very Good

## DISCUSSION

The findings had obviously proved that the implementation project based learning was an effective teaching learning model in teaching writing and it facilitated the students to improve their writing ability in writing descriptive text better than in the preliminary study. Regarding to the students' writing test result showed that the students' writing ability to write descriptive text improved after the implementation of project based learning. The students could improve 26,09 points from 49,09 in the preliminary study to 75,16 in the final writing test. The improvement was not merely in the students' average score but the individual score improved as well. The findings of this study are consistent with those of Sadeghi et al. (2016) revealed that Project based learning activities have proven as an effective method in improving students' score in learning writing. Moreover, Wahyue and Rukmini (2015) and Chikita et al. (2013) showed that project based learning was effective method in teaching writing for both highly and lowly discipline students in improving writing ability.

Additionally, the implementation of project based learning has also proven in solving students' problems in writing and improving aspects of writing which contain of content, organization, grammar, and vocabulary. It affected the students to improve their ability in writing and could compose better writing product at the end of the meeting compared with the students' writing product in the preliminary. The implementation of project based learning was found effective, since it provides some syntaxes which are useful and helpful the students in learning writing process and developing the writing product. In implementing PBL students are not merely gaining of the knowledge yet employing in doing something in real life circumstance or in learning by doing the students will learn and get better achievement (Stripping, Lovett, & Macko, 2009; Markham, 2011; Giri, 2016). Moreover, PBL is a teaching method that can provoke the students' exciting for discovering the clarification in every matter and difficulties in their life through teamwork strategy (Bender, 2012).

In the first syntax was started with the essential question, the students arrange some questions related to the topic which they would investigate. A list of questions related topic was not only assisted but also served as guiding examples for ideas. Mergendoller (2006) defines PBL as a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully design products and tasks (p.4). The result of this study shows that the students could improve the students' score in content aspect of writing and get the highest score in organization aspects of writing. Since, those questions were really helpful and made the students easier in generating idea and arranging all the information into a good organization of descriptive text. It is in line with Indayati (2015) obtained that after applying project based learning in the teaching writing process, there was an improvement on the aspect of content and organization. Furthermore, according to Becket (2002) asserts that PBL can foster student analytical skill and make them write in more detail and well-ordered form.

In regard of the grammar aspect, before implementing project based learning the student gained the lowest score in grammar aspect of writing. Most of the students failed in the use of appropriate tenses, their incapability in terms of subject-verb agreement and the use of appropriate modal auxiliary, and active-passive sentences. After the implementation of project based learning had evidently improved the quality use of grammar in their writing. They could decrease their grammatical error, since PBL promotes activities that enable students to have peer correction. It is in line with the empirical study done by Thitivesa and Essien (2013) and Ramirez (2014) points outs that the implementation project based learning improved the quality of students' writing in regards of grammatical accuracy at sentence level. It was also affirmed by Farouck (2016) points out that PBL had encouraged students increase their language production, the students have learned more complex grammar structures and advanced words that were not in their course book.

Meanwhile the students' improvement on vocabulary aspect was obtained in the monitoring students' outcome and group discussion stage. Based on the result of information which was collected, the students could grasp an appropriate vocabulary and increase their level on using the words in their descriptive text. Since they could discuss with their friends and consult to the dictionary or teacher. After that, they revised and edited again before being submitted to their teacher. It is in line with the study which had been done by Mahendra (2016) revealed that the utilization of project based learning has evidently improved the students' grammar accuracy and also improved the student's vocabulary mastery.

Criteria of success in this study was not merely figured out from the improvement students' achievement in writing descriptive text after the implementation project based learning but also how this instructional approach works effectively in engaging the students in real classrooms' activity. In the present study, from the beginning the activities in teaching learning process were designed as student-centred approach where students were encouraged to have better engagement in problem solving, investigating, and getting experience from those activities. As affirmed by Gultekin (2005) cited in Bell (2010) that PBL could encourage students become better investigator, problem solvers, and higher-order thinkers.

Based on the evident exists in this study that PBL was effective in engaging the student in all the activities in teaching learning process. According to the data depicted that from the first to fourth meeting revealed that the students' engagement during the teaching and learning activities in the implementation of project based learning was categorized very high. It is in line with Barell (2007); David (2008); Ghosh (2010); Laboy-Rush (2011); Mergendollar, Maxwell, and Bellissimo (2007) cited in Bender (2012) who asserts that "PBL as an effective instructional approach that results in high levels of student engagement and achievement."

To sum up, the result of the present study revealed that the implementation of project based learning was significantly successful since the average percentage of students' engagement in the teaching learning process was 97%. It was categorized very good criteria. The finding of this study provide confirmatory evidence in support of the results obtained by Prato-mo (2014) and Dewi (2015) which showed that implementing project-based learning gave significant effect to the students' involvement and participation in

the teaching learning process. Consequently, the result of this study had fulfilled the second criteria of success since criteria of success related to the students' engagement in this study is considered to be successful if at least 80% of the students engaged positively and actively in this teaching learning activity in writing descriptive text.

## CONCLUSION

In regard of the research findings and discussions in the previous chapters revealed that the implementation project based learning was an effective teaching learning model in teaching writing and it could significantly success in facilitating the students to improve their writing ability in writing descriptive text especially describing innovative design. The implementation of project based learning not only improved the students' score but also it could boost the students' interest and activeness in engaging the students in real classrooms' activity. The implementation of project based learning was found effective and very helpful for the students to make improvement in their writing ability, especially in writing descriptive text. It can be seen from the improvement of the student's average in the preliminary study compared with the result of writing test that obtained 26.09 points. The students' average score has increased from 49.09 to 75.19 points. Therefore, it was proven that the comparison between the students' writing score in preliminary study test and in the final writing test has fulfilled the first criteria of success in this study which stated students have to increase their score at least 10 point in their final writing test compared to the preliminary score.

Regarding the second criteria of success this study is considered to be successful if at least 80% of the students engage positively and actively in this teaching learning activity in writing descriptive text. The findings pointed out that the students had made positive and active engagement in every meeting for doing all the activities in teaching learning process during the implementation of project based learning approach. Since, having process and product orientation, the implementation project based learning could engage and encourage students to explore their topics through writing. Consequently, the result revealed that the implementation of project based learning was significantly success since the average percentage of students' engagement was 97%. It was categorized very good criteria. It had fulfilled the second criteria of success in this study.



In accordance to the findings and discussions aforementioned in the previous section, the researcher propounds some suggestions which addressed for following parties. Firstly, it is attended for English teachers who confront similar problems, this strategy can be taken into consideration as one of alternative strategies to overcome the students' problems in writing descriptive text or it can be expanded for teaching various types of text such as recount text, procedure text, etc. by employing the syntaxes of project based learning in teaching writing subject.

As for future researchers, it is suggested to use this study as reference to accomplish their research. In addition, it is also suggested to carry out further study which is line with the present study at different grade or different genre of text writing such as recount, report, procedure text, etc. it is also possible for future researchers to modified similar study on different language skill.

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