



**THE APPLICATION OF PROJECT BASED LEARNING TECHNIQUE IN  
IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING  
RECOUNT TEXT AT THE EIGHT GRADE OF MTs. NEGERI  
TANJUNGBALAI**

***SKRIPSI***

*Submitted to the English Departement of English Education Faculty of Tarbiyah  
and Teacher training UIN North Sumatera in Partial Fulfillment of the  
Requirements for the Degree bachelor of Education*

By:

**DEVIKA ADELITA**  
**NIM. 34133019**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
THE STATE ISLAMIC UNIVERSITY  
NORTH SUMATERA  
MEDAN  
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**DEVIKA ADELITA**  
**NIM. 34133019**

**Advisor I**

**Advisor II**

**Dr. Hj. Tien Rafida, M.Hum**  
**NIP. 19701110 199703 2 004**

**Maryati Salmiah, S.Pd. M.Hum**  
**NIP.19820501 200901 2 012**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
THE STATE ISLAMIC UNIVERSITY  
NORTH SUMATERA  
MEDAN  
2017**

## **PERNYATAAN KEASLIAN SKRIPSI**

Saya yang bertanda tangan di bawah ini :

Nama : Devika Adelita

NIM : 34.13.3.019

Jurusan/Prog.Studi : Pendidikan Bahasa Inggris/Tarbiyah S-1

Judul Skripsi : **“The Application of Project Based Learning Technique in Improving Students’ Achievement in Writing Recount Text at The Eight Grade of MTs. Negeri Tanjungbalai”**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau terdapat skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, Mei 2017

Yang Membuat Pernyataan

**Devika Adelita**

**NIM. 34.13.3.019**

Nomor : Istimewa Medan, Mei 2017  
Perihal : Skripsi Kepada Yth:  
a.n. Devika Adelita Bapak Dekan Fakultas Ilmu  
Tarbiyah dan Keguruan  
UINSU  
Di  
Medan

Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. Devika Adelita yang berjudul “ **The Application of Project Based Learning Technique in Improving the Students' Achievement in Writing Recount Text at the Eight Grade of MTs Negeri Tanjungbalai**”, maka saya berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

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**Pembimbing I**

**Pembimbing II**

**Dr. Hj. Tien Rafida, M.Hum**  
**NIP. 19701110 199703 2 004**

**Maryati Salmiah, S.Pd. M.Hum**  
**NIP.19820501 200901 2 012**

## **ABSTRACT**

**Adelita, Devika.2017.The Application of Project Based Learning Technique in Improving the Students' Achievement in Writing Recount Text at the Eight Grade of MTs. Negeri Tanjungbalai. UINSU Medan**

The objective of this research is to find out the way of project based learning technique application in improving the students' achievement in writing recount text and to describe the reason of the application of project based learning in improving the students' achievement in writing recount text. This research was conducted at MTs Negeri Tanjungbalai academic year 2016-2017. The subject of this research were consisted of 40 students at the eighth grade in class VIII-1.

The research was conducted with Classroom Action Research. In conducting this classroom action research, the writer did one cycle. The instrument of collecting data were qualitative and quantitative data. The qualitative data were taken from observation, interview and questionnaire. While the quantitative data were taken from tests consist of pre-test and post-test.

Based on the result of the data analysis, it showed that there was an improvement of the result in the students' achievement in writing recount text after applying the project based learning technique. In the pre-test the students mean was 48,82 or it was 10%. There were only 4 students from 40 students that can reached the score criteria. After doing the post-test, there was an improvement in the result of the students' mean. The students mean was 82 or it was 88%. There were 35 students got the score criteria and there were 5 students that failed in the test. In other words, the students achievement at writing recoun text was improved. And based on the interview sheet, observation sheet, questionnaire sheet and documentation, it showed that the expression and excitement of the students were also improved.

**Keywords : Recount Text, Students' Achievement**

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This thesis was written as a partial to fulfillment of the requirement for the undergraduate program degree for Faculty of Tarbiyah and Teachers Training in Department of English Education of State Islamic University of North Sumatera.

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The Writer

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

We can imagine what life would be like if we can write a text more than one language. We can share about our country, our culture, our knowledge and many others in a written language. Nowadays, writing is very useful, such as when we try a scholarship. One of the pre-requirements is to write an essay in foreign language. Not only that, by writing, we also can get the ultimate. The ability to write becomes the perquisite to get a job. By sharing our writing to a newspaper or magazine we can get an income. There are many benefits by studying english. Focusing on many benefits taken from mastering language, our government has put English as a subject for learning. To increase students' ability in English, the teacher must be innovative for creating the learning media and the learning technique. In this case, the writer interest to take a recount text, because a recount text is a text that retells about our experience.

The students is demanded to be able writing this text, because the writing that they write is an idea or a concept of something that they face in their life. In fact the students at the eight grade of MTs Negeri Tanjungbalai faced many problems in learning writing especially recount text. Students achievement in english especially in study recount text was still low . Generally, the students can not write a recount text, because they still think that writing is the most difficult activity, where they must realize their mind and idea into a good paragraph by looking the writing steps and the criteria of a writing. Some of the students' difficulties are because of there are the misunderstanding with the rhetoric steps in

writing a text, the less grammar mastering, poor vocabulary, there is no motivation, there is no idea and afraid in doing mistakes. In teaching recount text teachers usually used lecturer method or traditional method so the students was bored in learning recount text and it made the students can not get the material clearly.

Therefore, to solve the problems, the researcher tries to find a good technique to help the students increasing their writing achievement and motivate them to give an active participation in writing class. In the researcher's opinion, the teachers can teach English on writing by using Project Based Learning which students' are given chance to learn English more fun. Project Based Learning is one of the learning technique. In Project Based Learning technique, the students can give an active participation during the learning process. This is a project base, where it demands all of the students participate in the technique. In Curriculum 2013, the project based learning technique begins to apply. By doing the project together, this technique is hoped can improve the students' writing because this is an active technique.

The researcher as the future teacher is hoped can habituate herself doing the learning process by using a technique, especially by implementing the project based learning technique. Besides that, the students can be more familiar with the learning technique and can explore their knowledge in writing deeper.

For that reasons, the reseacher was really interested in doing research by using the tittle "*The Application of Project Based Learning Technique in Improving the Students' Achievement in Writing Recount Text at the Eight Grade of MTs Negeri Tanjungbalai*".

## **B. Identification of Study**

Based on the background above the identification of the problem as followed :

1. Students achievement in writing recount text is still low.
2. Students think that writing is the most difficult activity.
3. There are the misunderstanding with the rhetoric steps in writing a text, the less grammar mastering, poor vocabulary, there is no motivation, there is no idea and afraid in doing mistakes.
4. Teachers usually using lecturer method or traditional method.

### **C. The Limitation of Study**

This research is limited in writing skill, especially in recount text. The technique is limited in project based learning technique.

### **D. The Formulation of Study**

Based on the background, it is necessary to formulate the problem of the research as :

1. How does the application of project based learning technique improve the students' achievement in writing recount text ?
2. Why does the application of project based learning technique improve the students' achievement in writing recount text ?

### **E. The Objectives of Study**

Based on the background, the objectives of the research are formulated as follows :

1. To find out the way of project based learning technique application in improving the students' achievement in writing recount text.



2. To describe the reason of the application of project based learning in improving the students' achievement in writing recount text.

#### **F. The Significances of Study**

The significances of this study is expected to be useful for :

1. For the researcher as a teacher, who will have an experience and capability in conducting a research on the students' ability in learning English as the first foreign language and to increase her ability in teaching as the good teacher in the future.
2. For students, to introduce and make the technique be familiar to the students in learning process and to explore the students ability in writing after applying project based learning technique
3. For other researchers, to use this study as a reference to conduct next research.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

In the theoretical research framework, it is necessary to give information on what the case informs the readers about. It is useful to minimize or avoid misunderstanding between the writer and the readers concerning the topic. In this case, the writer is going to elaborate the references related to the topic which are important for the purpose of this study.

#### A.1. Project Based Learning Technique

Project-based instruction is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom.<sup>1</sup>

Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes.<sup>2</sup>

Project Based Learning is described as a learning cycle in which students initially encounter a problem (rather than first being given information); reasoning skills are then developed and learning needs identified with the staff support. This is followed by individual study and a cooperative phase in which the knowledge is

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<sup>1</sup>Jennifer Railsback. 2002. *Project-Based Instruction: Creating Excitement for Learning*. Northwest Regional Education Allabotary, pg. 6

<sup>2</sup> NYC Department Of Education. 2009. *Project Based Learning: Inspiring Students to Engage in Deep and Active Learning*. New York : tpn, p.7

applied to the problem. Here students identify and seek the information needed rather than drawing on existing knowledge with which to explore the problem.<sup>3</sup>

Learning activities that are interdisciplinary, long term, and student centered are emphasized, rather than short, isolated lessons. Project based instructional strategies have their roots in the constructivist approach evolved from the work of psychologists and educators such as Lev Vygotsky, Jerome Bruner, Jean Piaget and John Dewey. Constructivism views learning as the result of mental construction; that is, children learn by constructing new ideas or concepts based on their current and previous knowledge. Most important, students find projects fun, motivating, and challenging because they play an active role in choosing the project and in the entire planning process.<sup>4</sup>

According to Sylvia Chard, the Project-based Learning approach is an “in-depth investigation of a real-world topic worthy of children’s attention and effort.” Hence, field trips experiments, model building, posters, and the creation of multimedia presentations are sample activities within PBL where students with differing learning styles demonstrate their knowledge by means of inquiry.

In summary, PBL should:

- a. Be anchored in core curriculum and multi disciplinary
- b. Involve students in sustained effort over time
- c. Involve students in decision-making
- d. Be collaborative
- e. Have a clear real-world connections

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<sup>3</sup> Nichola Harmer. 2014. *Project Based Learning*. Plymouth University, p.6

<sup>4</sup>Jennifer Railsback, loc. cit

- f. Use systematic assessment: both along the way and end product<sup>5</sup>

Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society. The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world. Solving highly complex problems requires students to have both fundamental skills and Digital Age skills. With this combination of skills, students become directors and managers of their learning, guided and mentored by a skilled teacher.<sup>6</sup>

By bringing real-life context and technology to the curriculum through a Project-based Learning approach, students are encouraged to become independent workers, critical thinkers, and lifelong learners. If students learn to take responsibility for their own learning, they will develop in the way to work with others in their adult life. Project-based Learning is not just a way of learning, but away of working together. Besides students, teachers can communicate with administrators, exchange ideas with other teachers and subject-area experts, and communicate with parents, all the while breaking down invisible barriers such as isolation of the classroom, fear of embarking on an unfamiliar process, and lack of assurances of success.

### **A.1.1. The Implementation of Project Based Learning**

Real Project Based Learning, by contrast, is deep, complex, rigorous, and integrated where each stakeholder in the school plays an important role. In implementing PBL, its fundamentals are four fold:

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<sup>5</sup>Educational Technology Division Ministry of Education. 2006. *Project Based Learning Handbook: Educating the Millennial Learner*. Malaysia: Communications and Training Sector. p. 4

<sup>6</sup> Ibid, p. 6

- a. Create teams of three or more students to work on an in-depth project for three to eight weeks.
- b. Introduce a complex entry question that establishes a student's need to know, and scaffold the project with activities and new information that deepens the work.
- c. Calander the project through plans, drafts, timely benchmarks, and finally the team's presentation to outside panel of experts drawn from parents and the community.
- d. Provide timely assessment and/or feedback on the projects for content, oral and written communication, teamwork, critical thinking, and other important skills.<sup>7</sup>

Generally, PBL has some steps such as Planning, Creating, and Processing. PBL approach is the approach that has syntax: (1) Starts With the Essential Question, (2) Design a Plan for the Project, (3) Creates a Schedule, (4) Monitor the Students and the Progress of the Project, (5) Assess the Outcome, (6) Evaluate the Experiences. Hung found that the principle combination of project based learning, meaningful learning and learning with technology influences students' success and creativity, and improves students' motivation. Students' mentoring and coaching are very effective in developing students' skills and talents in project based learning environment. Teachers can also get feedback on their own teaching and learning.

Hugg and Wurdinger also stated that the PBL if it is applied together with the appropriate exercises and tasks, then it can be applied to a wide range of courses that will enhance students' life skills and provide real benefits to the community.

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<sup>7</sup> Ibid, p.18

### **A.1.2. The Principle of Project Based Learning**

Principles of PBL in common are as follows:

1. Students work together in groups and collaborate on project activities: the increases in the students' collaborative abilities, characterized with the existence of cooperation among students in groups or in pairs.
2. A real world problem that affects the life of the students is presented for investigation. The learning is design to help students develop their thinking skill, problem solving skill, and intellectual skill. Students are given a chance to think and create.
3. Students discuss findings and consult the teacher for guidance, input, and feedback.
4. Artifacts production and exhibition, in which students are required to make a particular product in form of real work or modeling which is then demonstrated to other friends.
5. The maturity level of students' skills determines the degree of guidance provided by the teacher.
6. Final products resulting from PBL can be shared with the community-at-large, thus fostering ownership and responsible citizenship in addressing real world problems.<sup>8</sup>

### **A.1.3. The Characteristics of PBL**

Effective project-based learning has the following characteristics:

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<sup>8</sup>Woro Sumarni.2015. *The Strengths and Weaknesses of the Implementation of Project Based Learning: A Review; International Journal of Science and Research (IJSR)*, Vol. 4.Jawa Tengah, p. 480

- a. Leads students to investigate important ideas and questions
- b. Is framed around an inquiry process
- c. Is differentiated according to student needs and interests
- d. Is driven by student independent production and presentation rather than teacher delivery of information
- e. Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content
- f. Connects to real world and authentic problems and issues

With those characteristics in mind, teachers can plan learning experiences that result in in-depth understanding of important ideas in the content. Because students are driving the learning, they can draw upon their strengths and create projects that incorporate their own interests, native language, cultural background, abilities and preference for using different types of media.

English Language Learners, in particular, thrive in a project-based learning environment because projects give them the opportunity to learn with others through peer-to-peer exchange, to develop their academic vocabularies through conversation, to use their own strengths and cultural backgrounds, and to accelerate their language acquisition at the same time that they are learning about topics of interest. Project-based learning requires the production of authentic (oral and written) language from ELLs.<sup>9</sup>

#### **A.1.4. The Elements of PBL**

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<sup>9</sup>NYC Department Of Education, op.cit., p.7

There are a wide range of project types—service learning projects, work-based projects, and so forth, but authentic projects all have in common these defining features :

- a. Student centered, student directed
- b. A definite beginning, middle, and end
- c. Content meaningful to students; directly observable in their environment
- d. Real-world problems
- e. Firsthand investigation
- f. Sensitivity to local culture and culturally appropriate
- g. Specific goals related to curriculum and school, district, or state standards
- h. A tangible product that can be shared with the intended audience
- i. Connections among academic, life, and work skills
- j. Opportunity for feedback and assessments from expert sources
- k. Opportunity for reflective thinking and student self-assessment
- l. Authentic assessments (portfolios, journals, etc.)<sup>10</sup>

#### **A.1.5. Project Based Learning Lead to Differentiated Instruction**

Our students bring diverse backgrounds and experiences to the classroom. Their ability, prior learning, rate of learning, social and cultural background, native language, maturity and individual preferences are factors in the learning process. Project-based learning allows students multiple options for taking in information, making sense of ideas, and expressing what they have learned. It is by definition differentiated as it provides students with multiple ways to acquire content, to process or make sense of ideas, and to develop products that demonstrate effective

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<sup>10</sup>Jennifer Railsback, op.cit., p.7



learning. Students can approach the inquiry process in a variety of ways and build on their own interests and experiences. There is no limit to how deeply students can explore a question, allowing each learner to challenge him or herself to the fullest.

By the middle grades, the diversity of students' prior educational experiences has resulted in widely disparate levels of skills. English Language Learners may have high levels of skills, but limited English proficiency. While the expectations for content learning and project completion remains rigorous, scaffolding and targeted intervention should be offered to any students who need extra supports.

Additionally, students will possess a wide range of reading ability. Supports must be provided so that all students have access to the information. The use of audio-recorded books, books and articles in other languages, reading buddies, as well as on-line software that provides text reading, are useful in ensuring that all students have equal access to the information they need regardless of their ability to read the text on their own.

The following strategies have proven to be effective for all students who are challenging themselves to learn new content and skills.

- a. Generate interest in the project by bringing in articles or providing experiences that pique their curiosities; allow students to follow up on the ideas that interest them.
- b. Set out clear expectations and frequent reminders regarding each aspect of the process, delivered in a manner consistent with the student's learning preferences.

- c. Offer clear models and extra teacher-guided opportunities to practice abstract phases of inquiry like “construct.” Let students see the connection between drawing conclusions based on evidence and making decisions in their own lives, like deciding which sneakers have the best advantages for the money they cost.
- d. Be sure that these students do not get lost in the group; give them individual attention or pair them with fellow students for one-on-one practice time.
- e. Modify the expectations for standards and assessment for those students with disabilities who may exhibit delayed mastery of some of the inquiry-skills benchmarks.
- f. Provide opportunities for multi-modality learning throughout the project.
- g. Offer multiple opportunities for students to interact with the ideas (English Language Learners – and alllearners – benefit greatly from increased practice in developing competencies).
- h. Use facilitative teaching techniques:
  - 1. Ask leading questions to help elicit responses and generate understanding.
  - 2. Use verbal prompts to help students connect previously learned information to current information and to draw conclusions.
  - 3. Provide organizational structures to keep students on track (e.g., checklists, reminder notes).
  - 4. Provide visual cues throughout the classroom to guide the process.
  - 5. Provide modeling, including think alouds, to demonstrate the process.

- i. Provide support and feedback throughout the process:
  - 1. Strategically group students with peers who can serve as models and supportive partners. Group English
  - 2. Language Learners with those who speak the same native language.
- j. Conduct frequent one-on-one discussions with students to monitor progress and assess the need for additional accommodations.
- k. Extend the time to complete assignments when warranted.
- l. Provide an alternative manner of reporting for students with academic challenges or disabilities who exhibit limited written expression skills or a physical impairment that may impede writing. For these students, consider strategies derived from universal design principles such as voice recognition software which allows them to participate fully in this process.
- m. Encourage English Language Learners to use their native language resources to develop their project and afford them opportunities to present in the native language as well as English. ( page 10)<sup>11</sup>

**A.1.6. Do’s and Don’ts in Project Based Learning**

To ensure that Project-based Learning serves the purpose of facilitating students’ learning, attend to the following “Dos and Don’ts”.

**Table 1 :Dos and Don’ts in PBL**

Do’s	Don’ts

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<sup>11</sup> NYC Department Of Education., [op.cit.](#)

Provide clearly defined learning objectives and guidance throughout the learning process.	Assign project work without giving any guidance.
Craft driving questions that will engage students in the project.	Present a question that is too general.
Pick different skills and content.	Try to cover skills and content.
Assign projects with clear expectations that require higher order thinking skills.	Provide activities that score low on Bloom's Taxonomy.
Real-world problem solving.	Give students makebelieved situation or illogical facts.
Identify key objectives or essential knowledge you want all students to learn.	Expect students will learn something at the end.
Decide on products or performance to demonstrate how students learn.	Let students decide what to produce
Coordinate well among teachers of different subjects so that projects are properly assigned.	Don't assign too many projects of different subjects in the same period.
Encourage cross curriculum project to connect different areas of learning.	Overlap themes in a number of projects for different subjects or at different levels.
Use lesson time flexibly to enable students conduct project work.	Demand too much time outside lessons to complete the project.
Put emphasis on both the learning process and product.	Place undue emphasis on the product of students' work.
Share with an appropriately planned audience to provide additional motivation for knowledge construction.	Limit presentation to classroom audience only.
Encourage creative publication and	Specify how students' product should look like.

presentation.	
Engage students in purposeful learning experiences that encourage them to go deeper, not wider in a particular discipline.	Teach skills in isolation and give frivolous experimentation.
Challenge the highs to go higher and provide options for the lows to experience success	Accumulate students in the middle of the bell curve.
Allow students time to reflect and discover	Don't rush students
Entrust students with some empowerment to complete projects	Don't push students
Allow students to make mistakes.	Start by giving too much information.
Encourage research and use of primary resources.	Limit the use of resources.
Help students discover ways to correct mistakes.	Penalise students for making mistakes.
Use open-ended questions to facilitate students.	Use close-ended question or yes-no questions.
Keep own notes for observation on groups' work.	Ignore gender and minority divide.
Encourage creativity and divergent thinking.	Furnish students with templates to follow.
Join in as a part of the learning community with students.	Leave students to work on their own.
Show excitement and joy in discovery along with students.	Worry that students are not learning. <sup>12</sup>

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<sup>12</sup> Educational Technology Division Ministry of Education, op.cit., p.48

### **A.1.7. The Advantages of Project Based Learning**

The advantages of Project Based Learning are:

1. Improve academic achievement

While there is some evidence in academic literature of project based learning leading to enhanced academic achievement, few studies measure this effect at the level, most seeking instead to either describe the process of projects or understand students perception of the approach.

2. Motivation and enjoyment

The studies reported on in this review generally emphasises students' enjoyment of project based learning activities and linked this to motivation to learn. Some of these conclusion are not based on formal research project but instead draw on practical experience and observation of the technique in school .

3. Enabling Outreach

A further significant identified benefit of project based learning is potential for fostering engagement beyond academia. The literature provides examples of project developing partnership with public bodies, industry, professionals and communities.

4. Other Benefit of Project Based Learning

Project Based Learning have benefits for academic staff. These include the possible provision of new resultsfor research publication better relation between students and staff.<sup>13</sup>

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<sup>13</sup> Nichola Harmer. Op.cit., p.13

### **A.1.8. The Disadvantages of Project Based Learning**

Those are some disadvantages of project based learning technique:

1. PBL requires a lot of time that must be provided to solve complex problems. This will lead to a lack of time available for the material/content.
2. Many parents of students who feel aggrieved, because it adds to the cost of entering the new system.
3. Many instructors/teachers feel comfortable with traditional classroom, where the instructor/ teacher play a central role in the classroom. This is a difficult transition, especially for instructors/teachers who have little or no control of the technology.
4. Applying project based learning in the classroom may be intimidating for some experienced teachers and will be even worse for beginners.
5. The amount of equipment to be provided, so that the demand for electricity increases.
6. Almost all examples of successful project based learning capitalize on the success of cooperative or collaborative learning. Students who have a weakness in the experiment and the collection of information will have trouble.
7. Students who are not experienced with working in groups may have difficulty in negotiation and compromise. If this method has not been used before, it may be necessary to teach students how to interact in a group and manage conflict within the group. There is a possibility of students who are less active in group work.

8. When the topic given to each group is different, it is feared that students cannot understand the topic entirely.
9. For a self-assessment survey, the data may have been influenced by a slight inconsistency.
10. Lack of student interest in the subject, including methods of teaching.<sup>14</sup>

## A.2. Achievement

Definition of achievement by the free online dictionary, achievement is the result of what an individual has learned from some educational experiences. Like Allah's saying in al-qur'an surah Al Mujadillah 11 :

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا  
 يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا  
 مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning : “ O you have been believed, when you are told. “space your selves” in assemblies, then make space, Allah will make space for you, and when you are told. “arise” then arise; Allah will raise to highranks those that have faith and knowledge among, he is cognizant of all your action.”<sup>15</sup>

In the Standards for test construction, achievement is viewed basically as the competence a person have in a area of content. This competence is the result of many intellectual and nonintellectual variables, although in this paper we concentrate exclusively on the former. At the experimental level, achievement is referred to as acquisition, learning, or knowledge representation, sometimes depending on theoretical biases. Achievement is the word preferred in the

<sup>14</sup>Woro Sumarni, *op.cit.*, p. 482

<sup>15</sup> Qur'an Surah. AL Mujadillah, 58:11



educational or psychometrics fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool.<sup>16</sup>

Achievement is defined as measurable behaviour in a standardised series of tests. Achievement test is usually constructed and standardised to measure proficiency in school subjects. In most cases, according to them. "accomplishment" is sometimes used in place of "achievement". According to Bruce and Neville educational achievement is measured by standardised achievement test developed for school subjects. What this means is that academic achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education. What is important is that the test should be a standardised test to meet national norm. For a test to be standardised, it must be valid for over a period of time.

Achievement is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion, a feat, a distinguished and successful action. Simpson and Weiner contended that achievement test intends to measure systematic education and training in school occupation towards a conventionally accepted pattern of skills or knowledge. Several subjects may be combined into an achievement battery for measuring general school proficiency either in point score or achievement age and perhaps achievement quotient.<sup>17</sup>

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<sup>16</sup> Salvador Algarabel and Carmen Dasi, . 2001. *The Definition of Achievement and The Construction of Tests For Its Measurement: A Review of The Main Trends*. Spain: Universitat de València, p.45

<sup>17</sup>Bharat H. Mimrot. 2016. *A Study of Academic Achievement Relation to Home Environment of Secondary School Students*, Vol.4, p. 31

### **A.2.1. Academic Achievement**

Academic achievement or (academic) performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important- procedural knowledge such as skills or declarative knowledge such as facts. Academic achievement may be defined as excellence in all academic disciplines, in class as well as cocurricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted.

Trow defined academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance”. Good refers to academic achievement as, “The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher”. Mehta K.K. defined academic achievement as “academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students perform their potentials efficiently, as a result of it, learning takes place”.

The learning outcome changes the behaviour pattern of the student through different subjects. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the

focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history).

Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates.<sup>18</sup>

### **A.3. Writing**

Writing is one of fundamental importance to learning, to development of the person in each learner, and to success in the educational system. As teachers, we need to work continually to aid our students in their search for fulfillment as writers. Allah states in the glorious Al-Quran (Al-Qalam:1):

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝ ١

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<sup>18</sup>Ibid, p.32

Meaning : “*Nun. By the pen and what the write*”.<sup>19</sup>

Lannon views writing as “the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning writing is a process of deliberate decision”. It means that writing must convey a message with a meaning.<sup>20</sup>

Writing is the expression of language in the form of letters, symbols or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens typewriters and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen.<sup>21</sup>

Writing is defined as an activity in which a person represents one’s experience in the medium of written expressions using acceptable linguistic forms. Defined in this way, writing has three dimensional characteristics. Firstly, the medium of written expressions or writing can be in letters, scratches, ideographs, or signs. In this manner, writing may be in the forms of notes, office memos, notices or announcements, letters, books or reports. Secondly, the gramatical aspects, where the written characteristic or feature of an expression is not merely relate to the meium but also to the linguistic or grammatical aspects. In other words, to write does not solely mean to express experience in written means or tools but also to code it in the grammar of written language.

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<sup>19</sup> Basheer Ahmad Mohyidin. 2004. *Quran The Living Truth*, New Delhi : Continental Book Center, p.1054

<sup>20</sup> Quy.2011. Integrating reading and Writing Teaching to improve VNUH-ULIS first Year English Major Students Writing Skill. *Academic Journal*, 3-20: in <http://www.infed.org.com>

<sup>21</sup> Utami Dewi, S.Pd., M. Hum. 2013. *How to Write*. Medan, Medan: La-Tansa Press. p. 2

There are properties of features of written language, which make it different or distinct from those of spoken language. In this manner, linguistic features used in a face-to-face interaction or conversation are inherently different from those used in scientific journals. Thirdly the contextual aspects; as a related feature to the acceptability of linguistic form is the social contexts where writing occurs. Writing occurs in contexts. This means that one writes texts. Texts are created in the contexts and there is no text without context. Specifically, the text is either the process or the product of interaction in which there is an imbalanced condition between the interlocutors<sup>22</sup>

### **A.3.1. Text**

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Linguistic context is the linguistic unit before and after a text. Non linguistic context is outside a text. So a text is any meaningful linguistic unit in both linguistic context and non linguistic content.

A text is both a spoken text and a written text. A spoken text is any meaningful spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. It can be a song or poetry or a drama or a lecture, etc. A written text is any meaningful written text. It can be

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<sup>22</sup> Anggraini Thesisi Saragih, S.Pd, M.Hum & Prof. Amrin Saragih, PHD, MA. 2014. *Course Book Writing*. Medan: Unimed Press, p.1

a notice or a direction or an advertisement or a paragraph or an essay or an article or a book etc. A text refers to any meaningful short or long spoken or written text.

A text of language is a text spoken or written in a language. An English text is a text spoken or written in English. A German text is a text spoken or written in German. An Indonesian text is a text spoken and written in Indonesia. A text is spoken or written in any language.

A text of language is unique. Some languages may have some similarities in a text. They also have some differences. The languages that have the dominant similarities can be of the same branch. But those that have the dominant difference can be of the different branch. The text is unique in its rules. The native speakers of a language are subject to a set of rules in the production and interpretation of a text in a language is rule governed. The rule is conventional. It is not an individual man made. It is not the work of a linguist. The set of rules are acquired from the speech community of the language. The acquisition is not an inheritance too. The native speakers of the language learn it through an informal process.

The English text is also unique. It is the way its native speaker to organize a piece of both spoken and written information. His way is the culture of the native English speaker to communicate in both the spoken or written language. This means that learning the English text is learning to communicate in culture of the English people. The native speakers of the English language if they want to communicate in both the spoken and written English successfully. Otherwise, they may speak English; any how their communication is limited.

The text culture is the culture of the native speakers of the English language to select and use the linguistic units of the language in the production of a text to communicate a piece of information. It is also their culture in the interpretation of the text. In addition to that, it is also their culture to arrange that linguistic units produce and interpret a unified and coherent text. The native speakers of the other language must learn the Text Structure of the English Text if they want to communicate successfully in the English language.

#### **A.3.1.1.The Approach Used in Viewing Text Culture**

There are two synergic approaches used to view culture. The first is the rhetoric approach. It is the way how they produce and interpret a unified and coherent text. The second is functional approach. It is the way they select and use the correct gramamtical aspects a certain unified and coherent text. The two approaches are not dichotromies. They are not in extreme sides. In this case, a text is like a coin having two sides. It always has the two sides. It never has one side only. A text written based on one approach is not a good text. An effective and efficient text is always the one which is written based on the two points of view.

Those are the approach used to view the culture :

##### **1. The Rhetoric Approach**

In this point of view, a text is an effective and efficient bigger linguistic units containing several components use as the tool of communicative interaction. Each of the components may contain one or more than one clause(s). Each of the

components has a specific function for the creation of meaning communicated through the text. Rhetorics refers to the selection and arrangement of the clauses in each of the components and the selection and arrangement of the components in the text. The selection refers to the unity aspect and the arrangement refers to the coherence aspect. The rhetoric view is used to check the selection of the clauses in each the components and the arrangement of the components in the text.

### 1.1. The Text Unity

The text is the cohesiveness of a text. It is the tightness of the text. A cohesive text is the one having some relevant clauses or component to each other. All the clause or component of a text is relevant to each other. The presence of an irrelevant clause or component in a text will make the text ununified or uncohesive. The effect is that there is no tightness in the text. The clauses are then irrelevant to each other. The components of the text are then irrelevant to each other.

### 1.2. The Text Coherence

The text coherence is smooth flow of idea of a text. It is the arrangement of the clauses and components of a text. A unified text is not yet a coherent text. But a coherent text is a unified text. A certain communicative function determines a certain arrangement of the clauses and components of a text. The native speakers of a language always recognize the purpose of a communicative interaction from the arrangement of the clauses or components of the text. They also recognize the arrangement of the clauses or components of the text from their purpose.

## 2. The Functional Grammar Approach

This approach views a text from its communicative function. The smallest meaningful unit is clauses. In the view point if functional grammar, a clause is the



smallest meaningful linguistic unit is a communication. Communicatively, it is the linguistic unit which is used the measure human experience. In the theory of the interpersonal function of language, a clause is considered as one human experience. The native speakers of a language use a clause to communicate a unit of the experience. They use a clause to communicate one experience. In this case, they use a clause to represent an experience. In other words, a clause is used to code an experience. In the view point of Functional Grammar, human experience is the world. It is the meaning negotiated in communicative interaction. It can be an action done bodily. It may happen outside the body of human. It can happen in side in the body. It can be a physical representation. It can also be a mental representation . It can be an attitude. An experience is an interpersonal meaning communicated in a text. It is communicated by using a clause.<sup>23</sup>

### **A.3.2. Types of Writing**

There are many types of writing. The various types can be grouped into modes, a word that refers to the central purpose of a piece of writing. The modes of writing :

- a. Narration
- b. Description

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<sup>23</sup> Sanggam Siahaan & Kisno Shinoda. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu, p.1

- c. Persuasion
- d. Exposition
- e. Research
- f. Response to Literature
- g. Assessment
- h. Workplace

Writing can also be divided into two broader categories: reflexive and extensive, based on the source of inspiration and audience for a piece of writing. When you write reflexively, you choose what to write, what format to use, and whether to share your writing with others. Reflexive writing—such as a journal entry, a personal essay or a list – is writing you do for yourself. Extensive writing which focuses on topics outside of your imagination and experience, is writing that you do for others. Examples of extensive writing include research papers, persuasive essays, and book and theater reviews.<sup>24</sup>

There are fifteen types of genre text according to Rudi Hartono, they are:

- a. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
- b. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
- c. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.

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<sup>24</sup> NN. 2001. *Writing and Grammar: Communication in Action*. Prentice Hall Massachusetts, p. 14

- d. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
- e. Spoof is a kind of genre used to retell an event with a humorous twist.
- f. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
- g. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
- h. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
- i. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- j. Discussion is a kind of genre used to present (at least) two points of view about an issue.
- k. Description is a kind of genre used to describe a particular person, place or thing.
- l. Review is a kind of genre used to critique an art work or event for a public audience.
- m. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.
- n. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.<sup>25</sup>

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<sup>25</sup> Syaiful Azhar. 2015. Analysis Of Generic Structure of Reccount Text: *The Study of Fourth Semester Students of STAIN Salatiga*. Salatiga, p. 22

### **A.3.3. The Writing Process**

There are many models of writing process. The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing and publishing.

#### **1. Prewriting**

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data)

#### **2. Drafting**

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. In this stage, you don't pay attention to such things as spelling at this stage.

#### **3. Revising**

Revision is the key to effective documents. Here you think more deeply about your readers needs and expectations. The document becomes reader-centered. How much support will each ideas nneed to convince your readers? Which terms should be defined for these particular readers? Is your organization effective?

#### **4. Editing and Proofreading**

These are the broad categories for proofreading:

- a. Check for such things as grammar, mechanics, and spelling
- b. Check the facts. If your writing includes details, be sure you have included the information correctly.

- c. Confirm legibility: if you have written your final draft, make sure that each word is legible

## 5. Publishing

The final step of the writing process is publishing. This means different things depending on the place you're working on.<sup>26</sup>

### **A.3.4 Recount Text**

In communication context, sometimes we would like to inform others about the past activities we did. These may range from personal, family or other social activities or experiences. The way to describe such a past event is known as recount.

A recount is the retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past. In literary term, experience is what we do, feel, hear, read, even what we dream.

Simply recount is defined as a type of text made in order to give information about the past activities. A recount retells past events in the order in which they happened.

In terms of written text, the past activities are designed and wrapped as a recount text. And it is not similar to narrative genre. Narrative tends to be fictitious while recount tells something real or factual in the past.

Recounts are often personal stories and they can be either factual or imaginative. In more comprehensive definition, actually recount can be classified

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<sup>26</sup> Utami Dewi, S.Pd., M. Hum, *op.cit.*, p.11

into three categories such as personal recount, factual recount, and imaginative recount. Each of them has specific characteristics and details.

- Personal recount

This usually retells an event that the writer was personally involved in.

- Factual recount

It records an incident, e.g. a science experiment, police report.

- Imaginative recount

It is a writing of an imaginary role and gives details of events

In line with the concept above, basically the social function or purpose of recount is to inform and describe past experiences by retelling events in the order in which they happened. Then, in wider sense, recount is also used to retell events for the purpose of informing or entertaining. Also recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). In addition, the word 'event' here means something real and factual or even imaginative.

#### **A.3.4.1. The Generic Structure and Textual Elements of Recount Text**

Actually, every genre has its own characteristics in terms of the rhetorical structure and textual elements. Recount writing also has its own rhetorical structure and textual elements. Then, each element of textual; element has its own function. It states what the element is for. The rhetorical structure and textual elements of

recount writing consists of 1) Orientation, 2) Record of Events, and 3) Re-orientation. In detail, the Rhetorical Structure and Textual Elements function as follows:

**Table 2 :The Textual Elements of Recount Text and Its Function**

Textual Elements	Functions
Orientation	<ul style="list-style-type: none"> <li>• It consists of theme or topic to be informed.</li> <li>• To show the reader about the topic/theme being informed.</li> <li>• To attract reader's attention and interest.</li> <li>• It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.</li> </ul>
Record of events or sequence of events	<ul style="list-style-type: none"> <li>• To provide details about the event informed/described chronologically ( the type of plot may vary)</li> <li>• It is better to tell chronologically rather than flash back and zigzag. In order to have a good chronological order the sequence markers such as first, second, third, etc are important.</li> </ul>
Re-orientation	<ul style="list-style-type: none"> <li>• It functions to show personal attitude about the activities or event informed or told of record of event.</li> <li>• It is a matter of conclusion with personal attitude.</li> </ul>

The above design is a standard and common rhetorical structure of the genre recount writing. As it is explained above, it consists of three main elements namely orientation, records of event or sequences of events, and re-orientation. They have their own functions and characteristics.

In detail, the recount has the following features:

1. The recount has a title, which usually summarises the text.
2. It has specific participants.
3. The basic recount consists of three parts:
  - a. The setting or orientation – background information, answering the questions (why?, when?, where?, and why? )
  - b. Events are identified and described in chronological order.
  - c. Concluding comments express a personal opinion regarding the events described.
4. The details are selected to help the reader reconstruct the activity or incident (Factual Recount)
5. The ending may describe the outcome of the activity, e.g. in a science activity (Factual Recount)
6. The details of time, place, and incident need to be clearly stated, e.g. at 11.15 pm, between Reid Rd and Havelock St a man drove at 140 kms toward the shopping centre (Factual Recount)
7. The descriptive details may also be required to provide information, e.g. He was a skinny boy with a blue shirt, red sneakers and long tied back hair (Factual recount)
8. It includes personal thoughts/reactions (Imaginative Recount).

#### **A.3.4.2.The Linguistic Features of Recount Text**



The linguistic features of recount text are divided into the relevant grammatical patterns and the related vocabulary usages. Below are the explanation both of them:

**a. The Relevant Grammatical Patterns**

As explained above, the grammatical patterns or language usages of certain genre writing seem to have their own distinct or specific features. This may occur because different genre writing states and distinctive communicative purpose, readers, and contexts in terms of when it happens, how it happens, or why it happens. In general, the common grammatical pattern of recount text includes:

- a. It focuses on specific participants.
- b. It is written in the past. Most often in the past, but may be in the immediate present for effect.
- c. It varies the sentences length: simple, compound or complex ones.
- d. The short sentences increase tension: longer sentences provide contrast and detail.
- e. The frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday.
- f. The recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).
- g. The details are often chosen to add interest or humour to the recount.
- h. It uses personal pronouns.
- i. The passive voice may be used.

Then, recount writing also should contain and cover the following features in terms of grammatical patterns features such as setting the scene (who, when, where and what)

**b. The Related Vocabulary Usages**

In general, the related vocabulary usages of the recount text in common are:

- a. It use of material processess.
- b. It focuses on specific participant depending on the topic discussed; words relating to material processes; and circumstance of time and place.
- c. It focuses on temporal sequence.
- d. It uses time words connect events.
- e. The noun groups describe people and places.
- f. The use of adjective functions to indicate mood of the event or personal attitude in order to make the event more meaningful and powerful.

**A.3.4.3.The Example of Recount Text**

On Friday, June 12th, I woke up at six o'clock and no wonder it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer, and went to the dining room, where I received a warm welcome from Moortje (the cat).



Orientation

Soon after seven I went to Mummy and Daddy and then to the sitting room to undo my presents. The first to greet me was you, possibly the nicest of all. Then on the

table there were bunch of roses, a plant and some poenies, and more arrived during the day.

I got masses of things from Mummy and Daddy, and was throughly spoiled by various friends. Among other things I was given Camera Obscula, a party game, lots of sweets chocolates, a puzzle, a broach, Cales and Legends of Netherlands by Joseph Cohen, Daisy’s Mountain Holiday (a terrific book) and some money. Now I can by The Myths of Greece and Rome – grand!

Events

Then Lies called for me and we went to school. During recess I treated everyone to sweet biscuits, and then we had to go back to our lessons.

Now, I must stop. Bye bye, we’re going to be great pals !<sup>27</sup>

} Re-Orientation

#### **A.3.4.4.The Scoring of Recount Text**

In scoring the test, Hughey uses five components. They are : content, organization, vocabulary, language use and mechanics. The five aspects are differentially weight to emphasize the content (30 point), organization (20 point), vocabulary (20 point), language use (25 point), and mechanics (5 point). The specific criteria are described in details as the following :

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<sup>27</sup> I Wy. Dirgeyasa. 2014. *College Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press,p. 23

**Table 3 :Scoring of Writing Text**

<b>ESL COMPOSITION PROFILE</b>		
<b>STUDENT</b>		
<b>Component</b>	<b>Level</b>	<b>Criteria</b>
<b>CONTENT</b>	30-27	EXCELLENT TO VERY GOOD: knowledge, substantive, through development of topic sentence, relevant to assigned topic.
	26-22	GOOD TO AVERAGE : some knowledge of subject, adequate range, limited development of topic sentence and mostly relevant to the topic, but lacks detail.
	21-17	FAIR TO POOR : limited knowledge of subject, little substance, inadequate development of topic.
	16-13	VERY POOR : does not show the knowledge of subject, non substantive, not pertinent or not enough to evaluate.
<b>ORGANIZATION</b>	20-18	EXCELLENT TO VERY GOOD : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.

	13-10	FAIR TO POOR : no-fluent, ideas confused or disconnected, lackslogical sequencing and development.
	9-7	VERY POOR : doesn't communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	EXCELLENT TO VERY GOOD : sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register.
	17-14	GOOD TO AVERAGE : adequate range, occasional error of word / idiom form choice, usage, but meaning not obscured or confused.
	13-10	FAIR TO POOR : limited range, frequent errors of word / idiom form, choice, usage, and meaning obscured or confused.
	9-7	VERY POOR : essentially translation, little of English vocabulary, idioms or word form or not enough to evaluate.
LANGUAGE USAGE	25-22	EXCELLENT TO VERY GOOD : effective complex, construction, few error of agreement, tense, number, word order/ function, articles, pronoun and preposition.
	21-18	GOOD TO AVERAGE : effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order / function, articles, pronoun, and prepositions, but meaning seldom obscured.

	17-11	FAIR TO POOR : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order / function, articles, pronoun and preposition or fragments, pronouns, deletions and meaning confused of obscured.
	10-5	VERY POOR : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing.
	4	GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured.
	2	VERY POOR : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate. <sup>28</sup>

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<sup>28</sup>Turma Christina. 2012. *Improving Students' Achievement in Writing Recount Text Through Quantum Writing*. p.30

#### **A.4. Writing Achievement**

The writing achievement standards for each grade level are clarified through student exemplars. The student exemplars, with supporting rationale, represent various forms of both narrative and expository writing. Information that could potentially identify writers has been replaced with fictitious names. Parental permission was sought to use student writing as exemplars in the standards documents.<sup>29</sup>

The writing achievement standards make use of common traits of quality writing and describe what students should be able to demonstrate independently when completing a piece of writing. The six traits are identified as:

1. Content/Ideas– overall topic, degree of focus, and related details.

Students must :

- a. Choose a general topic and often support or extend written ideas with drawings
- b. Include one or more ideas/events (may not be explicitly stated or explained), usually based on personal experiences, or basic information
- c. Include limited or general details to expand upon the ideas/events; may include some irrelevant information

2. Organization– structure and form, dependent on purpose and audience

Student must :

- a. Decide upon a general purpose; show an emerging understanding of simple text forms

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<sup>29</sup>Atlantic Canada English Language Arts Curriculum. 2008. Reading and Writing Achievement Standards. Kanada, p.2

- b. Include a simple beginning that may identify the topic
- c. Present ideas/events in a basic sequence; may have a few missteps
- d. Link ideas with simple connecting words (e.g., and, then); may overuse such words.

3. Word Choice– vocabulary, language, and phrasing

Student must :

- a. Use basic vocabulary
- b. May attempt to use some descriptive language

4. Voice– evidence of author’s style, personality, and experience

Student must :

- a. Begin to show some awareness of audience according to purpose (e.g., write a personal note “to” someone)
- b. Demonstrate some basic knowledge of and/or interest in subject
- c. Show a glimpse of personal feeling or style (e.g., bold punctuation or letters, speech bubbles)

5. Sentence Structure– variety and complexity of sentences

Student must :

- a. Use simple sentences, many of which are complete; may rely on repetitive patterns
- b. May include a few longer sentences and/or sentences that begin in different ways; longer sentences may be run-on or incomplete.

6. Conventions– spelling, punctuation, capitalization, and usage (grammar)

Student must :



- a. Use periods to end most simple sentences; may use exclamation and question marks correctly
- b. Use capital letters for people's names, first word in sentences, and the pronoun "I", in many cases; may capitalize some words unnecessarily
- c. Spell many high-frequency words correctly; attempt to spell unknown words using phonetic approximations
- d. Use conventional spacing between words<sup>30</sup>

## **B. Related Study**

Those are some researchs that relevant with this studies :

1. The first study which has relevance with this research was conducted by Arina Muflikhati (2013); Improving student's writing skills on recount texts through the use of dialugue journal writing of the tenth grade students of SMA IT Abu Bakar Yogyakarta in the academic grade of 2012/2013. It concerns on solving the students' problems in writing skills on the five aspects as proposed by John Anderson namely grammar, vocabulary, mechanics, fluency and form.

This study is classified as action research which was done with the participation of 25 students of X3 class as the subjects of the research. The data obtained during the research are in quantitative and qualitative forms. The qualitative data were acquired from the field notes, interview transcripts, and photographs. The quantitative ones were collected from the results of the students' pre-test and post-test and also from the students' texts written in their DJW books which were analyzed to get the mean scores to be compared and then determine the gain scores.

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<sup>30</sup>Ibid, p.35

In regard to the actions performed in two cycles, the use of Dialogue Journal writing was effective in improving the students' skills in recount texts based on the following evidences. Firstly, the students were able to participate in the classroom activities eagerly and did the tasks well in every single meeting after getting the knowledge during the presentation stage. Secondly, the relation and interaction between the students and the teacher was also enhanced since the use of Dialogue Journal where they shared their experiences, created a closer bond.

Thirdly, there were some significant improvements in the students' writing on the five aspects of writing as shown in every single text they wrote since the first meeting until the last one and also from the results of the pre-test and post-test. In the first texts, the mean score they attained is 13.78. It increased in the second one by scoring 16.28. The last one also managed to gain the score of 18.8 which definitely proved the success of the research conducted in the class X3. The gain score yielded from the results of the mean scores of the three texts is 5.02.

2. The second study which has relevance with this research was conducted by Intan Wahyu Saputri (2014) ; Improving the writing skills of recount text by using picture series for the eight grade students of SMP Muhammadiyah 2 Kalasan in the academic year of 2013/2014. This research aims at improving the writing skills of the eighth grade students of SMP Muhammadiyah 2 Kalasan in the academic year of 2013/2014 through picture series.

This study was action research that was conducted in two cycles. The first cycle consisted of three meetings while the second cycle consisted of two meetings.

The subjects of the research were 30 students of VIII D of SMP Muhammadiyah2 Kalasan. The data collected were qualitative but also supported by quantitative data.

The qualitative data were gained through observation and interview. The data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected from four kinds of writing tests. This research used five criteria of validity, namely democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. Furthermore, to enhance the trustworthiness of the research, the researcher implemented two of four kinds of triangulations, namely time triangulation and investigator triangulation.

The results of the research indicated that the use of picture series improved the students' skills in writing a recount text. The actions made significant improvements of the students' writing in the aspects of content, organization, language use, vocabulary, and mechanics. Moreover, by comparing the means of each score from the pre-test to the post-test, it can be concluded that all of the score of each aspect increased. In reference to the students' writing scores, the students' mean value for the content is 3.55, for the organization is 2.92, for the vocabulary is 2.7, for the language use is 3.2, and for the mechanics is 0.63. In addition, the use of picture series was able to improve the students' interest, motivation, and attitudes toward the teaching and learning process.

### **C. Conceptual Framework**

This research aimed to improve the students' writing skills at class VIII of MTs Negeri Tanjungbalai through the implementation of PBL. Writing skills were chosen on account of their writing ability which was considered severely low, besides on account of its importance in the real world context and the gap between

the real condition of the teaching-learning process and the ideal condition. The teaching-learning process of English in Indonesian Junior High Schools should be emphasized at helping them to communicate both in written and oral English communication.

However, there were some problems encountered by the researcher in class VIII-1 of MTs Negeri Tanjungbalai. In fact, she found that they had difficulties in applying English writing conventions, organizing text, applying grammatical mastery, using vocabulary and generating ideas. Those problems severely impeded them to be able to communicate using English especially written communication since without sufficient ideas, vocabulary and grammatical mastery, and a correct text organization and mechanics, a good text will not be constituted.

She identified that those problems were caused by some factors. The first factor was related to their low motivation during the English lesson. Further, they had not been accustomed to English writing and had lack of confidence in writing. Secondly, the teaching-learning process was not conducive for them to learn writing. It was because it only provided them with a few opportunities to write. The next factor was related to the teacher. She rarely gave feedback to them. The last factor was that the available teaching aids and facilities of the school were not maximally used to help them learn or to enhance their motivation.

Strengthened by other studies, the researcher believed the students' writing skills can be improved by carrying out PBL during the teaching-learning process. It has some characteristics which can potentially be the solutions to the problems above. It is motivating, empowering and challenging to them since it offers interesting activities in the form of a product development. Moreover, it will help

them to construct language meanings and rules through the series of activities leading to the accomplishment of the project.

Project development enables them to internalize language meanings and constructions without reliance on rote memorization. They also vary the activities in the classroom and make the students get more opportunities to practice writing. Moreover, during the development of the project, they will receive frequent feedback from the teacher and the peers while they are having group works and discussions. Therefore, she believed that their writing skills can be improved by implementing it in the context of an action research.

#### **D. Hypothesis**

The hypothesis of the result study is formulated as follows:

$H_a$  : The implementation of Project Based Learning Technique improves the students' writing ability in learning English at MTs Negeri Tanjungbalai

$H_0$  : The implementation of Project Based Learning Technique does not improve the students' writing ability in learning English at MTs Negeri Tanjungbalai.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter describes the research method which is implemented in the present study. This chapter consists of method and design of research, subject or participants of the study, time and location of research, the procedure of research, techniques of collecting data and techniques of analysis data.

#### **A. Method and Design of Research**

This study was conducted by using classroom action research. Classroom action research was aimed towards improvement. Classroom action research was applied in this study in order to see the improvement of students' achievement in writing recount text by applying project based learning techniques.

According to van Lier's definition of a *language classroom*: 'The L2 [second-language] classroom can be defined as the gathering, for a given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the purposes of language learning.' An earlier definition came from Long's paper entitled 'Inside the Black Box'. There he said, 'the investigation of classroom language learning may be defined as research on second language learning and teaching, all or part of whose data are derived from the observation or measurement of the classroom performance of teachers and students.'<sup>31</sup>

Action research is defined as the systematic collection and analysis of data relating to the improvement of some area of professional fields. If most teachers

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<sup>31</sup>Kathleen M. Bailey. 2006. *Understanding the Language Classroom*. London: Palgrave Macmillan, pg. 12

were to be involved in research activity, it will probably be in the area of action research.<sup>32</sup>

According to Kemmis & McTaggart, Action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition. The linking of the terms “action” and “research” highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching, and learning.<sup>33</sup>

Although there are many types of research that maybe undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher’s environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand.<sup>34</sup>

In conclusion, action research is trying out an idea in practice to improve something. The purpose is to improve school practice and at the same time improve those who try improving the practices. Action research is also the research design which is appropriate for teachers in order to develop their expertise in teaching.

The writer was conducted two cycles in this research. Each cycles of the action research included: planning, action, observation, and reflection.

## **B. Subject or Participants of Research**

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<sup>32</sup>Wallace, M.J. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University

<sup>33</sup>Eileen Ferrance. 2000. *Action Research*. New York: Brown University, p.26

<sup>34</sup>Ibid, p. 3

This research was hold at MTs Negeri Tanjungbalai. The subjects of this research was 8 classes of the eight grade. The participants of the research was 40 students at class VIII-1 at MTs Negeri Tanjungbalai in the academic year of 2016/2017. Their ages varied from thirteen to fifteen years old. The reason for choosing this class because the research found some students' problem in writing.

### **C. Time and Location of Research**

This research was conducted on April 2017 which located at MTs Negeri Tanjungbalai. The research was hold in 3 meetings. The school is located at Jln. M.Abbas Ujung No.217 in Tanjungbalai city, North Sumatera.

### **D. The Procedure of Research**

The procedure of research was conducted by making classroom action research method. The procedure of research had three meetings or two cycles. Each cycles involved of four phases: planning, acting, observing and reflecting.

#### **D.1. Planning**

Planning was the arrangement for doing something. In planning, it was considered everything that was related to the action that would be done and it was also prepared everything that needed in teaching and learning process. There were many ativities in planning. They were:

1. Making the pretest as the instrument to know students' skill in writing achievement before getting the treatments.
2. Preparing and making media that was needed when doing the scenario of teaching learning process.
3. Preparing the questionnaire sheet, observation sheet and those was used to know the students' reaction and class condition as a whole and also to saw



the development that existed when applying the technique as in the writing process.

4. Determining the collaborator who helped the writer to do the research to analyze the weakness in learning process and to reflect the result of teaching learning process.

## **D.2. Action**

Action was the process of doing. It was the implementation of planning so in this phase, everything which had been planned was done. There were many activities in action, they were:

1. The students studied about the definition and the importance of writing.
2. Then, the students studied about kinds of writing. After that the students learnt about the writing types which studied namely recount text.
3. The students were given the example of recount text and then the students explained how to make recount text, including the elements of writing of which contained in an explaining writing by using the model of recount texts.
4. The students were given 45 minutes to finish the writing.
5. After the students finished their text in front of the class, the teacher asked some students to read their worksheet. Then, the teacher and students discussed the topic of the text.

## **D.3. Observation**

In this phase, all of the situations or conditions that happened during the process of teaching and learning. The attitudes of the students while was doing their work, the contribution of every student in doing the writing texts was observed.

#### **D.4. Reflection**

Reflection was the feedback process from the action that was done. It was very necessary to help the writer to make decision for what to do to revise, from the result of the observation, the problem that existed, the causes of the problem was analyzed. Action research was dynamic process in which these four steps was to be understood not static steps, complete in themselves. Improvements in understanding was appear at first as better developed rationale for the practice.

#### **E. Techniques of Collecting Data**

This research was the Classroom Action Research carried out by folowing the procedures of research which includes planning, acting, observating, and reflecting. All four of these activities took place repeatedly in the form of cycles. The research was done by collaborating with teachers. In this study, the data was collected by qualitative and quantitative approach.

##### **E.1. Qualitative Data**

. Qualitative was generally used to describe data that was not receivable being counted and measured in an objective way, therefore, subjective. The qualitative data was obtained through observation and questionnaire which was related to teaching and learning process of writing class

1. Observations

The observations was conducted to discover the valuable information related to the teaching and learning process. The observation was given in observation sheet and also in lesson plan. The information here was related to the students' involvement during the lesson, the students' understanding of the given materials, the techniques and method used by the teacher, and also the media used in teaching and learning process. In this case, the teacher observed the learning process on students. The lesson plan was attached in Appendix A. And the observation sheet was attached in Appendix B.

## 2. Questionnaire

The researcher gave questionnaires to the students before and after the action. The questionnaire was used to collect the data from students. It was used to knew the progress or improvement of students' writing ability. The researcher gave questionnaire to all of the students in the class. The questionnaire was attached in Appendix C.

### **E.2. Quantitative Data**

Quantitative was used to describe what can be counted or measured and can be considered in objective way. Quantitative was obtained through test.

Documentation of the quantitative data was gained through tests. It was used to evaluate the action and the improvement from the students in writing class. The data was gained in the form of pre-test,post test in cycle I and post-test in cylce II. The students writing test was attached in Appendix D.

### **F. Techniques of Analysis Data**

This research applied qualitative and quantitative data. The qualitative data was taken from the observation and questionnaire to describe the situation during the teaching and learning process. While quantitative data was taken from the students' writing score to analyze the improvement of the students' writing achievement in each cycle. The components of writing test consist of generic structure and grammatical feature. Below are the techniques of analysis data :

### **F.1. Quantitative Data**

To find out the class mean score in each cycle, the following formula was applied for the test.

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

Where :

$\bar{X}$  = the mean of students' score  
 $\sum X$  = total score  
N = the total number of student

The Minimum Completeness Criteria (KKM) MTs Negeri Tanjungbalai was 73. To categorize the number of master student, the following formula was applied.

$$P = \frac{R}{T} \times 100$$

Where :

P = Percentage of students getting score of 73  
R = Number of students getting score of 73  
T = The total number of students taking the test

### **F.2. Qualitative Data**

## 1. Observation

The observation was attached from the observation sheet. This was how to count the score from the observation sheet: if the answer of the observation sheet was 50% "Yes", it meant that the researcher did the research well. But if the observation sheet result of "Yes" answer was under 50%, it meant that the learning process from the researcher was not good.

## 2. Questionnaire

The questionnaire was attached from all of students. In analyzing the questionnaire sheet, the researcher identified the students' answer in every question. The researcher identified the yes and no answer one by one of each question.

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. The Data**

This research involved quantitative data and qualitative data. The quantitative data were obtained from the mean of students writing a recount text. The qualitative data were from the questionnaire and observation sheet. This research was done only to one class, the class was chosen is VIII-1 which consisted of 40 students. It was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection).

**A.1. The Quantitative Data**

The quantitative data were taken from the test result during conducted research in three meetings. The test was given three times: a test was a pre test, a post-test in the last of cycle 1 and a post-test in the end of cycle 2. So, pre test was given to the students without any treatment. The test of post test were given to the students after teaching for each cycle had been completely finished. The result of students' score could be seen in the following table.

**Table 4 : The Students' Score in Pre-Test**

No	Students Initial	C	O	V	LU	M	Total
1	AS	13	7	7	5	3	35
2	AJ	13	7	7	5	2	34
3	AY	17	9	10	11	3	50
4	AHY	13	7	7	6	2	35
5	AHI	13	7	7	5	2	34

6	AA	13	8	8	5	2	36
7	ABS	24	18	18	22	5	87*
8	DSS	22	14	15	18	4	73*
9	DL	17	13	14	16	4	64
10	DS	13	7	7	5	2	34
11	EA	13	7	9	5	3	37
12	ER	13	7	7	16	2	45
13	FC	18	14	13	18	4	67
14	FA	22	15	15	18	4	74*
15	FNF	22	14	15	10	4	65
16	IS	13	7	7	16	2	43
17	IRS	17	11	8	6	2	44
18	KNM	14	8	8	8	3	41
19	KA	18	14	11	13	2	58
20	KS	14	8	11	5	2	41
21	LMS	17	9	8	12	2	48
22	MTS	17	10	10	11	4	52
23	NKS	13	7	8	5	2	35
24	NS	14	8	13	18	4	57
25	NAS	13	9	9	7	4	42
26	NL	17	14	14	12	3	60
27	NUM	76	22	14	18	4	76*
28	NHS	15	9	10	10	3	48
29	NH	14	7	7	6	2	36
30	PA	13	7	7	5	2	34
31	RF	17	10	10	10	4	51
32	RFA	17	10	11	6	2	47
33	RA	13	7	10	11	2	43
34	SAS	13	8	7	5	3	36
35	SO	13	8	8	6	4	39
36	SDY	13	8	7	5	2	35

37	SU	13	14	13	5	4	49
38	TAP	17	10	8	5	3	43
39	WAS	13	7	7	5	2	34
40	YS	19	15	15	15	4	68

C : Content

V : Vocabulary

M : Mechanics

O : Organization

LU : Language Usage

\* : students who passed KKM (73)

In the first writing tests (Test I) that conducted in the first meeting, total scores of the students was 1932 and the number of the students who followed the test was 40. The highest score in the pre-test was 87 and the lowest score was 34. The table above showed that there were 5 students who got 34 scores. There were 4 students who got 35 scores. 3 students got 36 scores. A student got 37 scores. A student got 39 scores. 2 students got 41 scores. A student got 42 scores. 2 students got 43 scores. A student got 44 scores. 2 students got 45 scores. A student got 47 score. 2 students got 48 scores. A student got 50 scores. A student got 51 scores. A student got 52 scores. A student got 57 scores. A student got 58 scores. A student got 60 scores. A student got 64 scores. A student got 65 scores. A student got 67 scores. A student got 68 scores. A student got 73 scores. A student got 74 scores. A students got 76 scores. And there were a student who got 87 scores. From the data above, there were 4 students who passed the KKM or reached the score above 73. They were, ABS, DSS, FA and NUM.

**Table 5 : The Students' Score in Post- Test 1 (Cycle 1)**

No	Students Initial	C	O	V	LU	M	Total
1	AS	28	19	17	24	4	92*
2	AJ	24	15	14	18	3	74*
3	AY	17	10	10	10	3	50
4	AHY	17	10	10	10	3	50



5	AHI	27	17	18	18	4	84*
6	AA	17	10	10	10	3	50
7	ABS	28	18	17	22	5	90*
8	DSS	28	19	17	24	4	92*
9	DL	26	18	20	18	3	85*
10	DS	27	17	18	18	4	84*
11	EA	24	15	14	18	3	74*
12	ER	28	19	17	24	4	92*
13	FC	24	15	14	18	3	74*
14	FA	26	18	20	18	3	85*
15	FNF	28	18	17	22	5	90*
16	IS	28	19	17	24	4	92*
17	IRS	26	18	20	18	3	85*
18	KNM	22	15	15	18	3	73*
19	KA	24	15	14	18	3	74*
20	KS	27	17	18	18	4	84*
21	LMS	22	15	15	18	3	73*
22	MTS	24	15	14	18	3	74*
23	NKS	28	18	17	22	5	90*
24	NS	27	17	18	18	4	84*
25	NAS	22	15	15	18	3	73*
26	NL	25	17	15	17	4	78*
27	NUM	28	18	17	22	5	90*
28	NHS	27	17	18	18	4	84*
29	NH	17	10	10	10	3	50
30	PA	26	18	20	18	3	85*
31	RF	22	15	15	18	3	73*
32	RFA	26	18	20	18	3	85*
33	RA	28	19	17	24	4	92*
34	SAS	28	18	17	22	5	90*
35	SO	22	15	15	18	3	73*

36	SDY	25	17	15	17	4	78*
37	SU	17	10	10	10	3	50
38	TAP	25	17	15	17	4	78*
39	WAS	25	17	15	17	4	78*
40	YS	25	17	15	17	4	78*

C : Content                      V : Vocabulary                      M : Mechanics  
O : Organization                LU : Language Usage  
\* : students who passed KKM (73)

In the second writing test (in the Post-Test cycle I), the total score of the students was 3130 and the number of the students who followed for this test was 40. The highest score in post test 1 was 92 and the lowest score was 50. The table above showed that there were 5 students who got 92 scores. 5 students got 90 scores. 5 students got 85 scores. 5 students got 84 scores. 5 students got 78 scores. 5 students got 74 scores. 5 students got 73 scores. And there were 5 students who got 50 scores. From the data above, there were 5 students that can not pass the KKM.

**Table 6 : The Students' Score in Post-Test 2 ( Cycle 2 )**

No	Students Initial	C	O	V	LU	M	Total
1	AS	28	20	19	24	5	96*
2	AJ	26	17	17	20	5	85*
3	AY	23	16	16	19	4	78*
4	AHY	23	16	16	19	4	78*
5	AHI	26	20	17	22	5	90*
6	AA	23	16	16	19	4	78*
7	ABS	28	20	20	25	5	98*
8	DSS	28	20	19	24	5	96*
9	DL	28	20	20	21	5	94*
10	DS	26	20	17	22	5	90*
11	EA	26	17	17	20	5	85*

12	ER	28	20	19	24	5	96*
13	FC	26	17	17	20	5	85*
14	FA	28	20	20	21	5	94*
15	FNF	28	20	20	25	5	98*
16	IS	28	20	19	24	5	96*
17	IRS	28	20	20	21	5	94*
18	KNM	25	17	18	19	3	82*
19	KA	26	17	17	20	5	85*
20	KS	26	20	17	22	5	90*
21	LMS	25	17	18	19	3	82*
22	MTS	26	17	17	20	5	85*
23	NKS	28	20	20	25	5	98*
24	NS	26	20	17	22	5	90*
25	NAS	25	17	18	19	3	82*
26	NL	26	19	17	18	5	85*
27	NUM	28	20	20	25	5	98*
28	NHS	26	20	17	22	5	90*
29	NH	23	16	16	19	4	78*
30	PA	28	20	20	21	5	94*
31	RF	25	17	18	19	3	82*
32	RFA	28	20	20	21	5	94*
33	RA	28	20	19	24	5	96*
34	SAS	28	20	20	25	5	98*
35	SO	25	17	18	19	3	82*
36	SDY	26	19	17	18	5	85*
37	SU	23	16	16	19	4	78*
38	TAP	26	19	17	18	5	85*
39	WAS	26	19	17	18	5	85*
40	YS	26	19	17	18	5	85*

C : Content

V : Vocabulary

M : Mechanics

O : Organization

LU : Language Usage

\* : students who passed KKM (73)

In the third writing test ( Post-Test 2 cycle 2 ), the total score of the students was 3540 and the number of the students who followed this test was 40 students. The highest score in this test was 98 and the lowest score was 78. In this test, there were 5 students who got 98 scores. 5 students got 96 scores. 5 students got 94 scores. 5 students got 90 scores. 10 students got 85 scores. 5 students got 82 scores. And 5 students got 78 scores. From the data above, all of the students have passed the test and they reached the KKM.

**Table 7 :The Students' Score in Three Writing Tests**

No	Students Initial	Pre-Test	Post-Test 1 (Cycle 1)	Post-Test 2 (Cycle 2)
1	AS	35	92*	96*
2	AJ	34	74*	85*
3	AY	50	50	78*
4	AHY	35	50	78*
5	AHI	34	84*	90*
6	AA	36	50	78*
7	ABS	87*	90*	98*
8	DSS	73*	92*	96*
9	DL	64	85*	94*
10	DS	34	84*	90*
11	EA	37	74*	85*
12	ER	45	92*	96*
13	FC	67	74*	85*
14	FA	74*	85*	94*
15	FNF	65	90*	98*
16	IS	43	92*	96*
17	IRS	44	85*	94*
18	KNM	41	73*	82*

19	KA	58	74*	85*
20	KS	41	84*	90*
21	LMS	48	73*	82*
22	MTS	52	74*	85*
23	NKS	35	90*	98*
24	NS	57	84*	90*
25	NAS	42	73*	82*
26	NL	60	78*	85*
27	NUM	76*	90*	98*
28	NHS	48	84*	90*
29	NH	36	50	78*
30	PA	34	85*	94*
31	RF	51	73*	82*
32	RFA	47	85*	94*
33	RA	43	92*	96*
34	SAS	36	90*	98*
35	SO	39	73*	82*
36	SDY	35	78*	85*
37	SU	49	50	78*
38	TAP	43	78*	85*
39	WAS	34	78*	85*
40	YS	68	78*	85*

\*: The students who passed KKM (73)

In Table 7, it showed that there were an improvement on the students writing score. All of the students score has improved from the pre-test, post-test 1 untul post-test 2. The students' score in those three tests were varied. The comparison of the students' score in the writing test can be seen in the Table 8.

**Table 8 : The Comparison of the Students' Score in the Three Writing Tests**

<b>Names of Test</b>	<b>Pre-Test</b>	<b>Post Test Cycle I</b>	<b>Post-Test Cycle II</b>
Lowest Score	34	50	78
Highest Score	87	92	98

## **A.2. The Qualitative Data**

The qualitative data were taken from questionnaire and observation sheet.

Those are gained within two cycles.

### **1) Questionnaire**

The questionnaire sheet showed the students feeling and comment about the recount text matery before and after using the project based learning technique. This was an alternative way to gather the information about the students feeling, students' understanding and the english learning process in the class. The questionnaire sheet was done by all of the students by using checklist and scale. The questionnaire sheet answer before using the technique can be seen in this following table.

**Table 9 : The Students Questionnaire Sheet's Answer Before the Action**

<b>Questions' Number</b>	<b>Students' Answer</b>	
	<b>Yes</b>	<b>No</b>
1	20 students	20 students
2	36 students	4 students
3	38 students	2 students
4	31 students	9 students
5	33 students	7 students
6	29 students	11 students
7	33 students	7 students

8	29 students	11 students
10	34 students	6 students
11	8 students	32 students
12	29 students	11 students
13	26 students	14 students
14	34 students	6 students
15	11 students	29 students

Below are the questionnaire sheet after using the techniques:

**Table 10 : The Students Questionnaire Sheet's Answer After the Action**

Questions' Number	Students' Answer	
	Yes	No
1	39 students	1 students
2	40 students	-
3	34 students	6 students
4	24 students	16 students
5	39 students	1 students
6	29 students	11 students
7	34 students	6 students
8	13 students	27 students
9	26 students	14 students
10	5 students	35 students
11	24 students	11 students
12	35 students	5 students
13	39 students	1 students
14	40 students	-
15	37 students	3 students

**2) Observation Sheet**

The observation sheet showed the most of the students were active and enthusiastic in writing through project based learning technique. This was an alternative way to gather the information about teacher behaviors, students' attitude, the class participation, and the teaching learning climate while the research occurred. The observation sheet was done by a collaborator in the class by using checklist and scale. From the result of the observation, it can be concluded that the teacher can present the material well, managed the class well and used the time effectively. The students also gave good participation and active in asking question about material.

From the observation that have been filled by the collaborator, it showed that the collaborator check list the "Yes" answer for all of the statement. A complete data of the observation sheet is presented in Appendix B.

## **B. Data Analysis**

The data that has been showed above will be analyzed one by one. The analysis data is divided into two parts, they are: analysis of quantitative data and analysis of qualitative data.

### **B.1. Analysis of Quantitative Data**

The quantitative data were taken from the result of the test that consisted of writing test. The writing test was taken from Pre-test, test of Cycle I, and test of Cycle II.

The students' score improved from the first until the last test. The researcher gave the students a same items of writing test in pre-test and post-test 1. And the other items was given in post-test 2. It was found out that the students' score for the



writing test kept improving. The students' score in Cycle I test was higher than pre-test, and Cycle II test was higher than Cycle I test.

In pre-test, there were 4 students who got score over 73 and success in doing the pre-test. And in Cycle I, there were 35 students who got the score over 73 and success in doing the test of Cycle I. Otherwise there were 5 students who didn't get the score over 73 and fail in doing the test of Cycle I. And in Cycle II, there were 40 students who got the score over 73 and it meant that all of the students passed the test well. The mean of the students score presented below. The mean of the students score in Pre-Test was:

$$X = \frac{\sum X}{N} \qquad X = \frac{1.932}{40} = 48,3$$

The mean of the students' score in Post- Test cycle I, was:

$$X = \frac{\sum X}{N} \qquad X = \frac{3.130}{40} = 78,25$$

The mean of the students' score in Post- Test cycle II, was:

$$X = \frac{\sum X}{N} \qquad X = \frac{3.540}{40} = 88,5$$

The students were said to master the lesson if they got score up to 73. The percentage of students who got the point up to 73 also showed the improvement of student's score from the first meeting to the last meeting. It can be seen in Table 7.

**Table 11 :The Percentage of Students Who Got Score Over 73**

Writing Test	Percentage
--------------	------------

1 <sup>st</sup>	10%
2 <sup>nd</sup>	88%
3 <sup>rd</sup>	100%

In the first writing test (Pre- Test) there was 10% (4 students) who got points of over 73. So, the way to found this percentage of the students' score who passed the KKM (73), the researcher computed as follows:

$$P = \frac{R}{T} \times 100\% \qquad P = \frac{4}{40} \times 100\% = 10\%$$

In the second writing test (Post Test I) there was 88% (35 students) who got points over 73. So, the way to found this percentage of the students' score who passed the KKM (73), the researcher computed as follows:

$$P = \frac{R}{T} \times 100\% \qquad P = \frac{35}{40} \times 100\% = 88\%$$

In the third writing test (Post Test 2) there was 100% (40 students) who got points over 73. So, the way to found this percentage of the students' score who passed the KKM (73), the researcher computed as follows:

$$P = \frac{R}{T} \times 100\% \qquad P = \frac{40}{40} \times 100\% = 100\%$$

The improvement from the first writing test to the second writing test was 78%, and about 12% from the third writing test to the second writing test and the improvement from the first writing test to the third writing test was 90%. Most of the students' score improved from the first writing test to the third writing test.

## **B.2. Analysis of Qualitative Data**

The qualitative data were taken from the result of the questionnaire and observation sheet. Both teacher and students' behavior during the process of teaching and learning processes in the classroom were evaluated in the qualitative data.

### **B.2.1. Questionnaire**

Table 8 and 9 has been showed the students questionnaire answer about the learning process before and after using the Project Based Learning Technique. Firstly, according to the questionnaire sheet before the action, it showed that in the question number 1, in class VIII-1, the students answered that half of them satisfied with their English values and the others did not satisfied with their English value. In question number 2, that was about how about the students felt in english rule. There were 36 students liked the english rule and 4 students did not like the english rule. It meant that most of the students liked the english rule.

In question number 3, thirty eight students said that english is the important lesson. And two students said that it was not important. In question number 4, 31 students felt bored in studying english and the others did not feel bored. In question number 5, there were 33 students that had a spirit in studying recount text in their school and 7 others did not. In question number 6, it showed that 29 students gave an active participation in studying recount text. In question number 7, there were 33 students understand the recount text matery that they have studied in their school and there were 29 students memorize the characteristics of recount text. But in the other side, in question number 10, there were 34 students that understand the matey

but they can not write the recount text. It meant that there were many students understand the recount text theoretically but they can not write it into a text.

In question number 11, there were only 8 students that can wrote the recount text well, and the other as 32 students still cannot write the text well. Most of the students had a difficulty in writing recount text, it showed from the students answer in question number 12 that there were 29 students faced difficulties in writing recount text. And in question number 14 and 15 showed that most of the students did the english task individually not grouping. It can be seen that there were 34 students did the english task individually.

Secondly, according to the questionnaire sheet after the action, almost all of the students felt happier with the recount text lesson now. It was showed from the questionnaire number 1, that 39 students liked recount text lesson now than before. Question number 2, all of the students felt the recount text matery is easier to be understood now. It was supported with the question number 3 that there were 34 students had more enthusiasm in english, especially on recount text. In question number 4, there were 24 students said that in connecting the matery with project in learning was a lesson that they wanted.

Almost all of the students felt easier in memorizing the general structure of recount text by using project based learning, it can be seen from the question number 5 which 39 students felt easier in memorizing the general structure of recount text. In question number 6, there were 29 studets felt easier in doing the task from the teacher, and the other students asnwer no on this statement. It is also

related with the question number 9, that there were 26 students liked in connected the lesson materiy with a project based.

Most of the students felt some increasing in making recount text. It showed from the question number 7, that there were 34 students said “Yes” and 6 students said “No”. Besides that, in question number 11, there were 24 students felt able doing the task from the teacher individually, and there were 14 students said “No” in there. There were 35 students felt happy and easy when they studied while playing. It meant that the students did not like the study if too monotonous.

There were 39 students felt happy with the lesson technique that the reseaecher using in teaching recount text. It can be seen from the students asnwer in question number 13, that there were 39 students agreed with the statement and only one student disagreed. From the question number 14, the researcher concluded that the project based learning technique was very useful for the students, because all of the students said that the technique helped them in writing recount text. It meant that the technique helped the students to be able writing the recount text. By using the technique most of the students felt happy and interest in studying with various technique. It can be seen from the students answer in question number 15, which 37 students said “yes “ in using various technique than monotonous in learning process. And there were 3 students said “no” on it.

### **B.2.2. Observation Sheet**

From the observation sheet that have been attached, it showed that the collabolator filled the “yes” answer for all of the statement. It meant that the researcher as the teacher has done all of the activity that must be did in project based

learning technique, because all of the statement is everything that the teacher must did in doing project based learning. The teacher provided clearly defined learning objectives and guidance throughout the learning process, entrusted students with some empowerment to complete projects, helps students discover ways to correct mistakes, etc.

Besides that, the observation sheet for the students also showed that the students enjoyed and had enthusiasm in studying by using project based learning technique. They paid attention and gave their response to the learning process. The students also asked some questions to the students when they faced some problems in doing their project. The students seemed their interested and studied seriously during the lesson.

### **C. Cycle I**

Cycle I was done in two meetings included the pre-test. The researcher as the teacher tried to improve the students' writing through the applicarion of Project Based Learning Technique. It would be success to enhance the students' recount text writing, if: a) students looked interest in studying through Project Based Learning Technique, b) students eager to share their opinion through Project Based Learning Technique, c) students looked more active and creative in learning process, and d) students writing test result showed the improvement. The detail of the first cycle as follows:

#### **a. Planning**

The planning was arranged before the researcher conducting the research. First of all, researcher prepared a lesson plan for two meetings. The text which has

been discussed about “My Trip in Campus”. In planning of action research, the researcher had been prepared:

1. Making the pretest as the instrument to know students’ skill in writing achievement before getting the treatments.
2. Preparing and making media that was needed when doing the scenario of teaching learning process.
3. Preparing the pre-test and post-test questions.
4. Preparing the observation sheet, questionnaire sheet and those was used to know the students’ reaction and class condition as a whole and also to saw the development that existed when applying the technique as in the writing process.
5. Determining the collaborator who helped the writer to do the research to analyze the weakness in learning process and to reflected the result of teaching learning process.

**b. Action**

In the first meeting, the teacher asked the students to answer the questionnaire sheet. Then, the teacher asked the students to write a recount text based on their trip with their friends experience.

In the second meeting, teacher explained about writing to the students and what the effect of it in English. The researcher as the teacher introduced the topic to the students. Before the teacher explained the material, she asked the essential question to the students, such as, “Which one of you ever write a text in english?”, “What are the interesting experiences that you ever face?”, “ Who knows what is recount text?”, etc.

After giving the questions, the teacher explained the definition, generic structure and the example of recount text. The teacher also explained past tense because the recount text used simple past tense. And then, the teacher asked the students to sit in group consists of 5 students. The teacher gave the instruction in making the recount text task by using project based learning technique and the students paid attention to the teacher's instruction. The teacher helped the problems that faced by the students.

### **c. Observation**

The observation was done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also were excited when they used Project Based Learning Technique. The attitudes of students while was doing their work, the contribution of every student in doing the writing texts was observed too. The class activity could be seen in observation sheet.

### **d. Reflection**

Based on the result of the score of the test in Cycle I and also observation, action of improvement was needed. Actually, students' score on the test of Cycle I was improved than the score of the pre-test. But, it needed more improvement in their writing because most of them still lack of writing and caused them difficult to understand some rule of writing.



In the Cycle II, researcher as the teacher should improve students' writing by revising the procedure of the treatment and motivated students who got low score in Cycle I test.

**The results of Cycle I:** a) the students were very excited when they are introduced to the lesson. Indicated by their responses during the question section. Teachers asked the students some questions and they were very crowded, b) most of the students gave passive response when indicated the text, c) the students were not confidence during the exercise. Some students still asked their friends and also the teacher when doing the exercise, e) the students were really interested and also enthusiast in doing Project Based Learning Technique. Although some of the students disturbed their friends to get more attention in the class, and f) the first test result showed that that the students' score got an improvement from their pre-test.

#### **D. Cycle II**

After doing Cycle I, it was found that the Project Based Learning Technique was a good way in teaching writing. It was supported by the result that showed the good score of the students. Therefore, in the Cycle I, several criterions had been not achieved, because the students did not focus to apply Project Based Learning Technique and most of students were still not confidence to share their minds, idea, or opinion in English. The students also showed passive response in class discussion. The smart students seemed dominated in teaching learning process in the class.

In this cycle, teacher gave the students more motivation and also more exploration about writing which suitable with the topic discussion. It was expected

that the Cycle II of action research would get better than the Cycle I. The action research steps were:

**a. Planning**

In this cycle, researcher prepared the lesson plan and emphasized the teaching-learning process in teaching students' writing. The topic of the study which discussed in Cycle II was about "My Unforgettable Experience". In this cycle the writer as a researcher planned to change the session. Here researcher gave more English text which suitable with the topic in order to improve their writing. In planning of this research, researcher had been prepared: a) a short text which suitable with the topic. The title of the short text was "My Trip to Simalingkar", and b) writing test (Project Based Learning Technique test).

**b. Action**

After being revised, the teacher began to teach writing by giving motivation to the students. The teacher asked the students where did they go in the last holiday and what is the most beautiful place they ever visited. The teacher asked them to observe it.

Then the teacher explained more deeply about the recount text especially the using of simple past tense, because in the last test, the students faced many problems in using simple past tense. And then the teacher asked the students made a group consisted of 5 people. The teacher gave a handout for each group. And then the teacher asked 3 students to read the passage. After that, the teacher and the students translated and identified the general structure of the text and also the using of simple past tense and adverb of time of the text. Then, the teacher asked each

group to make a recount text about their unforgettable experience. The students began to do the teachers' instruction.

**c. Observation**

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about writing. It was found that most of the students were very active and excited do the action than before. Every student showed their spirit in writing the text. They did not shy giving their idea in the writing.

**d. Reflection**

Having evaluated the students' writing that was consisted of Project Based Learning Technique test, it found out the students' score showed the improvement. Based on the observation and the result of the students' test, the researcher concluded that the students had significant improving in their writing by using Project Based Learning Technique.

**The results of Cycle II:** a) the students were still excited when they were introduced into another topic of the lesson., b) several students were more active to ask the teacher about the topic and most of them were seriously look into their dictionary when they found unfamiliar words in the exercise, c) the students were very confidence in doing the question and the task. They did the exercise by their own capability, and d) the second test result showed that the students got improvement score than the previous test.

## **E. Research findings**

The findings of this research were that Project Based Learning Technique can help the students improve their writing. It can be seen from the quantitative and qualitative data. By using this Project Based Learning Technique, the score of the students in writing kept improving from the pre-test until the post-test of Cycle I. The questionnaire and observation sheet also faced an improvement.

In qualitative data, the data showed that the mean of the students in the post-test 1 (78,25) was higher than the pre-test (48,3). And the mean of post-test 2 ( 88,5 ) was higher than post-test 1 ( 78,25 ). From the mean above, it showed clearly that the mean of the students improved from the pre-test, post-test 1 until post-test 2. The percentage of the students who passed the KKM also improved. In the pre-test there were only 10% of students who passed the test/ reached the KKM. In the post-test 1, there were 88% of students who passed the test/ reached the KKM. And in the last test, post-test 2, there were 100% of students who passed the test/ reached the KKM. It meant that in the post test 2, all of the students passed the test and reached the KKM well.

Besides that, while in qualitative data, the students writing improvement can also seen from the questionnaire sheet and the observation sheet before and after the action. From the questionnaire sheet, before the using of Project Based Learning Technique, most of the students sometimes felt bored with the english lesson that they faced in the school. But after the using of Project Based Learning Technique, most of the students had more enthusiasm in studying english especially in writing recount text..

Before applying Project Based Learning, just a few students was able writing a recount text well. Most of them can not write the recount text well because they faced many trouble during making the text. After applying Project Based Learning Technique, most of the students felt their improvement in writing recount text. They can made recount text easier and faster. All of the students felt that the application of Project Based Learning really helped them in writing recount text, and they liked and appreciated with the technique.

The qualitative data also found from the observation sheet. In the observation sheet there were the improvement from the students participation in writing recount text. The students was more active and enthusiastic in writing recount text by applying Project Based Learning Technique.

## **F. Discussion**

Project Based Learning Technique was applied to improve the students' writing achievement. Project Based Learning Technique was one of the many techniques that could make the students easier in learning English especially in the writing.

This research had proved the students writing improvement of applying Project Based Learning Technique. It was shown in the Table 7. The students' score from the pre-test, post-test I adnalso post-test II . It was because the teacher controlled the class better. So, the class become quieter and also provided more interesting activity in Cycle II.

Students' data in the Cycle II test showed that the mean of students' score was higher that the mean of the students' score in the post-test 1 of Cycle I. And

the students mean in post- test 1 was higher than the students mean in the pre-test. In the last test of Cycle II, there were 10 students who got the score above 95 point. And the highest score was 98.

This improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview and observation sheet. Most of the students were more active and enthusiast during teaching-learning process.

It implies that the use of Project Based Learning Technique could improve the students' writing achievement and also help the teacher to teach writing.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the explanation above, the researcher concludes the conclusion of this research as :

1. The Project Based Learning Technique improves the students writing achievement at the second grade of MTs Negeri Tanjungbalai. The students improvement can be seen from the test, questionnaire and observaion sheet. From the test score, it can be conclude that the students achievement increase. The post-test 1 score is higher than the pre-test and the post-test 2 score is higher than the post-test 1 score. The students' improvement can be clearly seen from the mean score of the pre-test, cycle 1, cycle 2 and the post-test . In the pre-test, the students mean value is 48,3, the mean value in the post-test 1 (Cycle I) is 78,25, and the mean value in the post-test 2 (Cycle II) is 88,5. The implementation of Project Based Learning Technique improves the students' motivation in learning writing. The students' attitude toward writing is positive. It is indicated their activeness in the class. They also enthusiastically write what the researcher asks to write. They are not afraid anymore of making mistakes because they know that their teacher will give feedback to them and they will be given a chance to correct their mistakes.
2. Project Based Learning Technique improves the students writing achievement because this technique makes the students be more creative

than before. They can develop their idea into the writing language and they are not afraid to ask the teacher about the task. It can be seen from the questionnaire sheet which has been answered by the students themselves. By using project based learning technique, the students looked active, enthusiastic, and enjoyed to follow the teaching and learning process.

## **B. Suggestions**

The result of this study shows that the using of Project Based Learning Technique improves the students' writing. The following suggestions are offered:

- 1) For the English teacher, it is better to use Project Based Learning Technique in teaching writing. But firstly the teacher should think and prepare the best project before come into the class. The teacher must also enriching the teaching media and resources, varying the activities, creating motivation and tasks challenging will be good actions to carry out in improving the quality of the teaching-learning process.
- 2) For the students, even though this research shows that their writing had improved, it does not mean that their skills have been sufficient. They still need to learn more about English writing in order to enhance their writing skills, especially for their further writing development. They have to have more practices on it inside or outside the school to develop their writing skills.
- 3) For other researcher, The next researcher should consider using Project Based Learning Technique in efforts to improve students' skills in writing. The researcher also encourages other researchers to conduct further research



on PBL in order to enrich the literature on PBL. The literature enrichment can be in forms of researches on the other skills of English or other project designs.

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# APPENDICES

# A. LESSON PLAN

# **B. OBSERVATION SHEET**

C.  
QUESTIONNAIRE  
SHEET

# D. STUDENTS' WRITING



E. STUDENTS'  
ATTENDANCE  
LIST

F.  
PHOTOGRAPHS

# G. PERMIT LETTERS

## ATTENDANCE LIST

**Class : VIII-1**

**Total : 40**

**Semester : 2**

No	Students Name	6 <sup>th</sup> April	12 <sup>th</sup> April	13 <sup>th</sup> April
1	AS	√	√	√
2	AJ	√	√	√
3	AY	√	√	√
4	AKY	√	√	√
5	AHI	√	√	√
6	AA	√	√	√
7	ABS	√	√	√
8	DSS	√	√	√
9	DL	√	√	√
10	DS	√	√	√
11	EA	√	√	√
12	ER	√	√	√
13	FC	√	√	√
14	FA	√	√	√
15	FNF	√	√	√
16	IS	√	√	√
17	IRS	√	√	√
18	KNM	√	√	√
19	KA	√	√	√
20	KS	√	√	√
21	LMS	√	√	√
22	MTS	√	√	√

23	NKS	√	√	√
24	NS	√	√	√
25	NAS	√	√	√
26	NL	√	√	√
27	NUM	√	√	√
28	NHS	√	√	√
29	NH	√	√	√
30	PA	√	√	√
31	RF	√	√	√
32	RFA	√	√	√
33	RA	√	√	√
34	SAS	√	√	√
35	SO	√	√	√
36	SDY	√	√	√
37	SU	√	√	√
38	TAP	√	√	√
39	WAS	√	√	√
40	YS	√	√	√

## DOCUMENTATION

### A. PRE-TEST



Those are the documentation when the students did the pre-test in the first meeting.

### B. POST-TEST I (CYCLE I)



Those are the documentation when the students did the post-test 1

### C. POST-TEST II (CYCLE II)



Those are the documentation when the students did the post test 2

# APPENDICES

# A. LESSON PLAN



# **B. OBSERVATION SHEET**

C.  
QUESTIONNAIRE  
SHEET

# D. STUDENTS' WRITING

E. STUDENTS'  
ATTENDANCE  
LIST

F.  
PHOTOGRAPHS

# G. PERMIT LETTERS

## ATTENDANCE LIST

**Class : VIII-1**

**Total : 40**

**Semester : 2**

No	Students Name	6 <sup>th</sup> April	12 <sup>th</sup> April	13 <sup>th</sup> April
1	AS	√	√	√
2	AJ	√	√	√
3	AY	√	√	√
4	AKY	√	√	√
5	AHI	√	√	√
6	AA	√	√	√
7	ABS	√	√	√
8	DSS	√	√	√
9	DL	√	√	√
10	DS	√	√	√
11	EA	√	√	√
12	ER	√	√	√
13	FC	√	√	√
14	FA	√	√	√
15	FNF	√	√	√
16	IS	√	√	√
17	IRS	√	√	√
18	KNM	√	√	√
19	KA	√	√	√
20	KS	√	√	√
21	LMS	√	√	√
22	MTS	√	√	√

23	NKS	√	√	√
24	NS	√	√	√
25	NAS	√	√	√
26	NL	√	√	√
27	NUM	√	√	√
28	NHS	√	√	√
29	NH	√	√	√
30	PA	√	√	√
31	RF	√	√	√
32	RFA	√	√	√
33	RA	√	√	√
34	SAS	√	√	√
35	SO	√	√	√
36	SDY	√	√	√
37	SU	√	√	√
38	TAP	√	√	√
39	WAS	√	√	√
40	YS	√	√	√



## DOCUMENTATION

### A. PRE-TEST



Those are the documentation when the students did the pre-test in the first meeting.

### B. POST-TEST I (CYCLE I)



Those are the documentation when the students did the post-test 1

### C. POST-TEST II (CYCLE II)



Those are the documentation when the students did the post test 2

