

Implementation of Project-Based Learning Model to Improve Writing Skills of Descriptive Texts

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Abstract: This study aims to improve the writing skills of English descriptive texts for VII B graders at SMPN 1 Selong through the implementation of a project-based learning model. The identified problems were the low writing ability of descriptive texts among students and the lack of appropriate learning method. The research was conducted in two cycles involving 32 students of class VII B. In the first cycle, the project-based learning method was applied by providing guidance on accurate English language usage in the context of writing descriptive texts. The observation results demonstrated an increase in student activity, with the average student score improving from 57 in the pre-cycle to 68.75 in the first cycle. However, some students still did not achieve learning completeness. In the second cycle, improvement measures were taken by involving students in group discussions to improve their project ideas and content. Overall, this research highlights the effectiveness of the project-based learning method in improving students' writing ability in English descriptive texts. Student activities and learning outcomes showed significant improvements after the implementation of this learning model.

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Introduction

Background of the Study

The English language is a global phenomenon that serves as a bridge connecting people from diverse backgrounds and cultures (Smokotin et al., 2014). Mastering the four essential skills in English, namely reading, writing, speaking, and listening, is crucial for effective communication and personal growth (Soffiany & Purbani, 2020). These skills not only enable individuals to express themselves but also open doors to opportunities for education, career advancement, and cultural exchange.

According to (Oktavia, 2019), mastering these skills is a fundamental aspect of English language learning. One of the key components of mastering the skill of writing in English is the ability to create descriptive texts. Descriptive writing requires students to communicate concepts, ideas, messages, and vivid imagery using correct and appropriate English. As Oktavia (2019) suggests, when students engage in the process of writing descriptive texts,

they are tasked with providing intricate and comprehensive descriptions of objects, locations, individuals, or situations. This skill allows readers to not only comprehend the text but also visualize and immerse themselves in the world being depicted. Descriptive writing is a valuable skill that enhances one's ability to convey rich and engaging narratives, making it an essential element of English language proficiency.

However, based on the researcher's experience, students in class VII B at SMP Negeri 1 Selong, who are the target audience for improving their English proficiency, especially in aspect of writing, still face challenges. Some of these challenges include a less conducive classroom environment, leading to difficulties in comprehending the material delivered by the teacher. Additionally, students' ability to write descriptive texts is still lacking and needs to be improved. It is proven when students were asked to create a simple descriptive text, many of them were still confused (Dewi & Yuniani, 2020). In fact, the majority of them were unable to complete the task in the class. Only a few managed to complete it, but with unsatisfactory results.

The students' low English writing ability can be attributed to several factors, including their limited knowledge of English grammar, vocabulary, insufficient practice in daily English writing, low English writing activity, and the inappropriate teaching model employed by educators.

The primary factor responsible for the students' low English proficiency is the inappropriate teaching model. Educators continuously introduce English grammar without prior writing practice. Students' writing activities are minimal, leading to suboptimal writing skills. Educators must continue to seek solutions to this issue. They should be capable of implementing various teaching models, especially in teaching writing skills. In this regard, one strategy that can be employed to enhance students' ability to write descriptive texts in English is to implement a project-based learning model. Project Based Learning (PjBL) is widely regarded as a motivating approach to improve student learning, (Guo et al., 2020). According to (Afriana, 2015), project-based learning is a model that places students at the center of attention and focuses on providing meaningful learning experiences for students. Students' products and learning experiences are built on the concepts and products created during the project-based learning process.

Based on the issue mention above, (Wena, 2011), describes project-based learning as a way to involve students in knowledge transfer. This approach aims to encourage students to be more active in solving complex problems and produce tangible products in the form of goods or services (Hasnawati & Sawir, 2015). With this approach, students will gain new knowledge and skills, as well as the opportunity to work in teams and develop projects according to their interests. This approach also allows students to formulate questions, select topics, and plan their own research activities.

The role of the teacher in learning is as a facilitator, providing resources and practical experiences, encouraging discussion and problem-solving, and maintaining student motivation as they engage in real-world projects, making the learning process more enjoyable (GTK, 2020). Thus, through this approach, it is hoped that students will be able to develop or improve their descriptive text writing skills by describing their surrounding realities. This approach aims to deepen students' understanding of the target language, enable them to write using appropriate vocabulary and correct English grammar, and understand concepts that can be applied.

The implementation of project-based learning also supports students' creativity development, which refers to the ability to generate new ideas and apply solutions to problem-solving. Creativity includes characteristics such as fluent thinking, flexibility, and originality, both in terms of skills and content. Creative thinking will be encouraged if students are actively involved in the learning process, which is a key feature of project-based learning. In this approach, students will not only learn to write but also practice creative thinking in the context of writing. Therefore, it is expected that the implementation of the project-based learning model will have a positive impact on students' writing skills.

In conclusion, the implementation of a project-based learning model offers a promising solution to address the challenges faced by students in improving their English writing proficiency. This approach places students at the center of their learning experience, encouraging active participation, problem-solving, and the development of tangible outcomes. Furthermore, it promotes creativity, enhances understanding of the target language, and fosters the use of correct English grammar and appropriate vocabulary. As educators strive to enhance students' writing skills, the project-based learning model stands out as a valuable tool that can lead to positive outcomes in English language proficiency.

(Nurhajati, 2016), conducted research that revealed the positive outcomes of Project-Based Learning (PjBL) in the context of teaching writing skills. Her findings demonstrated that PjBL is well-suited for improving student's writing abilities significantly. Through this method, students exhibited marked improvements in their sentence construction and the development of ideas when crafting descriptive texts. This study not only supported students in composing simpler texts but also excelled in structuring their compositions and fostering creativity through collaborative work with peers.

(Astawa et al., 2017), in their research, corroborated the benefits of Project-Based Learning (PBL) by emphasizing its significant impact on students' productive skills. Furthermore, PjBL was found to improve the overall learning quality by fostering enthusiasm, self-confidence, creativity, and self-directed and collaborative learning among students. On the teacher's side, PjBL was noted to boost motivation and satisfaction in the teaching process, making it a recommended approach to creating a conducive and engaging classroom environment.

(Sholihah, 2018) asserted that Project-Based Learning (PjBL) can have a transformative effect on students' writing capability. It not only enlivens the learning process with engaging activities but also enhances student participation in the teaching-learning journey.

(Ekawati, 2019) provided insights into the integrated approach of PjBL and its positive impact on students' writing skills. The two main stages outlined in her research, namely the preparation stage and individual writing activity, demonstrated how PjBL can effectively improve students' writing proficiency through a structured process involving group work, drafting, evaluation, rewriting, and even sharing their work on social media platforms.

(Aghayani & Hajmohammadi, 2019) conducted a study to explore the effects of project-based learning on EFL learners' writing skills. Their research highlighted the significant improvement in writing abilities among learners exposed to project-based learning. The collaborative setting of PjBL proved to be particularly beneficial in enhancing and promoting students' writing skills, as evidenced by the results from the experimental group.

This research builds upon the existing body of research in the field, which has explored the effectiveness of project-based learning (PBL) in enhancing various aspects of students'

writing skills, as evidenced by studies conducted by Nurhajati (2016), Astawa et al. (2017), Sholihah (2018), Ekawati (2019), and Aghayani & Hajmohammadi (2019). These studies have consistently demonstrated the potential of PBL to significantly improve students' writing abilities, foster creativity, and enhance overall learning quality. However, this research specifically focuses on improving the writing skills of descriptive texts among seventh-grade students at SMPN 1 Selong. This study seeks to address the unique challenges faced by this particular group of students and aims to provide targeted solutions to improve their descriptive writing skills. By narrowing the scope to this specific context, the research aims to contribute a deeper understanding of the effectiveness of project-based learning in improving descriptive writing skills among this specific student population.

Therefore, this study not only builds upon the existing body of research but also adds a unique perspective by focusing on a specific group of students and their challenges in descriptive text writing. It is hoped that the findings of this research will provide valuable insights and practical recommendations for educators and researchers in the field of language education.

Research Problem

Based on the issues raised in the background of the study, the researcher and her collaborator focused on how to improve the students' writing skills of descriptive text. So, the research problem can be formulated as follows: Does the project – Based Learning Model improve the students writing skills of descriptive text of the VII – B grade students at SMPN 1 Selong?

Research Objective

The objective of this research is to figure out whether the project-based learning could improve the students' writing skills of descriptive texts. By examining the impact of this innovative teaching approach, the researcher aim to contribute valuable insights to the field of language education and provide educators with a pedagogical strategy to improve students' writing proficiency.

Research Method

Research Design

This research belongs to classroom action research (CAR), characterized by the implementation of action steps to improve the learning process in the classroom. In line with definition of (Arikunto, 2009:18) action research involves a series of activities conducted by an educator in collaboration with colleagues within the classroom or the school environment where they teach. The primary focus of this research is to improve the English descriptive text writing skills of students by addressing the challenges faced by educators in the classroom, particularly students' low proficiency in writing description texts. As an educator who also plays the role of a researcher, the steps taken involve using a project-based learning approach to address these challenges. The action steps in this research include planning, implementation/action, observation, and reflection.

Research Setting and Subject

This classroom action research was conducted at SMPN 1 Selong during the second semester of the 2022/2023 academic year. The research involved 32 students in Grade VII B, consisting of 16 males and 16 females.

This research was conducted in two cycles, with the first cycle consisting of two class sessions, and the second cycle comprising three class sessions, followed by an evaluation phase. The research took approximately one month, from May to June 2023.

In line with the action research procedure, in planning stage, some preparations had been made, such as preparing teaching strategy, designing lesson plan, developing materials and media instruction, and setting the criteria of success. In implementing stage, the teacher implemented the intended method to the students in the teaching and learning process while the observation stage was dealing with the data collection. In the last stage, reflecting the action, the data was analyzed for making judgment whether the study was successful or not

Research Instrument

In order to obtain the necessary data, the following data collection instruments were utilized:

1. Test

This test instrument was applied to measure students' learning achievements after participating in project-based learning method, particularly in the aspect of writing descriptive texts in English. The test consisted of assigning students the task of writing a simple English descriptive text.

2. Observation Sheets

Observation sheets were used to obtain a direct overview of the implementation of project-based learning in Grade VII B at SMPN 1 Selong. Observations were conducted by an educator who acted as an observer. The observation sheets recorded the researcher's activities during the classroom action and the students' participation in the learning process.

Data Analysis

Data analysis in this research combined quantitative and qualitative techniques. The collected data were processed and tabulated into tables ready for analysis. The data were then verified and the percentages were calculated.

Indicators of Success

The success indicators of this research include the achievement of learning outcomes as well as student engagement in the learning process. In the context of this research, the benchmark indicators of success are the improvements that occur in the learning process (student involvement) and student learning outcomes. The improvement of the quality of learning and learning outcomes in each cycle was outlined and calculated. The processing of student learning outcomes in writing simple descriptive texts in English in each cycle was compared with the Minimum Mastery Criteria (KKM) set by the school, which requires students to achieve a minimum score of 69 individually and attain 80% of the total number of students/classically.

Result and Discussion

Finding

Pre – Cycle (Preliminary Study)

In this section, the researcher presents the results of the data analysis obtained before implementing the research intervention. Initially, the researcher conducted observations in the classroom to assess students' achievements in English descriptive text writing. These observations indicated that students' learning outcomes in the English subject, especially in writing descriptive texts, were still low. Additionally, teachers had not fully utilized teaching

media optimally. Based on these findings, the Project-Based Learning (PjBL) method was implemented to improve students' writing skills of descriptive texts of VII B graders at SMPN 1 Selong during the second semester of the 2022/2023 academic year.

The learning process began with giving an initial assignment or pre-test to class VII B to assess students' initial abilities in writing English descriptive texts. The initial assignment scores were used as a reference to measure the improvement in students' abilities after using the Project-Based Learning (PjBL) method. The students' writing learning outcomes in the pre-cycle phase are presented in Table 1.

Table 1. Student Learning Outcomes Data in Pre – Cycle

| No | Student Name | Score | Mastery Status |
|----|--------------|-------|----------------|
| 1 | ATH | 40 | Not Mastered |
| 2 | ARH | 50 | Not Mastered |
| 3 | AYZ | 65 | Not Mastered |
| 4 | ARA | 55 | Not Mastered |
| 5 | BNA | 70 | Mastered |
| 6 | DN | 65 | Not Mastered |
| 7 | GTR | 70 | Mastered |
| 8 | HA | 60 | Not Mastered |
| 9 | IJR | 65 | Not Mastered |
| 10 | KRP | 60 | Not Mastered |
| 11 | LDPA | 50 | Not Mastered |
| 12 | LMMH | 55 | Not Mastered |
| 13 | MAR | 50 | Not Mastered |
| 14 | MAM | 50 | Not Mastered |
| 15 | MKA | 40 | Not Mastered |
| 16 | MRAA | 50 | Not Mastered |
| 17 | M.S | 40 | Not Mastered |
| 18 | MES | 40 | Not Mastered |
| 19 | MAHD | 45 | Not Mastered |
| 20 | MNI | 55 | Not Mastered |
| 21 | MAS | 70 | Mastered |
| 22 | NAPW | 70 | Mastered |
| 23 | NAI | 60 | Not Mastered |
| 24 | NA | 50 | Mastered |
| 25 | NK | 50 | Not Mastered |
| 26 | RA | 50 | Not Mastered |
| 27 | RRA | 70 | Mastered |
| 28 | RH | 50 | Not Mastered |
| 29 | SRM | 75 | Mastered |
| 30 | SA | 70 | Mastered |
| 31 | SAQR | 70 | Mastered |
| 32 | SH | 55 | Not Mastered |

| | |
|--------------------|-----|
| Average | 57 |
| Highest Score | 75 |
| Lowest Score | 40 |
| Mastery Percentage | 22% |

From Table 1. above, it can be seen that the average score of students in the ability to write descriptive texts is 57, with the highest score being 75 and the lowest score being 40. Only 7 students (22%) achieved learning mastery, which was set at a score of 69, with a classical mastery score of 80%. This provides an overview that students' abilities in the English subject, particularly in writing descriptive texts, are still relatively low.

Cycle I

Planning

In this phase, the researcher prepared all the requirements for the implementation of project-based learning. The teacher planned the Lesson Plan (RPP) and provided Student Worksheets (LKPD), student activity observation sheets, and assessment sheets.

Implementing

In the first cycle, the action was carried out over two meetings. The first meeting began with classroom preparation and an introduction, followed by asking trigger questions and a brief explanation of writing descriptive texts in English. Students were asked to work on students worksheet and were given a project task to create a descriptive text in the form of a poster. The teacher and students together designed the project work schedule.

In the second meeting, the teacher again checked the readiness of the students and conducted an apperception. Students continued working on the project with the teacher's guidance. After completion, students presented their work and provided feedback through social media. The teacher concluded the lesson by providing feedback and positive reinforcement.

Observing

The results of student activity observations in Cycle I are summarized in Table 4.2. It can be seen that student activities have improved compared to the pre-cycle, with an average score of 68.75, indicating a "Fairly Good" category. The breakdown of student activities in Cycle I can be seen in the following table:

Table 2. Student Participations in Cycle I

| No | Indicators of Activity Observed | Score on a Scale of 1-4 Meeting.1 and Meeting 2 |
|----|---|--|
| 1 | Pray together to begin the lesson | 3 |
| 2 | Following the apperception activity guided by the teacher | 3 |
| 3 | Completing the project assigned by the teacher | 4 |
| 4 | Uploading their project result on the social media platform they frequently use | 3 |
| 5 | Present the results of their work in front of the class | 2 |
| 6 | Paying attention/listening to the teacher's feedback on their work | 2 |
| 7 | Expressing their experiences during project completion | 0 |
| 8 | Reflecting on today's learning activities | 1 |
| 9 | Engaging in group prayer to conclude the learning session | 3 |

| | |
|--|---------------------|
| Total Gain | 22 |
| Total Score | 22 |
| Final Score (percentage) | 68.75 % |
| Average percentage for Meeting 1 and Meeting 2 | 68.75 (Fairly Good) |

The range of values used for each activity indicator in this research observation sheet is between 0 and 4, with the following descriptions:

0 = If No students do it.

1 = If A few students do it.

2 = If only a few students do it.

3 = If almost all students do it.

4 = If all students do it.

Based on the table above, it can be seen that the observation results regarding the teaching situation, referring to the observation indicators, lead to the general conclusion that the teaching process is categorized as fairly good, with an average percentage of meetings 1 and 2 amounting to 68.75%.

The Improvement of Students' Writing Skills After the Implementation of Project-Based Learning in Cycle I

The data on student learning outcomes in Cycle I is presented in Table 3. It is evident that the average student score has increased to 68.59, with 17 students (53.13%) achieving learning mastery.

Table 3. Student Learning Outcome in Cycle I

| No | Student Name | Cycle I | Mastery Status |
|----|--------------|---------|----------------|
| 1 | ATH | 65 | Not Mastered |
| 2 | ARH | 60 | Not Mastered |
| 3 | AYZ | 75 | Mastered |
| 4 | ARA | 70 | Mastered |
| 5 | BNA | 70 | Mastered |
| 6 | DN | 75 | Mastered |
| 7 | GTR | 70 | Mastered |
| 8 | HA | 65 | Not Mastered |
| 9 | IJR | 70 | Mastered |
| 10 | KRP | 60 | Not Mastered |
| 11 | LDPA | 60 | Not Mastered |
| 12 | LMMH | 80 | Mastered |
| 13 | MAR | 65 | Not Mastered |
| 14 | MAM | 65 | Not Mastered |
| 15 | MKA | 65 | Not Mastered |
| 16 | MRAA | 75 | Mastered |
| 17 | MS | 60 | Not Mastered |
| 18 | MES | 65 | Not Mastered |
| 19 | MAHD | 75 | Mastered |
| 20 | MNI | 65 | Not Mastered |
| 21 | MAS | 80 | Mastered |

| | | | |
|---------------------------------|------|-------|--------------|
| 22 | NAPW | 75 | Mastered |
| 23 | NAI | 70 | Mastered |
| 24 | NA | 75 | Mastered |
| 25 | NK | 70 | Mastered |
| 26 | RA | 75 | Mastered |
| 27 | RRA | 60 | Not Mastered |
| 28 | RH | 65 | Not Mastered |
| 29 | SRM | 65 | Not Mastered |
| 30 | SA | 75 | Mastered |
| 31 | SAQR | 70 | Mastered |
| 32 | SH | 60 | Not Mastered |
| Total Score | | 2,195 | |
| Average | | 68,59 | |
| Number of Mastered Students | | 17 | |
| Number of Non-Mastered Students | | 15 | |

$$\text{Classical Mastery (\%)} = \frac{\text{Number of Mastered Students}}{\text{Total Number of Students}} \times 100$$

$$= \frac{17}{32} \times 100$$

$$= 53,13\%$$

Based on table 3. above, the number of students who have achieved learning mastery is only 17 students (53.13%), while 15 students (46.88%) have not reached classical learning mastery. The classical mastery threshold set should reach 80%. So, the students' learning outcomes have not reached the classical mastery threshold that has been set.

Reflecting

Based on the data obtained in Cycle I, there is an observable improvement in student learning outcomes in writing descriptive texts. The average student score increased from 57 in the pre-cycle to 68.59 in Cycle I. The percentage of students achieving learning mastery also increased from 22% in the pre-cycle to 53.15% in Cycle I. This indicates that the Project-Based Learning (PjBL) method has a positive impact on improving students' learning outcomes in writing descriptive texts.

However, the researcher also identified some challenges during the implementation of Cycle I. Some students faced difficulties in using English accurately and fluently when writing descriptive texts. Additionally, there were still students who remained less active during their project presentations. Therefore, the researcher plans to implement corrective actions in Cycle II to address these challenges.

Cycle II

Planning

Based on the reflection on cycle I, the researcher has planned several improvement action. First, the researcher will provide more guidance on the accurate and context – appropriate use of the English language in writing descriptive texts. Second, the researcher will engage students in group discussion activities to improve students participation and involvement in project presentations.

Implementing

In cycle II, improvement actions are carried out over three meetings. The first meeting focuses on providing further guidance on the use of English language in the context of descriptive text writing. The second meeting involves students in group discussion to enrich project ideas and content. The third meeting is the project presentation in front of the class and material reinforcement.

Observing

The results of student activity observations in cycle II are summarized in Table 4. Student activities continue to improve, with an average score of 81, 25%, categorized as “Good”. Details of student activities in cycle II can be seen in the following table:

Table 4. Student Participation in Cycle II

| No | Indicators of Activity Observed | Score on a Scale of 1-4 Meeting.1 and Meeting 2 |
|----|---|--|
| 1 | Pray together to begin the lesson | 4 |
| 2 | Following the apperception activity guided by the teacher | 3 |
| 3 | Completing the project assigned by the teacher | 4 |
| 4 | Uploading their project result on the social media platform they frequently use | 3 |
| 5 | Present the results of their work in front of the class | 2 |
| 6 | Paying attention/listening to the teacher's feedback on their work | 3 |
| 7 | Expressing their experiences during project completion | 2 |
| 8 | Reflecting on today's learning activities | 3 |
| 9 | Engaging in group prayer to conclude the learning session | 4 |
| | Total Gain | 26 |
| | Total Score | 26 |
| | Final Score (percentage) | 81.25 % |
| | Average percentage for All Meeting | 81.25 (Good) |

The data on student learning outcomes in cycle II are presented in Table 5. The average student score has increased again to 74.84 (75), with 27 students (84,37%) achieving learning mastery. With a final average activity percentage of 81.25% it can be considered that this achievement is categorized as very good. .

To determine the extent of student learning outcomes, look at the following table:

Table 5. Data on Student Learning Outcome in Cycle II

| No | Student Name | Cycle II | Mastery Status |
|----|--------------|----------|----------------|
| 1 | ATH | 70 | Mastered |
| 2 | ARH | 70 | Mastered |

| | | | |
|-----------------------------------|------|-------|--------------|
| 3 | AYZ | 80 | Mastered |
| 4 | ARA | 75 | Mastered |
| 5 | BNA | 85 | Mastered |
| 6 | DN | 75 | Mastered |
| 7 | GTR | 70 | Mastered |
| 8 | HA | 75 | Mastered |
| 9 | IJR | 75 | Mastered |
| 10 | KRP | 65 | Not Mastered |
| 11 | LDPA | 65 | Not Mastered |
| 12 | LMMH | 75 | Mastered |
| 13 | MAR | 65 | Not Mastered |
| 14 | MAM | 65 | Not Mastered |
| 15 | MKA | 65 | Not Mastered |
| 16 | MRAA | 80 | Mastered |
| 17 | MS | 70 | Mastered |
| 18 | MES | 75 | Mastered |
| 19 | MAHD | 75 | Mastered |
| 20 | MNI | 70 | Mastered |
| 21 | MAS | 90 | Mastered |
| 22 | NAPW | 90 | Mastered |
| 23 | NAI | 85 | Mastered |
| 24 | NA | 80 | Mastered |
| 25 | NK | 75 | Mastered |
| 26 | RA | 75 | Mastered |
| 27 | RRA | 70 | Mastered |
| 28 | RH | 70 | Mastered |
| 29 | SRM | 75 | Mastered |
| 30 | SA | 80 | Mastered |
| 31 | SAQR | 85 | Mastered |
| 32 | SH | 75 | Mastered |
| Total Score | | 2,395 | |
| Average | | 74,84 | |
| Number of Mastered Students | | 27 | |
| Number of Non - Mastered Students | | 5 | |

$$\text{Classical Mastery (\%)} = \frac{\text{Number of Mastered Students}}{\text{Total Number of Students}} \times 100$$

$$= \frac{27}{32} \times 100$$

$$= 84,37\%$$

Based on table 5. above, in cycle II out of 32 students, it turns out that 27 students (84.37%) have achieved learning mastery, while only 5 students have not yet reached learning mastery. In other words, 27 students have successfully mastered the material and met the predetermined Minimum Mastery Criteria (KKM), which is 69. Therefore, it can be concluded that student learning mastery through the use of the Project Based Learning model in writing descriptive text has reached classical learning mastery.

Reflecting

Based on the data of learning outcomes in cycle II, there is further improvement in the average student scores. The average student score increased from 68.59 in cycle I to 74.84 in cycle II. The percentage of students who achieved learning mastery in writing descriptive texts also increased from 53.13% in cycle I to 84.37% in cycle II. This indicates that the improvement actions taken in cycle II have been successful in enhancing student learning outcomes.

Moreover, observations also show that student activities have increased. In cycle II, student activities reached an average score of 81.25%, falling into the "Good" category. This indicates that students have become more active and engaged in the learning process.

Discussion

Based on the research conducted over two cycles with the aim of improving writing skills in descriptive text materials, the following findings were made during the implementation of the first and second cycles:

In the context of interaction between students and the teacher during the learning process using the Project Based Learning model:

- a. During the implementation of Project Based Learning (PjBL) several noteworthy observations were made regarding the interaction between students and teachers. At the outset of the lessons, teachers initiated the learning process by introducing PjBL as the foundational framework. This initial step aligns with the principles of PjBL, as it sets the stage for students to engage actively in project-based activities (Wena, 2011). It was observed that teachers effectively directed and explained the learning objectives, which is essential for students to comprehend the purpose of the project-based tasks.
- b. Throughout the learning process, teachers played an active role in managing the class. They provided guidance to students, fostering a supportive and motivating learning environment. This approach is consistent with the findings of Dewanti, Widada, and Triyono (2016), who emphasized the importance of teacher guidance and support in the context of student learning outcomes. Such active teacher involvement is a fundamental aspect of PjBL, promoting collaborative learning and student engagement.
- c. At the conclusion of each lesson, both teachers and students collectively summarized the learning experiences. Teachers evaluated students by assessing the results of the projects they had undertaken. This formative assessment practice is in line with the principles of PjBL, as it encourages reflection and self-assessment. This evaluation process provides valuable feedback to students, allowing them to identify areas for improvement.

These observations collectively suggest an improvement in English descriptive text writing skills among Grade VII B students at SMPN 1 Selong in the second semester of the academic year 2022/2023.

In terms of the effectiveness of implementing Project-Based Learning Model:

Firstly, a substantial improvement in student performance is evident from the pre-cycle to the second cycle. For instance, ATH's score increased from 40 in the pre-cycle to 70 in the second cycle. Similar improvements can be observed in other student's scores. This improvement is in line with the results of a study by (Dewi & Yuniani, 2020), which emphasized the effectiveness of PjBL in improving students' writing skills. Their research found that students exposed to Project Based Learning model exhibited significant progress in their writing abilities.

Secondly, the mastery percentage serves as a crucial indicator of the effectiveness of the Project Based Learning model. In the pre-cycle, only 22.00% of students achieved mastery, but this percentage significantly increased to 84.32% in the second cycle. This substantial improvement is in line with the findings of (Afriana, 2015), who emphasized the positive impact of Project Based Learning on student learning outcomes. Afriana's research demonstrated that Project Based Learning not only improved students' mastery but also fostered a deeper understanding of the subject matter.

Thirdly, it is essential to recognize the variability in student performance despite the overall improvement. Some students still scored below the average, as indicated by the lowest scores in the second cycle. This variability echoes the findings of (Oktavia, 2019), who highlighted that Project Based Learning may have varying effects on different students. Understanding and addressing the unique needs of these students are essential for further optimization of the Project Based Learning model.

Lastly, one of the strengths of Project Based Learning is its emphasis on real-world application. This is reflected in the substantial increase in students' scores, demonstrating their ability to apply what they have learned in a practical context. This finding aligns with the principles of Project Based Learning, as emphasized by (GTK, 2020), which advocates for learning experiences that mirror real-life situations.

In conclusion, the findings from this research strongly support the effectiveness of implementing the Project-Based Learning model to improve English descriptive text writing skills among Grade VII students. The data indicates a clear improvement in student performance over two cycles, with a significant increase in both average scores and mastery percentages. This suggests that PjBL can be a valuable pedagogical approach for educators seeking to improve students' writing skills in descriptive text materials. Further studies and additional research are encouraged to explore the long-term effects and potential refinements of this teaching method.

Conclusion

From this research, several important conclusions can be drawn as follows:

This study demonstrates that the implementation of Project-Based Learning (PjBL) has a positive impact on improving students' English descriptive text writing skills. Student learning outcomes significantly improved from the pre-cycle to cycle II. This indicates that project-based learning can be an effective method for enhancing students' English writing skills.

Project-Based Learning also improves student participation in the learning process. It is evident that students have become more active in working on projects, engaging in group

discussions, and presenting their work in front of the class. This suggests that Project-Based Learning can help students become more active learners.

The research results indicate that the majority of students achieved learning mastery after implementing Project-Based Learning. In cycle II, 84.37% of students achieved learning mastery, which is higher than the classical mastery target of 80%. This demonstrates that Project Based Learning can assist students in reaching the expected level of competence in writing English descriptive texts.

Recommendation

Based on the improvement in the quality of the learning process and outcomes in each research cycle, the researcher provides the following recommendations: The implementation of the project-based learning model can be considered as an alternative instructional approach to enhance the quality of the learning process and outcomes in English descriptive text writing. The project-based learning model can be applied to other subjects facing similar issues to those encountered by the researcher, aiming to improve the quality of the learning process and outcomes in English descriptive text writing. Classroom action research utilizing the project-based learning model can be further explored by English language teachers with more innovative developments.

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