

**THE USE OF PROJECT BASED LEARNING STRATEGY IN
IMPROVING WRITING ABILITY OF THE STUDENTS' AT
THE EIGHT GRADE STUDENTS'
OF SMPN 2 GALESONG UTARA KAB. TAKALAR
(*A Pre Experimental Study*)**



A THESIS

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Makassar Muhammadiyah University in Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan*

ISPANDI

10535 4213 09

**ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
MAKASSAR MUHAMMADIYAH UNIVERSITY**

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The Use of Project Based Learning Strategy in Improving Writing Ability of the Students' at the Eight Grade Students of SMPN 2 Galesong Utara kab. Takalar (A pre experimental study)**

Name : **ISPANDI**

Reg. Number : **10535 4213 09**

Department : **English Education Department**

Faculty : **Teacher Training and Education**

After being checked and observed, this thesis had been filled qualification to be examined.


Makassar , February 2016

Approved by:


Consultant I


Dr. Ratna Dewi, SS., M. Hum.

Consultant II


Amar, Ma'ruf, S.Pd., M.Hum

Dean of FKIP
Unismuh Makassar


Dr. H. Andi Sukri Syamsuri, M.Hum
NIP.497106262000031004

Head of English
Education Department


Erwin Akib, S.Pd., M.Pd
NBM. 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Sa'adudin No. 259
Makassar
Telp : 0411-860837 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

CONSELLING SHEET

Name : Ispandi
Reg Number : 10535 4213 09
Title : The Use of Project Based Learning Strategy in Teaching Writing to the Eighth Grade Students of SMPN 2 Galesong Utara (A Pre-Experimental Study)
Consultant II : Amar Ma'ruf, S.Pd., M.Hum.

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Makassar, January 2016

Approved by:
Head of English
Education Department



Erwin Akib, S. Pd, M. Pd
NBM: 860 934



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259
Makassar
Telp : 0411-860837 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

CONSELLING SHEET

Name : Ispandi
Reg Number : 10535 4213 09
Title : **The Use of Project Based Learning Strategy in Teaching Writing to the Eighth Grade Students of SMPN 2 Galesong Utara (A Pre-Experimental Study)**
Consultant I : **Dr. Ratna Dewi, SS., M. Hum.**

Day / Date	Chapter	Note	Sign
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Feb 19 2016	IV	Ok for Final Exam	

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Approved by:
Head of English
Education Department

Erwin Akib, S. Pd, M.Pd
NBM: 860 934

ABSTRACT

ISPANDI, 2016. *The Use of Project-Based Learning Strategies in Improving the Students' Writing Ability of the students at the Eighth Grade Students' of SMPN 2 Galesong Utara.* Thesis. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Ratna Dewi and Amar Ma'ruf.

The objective of this research was to find out whether or not The Use of Project-Based Learning Strategies in Improving the Students' Writing Ability. It was emphasized on the improvement of the students' Ability in Writing by using Project-Based Learning Strategies.

The method was a Pre-Experimental research with the one group pretest and posttest design. This research aimed at finding out The Use of Project-Based Learning Strategies in Improving the Students' Writing Skills at the Eighth Grade Students' of SMPN 2 Galesong Utara in terms of Content and Language Use.

The population was 240 students which were divided into eight classes. The sample selected was one class. 25 students by using Purposive Sampling Technique. The instrument used essay test and it was distributed through pretest and post-test. The mean score of students' answers in pre-test and post-test were analyzed using t-test analyzed compared by t-table.

The findings showed the students' scores of Content was developed 31% which was proved by the mean score in pretest was 4.6 to be 6 in post-test. The score of Language Used was also improved 30% from the mean 4.62 on pre-test to be 6.02 in post-test. In comparing the result of t-test was higher than t-table ($9.8 > 1.711$) for Content and ($10 > 1.711$) for Language Use. It indicated that the alternative Hypothesis was accepted and null hypothesis was rejected. Based on the result shown in findings, it could be concluded that using Project Based Learning can improve students writing ability in terms of content and language use.

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In the name of Allah, the most gracious and most merciful

Alhamdulillah Robbil 'Alamin is always expressed to almighty Allah SWT, The Only One Creator and Sustainer of the Universe, for setting me on the Straight path and providing me with a little light to search more unlimited knowledge to finish my study on graduate degree through writing of this Thesis. Shalawat and Salam are addressed to the final chosen religious messenger; the prophet Muhammad SAW who has changed the human life. (Peace be upon him)

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I am finally aware of the limitation of this thesis. It will, therefore, be most grateful for any correction or comments that might be useful.

May Allah's divine blessing be with our endeavors Amin.

Makassar, February 2016

The writer

Ispandi

TABLE OF CONTENTS

	Pages
COVER PAGE	i
APPROVAL SHEET	ii
CONSELLING SHEET.....	iii
ABSTRACT	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF FIGURE.....	xi
CHAPTER I. INTRODUCTION	
A. Background.....	1
B. Problem Statement	3
C. Objective of the Study	3
D. Significance of the Study	4
E. Scope of the Research	4
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. Previous Related Findings.....	5
B. The Concept of Writing.....	6
C. The Concept of Descriptive Text.....	14
D. The Concept of Project Based Learning.....	18
E. Conceptual Framework	24
CHAPTER III. RESEARCH METHOD	
A. Design of the Research.....	25
B. Population and Sample.....	27
C. Variable and Indicator.....	27
D. Instrument of the Research.....	28
E. Procedures Of Data Collection	28
F. Technique of Data Analysis	32
CHAPTER IV.FINDINGS AND DISCUSSION	
A. Findings	34

B. Discussion.....	37
CHAPTER V.CONCLUSION AND SUGGESTIONS	
A. Conclusion.....	41
B. Suggestion	42
BIBLIOGRAPHY.....	43
APPENDICES	

LIST OF TABLE

Table 3.1 Research Design.....	25
Table 3.2 Scoring Criteria of Unity.....	29
Table 3.3 Scoring Criteria of Completeness.....	30
Table 3.4 Scoring Criteria of Language Use.....	31
Table 4.1 The improvement of student writing skill in term of content.....	34
Table 4.2 the Improvement of Student Writing Skill in Terms of Language use	35
Table 4.3 t-test value of the students' Content and Language use in writing by using Project Based Learning.....	36

LIST OF FIGURE

1. Figure 2.1. Conceptual Framework..... 24
2. Figure 4.1 chart of the improving of Content in writing..... 35

CHAPTER I

INTRODUCTION

A. Background

Language embodied in the four skills, namely listening, speaking, reading, and writing. The fourth of these skills can be grouped into two viewpoints: the viewpoint of language forms and the perspective of how to use language.

Based on how to use, language skills are also divided into two groups, namely receptive and productive skills. Receptive skill is the ability to understand the language to receive a message, which includes listening skills and reading skills. Productive skills are the skills to use the language in an attempt to convey the message to others, including speaking skills and writing skills.

In line with language skills, the Content Standards in 2006, which later evolved into SBC-school, both for high school (high school or equivalent) as well as for the junior high school (SMP or equivalent) recommends that English teaching is focused on teaching the text, either verbally and written. Teaching the spoken text is intended to train students to receive and deliver messages verbally or ideas through listening and speaking skills. While teaching writing text is intended to train students receive and convey messages or ideas in writing through reading and writing skills.

Writing skills are very important, especially for students. During school, they are often asked to write a report, or create a kind of literature. For them, writing activities cannot be avoided, and even they learn how to write. Therefore, student must have good writing skills, and responsibility of teachers to improve

their skills, so that our students have adequate writing skills. But the fact remains that their ability to write the text is very low.

Writing is a very complex activity that most students have difficulty. Therefore, teachers need to constantly try to find a solution on how to write effective teaching. Teachers need to find problem-solving efforts so that students find it easier to learn, very happy, and active duty in the classroom, which in turn can enhance its capabilities

Many ways to teach writing skills and one of them is the presentation of the material with project-based learning strategies, learning (PPA) is a project-based learning model authentic or strategies in which students plan, implement, and evaluate projects that have real-world applications outside the classroom (Sylvester, 2007).

Project-based learning has been defined in many ways, referred to as a project-based learning-model!, -approach or -Technique, or as a Learning or -teaching. There seems to be general agreement has been reached yet. In this study, project-based learning has been considered as an approach (Sylvester, 2007).

Project-based learning is present as a learning strategy that is effective in improving students' writing skills. Model project is meant here is the making of a wall magazine.

John Dewey was originally promoted the idea of "learning by doing." In My Pedagogical Creed (1897) Dewey mentions his belief about education: "Teachers at school not to impose certain ideas or to form certain habits in children, but there as members of the public to choose the influences that will

affect their children and to help children on the right track ... I believe, therefore, in what is called expressive or constructive activities as the centre of correlation ".

Based on the model and explanation, and then directed the students to practice writing. The author believes that the procedure of presenting the material with project-based learning strategies can give better results. Many ways to teach writing skills and one of them is the presentation of the material with the model-Based Project Learning Strategy.

Based on the above background, researchers focused give students a project about how to create bulletin boards. Researchers chose one class as a class action, the class VIII.G SMP 2 Galesong Utara, because this is the class of the student's ability to write text descriptive very less, this study concentrated to find about "The use of project-based learning strategy in teaching writing skills to the eight grade of SMP n 2 Galesong Utara. This study concentrated to find about "the use of project-based learning strategy in teaching writing skills to eight grades SMPN 2 Galesong Utara

B. Problems Statement

Can The Use of Project-Based Learning Strategies (PBLs) Improve the Students' Writing Ability at the Eighth Grade Students' of SMPN 2 Galesong Utara?

C. Objective of the Study

Based on the formulation of the problem above, the purpose of this

research is to find out whether or not the use of Project-Based Learning Strategies (PBLs) improves the students' ability at SMPN 2 Galesong Utara academic year 2015/2016 in writing essays using project-based learning strategy.

D. Significance of the Study

1. for teacher

Results of the study, expected to be contributed to a teacher of English as an effort to improve students' abilities, especially the ability to write.

2. for student

Results from other research are expected to help students to improve their writing.

3. for the next researcher

Results of this research may be useful information and references for further research are interested in teaching writing.

E. Scope of the Research

The scope of this study is limited to the application of Project-Based Learning Strategies (PBLs) to Improve Students' Writing Skills of the Eighth Grade Students of SMPN 2 Galesong Utara. By using Project Based Learning Strategy and manufacture of Wall Magazine as a project, and use descriptive text to write, the students are expected to complete their project. The study is limited to focus on the content (unity and completeness) and the use of language use (grammar focus on the simple present tense) in writing descriptive essay.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

1. Pucher and Lehner, in the title "project based learning in computer science" say, project based learning (PJBL) has become a widely used method of teaching in technical subjects. In the last ten years our experience with PJBL reveals a very complex picture. On the one hand PPL does have benefits, on the other hand the handling of numerous projects is complex and the evaluation of the results difficult to standardize. Teaching with projects quite often turned out to be chaotic in the perception of students. Remarks, based on the result of project turned out to be highly depended on the subjective point of view of the teacher, and feedback on PJBL given by students is after completion of the lesson students give feedback. However, a close look on to the feedback shows, that many students tend do state something like, "we do like the project lecture, because we could develop our own software project".
2. Alacapinar,F. (2008) *Quasi-Experimental, Qualitative*: The effects of project-based learning (PBL)on cognitive and psychomotor achievements and affective domain. Data collection: Video, interviews, psychomotor instrument. Students in the experimental group showed gains in achievement, and in cognitive and psychomotor domains. Students enjoyed the project work and noted improved self-confidence, creativity, ability to plan and develop ideas, problem-solving skills, and the benefits

of working in groups.

3. Beneke & Ostrosky (2008) *Qualitative*: Explored preschool teacher perceptions of PBL and the responses of their students. Data Collection: Pre/post interviews. All teachers reported positive views of PBL. Most felt that their students were successful, noting improved interest and motivation, a shift from functional to representational play, and fewer disciplinary issues. The projects offered ways for differently- able students to serve as experts in certain areas. Most teachers felt there were benefits in bringing "real" objects into the classroom for play and construction

Related to the findings above, the researcher assumes that Project Based Learning Strategy that suitable to apply in ~~reading~~^{writing} English subject. The importance of this strategy is prepares students to do the project about what they have read before in other to develop about their writing skill. The different between the previous above with this research is about the materials that the teacher gives is about tourism place that can help the students to know and to understand their traditional culture.

B. The concept of writing

1. Definition of Writing

In writing, the writer must always use graphic symbols namely letters or combinations of letters that relate to the sound made when speaking. Writing is however, not just the production of graphic symbols. There is necessity that the

symbols (the letters) be put together to form words, sentence, and paragraphs under certain conventions. Writing is not just to write a single word, no is it write just single sentence. In a sentence, the word must be related to each other and in a paragraph; the sentences must be knitted together. (Byrne, 1988 in Basri D, 1994:4).

The meaning of writing according to the Oxford Learner's Pocket Dictionary (2005) is produce something in written form so that people can read. According to Oshima and Hogue sartika (2011:32) states' writing is developing of the activity. It means that when we want to write down for the first time, we should know about what will we want to write.

Writing as a process of expressing ideas or things in words should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. Sartika (2011:33) writing is one way to express an idea, opinion, and feeling in writing form is too communication to transmit messages in which are produced in written.

Kirzner and Mandell (1983:1) define writing learning to focus our mind on important matters, and learning about them. By writing activity a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate through the way that is impossible through other means. Writing is a productive skill (Harmer, 1997), which involves through and emotion. It is a media of communication. Writing involves large areas including two main cases: linguistic and extra-linguistic systems. The former refers to thing or things to communicate. This means that writing is the act of expressing

something through the application of linguistic system.

So, when writing there are two problematic areas namely what to write and how to write it. Which become to competences for a writer refers to knowledge of language and knowledge of referents? It is then understandable that linguistic skills are meant as the ability to manipulate the rules of language usage conventionally, while extra-linguistic system or knowledge of world refers to what the writer knows about the subject to write.

It means that to write is to seek expression or to have something to say through the applications of linguistic system. So, writing is of two problematic areas: what to write and how to do it.

Writing is complex, in addition to the knowledge of vocabulary, grammar, and syntax. A writer must also have good knowledge of other writing mechanics such as the use of punctuations, such as capitalization, question mark, commas, etc. These mechanics are used to reveal syntactic structure. In this matter, saleha (2008:36) state that, in writing it is necessary to know how to punctuate a text in order to make the readers get good impression and clear line of thinking.

2. The Necessity of Writing

Hairston (1986: 2) states that writing is important for some reasons as follows:

- a. Writing is a tool for discovering, we stimulate out thought process by the act writing and take into information and image, and we have our conscious mind.

- b. Writing generates new ideas by helping us to make connection and relationship.
- c. Writing helps us to recognize our ideas. We can arrange them in coherent form.
- d. Writing helps us to absorb and process information when we write a topic, we learn it better.
- e. Writing enables us to solve the problems by putting the element of them into written form; we can examine and manipulate them.
- f. Writing on a subject makes us active learners rather than passive learners of information.

3. The Characteristics of Good Writing

Mayer in yakkop (2006:1 9) states that the characteristics of good writing are:

- a. Good writing reflects that the writer's ability to use the appropriate voice. Even though all good writing conveys the sound of someone of talking to someone else, the voice heard through the writing must also sort the purpose and audience of the occasion.
- b. Good writing reflects the writer's ability to cruise the first draft and revise it because, revision is the key of effective writing.
- c. Good writing reflects the writer's pride in the willingness to spell and punctuate accurately and to check word meaning and grammatical relationship within the sentence before submitting the finished product to

the scrutiny of an audience.

4. The Component of Writing

Jacob et al. (1981: 31) point out five significant components in writing; they are:

a. Content

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

b. Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

c. Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly

by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

d. Organization

Organization is the overall structure of a piece of writing. The most workable method to organize essay is to state the main idea of the paper in an opening paragraph and then devote a separate paragraph in the body to each major division of thought.

e. Vocabulary

Vocabulary is one of language aspects dealing with the pieces of writing study. In process of writing, the writer always think about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

f. Language Use

Language use in writing involves correct language and point grammar. An adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language.

g. Mechanic

There are at least three main parts of mechanic in writing, they are:

1. Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.
2. Punctuation. It can be used as a unit of meaning and suggest on how the units of it relate to each other.
3. Spelling. There are three important rules followed in using spelling appropriately. They are suffixes addition, plural information, and handling error within the words.

5. The Stage of Writing Process

Harmer (1991) states that the writing process is generally divided into three stages, they are planning, drafting, and revising.

a. Planning

Planning is any orderly used to bring about a desire result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing. When you begin any writing project, you need to discover what is possible you need to locate and explore a variety of subject, and you need to invent alternative ways to think and write about each subject, and you need to consider all ideas.

b. Drafting

Drafting is procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing. Once planning has enabled someone to identify several subject and encouraged someone to gather information on those subject from different perspective, then you need to find connections among these clutters and discover the relationship that links the connections.

c. Revising

Revising is a procedure for improving* or connecting a writing progress. As the third and final state in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choice that has created a piece of writing. After having completed a text and decides what actions will be done for writing, or someone may be able to begin local revision, concrete effort to perfect the smaller elements in a piece of writing you have already created.

6. Types of Writing

- a. Description
- b. Narration
- c. Argument
- d. Comparison And Contrast

C. The Concepts of Descriptive Text

1. Definition of Descriptive Text

Some experts express some of definitions of descriptive text, among of Them:

- a. In Longman Dictionary of Contemporary English, the word descriptive defined as describing how a language is used. While a descriptive text refers to a text which say what a person or thing like with the purpose is to describe and reveal a particular person, place, or things.
- b. Colorado State University, descriptive details allow sensory recreations of experiences, objects, or imaginings. In other words, description encourages a more concrete or sensory experience of a subject, one which allows the reader to transport himself or herself into a scene.

Meanwhile, according to Gerrot and Wignel (1994), descriptive text is a text which conveys the characteristics of something or someone in detail to get clearer explanation. It is aimed at describing and revealing a particular person, place or thing (Gerrot and Wignel, 1994: 208). Descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects.

The definition above elaborate what descriptive text is. It can be drawn that descriptive text is a process of how the writer "shows" their experience to the reader rather than "tells". In this research, descriptive text is taught to know the teachers' method in teaching writing in order to the students can write the descriptive text well.

Whilson, et.al. (1980:128) state that a descriptive text gives sense impressions about feeling, sound, taste, and look of things. It helps the reader, through his/her imagination to visualize a scene or a person or to understand a sensation or an emotion. Depdiknas (2004:136). Explains that a descriptive text is a text that gives information about a particular person, thing, or animal.

A descriptive text is a text made by the writer to give a picture or something or person. Through a descriptive of a particular person, a reader can get impression about that person as if he/she sees him /her. Thus, referring to explanation by Depdiknas, above a descriptive text is a text tells about what something, an animal, or a person looks like.

A descriptive text is not a report but it is a part of it. In a report, we find a descriptive but a descriptive text is not a report. A report is gives picture of a kind, but a descriptive text gives a picture of a particular thing of that kind. In relation to, for example, a animal a report answer such a question as what are cats like? While a descriptive text answers such a question as, for example, what is anti's cat like?

2. The Generic Structures of Descriptive Texts

According to (Gerrot and Wignel, 1994: 208) state that descriptive text has generic structure as below:

- a. Identification; identifying the phenomenon to be described. Identification usually answers the following questions: "What is the topic of the text?" or "What is the text about?"

- b. Description; describing the phenomenon in parts, qualities, or/and characteristics. It gives related information to the topic.

Just a text report do, descriptive texts consist of two elements of historical development that are usually termed as generic structure or schema of a descriptive text consist of identification and description. Depdiknas (2004:137) as a describe bellow:

1. Identification

In creating a descriptive text, the first thing to do is to make identification. It introduces or identifies the phenomenon to be described. It tells about the name, the address, or the location of the object. For clarifications of descriptive text are exemplified as follows: Identification in describing a person.

All person names are considered not unique. All Indonesia people know that. For example: Anti, Enhy, Ekha, Nani, Lela, Anaz. Are personal names. They need no definition. It is not necessary to defined, for instance, anti is a girl who live at Bulukumba. What we need to introduce in identification is everything sorting that person out of other such as nationality, origin, jobs or accusation, relationship to other person, address, and other things out of physical appearance.

Example:

- a) Anti is an Indonesia (Nationally)
- b) Anti from Bulukumba(Origin)
- c) Anti is a student of Muhammadiyah University of Makassar (Job)
- d) Anti lives in Makassar (Address)

- c) Anti is eny's friends (Relation to Other People)

It is necessary to tell her that not all points above are always introduced in identification. What is true is that identification contains at least one of these points. Our main purpose is to identify which person we mean to describe. In a paragraph from, the points above can be as follows:

2. Language Features of Descriptive Text

Descriptive text is indicated by specific participant, adjective and compound adjectives, linking verbs, simple present tense, action verbs, and descriptive language as follow:

1. Specific participant; it focuses on specific participant, such as my house and my pet.
2. Adjectives and compound adjectives. For example, " a beautiful beach,a handsome man and an adorable cat.
3. Linking verbs. It uses linking verbs such as is, are, has, have, and belongs to.
4. Simple Present Tense. For instance, " I have a friend, his name is anti".
5. Action verbs. It uses action verbs such as run, sleep, walk, etc.
6. Descriptive language. It uses descriptive language to describe what they look like (color, shape, size, etc), what they have (body parts, components, etc), and what they do (habits, behavior, functions, etc).

3. Resume

Writing skills is particularly very important for students. In their schooling days, they very often need to write reports and some other kinds of writing. For the writing activities cannot be avoided, and they even never study without writing. Therefore, students need to have good writing skills, and it is the teacher's responsibility to improve their capabilities to write any kind of text.

Writing is complex, but this does not mean that writing skills cannot be taught to get improvement. Many techniques are applicable in improving the students' writing skills. Among the techniques is model-explanation-practice procedure.

D. The Concept of Project Based Learning

1. The Definition of Project Based Learning Strategy

Project-based learning is an authentic learning model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom (Sylvester, 1997) Project-based learning has been defined in many ways. For this reason there exists no single definition. In the given definitions, project-based learning has been referred to as a -- model, approach or a --technique, or as --learning or --teaching. It appears that no common agreement has been reached yet. In this study, project-based learning has been considered as an approach (Sylvester, 2007).

Project-based learning is an instructional method centered on the learner. Students develop a question and are guided through research under the teacher's

supervision (Bell, 2010). Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, project-based learning allows in-depth investigation of a topic worth learning more about (Thomas, 2002). Thomas, Mergendoller and Michaelson (1999), described projects within project-based learning as based on challenging questions and making students having central role in design, problem-solving, decision making processes so giving students the opportunity to work relatively autonomously. In project-based learning, students plan, implement, and evaluate projects that have real-world applications beyond the classroom. Project-based learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of complex, authentic problems and carefully designed products and tasks). The use of project-based learning in class is possible after providing the information that is needed for the project. The classroom activities should be student-centre, cooperative, and interactive.

Project-based learning engages students in gaining knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Moursund, 1999; Thomas, Michealson and Mergendoller, 2002). Project-based learning enhances the quality of learning and leads to higher-level cognitive development through the students 'engagement with complex and novel problems (Blank, 1997; Bottoms and Webb, 1998). Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management through project-based learning (Ozdemir, 2006). Project-based learning increases the

motivation of students. Teachers often note improvement in attendance, higher class participation, and greater willingness to do homework. When teachers successfully implement project-based learning, students can be highly motivated, feel actively involved in their own learning, and produce complex, high-quality work.

Project-based learning is still in the developmental stage. There is not sufficient research or empirical data to be able to state with certainty that project-based learning is a proven alternative to other forms of learning. Based on evidence gathered over the past years, project-based learning appears to be effective model for producing gains in academic achievement (Moursund, D. (1999)

2. The Goals and Benefits of Project Based Learning Strategy (PjBL)

Project-based learning has been found to bring several advantages to the learning process. In this respect, describes PjBL as an “outlet for every student to Experience success” as a result of its potential to foster intrinsic motivation, and develop range of abilities and skills. In PjBL, students gain knowledge and skills

Through different activities and in a variety of domains. In addition, they develop dispositions or tendencies to act in a certain manner and they develop feelings such as self-esteem and confidence (Katz and Chard, 1992). A number of studies examined the effect of PjBL on learning outcomes. For example, Noe and Neo (2009) stated that students ‘interest, critical thinking abilities, presentation

skills and communication skills, and their ability to work effectively on a team were enhanced when they worked on a PjBL activity. Moreover, Grant and Branch (2005) reported that artifacts, research papers, and exhibits produced in a PjBL activity showed that students were able to move from novices to experts in the domain of knowledge, and that they blended some of their learning abilities in the production of the artifacts. In addition, Hernandez-Ramos and Pas (2009) indicated that students learning through PjBL did not limit themselves to the reporting of facts but attempted to interpret the information, were more motivated about working collaboratively on their presentations, and expressed a more positive attitude towards learning history. Therefore, evidence of the potential of PjBL to heighten learning gains and motivation levels of students is well documented in prior research.

3. The Procedures of Project Based Learning in Teaching and Learning

Process

Gultekin (2005: 7) say that the participants involved in the Problem Based Learning Strategies experience must be willing to:

Teacher lets students listen carefully to each other and then take the issue and comments seriously, then thoughtfully reflect on the issues and look beneath The surface. The teacher should look for reason, evidence assumption, inconsistencies, implications and consequences, example or counter- examples and respect other perspectives. They seek to differentiate knowledge from beliefs (fact or opinion) and maintain a “healthy” level of skepticism, or play “devil’s

advocate “and remind open-minded, and not allow themselves to “shutdown” when the views of others do not match their own.

If we examine project- based learning in the most general way, we can break it down into the following nine steps (of course, teacher-coaches should modify the steps accordingly to suit the task and the students. (Stix and Hrbek ,2006):

- a) The teacher-coach sets the stage for students with real-life samples of the projects they will be doing.
- b) Students take on the role of project designers, possibly establishing a forum for display or competition.
- c) Students discuss and accumulate the background information needed for their designs.
- d) The teacher-coach and students negotiate the criteria for evaluating the projects.
- e) Students accumulate the materials necessary for the project.
- f) Students create their projects.
- g) Students prepare to present their projects.
- h) Students present their projects.
- i) Students reflect on the process and evaluate the projects based on the criteria

4. Challenges in Implementing Project Based Learning

When teachers choose to use PjBL in their classroom, they might face

certain challenges (Harwell 1997). Among these challenges are taking on the constructivist approach, adopting new instructional strategies, curriculum and selection of topic, management and design of PjBL, assessing PjBL, and the nature of collaboration.

5. Assessing Project Based Learning

Teachers need to address the skill of assessing student achievement in PjBL. In some instances, they ask students to produce artifacts that do not require the use of critical thinking and assessing these artifacts would not measure understanding (Harwell, 1997). Subsequently, assessment should include not only the final artifact but also several learning products such as portfolios, rubrics, whole class discussion, performance assessment, written journals, weekly reports, and self-assessment. Formative assessment that targets critical thinking, the planning and the organizing of the activity should also be part of the assessment. Additionally, teachers need to provide their students with clear expectations about the project requirements for better assessment. Moreover, teachers need to be able to evaluate individual work as well as group work. Therefore, teachers need to look at assessment in PjBL as multifaceted. It targets Individual and group performance, concrete products and cognitive and met cognitive skills, as well as learning and social skills. Such type of assessment constitutes another overwhelming task to teachers, especially when dealing with large classrooms.

6. Management and Design in Project Based Learning

Teachers also face the challenge of the successful orchestration of all the features of project-based learning (Tretten, 2008). For instance, the ability of the teacher to manage projects in a large classroom, all the while maintaining the engagement to all students, and the ability of the teacher to maintain a balance between the investigative aspect of the project and the interpretation and reflective activities is an example of such a challenge. Another example is the need to orchestrate multiplier sources, information sources, and learning contexts. This is in addition to planning, monitoring, scaffolding, adjusting and troubleshooting strategies. Therefore, in PjBL, teachers need to act as project managers, overseeing and organizing a handful of factors. These factors can be overwhelming for teachers and can affect if and how they implement PjBL.

E. Conceptual Framework

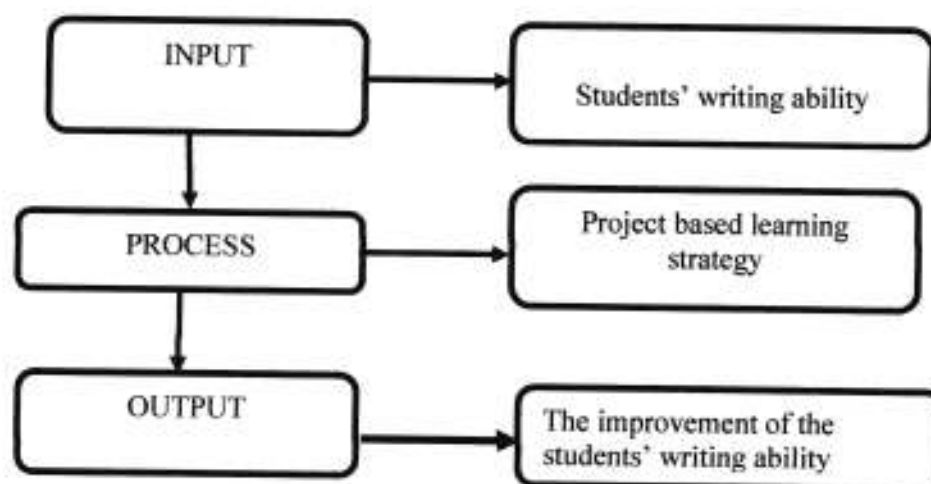


Figure 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter presented design of the research, variables and operational definition of variables, population and sample, instrument of the research, procedures of the research, and techniques of data analysis.

A. Design of the Research

This research employed Pre-Experimental Method. The design of the research was one group pre-test posttest design. In this research, sample was given Pre-test (O1) Treatment (X) and Post-test (O2). The design could be illustrated as follows:

(Table 3.1 Design of the Research)

Pre-test	Treatment	Post- test
O1	X	O2

Notes:

- O1 = Pre-test
- X = Treatment
- O2 = Post-test

(Gay: 1981)

1. Pre-test

That was aimed to measure the students' writing skills before they were given the treatment, the procedure could seen below:

- a) Writer explained how to do the test.
- b) Writer distributed the text.
- c) Students did the writing test and controlled by the teacher and collected the students' answer.

2. Treatment

The procedures of treatment:

- a) determining a theme that was raised or developed
- b) after a specified theme, teachers divided the students into groups and then designate one person from each group as the group leader
- c) teacher gave the students time to discuss with the group's friends
- d) the students did their duties
- e) students prepared to present their work
- f) After everything on the show, teacher then assessed and selected some of their best work for a magazine show on the wall they were made before.
- g) The teacher then delivered the next task with different themes to other student for the next meeting.

3. Post-test

The steps of post-test were the same as of pre-test. The aim of Post-test was to know the result after giving treatment.

B. Population and Sample

1. Population

The population of this research was the Eighth Grade Students of SMPN 2 Galesong Utara of academic years 2015/2016.

2. Sample

This research employed purposive sampling technique in which one of the six classes, namely class VIII_G taken as the sample. It was called as purposive sampling technique because the eight Classes students of the eighth grade was homogeny categories and the researcher took one class randomly. Each class consisted of 25 students. Therefore, the sample consisted of 25 students.

C. Variable and Indicators

1. Variables

There were two variables in this research, namely:

- a) Independent variable, that was Project based learning Strategy
- b) Dependent variable that was the student's writing skills.

2. Indicators

- a. The indicators of the content were the unity and completeness.
- b. The indicators of language use were grammar focus on simple present.

D. Instrument of the Research

The instrument of this research wrote test where the researcher gave the test as pre-test and post-test. The pre-test was intended to find out the students' basic knowledge and their ability in writing, while the post-test was aimed to find out the students' ability in writing after the treatment was given.

E. Procedure of Collecting Data

The procedure of collecting data consisted of two, those were:

1. Administrating a Pre-test

The students were given a pre-test to measure the students' writing ability. The result of pre-test was compared with the result of post-test after doing treatment.

2. Administrating a Post-test

After doing the treatment, the students were given post-test through writing test to assess the students' ability. It's result to find out the students' development and their progress. The test was conducted with the same activities in pre-test.

a. Content

1. Unity

(Table 3.2 scoring criteria of unity)

Classification	Score	Indicators
		Unity
Excellent	90-100	<ul style="list-style-type: none"> • Every sentence develops one central idea. • Shows a clear understanding of main idea development
Good	70-89	<ul style="list-style-type: none"> • Some sentences develops one central idea. • Shows a good understanding of main idea development.
Fair	50-69	<ul style="list-style-type: none"> • Some sentences are unrelated with the topic. • Less understanding of main development.
Poor	30-49	<ul style="list-style-type: none"> • Most of sentences are unrelated with the topic. • Main idea development is unclear

(Depdikbud, 2004)

2. Completeness

(Table 3.3 scoring criteria of completeness)

Classification	Score	Indicators
		Completeness
Excellent	90-100	<ul style="list-style-type: none"> • Providing information very well. • Main idea has been developed in full completeness. • Contain 3 or 2 paragraphs
Good	70-89	<ul style="list-style-type: none"> • Providing information well enough • Main idea has been developed completely. • Contain 3 or 2 paragraphs.
Fair	50-69	<ul style="list-style-type: none"> • Lack of providing information. • Main idea has been develop rather complete. • Contain 2 or 1 paragraphs.
Poor	30-49	<ul style="list-style-type: none"> • No providing information • Uncomplete main idea's development. • Contain 1 paragraph.

(Depdikbud, 2004)

b. Language Use**Simple Present Tense****(Table 3.4 scoring criteria of language use)**

Classification	Score	Criteria
Excellent	90-100	Effective complex construction, few errors of agreement, simple present tense, words/order function.
Good	70-89	Effective but simple construction. Minor problems in complex constructions. Several errors of agreement, simple present tense, word/order function but meaning seldom obscured.
Fair	50-69	Major problems in simplex / complex constructions, frequent errors of negation, agreement, simple present tense. Run-on sentence. Meaning confused or obscured
Poor	30-49	Virtually no mastery of sentence construction rules. Dominated by errors of simple present tense. Does not communicate. OR not enough to evaluate

F. Technique of Data Analysis

For analyzing the data, the researcher used inferential statistical analysis to know the use of project based learning to improve the students' writing to analysis the data the researcher did same following stages:

1. Scoring the students' correct answer of pre-test and post-test by using this formula.

$$\text{score} = \frac{\text{Student Correct Answer}}{\text{Number of Items}} \times 100$$

(Puskur in Salmi, 2006: 32)

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

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

Where :X = Mean

$\sum x$ = the sum of all score

(Gay, 1981)

3. Finding out the standard deviation of the students' answer by using this formula:

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

Where:

SL= Standard Deviation

$\sum x$ = Total raw score

N = The total number of students

(Gay, 1981:342)

4. Finding the significant difference between the mean score of pre-test and post-test by calculating the value of t-test using the following formula.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{where} \quad \bar{D} = \frac{\sum D}{N}$$

Where: t = Test of significance

\bar{D} = The mean of different score

$\sum D$ = the sum of total score of significance

$\sum D^2$ = the square of the sum for difference

N = the total number of subject

(Gay, 1981:3)

CHAPTER IV FINDINGS AND DISCUSSION

Chapter four deal with the finding of this research and its discussion. Findings present the students Writing Ability. It involves the description of the students' writing skill in terms of content and Language use.

A. Findings

Findings deal with the result of data analysis which is the students' scores of Writing Ability in term of content and Language use in Pre-test and Post-test. These findings, in describing the findings its used tables and Charts.

1. The Improvement of Students' Writing Ability in Terms of Content

To answer the research question in the previous chapter, the writer administered a test, which is given twice to the students. Firstly, pre-test is given before the treatment. Secondly, post- test is given after the treatment. The result of the students' writing skill in Content whose indicators Unity and spatial order on pre-test and post-test were presented in the table below :

Table 4.1. the improvement of students writing ability in term of content

No	Content	Pre-test	Post-test	Improvement
1.	Unity	4.65	6	29%
2.	completeness	4.5	5.98	32.9%
	x	4.6	6	31.1%

The data on table 4.1 shows that the score of Content was improved 29 % from the mean score 4.65 in pre- test to be 6. The score of the completeness was also improved 42.9 % from the mean 4.5 on pre-test to be 5.98 on post-test.

Based on the result above, it can be concluded that the using of Project Based Learning can improve the content in writing especially in teaching descriptive text.

After calculating the score, the writer found the students' skill in content was improved 3.1 % from the mean score 4.6 on pre-test to be 6 on post-test it is more clearly shown in the graphitic below:

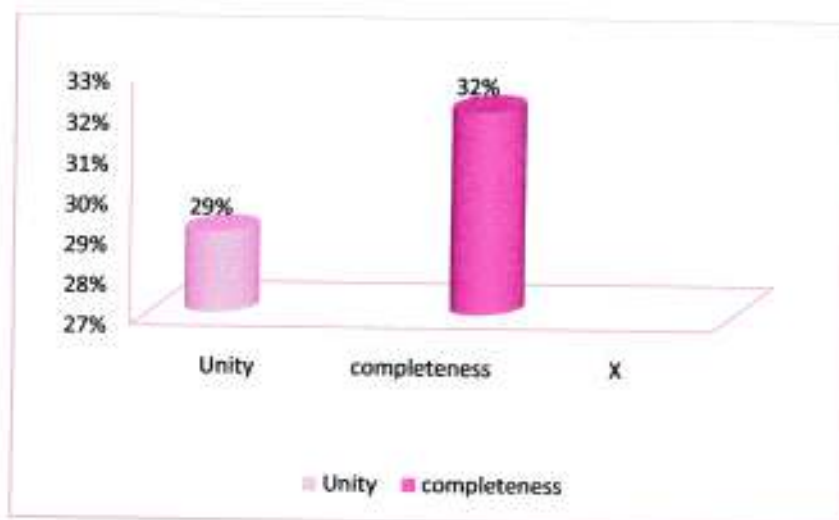


Chart 1: The improving of Content in writing

2. The Improvement of Student Writing Ability in Terms of Language use.

To answer the research question in the previous chapter, the writer administered a test, which was given twice to the students. Firstly, pre-test was given before the treatment. Secondly, post- test was given after the treatment. The result of the students' skill in Language whose indicators Grammar Focused on

pre-test and post-test were presented in the table below:

Table 4.2 Language use

No	Indicators	Pre-test	Post-test	Improvement
1.	Grammar focus	4.62	6.02	30%

The data on table 2 shows that the score of Grammar Focus was improved 30 % from the mean score 4.62 in pre- test to be 6.02.

Based on the result above, it can be concluded that the using of Project Based Learning can improve the Language use in writing specially in teaching descriptive text.

3. Hypothesis Testing.

If the t-test value was higher than t-table at the level of significance 0,05 and degree freedom 24, thus the alternative hypothesis (H1) will be accepted and null. Hypothesis (HO) will be rejected. In contrary, if the value was lower than t-table at the level of significance 0,05 and the degree freedom 24, thus the alternative hypothesis would be rejected and null hypothesis will accepted.

The t-test value of the student's content and content in writing by using feedback strategy

The result of the data analysis t-test of the student's content and Content in writing by using feedback is shown in the table .

Table 4.3 : T-test Value of the students' Content and Language Use in Writing by Using Project Based Learning.

Variables	t-test	t-table	Comparison	Classification
Content	9.8	1.711	t-test>t-table	Significant
Language use	10	1.711	t-test>t-table	Significant

The data on the table 3 above shows that the value of the test is higher than the value of t-table. It was indicated that there is a significance difference between, the result of the students' Content and Language use in writing by using Project Based Learning after treatment.

B. Discussions

The description of data collected from descriptive test as explained in the previous section showed that the students' skill in Content and Language use in writing was improved. It was supported by the result of the students pretest and posttest. Based on the finding above in applying Project Based Learning in the class, the data is collect through the test to explain in the previous finding section shows that the improvement students 'writing skill in terms of Content and Language use are significantly. Improvement the students' writing skill score after giving Project Based Learning is better than before the treatment given to the students.

Before giving treatment, the students' writing skill in Content and Language use was categorized poor. After giving the treatment, their skill was

significance improved.

1. The Students' Ability of Content in Writing

Based on the finding above in applying Project Based Learning in the class, the data was collected through the test as explained in the previous finding section shows that the students' writing skill in terms Content is significantly improvement.

The data on table 1 showed that the score of Content improved 29 % it can be seen from the students' mean score by comparing the result in pre-test and post-test. The score of Completeness improved 32.9 % from the mean score in pre-test by seeing the students' result in post-test.

After calculating the score, the writer found the students' writing skill in terms Content was improved. It is proved by the students means score in pre-test and post-test. It was supported by the mean score post -test of students' writing skill in terms Content is higher than pre-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Project Based Learning can improve the students' writing skill in terms Content.

2. The Students' Ability of Language Use in Writing

Based on the finding above in applying Project Based Learning in the class, the data was collected through the test as explained in the previous finding section shows that the students' writing skill in terms of Language use is

significantly improvement. The data on table 4.2 showed that the score of Grammar Focused improved 30 % from the mean score it can be seen from the students' mean score before and after being treated.

After calculating the score, the writer found the students' writing skill in terms Language use was improved .it was supported by the mean score post –test of students 'writing skill in terms Language use is higher than pre-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Project Based Learning can improve the students' writing skills in terms Language use.

3. Hypothesis Testing.

Project Based Learning can improvement the student's writing ability in terms Content. It also supported by the result of the data analysis on the table 3 show that from the level significance ($p = 0,05$ and degree of freedom(df) = 24 which got from formula $df = N - 1$ with t-table 1.711,the value t-test of meaning of words higher than t-table ($9.8 > 1.711$). Thus, Content through Project Based Learning is significance. This is means that Project Based Learning can improve the students' writing skills in terms Content.

Project Based Learning can improvement the students writing skill in terms Language use. It also supported by the result of the data analysis on the table 3 show that from the level significance ($p = 0, 05$ and degree of freedom (df) = 24 which got from formula $df = N - 1$ with t-table 1.711,the value t-test of meaning of words higher than t-table ($10 > 1.711$). Thus, Language use through

Project Based Learning is significance. This is means that Project Based Learning can improve the students 'writing skills in terms Language use.

Based on the result, hypothesis test showed that H_0 was reject and H_1 was accepted. So, the writer concludes that there was significant improvement of the improving the students' writing skills by using Project Based Learning. It was concluded that Project Based Learning improves the students writing skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding and discussion in the previous chapter, the researcher concludes follows:

1. Project Based Learning can improvement of students' writing ability in terms of Content. It is proved by the result the using Project Based Learning can improve the Content in writing specially in teaching descriptive text. The writer found the student's writing skill in terms Content was improved 31 % from the mean score 4.6 on pre-test to be 6 on post - test.
2. Project Based Learning can improvement of students' writing skill intern Language use. It is proved by the result the using Project Based Learning can improves the Language use in writing specially in teaching descriptive text. The writer found the student's writing skill in terms Language use was improved 30% from the mean score 4.62 on pre-test to be 6.02 on post-test.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

1. It is recommended for the teachers of English to use Project Based Learning to teach descriptive text in writing because it can bring a positive improvement for students.
2. It is suggested that the English teachers apply Project Based Learning as one of the alternative ways in writing.
3. The students are expecting to improve their intensity in learning writing by using Project Based Learning.
4. The teacher should give the students chance to practice their Writing Skill using Transitional Devices.
5. The result of this research can also be used as an addition reference or further research with different discussion for the next researchers.

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A p p e n d i c e s

APPENDIX A.1**THE RESULT OF THE STUDENTS' WRITING DESCRIPTIVE-TEST IN
PRE-TEST OF SMP NEGERI 2 GALESONG UTARA**

Sample	Content		Language use	Mean Score
	Unity	Completeness	Grammar Focus	
S-1	4	4	4	4
S-2	4.5	5	5	4.83
S-3	5.5	5	6	5.5
S-4	5	5	5	5
S-5	5	5	4.5	4.83
S-6	5.5	5.5	6	5.66
S-7	6	6	6	6
S-8	5	5	5	5
S-9	4.5	5	5	4.83
S-10	4.5	4.5	4.5	4.5
S-11	5.5	4	5.5	5
S-12	5	5	5.5	5.16
S-13	4	4	4	4
S-14	4	4	4	4
S-15	3.4	4	4	3.8
S-16	5	4.5	5	4.83
S-17	4	4	4	4
S-18	5	4	5	4.6
S-19	4.5	3	4.5	4
S-20	4.5	3	3	3.5

S-21	4	4	4	4
S-22	4.5	5	5	4.83
S23	5	5.5	5	5.16
S-24	5	5	5	5
S-25	3.5	3.5	3.5	3.5
ΣX	116.4	112.5	123	115.53
\bar{X}	4.65	4.5	4.92	4.62

APPENDIX A.2**THE RESULT OF THE STUDENTS' WRITING TEST IN POST-TEST OF
SMP NEGERI 2 GALESONGUTARA**

Sample	Content		Language use	Mean Score
	Unity	Completeness	Grammar Focus	
S-1	5.5	5.5	6	5.66
S-2	6	6	6	6
S-3	6	6.5	6	6.16
S-4	6	6	6	6
S-5	6	6	6	6
S-6	6.5	5.5	5.5	5.83
S-7	6.5	6	6.5	6.33
S-8	6	6	6.5	6.16
S-9	5.5	6	5	5.5
S-10	6	5	6	5.66
S-11	7	7	6.5	6.83
S-12	7	7	6.5	6.83
S-13	7	7	7	7
S-14	5	5	5	5
S-15	6	6.5	6	6.16
S-16	6	6	5.5	5.83
S-17	6	6.5	6.5	6.33
S-18	5	5.5	5	5.16
S-19	6.5	6	6	6.16
S-20	5.5	6	6	5.83

S-21	5.5	5	6	5.5
S-22	6.5	6.5	6	6.33
S23	5	4.5	6	5.16
S-24	6	6	6.5	6.16
S-25	6	6.5	6.5	6.33
ΣX	150	149.5	150.5	149.91
\bar{X}	6	5.98	6.02	5.99

APPENDIX A.3

Table of students' achievement in writing skill in terms of content

Respondents	Unity				Completeness			
	Pre-test	Post-test	D (x ₂ -x ₁)	D	Pre-test	Post-test	D (x ₂ -x ₁)	D
S-1	4	5.5	1.5	2.25	4	5.5	1.5	2.25
S-2	4.5	6	1.5	2.25	5	6	1	1
S-3	5.5	6	0.5	0.25	5	6.5	1.5	2.25
S-4	5	6	1	1	5	6	1	1
S-5	5	6	1	1	5	6	1	1
S-6	5.5	6.5	1	1	5.5	5.5	0	0
S-7	6	6.5	0.5	0.25	6	6	0	0
S-8	5	6	1	1	5	6	1	1
S-9	4.5	5.5	1	1	5	6	1	1
S-10	4.5	6	1.5	2.25	4.5	5	0.5	0.25
S-11	5.5	7	1.5	2.25	4	7	3	9
S-12	5	7	2	4	5	7	2	4
S-13	4	7	3	9	4	7	3	9
S-14	4	5	1	1	4	5	1	1
S-15	3.4	6	2.6	6.76	4	6.5	2.5	6.25
S-16	5	6	1	1	4.5	6	1.5	2.25
S-17	4	6	2	4	4	6.5	2.5	6.25
S-18	5	5	0	0	4	5.5	1.5	2.25
S-19	4.5	6.5	2	4	3	6	3	9
S-20	4.5	5.5	1	1	3	6	3	9
S-21	4	5.5	1.5	2.25	4	5	1	1
S-22	4.5	6.5	2	4	5	6.5	1.5	2.25
S-23	5	5	0	0	5.5	4.5	-1	1
S-24	5	6	1	1	5	6	1	1
S-25	3.5	6	2.5	6.25	3.5	6.5	3	9
Total		$\sum x=150$	$\sum D=33.6$	$\sum D^2=58.76$		$\sum x=150$	$\sum D=37$	$\sum D^2=82$

APPENDIX A.4

Table of students' achievement in writing skill in terms of Language Use

Respondents	Grammar Focus			
	Pre-test	Post-test	D (x ₂ -x ₁)	D
S-1	4	6	2	4
S-2	5	6	1	1
S-3	6	6	0	0
S-4	5	6	1	1
S-5	4.5	6	1.5	2.25
S-6	6	5.5	-0.5	0.25
S-7	6	6.5	0.5	0.25
S-8	5	6.5	1.5	2.25
S-9	5	5	0	0
S-10	4.5	6	1.5	2.25
S-11	5.5	6.5	1	1
S-12	5.5	6.5	1	1
S-13	4	7	3	9
S-14	4	5	1	1
S-15	4	6	2	4
S-16	5	5.5	0.5	0.25
S-17	4	6.5	2.5	6.25
S-18	5	5	0	0
S-19	4.5	6	1.5	2.25
S-20	3	6	3	9
S-21	4	6	2	4
S-22	5	6	1	1
S-23	5	6	1	1
S-24	5	6.5	1.5	2.25
S-25	3.5	6	2.5	6.25
Total		$\sum x=150$	$\sum D=32$	$\sum D^2=61.5$

APENDIX A.5

Calculating the t-test values of Writing Skill in terms of content

a. Calculating the t-test analysis of Unity.

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{33.6}{25}$$

$$= 1.3$$

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1.3}{\sqrt{\frac{58.76 - \frac{(33.6)^2}{25}}{25(25-1)}}$$

$$t = \frac{1.3}{\sqrt{\frac{58.76 - \frac{1128.96}{25}}{25(24)}}$$

$$t = \frac{1.3}{\sqrt{\frac{58.76 - 45.2}{600}}$$

$$t = \frac{1.3}{\sqrt{\frac{13.6}{600}}}$$

$$t = \frac{1.3}{\sqrt{0.02}}$$

$$t = \frac{1.8}{0.15}$$

$$t = 12$$

b. Calculating the t-test analysis of Completeness.

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{37}{25}$$

$$= 1.5$$

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1.5}{\sqrt{\frac{82 - \frac{(37)^2}{25}}{25(25-1)}}$$

$$t = \frac{1.5}{\sqrt{\frac{82 - \frac{1369}{25}}{25(24)}}$$

$$t = \frac{1.5}{\sqrt{\frac{82 - 54.8}{600}}}$$

$$t = \frac{1.5}{\sqrt{\frac{27.2}{600}}}$$

$$t = \frac{1.5}{\sqrt{0.05}}$$

$$t = \frac{1.5}{0.21}$$

$$t = 7.14$$

Calculating the t-test values of Writing Skill in terms of language used .

Calculating the t-test analysis of grammar focus

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

$$= \frac{32}{25}$$

$$= 1.3$$

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

$$t = \frac{1.3}{\sqrt{\frac{61.5 - \frac{(32)^2}{25}}{25(25-1)}}$$

$$t = \frac{1.3}{\sqrt{\frac{61.5 - \frac{1024}{25}}{25(24)}}$$

$$t = \frac{1.3}{\sqrt{\frac{61.5 - 41}{600}}}$$

$$t = \frac{1.3}{\sqrt{\frac{20.5}{600}}}$$

$$t = \frac{1.3}{\sqrt{0.03}}$$

$$t = \frac{1.8}{0.18}$$

$$t = 10$$

APPENDIX A.6

- a. The student's mean score of the pre-test and post-test in unity

$$\begin{aligned}\text{Pre-test: } \bar{X}_1 &= \frac{\sum X}{N} \\ &= \frac{116,4}{25} \\ &= 4,65\end{aligned}$$

$$\begin{aligned}\text{Post-test: } \bar{X}_2 &= \frac{\sum X}{N} \\ &= \frac{150}{25} \\ &= 6\end{aligned}$$

- b. The student's mean score of the pre-test and post-test in Completeness.

$$\begin{aligned}\text{Pre-test: } \bar{X}_1 &= \frac{\sum X}{N} \\ &= \frac{112,5}{25} \\ &= 4,5\end{aligned}$$

$$\begin{aligned}\text{Post-test: } \bar{X}_2 &= \frac{\sum X}{N} \\ &= \frac{149,5}{25} \\ &= 6\end{aligned}$$

c. The student's mean score of the pre-test and post-test in Language Used

$$\begin{aligned}\text{Pre-test: } \bar{X}_1 &= \frac{\sum X}{N} \\ &= \frac{123}{25} \\ &= 5\end{aligned}$$

$$\begin{aligned}\text{Post-test: } \bar{X}_2 &= \frac{\sum X}{N} \\ &= \frac{150}{25} \\ &= 6\end{aligned}$$

APPENDIX A.7

TABLE DISTRIBUTION OF T-VALUE

α (For two groups sample)						
df	0,50	0,20	0,10	0,05	0,02	0,1
	α (For one group sample)					
	0,25	0,10	0,05	0,02	0,01	0,005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,727	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878

19.	0,688	1,328	1,729	2,093	2,539	2,861
20.	0,687	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,685	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,676

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMPN 2 GALESONG UTARA
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Ganjil
Pertemuan Ke	: 2
Alokasi Waktu	: 2 × 45 Menit
Aspek/ skill	: Writing

Standar Kompetensi

1. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *descriptive text* dalam konteks kehidupan sehari-hari dan lingkungan sekitar.

Kompetensi Dasar

- 1.1 Mengungkapkan makna retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *descriptive text*.

Indikator

- 1.1.1 Menggunakan kalimat simple present tense dalam membuat sebuah teks *descriptive text*
- 1.1.2 Menghasilkan teks berbentuk *descriptive text*

1. Tujuan Pembelajaran

Siswa-siswi dapat :

- 1.1.3 Menggunakan kalimat simple present tense dalam membuat sebuah teks *descriptive*
- 1.1.4 Menulis teks berbentuk *descriptive*

2. Materi Pembelajaran

3. *Identification in describing a person*

Anti is Eny's friends. She is from Bulukumba and just now she lives in Makassar. She is student of Muhammadiyah Makassar.

Anti is cute girl and she has high and black hair. Her hair is straight. Her nose is pointed and her face is oval.

4. *Identification in describing an animal*

Anti's cat is strange. It is different from all other cats. All people must be surprised of that cat.

The cat does not like to eat fish, have no tail, no mustaches, and does not mew.

5. *Identification in describing a place*

Bira beach is a part of Bulukumba. It is about 50 kilometers from Kajang to the east. We can get there by motor cycle and car.

The Bira Beach at Bulukumba is very Beautiful. It is provided with several toilets, many village and rooms for changing clothes. Around the pond are various trees, under which we can take a rest

6. Metode Pembelajaran: Project Based Learning

7. Kegiatan inti)

- a) The teacher-coach sets the stage for students with real-life samples of the projects they will be doing.
- b) Students take on the role of project designers, possibly establishing a forum for display or competition.
- c) Students discuss and accumulate the background information needed for their designs.

- d) The teacher-coach and students negotiate the criteria for evaluating the projects.
- e) Students accumulate the materials necessary for the project.
- f) Students create their projects.
- g) Students prepare to present their projects.
- h) Students present their projects.
- i) Students reflect on the process and evaluate the projects based on the criteria established in Step 4.

8. Sumber/Alat/ Bahan

- Script teks descriptive
- English In Focus, 2008. Grafindo: Jakarta
- Fundamentals of English Grammar by Betty Schramper Azar.

9. Penilaian

- a. Teknik : Membuat/ menulis teks berbentuk descriptive.
- b. Bentuk : Tugas individu
- c. Aspek Penilaian : Content (unity and completeness) and Language Use (Simple Present Tense)

Makassar, September 2015

Mengetahui

Mahasiswa Penelitian,

Guru Pembimbing

ISPANDI

Drs.Abd.Rahman

Teaching Material

Describing Place

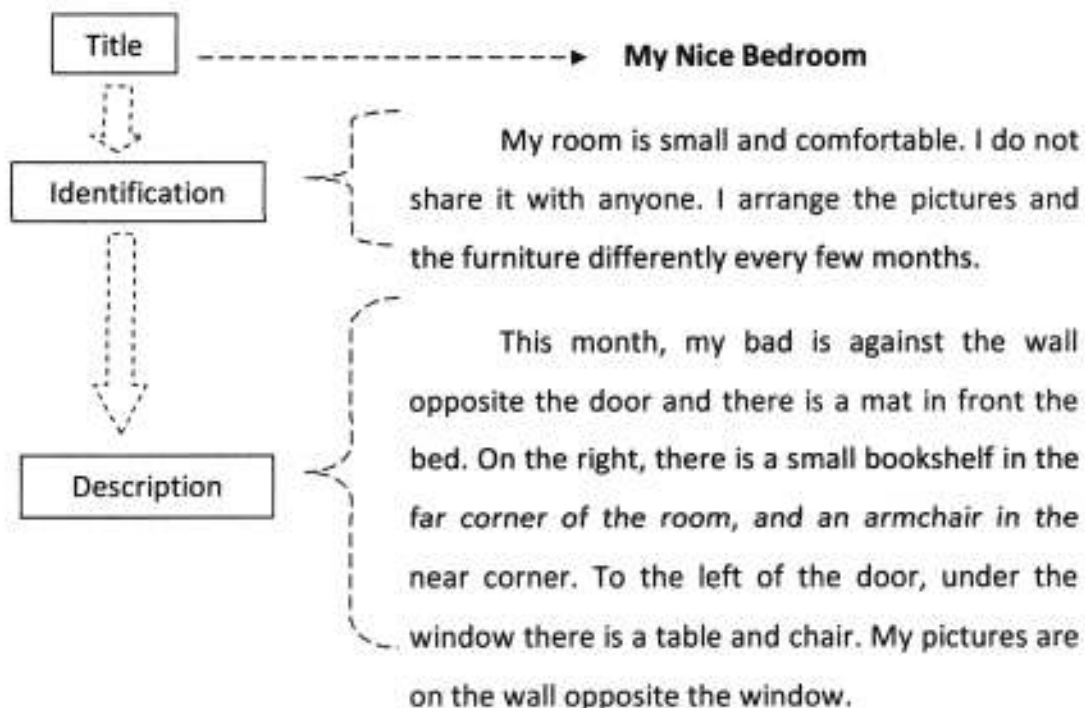
Descriptive text

The previous letter describes my nice bedroom. We call it a **descriptive text**. We use a descriptive text to describe place.

A descriptive text has two main parts:

- 1) **Title**
- 2) **Identification and**
- 3) **Description**

Look at the example:



Task:

Make a descriptive text with use describe the place!

Direction:

1. Make descriptive texts at least 2 paragraphs!
2. You may look up the dictionary.

Teaching Material

Describing People

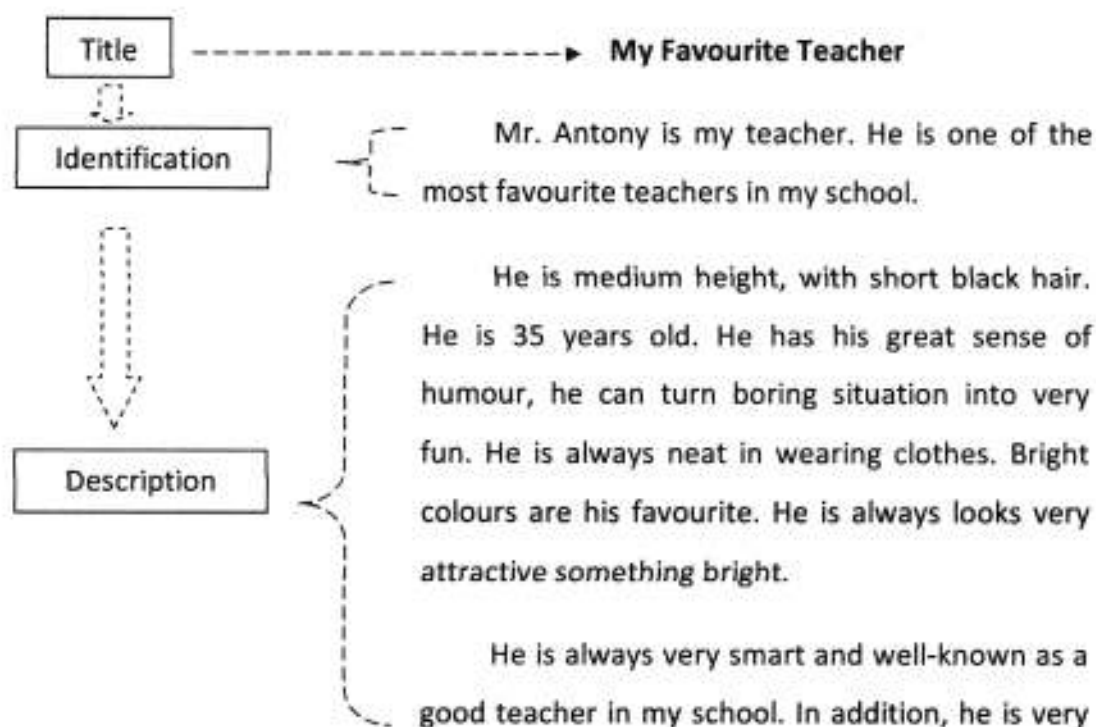
Descriptive text

The previous letter describes my favorite teacher. We call it a **descriptive text**.

We use a descriptive text to describe people.

A descriptive text has two main parts: same with last meeting

Look at the example:



Task:

Make a descriptive text with use describe the people!

Direction:

1. Make descriptive texts at least 2 paragraphs
2. You may look up the dictionary.

Pre- test

Look at the picture below and do the instruction!

1. You will assigned to make a project
2. Make five groups(every groups consist of six student)
3. Find many information about the picture and make a descriptive essay!
4. At the end of the lesson every group is hoped present I wall magazine form.



Post- test

Look at the picture below and do the instruction!

1. You will assigned to make a project
2. Make five groups(every groups consist of six student)
3. Find many information about the picture and make a descriptive essay!
4. At the end of the lesson every group is hoped to present in wall magazine form.





UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN dan ILMU PENDIDIKAN

Alamat Kantor : Jl. Sultan Alauddin No. 259 ☎ (0411) 860 837 Fax (0411) 460 137 Makassar 90221 / <http://www.fkip.unismuh.info>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KETERANGAN PERBAIKAN HASIL UJIAN PROPOSAL

Berdasarkan Hasil Ujian :

Nama : Ispandj
 Stambuk : 10535 Apr3 09
 Program Studi : Pendidikan Bahasa Inggris
 Judul : The use of project based learning strategy in improving writing ability of the students at the eight grade students of Saipul-2-Galesong Utara, Leb. Talalar (An experimental study)

Oleh tim penguji, harus dilakukan perbaikan-perbaikan. Perbaikan tersebut dilakukan dan disetujui oleh tim penguji sebagai berikut :

No	Tim Penguji	Disetujui Tanggal	Tanda Tangan
1	Huning Anugrawati S.Pd., M.Pd	2/12/2015	
2	Dr. Ratna Dewi SS., M. Hum		
3	Dra. Radiah M.Pd.	January 21, 2015	
4	Dra. Hasmawati Latief M.Pd	4/1/2016	

Makassar , 1436 H
 Ketua Prodi, 2014 M

(.....)



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 3063/FKIP/A.I-II /XII/1437/2015
Lampiran : 1 Rangkap Proposal
Hal : Pengantar

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini:

Nama : **ISPANDI**
NIM : 10535 4213 09
Jurusan : Pendidikan Bahasa Inggris
Alamat : BTN Je'ne Tallasa Blok B2 No. 13

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian skripsi.

Dengan judul : **The Use of Project Based Learning in Teaching Writing to the Eighth Grade Students of SMPN 2 Galesong Utara (A Pre-Experimental Study)**

Demikian disampaikan atas kerjasama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, Desember 2015
Dekan


Dr. Andi Sakri Samsuri, M.Hum
NBM. 858.622



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ispandi
 NIM : 10535 4213 09
 Judul Penelitian : "The use project based learning strategy in improving writing ability of the students at the eight grade students of SMPN 2 Galesong Utara Kab.Takalar (A Pre – Experimental Research)"
 Tanggal Ujian Proposal : 24 November 2015
 Pelaksanaan Kegiatan Penelitian : English Department Unismuh Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Jumat, 15/01/2016	Pre-test	Drs. Abd. Rahman	
2	Selasa, 19/01/2016	treatment (first meeting)	Drs. Abd. Rahman	
3	Jumat, 22/01/2016	treatment (second meeting)	Drs. Abd. Rahman	
4	Selasa, 26/01/2016	treatment (third meeting)	Drs. Abd. Rahman	
5	Jumat, 29/01/2016	treatment (fourth meeting)	Drs. Abd. Rahman	
6	Selasa, 02/02/2016	treatment (fifth meeting)	Drs. Abd. Rahman	
7	Jumat, 05/02/2016	treatment (sixth meeting)	Drs. Abd. Rahman	
8	Selasa, 10/02/2016	post-test	Drs. Abd. Rahman	
9				
10				

Makassar, 12 Februari 2016

Mengetahui,

Ketua Jurusan

 Erwin Akib, S.Pd., M.Pd
 NBM. 860 934

kepala sekolah

 H. ABD. RAJAB S. S.Pd, M.Pd
 NIP. 1960127 198303 1015



PEMERINTAH KABUPATEN TAKALAR
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 2 GALESONG UTARA

JL. Kaharuddin Dg Sikki Desa Aeng Batu-batu, Kec. Galesong Utara, Kode Pos : 92255

SURAT KETERANGAN
NO. 017/DPKPO-SMP.10/TU/2016

Yang bertanda tangan di bawah ini :

N A M A : H. ABD. RAJAB S, S. Pd, M. Kes
N I P : 19601127 198303 1 011
PANGKAT/GOL. : PEMBINA, IV/a
JABATAN : KEPALA SEKOLAH
TEMPAT TUGAS : SMP NEGERI 2 GALESONG UTARA
ALAMAT TEMPAT TUGAS : JL. Kaharuddin Dg Sikki, Desa Aeng Batu-batu, kecamatan
Galesong utara, kab. Takalar

Menerangkan bahwa :

N A M A : **ISPANDI**
N I M : 10535 4213 09
PENDIDIKAN : S.1 pendidikan bahasa inggris universitas
muhammadiyah makassar

yang bersangkutan telah melakukan penelitian di SMP Negeri 2 Galesong Utara untuk keperluan penyelesaian study dengan judul skripsi :

" The Use of Project Based Learning Strategy in Improving Writing Ability of The Students at The Eight Grade Students of SMPN GALESONG UTARA kab. TAKALAR (A pre experimental study) "

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Aeng Batu-batu, 13 Februari 2016

SMP Negeri 2 Galesong Utara,



H. ABD. RAJAB S, S. Pd, M. Kes

NIP. 19601127 198303 1 011



Nomor : 0196/Izn-05/C.4-VIII/XII/37/2015
Lamp : 1 (satu) rangkap Proposal
Hal : Permohonan Izin Penelitian

25 Shafar 1437 H.
07 Desember 2015 M

Kepada Yth,
Bapak / Ibu Bupati Takalar
Cq. Ka. Badan Kesbang, Politik & Linmas
di -
Takalar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 3063/FKIP/A.1-II/XII/1437/2015 tanggal 07 Desember 2015, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ISPANDI**
No. Stambuk : **105 35 4213 09**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Alamat : **BTN Je'ne Tallasa Blok B2 No. 13**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Project Based Learning in Teaching Writing to the Eighth Grade tudenhts of SMPN 2 Galesong UJtara (A Pre -ExperikmentL Study)."

Yang akan dilaksanakan dari tanggal 12 Desember 2015 s/d 12 Pebruari 2016

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua,
Ub. Sekretaris LP3M,

Ir. Abubakar Idhan, MP
NBM 101 7716



PEMERINTAH KABUPATEN TAKALAR
KANTOR KESATUAN BANGSA DAN POLITIK

Jln. H. Padjonga Daeng Ngalle No.3 Kabupaten Takalar

Takalar, 29 Desember 2015

K e p a d a

Nomor : 070/1081/KKBP-XII/2015
Lamp. : -
Perihal : Izin Penelitian

Yth..Kepala SMPN 2 Galesong Utara
Kab.Takalar
di-

Tempat

Menindak Lanjuti Surat Ketua UNISMUH Makassar Nomor : 0196/IZN-05/C.4-VIII/XII/37/2015 tanggal 07 Desember 2015, Perihal Izin Penelitian dengan ini disampaikan bahwa:

N a m a : **ISPANDI**
Tempat/Tanggal Lahir : Tuju ,27 Februari 1991
Jenis Kelamin : Laki-Laki
Pekerjaan : Mah.FKIP UNISMUH Makassar
Alamat : Tuju Dusun Erekeke Desa Dewitiro Kec.Bontotiro
Kab.Bulukumba

Bermaksud akan melakukan Penelitian dan Permintaan data di Kantor / Instansi/ wilayah Saudara Pimpin dalam rangka penyusunan *Skripsi* dengan judul

"THE USE OF PROJECT BASED LEARNING IN TEACHING WRITING TO THE EIGHTH GRADE STUDENTS OF SMPN 2 GALESONG UTARA (A PRE EXPERIMENTAL STUDY)"

Yang akan dilaksanakan Selama : 12 Desember 2015 s/d 12 Februari 2016
Pengikut / Peserta : -

Sehubungan dengan hal tersebut di atas pada prinsipnya kami menyetujui kegiatan Yang dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan dimaksud kepada yang bersangkutan harus melapor kepada Bupati Takalar Up. Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Takalar ;
2. Penelitian tidak menyimpang dari ketentuan yang berlaku ;
3. Mentaati semua Peraturan Perundang – undangan yang berlaku dan Adat Istiadat setempat;
4. Menyerahkan 1 (satu) Exemplar Foto Copy *Skripsi* kepada Bupati Takalar Up. Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Takalar;
5. Surat pemberitahuan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut diatas.

Demikian disampaikan kepada Saudara untuk dimaklumi dan seperlunya.



Tembusan : disampaikan kepada Yth :

1. Gubernur Propinsi Sulawesi Selatan;
Up Ka. Badan Kesbang Prov. Sul-Sel di Makassar;
2. Bupati Takalar (sebagai laporan);
3. Para Anggota Forkopinda Kab. Takalar di Takalar;

: 19591231 198103 1 180



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

BERITA ACARA UJIAN PROPOSAL

Pada hari ini Selasa Tanggal 24 November 2015 H bertepatan tanggal 24 / 11 / 2015 M bertempat di ruang ruang PA6-lantai 3 kampus Universitas Muhammadiyah Makassar, telah dilaksanakan seminar Proposal Skripsi yang berjudul :

The use of project based Learning strategy in teaching arabic
to the eight grade students of smpn 2 Galesong utara.
(A pre-experimental study)

Dari Mahasiswa :

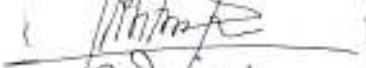
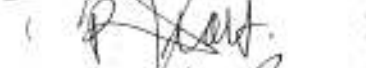

Nama	: <u>Ispano</u>
Stambuk/NIM	: <u>10555 4213 09</u>
Jurusan	: <u>Bahasa Inggris</u>
Moderator	: <u>Khayun Anugrawati, S.pd., M.pd.</u>
Hasil Seminar	: <u>.....</u>
Alamat/Telp	: <u>Batal Jalan Talase Blok B2/13 - 085 295 229 747</u>

Dengan penjelasan sebagai berikut :

1.

- ~~but contribution~~
- ~~some quotations aren't included in bibliography (check your self)~~
- ~~revise the objective~~
- ~~re-arrange the chapter 2~~
- ~~some connections~~
- ~~bibliography isn't alphabetically (Revise it)~~

Disetujui

Penanggung I	: <u>Dr. Ratna Dewi, S.S., M.Hum</u>	()
Penanggung II	: <u>Dr. Rahmah, d.pd</u>	()
Penanggung III	: <u>Dr. Hasanawati Latief, d.pd</u>	()

Makassar 24 November 2015

Ketua Jurusan

Erwin Ayo, S.pd., M.pd.

CURRICULUM VITAE



Ispandi was born in Bulukumba, and Southeast Sulawesi at February seventeen, nineteen and ninety one.. he is the first child on his family from the marriage of his parents, Abd. Rifai and Sapia. he has two siblings. he was started to be acquainted with elementary school at 1997 years in SDN. 145 Tuju, kec. Bontotiro, Bulukumba. Then he graduates his study full of proud at 2004 years. After that, he accepted at SMPN. 1 Bontotiro, bulukumba, for her Junior high school at 2004 and finished at 2007 . Then, he passed written test and interview test with good score finally it made his be a student in SMA Negeri 1 bontotiro, bulukumba. he graduates with some achievement in his school at 2009. At the same year, he continued his study at University of Muhammadiyah Makassar. He entered Faculty of Teacher Training and Education, English Education Department.