

**THE USE OF PROJECT BASED LEARNING IN IMPROVING THE
STUDENTS' WRITING ABILITY AT THE TWELFTH GRADE
STUDENTS OF SMA MUHAMMADIYAH DISAMAKAN MAKASSAR**
(A Pre-Experimental Research)



A THESIS

*Submitted to the faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Part Fulfillment of the Requirements for the Degree
of Education in English Department*

MUH. ARWIN

10535558413

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2018



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Use of Project Based Learning in Improving the Students' Writing Ability at the Twelfth Grade Students of SMA Muhammadiyah Disamakan Makassar (*A Pre-Experimental Research*)

Name : MUH. ARWIN
 Reg. Number : 105315536113
 Programmer : English Education Department Strata 1 (S1)
 Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant I

Consultant II


Nunung Anugrawati, S.Pd., M.Pd.


Muh. Astianto Setiadi, S.Pd., M.Pd.

Dean of FKIP
 Makassar Muhammadiyah University

Head of English
 Education Department


Erwin Akib, M.Pd., Ph.D.
 NBM: 860 934


Umi Khaerati Syam, S.Pd., M.Pd.
 NBM: 917 807



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

LEMBAR PENGESAHAN

Skripsi atas nama **MUH. ARWIN**, NIM **10535 5584 13** diterima dan disahkan oleh panitia skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **035 Tahun 1440 H/2019 M**, tanggal **21 Jumadil Akhir 1440 H/26 Februari 2019 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal **28 Februari 2019**.

23 Jumadil Akhir 1440 H
Makassar, 28 Februari 2019 M

Panitia Ujian

1. Pengawas Umum: Prof. **Abdullah Wahman-Rahim, S.Ek, M.N.** (.....)
2. Ketua: **Erwan Akib, M.Pd., Ph.D.** (.....)
3. Sekretaris: **Dr. Basma, M.Pd.** (.....)
4. Dosen Penguji:
 1. **Dr. Syamsiarua Nappu, M.Pd.** (.....)
 2. **Nunung Antasawati, S.Pd., M.Pd.** (.....)
 3. **Firman, S.Pd., M.Pd.** (.....)
 4. **Muh. Astrianto Setiadi, S.Pd., M.Pd.** (.....)

Handwritten signatures and initials of the exam committee members.

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Handwritten signature of Erwan Akib
Erwan Akib, M.Pd., Ph.D.
NBM : **800 934**

MOTTO AND DEDICATION

MOTTO

**LEADERSHIP AND LEARNING ARE
INDISPENSABLE TO EACH
OTHER.**

BY : JOHN F. KENNEDY

DEDICATION

*This Thesis is sincerely dedicated for my
dearest parents, my beloved brothers and
sisters, my family, and my beloved friends.*

ABSTRACT

Muh Arwin 2018. *The Use Of Project Based Learning in Improving The Students' Writing Ability At The Twelfth Grade Students Of Sma Muhammadiyah Disamakan Makassar.* A thesis of English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Nunung Anugrawati And Muh. Astrianto Setiadi.

The objective of the research was to find out the improvement of the students achievement in writing skill by using Project Based Learning in terms of content and language use. The researcher applied a pre-experimental design with one group pre-test and post-test design. The subject of the research was the twelfth grade students of SMA Muhammadiyah Disamakan Makassar academic year 2018-2019. The sample consisted of 27 students. The research was held in eight meetings.

The result of the data analysis showed that there was a significant difference between pre-test and post-test. The research findings indicated that using Project Based Learning was effective to improve students' writing skill in terms of content and language use. It was proved by the students' mean score in pre-test was 55 and post test was 78.46. It showed that the students' writing skill in post-test was higher than pre-test. The value of t-test from content and language use was 21.0 and it was greater than t-table 2. 060 at the level of significant (p) = 0. 05 and degree of freedom (df) = $26-1 = 25$, it was found that the result of t-test value was greater than t-table ($21.0 > 2. 060$). So, there is a significant improvement of students' writing skill on narrative text in terms of content and language use by using Project Based Learning. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

It can be concluded that there was a significant difference between the students' writing skill before and after using Project Based Learning in improving the students' writing skill on narrative text at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar.

Keywords: Writing Ability, Project Based Learning.

ACKNOWLEDGEMENT

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this proposal thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

This graduating paper would not have been completed without support, and guidance from individual and institution. Therefore, the researcher would like to express special thanks to:

1. Dr. H. Abd. Rahman Rahim, SE, MM. as the Rector of Muhammadiyah University of Makassar.
2. Dr. Erwin Akib, M.Pd., Ph.D., as Dean of Teacher Training and Education Faculty of Muhammadiyah University of Makassar.
3. Ummi Khaerati Syam, S. Pd., M. Pd., as the Head of English Education Department of Muhammadiyah University of Makassar. Thank for all her suggestions, recommendations and supports for this graduating paper from the beginning until the end.
4. Nunung Anugrawati, S. Pd., M.Pd, as the first consultant who has guidance, dedication, and support during writing this proposal thesis.
5. Muhammad Astrianto Setiadi, S.Pd, M.Pd, as the second consultant who has guidance, dedication, and support during writing this proposal thesis.
6. All the lectures in English Education Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.

Finally, it is obviously that this proposal thesis is not perfect yet either in

content or grammar, etc. So that the suggestion or critical from the reader for the better of this proposal thesis is hoped. I hope this proposal thesis can be useful to all of people.

Makassar, Desember 2018

Muh Arwin



TABLE OF CONTENTS

	Pages
COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERJANJIAN	v
SURAT PERNYATAAN	vi
MOTTO AND DEDICATION	ix
ABSTRACT	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xiii
LIST OF TABLE	xvi
LIST OF FIGURE	xvii
LIST OF GRAPHICS	xviii
CHAPTER I INTRODUCTION	1
A.	B
ackground of The Research	1
B.	P
roblem Statement	5
C.	O
bjective of The Research.....	5
D.	S
ignificances of The Research	5

E.....	S
scope of The Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
1.....	P
previous Related Research Finding.....	7
2.....	S
some Pertinent Ideas	7
1.....	T
the definition of writing.....	7
2.....	T
the components of writing	10
a.....	G
grammar	10
b.....	P
punctuation.....	10
c.....	v
vocabulary.....	11
d.....	s
spelling.....	11
3. Teaching Writing	
.....	1
1	
a.....	M
micro and macro ability of writing	
.....	1

2

b..... A

pproaches to teaching writing

..... 1

3

c..... T

he writing processes

..... 1

4

d..... W

riting performances

..... 1

6

e..... T

he teacher's roles in teaching writing

..... 1

8

f..... D

esigning the writing assessment rubric

..... 1

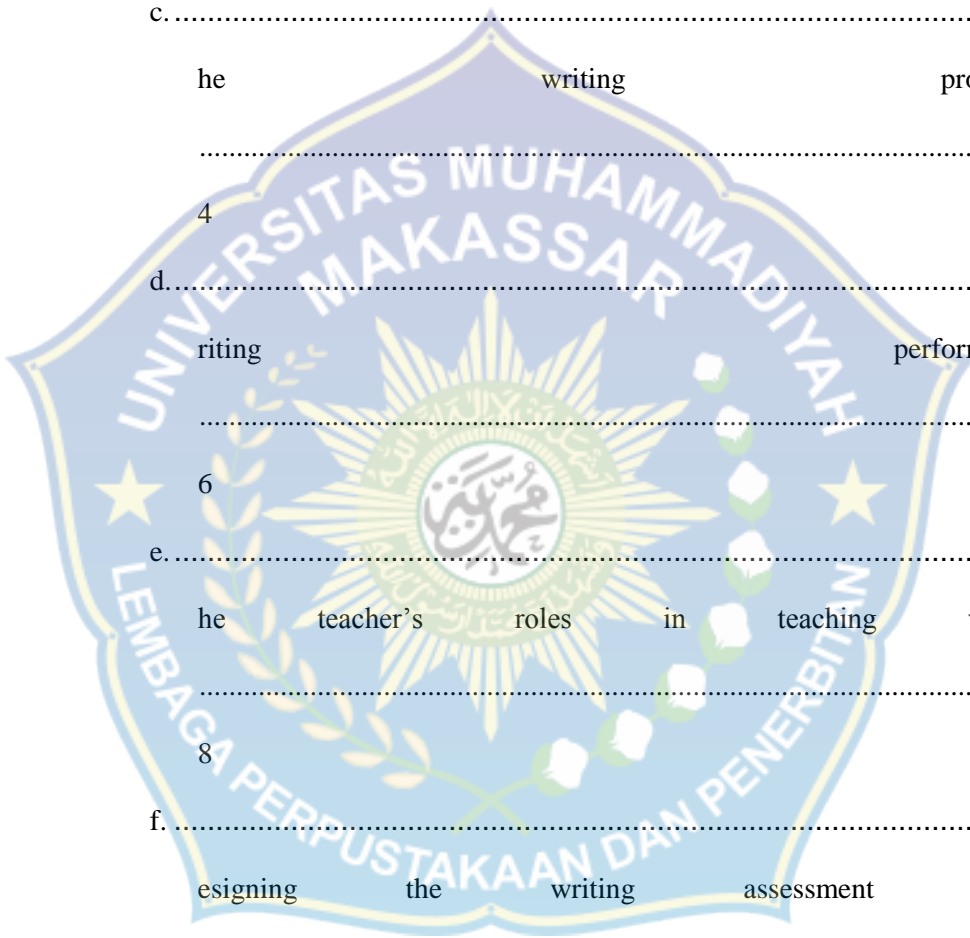
8

4. Project Based Learning

..... 2

0

a..... A



n overview of project based learning

.....2

0

b..... T

he definition of project based learning

.....2

1

c..... T

he characteristics of project based learning

.....2

3

d..... T

he procedure of project development

.....2

8

e..... T

he roles of the teacher in PBL

.....3

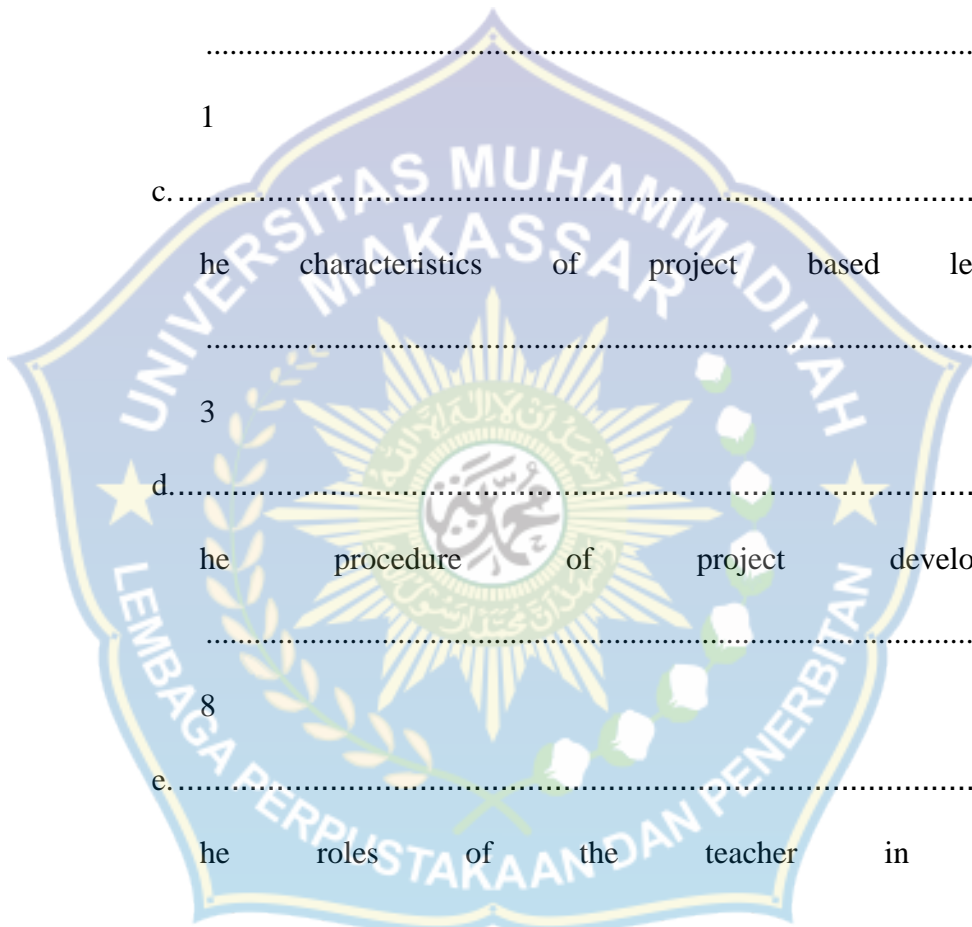
4

f..... T

ypes of projects in project based learning

.....3

5



3.....	C
conceptual Framework.....	35
CHAPTER III RESEARCH METHOD	39
A.....	R
Research Design.....	39
B.....	1
Location.....	40
C.....	P
Population and Sample.....	40
D.....	R
Research variable and indicator.....	41
E.....	I
Instrument of the Research.....	41
F.....	P
Procedure of Data Collection	42
G.....	T
Technique of Data Analysis.....	43
CHAPTER IV FINDINGS AND DISCUSSION	47
A.....	F
Findings.....	47
B.....	D
Discussion.....	56
CHAPTER V CONCLUSION AND SUGGESTION	60
A.....	C
Conclusion	60

B..... S

uggestion 60

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE



LIST OF TABLES

Table 2.1: the characteristics of project- based learning

Table 2.2: The procedure of the project development

Table 3.1: score and classification

Table 3.2: score and classification

Table 3.3: the hole of score

Table 3.4: The Significance Influence of Project Based Learning to Improve Students' Writing Ability on Descriptive Text

Table 4.1 The Score Percentage of Students' Writing Descriptive Text in Term of content

Table 4.2 The Score Percentage of Students' Writing Descriptive Text in Term of content

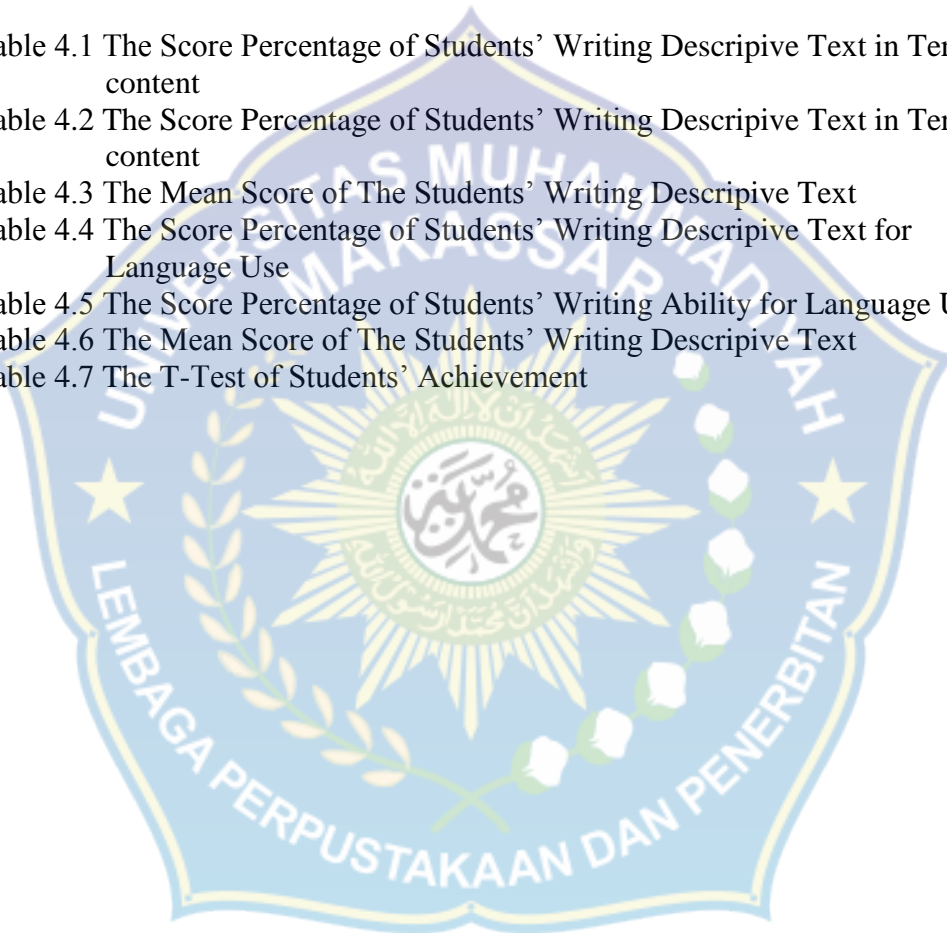
Table 4.3 The Mean Score of The Students' Writing Descriptive Text

Table 4.4 The Score Percentage of Students' Writing Descriptive Text for Language Use

Table 4.5 The Score Percentage of Students' Writing Ability for Language Use

Table 4.6 The Mean Score of The Students' Writing Descriptive Text

Table 4.7 The T-Test of Students' Achievement



LIST OF FIGURE

Figure 3.1: Research Design



CHAPTER I

INTRODUCTION

A. Background

Nowadays, English has become a means of international communication and one of the most popular languages in the world. It is used for almost all aspects of human life, such as mass media, business, sports, science and technology, education culture and so forth. Many countries and governments, including Indonesian government, realize that it is urgently needed in order to be able to compete with other countries in global context. Therefore, the knowledge and ability of English are highly valued. As a result, some educational institutions in Indonesia have introduced English since the pre-elementary level, although it is officially taught at the junior high school level as a compulsory subject. Moreover, it is one of subjects tested in the national examination.

Furthermore, writing ability are relatively more difficult compared to the other ability, since it has several issues and difficulties which do not exist in the other ability (Brown: 2004; Harmer: 2007). Writing is not simply writing down a speech. Especially for a formal or an academic purpose, it needs detailed strict mastery of content and mechanics, such as agreement, pluralization, articles, tenses, punctuation, capitalization and so on. They are critical since mistakes made in writing are obviously more noticeable than those made in the other ability. In addition, Lenneberg (1976) in Brown (2001) claims that unlike the other ability, the culture of writing does not naturally occur in a society since the culture of writing is less dominant than that of the others in the daily life. People

dominantly listen, speak, and read daily but they do not dominantly write especially in the formal way. Moreover, people's higher interests in images, sounds and audio-visual technology than those in written text do not develop their writing culture. In the context of Indonesian education, the national examination does not test English writing proficiency. In result, writing ability are often marginalized by English teachers.

Furthermore, when the researcher reflected on his own experience of teaching at the twelve grade students' of SMA Muhammadiyah Disamakan Makassar, the researcher finds a gap between the real situation of teaching-learning process in the classroom and the expected condition. The researcher found that the students' writing ability are poor. They find difficulties to write a text in a particular genre. Most of them did not know English writing conventions, lacked of content and vocabulary mastery, and found difficulty in generating ideas. Moreover, they are less motivated in learning English, especially writing. Referring to what the Indonesian school-based curriculum prescribes, the students' writing ability are considered poor. English teaching and learning in Indonesian schools are aimed to develop the students' communicative competence with which they can communicate through both spoken and written text in order to deal with daily issues. This competence is presented by four macro ability of English namely listening, speaking, reading and writing. Their poor writing ability are crucial to solve since the writing ability they learned in the seventh grade would be one of basis for their further writing development. (BSNP: 2006).

There are numerous studies in the English language teaching context

which suggest that it provides more contextual environment to learn the four macro ability of English, enhances the teaching-learning quality, enhances learners' higher-level cognitive development and improves learners' language learning achievement (Meyer: 1997; Ozdemir: 2006 in Baş and Beyhan: 2010). Because of that, he reckoned that there is a possibility to improve the students' writing ability through the implementation of Project-based Learning, since it is potentially motivating, empowering and challenging to them. It proposes a student-centered, cooperative, interdisciplinary and integrated teaching-learning process which contextualizes the students' real life (Solomon: 2003). Instead of sitting in the whole lesson to learn writing, learning writing by accomplishing a project will be more motivating for them. It facilitates them to construct language meanings and constructions through the series of activities leading to the accomplishment of the project. In addition, group works in accomplishing the project make the students share ideas or correct one another.

Based on some considerations above, the researcher interests to conduct an Experimental find out whether the use of Project based Learning can improve the student's writing ability at the twelve grade students' of SMA Muhammadiyah Disamakan Makassar.

The most crucial problem that the researcher finds is students' ability in English writing. In general, they seem to have no idea about English writing. Most of them apply the grammatical rules of their native language to English writing, have insufficient vocabulary, lack of English writing conventions and unable to organize their writing. Such problems make quite an impact on their writing

ability which is reflected by them who are mostly unable to write a text in a sufficient length. Moreover, they spend almost an hour write only one to three sentences which cannot be considered as good writing as well. Correspondingly, they express their ideas using monotonous vocabulary. They seem to have a lack of vocabulary mastery and therefore ask the teacher a lot about words they do not know. In addition, they do not aware of the minimum requirement mistakes of writing. Often, he finds that their writing contains many misspell words, disagreements, misused tenses and incorrect usage of punctuation.

Furthermore, there is problem occurring from the students themselves. They have low motivation in writing. Most of them considered it boring and difficult. Consequently, they are not interested in English writing. Moreover, the teaching aids are uninteresting for them. There are only few models of texts in it. In addition, there is no series of exercises as scaffolding for the students to develop their writing ability. Moreover, the teacher finds it not easy to arrange the available materials into good writing activities in the classroom despite having various books from eminent Indonesian publishers. Furthermore, the facilities available in the school such as a language laboratory, a library, a multimedia room and other teaching aids such as LCD projectors, computers and printers will not be optimally made use.

Based on the explanation above, the researcher decides to conduct a pre-experimental research under the title “The Use of Project Based Learning in students’ Writing Ability at the twelfth grade students’ of SMA Muhammadiyah Disamakan Makassar.

B. Problem Statement

Based on the statement above the researcher formulates the research question as follow:

“Does the implementation of Project Based Learning method improve the students’ writing ability at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar ?”.

C. Objective of the Research

This research is intended to find out whether the use of Project Based Learning. Improve the student’s writing ability at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar.

D. Significance of the Research

The result of the study will give contribution to:

1. Students

The students may learn to improve their writing ability with the practice of project-based learning method.

2. Teachers

The result of this study will inform the teacher that project based learning can be used to increase student’s writing ability by using PBL (Project Based Learning).

3. Other researchers

This research expected to give information or contribution to other

similar research which can be a forceful reference.

E. Scope of the Research

This study focuses to improve student's writing ability in content and language use at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar by using Project- based learning Method.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

As far as the researcher concerned, there are some related studies although they are not exactly the same as this research. Generally, those studies have shown the significance of the implementation of PBL in improving learners' English macro ability including the writing ability. After the implementation of PBL in his research, Tezi (2006) concludes that the children's' writing ability of his experimental group students is significantly higher than that of another group which is taught using traditional teaching. Besides, the experimental group students are more cooperative, enthusiastic, motivated and fun during the lesson than the other group. This finding also supports what are found by Srikrai (2008) who states that students' macro ability are enhanced through the implementation of PBL.

B. Some Pertinent Ideas

1. The Definition of Writing

Writing is one of the four English macro ability. It involves communicating with others or conveying messages through symbols or signs including handwriting, spelling or letters, word formations, layouts and punctuation. Same as speaking, writing requires someone to communicate productively. Although they are the same in terms of productive ability, writing has some literacy issues which do not exist in speaking (Nunan: 2004;

Harmer: 2007). However, a correct usage of those literacy issues in writing is not adequate. The writing must also fit to what someone writes and to whom he writes (Spratt: 2005). Lenneberg (1976) in Brown (2001) states that writing is culturally-learned behaviour. It means that one's writing ability will only develop if he exists among members of a literate society and if there is someone who teaches him. Unlike the other ability, the culture of writing does not naturally occur in a society since it is less dominant in daily life. People dominantly listen, speak and read daily however do not dominantly write daily, especially in the formal way. He claims that even not all native speakers are able to write in particular fields such as writing an essay, a journal or a review. In addition to this, a single mistake in writing is easily recognized by the readers. Therefore, a writer needs much attention to his writing accuracy. In result, if there are many mistakes in his writing, his English proficiency will be considered low (Harmer: 2007). Accuracy in writing refers to the correctness of spelling, letter shapes, punctuation, word choices, grammatical rules, formation of words, sentences, and paragraphs, and layouts. However, accuracy is not the ultimate goal of writing, rather, its ultimate goal is to successfully express the ideas through writing and then to appropriately communicate it to other people. In order to do so, a writer must have enough ideas and then organize and conform the ideas to a particular writing style (Spratt, 2005). Writing styles which are also called stylistic variations refer to the variations of writing according to the situation or the topic. In brief, writing is not simply writing down a speech. Someone who can speak

accurately and fluently is not automatically able to write accurately and fluently.

Further discussion, a written text has several characteristics which differ it from an oral text. These differences also lead to differences in the process of learning writing. Harmer (2007) highlights several issues regarding written texts.

- a. Recently writing activities are dominated by computer writing however handwriting is still avoidable. Sometimes, it is used in a personal letter, a writing test or a written assignment. Learners should improve their handwriting because it influences the readers' thought toward the writer. In addition, those whose native language orthography is different from English natives", e.g. Arabs and the Japanese, will easily face difficulties in forming letters or typing through a keyboard.
- b. It is obvious that English has inconsistency in the correspondence between the sound and the spelling. Moreover, learners will find that not all varieties of English spell the same word in the same way. Incorrect spelling also influences the readers' thought toward the writer, for example, too many errors in spelling are perceived as lack of education or care.
- c. Writing has particular conventions on punctuation, such as quotation marks, commas, full stops, capitalization and so on. What makes it worse is that different language may have different conventions. Violation in these conventions will make one's writing looks awkward.

- d. Each genre of a text has its own layout. A business letter differs from a personal letter; an email differs from a short message and sort of things. A foreign language learner must be aware of such layouts in order to convey meanings through writing correctly and appropriately.

Therefore, teaching writing is not merely about grammatical accuracy. It is necessary for a teacher to emphasize the issues above in the teaching-learning process since they are not easy to be acquired without any guidance.

2. The Components of Writing

a. Content

Michael Swan (2005: xix), linguists are more likely to pay attention to the original English language English (British English) defines content as follows: “The rules that show how words are combined, arranged or changed to show certain kinds of meaning.”

Greenbaum and Leech. Leech et al (1982: 3) defines content as: “Reference to the mechanism according to which language works when it is used to communicate with other people. Content is a mechanism for putting words together, but we have said little about sound of meaning.”

b. Punctuation

One of a set of marks or signs, such as the comma (,) or the period (.), used to punctuate texts.

c. Vocabulary

Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it (Cameroon, 2001:75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it sentence context. According to John (2000:16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym dictionary-tape definition, or an equivalent word in their own language.

d. Spelling

Spelling is the combination of alphabetic letters to form a written word. It is a linguistic process of correct writing with the necessary letters and diacritics present in a comprehensible, usually standardized order. While a part of languages orthography, not all languages have purely phonemic alphabets. Standardised spelling is a prescriptive element.

3. Teaching Writing

To teach writing, English teachers do not simply come into the class, explain the material and then involve the students into writing practices. Rather, they must understand micro- and macro ability of writing, approaches

to the teaching, the writing process, the students' writing performances and their roles during the teaching-learning process. Briefly, they must understand how to teach and what to teach in teaching writing.

a. Micro and Macro Ability Of Writing

Micro- and macro ability of writing are basis upon which the criteria of writing are valued. Neat and long writing does not mean that the writing is good. Rather, writing is good if it complies with the micro- and macro ability of writing. There are listed as follows (Brown, 2004: 221):

1) Micro ability

- a) Producing graphemes and orthographic patterns of English.
- b) Producing writing at an efficient rate of speed to suit the purpose.
- c) Producing an acceptable core of words and use appropriate word order patterns.
- d) Using grammatical system (e.g., tense, agreement, and pluralization, patterns, and rules).
- e) Expressing a particular meaning in different grammatical forms.
- f) Using cohesive devices in written discourse.

2) Macro ability

- a) Using the rhetorical forms and conventions of written discourse.
- b) Accomplishing appropriately the communicative functions of written text according to form and purpose.
- c) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information,

given information, generalization, and exemplification.

Distinguishing between literal and implied meanings when writing.

d) Correctly conveying culturally specific references in the context of the written text.

e) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. Criteria to consider whether or not the students are able to write are based on the micro and macros skills above. The more micro- and macros skills they can utilize, the better their writing ability are.

b. Approaches to teaching writing

To teach writing, a teacher does not simply come into the classroom then explain the material and involve students in practices. On account to this, Raimes (1983) differentiates between controlled and free writing. The former is an approach in which a teacher contributes to the students' writing through some guides such as rules, tasks and opportunities to discuss. The implication is that he should provide them with a specific topic, a text organization outline, paragraph manipulation exercises, filling gap activities and so on. On the other hand, the latter allows them to be completely independent writers who produce a particular text based on their own ideas through their own way.

Furthermore, Cross (1989) in Reid (1993) reports that the combination of both approaches can build vocabulary mastery, grammatical knowledge and confidence of EFL learners.

In addition to this, Brown (2001; 2004) highlights that there are product- and process-oriented writing. The first is a writing instruction which focuses on how students' final writing looks like. Some final writing criteria such as a sufficient content, a good text organization, an appropriate vocabulary usage, accurate content and correct mechanics are the basis of the assessment. On the contrary, process-oriented writing is an instruction which emphasizes in how the students can make efforts to compose their writing. It gives them scaffolding leading them to the final writing, opportunities to discuss and revise their writing, and feedback.

In conclusion, a teacher needs to balance between process- and product-oriented and controlled and free writing. The final writing is the ultimate goal, however, monitoring the activities which the students go through to compose the final writing are equally important to build their knowledge and confidence.

c. The Writing Processes

Deciding the approach of writing to employ also includes deciding the stages that the students go through to compose their texts. Harmer (2007) sees the stages of writing process as a wheel, where they do not follow a series of sequential stages, rather, they may go back to any stage if necessary.

1) Planning

It is the initial stage in which a writer gathers all ideas related to the topic. Ideas are refined from the writer's own knowledge, experience and belief, and the writer's ideas which are going to impart to the readers. Further, he starts sorting the ideas into a structural organization of a particular genre.

2) Drafting

In this stage, the writer starts composing a draft by carrying his ideas through letters, words, sentences, paragraphs and punctuation to construct a text.

3) Editing

In this stage, if the writer finds that his focus of writing is not precisely gained or his ideas are not well-conveyed through his writing, he can generate different compositions of the same text.

4) Final version

The result of the editing stage is the final version of the writing. Although the final version has done, the writer may re-edit his writing.

He may re-visit the previous stages before he has been sure about his final writing.

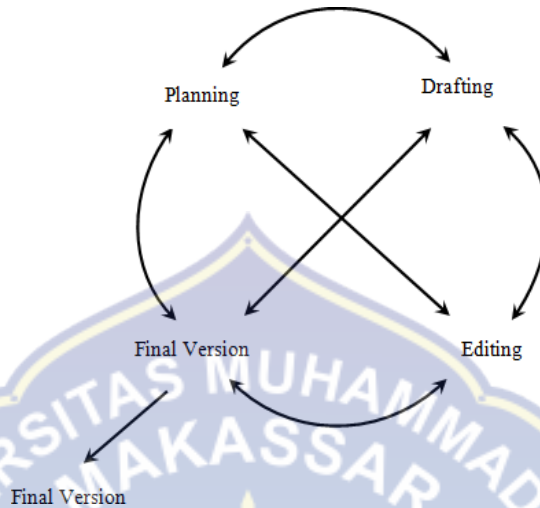


Figure 1: **Process Wheel of Writing**

By following these stages in composing their texts, the students can build their confidence in writing and follow the steps that most professional writers employ in composing their writing.

d. Writing Performances

According to what students are doing while writing, Brown (2001) categories the students' writing performances into the following five major categories:

1) Imitative

This writing performance focuses on helping the learners to understand the conventions of the orthographic codes. The activity is only copying letters, words or sentences.

2) Intensive

Like the first performance, intensive writing needs not creativity

from the students because it still appears in the form of controlled writing. It aims to reinforce and sometimes to test their knowledge of language structures.

3) Self-Writing

Self-writing performance gives the students with more opportunities to utilize their writing ability and creativity as they are writing. They start writing with their own understanding. They write as they think that they themselves will be the readers of the writing. The examples of the activities are note-taking and summarizing.

4) Display Writing

Display writing needs a higher ability of writing in terms of the content, linguistic structure and layout. It requires them to write in an academic boundary such as a short essay and a research report.

5) Real Writing

Almost all text-composing activities in the class tend to be display writing. However, sometimes a teacher facilitates the students to impart their ideas to the audience as a genuine communication such as writing an application letter, filling in a form or sending a post card.

These writing performances suggest the stages through which the students learn writing. Learning writing for beginners tends to begin with imitative, intensive and so on. However, not all learners must start their learning from imitative writing performance.

e. The Teacher's Roles In Teaching Writing

Generally speaking, a teacher who teaches writing has the same roles as he teaches the other ability, such as a controller, a prompter, a participant and a resource. However, Harmer (2007) emphasizes that there are three important roles of a teacher in a writing classroom. Firstly, he is a motivator who stimulates the students to generate ideas to write, encourages them to write and makes them aware of the benefits of writing that they are doing. Secondly, he is a source provider who provides them with information and language that they need and gives advice or suggestions when they are working with their writing. The third role is as a feedback provider who responds positively, encourages them to be aware of writing mistakes and offers corrections towards their writing.

Moreover, Ferris (1997) in Brown (2001) has a similar voice. He states that there is a facilitative role of a teacher in teaching writing which appears in the form of the teacher's responses towards the students' writing. He should continually give questions or comments to help them to stimulate ideas, guidance to help them to compose text, feedback on their writing content, and summary on their content mistakes.

Therefore, a teacher who teaches writing has to always stimulate the students to generate ideas, guide them to accomplish their writing and give feedback toward their writing.

f. Designing The Writing Assessment Rubric

An assessment in language teaching means a way used to collect

information regarding learners' performance or achievement. Recently, it is also used to provide learners with reflections on the strength and weakness of their writing (Hyland: 2003).

There are three major approaches to a writing assessment, i.e. holistic assessment, primary- or multiple-trait assessment and analytic assessment (Hyland: 2003; Brown 2004). Brown (2004) claims that the last approach is the most comprehensive approach to assess writing. It divides the assessment into some aspects in which each aspect has got its own rates or points. Brown and Bailey (1984) in Brown (2004: 244) propose an analytic assessment rubric for writing. They break the writing aspects down into five aspects, i.e. text organization, logical development of ideas, content, mechanics and writing style. Each aspect has several criteria ranging from „unacceptable“ until “excellent“ and gives 20 points as a maximum point. So, students' writing can reach a maximum score of 100 points. However, Brown (2004) himself acknowledges that those criteria are supposed to assess term papers, project reports, long essays and so on which are composed by those who have had advanced language proficiency.

On the other hand, a multiple-trait assessment is more relevant to assess a particular writing context. It also provides ranges of points in separated writing aspects as those in the analytic assessment (Hyland: 2003). The aspects and the criteria of each aspect are simpler and more specific since they can be situated in a specific writing context. Hyland

(2003: 231) also proposes an example of multiple-trait assessment to assess recount texts of elementary students. Therefore, in order to assess the students' writing, the researcher employed a writing assessment rubric which is adapted from both approaches of analytical scoring by Brown and Bailey (1984) in Brown (2004) and multiple-trait scoring by Hyland (2003). The writing assessment rubric is attached to the appendices.

In conclusion, as suggested by Brown (2004) that curricular goals and students' needs may vary from a place to another and therefore it is necessary for a teacher to have his own scoring rubric which may be more appropriate for the students.

4. Project Based Learning

a. An overview of Project Based Learning

As far as the researcher concerned, Project-based Learning is abbreviated as PBL. In fact, in the context of English teaching and learning, PBL can refer to Project-based learning or Problem-based Learning. However, in this research PBL only refers to Project-based Learning. PBL formerly is not a specific method to language teaching. The basic concept of PBL is occurred in the early 1900s, as John Dewey popularized "learning by doing". He believes that learning process will take place if students are actively involved in exploring, negotiating, interpreting and creating. Later, when the language learning theory had evolved in the 1970s into communicative language teaching, PBL became more popular because of its relevance to the communicative approach.

(Beckett: 2006; Fried- Booth: 2002). Nowadays, PBL has been widely adopted to teach different subjects in schools and educational institutions around the world.

b. The definition of Project Based Learning

PBL is an instructional model which involves the students into activities culminating in an end product. It puts students in an active role. The activities are called project works (Fried-Booth: 2002). Moss and Van Duzer (1998) define PBL as an instructional approach that contextualizes learning by presenting learners with products to develop. Furthermore, Harris and Katz (2001) state that it is a student-centred learning which leads the students to investigate a topic worth through the process of learning outcomes both individually or cooperatively. In addition, it is different from the traditional instruction since it is student-cantered, interdisciplinary, and integrated activities contextualizing the students' real world situations (Solomon: 2003). It engages the students in gaining knowledge and ability through structured tasks and designing products carefully (Thomas et al: 2002). Most importantly, PBL is both process-oriented and product-oriented learning (Stoller: 1997). However, Tezi (2006) states that a good or an awful end product is unimportant, as long as the students can learn much during the process. Sarwar (n.d.) states that its focal aim is to give the students opportunities to become fluent and confident in using English by utilizing and expanding their existing language repertoire.

PBL provides the students with both a collaborative and an individual process to attain their meaningful use of the target language. Based on some definitions above, it can be concluded that PBL is a teaching method which involves students both individually and collaboratively in a series of phases to develop an end product through which the students have opportunities to construct their knowledge and practice their ability. It reinforces them to construct knowledge without reliance on rote memorization, involves challenging activities to exert learners' sense of creativity, cooperation and motivation, and provides high frequency of interaction with others.

Further discussion, based on some experts' voices above, PBL has been referred differently. Until the present time there is no fixed definition of it among experts. It is because nowadays PBL keeps developing (Baş: 2011). Many experts, researchers and institutions are interested to develop it. PBL is referred to an instructional learning model (Fried-Booth: 2002) or an instructional teaching approach (Moss and Van Duzer: 1998) or a teaching method (Stoller: 1997; The George Lucas Educational Foundation: 2005; Ministry of Education Malaysia: 2006). It is sometimes referred to a teaching technique, a teaching strategy or a learning model (Baş and Beyhan: 2011). There is no agreement has been reached yet.

In this research, PBL is defined as a teaching method. The reason is because PBL contains a set of systemic procedure and its characteristics are relevant to CLT approach. The procedure is carried out through some

techniques and activities which lead to the accomplishment of an end product. Related to this research, since it is not specifically developed to teach writing, the researcher also employed the stages of the writing process.

c. The characteristics of Project-based Learning

The activities during the development of the end product can be characterized as follows (Stoller: 1997; Fried-Booth: 2002; Grant: 2002; Solomon: 2003; Brunetti et al: 2003; Srikrai: 2008; Poonpon: 2011; Simpson: 2011):

1) A student-cantered teaching-learning process

It is student-centred since the students are completely involved in the process. Therefore, the teacher becomes a facilitator rather than a controller. He is responsible for facilitating the teaching-learning process to run well and encouraging the students to be actively involved during it.

2) Developing students' self-motivation

The project is designed to be contextual, interactive and fun. The students are likely to learn more in such a situation. Moreover, it involves topics that are relevant to their daily life. Related to writing, implementing PBL gives an alternative to teach writing which differs from it in usual. It proposes more comfortable and challenging atmosphere of the writing class. Further, the group work and the group discussion enhance their

motivation as they can share ideas with peers. At last, success in creating a tangible end product which can be exhibited to others will be something that they can be proud of.

3) Creativity

Definitely, creating something must involve the creator's creativity. Physical ability such as drawing, designing and decorating develop students' artistic ability. Moreover, in the context of competition among students, they are urged to create the end product more creatively in order to compete with others.

Moreover, they can employ their creativity in composing their writing. Various media and discussions with peers also enrich their ideas and stimulate their creativity in writing.

4) A collaborative learning environment

In order to finish it appropriately and punctually, the project needs to be developed collaboratively. When students in a group work collaboratively, it makes them communicate and cooperate one another. Further, it enhances a positive relationship among the students. In addition, if they compose a text collaboratively, they will receive immediate feedback. Writing in groups also develops the sense of writing for an audience.

5) Providing frequent feedback

Developing the project within a group encourages the students to speak and listen to others. It makes them share ideas,

opinions and suggestions. For example, brainstorming ideas in solving problems or achieving common goal will produce a mass of feedback among them. Furthermore, the teacher is responsible to keep them working with their project by giving corrections, feedback and suggestions.

6) Employing technology and multiple learning sources

Sometimes, developing a project requires the students to access the Internet to obtain necessary information to develop it. Using a computer, a printer and other electronic devices may be important to their project development. Other resources can be from the teacher by providing materials and media such as newspapers, models, Project Based Learning, examples of previous projects, etc. Furthermore, various tasks which are relevant to the project can be used to guide them in developing it or to strengthen their understanding.

7) Guidance and scaffolding

Especially for beginners, guidance and scaffolding in developing project will be urgently needed. These can be in forms of student-teacher interactions, tasks, worksheets, peer feedback, guiding questions and so forth.

8) Focusing on communicative purpose rather than on grammatical rules

9) Contextualizing language knowledge and ability to the real-life

situations

10) Integrating language ability

11) Interdisciplinary learning

12) Ending in accomplishing an end product which can be shared with others.

Table 2.1 : The Characteristics Of Project- Based Learning

No	The characteristics of Project-based Learning	Activities
1.	A student-centred teaching learning process	The teacher become a facilitator rather a controller.
2.	Developing students “self-motivation”	The project is designed to be contextual, interactive and fun.
3.	Creativity	Physical ability such as drawing, designing and decorating develop students’ artistic ability.

4.	A collaborative learning environment	In order to finish it appropriately and punctually, the project needs to be developed collaborate.
5.	Providing frequent feedback	Developing the project within a group encourages the students to speak and listen to others.
6.	Employing technology and multiple learning sources	Using a computer, printer and other electronic devices may be important to their (students) project development.
7.	Guidance and scaffolding	Especially for beginners, guidance and scaffolding in developing project will be urgently needed. These can be

		in forms of student-teacher interactions, tasks, worksheet, peer feedback, guiding questions and so forth.
8.	Focusing on communicative purpose rather than on grammatical rules	
9.	Contextualizing language knowledge and ability to the real-life situations	
10.	Integrating language ability	
11.	Interdisciplinary learning	
12.	Ending in accomplishing an end product can be shared with others	

d. The procedure of the project development

As other methods have, PBL has a procedure to carry out the project in the teaching-learning process. It functions as a project framework to help the teacher to guide the students developing the project. Supe (2011) states that there are different phases proposed by such educators as Legutke and Thomas (1991), Hill (1999), Fried-Booth (2002) and Haines (1989). Nonetheless, the procedure of the

project development proposed by The George Lucas Educational Foundation (2005) seems to be the most comprehensive procedure and therefore the implementation of PBL in this research employed this procedure. It is explained as follows:

1) Start with the Essential Question

The teacher begins the teaching-learning process by offering the students an essential question which gives them images of what the goals to achieve during the project development. The questions also imply to them what knowledge they should construct. The topic of the essential questions must fit the students' proficiency level and be relevant to their daily life.

2) Design a Plan for the Project

The design of the plan contains the explanations of the rules of the project development, the exercises leading to the answers of the essential question, the activities leading to the accomplishment of the project, the materials and the tools used during it, and the possible sources to access. The design can be designed collaboratively with the students to consider the students' capability, interests and expectations.

3) Create a Schedule

In this phase, the teacher and the students discuss about when the deadline to end the project development is. The end of it is the time in which they have finished their end products. It also includes the

time allocation in doing each activity during the project development.

4) Monitor the Students and the Progress of the Project

It is the most important stage in which the project development takes place. It is important since the success of the project accomplishment will be determined by how well the students develop the project. Besides, in this phase the teacher is required to optimally play his role as a monitor. He is responsible to facilitate the process to run, to guide the students during the process, to help them if they face difficulties and to make sure that each student is involved in the process.

5) Assess the Outcome

After the students have handed in their end products to the teacher, an assessment is conducted to measure the students' achievement. The assessment can be product- or process-oriented. It can assess the end product or their understanding of the lesson by giving further proficiency test. Furthermore, this phase allows the teacher to evaluate the students' achievement and the quality of teaching-learning process.

6) Evaluate the Experiences

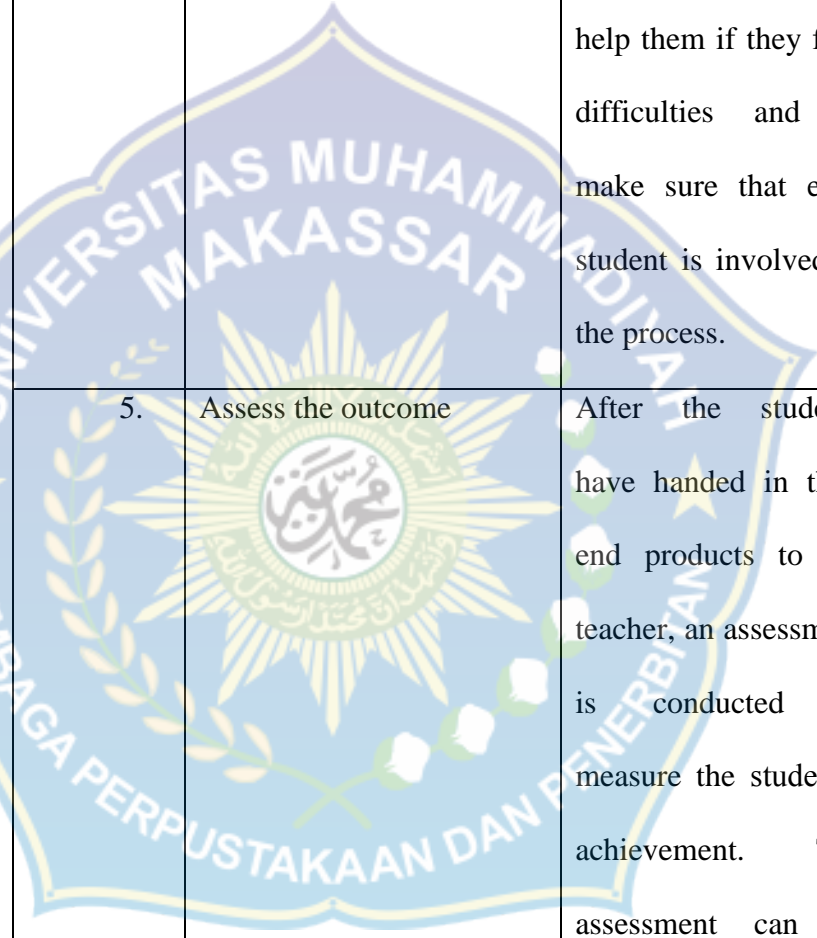
This is the last stage in which the teacher and the students reflect on the activities and the project they have done. Besides, the teacher has to make sure that they have been able to answer of the

essential questions presented in the first stage.

Table 2.2: The procedure of the project development

No	The procedure of the project development	Activities
1.	Start with the essential question	The teacher begins the teaching-learning process by offering the students an essential question which gives them images of what the goals to achieve during the project development.

2.	Design a plan for the project	The design of the plan contains the explanation of the rules of the project development, exercises leading to the answers of the essential question, the activities leading to the accomplishment of the project, the materials and the tools used during it, and the possible sources to access.
3.	Create a schedule	In this phase, the teacher and the students discuss about when the deadline to end the project development is.



4.	Monitor the students and the progress of the project	Teacher is responsible to facilitate the process to run, to guide the students during the process, to help them if they face difficulties and to make sure that each student is involved in the process.
5.	Assess the outcome	After the students have handed in their end products to the teacher, an assessment is conducted to measure the student's achievement. The assessment can be product or process-oriented.

6.	Evaluate the experiences	This is the last stage in which the teacher and the students reflect on the activities and the project they have done. Besides, the teacher has to make sure that they have been able to answer of the essential questions presented in the first stage.
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e. The roles of the teacher in PBL

At any class, a teacher must play his common roles in the English classroom such as a controller, a prompter, a participant, a resource and so forth. However, in a PBL classroom he must play other roles as follows (Haines: 1989 in Supe: 2011):

- 1) In the pre-project development, the teacher must be a negotiator for deciding the topics, the sequence of activities during the project development, the group formation, the length of the project development and its rules.

- 2) During the project development, he must be ready to be a main resource of ideas, an advisor and a helper of the students to solve problems that may occur.
- 3) In the post-project development, he must be an organizer of the students' end products, an evaluator of the project as well as its process and a commentator of what they have achieved.

f. Types of projects in Project Based Learning

There are two kinds of projects in PBL, i.e. bridging activity project and full-scaled project. Bridging activity is a small-scaled or simple project which spends only two or three meetings. It is restricted in a classroom only. It can be one of parts or preparation for the full-scaled project. On the other hand, full-scaled project requires complicated activities beyond the classroom to finish the project. The time span is longer. Moreover, it requires certain proficiency level of the students (Bell: 1988; Fried-Booth: 2002). Due to the level of the students' proficiency and the short duration of the research, the researcher implemented a bridging activity project in each cycle of the research.

C. Conceptual Framework

This research aimed in improving the students' writing ability at the twelve grade students' of SMA Muhammadiyah Disamakan Makassar through the implementation of PBL. Writing ability are chosen on account of their writing ability which is considered severely low, besides on account of its importance in

the real-world context and the gap between the real condition of the teaching-learning process and the ideal condition. The teaching-learning process of English in Indonesian junior high schools should be emphasized at helping them to communicate both in written and oral English communication. However, there are some problems encountered by the researcher at the twelve grade students' of SMA Muhammadiyah Disamakan Makassar. In fact, he found that they had difficulties in applying English writing conventions, organizing text, applying grammatical mastery, using vocabulary and generating ideas. Those problems severely impeded them to be able to communicate using English especially written communication since without sufficient ideas, vocabulary and grammatical mastery, and a correct text organization and mechanics, a good text will not be constituted.

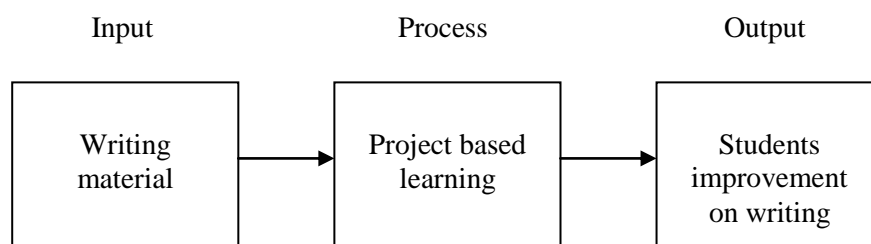
The Researcher identify that those problems are caused by some factors. The first factor is related to their low motivation during the English lesson. Further, they had not been accustomed to English writing and had lack of confidence in writing. Secondly, the teaching-learning process is not conducive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

The lack of motivation in learning English writing, little opportunity in writing, and the nothingness of feedback are considered as the main sources of the

problems which caused their insufficient writing ability. Therefore, an action to solve the sources of problems above is important and urgent in order to achieve the ultimate goal of this research.

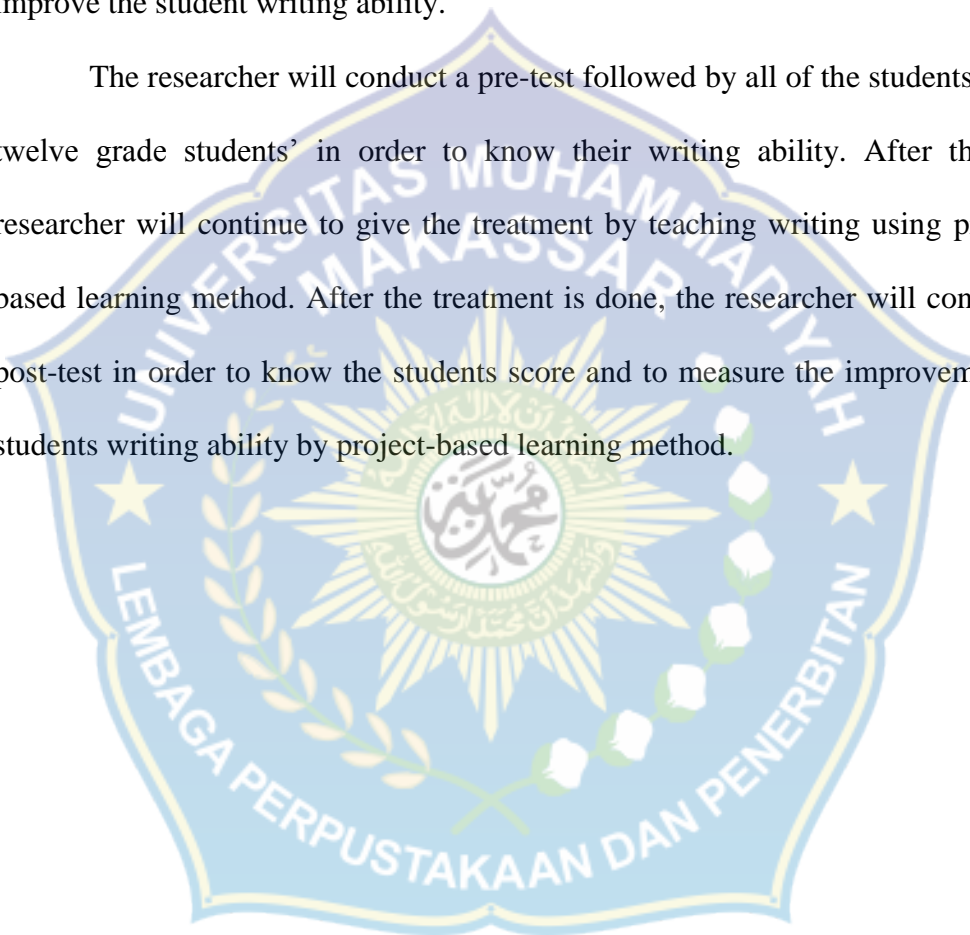
Strengthened by other studies, the researcher believed the students' writing ability can be improved by carrying out PBL during the teaching-learning process. It has some characteristics which can potentially be the solutions to the problems above. It is motivating, empowering and challenging to them since it offers interesting activities in the form of a product development. Moreover, it will help them to construct language meanings and rules through the series of activities leading to the accomplishment of the project. Project development enables them to internalize language meanings and constructions without reliance on rote memorization. They also vary the activities in the classroom and make the students get more opportunities to practice writing. Moreover, during the development of the project, they will receive frequent feedback from the teacher and the peers while they are having group works and discussions. Therefore, he believed that their writing ability can be improved by implementing it in the context of an action research.

The conceptual framework underlying in this research is given in the following diagram:



The process of this research is illustrated as in diagram above. The researcher will start the research at the twelve grade students' of SMA Muhammadiyah Disamakan Makassar. This research will be conducted by using pre-experimental method to investigate does the use of project-based learning can improve the student writing ability.

The researcher will conduct a pre-test followed by all of the students at the twelve grade students' in order to know their writing ability. After that the researcher will continue to give the treatment by teaching writing using project-based learning method. After the treatment is done, the researcher will conduct a post-test in order to know the students score and to measure the improvement of students writing ability by project-based learning method.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied one group pre-test- treatment- post-test design or it carried out pre-experimental research.

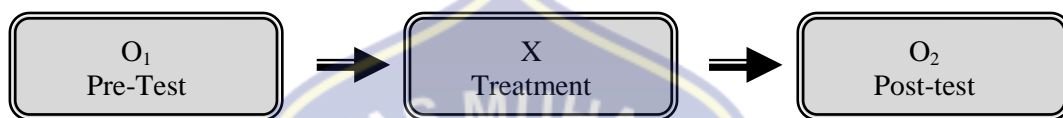


Figure 3.1: Research Design

Where: O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Gay, 1981:252)

1. Pre-Test

In pre-test, the researcher gave one topic and asked the students to write and developed it to be a descriptive text. The topic was “daily activity”. The students wrote down the topic to be a descriptive text with contain at least one- three paragraphs.

2. Treatment

- a. In the first meeting, the researcher explained to the students about definition of a descriptive text. After that, the researcher asked them to write down the descriptive text by using the picture of indonesian artist that has been provided by the researcher. Their writing at least, consisted of one- three paragraphs.

- b. The second meeting, the researcher gave students an example of a Descriptive text and after that they understood and then worked on the task by making a Descriptive text in pairs.
- c. The third to fifth meeting students are still given assignments related to text decryption. in the fifth meeting, the researchers divided four groups and after that gave pictures of Indonesian artists in each group. after that they describe the artist. after completion, the results of the group assignments were merged into one project, namely a wall magazine.

3. Post-Test

Finally, student paper are and students. The results were treated as research data. This test is similar to pre-test.

B. Location

The location of the research was conducted of SMA Muhammadiyah Disamakan Makassar , that are located in Makassar.

C. Population and Sample

1. Population

The population of the study were taken at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar, in academic year 2018/2019 which consists of 51 students.

2. Sample

The researcher applied purposive sampling technique at the twelve grade students ' took as the sample which consisted of 27 students. In this research, the researcher only took one class to represent all of the population.

D. Research Variable and Indicator

1. Variables

There were two variables in this research, namely:

- a) Independent variable of this research was using Project Based Learning and,
- b) Dependent variable was writing descriptive text in terms of content and language use.

2. Indicator

The indicators of this research were:

- a) The indicator of content were the unity and completeness.
- b) The indicator of language use was content focus on present tense.

E. Instrument of the Research

The instrument of the research is writing test. The test was conducted by giving topics to be chooses by the students. And they wrote paragraph consisting of topic sentence, content (body paragraph) and concluding sentence.

It was applied in pre-test and post-test. The pre-test aimed to find out the prior knowledge of students writing ability which was conducted in first meeting.

The post-test aimed to find out the significant of the treatment through the use of

the Project Based Learning Method which was conduct in the last meeting after the treatment.

F. Procedure of Data Collection

The procedure of collecting data as follows :

1. The first, the researcher gave pre-test to the students.
2. The second, the researcher gave treatments for five meetings with different titles of the legend story Project Based Learning.
3. After treatment, post test was be given to the students.
4. Then, the researcher compared the result of those test; pre-test and post-test.
5. After that, the researcher gave scores by using the following criteria:
 - a. Scoring and classifying the students' ability with the following criteria:

1) Content

Table 3.1 : score and classification

No.	Classification	Score	Criteria
1.	Excellent	90-100	- If the central purpose, the unity and the completeness of the composition are all correct.
2.	Very Good	80-89	- If the composition contains few errors of central purpose, unity, and completeness.
3.	Good	70-79	- If the composition contains some errors of the central purpose, unity, and completeness.
4.	Fair	60-69	- If the composition is dominated by errors of the central purpose, unity, and completeness.
5.	Poor	0-59	- If the central purpose, unity, and completeness are all incorrect.

(Gay in Nurkamri, 2014: 31)

2) Language use

Table 3.2: score and classification

No.	Classification	Score	Criteria
1.	Excellent	90-100	a. Mastery of content taught on course only 1-2 minor mistakes
2.	Very Good	80-89	b. A few minor mistakes only (preposition, articles, etc.)
3.	Good	70-79	c. Only 1 or 2 major mistakes but a few minor ones
4.	Fair	60-69	d. Major mistakes lead to difficulty in understanding. Lack mastery of sentences construction
5.	Poor	0-59	e. Numerous serious mistakes. No mastery of sentences of construction almost unintelligible

(Gay , 2006)

b. Categorizing the hole of score into the following classification:

No.	Categories	Score
1.	Excellent	90-100
2.	Very Good	80-89
3.	Good	70-79
4.	Fair	60-69
5.	Poor	0-59

(Depdikbud, 2009: 19)

G. Technique of Data Analyse

The data collected were analyzed the t-test, the steps were as follow:

1. Scoring the students correct answer of pre-test and post-test.

$$\text{Students score} = \frac{\text{Students' correct answers}}{\text{Total number of items}} \times 100$$

(Puskur, 2006:32)

2. Calculating the collecting data from the students in answer the test, the writer used formula to got mean score of the students as follow:

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

Where: X = Mean score

$\sum X$ = The sum of all scores

N = The total number of sample

(Gay, 1981: 286)

3. Calculating the percentage of students' achievement in content and language use by using formula as follows:

$$p = \frac{F}{N} \times 100$$

Where: P = Rate Percentage

F = Frequency of the correct answer

N = The total number of students

(Sudjana, 1990: 85)

4. Finding out the improvement of percentage:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

% : The percentage of the students' improvement

X₁ : Score of pre test

X₂ : Score of post test

(Gay, 1981: 320)

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

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

Where: t : Test of significant
 \bar{D} : The mean of different score
 $(\sum D)^2$: The square of all sums
 $\sum D^2$: The sum of all squares
N : The number of samples

(Gay, 1981: 355)

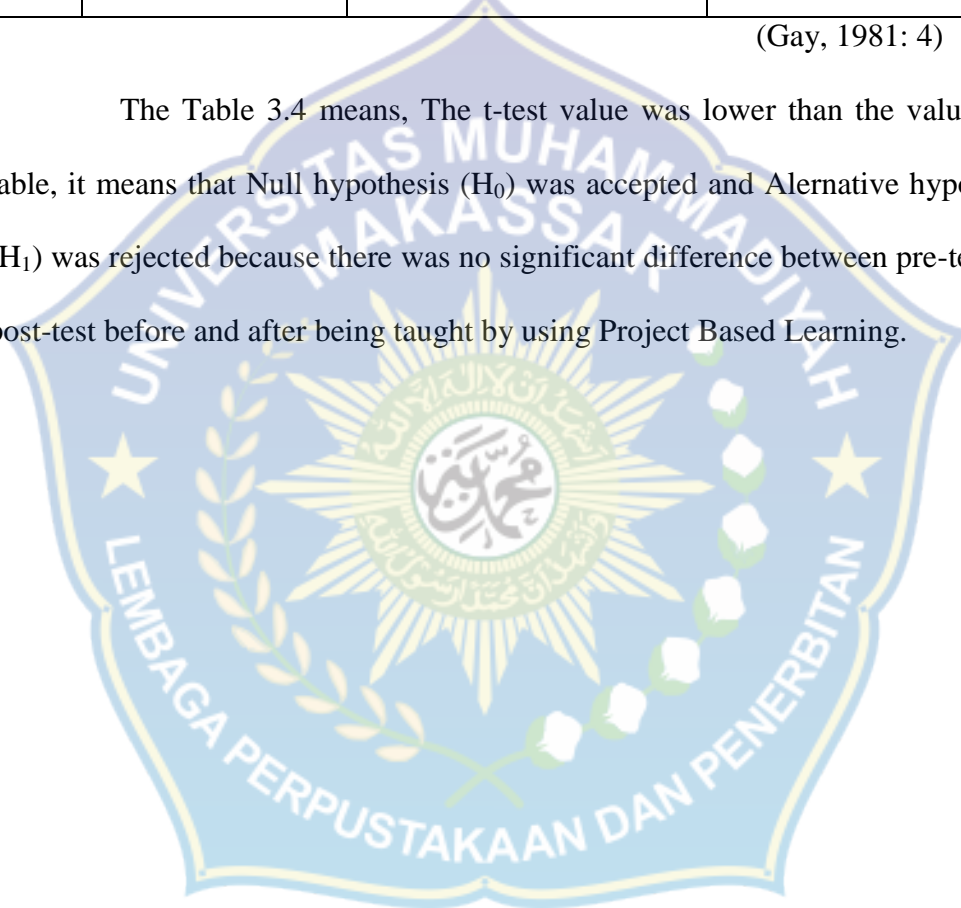
After calculating the value of t-test, the researcher used t-table to compared, there was a significant difference or not. To decided the significance influence of Project Based Learning to improved students' writing ability, the researcher used:

Table 3.4 The Significance Influence of Project Based Learning to Improve Students' Writing Ability on Descriptive Text

No.	Testing	Null Hypothesis	Alternative Hypothesis
1.	$t\text{-test} > t\text{-table}$	Rejected	Accepted
2.	$t\text{-test} < t\text{-table}$	Accepted	Rejected

(Gay, 1981: 4)

The Table 3.4 means, The t-test value was lower than the value of t-table, it means that Null hypothesis (H_0) was accepted and Alternative hypothesis (H_1) was rejected because there was no significant difference between pre-test and post-test before and after being taught by using Project Based Learning.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly covers the findings and discussion of the research. The findings of the research cover the Descriptive of the result from the data collected through a writing test (pre-test and post-test). Then, the discussion described further explanation and interpretation of the findings given.

A. FINDINGS

The findings of this research dealing with the answer of the problem statements which aimed to know the improvement of students' writing ability on project based learning method.

1. The Improvement of Students' Writing Ability On Descriptive Text In Term Content

The findings will present the result of score percentage of students' writing ability on Descriptive text in term of content and comparing the score percentage between pre-test and post-test.

a. Pre-test result

In the pre-test, the researcher presented the results of the percentage of students' values in writing Descriptive texts in content terms before using the project based learning method.

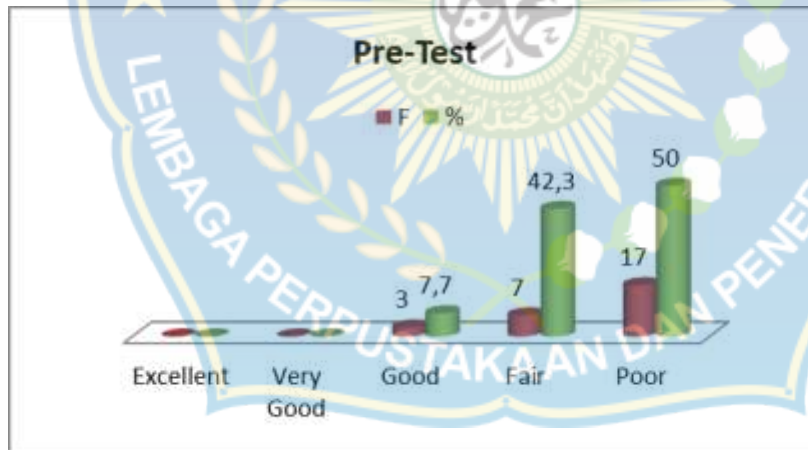
This study involved 27 students and was conducted in 11th grade students of SMA muhammadiyah disamakan

Table 4.1 The Score Percentage of Students' Writing Descriptive Text in Term of content

No	Classification	Score	Pre-Test	
			frequency	%
1	Excellent	90-100	-	-
2	Very Good	80-89	-	-
3	Good	70-79	3	7.70
4	Fair	60-69	7	42.30
5	Poor	0-59	17	50
Total			27	100 %

Table 4.1 shows that from 27 students who followed the pre-test 17 students (50%) got poor score, 7 students (42.30%) got fair score and 3 students (7.70%) got good score. It means that the students' score and the percentages in pre-test were still low because a half of students got poor score.

To see clearly the students score the percentage of content in writing Descriptive text, the graphic will be shown the pre-test result:



Graphic 4.1 The Score Percentage of Students' Writing Descriptive Text in Term of content

Graphic 4.1 indicates the score percentage of students' writing ability on Descriptive text in term of content were too low. Before using the project

based learning method, some of students felt difficult to write the Descriptive text. It was shows by the graphic that it was 17 students from 27 students got poor score and another got fair and good score.

b. Post-Test Results

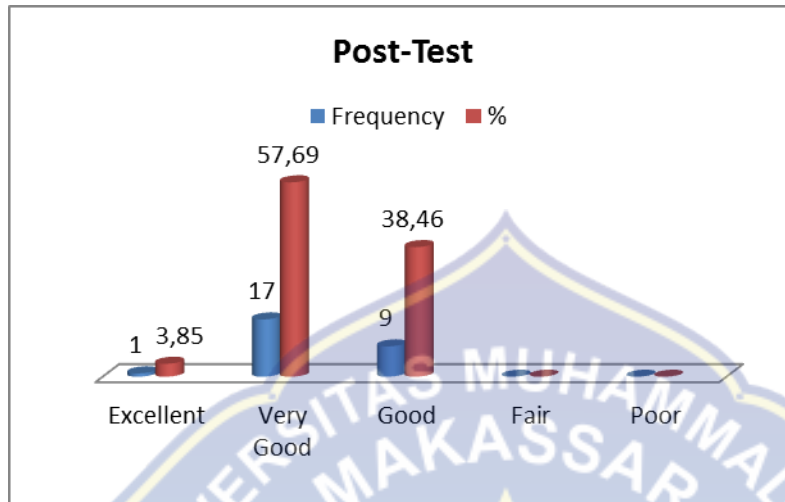
In the post-test, the researcher presented the results of the percentage of student scores in writing Descriptive texts in content terms after using project-based learning. This study involved 27 students and was conducted at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar.

Table 4.2 The Score Percentage of Students' Writing Descriptive Text in Term of content

No	Classification	Score	Post-Test	
			Frequency	%
1	Excellent	90-100	1	3.85
2	Very Good	80-89	17	57.69
3	Good	70-79	9	38.46
4	Fair	60-69	-	-
5	Poor	0-59	-	-
Total			27	100 %

Table 4.2 shows that from 27 students who followed the post-test; 9 (38.46%) students got good score, 17 (57.69%) students got very good score, 1 (3.85%) student got excellent score in term of content. It means that the score and the percentages in post-test was better and higher than in pre-test, because in the post-test there was a student got excellent score and there were 15 students got very good score while in the pre-test were not.

To see clearly the students' score percentage of content in writing Descriptive text, the graphic will be shown the post-test result:



Graphic 4.2 The Score Percentage of Students' Writing Descriptive Text in Term of content

In post-test result, graphic 4.2 indicates the score percentage of students' writing ability on Descriptive text in term of content were better and higher than in the pre-test. After using the project based learning method in treatments, the students' ability in writing Descriptive text was better than pre-test. It was shown by the score of percentage of students was averages very good (57.69%).

1.1 The Students' Mean Score in Writing Descriptive Text in Term of content

Table 4.3 The Mean Score of The Students' Writing Descriptive Text

Indicator	Pre test	Post test	Improvement
Content	55	78.46	42%

Table 4.1.1 shows the students' ability in writing Descriptive text in term of Content. The students' score improved after using project based learning method as a media in teaching and learning process. It was proved by comparing students' score in pre-test and post-test.

The score of students for content in pre-test was 55 score and the score of students in post-test was 78.46 and the percentage of improvement between pre-test and post test was 42%. So, the use of project based learning method was improving the students' writing Descriptive text in term of content.

2. The Improvement Of Students' Writing Ability On Descriptive Text In Term Of Language Use.

The findings will presented the result of score percentage of students' writing ability on Descriptive text in term of language use and comparing the score percentage between pre-test and post-test.

a. Pre-test Result

In pre-test, the researcher presented the result of students' score percentage in writing Descriptive text in term of language use before using project based learning method. This research involved 27 students and conducted at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar.

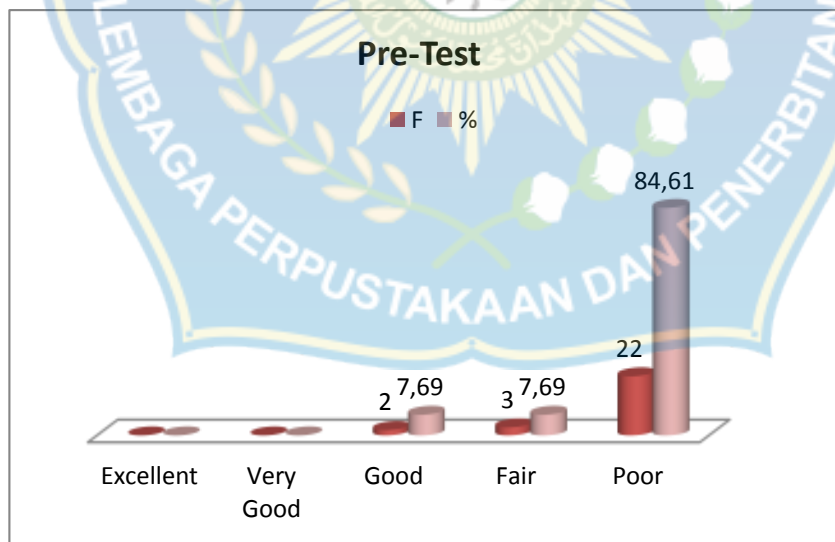
Table 4.4 The Score Percentage of Students' Writing Descriptive Text for Language Use

No	Classification	Score	Pre-Test
----	----------------	-------	----------

			Frequency	%
1	Excellent	60-100	-	-
2	Very Good	80-89	-	-
3	Good	70-79	2	7.69
4	Fair	60-69	3	7.69
5	Poor	0-59	22	84.61
Total			27	100 %

Table 4.3 shows that from 27 students who followed the pre-test; 22 students (84.61%) got poor score, 3 students (7.69%) got fair score and 2 (7.69%) students got good score. It means that the students' score and the percentages in pre-test were still low because a half of students got poor score.

To see clearly the students' score percentage of content in writing Descriptive text, the graphic will be shown the post-test result:



Graphic 4.3 The Score Percentage of Students' Writing Descriptive Text in Term of Language Use

Graphic 4.3 indicates the score percentage of students' writing ability

on Descriptive text in term of language use were very poor. Before using the videos, some of students felt difficult to write the Descriptive text, especially in mastering the content or language use. It was shows by the graphic 4.3 that indicates, it was about 22 students from 27 students got poor score; more poor than in content result.

b. Post-test Result

In post-test, the researcher presented the result of students' score percentage in writing Descriptive text in term of language use after using Project based learning method. This research involved 27 students and conducted at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar.

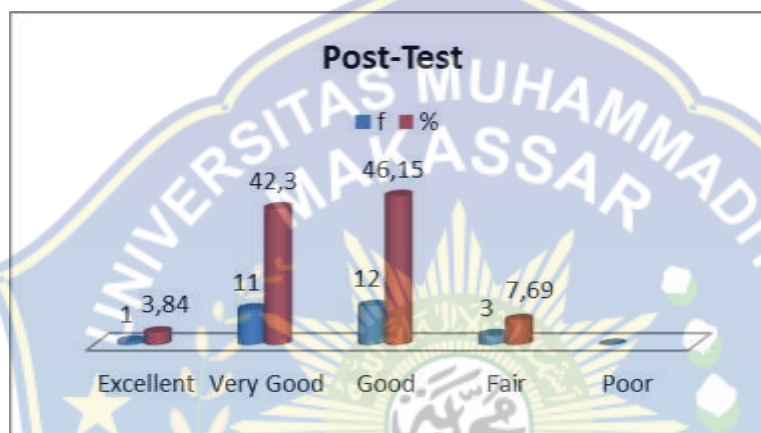
Table 4.5 The Score Percentage of Students' Writing Ability for Language Use

No	Classification	Score	Post-Test	
			Frequency	%
1	Excellent	60-100	1	3.84
2	Very Good	80-89	11	42.30
3	Good	70-79	12	46.15
4	Fair	60-69	3	7.69
5	Poor	0-59	-	-
Total			27	100 %

Table 4.4 in post-test; 2 (7.69%) students got fair score, 12 (46.15%) students got good score, 11 (42.30%) students got very good score and 1 (3.84%) student got excellent score. It means that the score and the percentages of the

score in post-test was better than in pre-test, because in the post-test there was a student got excellent score and there were 11 students got very good score while in the pre-test were not.

For more clear, the graphic 4.4 will present the result of students' score percentages in post-test after using the project based learning method in writing Descriptive text:



Graphic 4.4 The Score Percentage of Students' Writing Descriptive Text in Term of Language Use

In post-test result, graphic 4.4 indicates the score percentage of students' writing ability on Descriptive text in term of language use were better and higher than in the pre-test. After using the project based learning method in treatments, the students' ability in writing Descriptive text was better than pre-test especially in mastering content on past tense. It was shown by the score of percentage of students was very good.

2.1 The Students' Mean Score in Writing Descriptive Text in Term of Language Use

Table 4.6 The Mean Score of The Students' Writing Descriptive Text

Indicator	Pre test	Post test	Improvement
Language use	48.07	77.11	60%

Table 4.6 shows the students' ability in writing Descriptive text in term of language use. The students' score improved after using project based learning method as a media in teaching and learning process. It was proved by comparing students' score in pre-test and post-test.

The score of students for language use in pre-test was 48.07 and the score of students in post-test was 77.79 and the percentage of improvement between pre-test and post-test was 60%. So, the use of project based learning method was improving the students' writing Descriptive text in term language use.

2.2 Test of Significance Testing and Hypothesis

In order to know whether or not the mean score was different from two test (pre-test and post-test), the researcher used the t-table. The table 4.6 shows the result of the t-test calculation:

Table 4.7 The T-Test of Students' Achievement

Variable	t-test	t-table
Using PBL	21.0	2.060

Table 4.7 indicates that the value of the t-test was higher than the value of the t-table. It was indicated that there was a significant difference between the results of the students' pre-test and post-test by using project based learning method.

c. Hypothesis Testing

The researcher used t-test analysis for the level of significance (p)= 0,05 and with the degree of freedom (df)= 25 and the value of the t-table was 2.060. Meanwhile, the value of t-test was 21.0. It means that the value of t-test was higher than t-table ($21.0 \geq 2.060$). So, there is a significant improvement of students' writing ability on Descriptive text in content and language use by using project based learning method. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. DISCUSSION

This section deals with the interpretation of the findings and also the Descriptive of the data from the students' score percentages of pre-test and post-test result on writing Descriptive text in terms of content and language use.

1. The Use of project based learning method Improve Students' Writing Ability on Descriptive Text in Term of Content

Based on the findings result, the students' score percentages in writing Descriptive text before using the project based learning showed that the students' ability in writing Descriptive text at twelfth students of SMA Muhammadiyah Disamakan Makassar' especially at the twelfth grade students' were very poor. It was showed from the pre-test result of the students' score in writing Descriptive text in term of content; from 27 students, none of the students got excellent and very good score. There were 17 students (50%) got poor score, 7 students (42.30%) got fair score and 3 students (7.70%) got good score. It was because most of students did not know how to write down the Descriptive text especially

in mastering the content of their writing. Heaton (2001:146) stated that the content or fluency of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. He continued, in order to have a good content of writing, its context should be well unified and completed and the term is usually known as unity and completeness. But in fact, the students' writing Descriptive text was too poor.

In treatments, the researcher applied project based learning method as a media in English teaching and learning process specially in writing Descriptive text. After giving some treatments by using project based learning method, the students writing Descriptive text especially in term of content was improved. It was suitable with Harmer (2001: 282) stated that project based learning is the best tool that enables learners not only to listen the language but also to see it, too. The improvement was proved by the students' score percentage in writing Descriptive text before pre-test and post-test. In the post-test result; from 27 students, 9 students (50%) got good score, 17 students (38.46%) got very good score and 1 student (3.84%) got excellent score. It means that there was a significance improvement before and after using the project based learning method in writing Descriptive text especially in term of content.

2. The Use of project based learning method Improve Students' Writing Ability on Descriptive Text in Term of Language Use

Based on the pre test result, the students' score in writing Descriptive text in term of language use from 27 students, none of the students got excellent

and very good score. There were 22 students (84.61%) got poor score, 3 students (7.69%) got fair score and 2 students (7.69%) got good score. It was because the students' ability in writing Descriptive text was very low and poor. In giving pre-test to the students, the researcher saw the result of their writing and it was very surprised because just one of them which used language use as a role in writing Descriptive text. Most of them just used present tense in their writing. Besides that, their ability in made sentences were not clear. Most of them also combined their writing with Indonesian language. Heaton (2001:146) stated that, language use has important roles in the writing. He continued that it was because language use concern to the use of grammatical rules such as; tenses, preposition, conjunction, clause, adjective, adverb, articles, etc.

In the first treatment, the students' ability in writing Descriptive text especially in content focused was still low. It was showed by the result of their score in writing Descriptive text after using project based learning method . Even though the researcher had explained the role of writing Descriptive text to them before giving the first treatment, but their writing still low. Warren in Heiman (2000:4) stated that use project based learning method appears to be especially effective in showing real life application because of its ability to display verbal and non-verbal communication in a dynamic context. For the next treatments, their ability in writing Descriptive text became better step by step. When the post-test was given to the students, their writing ability on Descriptive text especially in term of language use became improved. It was showed by the score percentages of students in post-test; from 27 students, 3 (7.69%) students got fair score, 12

(46.15%) students got good score, 11 (42.30%) students got very good score and 1 (3.84%) student got excellent score. It means that the score and the percentages of the score in post-test was better and higher than in pre-test, because in the post-test there was a student got excellent score and there were 11 students got very good score while in the pre-test were not.

2.1 Test of Significance Testing and Hypothesis

The data of t-test significance described that most of the students were success in improving their score into writing Descriptive text in terms of content and language use by using project based learning. This improvement was also followed by the significance of testing. The t-test value (21.0) was greater than t-table (2, 060) for the degree of freedom (0, 05). It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Based on the data, it can be concluded that the score of students' writing Descriptive text in terms of content and language use by using project based learning method at the twelve students of SMA Muhammadiyah Disamakan Makassar was improved.

BAB V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section deals with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher concluded that:

1. The use of project based learning method improved students' writing ability on Descriptive text in term of content at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar. It was proved by the score of content in the post-test 78.46 was higher than pre-test 55.
2. The use of project based learning method improved students' writing ability on Descriptive text in term of language use at the twelfth grade students of SMA Muhammadiyah Disamakan Makassar. It was proved by the score of language use in the post-test 77.11 was higher than pre-test 48.07.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggests as follows:

1. It is suggested to English teachers to use the interesting method in teaching students such as Project Based Learning method in teaching and learning process to improve the students' writing ability especially in improving their writing ability in writing descriptive text.

2. The students at the twelfth grade of SMA Muhammadiyah Disamakan Makassar should be active or serious in studying English especially in writing ability.
3. The result of this research also can be used as an additional reference or further research with different discussion for the next researcher.



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DOCUMENTATION





Appendix A

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Muhammadiyah Disamakan Makassar

Kelas/Semester : XII/IPs

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Descriptive text

Alokasi Waktu : 2 X 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9. Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10. Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai

konteks.

C. Indikator Pencapaian Kompetensi

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Melengkapi kalimat rumpang dengan kata sifat
3. Menuliskan tanda baca dengan benar.
4. Menuliskan generic structure text descriptive dengan benar
5. Menjawab pertanyaan dari teks deskriptif
6. Menyebutkan kata-kata sifat dalam teks deskriptif
7. Mendeskripsikan tentang seseorang atau tempat

D. Tujuan Pembelajaran

1. Melalui proses pengenalan teks deskriptif melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat mencocokkan kata-kata sifat dengan gambar yang tepat.
2. Melalui proses membaca, menyadan menalar melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menuliskan tanda baca dengan benar.
3. Melalui proses membaca, menyadan menalar melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menuliskan generic structure text descriptive dengan benar

4. Melalui proses membaca, menyadarkan, menganalisis, dan menginterpretasikan gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menjawab pertanyaan dari teks deskriptif
5. Melalui proses membaca, menyadarkan, menganalisis, dan menginterpretasikan gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menyebutkan kata-kata sifat dalam teks deskriptif
6. Melalui proses membaca, menyadarkan, menganalisis, dan menginterpretasikan gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat mendeskripsikan tentang seseorang atau tempat.

E. Materi Pembelajaran

Fakta :

Di Tampilkan Contoh teks deskriptif dan gambar seseorang.



Comedian Sule “*Prikitiw*” His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on

15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Konsep :

Cara penulisan paragraph descriptive dengan benar

Prinsip

1. Present Tense
 - a) Pola kalimat dalam present tens (verba) “ S+ V1+ s,es “
 - b) Pola kalimat dalam present tense (nomina) “ S+ tobe Not verb
 - c) Keterangan waktu dalam present tense
 - d) Tanda baca dan penulisan kata dalam menulis
2. Adjective Order
 - a) Jenis-jenis adjective Order
 - b) Urutanpenulisan adjective order dalamkalimat

Prosedur :

Langkah atau urutan kegiatan dalam menulis teks descriptive

F. Metode Pembelajaran

Pendekatan : Scientific Learning

Metode : Project Based Learning

Teknik : Oral Presentation

G. Media : Gambar

H. Sumber : Bahasa Inggris kelas XII

I. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 menit)

- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar orang terkenal (artis), ciri-ciri orang tersebut.
- Pesertadidik menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.
- Pesertadidik menerima informasi manfaat dalam kehidupan mempelajari teks deskriptif.
- Guru menjelaskan acuan materi , yaitu tentang teks deskriptif.

Kegiatan Inti (60 menit)

Observasi :

- Pesertadidik mengamati guru yang memberikan contoh gambar seorang artis dan teks deskriptive
- Pesertadidik mengamati gambar dan memahami isi teks deskriptive
- Pesertadidik berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

Mempertanyakan:

- Setelahpesertadidikmengamatigambardanteks descriptive, guru memberikanpertanyaanterkaitinformasi yang didapatdarigambardanteks descriptive.

Eksplorasi :

- Guru membagikan gambar seseorang dan potongan kertas yang berisi kata-kata sifat dan ciri-ciri dari gambar tersebut
- Guru memberikan arahan cara memainkan game yang di berikan.
- Guru memberi contoh cara membuatkalimat descriptive dariotongankata-kata sifatdanciri-ciridarigambar yang telahdiberikan yang disesuaikan dengangambar.
- Pesertadidik berlatih mendeskripsikan tentang seseorang secara berkelompok
- Pesertadidik menyampaikan hasil diskusi secara berkelompok ke depan kelas.

Mengkomunikasikan :

- Guru menunjukpesertadidik untuk maju ke depan kelas dengan semangat dan santun
- Guru memberikan arahan tentang permainan yang akan di lakukan
- Pesertadidik memikirkan seseorang dan merahasiakannyadanmenyebutkan kata sifatuntukmendeskripsikan orang tersebut.
- Pesertadidik memikirkan jawabanya
- Guru memberikan arahan dan motivasi
- Pesertadidik mengungkapkan orang yang dideskripsikan
- Pesertadidik menyampaikan jawaban
- Pesertadidik lain menanggapi
- Guru memberikan penjelasan.

Kegiatan Penutup (15 menit)

- Pesertadidik bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif
- Pesertadidik menyimak informasi mengenai rencana tindak lanjut pembelajaran

J. Rubrik Penilaian

1. Penilaian Sikap

Sikap yang dinilai	Skor			
	1	2	3	4
Antusias dalam menerima pelajaran				
Tanggung jawab				
Santun terhadap guru				

tif				
kerja sama dalam kelompok				

Keterangan :

- 4 : Sangat Baik
- 3 : Baik
- 2 : Cukup
- 1 : Kurang

2. Penilaian Pengetahuan

a. Vocabulary

Classification	Score	Criteria
Excellent		Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good		Seems to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good		Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average		Seems to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Not Good		Many pauses while he searched for the desired meaning. Frequently halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very poor		Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

b. Fluency

Classification	Score	Criteria
Excellent	6	Their speaking is very understandable and high of smoothness.

Very good	5	Their speaking is very understandable and very good of smoothness.
Good	4	They speak effectively and good of smoothness.
Average	3	They speak sometimes hasty but fairly good of smoothness
Poor	2	They speak hasty and more sentences are not appropriate in smoothness
Very poor	1	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication

Students' correct answer

Score = $\frac{\text{Students' correct answer}}{\text{Maximun Score (6)}} \times 10$

Maximun Score (6)

Makassar,

2018

Peneliti

MUH. ARWIN
NIM: 10535 5584 13

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Muhammadiyah Disamakan Makassar

Kelas/Semester : XII/IPs

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Descriptive text

Alokasi Waktu : 2 X 45 menit

K. Kompetensi Inti

2. Menghayati dan mengamalkan ajaran agama yang dianutnya
5. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
6. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

7. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

L. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9. Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10. Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai

konteks.

M. Indikator Pencapaian Kompetensi

8. Mencocokkan kata-kata sifat dengan gambar yang tepat
9. Melengkapi kalimat rumpang dengan kata sifat
10. Menuliskan tanda baca dengan benar.
11. Menuliskan generic structure text descriptive dengan benar
12. Menjawab pertanyaan dari teks deskriptif
13. Menyebutkan kata-kata sifat dalam teks deskriptif
14. Mendeskripsikan tentang seseorang atau tempat

N. Tujuan Pembelajaran

7. Melalui proses pengenalan teks deskriptif melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat mencocokkan kata-kata sifat dengan gambar yang tepat.
8. Melalui proses membaca, menyadan menalar melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menuliskan tanda baca dengan benar.
9. Melalui proses membaca, menyadan menalar melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menuliskan generic structure text descriptive dengan benar

10. Melalui proses membaca, menyanadanmenalarmelauigambardanteks descriptive yang menjelaskantentanggambar, pesertadidikdapat menjawab pertanyaan dari teks deskriptive

11. Melalui proses membaca, menyanadanmenalarmelauigambardanteks descriptive yang menjelaskantentanggambar, pesertadidikdapat menyebutkan kata-kata sifat dalam teks deskriptive

12. Melalui proses membaca, menyanadanmenalarmelauigambardanteks descriptive yang menjelaskantentanggambar, pesrtadidikdapat mendeskripsikan tentang seseorang atau tempat

O. **Materi Pembelajaran**

My Lovely House



I live with my parents and two brothers in a nice little house on the suburban area of Bogor. I really love our house. It's not large, but very shasy and pretty since my parents grow many fruits and flowers in a yard.

My house is a two-storey building. It has living

room, a family room, and a large kitchen on the first floor.

All bedrooms are located on the second floor. There is also another family room on the second floor. We spend our time together there every evening.

My favourite room in the house is the kitchen. It is a very clean and everything is arranged nicely. As you enter the kitchen, you will see a table in front of you. It is on the right side of the room. Behind the table is a window. On the window shelf, there is a plant and a candle. On the left side of the room, there is a sink, refrigerator, and cabinets. There is a long counter and beautiful bouquet of flowers.

Besides the kitchen, I also like my bedroom. But unlike the kitchen, my bedroom is quite messy. I like it because I can do a lot of things there.

P. **Metode Pembelajaran**

Pendekatan : Scientific learning

Model : Project based learning

Teknik : Oral Presentation

Q. **Media** : Gambar

R. **Sumber** : Bahasa Inggris kelas X

S. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 menit)

- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.

Kegiatan Inti (65 menit)

Observasi:

- Guru membimbing siswa untuk membuat teks deskriptif dengan teknik presentation

Mempertanyakan:

- Guru membimbing siswa menanyakan pertanyaan terkait dengan cara membuat teks deskriptif dengan teknik presentation

Mengeksplorasi:

- Guru menjelaskan fungsi teks deskriptif.
- Guru menjelaskan fungsi teknik presentation dalam memudahkan untuk membuat teks deskriptif dan lainnya.

Mengkomunikasikan

- Guru menunjuk salah satu siswa untuk maju ke depan kelas dengan semangat dan santun.
- Guru akan memberikan arahan tentang permainan yang akan diberikan
- Peserta didik diminta untuk mendeskripsikan temannya yang majukedepankelasdengantechnikpresentation

- Peserta didik mencoba mendeskripsikan suatu benda dengan bantuan teknik presentation

Kegiatan Penutup (15 menit)

- Peserta didik bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif
- Peserta didik menyimak informasi mengenai rencana tindak lanjut pembelajaran

Mengasosiasi:

- Guru meminta siswa untuk mirroring materi yang telah dipelajari
- Guru meminta siswa secara berkelompok atau individu untuk membuat sebuah teks deskripsi.

Penutup (15 menit)

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

T. Rubrik Penilaian

3. Penilaian Sikap

Sikap yang dinilai	or
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rius dalam menerima pelajaran				
rtanggung jawab				
ntun terhadap guru				
tif				
kerja sama dalam kelompok				

Keterangan :

4 : Sangat Baik

3 : Baik

2 : Cukup

1 : Kurang

4. Penilaian Pengetahuan

c. Vocabulary

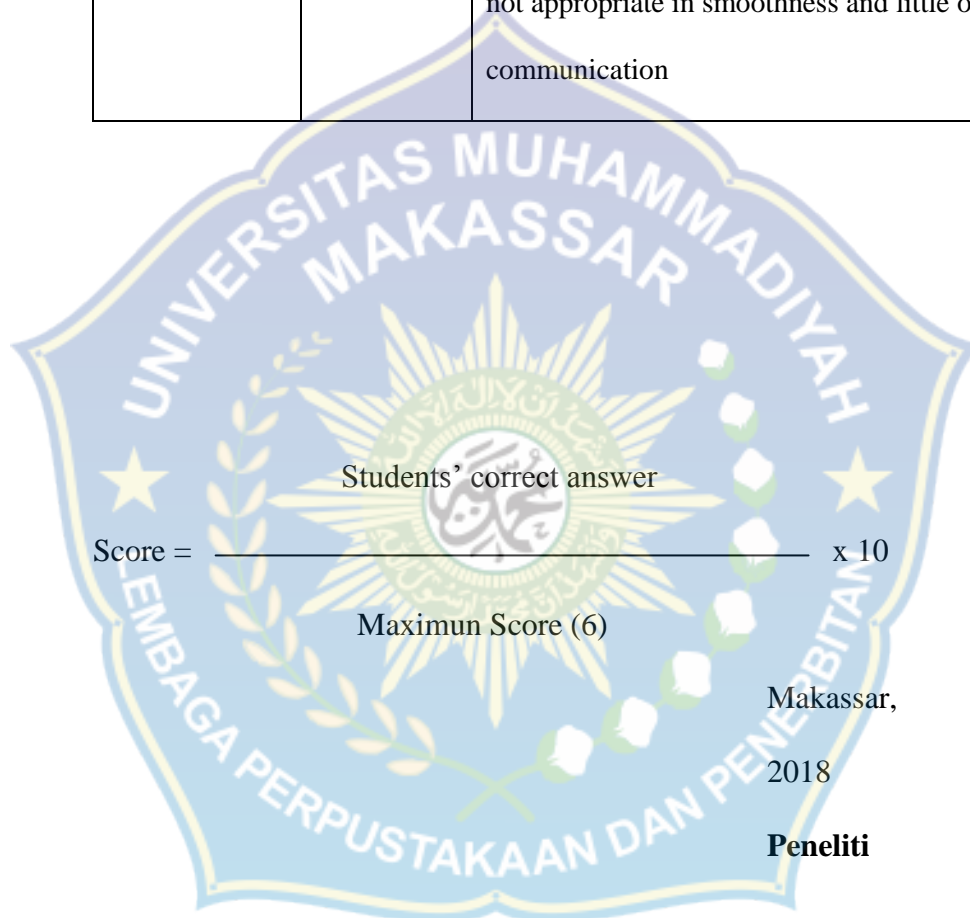
Classification	Score	Criteria
Excellent		Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good		Attempts to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.

od		though he has to make an effort and search for words, there re not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
verage		s to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
or		ng pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
ry poor		ll of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

d. Fluency

Classification	Score	Criteria
Excellent	6	Their speaking is very understandable and high of smoothness.
Very good	5	Their speaking is very understandable and very good of smoothness.
Good	4	They speak effectively and good of smoothness.

Average	3	They speak sometimes hasty but fairly good of smoothness
Poor	2	They speak hasty and more sentences are not appropriate in smoothness
Very poor	1	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication



$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Maximun Score (6)}} \times 10$$

Makassar,
2018

Peneliti

MUH. ARWIN
NIM: 10535 5584 13

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Muhammadiyah Disamakan Makassar

Kelas/Semester : XII/IPs

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Descriptive text

Alokasi Waktu : 2 X 45 menit

U. Kompetensi Inti

3. Menghayati dan mengamalkan ajaran agama yang dianutnya
8. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
9. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

10. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

V. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9. Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10. Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai

konteks.

W. Indikator Pencapaian Kompetensi

15. Mencocokkan kata-kata sifat dengan gambar yang tepat
16. Melengkapi kalimat rumpang dengan kata sifat
17. Menuliskan tanda baca dengan benar.
18. Menuliskan generic structure text descriptive dengan benar
19. Menjawab pertanyaan dari teks deskriptif
20. Menyebutkan kata-kata sifat dalam teks deskriptif
21. Mendeskripsikan tentang seseorang atau tempat

X. Tujuan Pembelajaran

13. Melalui proses pengenalan teks deskriptif melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat mencocokkan kata-kata sifat dengan gambar yang tepat.
14. Melalui proses membaca, menyangkal dan menalar melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menuliskan tanda baca dengan benar.
15. Melalui proses membaca, menyangkal dan menalar melalui gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menuliskan generic structure text descriptive dengan benar

16. Melalui proses membaca, menyadarkan, menganalisis, dan menginterpretasikan gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menjawab pertanyaan dari teks deskriptif
17. Melalui proses membaca, menyadarkan, menganalisis, dan menginterpretasikan gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat menyebutkan kata-kata sifat dalam teks deskriptif
18. Melalui proses membaca, menyadarkan, menganalisis, dan menginterpretasikan gambar dan teks deskriptif yang menjelaskan tentang gambar, peserta didik dapat mendeskripsikan tentang seseorang atau tempat

Y. Materi Pembelajaran



Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the City of Light.

Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favourite place to visit.

Z. Metode Pembelajaran

Pendekatan :Scientific learning

Model : Project based larning

Teknik : Oral Presentation

AA. **Media** : Gambar

Sumber : Bahasa Inggris kelas XII/IPs

BB. **Kegiatan Pembelajaran**

Kegiatan Pendahuluan (10 menit)

- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.

Kegiatan Inti (65 menit)

Observasi:

- Guru membimbing siswa untuk membuat teks deskriptif dengan teknik presentation

Mempertanyakan:

- Guru membimbing siswa menanyakan pertanyaan terkait dengan cara membuat teks deskriptif dengan teknik presentation

Mengeksplorasi:

- Guru menjelaskan fungsi teks deskriptif.
- Guru menjelaskan fungsi teknik presentation dalam memudahkan untuk membuat teks deskriptif dan lainnya.

Mengkomunikasikan

- Guru menunjuk salah satu siswa untuk maju ke depan kelas dengan semangat dan santun.
- Guru akan memberikan arahan tentang permainan yang akan diberikan
- Peserta didik diminta untuk mendeskripsikan suatu tempat wisata
- Peserta didik mencoba mendeskripsikan suatu tempat dengan teknik presentation

Kegiatan Penutup (15 menit)

- Peserta didik bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif

- Pesertadidik menyimak informasi mengenai rencana tindak lanjut pembelajaran

Mengasosiasi:

- Guru meminta siswa untuk mirroring materi yang telah dipelajari
- Guru meminta siswas ecaraberkelompokuntuk membuat sebuah teks deskripsi.

Penutup (15 menit)

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

CC. Rubrik Penilaian

5. Penilaian Sikap

Sikap yang dinilai	Kategori			
	1	2	3	4
Antusias dalam menerima pelajaran				
Tanggung jawab				
Hormatun terhadap guru				
Partisipatif				
Kerjasama dalam kelompok				

Keterangan :

4 : Sangat Baik

3 : Baik

2 : Cukup

1 : Kurang

6. Penilaian Pengetahuan

e. Vocabulary

Classification	Score	Criteria
Excellent		Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good		Does not make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good		Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average		Does not make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of

		expression often limited.
or		ng pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
ry poor		ll of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

f. Fluency

Classification	Score	Criteria
Excellent	6	Their speaking is very understandable and high of smoothness.
Very good	5	Their speaking is very understandable and very good of smoothness.
Good	4	They speak effectively and good of smoothness.
Average	3	They speak sometimes hasty but fairly good of smoothness
Poor	2	They speak hasty and more sentences are not appropriate in smoothness

Very poor	1	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication
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Students' correct answer

Score = _____ x 10

Maximun Score (6)

Makassar,

2018

Peneliti

MUH. ARWIN
NIM: 10535 5584 13





Muh. arwin is a student of English Department of Muhammadiyah University of Makassar. He was born on November 6th, 1994 in Pinrang. He is the second child of marriage between Abidin, and Maryam, Bsc. He has 2 brothers and no sister.

