



An Analysis of Students' Writing Skill Taught by Project-Based Learning Model at the Tenth Grade of SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan in 2022/2023

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Abstrak

Peneliti melakukan penelitian yang berjudul *An Analysis of Students' Writing Skill Taught by Project-Based Learning Model at the Tenth Grade of SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan in 2022/2023*, dengan tujuan untuk menemukan dan mendeskripsikan kemampuan menulis siswa dan masalah yang dihadapi siswa dalam menulis yang diajar dengan model pembelajaran berbasis proyek di kelas sepuluh SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan pada tahun ajaran 2022/2023. Penelitian ini dilakukan dengan menggunakan metode penelitian kualitatif deskriptif. Data dikumpulkan dan dianalisis dengan menggunakan model analisis data Miles dan Huberman (1984). Hasil penelitian menunjukkan bahwa terdapat 12% atau 4 siswa mendapat kategori sangat baik, terdapat 58% atau 19 siswa mendapat kategori baik, terdapat 15% atau 5 siswa mendapat kategori cukup, terdapat 15% atau 5 siswa mendapat kategori kurang. Sementara itu, rata-rata keterampilan menulis siswa kelas X Askep 2 SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan yang diajar dengan menggunakan model pembelajaran berbasis proyek adalah baik dengan rata-rata 65,27 yang berarti siswa sudah menulis teks deskriptif sesuai dengan bentuknya namun masih kurang lengkap, kurang terorganisir namun ide pokok sudah terlihat, pilihan kata dan ungkapan terkadang kurang tepat namun tidak mengganggu makna, dan terdapat beberapa kesalahan dalam pengejaan namun maknanya tidak kabur. Sementara itu, masalah yang sering ditemui mahasiswa ketika menulis teks bahasa Inggris adalah masalah kognitif yang terdiri dari masalah struktur umum, tata bahasa, dan ejaan.

Kata Kunci: Menulis, Model Pembelajaran Berbasis Proyek, Deskriptif Kualitatif

Abstract

The researcher conducted a study entitled *An Analysis of Students' Writing Skill Taught by Project-Based Learning Model at the Tenth Grade of SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan in 2022/2023*, with the aim to find and describe students' writing skill and the problems faced by students in writing taught by project-based learning model at the Tenth Grade of SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan in 2022/2023. This research had conducted using descriptive qualitative research method. The data was collected and analyzed using the Miles and Huberman (1984) data analysis model. The results of the study showed that there were 12% or 4 students got the excellent category, there were 58% or 19 students got the good category, there were 15% or 5 students got the average category, there were 15% or 5 students got the fair category. Meanwhile, the average writing skill of students of class X Askep 2 SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan who were taught using a project-based learning model were good with an average of 65.27, which meant that students had written descriptive text according to the form but still incomplete, less organized but the

main idea is already visible, the choice of words and expressions is sometimes less precise but does not interfere with the meaning, and there are some mistakes in spelling but the meaning is not blurred. Meanwhile, the problems that students often encountered when writing English texts were cognitive problems consisting of generic structure, grammar, and spelling problems.

Keywords: *Writing, Project-Based Learning Model, Qualitative Descriptive*

INTRODUCTION

The globalization development makes Indonesia as one of the developing countries must adopt English as an important subject at every school level, because English is an international language that has an important role in building communication and relationship with people in the world, and also to obtain information and knowledge from broad countries. To have good English skills, one must be able to master four English skills, namely listening, speaking, reading, and writing. Writing is a skill of expressing ideas, thoughts, and feelings that are written carefully using the right selection of words and sentences that fit the context.

According to Donn (1988) in Ekarista (2018:2), writing is the process of communicating with readers through a complete and coherent text. A complete and coherent text is a text that has a clear structure, which contains appropriate and continuous words, phrases, sentences, and paragraphs to convey messages clearly and effectively. In addition, Brown (2001) in Madiyah, et al (2019:3) defined writing as a complex thinking process in conveying written messages. The complex thinking process in writing refers to writing activities, which begin with gathering information related to the topic, formulating ideas, organizing the information that has been obtained, choosing the right words and phrases, and composing sentences and paragraphs coherently, to produce quality writing that is easily understood by readers.

In the 2013 Curriculum syllabus used at SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan, the learning outcomes in the English subject had been formulated in MCC 65. If students were able to achieve MCC 65, they had achieved the learning objectives. Conversely, if

students were unable to reach MCC 65, they had failed to achieve the learning objectives. One of the learning outcomes was contained in the core competencies that expected students to be able to communicate and interact orally and in writing, especially to compose descriptive texts by paying attention to the social functions, the generic structures, and the language features of descriptive texts that were appropriate to the context of their use.

Based on the observations during internships 1, 2, and 3 at SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan, the researcher found that the teacher often use project-based learning (PjBL) models in teaching writing, there were still students who did not reach the MCC 65 in English subjects, students' writing activities greatly affected students' grades, some students at school found difficulties to express their ideas in writing, students had a limited vocabulary in writing English, and some students had very low motivation in writing.

Based on the explanation above, the researcher was inspired to conduct research with a qualitative descriptive approach to understand how the writing skill of students taught by using project-based learning model and to find factors that influence students' writing skill. Qualitative research is descriptive. Which, research with a qualitative descriptive approach was done by describing the meaning of a phenomenon using words from the data obtained.

Regarding to the explanation and problems above, the researcher was interested in conducting research entitled "An Analysis of Students' Writing Skill Taught by Project-Based Learning Model at the Tenth Grade of SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan in 2022/2023".

WRITING

Harmer (2004) in Sarifah & Apsari (2020:2) stated that writing is the activity of putting thoughts into written form using written media. Putting thoughts refers to express ideas and feelings by recording them in writing on paper, so it can be seen and read by others. This opinion is supported by Hedge (2005) in Atayeva, et al. (2019:2), that stated writing is the development of an idea or information written with the right sentence structure and vocabulary choices. It means that writing is a product of an idea that discussed more broadly, which is carefully written coherently and grammatically to convey a clear and organized message, so that it is easily understood by the reader.

Simply, writing is the ability to express ideas and thoughts in writing. It requires critical thinking to gather information, organize ideas, and use appropriate words and sentences to communicate them effectively and clearly.

A writer creates a piece of writing because he has a specific purpose. According to Johns (1997) in Fahmi & Rachmijati (2021:2), the purpose of writing is divided into 4 purposes, namely:

- 1) Writing to express feelings and thoughts. This refers to the process of a writer's creative and authentic self-expression of what he or she thinks, feels and conveys.
- 2) Writing to entertain the reader. A piece of writing can be entertaining, fun, and enjoyable for the reader because it contains humor, creativity, wit, etc., which engages the reader's imagination and emotions.
- 3) Write to tell the reader what the writer's purpose is. This refers to what message the writer wants to share with the readers. This writing can contain information or knowledge that educates the reader.
- 4) Writing to convince the reader. This writing aims to influence and convince

the readers to adopt the argument given by the writer.

In addition, Smith (1776) in González & Pinzón (2019:2) suggested at least three purposes of writing, namely:

- 1) Writing to communicate with others. Communicating refers to building a relationship between the writer and the reader through the message conveyed. To avoid ambiguous messages, the writer must be responsible in using the right words and phrases in sentences.
- 2) Writing to transfer knowledge. The purpose of this type of writing is to broaden the reader's knowledge and insight regarding a particular topic.
- 3) Writing helps students to learn. By writing, students can develop critical thinking skills in understanding the material, problem-solving and decision-making skills, and communication skills both orally and in writing.

The previous objectives are also in line with what Lindsay and Knight (2006) stated in Risman, et al (2018:2), that the purpose of writing actually depends on the context, audience, and the desired results of the writing. According to them, the purpose of writing itself is divided into three, namely:

- 1) Writing to convey the purpose of the writer. This is a general purpose where the writer conveys information or knowledge on a particular topic in a clear and concise manner to the intended person or reader.
- 2) Writing for academic purposes. In the academic field, students are required to be able to write according to facts or data-based arguments systematically. The goal is to make students more critical in thinking and more skillful in expressing their ideas, discoveries, and insights scientifically.
- 3) Writing for business purposes. Nowadays, the business world needs people who have writing skills to convince and influence the minds of readers for business purposes, namely

getting profits. This writing is usually often found in the form of advertisements, political speeches, and opinion pieces.

From the explanation above, it can be concluded that the purpose of writing depends on the context of what is conveyed and to whom the message is conveyed, such as writing to communicate with readers, to entertain readers, for academic purposes both in terms of sharing knowledge or in developing knowledge, and writing for business purposes.

PROJECT-BASED LEARNING MODEL

Permendikbud No. 22/2016 has set a standard for the learning process to be project-oriented or discovery-oriented. In this 21st century there are many learning models that have been developed, such as in the 2013 curriculum there is problem-based learning, inquiry learning, project-based learning, etc. One of the most effective learning models today and widely used by teachers is Project-Based Learning (PjBL).

Project-Based Learning is a learning model that facilitates the development of students' potential and skills with projects. This is supported by Lestari (2015) in Nisa & Yuliawati (2021:2) that project-based learning is a learning model where students are given a project or task to build their knowledge and skills. This project can be given in the form of making a product, solving a problem, developing a solution, and exploring ideas related to students' daily lives. As Mills (2009) has stated in Aghayani & Hajmohammadi (2019:1), project-based learning focuses on students learning by gaining real practical experience. In this learning, students will be given the opportunity to learn in an integrated manner both in gaining knowledge and in gaining skills needed in the 21st century today.

Carnawi et al. (2017) in Zen, et al. (2022:2) explained that learning model that utilizes projects as a tool to help students

achieve predetermined learning competencies is a project-based learning model. Project here refers to the tool that teachers will use to measure or assess the achievement of student learning competencies. Moreover, Beckett & Miller (2006) in Soffiany & Purbani (2020:2), project-based learning is a learning model that can be used to teach foreign languages to learners. It means, English can be taught through this learning model, because it will provide opportunities for students to master English language skills, one of which is writing skills.

In conclusion, project-based learning is a learning model that provides real and meaningful learning experiences to students through project completion to develop their knowledge and skills. This model is suitable to be used to improve students' writing skills as one of the projects of learning activities in English subject.

Generally, the purpose of the learning model is to provide an efficient learning environment and learning experience for students, so that students are able to achieve the learning objectives that have been set. The objectives of the project-based learning model according to Belwal et al. (2020) in Zen, et al. (2022: 2), namely providing opportunities for students to experiment, explore both individually and in groups to learn to be responsible for what they learn and do. With this learning model, students are able to interpret and apply the knowledge and skills they get in the classroom in real terms. Added by Tamim & Grants (2013) in Aghayani & Hajmohammadi (2019:1), the project-based learning model will facilitate students' learning needs as an authentic and comprehensive experience. Here the teacher will act as a facilitator who will design a project to involve students to complete it using their knowledge and skills directly.

In Susanti, et al. (2022:2-3), several objectives of implementing project-based learning model have been described, namely to motivate students, to improve students' ability to think critically, to

improve students' ability to communicate, to improve students' ability to work effectively and efficiently, and to improve students' writing skills. These are 21st century skills that every student should have to face the current demands of globalization and digitalization.

In summary, project-based learning aims to prepare students to be able to use their knowledge and abilities to think critically, solve problems, find solutions, communicate, build motivation, build cooperation with others, and improve and develop other skills needed in the 21st century.

The characteristics of project-based learning are the learning style of learning conditions that require students to learn and apply their knowledge and abilities in real life. Utami, et al. (2018:3), explained that the characteristics of this project-based learning model consist of:

- 1) Teachers as facilitator who provide support, motivation, and facilitate learning resources for students.
- 2) Project is one of the learning media. Projects or tasks given to students can be in the form of exploring ideas, solving problems, making products, etc., which are relevant to learning materials and students' lives.
- 3) Using contextualized learning. This means that both teachers and students are able to connect learning with problems or things that exist in the real world.

Creating a product. A product is the end result of a project that students do after applying their knowledge and skills. Examples are writing, handicrafts, etc.

Ekawati (2018) in Aggreani, et al. (2022:3) mentioned that there are several steps that can be taken to implement project-based learning in the writing classroom. These steps are:

- 1) Preparation stage

This stage consists of activities where students choose to work individually or work in groups; the teacher gives students the opportunity to choose the

project idea they want to work on; students study the material with the teacher's guidance; and students learn how to write a text.

- 2) Individual writing stage.

At this stage students are given the opportunity to start writing following the steps of writing that have been taught, such as creating an outline, making a draft, evaluating the writing with the teacher or partner, rewriting based on the evaluation results, and publishing the writing results or presenting the writing in front of the class.

In addition, George Lucas (2007) in Dewi, et al. (2022:3) explained that there are several stages that teachers can do in implementing project-based learning, namely:

- 1) Start the learning by asking questions that stimulate students' critical thinking, connect the material to daily life, and explain the material to open students' insights.
- 2) Organizing the project. Refers to giving directions to students regarding what and how the project will be completed.
- 3) Determine the time limit for completing the project. If there is enough time, the project can be completed in class, but if not, the teacher or students can agree on a deadline for submitting the project.
- 4) Pay attention and check every process that students do in completing their respective projects.
- 5) Assess the final results of students' projects based on the criteria set by the teacher.
- 6) Evaluate and appreciate the results of projects that have been made by students.

METHOD

The type of research that researcher used in this research was descriptive qualitative. This research was intended to analyze and describe the meaning of a

phenomenon or event that occurs based on data that will be collected and analyzed systematically. This was supported by Yusuf (2014) in Sidiq & Choiri (2019:11), to describe a phenomenon narratively, a researcher must conduct research using qualitative descriptive research.

The location of this research carried out at SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan, which was located at Jl. Arah Pelud Binaka KM 9. The reason for choosing the SMK level was because at this level students do a lot of writing activities in English lessons. This research carried out in semester 2 of the 2022/2023 academic year, with a time allocation of 3x45 minutes.

In this study, the researcher collected two types of data, namely qualitative data and quantitative data, as explained below.

1) Quantitative Data

Quantitative data was the data obtained in the form of numbers, which were then processed and analyzed using statistical formulas to obtain the desired answers. In this study, the source of quantitative data was the results of student writing obtained after giving writing tests that had been distributed to students.

2) Qualitative Data

Qualitative data was the verbal data in the form of words or sentences, which are collected by researchers to answer the formulation of research problems. In this study, the source of qualitative data were the results of interview conducted by the researcher with one of the English teachers at the school guided by interview guidelines and by distributing questionnaire to the students.

In collecting quantitative and qualitative data in this research, the researcher used several instruments, namely test, questionnaire, interview, and documentation.

In this study, the researcher analyzed the data to be obtained using the

Miles and Huberman data analysis model. Miles and Huberman (1984) in Rohmawati, et al. (2022:6) suggested that qualitative data must be analyzed continuously until the data answers research questions by reducing data, presenting data, and drawing conclusions.

Reducing data was the process of selecting important data after collecting all data from various sources. Sugiyono (2014) in Asrori & Rusman (2020) explained that the data reduced by selecting, simplifying, and focusing on the necessary data. Reducing data meant reviewing the data obtained by selecting only the necessary data, which really suited the needs of the problem formulation. To reduce the data obtained from students' writing test, the researcher used an assessing writing descriptive text adapted from Brown (2007) in Dharma, et al. (2021:3), which consisted of assessing content, organization, vocabulary, language use, and mechanics.

Table 1. Brown's Scoring Rubric for Writing Descriptive Text

Component	Score	Performance Description	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20%	4	Identification is complete and description are	2x

		arranged with proper connectives	
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numeorus grammatical or agreement inaccuracies	
	1	Frequent grammtical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and words forms	1.5x
	3	Few misuse of vocabularies, word form but not change the meaning	
	2	Limited range confusing words and words form	
	1	Very poor knowledge of words , word	

		forms, and not understandable	1.5x
Mechanics (M) 15%	4	It uses correct spelling, punctuation and capitalization	
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by eror of spelling, punctuation and capitalization	
$\text{Score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{12} \times 10$			

After getting the value of each student's writing, the researcher continued by categorizing the students' writing to get an overview of the students' writing ability. In this study, the researcher classified students' writing based on five categories of students' ability levels in writing essays according to Harris (1969) in Khoiri (2020:46), namely poor, fair, average, good, and excellent.

Table 2.
The Categorization of Students' Ability in Writing According to Harris (1969)

Test Score	Categories
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

After scoring the students' writing, the researcher accumulated all the assessment indicators and found the

average using the following formula adopted from Hardani, et al. (2020:455):

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

\bar{X} = Mean score

$\sum X$ = Sum of students' score

N = Total number of students

Meanwhile, to get a percentage of the results of student writing and questionnaires, the researcher used the formula described by Arikunto (2021) in Azahrah, et al. (2021:6), as follows:

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

P = Percentage

F = Number of frequency

N = Number of students

Data presentation is the stage the researcher presented the data in concise, clear, and organized words so that it was easily understood by the reader. This was as explained by Miles and Huberman (1992) in Hardani, et al. (2020:168-170), data in qualitative research could be presented in the form of brief descriptions, charts, and others, to make it easier for readers to understand what happened.

Conclusion and verification is the final result of research that provided a new picture that was relevant to the formulation of the problem, research objectives, and also the results of the research. Miles and Huberman (1992) in Hardani, et al. (2020:171) mentioned that the conclusion in qualitative research was a new thing that has never existed.

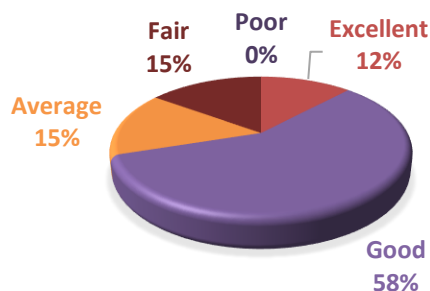
DISCUSSION

1. The Description of Students' Writing Skill Taught by Project-Based Learning Model

In connection with the results of data analysis that has been obtained by researchers, it was known that the level of

writing ability of class X students of SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan who were taught using a project-based learning model.

Diagram 1. Student Writing Results



The diagram above shown from 33 students of class X Askep 2 who had taken the descriptive writing test about school, there were 4 students or 12% of students in the class got excellent category in writing, 19 students or 58% of students got good category in writing, 5 students or 15% of students got average category in writing, 5 other students or 15% of other students got fair category in writing, and there were no students who got poor category in writing.

After assessing students' writing, the researcher analyzed students' writing ability based on the writing components. The results of the analysis show that the average student writing ability in terms of content was 3, which meant that the average student of class X Askep 2 had been able to write descriptive text with a complete and clear topic, with details that were almost related to the topic. In terms of the organization component, students of class X Askep got an average of 2, which meant that in writing descriptive texts they still forgot the identification paragraph, with a description paragraph consisting of several wrong connectives. The average ability of X Askep 2 students in the vocabulary component was 3. Where, student writing still consists of several word and word form errors, but did not change the meaning. The average ability of X Askep 2 students in terms of language use was 3. Which meant, in their writing there were still some grammatical and agreement errors, but they

did not affect the meaning. And finally, the average writing skill of students of class X Askep 2 in terms of mechanics was 3, where many students still wrote descriptive texts with some occasional errors in spelling, punctuation, and capitalization.

Comparing with the results of previous research by Purnamasari, et al. (2021:12), with the research title An Analysis of Students' Writing Skill on English Descriptive Text found that students' writing skills are at the average to good category level. Where, it was found that that 30% of students were very good to excellent and 43% were average to good writing content. Meanwhile, 13% of students were poor to fair, and 10% of students were very poor in writing descriptive text content. Furthermore, in writing description and identification, 27% of students were very good to excellent, 44% were average to good, 23% were poor to fair, and 7% of students were very poor. Next, in using grammar, 29% of students were very good to excellent, 37% were average to good, 23% were poor to fair, and 11% were very poor. In writing vocabulary, 33% of students were very good to excellent, 30% were average to good, 30% were poor to fair, and 7% were very poor. The last was writing mechanics. 27% of students were very good to excellent, 26% were average to good, 23% were poor to fair, and 22% were very poor.

Thus, the results of data analysis showed that the average writing ability of class X students of SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan who were usually taught with the project-based learning model was 65,27. After being transformed into the classification of writing skill scores according to Harris (1969) in Khoiri (2020:46), 65,27 was in the good category. It meant that the average writing skill of grade X students of SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan who were usually taught with the project-based learning model was good. In other words, the use of the project-based learning model to teach writing to grade X

students at SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan had a good influence, as said by the resource person Ms. Ferdian Wati Waruwu, S.Pd. that the implementation of the project-based learning model in teaching writing to students greatly affected students' writing skill. This finding is also in line with the opinion of Beckett & Miller (2006) in Soffiany & Purbani (2020:2) who stated that project-based learning model is a learning model that can be used to teach foreign languages to learners, especially when teaching students writing in foreign language classes.

2. The Description of Students' Problems in Writing Taught by Project-Based Learning Model

Based on the results of interviews conducted with Mrs. Ferdian Wati Waruwu, S.Pd. as a resource person, it was found that in writing classes, the teacher often encountered several students' problems in writing. These problems were first, many students were unable to write vocabulary correctly or often misspell vocabulary. In writing a vocabulary, there were still students who often wrote the vocabulary as it was pronounced. In addition, students also often lacked 1 or 2 letters in writing a vocabulary which caused students' writing to be incomprehensible to the teacher. It could be seen from the data results of students' writing skills in the vocabulary and mechanic sections that there were still some students who were often wrong in spelling words and also in using punctuation marks.

The second problem was students were unable to use grammar properly and correctly. Where in terms of language use, students tended to use simple constructions with some errors, such as word order, the use of articles, pronouns, and prepositions. This can also be seen from the results of student writing, especially in the language use component.

The two problems above were also supported by questionnaire data obtained from students, that in the cognitive

problems indicator that referred to the writing process there were 73.5% or if interpreted and concluded, then at least more than half of the students at SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan had paid attention to the writing process when writing a text.

The third problem was motivation. From the interviews conducted with the interviewees, it was found that there are still students who have very low motivation in learning English, especially in writing and reading. This was also supported by the results of the student questionnaire, especially in the indicator of students' motivation. From the analysis of this indicator, it was found that 79.8% of students agreed that they had motivation especially in learning English. 79.8% was interpreted into the conclusion that at least most students at SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan had motivation and interest in learning English.

The problems found were also in line with those conveyed by Novita (2007) in Ismayanti and Kholiq (2020:3), who explained that there were several problems that students often faced in writing, namely generic structure, grammar, and spelling. In this study, it was known that the average content writing ability of students in terms of writing descriptive text was 2. It meant that many students paid less attention to the identification paragraph when writing descriptive text. Many of them did not write the identification of the topic completely even some others did not even write the identification paragraph. Likewise with the description paragraph, many students were often wrong in using the proper connectives. In terms of grammar, students get an average score of 3. It meant that there were still a few grammatical errors or inaccurate agreement, but it did not affect the meaning of the writing. Likewise in terms of spelling, in mechanics students got an average score of 3. It meant that many students were occasionally wrong in terms of spelling words in their writing, which

was accompanied by occasional errors in terms of punctuation and capitalization.

CONCLUSION AND RECOMMENDATION

After conducting the research, analyzing the data, and presenting the data, the researcher concluded that the writing skills of tenth grade students at SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan taught using a project-based learning model was good. This was evidenced by the average student writing skill of 65.27 which meant that students had written descriptive text according to the form but still incomplete, less organized but the main idea was already visible, the choice of words and expressions was sometimes less precise but did not interfere with the meaning, and there were some mistakes in spelling but the meaning was not blurred. Although in the good category, tenth grade students at SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan should paid more attention to their writing in terms of content, organization, vocabulary, language use, and mechanics.

In relations to the results of interviews and writing tests supported by the results of the questionnaire, it could be concluded that the problems that students often encounter when writing were there were still many students who often misspell vocabulary accompanied by errors in using punctuation and capital letters, and errors in using tense in accordance with the genre of the text. This is evident from the results of the student questionnaire that only 70% or more than half of the students paid attention to the use of vocabulary and grammar in their writing.

Regarding to the conclusion of the research, the researcher recommends several suggestions to improve students' writing skills and also reduce the problems that students often encounter in writing a descriptive text that is usually taught using a project-based learning model at SMK

Negeri 1 Dharma Caraka Gunungsitoli Selatan.

a. To Students

- 1) The researcher suggests students to be more diligent in reading texts in English in order to have a lot of vocabulary.
- 2) The researcher also suggests students to be more diligent in practicing writing a sentence, paragraph, and also text in English as often as possible to improve the quality of their writing.

b. To Teacher

To improve the quality of teaching writing to students, the researcher suggests that in the use of project-based learning models in writing classes, teachers can teach the components of writing to students, explain and correct students' mistakes in writing, and always provide motivation and reinforcement for students to learn English.

c. To Other Researcher

The researcher hopes that this thesis can be used as a useful reference for researchers who were researching in the same field.

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