

## DEVELOPING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE BY USING PROJECT BASED LEARNING AT THE SEVENTH GRADE OF SMP N 1 SEMANDING

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### Abstract

This research aims to describe the process of improving the students' competence in writing descriptive by using project based learning at the seventh grade of SMP N I Semanding, Tuban. This research is carried by using classroom action research. The subject of the study is class A of seventh grade of SMP N I Semanding, Tuban. The writer only takes class A that consists of 30 students. In conducting the research, the writer uses the procedure of classroom action research. They are planning, Acting, Observing and Reflecting. In collecting the data the writer uses the following procedures: Conducting the observation and giving test. In analyzing the data the writer uses the procedure of collecting data. they are describing the process of improving the students' competence, correcting the students test, and describing the students' achievement. Based on the research result, it is found that the process of improving the students' competence in writing descriptive is done in two cycles. In cycle 1, the students had not been able to achieve "KKM" (kriteria kelayakan minimal). Then the writer continues the second cycle. Finally all students Achieved "KKM". Based on the result of the test, it is found that some of the students had not been able to achieve "KKM" at first cycle. Then, the writer did the second cycle. Based on the test result of second cycle, it is found that all students had achieved more than 65. It is the score of "KKM". The average score is 73,5. It is categorized as good. It can be concluded that Project based learning can improve the students' ability in writing descriptive at the seventh grade of SMP N I Semanding, Tuban.

Key words: Writing descriptive, Project based learning

### 1. INTRODUCTION

There are four language skills. They are Listening, Speaking, Reading, and Writing. Listening and speaking and also reading and writing were viewed as a separate subject within the school curriculum and usually were taught as a number of discrete skills; however, the 1980s and early 1990s have brought another perspective. Listening and speaking and also reading and writing are

now considered interactive and taught as one communicative process. Interactive process of reading and writing skill, seen in the class, is very less. One can find more interactive process of listening and speaking skill in any type of class. 'Machure M' in his book named as 'Oracy-current trends in Context' (1988) termed this process as 'oracy' means 'oral communication' or 'oral language'. It includes both listening and speaking.

Teaching writing in Indonesia is not easy. The teacher must make sure that students have to master the language components. They are vocabulary, grammar, and punctuation. In this case, the teacher should prepare the students to have these. It can be done by equipping the students with these components in pre teaching. If the students have acquired these, they will be ready to speak. On the other hand, to make the students are motivated in learning Writing. The teacher should have an interesting strategy to make the students interested in mastering this skill. One of the optional strategies is PBL. It is one of the communicative cooperative method. It can be used to make students active in writing with other students. Teaching is like an orchestra performance. The teacher must be able to be interactive in the classroom. So their students are interested to participate in their class. In this case, the teacher must do use the appropriate method for their class. Furthermore, the teachers must try to improve their students' competence. To do this, they must strive to create a conducive learning environment for their students. One way is to make students the center of activities to produce a product at the end of learning. This kind of learning is called project based learning. The writer will talk about the implementation of project based learning to improve the students' competence in this paper.

This research aims to describe the proces of improving the students ability in writing descriptive text by using Project based learning at the seventh grade of SMP N I Semanding, Tuban.

## **2. RESEARCH METHODOLOGY**

The design of this research is classroom action research. It means that the researcher has to do the research in the classroom. Classroom action research is a research that is designed to help writers knowing what happened in the classroom and use the information to make good decision in the next lesson (Nunan,1992). In this research, the research is as a writer researcher. He wants to improve his students' ability in writing descriptive by using Project based learning. This study is very useful for both the writer and the students. The writer can teach well and the students can learn well.

The subject of the study is class A of seventh grade of SMP N I Semanding Tuban. The writers only takes class A that consists of 30 students.

In conducting the research, the writers use the procedure of classroom action research. They are planning, Acting, Observing and Reflecting

In collecting the data the writer uses the following procedures: Conducting the observation and giving test. In analyzing the data the writer uses the following procedure:

- a. Describing the process of improving the students' competence
- b. Giving test

The students are given oral test. In examining the students competence, the researcher uses the following rubric:

Table 1. Speaking test rubric

		Diction	vocabular y	punctuatio n	Accurac y	Total
No	Name	1-25	1-25	1-25	1-25	100

- c. Describing the students' achievement

### 3. RESULT

The process of improving the students' ability in writing descriptive by using Project based learning as follows:

### **Cycle 1**

There are four stages in this cycle. They are divided into planning, acting, observing, and reflecting.

#### **a. Planning**

In this stage, the writer prepares the lesson plan. The writer uses recipe game in teaching. The allotment for each meeting is 80 minutes including pre activity, while activity, and post activity. The researcher also prepares the research instruments.

#### **b. Acting**

##### - Pre speaking

In this activity, the writer opens the class by greeting and praying together. After that the writer checks the students' attendance. Then the writer gives some questions related to the topic and students answer it orally.

##### - Whilst activity

In implementing this method, the teacher uses the following steps:

##### - 1. Determine basic questions

Before entering the material, the teacher should give basic questions related to the material to be studied. These questions can be packaged in case studies in the real world followed by more in-depth research.

##### - 2. Drafting the project planning design

Drafting the project design is collaborative. That is, cooperation between teachers and students. This design contains a number of points, such as rules of play, activities, and presentation.

##### - 3. Make an activity schedule

After the teacher and students have compiled the design of the project planning, proceed with making an activity schedule.

The activity schedule is as follows.

- • Determine the timeline of the work
- • Determine the deadline for the work

- • Determine the new plan to complete the project
- • Provide guidance for students who use methods outside the project.
- 4. Monitor the progress of students' performance

As long as students work on assigned projects, teachers should actively monitor their activities. It aims to keep the learning atmosphere conducive. Monitor activities can be done using recorders or rubrics.

- 5. Testing the results of student performance
- The level of student achievement in completing the assigned project will be tested and evaluated by the teacher. This assessment is expected to provide feedback for student understanding. Performance results can also be used by teachers to plan strategies for further learning.

- 6. Evaluating experience
- Evaluation of experience in the form of reflection from activities that have been carried out. At this stage, the teacher can have a light discussion with the students related to the experience while working on the project.

- 7. Present and publish the project
- At this stage the students present and publish their project. It can be done by presenting in front of the class or sticking their project in classroom wall

- Post writing

In the post activity, the writer gave chances to the students to ask about the lesson given and then gives conclusion. After that the writer asks about their difficulties and closed the meeting.

#### **c. Observing**

In this step, the writer gives test to the students after treatment. It is done out of the class hour. Based on the students' score, it can be seen that there are 13 students who have not achieved KKM. They get 60.

#### **d. Reflecting**

In this stage, the writer and the collaborator analyzed the result of test. They compared the result of the students' test with the standard

score (KKM). In cycle one, the average score of students' competence in expressing "writing descriptive" is 64. It means that students couldn't achieve the standard points of the KKM from their school because the students must achieve 65 as the limit of KKM. There were students 13 who had not achieved KKM. So the the writer did the second research in order to improve the students' competence in writing descriptive". Then, they continued conducting the cycle 2.

## **Cycle 2**

Cycle 2 is conducted because the students' competence in writing descriptive needs to be improved. There are four stages in this cycle. They are divided into planning, acting, observing, and reflecting.

### **A. Planning**

In this stage, the writers prepare the lesson plan. The allotment for each meeting is 80 minutes including pre activity, while activity, and post activity. The researcher also prepares the research instruments.

### **B. Acting**

- Pre speaking

In this activity, the writer opened the class by greeting and praying together. After that the writer checked the students' attendance. Then the writer also gave some questions related to the topic like in the first cycle and students answer it orally.

- Whilst activity

In using this method in this cycle, the teacher needed to elicit some important vocabulary. They are several adjectives. They are big, small, thin, thick etc. They are used to describe things. The eliciting of these vocabularies will help the students to be familiar with the language before they practice writing descriptive

- Explaining the language feature

The writer presented some relevant vocabulary of writing descriptive. The writer divides the class into four students.

1. Determine basic questions

Before entering the material, the teacher should give basic questions related to the material to be studied. These questions can be packaged in case studies in the real world followed by more in-depth research.

2. Drafting the project planning design

Drafting the project design is collaborative. That is, cooperation between teachers and students. This design contains a number of points, such as rules of play, activities, and presentation.

3. Make an activity schedule

After the teacher and students have compiled the design of the project planning, proceed with making an activity schedule.

The activity schedule is as follows.

- Determine the timeline of the work
- Determine the deadline for the work
- Determine the new plan to complete the project
- Provide guidance for students who use methods outside the project.

4. Monitor the progress of students' performance

As long as students work on assigned projects, teachers should actively monitor their activities. It aims to keep the learning atmosphere conducive. Monitor activities can be done using recorders or rubrics.

5. Testing the results of student performance

The level of student achievement in completing the assigned project will be tested and evaluated by the teacher. This assessment is expected to provide feedback for student understanding. Performance results can also be used by teachers to plan strategies for further learning.

6. Evaluating experience

Evaluation of experience in the form of reflection from activities that have been carried out. At this stage, the teacher can have a light discussion with the students related to the experience while working on the project.

7. Present and publish the project

At this stage the students present and publish their project. It can be done by presenting in front of the class or sticking their project in classroom wall

#### Post speaking

In the post activity, the writer gives chances to the students to ask about the lesson given and then gives conclusion. After that the writer asks for their difficulties and closed the meeting.

#### c. **Observing**

In this step, the writers give the second test to the students after treatment. It is done out of the class hour. Based on the score in the test. The students have achieved score more than 65 as KKM of their school. So, the students' competence in writing descriptive that were taught by using Project based learning is good. It means that PBL method is appropriate for teaching writing descriptive.

#### d. **Reflecting**

After looking at the result of the second test, the writer compared the result of the students' test with the standard score (KKM). They found that the students had achieved the standard points of the KKM from their school, because the students get score more than 65 as the limit of KKM. Based on the results of observation, He concluded that using Project based learning could improve the students' competence in writing descriptive

#### 4. **DISUSSION**

According the data analysis, the researchers find that the process of improving the student's competence in writing descriptive by using PBL method at the seventh grade of SMP N 1 Semanding that are conducted in 2 cycles, is well done. In this study, the writer has conducted 2 cycles. In cycle 1 the students cannot reach KKM. So, the writer conducts cycle 2 to improve the students' competence In writing descriptive by using PBL. Finally, the students' test score improves and it means that the teaching learning process is done successfully.

In the result of the test it is shown that the mean score of the seventh grade of SMP N 1 Semanding in writing descriptive is



good. in cycle 1 cannot achieve the standard points of the KKM from their school. Because the students must achieve 65 as the limit of KKM . So, the writer does the second research in order to improve the students' competence in expressing "asking for and giving information". While, based on the result of cycle 2, all students have achieved score more than 65 as the KKM of their school. It is categorized in the "good" criterion. It means that the students have good competence in writing descriptive. So, it is clear that the students of seventh grade of SMP N 1 Semanding have made a progress or in other words their ability in writing descriptive has improved.

## **5. Conclusion**

Based on the research result, the writer concludes that the process of improving the students' competence in writing descriptive by using Project based learning method at the seventh grade of SMP N 1 Semanding runs well. This process is conducted in 2 cycles. On the first cycle the students' score cannot achieve KKM. So the writer conducts second cycle to improve students' competence in writing descriptive

Project based learning is effective not only to improve the process of teaching and learning in the classroom but also to improve the result of the students' scores. The learners feel happy learning in writing descriptive by using PBL. It also helps them in using the familiar vocabulary to describe many things.

In the result of the test it is shown that the score of the seventh grade of SMP N 1 Semanding in writing descriptive in cycle 1 cannot achieve the standard points of the KKM from their school. So, the writer does the second research in order to improve the students' competence in writing descriptive. While, based on the result of the cycle 2, the students have achieved score more than 65 as the KKM of their school, that is 73,5 and it is categorized in the "good" criterion. It

means that the students have good ability in expressing “asking for and giving information”. It means that PBL is useful for teaching writing descriptive.

According to the result of the observation, the writer concludes that the students respond positively toward the use of PBL method in teaching writing descriptive. Most of the students feel very happy and they are motivated. It can be looked at when they do the activities.

Based on the research result, the writer would like to give some suggestions for the writer, the students and also for the next researcher as follows:

The English writer should create an enjoyable situation in teaching learning process. So that the students can involve actively in class. They can use various techniques in teaching writing, in order to maintain the students, interest toward the lesson. Teaching writing using game can be a good choice as a technique which can be implemented in writing class. By doing this, the students are motivated in joining the class and are not easy to feel bored in teaching learning process.

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