

**ENHANCING THE STUDENT'S WRITING OF GREETING  
CARDS BY IMPLEMENTING PROJECT BASED  
LEARNING (PjBL) METHOD AT THE SECOND  
GRADE OF SMPN 1 JEMBER**

**THESIS**



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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
SEPTEMBER 2023**

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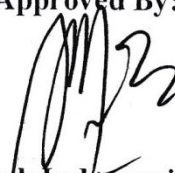
**THESIS**

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirements  
For bachelor degree (S.Pd)  
Faculty of Education and Teacher Training  
English Education Department

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**THESIS**

Has been examined and approved as the requirements to  
obtain a bachelor degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department


Day : Monday

Date : 11<sup>th</sup> September 2023

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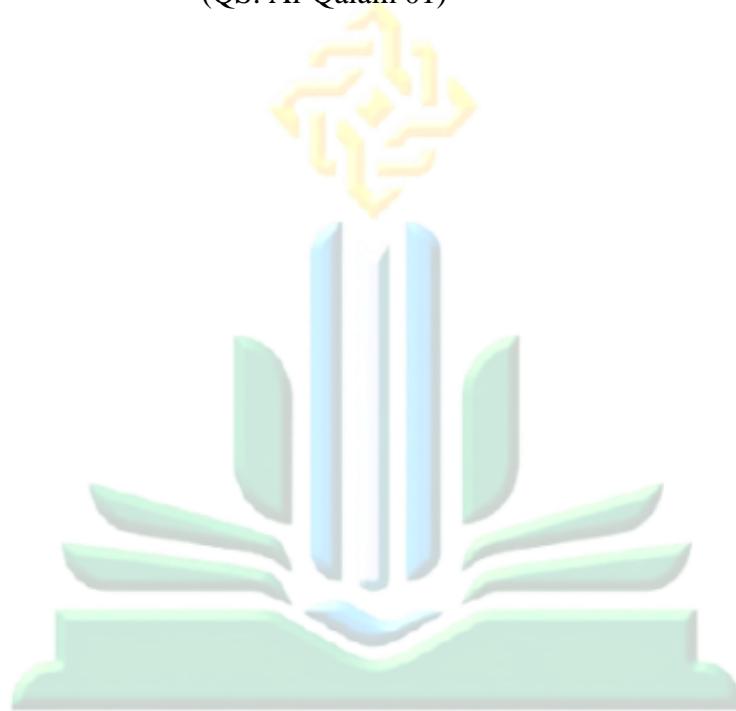
  
  
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## MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

"Nun, [These letters (Nun, etc.) are one of the miracles of the Qur'an and none but Allah (alone) knows their meanings]. By the pen and by what they (the angels) write (in the records of men) ".

(QS. Al-Qalam 01)\*



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\* Al-Qur'an Perkata Indonesia-Inggris, Ar Rahman, Kalam Media Ilmu (QS. Al-Qalam 01).

## DEDICATION

All praise is to Allah SWT for the gifts and facilities that You have given so that this thesis can be completed. Sholawat and greetings are always devoted to the Prophet Muhammad SAW. This thesis is dedicated to:

1. My Beloved father and mother (Hairuman and Su'ilah), who always provide support in the form of prayers and blessings, are willing to work hard to pay for education and always give love in educating and provide high enthusiasm and motivation.
2. My siblings and my female cousins (Putri Paramita and Ida Fatmawati) who always provide motivational support, study facilities and unlimited prayers.
3. My supervisor (Dr. Ninuk Indrayani, M.Pd.), father and mother of examiners and teachers who have sincerely guided, tested and provided a lot of knowledge.
4. My best sister (Siti Ilmiatul Hasanah) who always support me in every condition. Thanks for your support and love.



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JEMBER

## A KNOWLEDGEMENT

First of all, praise and gratitude for the presence of Allah SWT who has given grace, health, opportunity and inspiration to complete this thesis. Secondly, Sholawat and greetings are always poured out to the prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realizes that this thesis would not have been completed without the help and guidance from others. Therefore, I would like to express my deepest gratitude to the following people:

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of KH. Ahmad Siddiq Jember who has given opportunity for me to study in this university.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the Dekan of the Faculty of Tarbiyah and Teacher training who has facilitated me to study in this faculty.
3. Mr. As'ari, M.Pd.I as the Head of English Department who has motivated me to study English.
4. My advisor, Dr. Ninuk Indrayani, M.Pd who helped, guided and supported me during the writing of the thesis.
5. The English Department lecturers who have provided broad knowledge and insight to me.
6. Principal of SMPN 1 Jember Mr. Drs. Syaiful Bahri, M.Pd and administration staff who have given me permission to do research at SMPN 1 Jember.

7. And to the English teacher at SMPN 1 Jember, Mrs. Christin, S.Pd, who has helped and motivated me during my research.

I am very aware that this thesis is still far from perfection. Therefore, I accept all criticism and suggestions. Researchers hope that this thesis can be useful for readers and other researchers who need it.

Jember, August 17<sup>th</sup>, 2023

Researcher



## ABSTRACT

**Yuli Astutik, 2023.** *Enhancing the Student's Writing of Greeting Cards by Implementing Project Based Learning Method (PjBL) at the Second Grade of SMPN 1 Jember*

**Keywords:** *Project based learning, writing, greeting card*

Writing is one of the important skills in learning English. Writing is a means to express ideas about something or a means to communicate with others. Writing can be interpreted as an expression of someone who is written with the use of grammar and punctuation. In English writing texts can be assessed with good grammar and appropriate vocabulary. While, one of the students' obstacles in writing is the lack of vocabulary, grammar and mechanics when writing. Therefore, This research uses the Project Based Learning (PjBL) method to solve student problems.

Based on the background above, the aim of this study is to describe how can teacher enhance the second grade student's writing greeting cards using Project Based Learning (PjBL) method of SMPN 1 Jember.

This study uses Classroom Action Research (CAR) collaboration with 2 learning cycles. This study was conducted with the researcher acting as a teacher who became a facilitator, while the English teacher controls the situation of the teaching process from start to finish behind the class. Research subjects were class VIII students of SMPN 1 Jember. The class consists of 32 students. Based on preliminary observation, this class was chosen because the students' writing skill were still low, they had some problems in writing such as lack of vocabulary, lack of knowledge about grammar and their lack of mechanics in writing English texts, so this research was expected to be able improve students' writing skill.

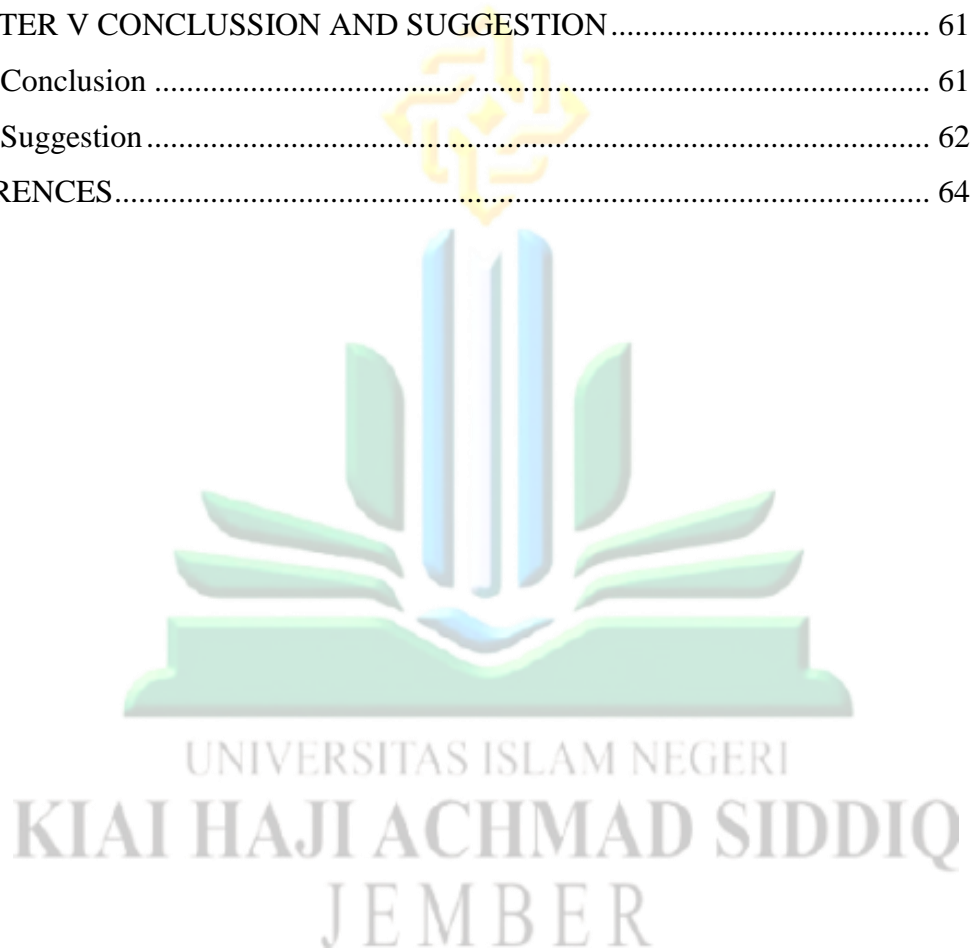
The results of the students' writing tests on the pre-test showed that the average student scores is 45,8 and the percentage of students who pass the pre-test is 21,2%. This means that there are 7 students who pass the success criteria and 26 other students did not pass the success criteria. While in post-test I showed that the average student score was 56,2, which means that the average student scores is still low and under the target score, namely 70. The percentage student who pass the post-test 1 is 42,4% which shows that the percentage of student scores still has not reached the target, namely 70%, that means that only 14 students achieved the target score of 75. Meanwhile, the students' average score in post-test II was 81,6 and the percentage students who pass the post-test II is 78,7%, which means that the student scores is above the target score and that means the students' written test scores had increased. There were 26 students who passed the success criteria, thus it can be concluded that there is an increase in students' writing skills after applying the Project Based Learning method.



## TABLE OF CONTENT

COVER .....	i
APPROVAL FROM SUPERVISOR .....	ii
APPROVAL FROM BOARD EXAMINERS .....	iii
MOTTO .....	iv
DEDICATION .....	v
A KNOWLEDGEMENT .....	vi
ABSTRACT .....	viii
TABLE OF CONTENT .....	ix
LIST OF APPENDIX .....	xi
CHAPTER 1 INTRODUCTION .....	1
A. Background of Study .....	1
B. Research Problem.....	4
C. Research Objective.....	5
D. Significances of Study.....	5
E. Definition of the Key Terms .....	6
CHAPTER II LITERATURE REVIEW.....	8
A. Previous Study .....	8
B. Theoretical Framework.....	13
1. Writing.....	13
2. Greeting Card .....	17
3. Project Based Learning (PjBL) .....	19
CHAPTER III RESEARCH METHOD .....	25
A. Research Design.....	25
1. Planning.....	27
2. Acting/Implementing.....	27
1. Observing .....	29
2. Reflecting .....	31
B. The Research Setting.....	35
C. The Research Subject.....	35

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....	37
A. The Description of The Object.....	37
B. Research Findings .....	38
1. The First Cycle .....	38
2. The Second Cycle.....	48
C. Discussion of The Research .....	57
CHAPTER V CONCLUSSION AND SUGGESTION.....	61
A. Conclusion .....	61
B. Suggestion.....	62
REFERENCES.....	64



## LIST OF APPENDIX

APPENDIX 1 MATRIX .....	67
APPENDIX 2 LESSON PLANS .....	68
APPENDIX 3 SCHOOL PROFILE.....	82
APPENDIX 4 RESEARCH LICENCE LETTER .....	85
APPENDIX 5 RESEARCH JURNAL ACTIVITIES.....	87
APPENDIX 6 RESEARCH FINISH LETTER .....	88
APPENDIX 7 TEST INSTRUMENT.....	89
APPENDIX 8 INSTRUMENT VALIDITY .....	90
APPENDIX 9 DOCUMENTATION.....	93



# CHAPTER 1

## INTRODUCTION

This chapter discusses the background study of this research. This Chapter also explains the research problem and research objective, as well as the significances study of this research.

### A. Background of Study

English is one of the subjects that are assessed nationally in junior high schools. English is one of the focuses students in learning, they need to learn and master four languages skills namely listening, speaking, reading and writing. These four skills students can improve their English skills by practicing them gradually. However, not a few of junior high school students have difficulty learning and understanding English. To train students to get used to speaking English is to get them used to always using this second language when interacting with other people both orally and in writing. Where written interaction is currently one of the choices of teenagers in communicating. Therefore, this writing skill can be used as an intermediary to improve students' English skills.

Writing is an important skill in learning English. Writing is a means to express ideas about something or a means to communicate with others. Exist situations where writing ability is essential or written language is a necessity, writing is needed to communicate with other people omitted in time and space, or used for occasions where a permanent or semi-permanent record is

required.<sup>1</sup> In developing the ability to write English texts, students must know how to write letters, short messages, and birthday cards and so on. Besides that, students also have to know about grammar, spelling, conjunctions and other aspects needed in writing English texts. By writing students can convey something that cannot be expressed orally. Writing is often the choice to convey the contents of the heart, both in a state of joy or sorrow. An example of disclosure through writing is by greeting cards. Therefore, the ability to write greeting cards is an important skill today. In writing greeting cards students must use verbal and non-verbal language to communicate with others. This writing activity can provide a relatively permanent record of conveying information, expressing feelings and arguments. Greeting card writing skills greatly determine student achievement in their ability to write English texts.

Based on previous research conducted by Anita Wulandari that many students were lazy to write English texts because they did not understand what they were going to do and English was not their mother tongue. Research conducted by Anita Wulandari also states that conventional methods still exist in teaching English. Students still need a lot of explanations from their teachers even though they have officially adopted the new curriculum (K13).<sup>2</sup> Therefore, teachers must pay more attention to the learning process in English classes, both from the way of teaching and the methods used in learning.

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<sup>1</sup> Aprilia Dewi, "Improving the Narrative Skill of Narrative Text Through Project Based Learning for grade VIII student's of SMPN 11 Magelang in the Academic Year 2014/2015", (Yogyakarta: Yogyakarta State University, 2015), 2. (Nunan, 1993)

<sup>2</sup> Anita Wulandari, "The Effect of Using Project Based Learning Method on Student's Writing Skill of Second Year Student's at SMAN 2 Tapung Hilir", (Pekanbaru: Universitas Islam Riau, 2019).

Based on the observations that have been made, the researcher found several problems with students' writing skills at SMPN 1 Jember, students had difficulty in composing English texts due to many deficiencies such as lack of vocabulary, knowledge, ideas and also grammar. Therefore, the researcher chooses this problem to be solved by using the right method in learning.

The use of the right method or suitable for student learning facilities is certainly very important for the continuity of maximum learning. One effective method for improving students' writing skills, especially in learning writing greeting cards, is Project Based Learning (PjBL). The PjBL method is a learning method that will encourage students to be creative and generate creativity about something. The application of the PjBL method can give a deep impression on increasing students' motivation in learning English. PjBL offers a series of activities motivating, challenging, encouraging students to be enthusiastic, critical, and creative to the teaching and learning process.<sup>3</sup> The application of the Project Based Learning (PjBL) Method makes it easier for students to be creative and express their feelings through writing greeting cards.

Project Based Learning (PjBL) Method is a systematic learning a method that provides opportunities for students to carry out projects as a medium to achieve learning goals.<sup>4</sup> With the application of PjBL, students will develop their ability to write greeting cards by applying their knowledge

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3 Suwanto, "Enhancing Student's Creativity in Creating Greeting Cards Through Project Based Learning", (Pontianak: SMP Negeri 17 Pontianak, 2021), 27. (Larasati, 2015)

4 Yudha Pambudi Wibowo, Kresna Rahma Aji, "Using Project Based Learning to Improve Student's Writing on Greeting Card", (Pekalongan: Pascasarjana UNNES, 2017), 225.

directly to produce projects from learning English. The use of the PjBL method certainly can increase student learning motivation, especially in writing English texts in the form of greeting cards. Writing greeting cards with the application of this method will also provide opportunities for students to express their feelings while learning English and they will process their words to be able to compose sentences by writing the right vocabulary and grammar to produce good work the application of the PjBL method will also motivate students to cultivate their creativity in order to produce maximum projects. By implementing the Project Based Learning (PjBL) method, students also have the opportunity to make projects based on their ability to write English texts.

Based on preliminary observation it has found that the class had some problem. Many students had difficulty when writing, because they lack of vocabulary, they lack knowledge about grammar and they didn't know how to write correctly. Therefore, this research uses the Project Based Learning (PjBL) method to solve students problem. So the researcher raised the title "Enhancing the students' writing of greeting cards by implementing Project Based Learning (PjBL) method at the second grade of SMPN 1 Jember.

## **B. Research Problem**

Based on the background above, the research problem of the study as follows: "How can teacher enhance the second grade student's writing greeting cards using Project Based Learning (PjBL) method of SMPN 1 Jember?"

### **C. Research Objective**

Based on the context of the problems above, the researcher formulates the objective of this study is to investigate how can teacher enhance the second grade student's writing greeting cards using Project Based Learning (PjBL) of SMPN 1 Jember.

### **D. Significances of Study**

The results of this study are expected to bring two kinds of significance in learning English, namely:

#### **1. Theoretical Significance**

In theory, the results of this study can be useful for others. Especially for other researchers who want to raise the same theme, which is to improve students' writing skills. The information in this study is expected to trigger other researchers to be able to solve other learning problems by considering the effects and changes in learning for the better. Considering that there are not a few learning problems that seem to make it difficult for students to learn English. In addition, this research will provide a clear picture of the application of Project Based Learning (PjBL) in teaching writing.

#### **2. Practical Significance**

Practically, the research results are expected to bring benefits for English teachers, students, and researchers. For English teachers, the results of this study can be used as a reference for improvement learning process in writing skills. For students, this research could be useful for



them to improve their learning and writing skills. For the researcher, researcher hope that this research will provide some contributions in the process of learning English, especially writing English texts. Besides that, the researcher also hopes to find more information about the right method to improve students' writing skills using a second language, namely English.

### **E. Definition of the Key Terms**

#### **1. Writing**

Writing is an English skill in expressing written thoughts on a piece of paper using good grammar and punctuation. Writing can be interpreted as an expression of someone who is written with the use of grammar and punctuation. This writing skill can train students' ability to develop the information they get or express their expressions through writing. This writing skill is also one of the skills assessed in learning English. In this case students must be proficient in developing their words and conveying them with the correct vocabulary and proper grammar. Disclosure which is usually done through speaking, students are required to express it through writing so that they can further develop their English skills besides listening, speaking and reading skills.

#### **2. Greeting card**

Greeting cards are made with the aim of congratulating you in joy and sorrow. This greeting is usually done through oral expression, but in

this case the greeting is done through writing on a card addressed to people who are happy or sad.

### 3. Project Based Learning (PjBL) Method

Project Based Learning is a learning model that actively builds students' understanding by using materials and projects. In project based learning students not only study learning material, but they create something with their own creativity. With the project based learning method students will learn to be responsible for themselves, because in this method students are required to play an active role in developing their writing skills individually by creating a project.



## CHAPTER II

### LITERATURE REVIEW

This chapter discusses previous studies related to this research. This chapter also explains the theoretical framework of this research.

#### **A. Previous Study**

There are several studies that have been conducted and are related to this research. The first is research conducted by Masduki Ahmad with the research title "Management of Project Based Learning Model at Sekolah Alam Junior High School". The research objective of this research is to learn more about how Project Based Learning models are planned, implemented, and evaluated at Cikeas Natural School Junior High School. This research was conducted using a descriptive method and a qualitative approach. Management that has been carried out in an organized manner, making Project Based Learning carried out in a more measurable manner and produce output as expected without wasting existing resources. There are many limitations in this study because this research was conducted during a pandemic. Researcher hope that later other researchers who take similar topics will be more able to develop research studies than those studied using different research methods and techniques to broaden readers' insights, especially regarding Project Based Learning model management.<sup>6</sup>

The second is research entitled "Students' Creative Thinking with 4'R Applications in Procedure Text Project Based Learning" conducted by

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<sup>6</sup> Masduki Ahmad, "Management of Project Based Learning Model at Sekolah Alam Junior High School", (Jakarta: State University of Jakarta, Vol.13 (2) August, 2021).

Kusmiati Dariman. The research objective of this research is to describe students' creative thinking with the application of 4'R (Reading, Reciting, Reasoning, and Arithmetic) in Project Based Learning. This research uses the Classroom Action Research method. The research subjects were students of grade VIIA Sabilillah Islamic Junior High School Malang. The results showed that students' creative thinking skills were still very low, namely 61,29%. Based on the facts found the learning process has not taken place optimally.<sup>7</sup>

The third previous research is research conducted by Dwi Agus Sudjimat, Tuwoso and Luchyto Chandra Permadi with the title "Impact of Work and Project Based Learning Models on Learning Outcomes and Motivation of Vocational High School Students". In this study the teacher applied practical learning using methods related to the world of work. This quasi-experimental study aims to examine the effect of WBL-SL and The PjBL model of technical learning outcomes and learning motivation of SMK students in terms of prior knowledge level. The subjects of this research were students of class XII Mechanical Engineering at SMK Negeri Malang. The study was conducted using a factorial design, with two independent variables, namely the WBL-SL model and the PjBL model. The dependent variable in this study is technical learning outcomes as measured by written tests and practicum, and learning outcomes motivation was measured using a set of questionnaires. Data were analyzed using a two-way ANOVA model. Based on the research conducted, the results found were the technical learning

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<sup>7</sup> Kusmiati Dariman, "Students' Creative Thinking With 4'R Applications in Procedure Text Project Based Learning", (Malang: Vol. 1, No. 1, May 2019), 15.

outcomes and learning motivation of the student groups being taught using the WBL-SL model was superior to the group of students who were taught using the PjBL model.<sup>8</sup>

The fourth is a study entitled "Utilizing Project Based Learning to Improve Writing Skills and Reading Comprehension Achievement of the EFL Students" conducted by Farnia Sari, Yuyun Hendrety and Gaya Tridinanti. This study aims to determine whether or not there is a significant difference in reading comprehension achievement between students who are taught using Project Based Learning and those who are not and to find out whether there is a significant difference in writing ability between students who were taught using Project Based Learning and those who were not. This research uses quasi experimental research with nonequivalent research design. The results of writing test, the students had significant improvement after getting the treatment. While, the findings of reading comprehension achievement, it indicates that the students had no significant difference between the students who were taught by using Project Based Learning and those who were not.<sup>9</sup>

The fifth previous research was a study conducted by Edi Rozal et. al with the title "The Effect of Project Based Learning through YouTube Presentations on English Learning Outcomes in Physics". This study uses a quantitative approach with quasi experimental methods. The research design

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<sup>8</sup> Dwi Agus Sudjimat, Tuwoso, Luchyto Chandra Permadi, "Impact of Work and Project Based Learning Models on Learning Outcomes and Motivation of Vocational High School Students", (Malang: State University of Malang, 21 May 2021), 131.

<sup>9</sup> Farnia S, Yuyun H, Gaya T, ""Utilizing Project Based Learning to Improve Writing Skills and Reading Comprehension Achievement of the EFL Students", (Palembang: Universitas Tridinanti Palembang, 2021), 73.

of this research is a post-test with a non-equivalent design. The populations in this study were 32 students of Tadris Physics semester IV. The results of the correlation test (phi test ( $\Phi$ )) show that Project Based Learning with YouTube work performance as a final project has a significant effect on learning achievement in the cognitive domain.<sup>10</sup>

**Table 2. 1**  
Similarities and Differences of Previous Research and This Research

No	Research Tittle	Similarities	Differences
	1	2	3
1.	Masduki Ahmad (2021), "Management of Project Based Learning Model at Sekolah Alam Junior High School"	How Project Based Learning Method planned and implemented.	Previous research was conducted using a descriptive method and a qualitative approach, while this research used the Classroom Action Research (CAR) method.
2.	Kusmiati Dariman (2019), "Students' Creative Thinking With 4'R Applications in Procedure Text Project Based Learning"	Use the Classroom Action Research as a method.	The research objective of the previous study is to describe students' creative thinking with the application of 4'R (Reading, Reciting, Reasoning and Arithmetic) in Project Based Learning. While the research objective of this study is the How Project Based Learning (PjBL) method is able to enhance the second grade student's writing greeting cards of SMPN 1 Jember?
3.	Dwi Agus Sudjimat, Tuwoso and Luchyto Chandra Permadi (2021), "Impact of Work and Project	One of the independent variables is Project Based Learning.	Data analysis from previous studies using a two-way ANOVA model. While the data analysis from this study used observation, pre-test

<sup>10</sup> Edi Roza et. al, "The Effect of Project-Based Learning through YouTube Presentation on English Learning Outcomes in Physics", (Jambi: Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Vol.13 (3) December 2021).

	Based Learning Models on Learning Outcomes and Motivation of Vocational High School Students"		and post-test writing tests.
4.	Farnia Sari, Yuyun Hendrety and Gaya Tridinanti (2021), "Utilizing Project Based Learning to Improve Writing Skills and Reading Comprehension Achievement of the EFL Students"	This research is to find out whether there is a significant difference in writing skills between students who were taught using Project Based Learning and those who were not.	Previous research used a quasi-experimental, while this study used Classroom Action Research (CAR) as a research design.
5.	Edi Rozal et. al (2021), "The Effect of Project Based Learning through YouTube Presentations on English Learning Outcomes in Physics"	To analyze the effect of Project Based Learning.	Previous research used a quantitative approach with quasi-experimental methods, while this study used Classroom Action Research (CAR).

Shown in table 2.1 that the use of the Project Based Learning method is an effective learning method and has a positive impact. In previous research by using project based learning was found the results of writing test that the students had significant improvement after getting the treatment. While, the findings of reading comprehension achievement, it indicates that the students had no significant difference between the students who were taught by using Project Based Learning and those who were not.<sup>11</sup> However, in other studies the implementation of Project Based Learning still has deficiencies or

<sup>11</sup> Farnia S, Yuyun H, Gaya T, "Utilizing Project Based Learning to Improve Writing Skills and Reading Comprehension Achievement of the EFL Students", (Palembang: Universitas Tridinanti Palembang, 2021)

weaknesses compared to other learning methods, and the researcher suggests that other researchers can apply project based learning better.<sup>12</sup> On the other hand, in the implementation of project based learning with the application of 4R in text procedure learning, results were still low,<sup>13</sup> but there was research which found that Project Based Learning with YouTube work performance as a final project had a significant effect on learning achievement in the cognitive domain.<sup>14</sup>

In this study, researcher tried to use the Project Based Learning method to enhance students' writing skills in learning Greeting Cards. Researcher used Classroom Action Research (CAR) collaboration to determine the effectiveness of project based learning method. Researcher used a research design based on the Kemmis and Mc. Teggart model by applying 2 cycles in determining the comparison of values.

## **B. Theoretical Framework**

### **1. Writing**

#### **a. Definition of Writing**

Communication is an important thing that people usually do, both verbal and written communication. Therefore, writing is an important thing that must be mastered by students besides speaking. In learning English, writing is one of the skills that must be mastered by students.

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<sup>12</sup> Masduki Ahmad, "Management of Project Based Learning Model at Sekolah Alam Junior High School", (Jakarta: State University of Jakarta, Vol.13 (2) August, 2021).

<sup>13</sup> Kusmiati Dariman, "Students' Creative Thinking With 4'R Applications in Procedure Text Project Based Learning", (Malang: Vol. 1, No. 1, May 2019)

<sup>14</sup> Edi Roza et. al, "The Effect of Project-Based Learning through YouTube Presentation on English Learning Outcomes in Physics", (Jambi: Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Vol.13 (3) December 2021).



There are four skills that need to be learned in English and this writing skill is the last skill after listening, speaking and reading. Writing is a skill that expresses an idea or idea in writing or the activity of making notes or information in a medium using characters.<sup>15</sup> Writing is usually done by writing on paper using pens, markers and so on. Writing not only needs to follow writing conventions, but also involves creative inspiration, problem solving, reflection and revision that results in a manuscript. Writing is a productive skill, so it's no wonder students have to develop their ideas and write down the information they get on paper. Students can also express their feelings through writing. This shows that the role of the teacher alone is not enough. Students are expected to participate actively in class.

Writing is the only skill which enables the learner to produce a real product, in which the product is touchable, readable, as well as keep able for a long period of time. this becomes one of the statements that convinces the reader that writing is indeed an important skill to develop students' English skills.<sup>16</sup> In addition, the written language can be re-read according to the needs of the reader. However, writing English texts can be said to be a difficult skill. Writing is the most

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<sup>15</sup> Fitriyani, Riandi, Ari Fahrial N, "The Effect Of Greeting Card Toward Students Writing Skill At The Eighth Grade Student Of Mts Daarul 'Ulum Cihara Lebak In Academic Year 2021/2022", (Banten: University of Mathla' ul Anwar, 2021), page 188.

<sup>16</sup> Anita Wulandari, "The Effect of Using Project Based Learning Method on Student's Writing Skill of Second Year Student's at SMAN 2 Tapung Hilir", (Pekanbaru: Universitas Islam Riau, 2019).

difficult skill for students to master.<sup>17</sup> This condition makes students lazy to write when they have to write English texts because they don't understand what they are going to do. When learning English, some students find it difficult to write an English text. This can happen because of several things, for example, there are many deficiencies such as lack of vocabulary, knowledge, ideas and also grammar, because English is not their mother tongue.

Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various time constraints, and with a variety of language resources and technological tools.<sup>18</sup> Writing can be structured or made with various aspects that use good grammar and punctuation. In English writing texts can be assessed with good grammar and appropriate vocabulary. Writing is made in accordance with the current situation; the same is the case with making greeting cards. Greeting cards will be made according to the circumstances and the environment. Writing is usually made using paper and a ballpoint pen, but in this modern era, writing can also be made using technology such as computers, laptops and cellphones.

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<sup>17</sup> Anita Wulandari, "The Effect of Using Project Based Learning Method on Student's Writing Skill of Second Year Student's at SMAN 2 Tapung Hilir", (Pekanbaru: Universitas Islam Riau, 2019).

<sup>18</sup> Aceng Hasani, Aan Hendrayana, Arip Senjaya, "Using Project-based Learning in Writing an Educational Article: An Experience Report", (Sultan Ageng Tirtayasa University, 2017), 960.

## b. Writing Components

In writing activities, the writer must know each component of writing in order to write well. There are five letters component. They are:

### 1) Format

- a) There is a title.
- b) The title is centered.
- c) The first line is indented.
- d) There are margins on both sides.
- e) The paragraph is double spaced.

### 2) Mechanics

- a) Each is followed by a full stop, question mark or exclamation mark on trial.
- b) Capital letters are used correctly.
- c) The answer is correct.

### 3) Content

- a) The paragraph fits the assignment.
- b) The paragraphs are interesting to read
- c) The paragraph shows thought and care.

### 4) Organization

- a) Paragraph begins with a subject sentence with a subject and to control thoughts.

- b) The paragraph contains several specific factual supporting sentences that explain or support the topic sentence, including at least one example.
- c) Paragraph ends with a proper closing.
- d) Grammar and Sentence Structure
- e) Estimates a grammar and sentence structure score.

## 2. Greeting Card

### a. Definition of Greeting Card

According to Yuliani and Arini "Greeting cards are cards to express friendship or other expressions".<sup>19</sup> Lestari et. al. define "Greeting cards are cards to express one's feelings " A greeting card is a picture, folded card that displays and expresses friendship or other sentiment".<sup>20</sup> Based on the definition above, it can be concluded that greeting cards are cards that are made to express one's feelings to others according to the circumstances experienced, both likes and wishes, with attractive pictures. Greeting cards are usually made with writing on small cards. However, after the development of technology, making greeting cards became more flexible with typing and editing using technological sophistication.

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<sup>19</sup> Yudha Pambudi Wibowo, Kresna Rahma Aji, "Using Project Based Learning to Improve Student's Writing on Greeting Card", (Pekalongan: Pascasarjana UNNES, 2017), 225. (Yuliani and Arini, 2011 : 110)

<sup>20</sup> Yudha Pambudi Wibowo, Kresna Rahma Aji, "Using Project Based Learning to Improve Student's Writing on Greeting Card", (Pekalongan: Pascasarjana UNNES, 2017), 233. (Lestari et. al, 2014 : 8)

## **b. The Structure of Greeting Card**

In compiling a greeting card, there are several structures that must be fulfilled. The structure of the greeting card is receiver, body and sender.

- 1) Receiver: is the recipient of the greeting card that is made or is the person to whom the greeting card is made.
- 2) Body: is a greeting that is usually filled with hope, prayer or sympathy. In this section a person usually expresses his feelings for the condition felt by the recipient by expressing it through words in the contents of the greeting card.
- 3) Sender: is the name of the person who made or sent the greeting card.

## **c. Kinds of Greeting Card**

Besides that, greeting cards have several types. Therefore, in making a greeting card, it is said that it must adapt to the situation a person is experiencing or is being felt. The types of greeting cards are:

- 1) Birthday card
- 2) Condolence card
- 3) Congratulation card
- 4) Holiday card
- 5) Thank you card
- 6) Baby born card ect.

### 3. Project Based Learning (PjBL)

#### a. Definition of Project Based Learning

Project Based Learning (PjBL) is a learning approach that is driven by students and facilitated by teachers. Project Based Learning is a learner centered learning methods. Students develop questions and are guided through research under teacher supervision. In this case, it confirms that students are trained to be more independent or responsible for themselves.<sup>21</sup> From the statement, it can be concluded that Project Based Learning teaches students to be more active in learning, because in the application of this method students play an important role in the continuity of learning. In Project Based Learning students acquire knowledge and skills through collaboration in an agreed period of time to produce a real product and then present it. Project Based Learning makes it possible for teachers or lecturers to conduct authentic assessments during learning and project activities.<sup>22</sup> In learning students are directed to be more responsible for themselves, thus the teacher assesses students individually for the results of their respective work. Project Based Learning is a learning method that emphasizes students to deal with real issues and problems that are useful for them.

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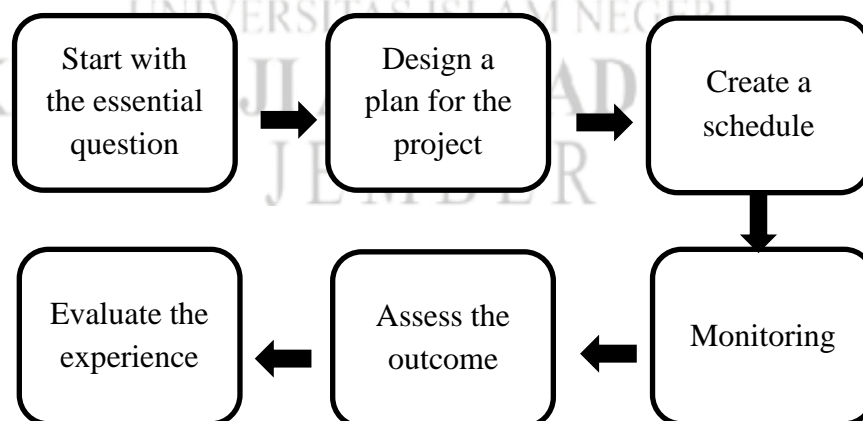
<sup>21</sup> Aprilia Dewi, "Improving the Narrative Skill of Narrative Text Through Project Based Learning for grade VIII student's of SMPN 11 Magelang in the Academic Year 2014/2015", (Yogyakarta: Yogyakarta State University, 2015), 22.

<sup>22</sup> Eva Fitriyani Syarifah, "Project Based Learning to Develop Students' Ability And Creativity in Writing Narrative Story", (Universitas Majalengka, Volume 5, Issue 1, January 2019), 86.

Project Based Learning is a learning method that offers diversity and togetherness as a complex problem-solving concept to optimize student excellence.<sup>23</sup> Besides that, Project Based Learning can also be a traditional alternative and is an interesting way to provide opportunities for students to be involved in real complex problem solving. In implementing this PjBL students can be directly involved in solving real problems. Based on the explanation of Project Based Learning from various opinions, it can be concluded that Project Based Learning is a learning method that invites students to be directly involved in problem solving and can teach students to be more independent and responsible over their self.

#### b. Steps of Project Based Learning

According to the George educational foundation (2005) retrieved from Larasati<sup>24</sup>, the steps of project based learning are:



**Figure 2.1 The Steps of Project Based Learning**

<sup>23</sup> Cahyo Hasanudin et. al, "Project Based Learning Using Digital Comics to Improve Writing Skill of Experimental Report Text", (Bojonegoro: IKIP PGRI Bojonegoro, 2022), 25.

<sup>24</sup> Anita Wulandari, "The Effect of Using Project Based Learning Method on Student's Writing Skill of Second Year Student's at SMAN 2 Tapung Hilir", (Pekanbaru: Universitas Islam Riau, 2019). (Larasati, 2015 : 32)

1) Start with essential question

This method requires basic questions where questions must be integrated with the topic. This is much better than assignments that generate questions and situations based on the material. Use current questions or situations that arouse student interest to stimulate student interest and will answer questions related to the topic with enthusiasm for learning.

2) Design a plan for the project

The plan for drafting the project should include both students and teacher. When designing project plans, teachers should provide opportunities for students to engage in communication. Students take an active role in defining activities. You also need to know what to do. This includes explaining project development rules, selecting materials, activities and tools to complete the project.

3) Create a schedule

In completing the project the teacher and students must make an agreement regarding the allocation of time for project work. This is regarding the start time of working on the project and the deadline for working on the project. The important point is that every student must submit or collect products on time.



#### 4) Monitoring

Teachers as supervisors oversee all development, guide students in project development, facilitate learning, help students when they get stuck or misunderstood, and ultimately ensure that all students participate in projects is responsible, so the teacher's role is to keep up with the students.

#### 5) Assess the outcome

Student achievement is obtained from this phase. Products are evaluated by the teacher, who provides feedback to students on their understanding of the material. Assessment also helps teachers plan lessons more effectively. Thus, teachers can improve the quality of teaching and learning.

#### 6) Evaluate the experience

At this stage, the teacher must ensure that students find answers to relevant questions. Teacher and students share experiences of making projects and discuss projects, what needs to be changed and improved for the next project and exchange ideas for new projects. This means that the shortcomings of the method used so far must be corrected to perfect the method so that it is suitable for use by both students and teachers in the next project.

### c. **Benefits of Project Based Learning**

In applying the Project Based Learning method to the teaching and learning process, there are many benefits that can be taken. Project

Based Learning is an effective teaching method that has several advantages, namely:

- 1) Motivate students,
- 2) Prepare students for college, work, and citizenship,
- 3) Help students meet standards and do well on tests that require students to demonstrate in-depth knowledge and thinking skills,
- 4) Enables teachers to teach in a more enjoyable way,
- 5) Providing schools and districts with new ways to communicate and connect with parents, the community, and the rest of the world.<sup>25</sup>

Based on the advantages above it can be concluded that with this method students can be motivated to better prepare their readiness in learning and can help students to broaden their knowledge. In addition, this method makes the teaching and learning process more effective and enjoyable.

The issue and positive side effects of Project Based Learning for students as development positive attitude towards their learning process, work routine, ability on problem solving, and self-esteem.<sup>26</sup>

This is of course a very interesting advantage; students can not only develop or broaden their knowledge. However, students can train

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<sup>25</sup> Yudha Pambudi Wibowo, Kresna Rahma Aji, "Using Project Based Learning to Improve Student's Writing on Greeting Card", (Pekalongan: Pascasarjana UNNES, 2017), 226.

<sup>26</sup> Aprilia Dewi, "Improving the Narrative Skill of Narrative Text Through Project Based Learning for grade VIII student's of SMPN 11 Magelang in the Academic Year 2014/2015", (Yogyakarta: Yogyakarta State University, 2015), 25.

themselves in generating projects independently. Students also get the opportunity to solve problems directly.



## CHAPTER III

### RESEARCH METHOD

This chapter discusses the research method which is used in conducting this research. It is dividing into seven parts. Those are research designs, location of research, the subject of the research, technique of collecting data, technique of data analysis, validation of data, research procedure.

#### **A. Research Design**

The research design of this research is Classroom Action Research (CAR) Collaboration, because this research focuses on the problems experienced by students and this research focuses on implementing Project Based Learning in writing on Greeting Cards. In this research the researcher acts as a teacher who becomes a facilitator for students and the subject teacher as an observer. Action research is systematic collection of information designed to bring about social change. Additionally, action research as research conducted by practitioners with the intention of enhancing their professional practice and understanding it better.<sup>27</sup> Whereas according to the explanation from Kemmis and Mc. Taggart stated that "action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice".<sup>28</sup>

In Classroom Action Research (CAR), researcher applied the Project Based Learning (PjBL) method using the Scientific Approach. The researcher

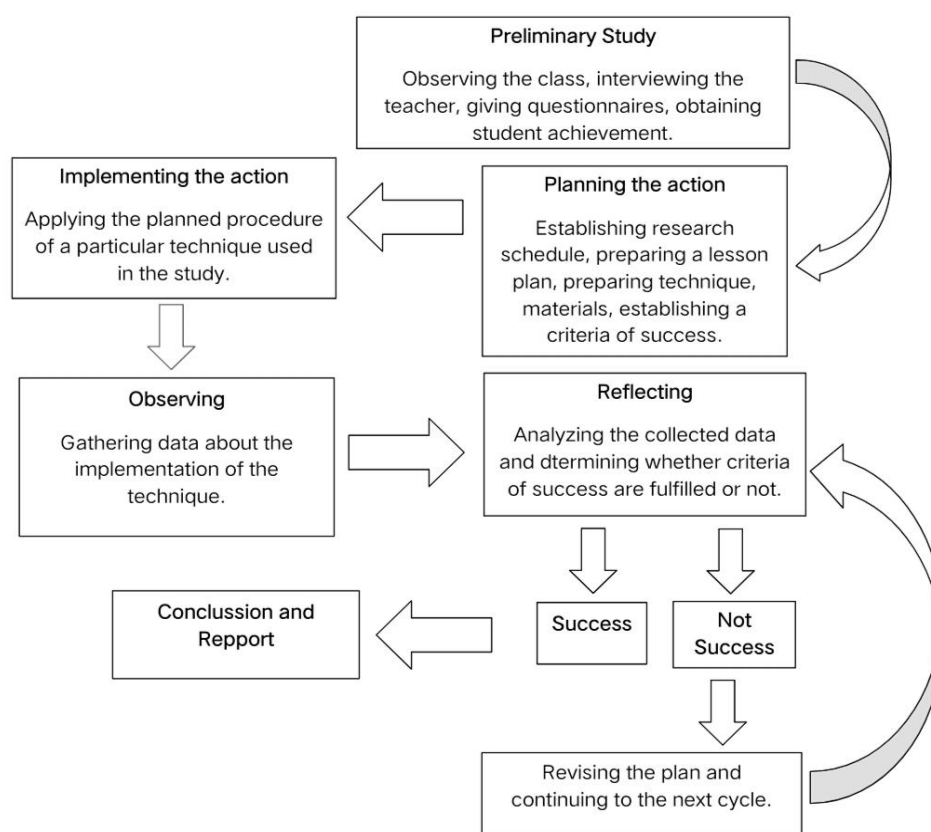
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<sup>27</sup> Siti Khasinah, Classroom Action Research, (Volume 1, Nomor 1, Juli-Desember 2013), 108.

<sup>28</sup> Stephen Kemmis, Robin McTaggart, Rhonda Nixon, The Action Research Planner, (2014).

acts as an English teacher applied the Project Based Learning (PjBL) method while observing students' writing skills in the teaching and learning process. In observing students activities, the researcher will be assisted by the school's English teacher. This study aims to enhance students' writing skills through the Project Based Learning (PjBL) method.

The researcher used Kemmis and Mc. Taggratt's statement that Classroom Action Research (CAR) has four steps, namely planning, action, observation, and reflection. The CAR design is shown in Figure 3.1.



**Figure 3.1 Classroom Action and Research Procedure adopted from Kemmis and Taggart.**

## 1. Planning

Planning refers to the strategies proposed to evolve and become used in research. According to Kemmis and Mc. Taggart, "plan means making action plans to improve learning practices in detail and clearly".<sup>29</sup>

The researcher establishes a research plan in his planning, the researcher explains what, why, where, who and how it relates. The planned resources must also be in accordance with the student's living conditions. The schedule of research activities that have been planned by researchers are:

- a. Develop a research plan
- b. The researcher determines the Project Based Learning method
- c. The researcher determines the media
- d. Researchers determine the number of students
- e. Observation sheet
- f. Researchers make lesson plans and success criteria

Planning is based on preliminary studies, like teachers require prior observation of the class and students. This exercise gives the researcher an overview of the problems encountered in class. Researchers then carry out learning in class.

## 2. Acting/Implementing

Acting is a teacher who practices a plan to collect information or data during the teaching and learning process. The researcher presented the

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<sup>29</sup> Stephen Kemmis, Robin McTaggart, Rhonda Nixon, *The Action Research Planner*, (2014).

research scenario while other teachers became observers. Project Based Learning methods are used in learning scenarios:

- a. Introducing and demonstrating the benefits of the Project Based Learning (PjBL) method.
- b. Develop ideas and introduce students to the learning process using the Project Based Learning (PjBL) method to create outcomes from ongoing learning. Applying the Project Based Learning (PjBL) method by introducing the material to be studied (Greeting Card). Attract students by showing pictures related to the material to know when and under what circumstances greeting cards are used. Make sure students play an important role in the learning process and the teacher is only a facilitator, Project Based Learning varies from class, but is often characterized by the following procedures:
  - 1) Organized around a problem or challenge with no predetermined solution.
  - 2) Creates a need to know content and essential skills.
  - 3) Students design a process to arrive at a solution.
  - 4) Requires critical thinking, problem solving, collaboration, and various forms of communication.
  - 5) Provide opportunities for students to examine assignments from different perspectives using a variety of sources, separate relevant information from irrelevant information, and manage the information they collect.

- 6) Students reflect regularly on what they do.
  - 7) The final product is produced and evaluated for quality.
  - 8) The class has an atmosphere that tolerates mistakes and changes.
  - 9) The teacher acts more as a facilitator than a leader.<sup>30</sup>
- c. Discuss with peers to better understand the material and use the Project Based Learning (PjBL) method.
  - d. Question and answer. Give students 10 minutes, immediately after the implementation itself, to find out how far students have understood the material and applied PjBL methods.
  - e. Make agreements regarding deadlines in making assignments or projects.
  - f. Evaluating projects make sure they know they will be assessed for ease of learning writing skills.

### 3. Observing

In this step, the researcher works with the teacher as a collaborator to carry out each cycle's actions and class situations, student writing activities (including vocabulary, grammar, creativity, ideas/content), and their responses. While observing the class, students observed material, interacted with students, and actively participated in discussions, exercises, and other activities during the teaching and learning process. They made some notes during observation by using checklist given.

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<sup>30</sup> Yudha Pambudi Wibowo, Kresna Rahma Aji, "Using Project Based Learning to Improve Student's Writing on Greeting Card", (Pekalongan: Pascasarjana UNNES, 2017), 225.



As for the data collection techniques that researchers use to obtain data are:

a. Observation

In this case, the researcher followed and observed the learning to find out the condition of class VIII and to find out students' responses to writing skills by applying the Project Based Learning (PjBL) method.

b. Writing Test (Pre-test and Posttest)

To get research results and student activities in learning, researcher will give a writing test. The test used a writing skill test which is to determine the value of students' writing skills. Students will be asked to make a greeting card and students will be given images related to the material with several image options. The researcher who acts as a teacher will display 4 pictures related to the material and will divide the 4 pictures according to the student seating rows so that students can make greeting card projects according to the pictures they get. This writing skill test is an individual test that will train students to be responsible for them. From this test, the researcher will take students' scores and this can check the improvement of students' writing skills. The criteria for assessing students' writing skills are (Content, Organization, Grammar, Vocabulary and Mechanical).

#### 4. Reflecting

Reflection means analyzing and interpreting the results of Classroom Action Research have performed might also perform subsequent action planning to improve its lack.<sup>31</sup> At this stage the researcher analyzed the results of students' written tests based on a formula that described the average value of the Material Analysis section and the proportion of classes that passed the Minimum Level Assessment (KKM) and the ability to achieve it. Success and also the results of observations. If the result is successful, the researcher can solve it. If the results fail, the researcher must revise the plan and move on to the next cycle.

The data analysis used in this study was the observation of student activities during the teaching and learning process and interviews before and after Classroom Action Research (CAR). To find out whether students' writing skills improve or not, the researcher uses steps to analyze the results of students' writing skills. To determine the average student, the researcher used the following formula:<sup>32</sup>

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

Notes:

$M_x$  = The students mean score

$X$  = The sum of the score of all students

$N$  = The number of students

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<sup>31</sup> Stephen Kemmis, Robin McTaggart, Rhonda Nixon, *The Action Research Planner*, (2014).

<sup>32</sup> Ikhwanur Romadhon, *The Use of Role Play Technique To Improve Student's Speaking Skills At The Eleventh Grade of SMK Al- Qodiri Academic Year 2021-2022*, (Jember: UIN Khas Jember, 2021), 49.

The results of students' writing skills will be analyzed using the following formula to determine the percentage score:<sup>33</sup>

$$E = \frac{n}{N} \times 100 \%$$

Notes:

E = The percentage of students who achieve the minimum standard score

n = The number of students who achieved the minimum score

N = The total number of students

### Scoring Rubric

Adapted from Brown {2007}

Aspect	Score	Performance Description	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20%	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions re arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	

<sup>33</sup>, Ikhwanur Romadhon, The Use of Role Play Technique To Improve Student's Speaking Skills At The Eleventh Grade of SMK Al- Qodiri Academic Year 2021-2022,( Jember: UIN Khas Jember, 2021), 186.

Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15%	4	It uses correct spelling, punctuation and capitalization.	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling, punctuation and capitalization.	

Example of calculating student scores:

$$\begin{aligned}
 &= \frac{3(C) + 2(O) + 2(G) + 1,5(V) + 1,5(M)}{40} \times 100 \\
 &= \frac{3(4) + 2(4) + 2(4) + 1,5(4) + 1,5(4)}{40} \times 100 \\
 &= \frac{12 + 8 + 8 + 6 + 6}{40} \times 100 \\
 &= 100
 \end{aligned}$$

a. Validity of Data

The validity of a test is the extended to which the test measures what it purpose to measure and nothing else.<sup>34</sup> Validity

<sup>34</sup> Helli Ihsan, "Validitas Isi Alat Ukur Penelitian Konsep Dan Panduan Penilaiannya", (Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia) 266.

should be determined by the goals achieved by the test. Therefore, validity refers to the results of the valuation method used, when available. There are various types of validity, namely content validity, data validity, constructs validity, empirical validity, and convergent validity. In this study, researchers apply content validity. Content validity is a type of validity that depends on a careful analysis of the language being tested and the objectives of the particular subject.<sup>35</sup> Simply put, content validity refers to the content of a test. The test must be carried out by an expert or traceable. Then the exam must be in accordance with the curriculum. The content of the test must be in accordance with the material and also consider the test according to its purpose. In addition, we learn whether the test is in accordance with the aspects or not.

b. Criteria of Success

This research is said to be successful if the indicators of research objectives are met. In this study, the performance indicator was that students scored and this research will be said to be successful if it meets the following success criteria:

- 1) The learning process is said to be successful if 75% to 100% of what is planned in the Learning Implementation Plan (RPP) is realized in each cycle and the learning process is said to be

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<sup>35</sup> Ikhwanur Romadhon, *The Use of Role Play Technique To Improve Student's Speaking Skills At The Eleventh Grade of SMK Al- Qodiri Academic Year 2021-2022*, (Jember: UIN Khas Jember, 2021) 160.

successful if the average value of student learning outcomes has increased.

- 2) The learning process is said to be successful if the criteria for completeness of student learning meet the predetermined target, namely 70% of the number of students has increased by obtaining a score above  $KKM \geq 75$ .
- 3) The learning process is said to be successful if the average students score  $\geq 70$  and the percentage students score  $\geq 70\%$ .

#### **B. The Research Setting**

This research was conducted in the eighth or VIII grade of SMPN 1 Jember which is located in Kapatihan, Kaliwates District, Jember. The reason the researcher chose this school was because most of the students in this school still had deficiencies such as a lack of vocabulary and their lack of courage in writing. This Project Based Learning method was also chosen by researchers with the aim of improving students' writing skills. In addition, students experience difficulties in constructing vocabulary when writing English texts. So the researchers decided to conduct research at SMPN 1 Jember.

#### **C. The Research Subject**

Research subjects were class VIII students of SMPN 1 Jember. The class consists of 32 students. This class was chosen because the students' writing skills were still low, they had some problems in writing such as lack of vocabulary, lack of knowledge about grammar arrangements and their lack of

courage in writing English texts, so this research was expected to be able improve students' writing skills. Appropriate learning methods are needed to help and improve their writing skills. Researchers decided on the Project Based Learning (PjBL) method because it was considered the right method to solve their problems.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of this study. The description is based on a student's writing test.

#### A. The Description of The Object

SMPN 1 Jember is one of the favorite junior high schools in Jember, because its learning and extra-curricular activities are carried out actively and seriously. SMPN 1 Jember was established during the Dutch colonial era under the name HIS (Hindia Indisce School). This school is the only junior high school in the Besuki residency. SMPN 1 Jember is located on Jl. Dewi Sartika No.17, Kepatihan , Kaliwates, Jember Regency. SMPN 1 Jember is located in the center of the city, but far from the noisy crowds of the metropolis, so that in the process of teaching and learning activities are not disturbed by vehicle noise. At SMPN 1 Jember there are 27 classrooms for students in grades 8, 7 and 9. There are 5 laboratory rooms consisting of a computer lab, biology lab, physics lab, language lab and multimedia lab. In addition, teaching and learning activities are carried out actively. SMPN 1 Jember also organizes 9 extracurricular activities which consist of basketball, volleyball, football, karate, marching band, dance, vocal arts, theater arts and journalism.



## **B. Research Findings**

Research findings obtained from the beginning to the end of the teaching and learning process. This research was carried out at SMPN 1 Jember for the 2022/2023 academic year which was carried out in April - May 2023. The implementation of this action research was carried out in two cycles, each cycle consisted of two meetings for each treatment and the last meeting for each treatment cycles is a post-test. This research was conducted to determine the increase in students' writing skills. The following explanation can be seen below:

### **1. The First Cycle**

#### **a. Planning in cycle 1**

In the planning stage, researcher prepare lesson plan, materials and media needed in learning. The researcher compiled the lesson plan according to the selected material. The lesson plan is focused on students' writing skills by applying the Project Based Learning method. The material chosen by researcher in improving students' writing skills is Greeting Cards. Researcher and teacher designed two meetings, the first meeting for teaching greeting card material and the second meeting for post-test assessment.

#### **b. Acting in cycle 1**

At the acting stage, researcher carry out teaching and learning activities the process uses the Project Based Learning method. The researcher acts as a teacher which takes action in teaching second

grade students using the Project Based Learning method. Activities in class consist of three activities they are pre-activities, main activities and post-activities. Preliminary activities include opening teaching and learning project Based Learning method related to the material. The final activity is reviewing the lesson

1) First meeting in cycle 1

The first meeting was held on Thursday, 04 May 2023. Learning is carried out at 5 - 6 hours, namely at 10.20 - 11.40 WIB and the time location is  $2 \times 40$  minute. Implementation of learning carried out in class 8E SMPN 1 Jember. The learning process began at 10.20 WIB, researchers and English teachers entered class 8E. The English teacher is sitting at the back of the class as an observer. The researcher started the lesson by greeting students, asking them to pray, asking their condition, checking student attendance list, provide motivation to students, and review the last material related to the next material. Besides that, the researcher also asked questions related to what students knew about the material to be studied. The researcher also explained the learning objectives and activities to be carried out.

The process continues with the core activities which begin with the viewing of a video about the material to be studied. Students watch the video shown in front of the class. then the researcher continued by giving students the opportunity to ask

about parts that were not understood from what was observed. Then the researcher continued by explaining the material using a projector media which was presented by displaying power point. The researcher explained the material while asking the students if there were any questions or material that they had not understood. The researcher also displays several examples of greeting cards so students can understand and be able to make a greeting card. Besides that, the researcher also explained the structure in writing and made greeting cards to ensure students really understood the material. After that the researcher asked the students whether they had understood the material or not. Then the researcher continued on to the next activity, namely closing.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the material that day. The researcher explains how the learning method will be applied to greeting card learning. After that, the researcher asked the students to study in their homes and review the lessons they had learned. The researcher also asked students to prepare lessons that would be carried out at the next meeting. After that, the researcher closed the meeting by reading hamdalah together and saying greetings.

## 2) Second meeting in cycle 1

The second meeting was held on Wednesday, May 24<sup>th</sup> 2023 in the first and second class hours which were held at 07.10 - 08.30 WIB. The researcher enters the class and the coloborator (English teacher) sits at the back of the class. Researcher start the lesson by greeting the students, asking them to pray, checking attendance lists and warming up by eliciting students' enthusiasm. Then proceed with discussing the material that has been studied at the previous meeting. The researcher asked the students if there were questions related to the material that had been studied or if there were things that they did not understand regarding the material. Then the student answered:

*"tidak ada pertanyaan Mrs."*

The process is continued in the core activities, the researcher explains how the procedure in the writing test will be carried out. Before the researcher asked students to make greeting cards, the researcher explained in advance the benefits of the Project Based Learning method. Then, the researcher asked the students to make greeting cards with different themes for each row of seats. The first row of benches uses the theme of congratulation cards, the second row has the theme of condolence cards, the third row of seats has the theme of thank you cards and the fourth row of seats has the theme of wedding cards. In carrying out the writing test,

some students still ask their friends about the vocabulary used in making greeting cards. Not many of them ask about English from vocabulary that they didn't know the meaning; this is because many of them do not bring a dictionary during English lessons. Ten minutes before the turn of the third hour the researcher asked the students to collect the greeting cards they had made.

Before the researcher closed the meeting, the researcher concluded the learning process that had been carried out. Then the researcher asked students to study at home and reminded students to always bring a dictionary with them during English lessons.

After that, the researcher closed the meeting with a prayer.

### **c. Observing the action in cycle 1**

This research was conducted to determine students' performance during the teaching and learning process using the Project Based Learning method such as student participation, student enthusiasm and student reactions during the teaching and learning process. The English teacher controls the situation of the teaching process from start to finish behind the class. The information is described as follows;

**Table 4. 1**  
**Research Checklist**

No	Behavior	Grade					Score
		2	3	4	5	6	
1.	Students were interested in Project Based Learning (PjBL) method.			√			4
2.	Student's paid attention to the researcher as a teacher.			√			4
3.	Student's focused in learning when the leader explained the material.		√				3
4.	Students can make a greeting card according to the rules of structure and with their creativity.	√					2
5.	Students can develop their vocabulary in making greeting card.	√					2
<b>Total</b>							15

Note:

2 = Very bad (No attention or response from the students)

3 = Bad (Only few attention and response from the students)

4 = Fair/enough (some of students/half of students gave attention and response)

5 = Good (more than half of students gave attention and response)

6 = Very Good (almost all of students gave attention and response)

The score of the research was as follows;

$$\frac{S}{P} = \frac{X}{N} \times 100\%$$

$$= \frac{15}{33} \times 100\%$$

$$= 45\%$$

According to the research checklist above, it was concluded that many students really paid attention to researchers as teachers. However, some students are not too focused on applying the Project Based Learning method, especially when the teacher (researcher) explains the material to them. not a few of the many students who still do not understand about how to make and process vocabulary in making greeting cards. some of them could not compose sentences with English vocabulary and some of them could not develop the greeting card sentences they had made. Based on research notes which had been taken by the English teacher (observer), he suggested to researchers to pay more attention to students and provide more motivation to students. As seen in the table, only 45% of students are interested in the teaching and learning process using the Project Based Learning method.

#### **d. Evaluating and reflecting**

Reflection is the final stage of the cycle. Reflection is decisions or processes form the feedback of actions. At this stage, data will be taken from research during the teaching and learning process related to the results of students' writing tests. Researcher and teachers evaluate and reflect on actions in cycle 1. In the last session of cycle 1 the researcher conducted a post-test 1 which was held on Wednesday, May 24<sup>th</sup> 2023 at 07.00 - 08:30 WIB. This test is to determine

students' writing ability. The post-test writing score data for student 1 can be seen as follow;

**Table 4. 2**  
**The Student's Writing Score in Post-Test 1**

No	Students Initial Name	Student's Writing Score					Total Score
		Content	Organization	Grammar	Vocabulary	Mechanics	
1.	ARZ	1	2	1	2	2	37
2.	ASN	3	4	3	3	3	80
3.	ADA	2	1	1	2	2	40
4.	AFJ	4	4	4	3	4	96
5.	ANF	1	2	1	2	2	37
6.	AAP	1	1	1	2	1	29
7.	ASM	3	3	3	3	3	75
8.	BM	1	1	1	1	1	25
9.	BCA	3	3	3	3	4	79
10.	DAAR	3	3	3	3	3	75
11.	DM	1	2	1	2	2	37
12.	DNS	3	3	3	3	3	75
13.	DM	1	1	1	2	1	29
14.	DAR	3	3	3	3	3	75
15.	FF	2	1	1	2	1	36
16.	FSK	4	3	4	4	4	95
17.	HNP	1	2	1	1	2	34
18.	MAF	3	3	4	3	3	80
19.	MAA	1	2	1	1	1	34
20.	MAZM	1	1	1	2	1	29
21.	MRAN	2	3	1	2	2	46
22.	MZEA	1	1	1	2	2	32
23.	NAR	2	1	3	1	1	42
24.	NLR	3	3	3	3	3	75
25.	NEPK	2	1	3	1	1	42
26.	NNN	4	4	3	2	4	87
27.	RNE	4	4	4	4	4	100
28.	RPR	2	2	2	1	2	46
29.	SA	1	1	1	1	1	25
30.	SKR	1	1	2	1	2	34
31.	VPS	4	4	4	3	4	96
32.	YAW	4	4	4	2	4	92
33.	MAS	2	1	2	1	2	41
Total		74	75	74	72	78	1855
Mean							56,2
Percentage							42,4%



From the table above, table with printed in green represents students who passed the writing test. The result of the post-test 1 showed that the total of students score was 1855 and the total of students was 33, so the students mean score was:

$$\begin{aligned} X &= \frac{\sum k}{n} \\ &= \frac{1855}{33} \\ &= 56,2 \end{aligned}$$

The percentage of students who passed the post-test 1 was:

$$\begin{aligned} P &= \frac{F}{X} \times 100\% \\ &= \frac{14}{33} \times 100\% \\ &= 42,4\% \end{aligned}$$

Based on the table above the average of students is 56,2 meaning that students still have low scores in writing. Only 14 out of thirty three students passed the target score of 75, meaning that more effort is needed to achieve that success criterion of 70% and the percentage of students who pass the KKM score is only 42,4 % under the 70% success criteria.

From the research result and test scores in cycle 1 it can be concluded that the learning method has not yet reached the success criteria of this study. This failure can be seen from the meeting in cycle 1 which only reached 42,4 % of students who scored above 75 in

their writing skill. Cycle 1 is over but the results have not met the success criteria.

The students were still confused when composing sentences in writing English texts. This is due to the lack of vocabulary they master. In the process of making of greeting cards students are still not orderly and not a few of them are not focused on the process. Students are busy asking their friends about the meaning of vocabulary they don't understand. The lack of students' awareness of the importance of bringing a dictionary during English lessons is the main cause of students' confusion in writing English texts.

English teachers (as observers) suggest research to manage time and class well, motivating students to be more enthusiastic about writing English texts. English teachers (as observers) and researchers still need more effort to make students achieve the target grades. Researchers need to explain some of the vocabulary commonly used in greeting cards. Researchers also need to provide more explanation and provide further examples of the material. Because the results of research and post-test stated that the actions in the first cycle did not meet the success criteria, so the researcher decided to do cycle 2 to achieve better progress in speaking skills.

## **2. The Second Cycle**

### **a. Planning in cycle 2**

At this stage, the researcher revises the plan to solve problems found from the effect of reflection on cycle 1. The researcher prepared several things needed to improve students' writing skills. At this stage the researcher only needs to review the material that was previously explained, but the researcher must pay more attention to the enthusiasm of students in the learning process. This is necessary to ensure that students are more enthusiastic in learning to write English texts. The researcher prepared some vocabulary that is commonly used (there is) in the greeting card text. Not only that, the researcher also prepared examples of greeting cards that were more complete than the examples in the previous meeting.

### **b. Acting in cycle 2**

#### **1) First meeting in cycle 2**

The first meeting was held on Thursday, May 25<sup>th</sup> 2023 at 5 - 6 class hours at 10.20 - 11.40 WIB. Researchers and English teachers (collaborator) entered the classroom at 10.20 WIB. The researcher started the class by greeting the students, asking them to praying, checking the attendance list, giving motivation to students and warming up.

Then entered the core activity session, at this stage in the first cycle 2 meeting the researcher reviewed the material and provoked

students to ask which parts they did not understand. but none of the students asked the teacher (researcher), students answered that they had understood the material. Actually, the greeting card material is very easy for students to understand, it's just that they are confused when asked to make a greeting card text. Therefore, the researcher begins to explain again how to write the correct greeting card structure and at this stage the researcher explains or displays some of the vocabulary that is commonly used in making greeting cards. after that the researcher asked the students to mention what other vocabulary words are usually found in the greeting card text. The researcher also displays several examples of greeting cards and their writing arrangements. This is done so that students are more imaginative in carrying out the learning process. By displaying examples of writing greeting cards, it is expected that students can better understand the structure of writing and the vocabulary used in making greeting cards. After that, the researcher made sure that the students had understood how to compose the greeting card text. the researcher asked the students *"Are there any questions? Or, did everyone understand the material?"*, Then the students answered *"Nothing Mrs, it's enough"*.

Before the researcher closed the meeting, the researcher and students concluded the material that had been studied. Then the researcher reminded again that at the next meeting they were

required to bring an English dictionary. The researcher also asked the students to study and review the material at their homes after that, the first meeting in cycle 2 was closed by reading a prayer together.

## 2) Second meeting in cycle 2

The second meeting was held on Wednesday, May 31<sup>th</sup> 2023 during the first and second class hours 07.10 - 08.30 WIB. English researcher and teacher (the collaborators) enter the class, the teacher observes the learning process behind the class. Researchers started class by greeting students, asking them to pray, check the attendance list, provide motivation to students, and review the material that has been studied at the previous meeting.

After the researcher finished reviewing the previous material. The learning process was continued by carrying out the core activities at the second meeting in cycle 2. The researcher explained again about the benefits and how the learning process was carried out using the Project Based Learning (PjBL) method. Next, the researcher asked the students to make greeting cards with different themes for each row of seats. After dividing the themes for each row of benches, the researcher showed again some of the English vocabulary that is usually found in greeting card texts. the researcher gave 5 minutes for the students to observe the vocabulary and synchronize what vocabulary they would use on

their greeting cards according to their respective themes. After 5 minutes, the researcher asked students to start making greeting cards according to the theme they got. At this meeting each student focused on doing their assignments and they were very enthusiastic in completing them. Ten minutes before the turn of the lesson the researcher asked the students to collect their assignments.

Before the researcher closed the meeting, the researcher reminded again of the importance of bringing a dictionary during English lessons. Researchers also advised students to study again the material that had been studied at school. Then the meeting ended by reading a prayer together.

### c. Observing the Action in cycle 2

This research was conducted to determine student performance in the second cycle during the teaching and learning process using the Project Based Learning method such as student participation, student enthusiasm and student reactions during the teaching and learning process. At this stage, students are more active and enthusiastic in participating teaching and learning process with the Project Based Learning method. The data is described as follows:

**Table 4. 3**  
**Research Checklist**

No	Behavior	Grade					Score
		2	3	4	5	6	
1.	Students were interested in Project Based Learning (PjBL) method.					√	6

2.	Student's paid attention to the researcher as a teacher.					√	6
3.	Student's focused in learning when the leader explained the material.				√		5
4.	Students can make a greeting card according to the rules of structure and with their creativity.					√	6
5.	Students can develop their vocabulary in making greeting card.					√	6
<b>Total</b>							29

Note:

2 = Very bad (No attention or response from the students)

3 = Bad (Only few attention and response from the students)

4 = Fair/enough (some of students/half of students gave attention and response)

5 = Good (more than half of students gave attention and response)

6 = Very Good (almost all of students gave attention and response)

The score of the research was as follows;

$$\frac{S}{P} = \frac{X}{N} \times 100\%$$

$$= \frac{29}{33} \times 100\%$$

$$= 88\%$$

According to the results of the research checklist above it can be concluded that students are interested in the learning process with the

Project Based Learning method in learning English as they look happy, enjoy, relax and students can understand and acquire some new vocabulary. They can also make a greeting card better than before, both from the writing structure and the vocabulary used. The students were so enthusiastic when the researcher showed several examples of greeting cards accompanied by pictures of imagination. This makes the teaching and learning process run well and students are happy learning action. Even though this learning takes place very seriously, students don't feel bored, because this learning is carried out by displaying several examples of vocab and examples of greeting cards accompanied by interesting pictures. Based on research notes that have been taken by the observer, in this cycle students are more enthusiastic in the learning process using the Project Based Learning method. Not only that, the class situation can also be handled well. It can be seen in the table above shows that there are 88% of students who are interested with the teaching and learning process using the Project Based Learning method.

#### **d. Evaluating and Reflecting**

At this stage, the researcher evaluates and reflects on the actions in cycle 2. The researcher conducts post-test 2 on Wednesday, May 31<sup>th</sup> 2023 in the first and second class hours at 07.10 - 08.30 WIB. This second post-test was conducted to determine the development of



students' writing skill. Student scores can be seen in the following table:

**Table 4.4**  
**The Student's Writing Score in Post-Test 2**

No	Students Initial Name	Student's Writing Score					Total Score
		Content	Organization	Grammar	Vocabulary	Mechanics	
<b>1.</b>	<b>ARZ</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>40</b>
2.	ASN	4	3	4	2	2	80
3.	ADA	4	4	2	3	3	77
4.	AFJ	4	4	4	4	3	96
5.	ANF	4	4	2	2	4	82
6.	AAP	4	3	3	4	3	86
7.	ASM	4	3	3	3	3	82
8.	BM	4	2	4	2	4	82
9.	BCA	4	4	4	3	4	96
10.	DAR	4	3	4	4	4	95
11.	DM	3	4	4	3	3	85
12.	DNS	4	4	4	3	4	96
<b>13.</b>	<b>DM</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>50</b>
14.	DAR	4	4	4	4	4	100
<b>15.</b>	<b>FF</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>41</b>
16.	FSK	3	3	3	4	3	79
17.	HNP	4	4	4	3	4	96
18.	MAF	4	4	4	4	4	100
19.	MAA	3	4	3	3	4	84
<b>20.</b>	<b>MAZM</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>66</b>
<b>21.</b>	<b>MRAN</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>54</b>
22.	MZEA	4	3	3	2	4	82
23.	NAR	4	3	4	2	4	82
24.	NLR	4	2	4	4	3	86
<b>25.</b>	<b>NEPK</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>66</b>
26.	NNN	4	4	4	3	3	92
27.	RNE	4	4	4	4	4	100
28.	RPR	4	4	3	3	4	91
29.	SA	4	3	4	3	4	91
30.	SKR	4	3	4	3	4	96
31.	VPS	4	4	2	3	2	79
32.	YAW	4	4	3	4	4	95
<b>33.</b>	<b>MAS</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>65</b>
Total		118	107	103	101	108	2696
Mean							81,6
Percentage							78,7%

From the table above, table with bold color represents students who didn't pass the writing test. The result of the post-test 2 showed that the total of students score was 2696 and the total of students was 33, so the students mean score was:

$$\begin{aligned} X &= \frac{\sum k}{n} \\ &= \frac{2696}{33} \\ &= 81,6 \end{aligned}$$

The percentage of students who passed the post-test 2 was:

$$\begin{aligned} P &= \frac{F}{X} \times 100\% \\ &= \frac{26}{33} \times 100\% \\ &= 78,7\% \end{aligned}$$

The results of cycle 2 showed that students passed the KKM (minimum mastery criteria). The two post-test mean was 81,6 and better than the average score in the post-test in the first cycle. In the second cycle, the average post test score showed a significant increase from 56,2 to 81,6. The percentage of students who passed the writing test in the post-test conducted in the second cycle also experienced a significant increase from 42,4% to 78,7%. It shows that the students have increased their writing skill scores. the researcher concludes that the application of the Project Based Learning method can improve students' writing skills so that they can increase their scores on the writing test.

**Table 4.5**  
**The Improvement of Student's Writing Skill**

No	Student's Initial Name	Score		
		Pre-Test	Post-Test 1	Post-Test 2
1	ARZ	29	37	40
2	ASN	75	80	80
3	ADA	36	40	77
4	AFJ	87	96	96
5	ANF	25	37	81
6	AAP	40	29	86
7	ASM	36	75	82
8	BM	29	25	82
9	BCA	46	79	96
10	DAAR	80	75	95
11	DM	46	37	85
12	DNS	36	75	96
13	DM	46	29	50
14	DAR	29	75	100
15	FF	29	36	41
16	FSK	75	95	79
17	HNP	29	34	96
18	MAF	87	80	100
19	MA	37	34	84
20	MAZM	36	29	66
21	MRAN	36	46	54
22	MZEA	46	32	82
23	NAR	29	42	82
24	NLR	29	75	86
25	NAPK	36	42	66
26	NNN	46	87	92
27	RNE	92	100	100
28	RPR	46	46	91
29	SA	36	25	91
30	SKR	36	34	96
31	VPS	80	96	79
32	YAW	46	92	95
33	MAS	29	41	65
Mean		45,8	56,2	81,6
Percentage		21,2%	42,4%	78,7%

Based on the table above on the pre-test, the average score of the students is 45,8 and the percentage of students who pass the pre-test is 21,2%. This means that there are 7 students who pass the criteria success and 26 other students did not pass the success criteria. While in the post-test 1, the average value of students is 56,2 and the percentage students who pass the post-test 1 is 42,4%. This means that there were 14 students who passed the success criteria and 19 other students did not pass the success criteria. However, in post-test 2 the average score of students was 81,6 and the percentage of students who passed post-test 2 was 78,7%, which means there were 26 students who passed the success criteria and 7 other students did not pass the success criteria.

From the student scores above, it shows that the students writing skills have increased significantly. Starting from the value of the pre-test, post-test 1 to post-test 2, the increase in the value of students writing skills has increased. It can be said that the application of the Project Based Learning method is successful in improving students' writing skills.

### **C. Discussion of The Research**

This segment presents a discourse on investigative findings related to theory. Researchers need a method that can make them active, enthusiastic, creative, critical and able to develop their writing skills. So the researchers chose the Project Based Learning method as a method for teaching and

improving students' writing skills. The Project Based Learning (PjBL) method is a learning method that will encourage students to be creative and generate creativity about something. The application of the PjBL method can give a deep impression in increasing students' motivation in learning English. Project Based Learning offers a series of activities that motivate, challenge, encourage students to be enthusiastic, critical, and creative in the teaching and learning process.<sup>36</sup> Application The Project Based Learning (PjBL) method makes it easy for students to be creative and express their feelings through writing greeting cards.

Students' interest in learning is certainly the main focus in the learning process. Therefore the learning method of writing must make students interested and not boring. Project based learning integrates "learning by doing". Students not only learn science and elements of the course curriculum, but also apply what they have learned to solve authentic problems and produce meaningful results. The project Based Learning Method refocuses students' education in learning to write, so that in this case the anticipation and enthusiasm of students becomes the main point in improving their writing skills. The PJBL method is sometimes also referred to as a teaching technique, teaching strategy or learning model.<sup>37</sup>

The use of the Project Based Learning method is of course useful for improving students' writing skills. Project Based Learning as complex tasks,

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<sup>36</sup> Suwanto, "Enhancing Student's Creativity in Creating Greeting Cards Through Project Based Learning", (Pontianak: SMP Negeri 17 Pontianak, 2021), 27.

<sup>37</sup> Iis Harisma, Ghina Ilmiah, Yana, "Improving Student's Writing Ability Through Project Based Learning Using Visual Media", (Siliwangi: Volume 2, No. 3, May 2019), 365.

based on challenging themes that engage students in designing, solving problems, making decisions, or investigating; provide the opportunity to work within the scheduled time period to make the product.<sup>38</sup> Therefore, the application of the Project Based Learning method is the right step to form students who are competent, independent and responsible for themselves. students can solve the problems they encounter and even find solutions to the challenges they get with a sense of responsibility for themselves. Not only that, students also learn discipline with the time period they have. Syahmadi stated that Project Based Learning has been implemented in the teaching and learning process at various stages of education in various countries, such as Malaysia, Australia, Singapore, and America. The application of Project Based Learning is able to train students in developing certain skills such as writing skills, provide a real learning process that can benefit students, increase creativity and motivation, and increase student discipline and cooperation.<sup>39</sup>

The application of the Project Based Learning method can assist students in improving their writing skills in compiling English texts (Greeting Cards). This can be seen from the student scores which are slowly increasing, as in the pre-test scores which show that the average student score is 45,8 and the percentage of students who pass the success criteria is 21,2%. This proves that students' writing skills are still low. Furthermore, the results of the

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<sup>38</sup> Umi Anis R, Moh Thamrin, Noverita E, "An Analysis of Application of Project Based Learning to Improve Writing Skills of Mechanical Engineering Students", (Malang: Vol. 2, No. 1, February 2022), 65.

<sup>39</sup> Eva Fitriyani S, "Project Based Learning to Develop Students' Ability and Creativity in Writing Narrative Story", (Volume 5, Issue 1, January 2019), 86.

students' writing test scores in post-test 1 showed that the average student score was 56,2 where the percentage of students who passed the success criteria was 42,4%, which means that there were 14 students who scored up to the minimum completeness criteria ( KKM 75).

While based on the results of the students' writing test scores in post-test 2, it was found that the average student score was 81,6 where there 26 students or 78,7% of students who scored up to the minimum mastery criteria (KKM 75). Meanwhile, the scores of 7 other students were below the passing criteria. Therefore, the application of the Project Based Learning method in improving students' writing skills on greeting cards was declared successful, so that students' writing test scores experienced a significant increase.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

This chapter explains the conclusions and suggestions obtained from the post-test and improving students' writing skills using the Project Based Learning method. Descriptions are based on research findings and discussions.

#### A. Conclusion

This research uses the Project Based Learning method to improve students' writing skills in the second grade of SMPN 1 Jember for the 2022/2023 academic year. Based on the results of the study, the researcher concluded that the application of the Project Based Learning method could make students' writing skills better than before.

There was an increase in students' writing test scores from pre-test to post-test 2. On the pre-test, the average score of the students is 45,8 and the percentage of students who pass the pre-test is 21,2%. This means that there are 7 students who pass the criteria success and 26 other students did not pass the success criteria. While in the post-test 1, the average value of students is 56,2 and the percentage students who pass the post-test 1 is 42,4%. This means that there were 14 students who passed the success criteria and 19 other students did not pass the success criteria. However, in post-test 2 the average score of students was 81,6 and the percentage of students who passed post-test 2 was 78,7%, which means there were 26 students who passed the success criteria and 7 other students did not pass the success criteria.



In conclusion, students' writing skills by applying the Project Based Learning method are slowly increasing. Students' writing skills experienced an increase in several aspects, namely content, organization, grammar, vocabulary and grammar. Students' ability to write is getting better, in constructing sentences and their grammar is better than before. With this method students become more confident in working and writing texts in English.

## **B. Suggestion**

Based on the conclusions of this study, this paper can provide some suggestions for English teachers and future researchers, which are expected to be useful for readers. Below are some suggestions that can be drawn from this research:

### **1. For English Teachers**

Researcher suggests the Project Based Learning method as an alternative teaching in learning English, especially writing skills. Because the Project Based Learning method used in this research is effective students' writing skills are better than before. With the Project Based Learning method students can practice what they have learned by creating products such as making greeting cards in correct English.

### **2. For Future Researchers**

The researcher hopes that this research can be useful for further research do other things that are related in a broad scope and then the researcher hopes that this research can be used as a reference in conducting

similar research. The researcher also hopes that this research can be used as learning for future researchers in sorting out learning methods for students, so that students have a sense of enthusiasm for learning and do not feel bored while studying.



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### Declaration of Authenticity

I am the student with following identity:

Name : Yuli Astutik

Student's Number : T2196102

Study Program : English Education Department

Faculty : Tarbiyah and Teacher Training

Institution : UIN KH. Achmad Siddiq Jember

Cenify that the thesis entitle "Enhancing The Students Writing Greeting Cards by Implementing Project Based Learning (PjBL) Method at The Second Grade of SMPN 1 Jember" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation a bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 17 June 2023



**YULI ASTUTIK**  
**NIM.T20196102**

**APPENDIX 1**

**RESEARCH MATRIX**

<b>Title</b>	<b>Variable</b>	<b>Sub Variable</b>	<b>Data Resources</b>	<b>Research Method</b>	<b>Research Question</b>
Enhancing the student's writing of greeting cards by implementing Project Based Learning (PjBL) Method at the second grade of SMPN 1 Jember	a. Project Based Learning (PjBL) Method  b. Writing greeting cards.	1. The essential question 2. Design a plan for the project 3. Create a schedule 4. Monitoring 5. Assess the outcome 6. Evaluate the experience 7. Grammar 8. Vocabulary 9. Creativity	Respondents: The second grade student's	a. Research approach: Classroom Action Research (CAR) b. Research Design: Based on Kemmis and Mc. Teggart model c. Data Collection Method: 1. Observation 2. Writing Test (Pre-test and Post-test)	How does teacher able to enhance the second grade student's writing greeting cards using Project Based Learning (PjBL) method of SMPN 1 Jember?



## APPENDIX 2 LESSON PLANS

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) I

Sekolah : SMPN 1 Jember  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII / Genap  
Materi Pokok : Greeting Cards  
Alokasi Waktu : 2 x 40 menit

#### A. Kompetensi Inti (KI)

- KI. 1 Menerima menjalankan, menghargai, dan menghayati ajaran agama yang dianutnya .
- KI. 1 Menghayati, dan mengamalkan, perilaku jujur, disiplin, tanggung jawab, santun, peduli (gotong royong, kerjasama, toleran, damai), responsif, pro-aktif, dan percaya diri serta dapat menunjukkan sikap tersebut sebagai bagian dari solusi atas berbagai macam permasalahan dalam berinteraksi secara efektif di tengah lingkungan sosial (keluarga, teman, & orang sekitar), lingkungan alam serta dalam menempatkan dan memposisikan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI. 1 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingintahu akan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena, kejadian, dan peristiwa serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI. 1 Mengolah, menalar, dan menyaji dalam ranah konkret serta ranah abstrak terkait dengan pengembangan dari materi pembelajaran yang telah dipelajari di sekolah secara mandiri, dan juga mampu mengaplikasikan metode berdasarkan kaidah keilmuan yang sesuai.

#### B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks kartu ucapan selamat (Greeting Card) sesuai dengan	3.4.1 Menyebutkan fungsi sosial dari teks kartu ucapan (Greeting Card) sesuai dengan konteks kegunaannya. 3.4.2 Menyebutkan ungkapan yang sering

konteks penggunaannya.	digunakan pada teks kartu ucapan (Greeting Card) sesuai dengan konteks kegunaannya. 3.4.3 Mengidentifikasi unsur-unsur yang ada pada teks kartu ucapan (Greeting Card) sesuai dengan konteks kegunaannya.
4.4 Memahami makna dari teks kartu ucapan (Greeting Card) yang sederhana/pendek. 4.5 Menyusun teks tulis kartu ucapan (Greeting Card) sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Menyebutkan dan mengembangkan secara lisan maupun tulisan makna atau maksud dari teks kartu ucapan (Greeting Card) sesuai dengan konteksnya. 4.4.2 Menulis dan membuat kreasi kartu ucapan (Greeting Card) sederhana dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat memahami cara memberi ucapan selamat (Greeting Card) melalui metode Project Based Learning (PJBL) dengan baik.
2. Peserta didik dapat menyusun teks kartu ucapan (Greeting Card) melalui metode Project Based Learning (PJBL) dengan baik dan benar.
3. Peserta didik dapat mempraktekkan teks ucapan selamat (Greeting Card) melalui metode (PJBL) dengan benar.

### D. Materi Pembelajaran

“Greeting Card”

Greeting Card atau kartu ucapan adalah kartu ilustrasi untuk memberikan ucapan selamat atau rasa prihatin kepada seseorang. Adapun struktur Greeting Card yaitu:

1. Receiver/Penerima: Untuk siapa kartu ditujukan, biasanya tercantum nama penerima kartu ucapan.
2. Body/Isi: Didalam bagian ini ada beberapa konten, yaitu:
  - a. Quote: Kutipan atau harapan si pengirim yang berhubungan dengan peristiwa atau hari spesial.
  - b. Picture: Ilustrasi gambar yang berhubungan dengan peristiwa atau hari spesial.



- c. Expression: Ucapan selamat (Congratulation expression) atau ucapan simpati (Sympathy expression).

### 3. Sender/Pengirim

Jenis-jenis Greeting Card:

- Birth Day Card (Kartu ucapan ulang tahun)
- Congratulation Card (Kartu ucapan selamat atas pencapaian)
- Graduation Card (Kartu ucapan perayaan lulusan)
- Greeting Well Card (Kartu ucapan lekas sembuh)
- Thanking Card (Kartu ucapan berterima kasih)
- Public/National Holiday Card (Kartu ucapan hari besar perayaaa8n)
- Baby Born Card (Kartu ucapan selamat atas kelahiran bayi)
- Wedding Card (Kartu ucapan pernikahan)

### E. Metode Pembelajaran

Pendekatan : Scientific Approach (5M)

Metode : Project Based Learning (PJBL)

### F. Media Pembelajaran

<b>Media</b>	Buku Pendamping, LCD (Proyektor)
<b>Alat dan Bahan</b>	Spidol, Papan Tulis, Kertas

### G. Sumber Belajar

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016
2. Mandiri mengasah kemampuan diri Mata Pelajaran Bahasa Inggris Practice Your English Competence, Kelas VIII, Erlangga
3. LKS Mata pelajaran Bahasa Inggris, Kelas VIII, Semester Gasal

### H. Kegiatan Pembelajaran

<b>Langkah Pembelajaran</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
Kegiatan Pendahuluan	<p>1. Orientasi</p> <ul style="list-style-type: none"> <li>• Salam pembuka, tegur sapa dengan menggunakan Bahasa Inggris</li> <li>• Tak lupa memanjatkan syukur kepada Tuhan YME dengan berdo'a sebelum memulai kegiatan pelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam</li> </ul>	

	<p>mengawali kegiatan pembelajaran.</p> <p>2. Apersepsi dan Motivasi</p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya</li> <li>• Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari</li> <li>• Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan</li> </ul>	<p>10 Menit</p>
Kegiatan Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> <li>• Guru menunjukkan sebuah video yang berkaitan dengan kartu ucapan (Greeting Card).</li> <li>• Peserta didik mengamati video yang ditunjukkan oleh guru.</li> </ul> <p>2. Menanyakan (Critical Thinking)</p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati.</li> <li>• Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berfikir kritis.</li> </ul> <p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar teman, guna menemukan hal baru (pendapat baru) terkait materi Greeting Card.</li> <li>• Peserta didik memahami apa yang mereka dapat dari diskusi yang dilakukan</li> </ul> <p>4. Menalar/mengasosiasi.</p> <ul style="list-style-type: none"> <li>• Guru mengarahkan agar peserta didik dapat menghubungkan data/informasi yang diperoleh untuk menarik kesimpulan.</li> <li>• Guru meminta peserta didik untuk menarik kesimpulan dari materi yang telah mereka pahami.</li> <li>• Guru menyediakan sumber-sumber belajar, lembar kerja (worksheet), media, alat peraga/peralatan eksperimen, dan sebagainya.</li> </ul> <p>5. Mengkomunikasikan</p>	<p>60 Menit</p>

	<ul style="list-style-type: none"> <li>• Peserta didik menyampaikan materi yang telah mereka pahami ke kelas secara lisan.</li> <li>• Guru meminta peserta didik untuk membuat kartu ucapan sederhana dengan kreasi yang menarik.</li> </ul>	
Kegiatan Penutup	<p>1. Refleksi</p> <ul style="list-style-type: none"> <li>• Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari.</li> <li>• Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas.</li> </ul> <p>2. Penutup dan Salam</p>	10 Menit

## I. Penilaian Hasil Pembelajaran

### Scoring Rubric

Adapted from Brown {2007}

Aspect	Score	Performance Description	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20%	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and	

		descriptions re arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15%	4	It uses correct spelling, punctuation and capitalization.	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling, punctuation and capitalization.	

Example of calculating student scores:

$$\begin{aligned} &= \frac{3(C) + 2(O) + 2(G) + 1,5(V) + 1,5(M)}{40} \times 100 \\ &= \frac{3(4) + 2(4) + 2(4) + 1,5(4) + 1,5(4)}{40} \times 100 \\ &= \frac{12 + 8 + 8 + 6 + 6}{40} \times 100 \\ &= 100 \end{aligned}$$

Mengetahui:

Guru Mata Pelajaran



**Christiani, S.Pd.**

NIP: 197003072008012016

Jember, 4 Mei 2023

Peneliti



**Yuli Astutik**

NIM: T20196102



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JEMBER

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) II

Sekolah : SMPN 1 Jember  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII / Genap  
Materi Pokok : Greeting Cards  
Alokasi Waktu : 2 x 40 menit

### A. Kompetensi Inti (KI)

- KI. 1 Menerima menjalankan, menghargai, dan menghayati ajaran agama yang dianutnya .
- KI. 2 Menghayati, dan mengamalkan, perilaku jujur, disiplin, tanggung jawab, santun, peduli (gotong royong, kerjasama, toleran, damai), responsif, pro-aktif, dan percaya diri serta dapat menunjukkan sikap tersebut sebagai bagian dari solusi atas berbagai macam permasalahan dalam berinteraksi secara efektif di tengah lingkungan sosial (keluarga, teman, & orang sekitar), lingkungan alam serta dalam menempatkan dan memposisikan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI. 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingintahu akan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena, kejadian, dan peristiwa serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI. 4 Mengolah, menalar, dan menyaji dalam ranah konkret serta ranah abstrak terkait dengan pengembangan dari materi pembelajaran yang telah dipelajari di sekolah secara mandiri, dan juga mampu mengaplikasikan metode berdasarkan kaidah keilmuan yang sesuai.

### B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks kartu ucapan selamat (Greeting Card) sesuai dengan konteks penggunaannya.	3.4.1 Menyebutkan fungsi sosial dari teks kartu ucapan (Greeting Card) sesuai dengan konteks penggunaannya. 3.4.2 Menyebutkan ungkapan yang sering digunakan pada teks kartu ucapan (Greeting Card) sesuai dengan konteks

	3.4.3	kegunaannya. Mengidentifikasi unsur-unsur yang ada pada teks kartu ucapan (Greeting Card) sesuai dengan konteks kegunaannya.
4.4 Memahami makna dari teks kartu ucapan (Greeting Card) yang sederhana/pendek. 4.5 Menyusun teks tulis kartu ucapan (Greeting Card) sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 4.4.2	Menyebutkan dan mengembangkan secara lisan maupun tulisan makna atau maksud dari teks kartu ucapan (Greeting Card) sesuai dengan konteksnya. Menulis dan membuat kreasi kartu ucapan (Greeting Card) sederhana dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat memahami cara memberi ucapan selamat (Greeting Card) melalui metode Project Based Learning (PJBL) dengan baik.
2. Peserta didik dapat menyusun teks kartu ucapan (Greeting Card) melalui metode Project Based Learning (PJBL) dengan baik dan benar.
3. Peserta didik dapat mempraktekkan teks ucapan selamat (Greeting Card) melalui metode (PJBL) dengan benar.

### D. Materi Pembelajaran

#### “Greeting Card”

Greeting Card atau kartu ucapan adalah kartu ilustrasi untuk memberikan ucapan selamat atau rasa prihatin kepada seseorang. Adapun struktur Greeting Card yaitu:

1. Receiver/Penerima: Untuk siapa kartu ditujukan, biasanya tercantum nama penerima kartu ucapan.
2. Body/Isi: Didalam bagian ini ada beberapa konten, yaitu:
  - a. Quote: Kutipan atau harapan si pengirim yang berhubungan dengan peristiwa atau hari spesial.
  - b. Picture: Ilustrasi gambar yang berhubungan dengan peristiwa atau hari spesial.
  - c. Expression: Ucapan selamat (Congratulation expression) atau ucapan simpati (Sympathy expression).

3. Sender/Pengirim

Jenis-jenis Greeting Card:

- Birth Day Card (Kartu ucapan ulang tahun)
- Congratulation Card (Kartu ucapan selamat atas pencapaian)
- Graduation Card (Kartu ucapan perayaan lulusan)
- Greeting Well Card (Kartu ucapan lekas sembuh)
- Thanking Card (Kartu ucapan berterima kasih)
- Public/National Holiday Card (Kartu ucapan hari besar perayaa&n)
- Baby Born Card (Kartu ucapan selamat atas kelahiran bayi)
- Wedding Card (Kartu ucapan pernikahan)

#### E. Metode Pembelajaran

Pendekatan : Scientific Approach (5M)

Metode : Project Based Learning (PJBL)

#### F. Media Pembelajaran

<b>Media</b>	Buku Pendamping, LCD (Proyektor)
<b>Alat dan Bahan</b>	Spidol, Papan Tulis, Kertas

#### G. Sumber Belajar

4. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016
5. Mandiri mengasah kemampuan diri Mata Pelajaran Bahasa Inggris Practice Your English Competence, Kelas VIII, Erlangga
6. LKS Mata pelajaran Bahasa Inggris, Kelas VIII, Semester Gasal

#### H. Kegiatan Pembelajaran

<b>Langkah Pembelajaran</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Orientasi <ul style="list-style-type: none"> <li>• Salam pembuka, tegur sapa dengan menggunakan Bahasa Inggris</li> <li>• Tak lupa memanjatkan syukur kepada Tuhan YME dengan berdo'a sebelum memulai kegiatan pelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> </li> <li>2. Apersepsi dan Motivasi <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran</li> </ul> </li> </ol>	10 Menit



	<p>yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya</p> <ul style="list-style-type: none"> <li>• Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari</li> <li>• Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan</li> </ul>	
Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Mengamati <ul style="list-style-type: none"> <li>• Guru menunjukkan gambar beserta beberapa vocabulary yang berkaitan dengan kartu ucapan (Greeting Card).</li> <li>• Peserta didik mengamati gambar dan vocabulary yang ditunjukkan oleh guru.</li> </ul> </li> <li>2. Menanyakan (Critical Thinking) <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati.</li> <li>• Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berfikir kritis.</li> </ul> </li> <li>3. Mengumpulkan Informasi <ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar teman, guna menemukan hal baru (pendapat baru) terkait materi Greeting Card.</li> <li>• Peserta didik memahami apa yang mereka dapat dari diskusi yang dilakukan</li> </ul> </li> <li>4. Menalar/mengasosiasi. <ul style="list-style-type: none"> <li>• Guru mengarahkan agar peserta didik dapat menghubungkan data/informasi yang diperoleh untuk menarik kesimpulan.</li> <li>• Guru meminta peserta didik untuk menarik kesimpulan dari materi yang telah mereka pahami.</li> <li>• Guru menyediakan sumber-sumber belajar, lembar kerja (worksheet), media, alat peraga/peralatan eksperimen, dan sebagainya.</li> </ul> </li> <li>5. Mengkomunikasikan <ul style="list-style-type: none"> <li>• Peserta didik menyampaikan materi yang telah mereka pahami ke kelas secara lisan.</li> </ul> </li> </ol>	60 Menit

	<ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk membuat kartu ucapan sederhana dengan kreasi yang menarik.</li> </ul>	
Kegiatan Penutup	<p>1. Refleksi</p> <ul style="list-style-type: none"> <li>Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari.</li> <li>Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas.</li> </ul> <p>2. Penutup dan Salam</p>	10 Menit

## J. Penilaian Hasil Pembelajaran

### Scoring Rubric

Adapted from Brown {2007}

Aspect	Score	Performance Description	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20%	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions re arranged with few misuse of connectives.	

	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15%	4	It uses correct spelling, punctuation and capitalization.	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling, punctuation and capitalization.	

Example of calculating student scores:

$$\begin{aligned} &= \frac{3(C) + 2(O) + 2(G) + 1,5(V) + 1,5(M)}{40} \times 100 \\ &= \frac{3(4) + 2(4) + 2(4) + 1,5(4) + 1,5(4)}{40} \times 100 \\ &= \frac{12 + 8 + 8 + 6 + 6}{40} \times 100 \\ &= 100 \end{aligned}$$

Mengetahui:

Guru Mata Pelajaran



**Christiani, S.Pd.**

NIP: 197003072008012016

Jember, 25 Mei 2023

Peneliti



**Yuli Astutik**

NIM: T20196102



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

## APPENDIX 3 SCHOOL PROFILE

Profil Sekolah						
<b>1. Identitas Sekolah</b>						
1 Nama Sekolah	:	UNIT PELAKSANA TEKNIS DAERAH (UPTD) SATUAN PENDIDIKAN				
2 NPSN	:	20523851				
3 Jenjang Pendidikan	:	SMP				
4 Status Sekolah	:	Negeri				
5 Alamat Sekolah	:	Jl. Dewi Sartika 1 Jember				
RT / RW	:	3	/	4		
Kode Pos	:	68137				
Kelurahan	:	Kepatihan				
Kecamatan	:	Kec. Kaliwates				
Kabupaten/Kota	:	Kab. Jember				
Provinsi	:	Prov. Jawa Timur				
Negara	:	Indonesia				
6 Posisi Geografis	:	-8,1714	Lintang			
		113,7019	Bujur			
<b>3. Data Pelengkap</b>						
7 SK Pendirian Sekolah	:	188.45/330/1.12/2015				
8 Tanggal SK Pendirian	:	2015-09-29				
9 Status Kepemilikan	:	Pemerintah Pusat				
10 SK Izin Operasional	:	34 TAHUN 2018				
11 Tgl SK Izin Operasional	:	2018-11-26				
12 Kebutuhan Khusus Dilayani	:					
13 Nomor Rekening	:	0032895590				
14 Nama Bank	:	BANK JATIM				
15 Cabang KCP/Unit	:	CABANG JEMBER				
16 Rekening Atas Nama	:	IDA RUBIYANTI-MOHAMMAD ARIF				
17 MBS	:	Ya				
18 Memungut Iuran	:	Tidak				
19 Nominal/siswa	:	0				
20 Nama Wajib Pajak	:	DPP SMP Negeri 1 jember				
21 NPWP	:	001204064626000				
<b>3. Kontak Sekolah</b>						
20 Nomor Telepon	:	0331486988				
21 Nomor Fax	:	0331483132				
22 Email	:	infosmpn1jember@gmail.com				
23 Website	:	http://www.smpnegeri1jember.sch.id				
<b>4. Data Periodik</b>						
24 Waktu Penyelenggaraan	:	Pagi/6 hari				
25 Bersedia Menerima Bos?	:	Ya				
26 Sertifikasi ISO	:	9001:2000				
27 Sumber Listrik	:	PLN				
28 Daya Listrik (watt)	:	32000				
29 Akses Internet	:	Telkom Speedy				
30 Akses Internet Alternatif	:	Smartfren				

Sustainable Development Goals (SDG)		
31	Sumber air	: Sumur terlindungi
32	Sumber air minum	: Disediakan oleh sekolah
33	Kecukupan air bersih	: Cukup sepanjang waktu
34	Sekolah menyediakan jamban yang dilengkapi dengan fasilitas pendukung untuk digunakan oleh siswa berkebutuhan khusus	: Tidak
35	Tipe jamban	: Leher angsa (toilet duduk/jongkok)
36	Sekolah menyediakan pembalut cadangan	: Tidak ada
37	Jumlah hari dalam seminggu siswa mengikuti kegiatan cuci tangan berkelompok	: Tidak pernah
38	Jumlah tempat cuci tangan	: 0
39	Jumlah tempat cuci tangan rusak	: 0
40	Apakah sabun dan air mengalir pada tempat cuci tangan	: Ya
41	pembuangan air limbah dari jamban	: Ada saluran pembuangan air limbah ke selokan/kali/sungai
42	Sekolah pernah menguras tangki septik dalam 3 hingga 5 tahun terakhir dengan truk/motor sedot	: Tidak/Tidak tahu
<b>Stratifikasi UKS</b>		
43	Sekolah memiliki selokan untuk menghindari genangan air	: Ya
44	sampah di setiap ruang kelas (Sesuai permendikbud tentang standar sarpras)	: Ya
45	Sekolah menyediakan tempat sampah tertutup di setiap unit jamban perempuan	: Ya
46	Sekolah menyediakan cermin di setiap unit jamban perempuan	: Tidak
47	pembuangan sampah sementara (TPS) yang tertutup	: Ya
48	Sampah dari tempat pembuangan sampah sementara diangkut secara rutin	: Ya
49	penganggaran untuk kegiatan pemeliharaan dan perawatan sanitasi sekolah	: Ya
50	melibatkan siswa untuk memelihara dan merawat fasilitas sanitasi di sekolah	: Tidak

51	Ada kemitraan dengan pihak luar untuk sanitasi sekolah	:	✓	Ada, dengan pemerintah daerah		
				Ada, dengan perusahaan swasta		
				Ada, dengan puskesmas		
				Ada, dengan lembaga non-pemerintah		
52	Jumlah jamban dapat digunakan	:	Jamban laki-laki	Jamban perempuan	Jamban bersama	
			0	0	0	
53	digunakan	:	Jamban laki-laki	Jamban perempuan	Jamban bersama	
			0	0	0	

**Sekolah memiliki kegiatan dan media komunikasi, informasi dan edukasi (KIE) tentang sanitasi sekolah**

	Variabel	Kegiatan dan Media Komunikasi, Informasi dan Edukasi (KIE)					
		Guru	Ruang Kelas	Toilet	Selasar	Ruang UKS	Kantin
53	Cuci tangan pakai sabun	✓		✓	✓	✓	✓
54	Kebersihan dan kesehatan	✓					
55	Pemeliharaan dan perawatan toilet	✓		✓			
56	Keamanan pangan						
57	Ayo minum air						

## APPENDIX 4 RESEARCH LICENCE LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

---

Nomor : B-1094/In.20/3.a/PP.009/03/2023

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMPN 1 JEMBER

Jln. Dewi Sartika 1 Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196102  
Nama : YULI ASTUTIK  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ENHANCING THE STUDENT'S WRITING GREETING CARDS BY IMPLEMENTING PROJECT BASED LEARNING (PjBL) METHOD AT THE SECOND GRADE OF SMPN 1 JEMBER selama 14 ( empat belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Syaiful Bahri, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Maret 2023

an Dekan,  
Makil Dekan Bidang Akademik,



MASHUDI





PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
UPTD SATUAN PENDIDIKAN  
SMP NEGERI 1 JEMBER  
Jln. Dewi Sartika No.1 Telp. (0331) 486988 Jember



LEMBAR DISPOSISI

Rahasia :	<input type="checkbox"/>	Penting :	<input type="checkbox"/>	Rutin :	<input checked="" type="checkbox"/>
Indeks	: 022/42.1/310.02.20523851/2023			Tanggal Penyelesaian :	
Tanggal	: 18 Desember 2022				13 Maret 2023
H a l	: PERMOHONAN IJIN PENELITIAN				
Tgl / No.	18 Desember 2022/B-1095/In.2003.a/PP.009/03/2023				
A s a l	UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER				
Instruksi / Informasi :	<i>Mohon Abaikan.</i>			Diteruskan kepada :	
				1.	<i>F. R. Susanto</i>
				2.	
				3.	
				4.	<i>B. Crishti</i>
Catatan :					

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

## APPENDIX 5 RESEARCH JOURNAL ACTIVITIES

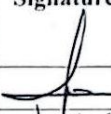
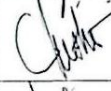






### RESEARCH JOURNAL ACTIVITIES

Name : Yuli Astutik


NIM : T20196102

Title : Enhancing The Student's Writing Greeting Card By Implementing Project Based Learning Method At The Second Grade Of SMPN 1 Jember

Location : SMPN 1 Jember

No	Day/Date	Activities	Informant's Name	Signatures
1.	13 <sup>th</sup> Maret 2023	Research Permits	Rachmad, S.Pd	
2.	3 <sup>th</sup> April 2023	Observe the classroom and consult about the lesson plan	Christiani, S.Pd	
3.	5 <sup>th</sup> April 2023	The researcher conducted a Pre-Test	Christiani, S.Pd	
4.	4 <sup>th</sup> May 2023	The researcher applies the action {first meeting}	Christiani, S.Pd	
4.	24 <sup>th</sup> May 2023	The researcher applies the Project Based Learning Method {post test 1}	Christiani, S.Pd	
5.	25 <sup>th</sup> May 2023	The researcher applies the action {second meeting}	Christiani, S.Pd	
6.	31 <sup>th</sup> May 2023	The researcher applies the Project Based Learning Method {post test 2}	Christiani, S.Pd	
7.	12 <sup>th</sup> June 2023	Request a letter has been completed the research	Rachmad, S. Pd	

Jember, June 12<sup>th</sup> 2023  
The School Headmaster

  
Drs. Syaiful Bahri, S.Pd  
NIP. 19640109 1985011002

## APPENDIX 6 RESEARCH FINISH LETTER



PEMERINTAH KABUPATEN JEMBER  
**DINAS PENDIDIKAN**  
 UPTD SATUAN PENDIDIKAN  
**SMP NEGERI 1 JEMBER**



Jln. Dewi Sartika No.1 Jember. 68137, Telp. (0331) 486988

website : <http://www.smpnegeri1jember.sch.id> email : [infosmpn1jember@gmail.com](mailto:infosmpn1jember@gmail.com)

Nomor : 800/093/310.02/20523851/2023

Jember, 13 Juni 2023

Lamp : -

Perihal : **Telah Melaksanakan Penelitian**

Kepada

Yth. : Dekan Fakultas Tarbiyah  
 Universitas Islam Negeri KIAI HAJI ACHMAD SIDDIQ  
 Jalan Mataram No 1 Mangli  
 Di

Jember

Menindak lanjuti surat saudara Nomor : B-1094/In.20/3.a/PP.009/03/2023 tanggal 13 Maret 2023 perihal Permohonan Ijin Penelitian, maka dengan ini kami *Menerangkan* nama :

N a m a : **YULI ASTUTIK**  
 N I M : T20196102  
 Jurusan : Fakultas Tarbiyah dan Ilmu keguruan  
 Program Studi : TADRIS BAHASA INGGRIS

Telah melakukan Penelitian penyusunan Skripsi tentang “ENHANCING THE STUDENT’S WRITING GREETING CARDS BY IMPLEMENTING PROJECT BASED LEARNING ( Pjbl ) METHOD AT THE SECOND GRADE OF SMPN 1 JEMBER” selama 14 hari di lingkungan SMP Negeri 1 Jember.

Demikian atas perhatian dan kerja sama yang baik, disampaikan terima kasih.

Kepala UPTD SATDIK  
 SMPN 1 Jember



Drs. SYAIFUL BAHRI, M.Pd  
 NIP. 19640109 198501 1002



## APPENDIX 7 TEST INSTRUMENT

The researcher used a writing test to determine student's writing skill. The researcher asked the students to make a greeting card according to the theme that had been determined by the researcher.

### A. Student's Directions

1. The researcher ask student's to pray
2. The researcher explains what are the benefits of applying the Project Based Learning method
3. The researcher ensure students have understood the material and instructions
4. The researcher make agreements regarding the allocation of time for project work
5. The researcher ask students to prepare tools for making greeting card
6. The researcher asked the students to make greeting card with 4 different themes according to the row of their seats;
  - Thank you card
  - Birthday's card
  - Congratulation card
  - Graduation card
7. The researcher asked the students to collect greeting card 10 minutes before the meeting was closed

## APPENDIX 8 INSTRUMENT VALIDITY

## VALIDITY INSTRUMENT

Instruction:

1. Put a check (✓) in the column according to your opinion
2. If there is a need to be revised please write in the column "catatan"

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A	Isi					
	1. Materi sesuai dengan kompetensi inti dan kompetensi dasar				✓	
	2. Indikator soal sesuai dengan materi				✓	
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan				✓	
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan				✓	
B	Soal					
	1. Soal disusun menggunakan tes menulis untuk mengetahui				✓	

	kemampuan "menulis" siswa								
	2. Soal disusun sesuai dengan materi Greeting Card						✓		
	3. Soal writing test disusun sesuai dengan teori writing yang mana mengharuskan siswa untuk membuat teks menulis						✓		
	4. Penilaian kemampuan "writing" siswa diadaptasi dari buku H. Douglas Brown						✓		
C	Bahasa								
	1. Petunjuk soal menggunakan kaidah Bahasa Inggris yang benar						✓		
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian						✓		
	3. Rumusan soal tidak mengandung kata-kata yang menyinggung peserta didik						✓		

Note:

4 = Sangat Baik

3 = Baik

2 = Kurang

1 = Sangat Kurang

Jember, 03 April 2023



Ninuk Indrawani, M.Pd.  
NIP. 197802102009122002

## APPENDIX 9

### DOCUMENTATION



Picture 1. Observe the classroom and consult about the lesson plan



Picture 2. The researcher conducted a Pre-Test



Picture 3. First meeting in cycle 1





Picture 4. Second meeting in cycle 1 / Post-Test 1



Picture 5. First meeting in cycle 2



Picture 6. Second meeting in cycle 2 / Post-Test 2

## CURRICULUM VITAE



Name : Yuli Astutik  
Place, Date of Birth : Bondowoso, September 15<sup>th</sup>, 2000  
Address : Grujugan Lor, Jambesari, Bondowoso  
Gmail Address : [ayuli9813@gmail.com](mailto:ayuli9813@gmail.com)  
Faculty : Tarbiyah and Teacher Training  
Program : English Education

### **Educational Background:**

1. TK Darma Wanita IV (2005-2007)
2. SDN Grujugan Lor 1 (2007-2013)
3. SMPN 1 Jambesari Darussholah (2013-2016)
4. MA Nurul Qarnain (2016-2019)