THE EFFECT OF USING PROJECT BASED-LEARNING METHOD TOWARDS STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE OF SMAN 1 RENGAT BARAT

THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education of Universitas Islam Riau

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THESIS APPROVAL

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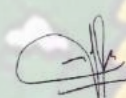
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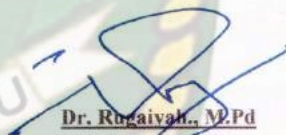
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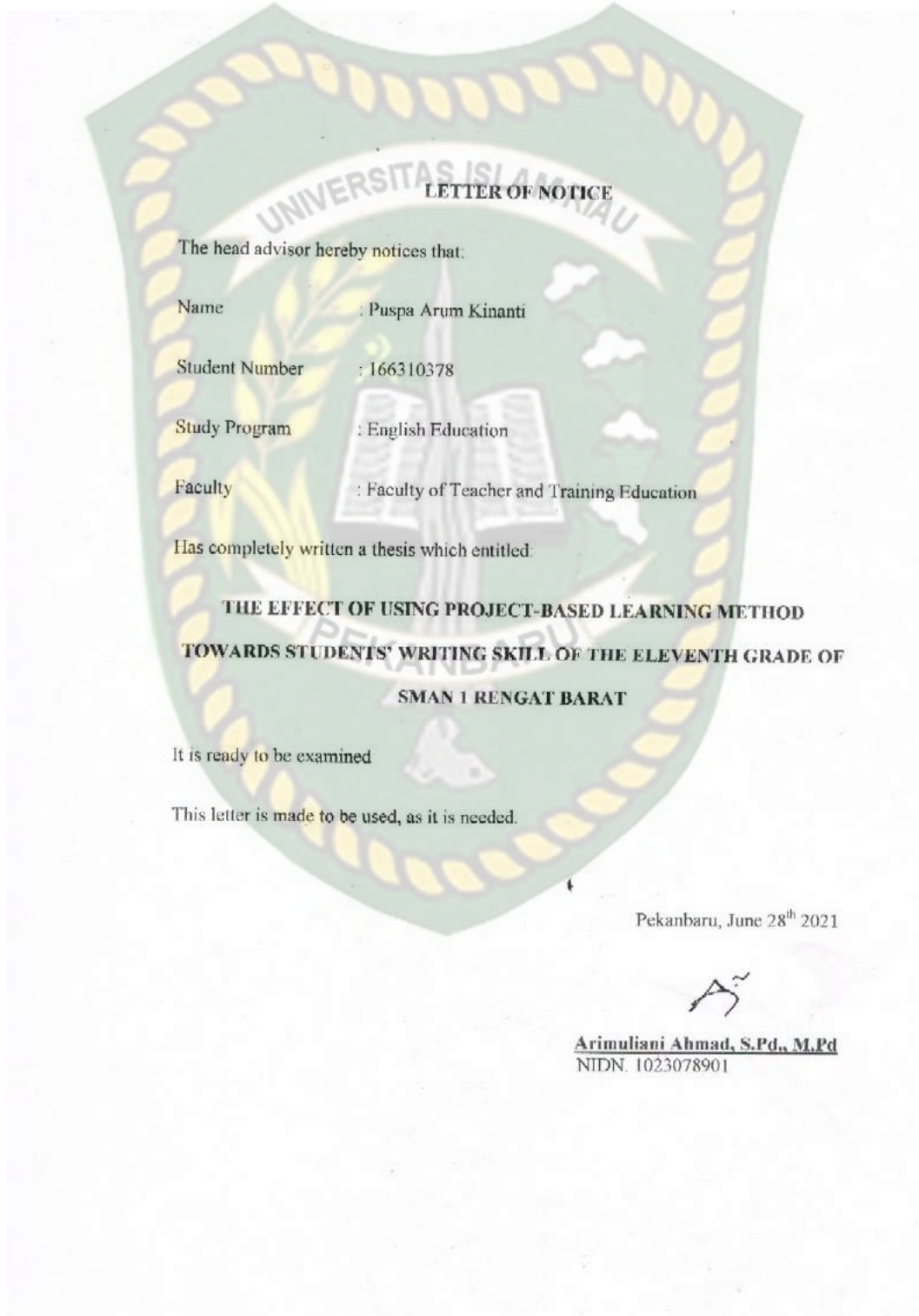
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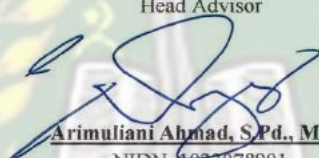|		
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Lembar Ke	:	I (Satu)

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	November, 15th 2019	Propose Research Title	Accepted Title	
2.	January, 13th 2020	Revised Chapter I, II, III	Used Theory from the Latest Journals/Articles	
3.	December, 23rd 2020	Revised Chapter III	Explained Research Procedure in Detail	
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5.	March, 4th 2021	Seminar Proposal Examination	Revised Chapter III	
6.	April, 15th 2021	Took the Data	Took the Documentation During the Research	
7.	June, 28th 2021	Allowed to Join Thesis Examination	Added the Students' Writing Result	
8.	July, 26th 2021	Thesis Examination	Revised Chapter IV	

Pekanbaru, 04 Agustus 2021
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States wholeheartedly that the thesis entitled: "**THE EFFECT OF USING PROJECT-BASED LEARNING METHOD TOWARDS STUDENTS' WRITING SKILL O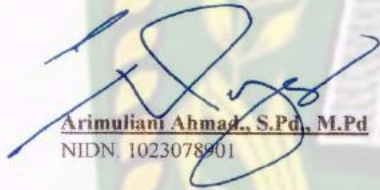F THE ELEVENTH GRADE OF SMAN 1 RENGAT BARAT**" is authentically made by the researcher. It is no plagiarism as well as made by the others. The things that related to other people works are written in quotation and included in bibliography.

Even, the declaration is made by the researcher and she hopes that the declaration can be understood.

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In the name of Allah, The Most Gracious and The Most Merciful. All praises due to Allah because of his wonderful blessing and his mercy, the writer can finish this thesis successfully. His unbelievable blessings make realize that nothing is difficult in his eyes. The writer appreciates that without his mercy and blessing in her life, she is got nothing.

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At last, the researcher realized that this thesis is far from perfect. Hence, constructive critics and suggestions from the readers will be more appreciated. The researcher hopes that this thesis can be useful for development of education.

Pekanbaru, August 2021

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ABSTRACT

Puspa Arum Kinanti, 2021. *The Effect of Using Project-Based Learning Towards Students' Writing Skill of the Eleventh Grade of SMAN 1 Rengat Barat.*

Keywords: Project-Based Learning Method, Writing Skill.

Writing is an important skill which has an important involvement to the success of learning language. One of the factor of success in writing is supported by the use of an appropriate method. The aims of this research was to see the effect of using project-based learning method towards students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.

The design of this research was experimental research. There are two variables that deal with this research. The first variable was project-based learning method as independent variable while the second variable was writing skill as dependent variable. The population of this research was the eleventh grade of MIPA of SMAN 1 Rengat Barat. A random sampling method was applied in selecting study sample. The sample was 56 students of the eleventh grade of MIPA 1 and 2 of SMAN 1 Rengat Barat. Next, there were two classes of this research. There were the experimental class and the control class. To collect the data, the researcher gave writing test in three section. The data was calculated and analyzed by using paired sample T-test thru SPSS 22 version program.

In accordance with the result, the data indicated that t_o was 13,968 and df was 27. It could be analyzed that t_o is higher than t_{table}, of 0,05 on the significance r_{ttable} (13,968>0,381). Then, the null hypothesis (H_o) was rejected, whereas the alternative hypothesis (H_a) was accepted. It can be summerized that there is a significant effect of using project-based learning method towards students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is an important skill that has an important involvement to the success of learning a language. Through writing, we can pour the results of thoughts and imagination into the form of written text that can be read at any time. It has a complex process that is needed to be mastered by the students at Senior High School. Writing activities are about conveying some information to the readers in written form. It is about the skill of organizing the words into sentences and sentences into paragraphs.

While teaching writing in the classroom, many teachers still use conventional methods. As a result, learning about writing that has been given does not provide progress and even decreases in quality for students. It turns out that the learning to write that is given is less varied so that learning to write becomes boring. Some teachers are unable to present writing material in an interesting, inspirational, and creative way. Finally, many students are unable to work on writing projects according to the writing indicators. Nowadays, students are not only asked to produce works of good writing. But also have to see how the student's process is to be able to produce writing that is in accordance with the existing writing components and indicators.

Based on the researcher's experience during teaching training at SMAN 1 Rengat Barat, the students have several problems in writing skills. First, students can not develop ideas before writing well. They get stuck to find supporting ideas from the main idea of their writing. Finally, there is a discrepancy in the paragraph they are writing. Second, students have difficulty arranging content sequentially because they do not understand the generic structure of the text they write. Third, students are not able to interpret some words so that the sentences they write become confusing. This happens because they do not know a lot of vocabulary in English. Students find it difficult to memorize a lot of vocabulary because they think English is not their everyday language which is easy to always remember. Fourth, in making sentences students are still lazy to compose many words. Because they have to adjust to the correct grammar while some students do not understand grammar. Fifth, in writing, students rarely pay attention to the use of punctuation marks or the appropriate placement of capital letters. Finally, they did not finish their writing perfectly.

Writing has many features that students must understand included content, organizing, grammar, vocabulary, and mechanics. To master all features, it takes a suitable method in learning English. The teacher should increase their method to advance students' writing skills.

Focusing on those problems above, teachers should find a way to succeed in the teaching-learning process. A suitable method is needed to keep the students' motivation to write the whole part of the text then they can deliver

the necessary information. Besides that, the method should increase students' writing skills and encourage them to enjoy the teaching-learning process.

One method that can be used by the teacher to teach writing skill is Project-Based Learning (PjBL). This method is student-centred that contain in curriculum K13. The teacher will be easy to teach and make the classroom conducted more interesting. Simbolon & Koeswanti (2020) argues that Project-based learning is driven by the projects's final product to be achieved in the learning process. This method extends to the teacher how to make the material becomes interesting and challenging the student by making a project. Based on Nurhidayati et.al (2021), Project-based learning is a method that used to position students at the center of the learning process and prepare them for real life by exposing them to real life problems. Project-based learning helps students develop skills for living in a knowledge-based and highly technological society.

From the experts above, summarization is a project-based learning method very matches and suitable with the curriculum that used in this era. It is easy to apply and it is appropriate on the subject and content in the teaching and learning process. That is to say that writing by using a project-based learning method can be an appropriate way to support the teaching and learning process. Teachers as a monitor and students as an active learner also follower in the classroom, it hopes can prevent students' writing difficulties.

Finally, by viewing all phenomena above, the researcher tries to help students by using the Project-Based Learning (PjBL) method and conduct research about this problem entitled **"The Effect of Using Project-Based Learning Method towards Students' Writing Skill of The Eleventh Grade of SMAN 1 Rengat Barat".**

1.2 The Setting of Problem

After implementing PPL, the researcher discover some problems in teaching English, especially in writing. As we know that, prewriting, outlining, and drafting are components of the important indicators in writing. This is caused by the teaching and learning process that continue to use traditional teaching methods. On other hand, the development of curriculum needs students more active and challenging themselves.

This study was accepted to have a positive effect and increase students' skills in writing, particularly in finding and identifying the important component such as the main idea and supporting details. In addition, the researcher will also use Project-based learning methods in the teaching and learning process, which is suitable for optimizing the expected effect of students' writing skills.

The researcher found several difficulties faced by the students in English subjects, namely writing. The difficulty faced by the students is they still low in writing. To write the text, the students have to understand the important part of different texts task, such as how to arrange the information, organize

generic structure, acquire the meaning of new vocabulary, writing with correct grammar, identify references, and how to make referent after writing process.

Thus, an attempt to defeat the problem above is required. To affect students' writing skills, there should be applied an appropriate method in teaching writing. The method will help the student to become an excellent writer not only in the school environment but also in future work.

From the explanation above, the researcher was fascinated to affect Project-Based Learning method in teaching writing. This research is expected to give a significant affect the students writing skill of the eleventh grade of SMAN 1 Rengat Barat.

1.3 The **Limitation of Problem**

In this research, the researcher brings out this observation only in a while. To pass up the misunderstanding and guess what the researcher explained, the researcher will give an object; the object in this study is several elements in writing. There are five components of writing which are also indicators in writing. First, content which is talks about the skill of the writer to develop the main idea before start write something. Second, organization means that the logical organization of the content suitability. Third, vocabulary means that how students choose the words that suitable to the content. Fourth, language use or grammar refers to the use of correct grammatical in paragraph writing. Fifth, mechanics is concerned with the use of punctuation,

capital letters, and spelling correctly. In addition, the students' movement in writing will be evaluated on the time of research, and the limitation of the problem is using Project Based Learning (PjBL) method to see the effect on students' writing skill of the eleventh grade of SMAN 1 Rengat Barat. The researcher expected that using this method can give a significant effect on students in writing text especially in writing explanation text.

1.4 The Formulation of the Problem

Consigning the limitation of this study is the use of the Project-Based Learning method on students' writing skills. This study planned to answer the following problem:

Is there any significant effect of using the Project-Based Learning method on students' writing skills of the eleventh grade of SMAN 1 Rengat Barat?

1.5 Objectives of the Research

The general objective of the research is to find out whether there is a significant effect of using the Project-Based Learning method on students' writing skills of the eleventh grade of SMAN 1 Rengat Barat?.

1.6 Significant of the Research

This research is used for many circles in the world of education. For the writer, the result of this research can be applied when teaching in the future. In addition, especially for English teachers, the finding can be used as a method in the teaching activity to increase the quality of their professional

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works. Then, for the students, project-based learning makes students do their projects by looking for various scientific sources that can make them more active in the learning process. After all, the other researcher also can get the advantages from this research. Such as to add their knowledge to the professional works.

1.7 Definition of Key Terms

The researcher comprises some definitions of key terms to maintain the readers' understanding of this study without any difficulty. They are as follows:

1. Writing Skill

Writing skill is specific abilities that help writers put their thoughts into words in a meaningful form and mentally interact with the message. In other words, writing skill supports the learner obtain independence, completeness, fluency, and creativity in writing.

2. Project-Based Learning (PjBL)

Project-based learning refers to a method that allows students to learn through a project which is decided by themselves and associated with help from teachers. It makes them actively involved in the learning process.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Concept of Writing

Writing is one of the productive skills which need to be learned by language learners. It can be used to communicate and deliver ideas to other people in written form. They learn writing as an important thing not only for their academic learning but also in their professional life. Harmer (2004) states that writing is a skill that encourages the learner to produce a real products in the form of writing. It means that writing skills will not come automatically but must come through a lot of training and practice.

In writing, people allow what to write and how to write. Based on Roni (2018), writing can illustrates feelings, ideas, and experience. When people want to write, they have to select a topic, then reach the idea in order to know what is actually reflected on the piece. Even though, how to write will guide the writer of how to express the idea of the writing it is an argument, narrative, descriptive, explanation, or another kind of writing.

According to Utami & Apsari (2020) argues that writing is a process of thinking of students in creating an idea in written form. The process of writing explicitly includes the immediate acts of putting words on paper and the material text or series of texts. The first step in writing is to decide what

point you want to make and to write out that point in a single sentence. The writers should have a concept in their minds on what to the writer.

Writing merges process and product. Meiranti (2012) claims that writing is a thinking process. The processes provided with gathering ideas and involve words into sentences or products of writing contain difficulty of process in writing. Furthermore, learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning (Knapp & Watkins, 2005). It can be intended that when teaching students to write in English, it is important for the teacher and student to have a basic understanding of how English operates and functions as writing and the ways in which writing is pointedly different from speech.

Writing is a complex combination of skills that are best taught by breaking down the process. Writing is a language skill, seems to be the most difficult skill since it applies all language components, is more formal than speaking, includes writing mechanics, and a paragraph or essay organization (Azhar, 2015). Although writing is important, this skill is difficult to acquire (Putri & Aminatun, 2021). It means that writing is not simple, but when someone makes efforts to write they should realize the aim of the text that they written, have a better plan, and follow all of the rules it can prevent writing errors.

Based on the explanation above, writing is an activity to produce a product in the form of writing that goes through several stages and processes. In order to produce the quality of writing, appropriate learning methods are needed

and can improve students' writing skills. If you wanna be a great writer, you should practice writing.

2.1.1 Writing Components

Writing is a process of conveying feeling and knowledge or thought and information. With writing, people can communicate each other to share certain information or necessary message. In addition, writing skills make a written product that has fixed information or message. Generally, in writing skills, we have to know the components of writing. There are five components of writing based on Jacob et. al (1981). The first is content, which means that the writer should have the skill to develop their idea before writing something. The second is the organization refers to the logical organization of the content suitability. The third one is vocabulary. It starts with the statement that the writer wants to present the idea clearly and directly. So, the writer should choose words that are suitable for the content. The fourth is language use or grammar. It refers to the use of correct grammatical and syntactic patterns on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to lead to logical relationships in paragraph writing. The last is mechanics that focus on the use of graphic conventional of the language.

From these components above, it can be inferred that writing components are something that must be mastered before writing a text. In other words, writing is an activity that requires excellent skill or ability in organizing

words into sentences for developing one idea that correctly includes within the paragraph.

2.1.2 Writing Process

Writing is never a one-step action it's an ongoing creative act. Oshima claims the process of writing has approximately four steps (Oshima Ann Hogue et al., 2007). In the first step, you create ideas. For the second step, organize the ideas. Next, in the third step, you write a rough draft. Lastly, in the final, you fix your rough draft by editing it and making revisions.

Writing is a progressive activity. Based on Widiastuti & Endahati (2020), there are some stages in the writing, those are process of discovering and organizing the idea, writing or putting on paper and revise the result of writing.

In writing something, the writer should know the process or steps of writing itself. The writer to be able to write systematically and to become a good writer without any difficulties. According to Seow (2002) defined the process of writing are:

1. Planning

   Planning or also called pre-writing is the first process before writing that can stimulate or increase the writer's thoughts. It makes the writer easy to gather an idea or information for writing.

2. Drafting

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At the drafting stages, the writer focuses on the fluency of their writing before the final product complete.

3. Revising

When revising, the writer needs to rewrite and re-arrange his draft from the feedback or comment. The purpose of the revising stages is to make the product of writing can distribute information or message thoroughly from the writer to the readers.

4. Editing

The last stage that the writer puts their part of writing into final form also called editing stage. So in this stage, the writer (student) can get a better evaluation from the teacher, such as language error and writing components.

2.1.3 Types of Writing Performances

There are four types of writing performances that adopted from Brown (2004), as follows:

1. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of

writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning

4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading a draft.

Based on the explanation above, writing is very complex and has some types of performances used in students' writing activities. Writing is not only focused on the outcome but also should be arranged well before starting to write. It depends on the students' level and proficiency.

2.1.4 Purposes of Writing

The purpose of writing a text should explicit and detail. Which can make the readers realize and get the point. Every writer has a motive to share messages or pieces of information on their text. The information should be a fact and supported by truthful evidence. Before start writing, writers should be clear about why they are writing (Bailey, 2011). The most common reason for writing such as to report on a piece of research the writer has conducted, to answer a question the writer has been given or chosen, to discuss a subject of common interest and allow the writer's view, and to synthesize research done by others on a topic. Writing that has a purpose to persuade states an

opinion or goal and supports it with reasons and supporting details to get the readers' interest.

According to Nunan (2003), writing is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often incoherent. Eventually, what the readers get, whether it is an expert or extensive reader, is a product of an essay, letter, story, or research report.

The most general purposes in academic writing are to persuade, analyze/synthesize, and inform. Based on Whitaker (2009), there are three purposes of writing:

1. Persuasive

   The purpose is to get the readers' attention to make them able to answer the question. So, the researcher will select one topic to make a question that understands to answer by the readers. Persuasive writing assignments include argumentative and position papers.

2. Analytical

   In analytical academic writing, the purpose is to explain and assess the possible answer to the question. The researcher will be choosing the best reply based on the criteria. It means that analytical purpose to investigate the causes and solve the problems.

3. Informative

The main purpose of informative is to explain the possible answer to the question, then giving the readers new information. In other words, an informative objective to deliver knowledge or information to others.

As stated by Urqurhart & McIver (2005), the main purpose of writing is to convey information to others. It means that writing is a tool to communicate with each other and how to deliver knowledge as entirely and as clearly as the students can. Students as a writer should be able to mastering and applying this knowledge. Moreover, Knapp & Watkins (2005) states that a primary aim of teaching writing is to provide students with the learning to become vulnerable users of written English. It means that the purpose is not to prepare students with outsides formulas or rules and regulations for correct English, but how to motivate students to be a writer who will become competent, excellent and confident users of the English language.

Based on the statement above, it can be concluded that each purpose has its differences. In writing, it must be understood what goal which wants to achieve. In addition, with learn and teaching writing can upgrade students' writing skills. They can use writing for a variety of purposes.

2.2 Project Based Learning

Project-based learning is a systematic teaching method that engages students in learning important knowledge and 21st Century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks.

Project-based learning has a long history. In the course of the early 1990s, John Dewey declared "learning by doing". Constructivism and construction are reflected by this stance. The emergence of project-based learning is the result of two important developments over the last 25 years. First, there has been a revolution in learning theory. Research shows that learners construct solutions thus shifting the emphasis toward the learning process. Second, the world has changed. Practically, all teachers understand how the industrial culture has formed the organization and methods of schools in the 19th and 20th centuries, and they confess that schools most now conform to a new century. It is obvious that students need both knowledge and skills to succeed.

According to Buck Institute for Education (2019), Project-based learning (PjBL) is a method of learning where the students engage with a real world and hands on project where they can apply their knowledge, ideas, and skills throughout the process of completing the project. In project-based learning, students inquire, make decisions, analyze, and synthesize information in meaningful ways. Moreover, Sylvia Chard (Educational Technology Division, 2006) claims that the Project-based learning approach is an "in-depth investigation of a real-world topic worthy of children's attention and effort." It means that the topic that used for making a project come from real and factual evidence and of course it makes student interesting to do the project.

According to Bell (2010), Project-Based Learning is a student-driven method of instruction that allows students to learn through inquiry while

collaborating with their peers and creating projects to demonstrate their learning. This method extends to the teacher how to make the material becomes interesting and challenging the student by making a project. In addition, Markham (2011) as quoted by Wulandari & Ahmad (2020) defines that Project-based learning integrates learning and doing. Students acquire knowledge and parts of the main curriculum, but also utilize their thoughts to resolve problems and get the best results. Moreover, Gunawan et.al (2017) claims that Project-based learning is capable to teach the students about the process in solving all kinds of problem. It means that by using project-based learning method the students are expected to be able to overcome problems during the project development.

Finally, Project-based learning also connected with the others skills, not only writing skills will be increased but also other skill too. The researcher expected that the result of teaching writing skill through Project-based learning method can offer a significant effect for the students.

2.2.1 Characteristics of Project Based Learning

Project-based learning is an instructional method created to give students the chance to expand knowledge and skills through entrancing projects set around challenges and problems they may face in the real world. Before students can solve problems during the learning process, the students should know what are the characteristics of project-based learning.

Project-based learning has some characteristics. Firstly, project-based learning is authentic learning. The student are uncovered to real-world situations while they finish their project through project-based learning. In the 21st century, this method is familiar and suitable. Secondly, project-based learning is student-centered. It means that the teacher only a facilitator rather than a controller. Students are the main character during the learning process. They do the project and solve the problem by themselves. Thirdly, project-based learning is cooperative. In this method, the student is exposed to encouraging and competing for activities that learn collaboration such as motivation. It is compatible to make a group discussion but still holds by the instruction and steps of project-based learning. Fourthly, the integration of skills are leads by project-based learning. All the procedures of project-based learning will reach a great response and raise to involve students that indirectly they will try to listen, write, read, and speak. In the end, it guides to the integration of skill. Finally, the final product is the culmination of project-based learning. Not solely through writing activities will culminate in an and end product but also every project of students will receive a product based on the project.

It can be concluded that project-based learning has an important characteristic which helps students solve the problem during the learning process. By understanding the characteristics above. It is expected that students will no longer find any difficult to use this method

2.2.2 Steps of Project Based Learning

Project based learning requires much preparation and planning. There are six steps of Project-based learning (The George Lucas Educational Foundation, 2017), they are:

1. Start with an Essential Question

   Start with an essential question. The student must be engage by the questions asked related to learning using project-based learning. It is greater than the task at hand. It will pose a problem or situation that the students can tackle knowing that there is no one answer or solution.

   In project based learning, a good essential question should:

   a. Drive the project

   b. Capture the project theme or the "big idea"

   c. Point students toward mastering content and skills which enable them to answer the question

d. Not be easily solved or answered

2. Design a Plan for the Project

Design a plan for the project. When designing the project, it is essential to select content standards to be addressed. In preparing the project, the teacher should give a chance for the student to join and sharing their ideas. Students feel ownership of the project when they have an active role in deciding activities.

3. Create a Schedule

Design a timeline for project components. It means that teachers and students should work together to make sure the time allocation for the teaching and learning process. Realize that changes to the schedule are possible. Be flexible, but help students realize that a time will come when they need to finalize their thoughts, findings, and evaluations. In another word, to start and finish the project they should make an agreement about the time.

4. Monitor the Students and the Progress of the Project

The teacher as a monitor should facilitate the process of learning. Teach students how to work together to finish the project on time. Remind students that every stage of the process belongs to them and needs their total involvement. It can be concluded, that the function of the teacher based on this method is only for monitoring the students during the teaching and learning process.

5. Assess the Outcome

The assessment provides diagnostic feedback and helps educators set standards. It allows one to evaluate progress and to relate that progress to others. It gives students feedback on how to tell they understand the information and what they need to improve. The assessment also helps teachers design instruction to teach more effectively. So, the teacher can upgrade the quality of teaching and learn in the classroom.

6. Evaluate the Experience

This is the last step of project-based learning development. At this step, the teacher should evaluate the students able or not find answers to essential questions. Share happiness and experiences, and discuss together what worked well and what needs change. Convey ideas that will lead to new questions, thus new projects.

2.2.3 Advantages of Project Based Learning

Project-based learning is a teaching method where the students learn the skills and acquiring the knowledge in a period a time and it involves certain criteria. According to Sayuti et.al (2020), Project-based learning can develop the students' level of knowledge as well as communication skills, creative and critical thinking, teamwork and others. This is because the students are connecting with the authentic materials, real life issues, and complex solution. Project-based learning gives has many benefits to both students and teachers. For students, advantages of project based learning such as:

1. Increased attendance, growth in self-reliance, and improved attitudes toward learning.

2. Academic gains equal to or better than those genereted by other models, with students involved in projects taking greater responsibility for their own work than during more traditional classroom activities.

3. Opportunities to develop complex skills, such as higher-order thinking, problem-solving, collaborating, and communicating.

4. Access to a broader range of learning opportunities in the classroom, providing a strategy for engaging culturally diverse learners.

5. Project-based learning is compatible for mixed-ability classes. Students are allowed to offer different contributions through project work according to their abilities and interests.

2.2.4 Teaching Writing Skill through Project Based Learning

Writing skill is one of the language skills which are learned to students. A writing process is a complex process because the writing process needs cognitive abilities in confessing some levels of language to generate qualified writing. The teaching of writing skills has some objectives. Objectives of the teaching of writing skills can be accomplished through project-based learning methods.

As a suitable method, project-based learning is matched to each language skill, not solely for language skill but also project-based learning can use in another subject. In teaching writing by using this method, students will be caught and encouraged that is using student-centered by conducting a dynamic classroom approach.

On the other hand, teaching writing needs the comprehension of genres and short functional texts in writing skills. According to Azhar (2015) stated that there are fifteen genres and short functional texts in writing skills for senior high school level. There are 1) Announcement, an oral or written statement which is used to inform the public, 2) Message, oral or written information which is forward to or sent it for somebody, 3) Narrative, a story or part of a story that aims to entertain the audience. The generic structure: orientation, complication, and resolution, 4) Recount, to tell about past events or occasion. The generic structure: orientation, events, re-orientation, 5) News item, to inform the audience about the essential point of events. The generic structure: newsworthy event, background event, sources, 6) Report, to notify or report something in general analysis. The generic structure: general classification, description, 7) Descriptive, to describe something, people, place, or think in detail. The generic structure: identification, description, 8) Procedures, to tell about a step or a process of doing or making something systematically. The generic structure: introduction, process, 9) Explanation, to explain or define how something happens, usually related to natural phenomena, scientific world, or social culture. The generic structure: general statement, sequenced explanation, conclusion, 10) Analytical exposition, to elaborate an influence reader that there is a problem and needs to take into account. The generic structure: Thesis (opinion statement), argument (point + elaboration), reiteration (re-stated the position of the writer, 11) Hortatory exposition, to elaborate and influence readers that there is something eventually like that or not like that. The generic structure: thesis, arguments,

recommendation, 12) Discussion, to discuss an issue or something viewed from two sides: prior to a conclusion or recommendation 13) Advertisement, to advertise the audience about some product or service, 14) Brochure, such as booklet containing information on detail, 15) Letters, a written message covers it by an envelope and sent it to someone.

Teaching writing skills through Project-based learning is expected to give a significant effect on the students. Therefore, the researcher has compiled the teaching stages of writing skills through a Project-based learning method using explanation text. The teaching stages are as follows:

1. Pre-test

   (Meeting I)

Teacher's activities	Students' activities
Pre-Teaching **(Exploration)** • The class started by the researcher's greeting to the students and introduce herself. • The researcher check the attendance list of students.	• The students answer the researcher's greeting. • The students pay attention to the reseacher and raise hand when their name called.
Whilst-Teaching **(Elaboration)** • The researcher distibute pre-test to the students and asked them to write an explanation text. The	• The students follow the instruction from the researcher to write an explanation text that

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Teacher's activities	Students' activities
researcher provide the topic for pre-test. The topic is "Social Media".	related with the topic.
Post-Teaching **(Confirmation)** • The researcher asked the students to submit their pre-test on time. • The researcher give close greetings to the students.	 • The students submit their pre-test on time. • The students replied the researcher's greeting.

2. Treatment

   (Meeting II)

Teacher's activities	Students' activities
Pre-Teaching **(Exploration)** • The class started by the researcher's greeting to the students and introduce herself. • The researcher check the attendance list of students.	 • The students answer the researcher's greeting. • The students pay attention when their name called by the researcher.
Whilst-Teaching **(Elaboration)** • *Starting with the Essential Question*, the researcher explain the detail information about explanation text, such as the generic structure, the goal or	 • The researcher's explanation noticed by the students and feedback when the researcher explains about explanation text.

purpose of the text, language features, and others. In addition, the students informed by the researcher to write an explanation with specific topic. The researcher trigger the students by providing a brief information that they have to make a project to explaining something. The topic for this meeting is "Global Warming". The researcher wanted to see students' brainstorming before starting writing by using essential question about global warming. For example, how the global warming process, what are the dangers that can be caused by global warming, how to reduce the possibility of global warming, how it happens, and more question related to the topic that can make students' brainstorming boosts students' idea up.	
• *Design a Plan for the Project*, the researcher illustrates to the students about what they have going to do during the project. The topic for this meeting is "Global Warming". The	• The students follow the instruction from the researcher to write an explanation text that related with the topic.

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researcher give instruction about the rules for doing the project and there are also question and answers session.	
• *Create a Schedule*, the researcher want to make sure about the allocation time during the project development. It composed of 60 minutes. The researcher ask the students to submit their project on time in accordance with deadline of the project.	• The students submit their project on time.
• *Monitoring*, the researcher monitors the students' progress during the project development. The researcher can help the students if they get stuck in making the project.	• The students try to complete their project by themselves and asking help to the researcher if feel confused.
• *Assessing the Outcome*, the researcher ask the students to submit their project, that is an explanation text. The researcher check and assess the students project by using the scoring rubric of explanation text. The researcher instruction also linked by the students' progress.	• The students submit their project to the researcher. The students waiting for the achievement from their project.
• *Evaluating the Experience*, this is the last step for the researcher to make sure that the students able	• The students share their experience during the project development and try to answer

Teacher's activities	Students' activities
or not to answer the question related with the topic above. Lastly, the researcher give feedback to the students.	some questions from the researcher.
Post-Teaching **(Confirmation)** • The researcher asked the students to prepare themselves for the next project. • The researcher give close greetings to the students before end the class today.	• The students prepare themselves to complete the next project. • The students replied the researcher's greeting.

(Meeting III)

Teacher's activities	Students' activities
Pre-Teaching **(Exploration)** • The class started by the researcher's greeting to the students and introduce herself. • The researcher check the attendance list of students.	• The students answer the researcher's greeting. • The students pay attention when their name called by the researcher.
Whilst-Teaching **(Elaboration)** • *Starting with the Essential Question*, the detail information about explanation text, such as the generic structure, the goal or	• The students focus on the researcher's explanation and giving feedback when the researcher explains about

purpose of the text, language feature explained by the researcher. In addition, the researcher ask the students about the previous topic. The researcher want to make sure that the students understand and ready for the next project. The researcher trigger the students by providing a brief information that they have to make a project to explaining something. The topic for this meeting is "School Facilities". The researcher wanted to see students' brainstorming before starting writing by using essential question about school facilities. For example, what kinds of school facilities, how the condition of school facilities, how to maintain school facilities, what are the big points that make school facilities worst or great, how it happens and more question related to the topic that can make students' brainstorming pushes students' idea up.	explanation text.
• *Design a Plan for the Project*, the researcher explain to the students about what they have going to do	• The students follow the instruction from the researcher to make a group discussion.

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during the project. The topic for this meeting is "School Facilities". The researcher give instruction about the rules for doing the project and there are also question and answers session. Then, the researcher asks the students to make a group discussion to develop students' idea.	
• *Create a Schedule*, the researcher want to make sure about the allocation time during the project development. It consisted of 60 minutes. In this meeting 10 minutes taken for exploring their ideas about school facilities, 40 minutes to complete their writing and using 10 minutes to assess students' outcome. The researcher ask the students to submit their project on time in accordance with deadline of the project.	• The students finish and submit their project on time.
• *Monitoring*, the researcher monitors the students' progress during the project development. The researcher can help the students if they get stuck in making the project.	• The students try to complete their project by themselves and asking help to the researcher if feel confused.
• *Assessing the Outcome*, the	• The students submit their project

Teacher's activities	Students' activities
researcher ask the students to submit their project, that is writing an explanation text. The researcher check and assess the students project by using the scoring rubric of explanation text. The researcher instruction also linked by the students' progress. • *Evaluating the Experience*, this is the last stage for the researcher to make sure that the students able or not to answer the question related with the topic above. Then, the researcher's feedback accepted by the students.	to the researcher. The students waiting for the achievement from their project. • The students share their experience during the project development and try to answer some questions from the researcher.
Post-Teaching **(Confirmation)** • The researcher asked the students to prepare themselves for the next project. • The researcher give close greetings to the students before end the class today.	• The students prepare themselves to complete the next project. • The students replied the researcher's greeting.

(Meeting IV)

Teacher's activities	Students' activities
Pre-Teaching **(Exploration)**	

• The class started by the researchers gave greeting to the students. • The researcher check the attendance list of students.	• The students answer the researcher's greeting. • The students pay attention when their name called by the researcher.
Whilst-Teaching **(Elaboration)** • *Starting with the Essential Question*, the researcher explain the detail information about explanation text, such as the generic structure, the goal or purpose of the text, language features, and others. After that, the researcher ask the students to write an explanation with specific topic. The researcher trigger the students by explaining a brief information that they have to make a project to explaining something. The topic for this meeting is "Educational in Indonesia". The researcher wanted to push students' brainstorming before starting writing by using essential question about educational in Indonesia. For example, what is the main function of educational in Indonesia, how is the quality of	• The researcher's explanation concerned the students. Lastly, the students giving feedback when the researcher explains about explanation text.

educational in Indonesia, how is the condition today, what problems can affect the quality of educational in Indonesia, how it happens, and more question related to the topic that can make students' brainstorming boosts students' idea up.	
• *Design a Plan for the Project*, the researcher inform the students about what they are going to do during the project. The topic for this meeting is "Educational in Indonesia". The researcher give instruction about the rules for doing the project and there are also question and answers session.	• The students follow the instruction from the researcher to write an explanation text that related with the topic.
• *Create a Schedule*, the researcher want to make sure about the allocation time during the project development. It was allocated of 60 minutes. The researcher ask the students to submit their project on time in accordance with deadline of the project.	• The students finish and submit their project on time.
• *Monitoring*, the researcher monitors the students' progress during the project development. The researcher can help the	• The students complete their project by themselves and asking help to the researcher if feel confused.

students if they get stuck in making the project. • *Assessing the Outcome*, the researcher ask the students to submit their project, that is an explanation text. The researcher check and assess the students project by using the scoring rubric of explanation text. The researcher instruction also linked by the students' progress. • *Evaluating the Experience*, this is the last step for the researcher to make sure that the students able or not to answer the question related with the topic above. Then, the researcher give feedback to the students.	• The students submit their project to the researcher. The students waiting for the achievement from their project. • The students share their experience during the project development and try to answer some questions from the researcher.
Post-Teaching **(Confirmation)** • The researcher asked the students to prepare themselves for the next project. • The researcher give close greetings to the students before end the class today.	• The students prepare themselves to complete the next project. • The students replied the researcher's greeting.

(Meeting V)

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Teacher's activities	Students' activities
Pre-Teaching **(Exploration)** • The class started by the researcher's greeting to the students. • The researcher check the attendance list of students.	• The students answer the researcher's greeting. • The students pay attention when their name called by the researcher.
Whilst-Teaching **(Elaboration)** • *Starting with the Essential Question*, the researcher explain the detail information about explanation text, such as the generic structure, the goal or purpose of the text, language features, and others. In addition, the researcher ask the students to write an explanation with specific topic. The researcher motivate the students by explaining a brief information that they have to make a project to explaining something. The topic for this meeting is "Covid-19". The researcher wanted to push students' brainstorming before starting writing by using essential question about Covid-19. Such as, what do you think about Covid-	• The students pay attention to the researcher's explanation and giving feedback when the researcher explains about explanation text.

19, how does Covid-19 infect human, what should we do to avoid the risk of contracting the Covid-19, how it happens, and more question linked to the topic that can make students' brainstorming boosts students' idea up.	
• *Design a Plan for the Project*, the researcher share the information to the students about what they have going to do during the project. The topic for this meeting is "Covid-19". The researcher give instruction about the rules for doing the project and there are also question and answers session.	• The students follow the instruction from the researcher to write an explanation text that related with the topic.
• *Create a Schedule*, the researcher want to make sure about the allocation time during the project development. It consisted of 90 minutes. The researcher ask the students to submit their project on time in accordance with deadline of the project.	• The students submit their project on time.
• *Monitoring*, the researcher monitors the students' progress in making the project. The researcher can help the students if	• The students try to complete their project by themselves and asking help to the researcher if feel confused.

they get problem in completing the project. • *Assessing the Outcome*, the researcher ask the students to submit their project, that is an explanation text. The researcher check and assess the students project by using the scoring rubric of explanation text. The researcher also linked the students' progress with the researcher instruction. • *Evaluating the Experience*, this is the last step for the researcher to make sure that the students able or not to answer the question related with the topic above. Then, the researcher give feedback to the students.	• The students submit their project to the researcher. The students waiting for the achievement from their project. • The students share their experience during the project development and try to answer some questions from the researcher.
Post-Teaching **(Confirmation)** • The researcher asked the students to prepare themselves for the next project. • The researcher give close greetings to the students before end the class today.	• The students prepare themselves to complete the next project. • The students replied the researcher's greeting.

3. Post-test

   (Meeting VI)

Teacher's activities	Students' activities
Pre-Teaching (Exploration) • The class started by the researcher's greeting to the students and introduce herself. • The researcher check the attendance list of students.	• The students answer the researcher's greeting. • The students pay attention to the reseacher and say "present" if their name called.
Whilst-Teaching (Elaboration) • The post-test for the students delivered by the researcher. The researcher provide the topic for pre-test. The topic is "Disaster".	• The students follow the instruction from the researcher to write an explanation text that related with the topic.
Post-Teaching (Confirmation) • The researcher asked the students to submit their post-test on time. • The researcher give close greetings to the students.	• The students submit their post-test on time. • The students replied the researcher's greeting.

2.3 Eplanation Text

The explanation text type tells how or why something happens. This text is characterized by the process which is more important than the things. An explanation text aims to tell and inform each step of the process and to give reasons. In other words, an explanation text is written text to explain how and

why something in the world occurs. An explanation text is a text that deals with the processes relevant in understanding and making clear the how and why of particular phenomena, events, and concepts that occur in the scientific and technical areas.

Before start writing an explanation text, the student has to know the steps for constructing a written explanation text. There is three generic structure of explanation text. The first step is a general statement about the event or issues that will be explained. The second step is sequenced of explanation that tells the steps which illustrate the event. The last step is a conclusion as closing from the writer about explanation in this paragraph.

Language features of explanation text:

1. Focus on natural, social, scientific, and cultural phenomena.
2. Use of present tense.
3. Use of abstract nouns.
4. Use of sentences that have a clear subject and verb agreement.

2.4 Past Studies

To support this research, the researcher gains some relevant studies. Many studies explore this method for their research. One of the researchers who researched project-based learning and writing is Anita Wulandari (Wulandari et al., 2020). The application of project-based learning in teaching writing skills through experimental research examined by the researcher. The subjects of her research were senior high school students at SMAN 2 Tapung Hilir.

The study was conducted because she uncovers that students' writing skill was low, especially in writing explanation text. Following the research, it is found that project-based learning could successfully increase students' writing skills.

The other relevant research study about the implementation of the Project-Based Learning Method conducted by Retno Nurfadhilah (2018). The research conducted by the researcher at SMAN 1 Kota Tangerang Selatan in 2017 to investigate empirical evidence of the effect of using project-based learning in improving students' writing ability of narrative text. The result indicated that project-based learning has given a strong effect on students' writing ability of narrative text.

Lastly, based on related studies above, the researcher is interested to experiment with the effect of using project-based learning method on students' writing skill of the eleventh grade of SMAN 1 Rengat Barat that the researcher tries to using freedom titles but the researcher provides the same topic. Thus, the researcher wants to find specific result or finding of the effect of using project-based learning method on students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.

2.5 Conceptual Framework

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┌─────────────────────────────────────────────────────────────┐
│ THE EFFECT OF USING PROJECT BASED LEARNING METHOD ON          │
│ STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE OF              │
│ SMAN 1 RENGAT BARAT                                            │
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  │ Experimental Class │      │   Control Class     │
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     ┌───────────┐              ┌───────────┐
     │ Pre-test  │              │ Pre-test  │
     └───────────┘              └───────────┘
           │                           │
           ▼                           ▼
     ┌───────────┐              ┌───────────┐
     │ Treatment │              │ Post-test │
     └───────────┘              └───────────┘
           │
           ▼
     ┌───────────┐    ┌──────────────────────────────┐
     │ Post-test │───▶│ Project-based learning        │
     └───────────┘    └──────────────────────────────┘
           │          ┌──────────────────────────────┐
           │─────────▶│ Brainstorming boosts students' idea up │
           │          └──────────────────────────────┘
           │          ┌──────────────────────────────┐
           │─────────▶│ Developing students' writing skill │
           │          └──────────────────────────────┘
           │          ┌──────────────────────────────┐
           │─────────▶│ Increasing students' writing skill level │
           │          └──────────────────────────────┘
           ▼
     ┌──────────────────────────┐
     │    EXPECTED RESULTS       │◀───
     └──────────────────────────┘
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2.6 Hypothesis

Alternative Hypothesis (Ha): There is a significance effect of using project based learning method on students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.

Null Hypothesis (Ho): There is no significance effect of using project based learning method on students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.
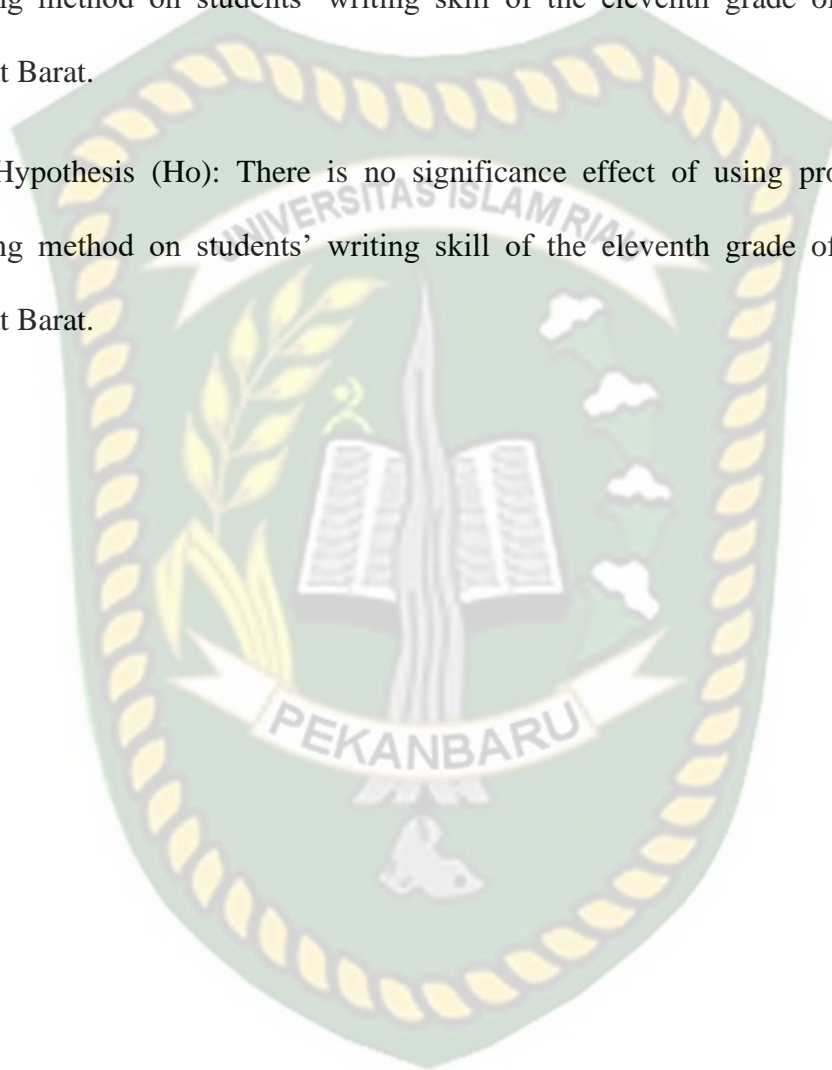
CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is experimental research. There is consist of two groups, the control group and the experimental group for differences between pre-test and post-test. Experimental research is research to test an idea, practice, or procedure to determine whether affects the outcome or the dependent variable (Creswell, 2012). Creswell added that experiments are used when want to establish probable cause and effect between the independent variable and the dependent variable.

This research is composed of two variables: the independent variable symbolized by "X" which is the use of the project-based learning method and the dependent one as "Y" which refers to students' writing skills. And "T" as treatment. In concise, the research can be designed in the table below.

Table 3.1

One Group Pre-Test and Post Test Research Design

Pre-test (X) ⇨ Treatment (T) ⇨ Post-test (Y)
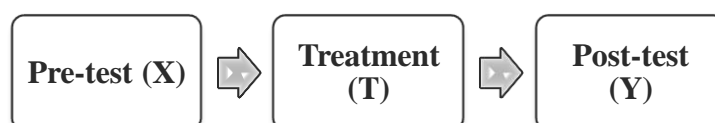
3.2 Location and Time of the Research

The research was start at the eleventh grade of SMAN 1 Rengat Barat on April, 2021.

3.3 Population and Sample of the Research

3.3.1 Population of Research

Population indicated whole or entire research subject. Population is an object to be investigated and this object can be form of: human, animals, plants and things, that is lifeless or abstract object (Seno, 2014). The population of this research is the students of the eleventh grade of SMAN 1 Rengat Barat.

Table 3.3.1

Population of the Students at XI MIPA SMAN 1 Rengat Barat

No.	The Classes	The Students
1.	XI MIPA 1	28
2.	XI MIPA 2	28
	Total	56

3.3.2 The Sample of Research

The sample is a part of the population selected for a research process that is considered to be representative of the entire population. The sample of this

research will implicate students in classes XI MIPA 1 and XI MIPA 2. The sample has taken randomly. The sampling technique is a technique that provides equal opportunities for each member of the population to be picked as a sample. By using the random sampling technique, this research took two classes randomly, namely XI MIPA 1 and XI MIPA 2. There are some grounds for choosing them as a sample. XI MIPA 1 as control group and XI MIPA 2 as experimental group.

Table 3.3.2

Population of the Students at XI MIPA SMAN 1 Rengat Barat

No.	The Classes	The Students
1.	XI MIPA 1	28
2.	XI MIPA 2	28
	Total	56

3.4 Research Materials

The material in this study was compatible on their official curriculum (K13) and based on their syllabus. The researcher offer the material is pre-test and post-test to experimental group. Later, class had provide a treatment by using project based learning method.

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In the first meeting as pre-test and second meeting to fifth meeting as treatment material and in the end at the sixth meeting will be post-test. The distinct topics will offer on this study.

Table 3.4

The Blue Print of Research Materials

No.	Meeting	Topic	Indicator
1.	1	Global Warming	Content, Organization, Language Use, Vocabulary and Mechanics
2.	2	School Facilities	
3.	3	Educational in Indonesia	
4.	4	Covid-19	

3.5 Research Instrument

The instrument will be written test, the test that was given in pre-test and post-test. In the writing test, the test be composed of writing explanation text. The post-test purpose to see the students' writing skill after they are obtaining treatment. This activity also supposed to find out whether the students' skill to keep holding of the material or lesson after the treatment.

Table 3.5

The Blue Print of the Instruments

No.	Test	Topic	Indicator
1.	Pre-test	Social Media	Content, Organization, Language Use, Vocabulary and Mechanics
2.	Post-test	Disaster	

3.6 Research Procedure

The research procedure was taken two classes, which are one class for control class and experimental class. The researcher used two classes regarded to be equal and homogeneous statistically in order to conduct the research. The procedures were pre-test, treatment and post-test.

3.6.1 Pre-test

The pre-test takes determines the primary background ability of the students were selected as the sample. Prior to treatment, the students in the experimental group had been given a pre-test. In addition, the control group also has pre-tests but they do not have any treatment. The test was conducted in 60 minutes, with 2JP x 30 minutes. The researcher explained the test and how to do the test. After that, the researcher choose one topic, and students did writing an explanation text by using Social Media as a topic.

Directions!
Write your own Explanation Text that consist on three paragraphs included all of generic structure of Explanation Text (General Statement, Sequenced of Explanation, and Conclusion) based on the following topic:

SOCIAL MEDIA

Write the topics above to be an Explanation Text; make your own title based on your topic and write down in to the good Explanation Text!

Student Name   :
Topic   :
Title   :

_____

_____

3.6.2 Treatment

The researcher is conveying the class in four meetings. Every meeting the students learn by using project based learning to motivate their writing skill. Only experimental class got treatment. On experimental group divided sixth meeting. First meeting was lead for pre-test, second meeting until fifth meeting was taken for give treatment and last meeting for doing post-test. The sequences are:

1. First meeting

When the first meeting of treatment, it composed of 2JP x 30 minutes. In the course of writing, activities were used project-based learning method. The researcher utilized all of the project-based learning methods when teaching and learning process. Begin with essential questions, design a plan, create a schedule, monitoring, assess the result, and evaluate the experience.

First, start with the essential question. The researcher wanted to see students' brainstorming before starting writing by using an essential question about global warming. For example, how the global warming process, what

are the dangers that can be caused by global warming, how to reduce the possibility of global warming, how it happens, and more questions related to the topic that can make students' brainstorming boosts students' idea up.

Forward, design a plan to make sure that how the project finish and what are the steps, and this section the researcher requests students to finish their project individually to construct points or ideas. Hereafter, create a schedule in the sequence where students should hand over the project with the allocation time that coincident among researcher and students. At this meeting, 10 minutes were spent looking for ideas around the topic that has been given and 25 minutes to accomplish their writing.

In addition, monitoring was the process that the researcher does while the students write their project after this section, assess the students' result from their writing and the last will take to evaluate the experiences also revise the most mistakes in their project and try to resolve the problems. For the last steps, the researcher allocate 15 minutes to assess and evaluate.

2. Second meeting

In this chapter, the researcher also used project-based learning procedures. The class will take 10 minutes in the beginning for recalling the previous topic to make clear the students' comprehension. Starting with an Essential Question, the researcher explains the detailed information about the explanation text, such as the generic structure, the goal or purpose of the text, language features, and others. In addition, the researcher asks the students

about the previous topic. The researcher wants to make sure that the students understand and ready for the next project. The researcher triggers the students by providing brief information that they have to make a project to explaining something. The topic for this meeting is "School Facilities". The researcher wanted to see students' brainstorming before starting writing by using an essential question about school facilities. For example, what kinds of school facilities, how the condition of school facilities, how to maintain school facilities, what are the big points that make school facilities worst or great, how it happens and more question related to the topic that can make students' brainstorming pushes students' idea up.

Design a Plan for the Project, the researcher explained to the students what they have going to do during the project. The topic for this meeting is "School Facilities". The researcher instructs the rules for doing the project and there are also question and answers sessions. Then, the researcher asks the students to make a group discussion to develop students' ideas. Create a Schedule, the researcher wants to make sure about the allocation time during the project development. It consisted of 60 minutes. In this meeting, 10 minutes were taken for exploring their ideas about school facilities, 25 minutes to complete their writing, and using 15 minutes to assess students' outcomes. The researcher asks the students to submit their projects on time under the deadline of the project.

The next step is monitoring, the researcher monitors the students' progress during the project development. The researcher can help the students

if they get stuck in making the project. Assessing the Outcome asks the researcher to collect the project submitted by the students, that is writing an explanation text. The researcher checks and assesses the students' projects by using the scoring rubric of explanation text. The researcher's instruction also linked by the students' progress. Evaluating the Experience is the last stage for the researcher to make sure that the students able or not to answer the question related to the topic above. Then, the researcher give feedback to the students.

3. Third meeting

During the third meeting, the allocation time is about 30 minutes x 2JP. Before the students were doing the new topic, use 10 minutes to review the last topic in the previous project. After that, try to make students brainstorming before writing the topic. The researcher School Facilities use as a topic in this meeting.

The researcher will give students some hints or questions like how the social interactions that occur around us, what are the reason why we have to do social interaction, what are the consequences if we do not interact with each other, and other examples that related to the topic. It was taken 25 minutes for finishing the new project. Students can work together with their groups but still have to be individual in completing the project and be able to work independently without involving researchers or teachers to help complete the project. However, researchers and teachers only monitor

students and can help if it is needed and urgent. Then, 15 minutes for assessing and evaluating students' outcome.

4. Fourth meeting

In this meeting, students will be doing the project by using the Covid-19 topic. This topic is very happening so that the researcher hopes the students can easy to create an idea to support their writing project. The researcher wanted to take students' brainstorming before start writing an explanation text by using essential questions about Covid-19. Such as, if you hear the word about Covid-19, what do you think for the first time you hearing, how does Covid-19 infect humans, what should we do to avoid the risk of contracting the Covid-19, and other question that appropriate to the topic. The researcher hopes that the students can complete their projects in accordance with the project-based learning procedure. The allocation time has the same as the previous meeting, that is 30 minutes x 2JP. As same as the previous section, 10 minutes. In the beginning, had spent revisiting the previous meeting and correcting any mistakes. Lastly, 15 minutes for organizing the assessment and evaluation.

5. Teaching Activity in Control Class

The researchers only give treatment to the experimental class. Meanwhile, the teacher will teach as usual in the control class. The treatment class will be given material about explanatory texts using project-based learning methods. On the other hand, the control class will be taught by the teacher without

using a project-based learning method. The teacher applies the discussion method to students in the control class. Students are divided into several groups, then they will be given the topic Educational in Indonesia. The teacher only asks students to arrange the main ideas in the form of important points, not in the form of paragraphs.

The main goal of teachers is that they can understand the process of occurrence or reasons for the emergence of problems from the topics that have been given. Then, students are asked to explain to other groups about the topics that have been discussed together. Most of the students directly explained the problems that occurred related to education in Indonesia. but there is no recognition of the problem. This is the result of the teacher not giving an introduction to the topic first. So those students are not stimulated to want to know more about the development of problems and processes related to the topic of Educational in Indonesia.

The control class did not receive treatment like the experimental class. The teacher only teaches through lectures and asks students to discuss without any individual projects. The students form discussion groups and present the results of the discussions to other groups. The presenter is one representative from each group. What they presented was the problem of education in Indonesia. Most of the problems discuss the occurrence of bullying in schools. students do not understand what bullying means and why it occurs. the teacher also did not explain in detail how school students could do and experience bullying. As a result, students only see the conflict but do not pay

attention to the process. Another reason behind this is that students work in groups that are still less effective. Some students are just noisy and others work on compiling the important points of the topics that have been given.

The teacher give the task about explanation text to the control class. This is the following task:

EXPLANATION TEXT TASK

Read the text below!

Landslide

Landslide is a geological process that happen because of the movement of rocks mass or soil such as the fall of rocks or clumps of soil which detached from the main section of the mountain or hill. Landslide usually happens in the mountainous areas.

Mostly landslides happen because of earthquake that moves the underground plate which caused the element or the subsurface plate displaced, so it is causing fraction and landslide. High rainfall during the rainy season will also caused landslide. Long duration of the rain will occur the water evaporation on the ground surface in large amounts. The evaporation will make pore or soil cavity, then there would be cracks on the ground. When rain falls, the rain will infiltrate cracks. Then, the water will be accumulated at the bottom of the slope and caused lateral movement which occur landslide.

Landslide often caused a lot of disadvantages. Landslide can make people lose their house, lands, and properties because buried by the landslide. The worst is the loss of life because they can not run from the landslide. So, to prevent landslide to happen, start to care about our environment. We can start by planting tree and do reforestation. Do not throw trash carelessly to keep our environment clear. Those activity can prevent flood and landslide during the rainy season.

Task 1
Answer the following questions!
1. What is the text about?
2. Where does usually landslide happen?
3. The word "it" in the sentence "It is causing fraction and landslide" refers to.......
4. Why can high rainfall during rainy season cause landslide?
5. From the text above, what is the cause of landslide often occur?
6. What is the effect of evaporation toward the ground?
7. What are the negative impacts of landslide toward environment?

Read the following text!

Tsunami

In Indonesia, we are very familiar with the word "Tsunami". This natural disaster has ever killed thousands of lives in Nanggroe Aceh Darussalam (NAD) a few years ago. Indonesia mourned, the world mourned. Then, how the Tsunami happens? Here is a brief explanation of the process of how the Asian tsunami happens.

Tsunami can occur if there is a phenomenon which causes the displacement of large amounts of water in the ocean, such as volcanic eruptions, earthquakes, landslides, and meteors that fall to Earth. However, 90% of tsunami's is the result of underwater earthquakes.

Vertical movement in the Earth's crust in the bottom of the ocean causes a sudden up or down movement of sea floor which then causes the water balance disorders above it. This disturbance causes the occurence of the flow of the massive sea water energy, that once it reaches the shore, it becomes huge waves resulting Tsunami.

Task 2
Answer the questions correctly!
1. What is the text about?
2. The meaning of the underlined word in the first paragraph is......
3. The word "it" in the sentence "......*it reaches the shore*" refers to......
4. The synonym of *reach* is......
5. What are the causes of tsunami based on the text? Mention at least 3 causes!

3.6.3 Post-test

Subsequent to treatment, the post-test is supervised in the context to know the students' writing skills after using the project-based learning method. This test was conducted at the last meeting of treatment. The control group, also had a post-test. The topic for the post-test is Disaster.

3.7 The Data Collection Technique

In collecting the data, the researcher gave tests in two sections included in both the control group and experimental group. First, the pre-test purpose to see their writing score before they get treatment. After that, a post-test was delivered to know how the effect of using the project-based learning method on students' writing skills of the eleventh-grade students of SMAN 1 Rengat Barat. In the end, after the students finish their test, the researcher analyzed the result of students' writing skills..

3.8 Data Analysis Technique

The researcher was elaborate the data by using paired sample T-test through SPSS 22. Students' score was carried out by using scoring rubrics. Since the real score of students' writing skill on explanation text had been analyzed, the researcher wanted to know the average of students' writing skill.

The data was anatomize in quantitative analysis in order to find each respondent are score indicating to the following scoring system. The

researcher needed grader in giving the score in each students' work. Her name is Yusnita, S.Pd. and Dra. Haslinda, M.Pd. They were as English teacher of SMAN 1 Rengat Barat notably at the eleventh grade of MIPA.

Table 3.8

Scoring Rubrics of Explanation Text

Aspect	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgable, substantive, through development of thesis, relevant to assigned topic.
	Good to average	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	Fair to poor	2	Limited knowledge of the subject, little substance, inadequate development of topic.
	Very poor	1	Does not show knowledge of subject, non-substantive, not enough to evaluate.
Organization	Excellent to very good	4	Fluent expression, ideas clearly stated/supported, well organized, logical sequemcing cohesive.
	Good average	3	Loosely organized, limited support, logical but incomplete sequencing.
	Fair to poor	2	Non-fluent, ideas confused or disconnected, lacks logical development and sequencing.
	Very poor	1	Does not communicate, no organization, not enough to evaluate.
	Excellent to very good	4	Sophisticated range, effective word usage, word from mastery.
	Good average	3	Adequate range, occasional

Vocabulary			errors of word usage but meaning not obscured.
	Fair to poor	2	Limited range, frequent errors of word usage, meaning confused.
	Very poor	1	Essentially translation, little knowledge of English.
Language use (Grammar)	Excellent to very good	4	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, and preposition.
	Good average	3	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, prepositions.
	Fair to poor	2	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, prepositions.
	Very poor	1	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
Mechanics	Excellent to very good	4	Demonstrates mastery of convertions, few errors of spelling, punctuation, capitalization, paragraphing.
	Good average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	Very poor	1	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization,

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			paragraphing, handwriting illegible, or not enough to evaluate.

<div align="right">Retrived from: Jacob et. al's (1981) scoring profile</div>

The scoring rubric adapted from rubrics of writing edited from Jacobs et al (Weigle, 2002). The rubrics supplies five aspects of writing such as content, organization, vocabulary, language use, and mechanic in which each of them is considered from 1 to 4. Furthemore the maximum score is 20, whereas the minimum score is 5. By meaningful the highest score and the lowest score above, the formulation of the ideal mean and ideal standard deviation can be calcuated as follows:

1. Maximum score = C + O + V + L + M = (4 + 4 + 4 + 4 + 4) x 5 = 100
2. Minimum score = C + O + V + L + M = (1 + 1 + 1 + 1 + 1) x 5 = 25

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter showed the research findings dealing with the data that has been taken from pre-test and post-test. It was known that this research was conducted to know wether there was any significant effect of using project based learning on students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.

4.1.1 Data Presentation of Pre-test in Experimental Class

The pre-test was held before giving treatment in the experimental class. For the control class also have a pre-test but without treatment. It was implemented to know the students' writing skill. The researcher presented the students' result of experimental class on writing explanation text. The pre-test of experimental class could be noticed by following the table below.

Table 4.1.1

The Individual Score of Experimental Class at the Pre-test

STUDENTS	SCORE			CATEGORY
	RATER 1	RATER 2	FINAL SCORE	
1	40	40	40	Less
2	50	50	50	Less
3	30	30	30	Fail
4	45	45	45	Less
5	40	40	40	Less
6	55	50	52,5	Less
7	40	45	42,5	Less

8	55	60	57,5	Less
9	55	50	52,5	Less
10	60	60	60	Enough
11	50	40	45	Less
12	25	25	25	Fail
13	65	60	62,5	Enough
14	50	45	47,5	Less
15	50	55	52,5	Less
16	55	50	52,5	Less
17	50	50	50	Less
18	40	35	37,5	Fail
19	30	30	30	Fail
20	35	30	32,5	Fail
21	45	35	40	Less
22	50	50	50	Less
23	50	45	47,5	Less
24	40	40	40	Less
25	50	50	50	Less
26	45	40	42,5	Less
27	75	65	70	Good
28	35	35	35	Fail
TOTALS	**1.345**	**1250**	**1.280**	
AVERAGE	**46,7**	**44,6**	**45,7**	**Less**

In accordance with the data on the table 4.1.1, it refered the students'
result in the pre-test of their writing skill of experimental class. Based on the data
above, the researcher found that the total score of students' writing skill at pre-test
was 1.274 and the mean of students' writing skill at pre-test was 45,7 in category
less.

After that, researcher also showed the students' writing skill score on the
following figure.

Figure 4.1.1 Pre-test Score of Experimental Class
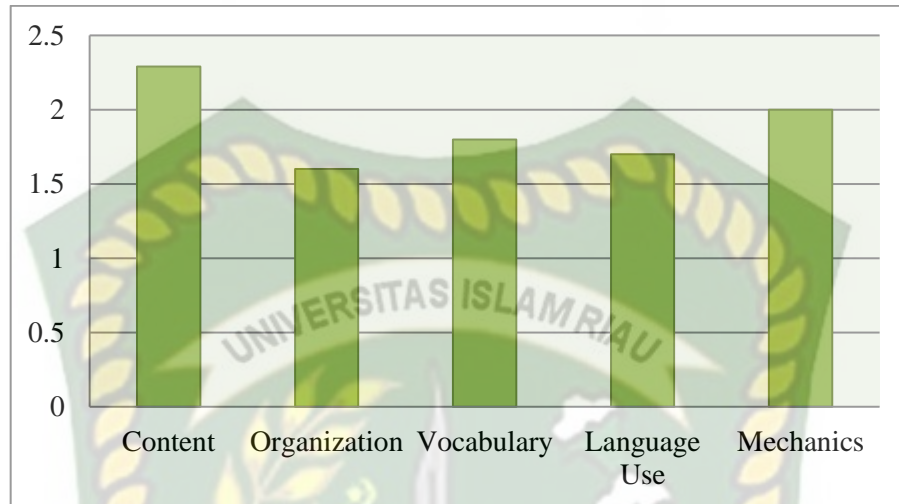
After the researcher take the data of pre-test in the first meeting, the researcher identified students' writing skill by using scoring rubric of explanation text. From the figure above, the data indicated that many students it could be illustrated the lower score in each indicator were organization with score 1,6 from 4. It was taken by mean score of writing explanation text indicator. Score of content was 2,29 from 4, for vocabulary students get 1,9 from 4 and language use was 1,7 from 4. Last, mechanics was 2 from 4.

Picture 1: The experimental class is working on the *pre-test*

4.1.2 Data Presentation of Pre-test in Control Class

Like the experimental class, there was also pre-test for control class. It was taken in the first meeting of control class. After that, for the last meeting would be taken for post-test. The data could be classified by following table below.

Table 4.1.2

The Individual Score of Control Class at the Pre-test

STUDENTS	SCORE			CATEGORY
	RATER 1	**RATER 2**	**FINAL SCORE**	
1	40	30	35	Less
2	45	45	45	Less
3	70	70	70	Good
4	25	25	25	Fail
5	45	40	42,5	Less
6	60	60	60	Enough
7	55	55	55	Less
8	55	55	55	Less
9	50	45	47,5	Less
10	55	45	50	Less
11	40	35	37,5	Fail
12	40	40	40	Less
13	50	45	47,5	Less
14	50	45	47,5	Less
15	35	35	35	Fail
16	35	35	35	Fail
17	45	45	45	Less
18	55	55	55	Less
19	35	40	37,5	Fail
20	60	55	57,5	Enough
21	45	40	42,5	Less
22	50	50	50	Less
23	65	60	62,5	Enough
24	30	25	27,5	Fail
25	55	50	52,5	Less
26	70	70	70	Good

27	45	40	42,5	Less
28	50	50	50	Less
TOTALS	**1.335**	**1.285**	**1.320**	
AVERAGE	**48,4**	**45,3**	**47,14**	**Less**

According to the data on the table 4.1.2, it can be showed the result of the students' writing skill of control class. Based on the data above, pre-test total score was 1.320 with mean 47,14 in category less.

Hereinafter, the researcher also displayed students' writing skill score of control class in figure. It was adopted by mean score of students' writing score based on writing explanation text indicator. There are five indicators of writing explanation text, they were content, organization, vocabulary, language use, and mechanics.

Figure 4.1.2.Pre-test Score of Control Class
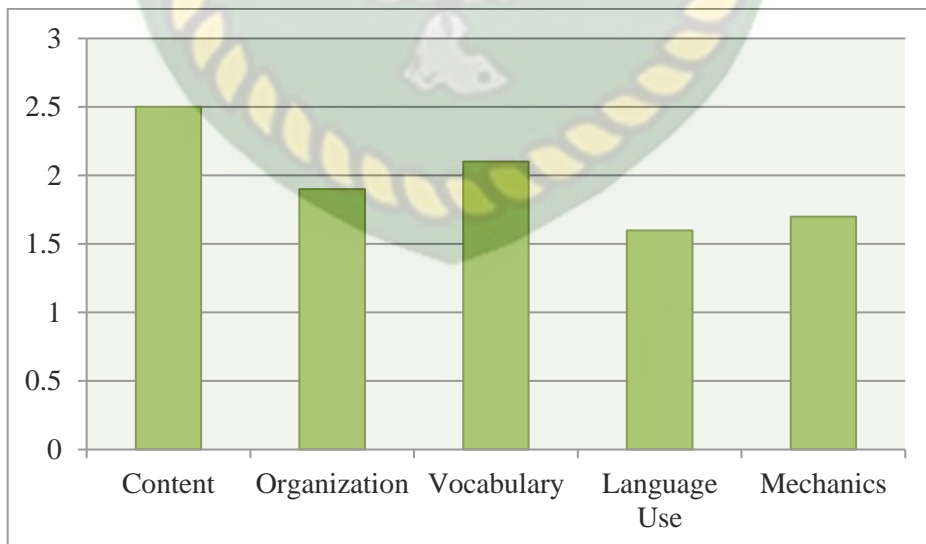
In accordance with the data from the figure above, it could be known the students' writing score in each indicators of wiriting explanation text. The data identified that language use was the lower of each writing explanation text indicator. Its about 1,6 of 4 and the upper was content with score 2,5 of 4. In addition, organization 1,9 from 4 and vocabulary was 2,1 of 4. Finally, mechanics was 1,7 from 4.

Picture 2: The control class is working on the *pre-test*

4.1.3 Data Presentation of Post-test in Experimental Class

After completing all the pre-test from experimental and control class, the researcher continue the research for take the score of post-test. The researcher was teaching the students' before taken the post-test. In the treatment, the teacher was given the material that related with writing explanation text by using project-based learning method. Next, the researcher go through with the treatment in four meetings and the last meeting the researcher render a post-test to the students in experimental class. The result of students' writing skill could be classified in the following table.

Table 4.1.3

The Individual Score of Experimental Class at the Post-test

STUDENTS	SCORE			CATEGORY
	RATER 1	RATER 2	FINAL SCORE	
1	80	85	83	Very Good
2	80	80	80	Very Good
3	65	60	63	Enough
4	75	65	70	Good
5	60	75	68	Good
6	60	60	60	Enough
7	90	65	78	Good
8	90	95	93	Very Good
9	85	80	83	Very Good
10	75	85	80	Very Good
11	50	80	65	Enough
12	75	55	65	Enough
13	80	75	78	Good
14	65	80	73	Good
15	95	85	90	Very Good
16	85	85	85	Very Good
17	80	75	78	Good
18	75	70	73	Good
19	80	75	78	Good
20	75	70	73	Good
21	85	85	85	Very Good
22	90	85	88	Very Good
23	60	65	63	Enough
24	75	75	75	Good
25	75	65	70	Good
26	70	75	73	Good
27	65	75	70	Good
28	70	65	68	Good
TOTALS	2110	2090	2100	
AVERAGE	75,4	74,6	75	Good

According to the table above, the researcher accumulate that the total individual score of post-test was 2.100 with mean was 75 in category good. Total score of post-test in experimental class was increase than pre-test. The total number of pre-test was 1.320 with average 47,14 in category less. It can be concluded that the score of experimental class at post-test was higher than pre-test.

In addition, the data could be presented at the chart below. It was number of students' score in accordance to indicator of writing explanation text.

Figure 4.1.3 Post-test Score of Experimental Class
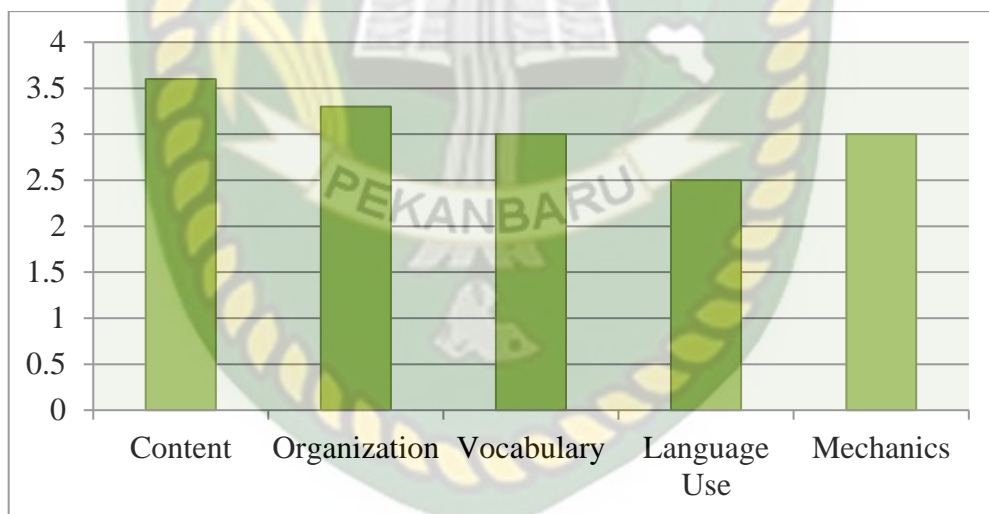
Through the figure above, it could be known the students' writing score in every indicators of writing explanation text. It was post-test of the students after the researcher provide treatment by using project-based learning method. The students' score was higher than pre-test. For content get 3,6 of 4, organization reach 3,3 of 4 and vocabulary was 3 from 4. Next, language use was 2,5 of 4 and

mechanics get 3 of 4. It was calculated by using mean score of writing indicators of explanation text.

Gambar 3: The experimental class is working on the *post-test*

4.1.4 Data Presentation of Post-test in Control Class

There is no treatment for control class so the second meeting was post-test after pre-test. Based on the research procedure, control class has not any treatment by using project-based learning method. The researcher gave a post-test for control class with the topic disaster as same with experimental class. The researcher gave post-test to see the result of students' writing skill about explanation text but without did employ project-based learning method. The final result of post-test in control class could be classified as following table below.

Table 4.1.4

The Individual Score of Control Class at the Post-test

STUDENTS	SCORE			CATEGORY
	RATER 1	RATER 2	FINAL SCORE	
1	60	50	55	Less

2	35	40	38	Fail
3	55	55	55	Less
4	70	65	68	Good
5	50	55	53	Less
6	40	50	45	Less
7	30	35	33	Fail
8	40	50	45	Less
9	45	40	43	Less
10	30	25	28	Fail
11	95	95	95	Very Good
12	50	50	50	Less
13	55	50	53	Less
14	65	60	63	Enogh
15	50	50	50	Less
16	30	30	30	Fail
17	55	60	58	Enough
18	30	30	30	Fail
19	25	30	28	Fail
20	25	25	25	Fail
21	25	25	25	Fail
22	55	55	55	Less
23	30	25	28	Fail
24	30	30	30	Fail
25	30	30	30	Fail
26	30	35	33	Fail
27	75	60	68	Good
28	30	30	30	Fail
TOTALS	**1240**	**1235**	**1238**	
AVERAGE	**44,3**	**44,11**	**44,19**	**Less**

Related with the data above, the researcher found that control class was faced decrease score for post-test. It was caused by topic of post-test and they do not have treatment like experimental class. But, the students reach almost same score with pre-test stage in the same category. The total number of students' score was 1.238 with mean 44,19 in category less.

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In addition, the researcher also provided the data in figure form. The figure would be present as following below to know students' score based on some indicators of writing explanation text.

Figure 4.1.4 Post-test Score of Control Class
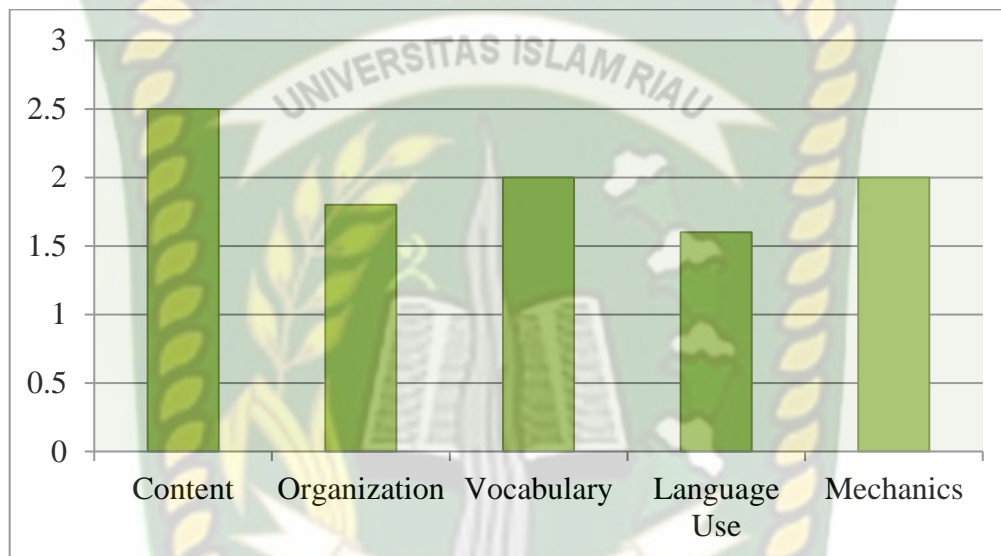
The figure was adopted from mean score of indicators writing explanation text. The score indicated the data of control class at post-test. For content reach 2,5 of 4 and organization was 1,8 from 4. Next, vocabulary was 2 of 4, language use get 1,6 of 4 and mechanics was 2 of 4. To sum up, the researcher found that the score of post-test in control class indicated the students got lower score. It was caused by the method that the researcher used during the research. In addition, the control class do not have treatment like experimental class. So the score was indicated the comparison between using project-based learning or not in writing explanation text.

Picture 4: The control class is working on the *post-test*

4.2 Result of Experimental Class

After the researcher finish all the test like pre-test and post-test, the researcher compared the score or the result of the test to get the point of the increase score of students in experimental class. In accordance with the data, the final result of students' score of experimental class could be calculated by SPSS descriptive statistics over here.

Table 4.2 Descriptive Statistics in Experimental Class

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PRE-TEST	28	25	70	45,71	1,96218	10,382
POST-TEST	28	60	92	75,00	1,63663	8,660
Valid N (listwise)	28					

According to the table above, the mean of pre-test was 45, 71 with standard deviation 10,382 that pre-test section has maximum score was 70 and minimum score 25. In addition, in the post-test stage students reach maximum

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score was 92 and minimum score was 60 with mean 75,00 and standard deviation were 8,660.

It can be conclude that the table of score experimental class indicated that post-test in the experimental class was higher than pre-test. Lastly, project-based learning method has significant effect on students' writing skill especially in writing explanation text.

4.3 Result Score of Control Class

Related with the design of this research, the researcher gave pre-test and post-test to control class without treatment. In some categories, the score indicate the same score in pre-test and post-test. Moreover, to know more detail of students' score in the pre-test and post-test it could be showed by the following table below.

Table 4.3 Descriptive Statistics in Control Class

Descriptive Statistics

|	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PRE-TEST	28	25	70	47,14	2,12737	11,256
POST-TEST	28	25	95	44,19	3,17858	16,819
Valid N (listwise)	28					

In accordance with the data on the table above, student at control class were 28 students that they reach maximum score 70 and minimum score 25 with mean score was 47,14 and standard deviation 11,256 in the pre-test section.

Furthermore, for the post-test section they got same minimum score was 25 and maximum score 95 with standard deviation 16,819 and mean score was 44,19.

4.4 The Increase Students' Mean Score of Pre-test of Experimental Class and Control Class

Refers to the calculation above, the researcher gain the mean of students' score at experimental class and control class. It could be presented on the chart below to know the upgrade students' mean score of pre-test and post-test of experimental class and control class.

Figure 4.4 Students' Mean Score
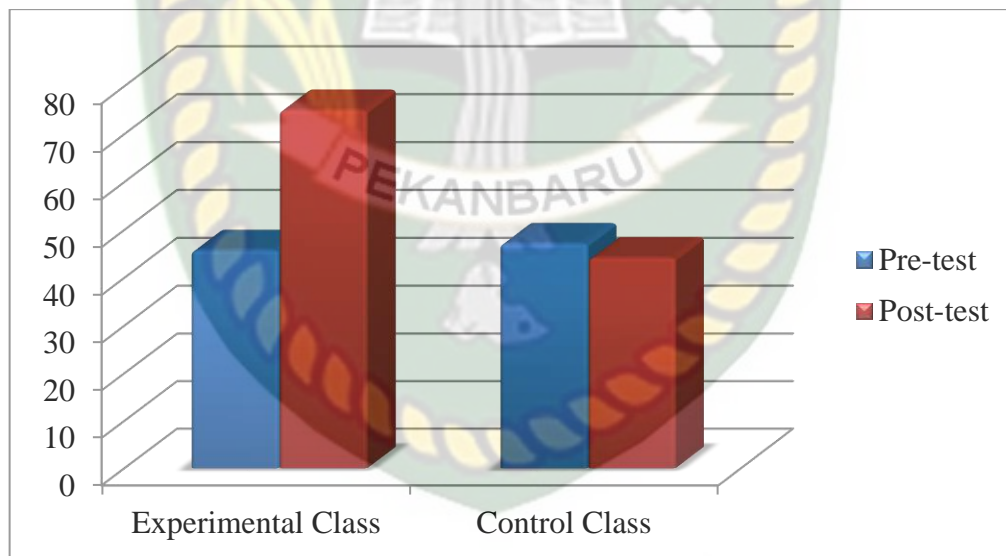
Based on the data from the figure above, the mean score on the pre-test of experimental class was 45,71 and post-test students reach mean score was 75. It mean that project-based learning method could increase and gave significant effect on students' writing skill. In addition, for control class they got mean score

47,14 for pre-test and 44,19 for post-test section. To sum up, students' score on writing skill in experimental class was higher than control class.

4.5 Data Interpretation

According to the data, the students' result was indicated that post-test of experimental class was higher than post-test of control class. For pre-test, they got the final score in category less. In assessing students' writing results, the researcher was assisted by two raters who are English teachers at SMAN 1 Rengat Barat. Based on the assessment of the first rater, the pre-test score of the experimental class was 46,7 in the less category. In addition, the second rater also gives a score of 44,6 which is still in the less category. So at the pre-test stage of the experimental class, both raters gave an assessment in the same category. In the post-test stage, the experimental class got a score of 75,4 from the first rater. Then, the second rater gave a score of 74,6 on the post-test of the experimental class. The final score of experimetal score in category good. The difference in scores on each test shows an increase in students' writing skills after receiving the research material, namely treatment. In the control group, the first rater give score 48,4 at pre-test and for post-test was 44,3. In addition, the second rater gave a score of 45.3 for pre-test and 44.11 for post-test. So, the final score of control class from the rater indicated that in category less. It can be seen that the score given by the first rater is slightly higher than the second rater.

In accordance with the data that has been collected, the researcher found the mean score of experimental class in pre-test was 45,71. Because of treatment

during four meetings, students were reached the improvement of writing skill. The researcher got the mean score of post-test in experimental class, it increased to 75. This condition refered that the teaching using project-based learning method was effective. Afterward, the highest score in pre-test was 70 and post-test was 92,5. For experimental class, the lowest score was 25 dan 60.

In conclusion, project-based learning method has a significant effect on students' writing skill and also contribute the positive effect for students' writing skill.
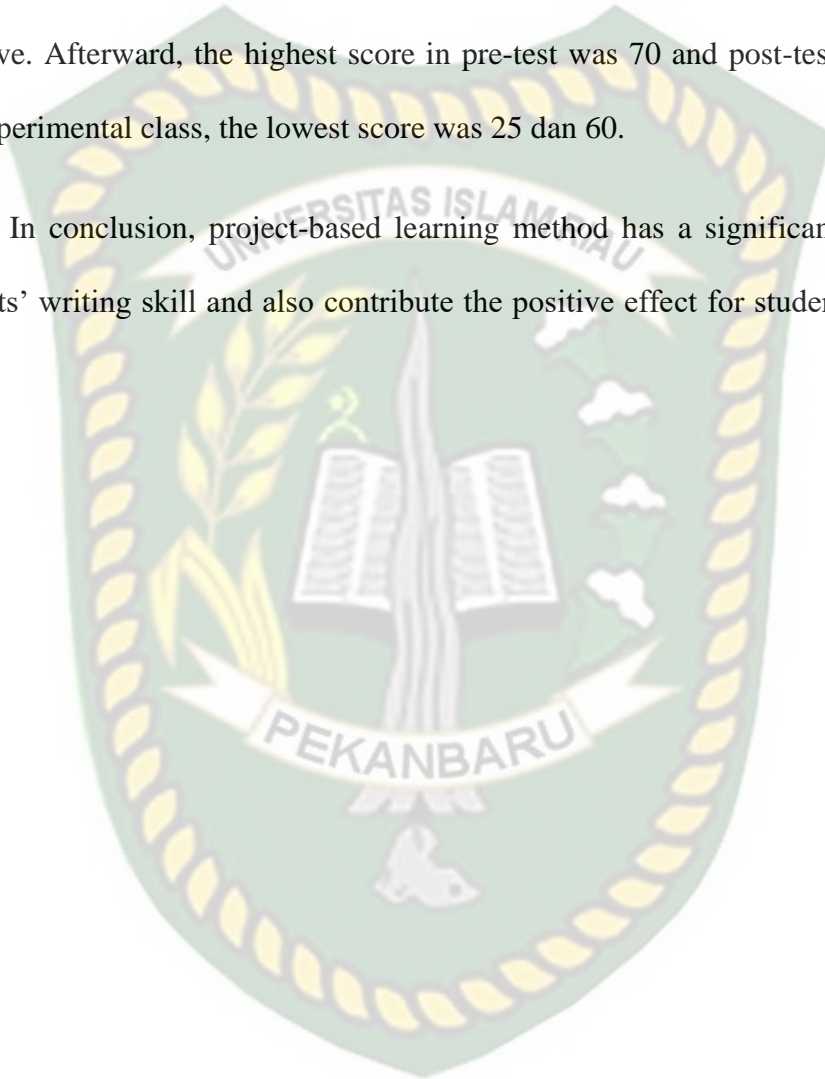
4.6 Hypothesis Testing

In hypothesis testing, it could be presented as following table below to know the result of this research.

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	ExPre-test - ExPost-test	-29,285	11,094	2,096	-33,587	-24,983	-13,968	27	,000
Pair 2	CoPre-Test - CoPost-test	2,946	22,812	4,311	-5,899	11,792	,683	27	,500

Paired Samples Test

Related with the data on the table above, it could be known that t_o was 13,968 and df was 27. Another word that project-based learning has a positive effect on students' writing skill with t_o was 13,968 and df was 27 at level 5%. According to t_{table}, it could be present that t_o is higher than t_{table} of 0,05 on the significance r_{table} (13,968>0,381), that null hypothesis (H_o) was rejected. Furthermore, the alternative hypothesis (H_a) was accepted. In conclusin, there is significant effect of using project-based learning method towards students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In this chapter, the researcher was concluded the result of the research. Based on the data in the previous chapter, there is a significant effect of using project-based learning method towards students' writing skill of the eleventh grade of SMAN 1 Rengat Barat. Then, students' result in experimental class was satisfied and higher than control class.

Related with the data, project-based learning has a positive effect on students writing skill with t_o was 13,968 and df was 27 at level 5%. Based on t_{table}, it could be indicated that t_o is higher than t_{table} of 0,05 on the significance r_{table} (13,968>0,381), that null hypothesis (H_o) was rejected, whilst the alternative hypothesis (H_a) was accepted. To sum up, there is significant effect of using project-based learning method towards students' writing skill of the eleventh grade of SMAN 1 Rengat Barat.

5.2 Suggestions

Based on overall result of the research, the researcher share some worth suggestions to everyone who want to know more and shown high attention to teaching English especially in teaching writing skill. Here are the suggestions.

1. For English teachers, as English teacher who lead the teaching and learning process should be more communicated one by one student and had to

understand what are the problem and obstacles every students in the classroom. After that, try to help the students to solve their problems and obstacles by implementing an appropriate method. So thats why the teacher had upgrade and increase all of the way like technique, method, strategy, and approach that required to increase students' English skill.

2. For students', Senior High School students must be more concern and paid attention in learning English because in this era English is very important and needed in the future. It was not only about writing but also other skill of English should be mastered by the students. Lastly, English not only talk about vocabulary but every components of English theory entirety.

3. At last for researcher, before start to search the data it would be better to read a lot of materials and references that related with your subject and title. In addition, to success the research do not forget to use appropriate strategy, technique, method and also media. Because of using suitable media or tools during the research, it can be effected the final result will be good or not and also reach improvement of English skill in the world of eduaction especially education in our amazing country, Indonesia.

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