

**PROMOTING STUDENTS' WRITING SKILL THROUGH  
PROJECT BASED LEARNING AT SENIOR HIGH SCHOOL**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI AHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
DECEMBER 2024**

**PROMOTING STUDENTS' WRITING SKILL THROUGH  
PROJECT BASED LEARNING AT SENIOR HIGH SCHOOL**

**THESIS**

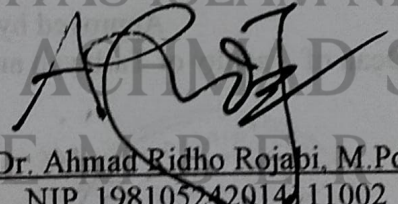
Submitted to Islamic University Kiai Haji Achmad Siddiq Jember  
To fulfill the requirements for the degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
English Education Program

By:

Wardatul Layly Hidayat  
NIM: 211101060004

**Approved by Advisor**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ

  
Dr. Ahmad Ridho Rojabi, M.Pd.  
NIP. 198105242014111002

# PROMOTING STUDENTS' WRITING SKILL THROUGH PROJECT BASED LEARNING AT SENIOR HIGH SCHOOL

## THESIS

It has been examined and approved by the board of examiners  
in fulfillments of the requirements for the degree of *Sarjana Pendidikan* (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
English Education Program

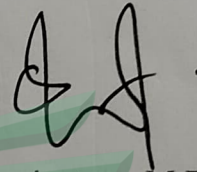
Day : Friday  
Date : December 13<sup>th</sup>, 2024  
The Board Examiners

Chairman



Dewi Nurul Qomariah, S.S., M. Pd  
NIP. 197901272007102003

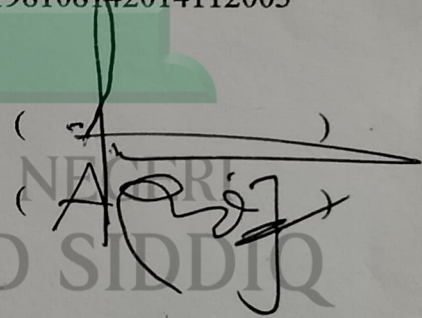
Secretary



Nina Hayuningtyas, M.Pd.  
NIP. 198108142014112003

Members:

1. Dr. Inayatul Mukarromah, S.S., M.Pd.
2. Dr. Ahmad Ridho Rojabi, M.Pd.



Approved by,  
Dean of Faculty of Tarbiyah and Teacher Training



Dr. Abdul Mu'is, S.Ag., M.Si.  
NIP. 197304242000031005

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

“So, surely with hardship comes ease (5). Surely with ‘that’ hardship comes  
‘more’ ease (6)”

(QS. Al-Insyiroh: 5-6)\*



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

---

\* Kemenag RI & Al-Jalalin Indonesia, Qur'an English. *Al-Insyirah: 5-6*

## DEDICATION

This thesis is lovingly dedicated to:

1. My beloved parents, my lovely father, Ahmad Hidayat S.Pd., M.A. and my lovely mother, Suprihatin, who always supported and prayed for me unconditionally. There are no words to express the sacrifices you have made for me.
2. My siblings, Deni Haqif Hidayat and Muhammad Zamzam Hidayat who always supported me till I could accomplish my thesis.
3. My big family, I wish to express my deepest gratitude for the encouragement, blessings, inspiration, and guidance that have been provided to me, enabling me to successfully complete my thesis. I really appreciate it.
4. My lovely teachers, KH. Sulahak Syarif, Nyai Maquatis Surroh, Neng Syarifah 'Aini who always supported and prayed for me till I could accomplish my thesis.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## ACKNOWLEDGMENT

*Alhamdulillahirobbil' alamin*, all praises are to Allah SWT, the most gracious and most merciful who always blesses and helps the researcher, so the researcher can finish this undergraduate thesis as one of the requirements for degree of *Sarjana Pendidikan* (S.Pd.) in the English Education Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of KH Achmad Siddiq Jember.

Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis will not finish without support, advice, help and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Hepni, S. Ag., M.M. as Rector of State University of Kiai Haji Achmad Siddiq Jember, who has given me the chance to study at this university.
2. Dr. Abdul Mu'is, S. Ag., M. Si, as Dean of Tarbiyah and Teacher Training Faculty, who has facilitated my study in this faculty.
3. Nuruddin, M.Pd. I the head of Islamic Studies and Language Education Program, who has provided support to the researcher to complete this thesis.
4. Dewi Nurul Qomariyah S. S, M.Pd., as the coordinator of English Education Program who approved the title of this thesis.
5. Dr. Ahmad Ridho Rojabi M.Pd., as my advisor who has guided, advised, and supported me in conduction the research and writing this thesis.

6. All lecturers of the English and Education Department of UIN KH Ahmad Siddiq Jember, who have given me knowledge and experiences throughout the entire semester.
7. Edi Nanang Sofyan Hadi S.Ag., M.Pd., as a head master of MAN Lumajang who allowed me to conduct this research
8. Rina Fitriyani S.Pd. as the English teacher at the eleventh grade of MAN Lumajang who have helped me during the research.
9. The students of XI C grade as my research participant, who helped me to accomplish the process of research.

Hopefully, Allah will reward all the extraordinary acts of kindness done by the people who helped me in completing this thesis.

Jember, December 13<sup>th</sup>, 2024

Researcher

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## ABSTRACT

**Wardatul Layly Hidayat, 2024:** *Promoting students' Writing skill Through Project Based Learning at Senior High School*

**Keywords:** Project Based Learning, Students' writing skill, Teaching writing,

Writing was one of productive skill that students struggle to acquire in studying English. Therefore, teachers must design and implement an appropriate learning method in teaching writing skill. One of the Islamic Senior High Schools in Lumajang used Project Based Learning in teaching writing skill using procedure text resources to promote students' writing skill. Project Based Learning is an effective method in teaching writing skill that focused on students-centered than teacher centered.

The research questions were: 1) How is the steps of teaching writing skill through Project Based Learning? 2) How is the evaluation of teaching writing skill through Project Based Learning? 3) What are the benefits of Project Based Learning on students' writing skill? and 4) What are the challenges of teaching writing skill through Project Based Learning?

The research used a qualitative approach with case study as a research design. Five students and an English teacher were recruited as participant by using purposeful sampling technique. The data was collected by using observation, interview and document review. Furthermore, researcher analyzed the data by using a qualitative data analysis proposed by Miles, Huberman and Saldana which covers data collection, data condensation, data display and conclusion drawing. Moreover, to ensure the data validity, this research used source and technique triangulation.

The results of this research were: 1) The steps in teaching writing skills through Project Based Learning with procedure text material began with preliminary action, which included dividing students into groups, determining some topics for students' projects, and explaining some procedure text content. Following some guiding steps, such as: preparation, planning, searching, conclusion, presentation, and evaluation. 2) The evaluation in teaching writing through Project Based Learning used formative assessment in the form of test and non-test with an analytical scoring as a rubric 3) The benefits of Project Based Learning on students' writing capabilities were: students develop writing skills, students more fun and interested in the teaching learning process, students integrated learn four skills in English, students create self-confidence. 4) The challenges in teaching writing through Project Based Learning encountered both students and teacher. Students had challenges within the group, such as difficulty communicating and compromising. While teacher's challenges, such as difficult to control student, difficult to control crowd and noisy atmosphere, lack of students' confidence, passive student in a group and the same project assignment between groups.



## TABLE OF THE CONTENT

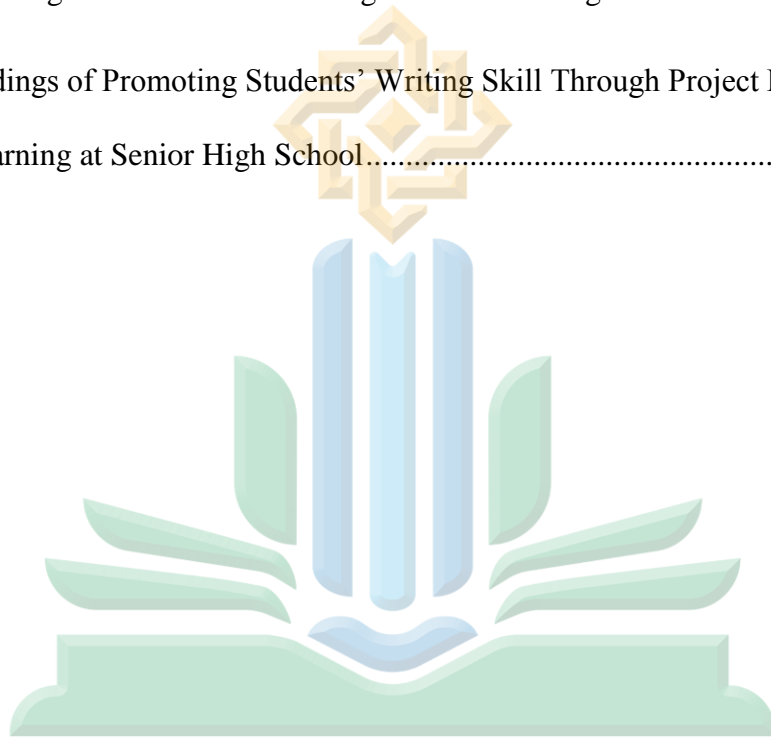
<b>COVER .....</b>	<b>i</b>
<b>ADVISOR APPROVAL SHEET .....</b>	<b>ii</b>
<b>EXAMINER APPROVAL SHEET .....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATIONS .....</b>	<b>v</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF THE CONTENT .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF APPENDIXES .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Research Background .....	1
B. Research Question .....	10
C. Research Objective .....	10
D. Research Significance .....	10
E. Definition of Key Term.....	11
<b>CHAPTER II LITERATUR REVIEW.....</b>	<b>13</b>
A. Previous Research .....	13
B. Theoretical Framework .....	20
1. Concept of Writing Skill .....	20
2. Concept of Project Based Learning.....	31

3. The Implementation of Project Based Learning .....	34
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>43</b>
A. Research Design.....	43
B. Research Setting.....	44
C. Research Participant.....	45
D. Data Collection Technique.....	47
E. Data Analysis .....	51
F. Data Validity .....	53
G. Research Procedure.....	55
<b>CHAPTER IV DATA DISPLAY AND DATA ANALYSIS.....</b>	<b>57</b>
A. Research Findings.....	57
B. Discussion.....	78
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>89</b>
A. Conclusion .....	89
B. Suggestion .....	90
<b>REFERENCES.....</b>	<b>92</b>

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF TABLES

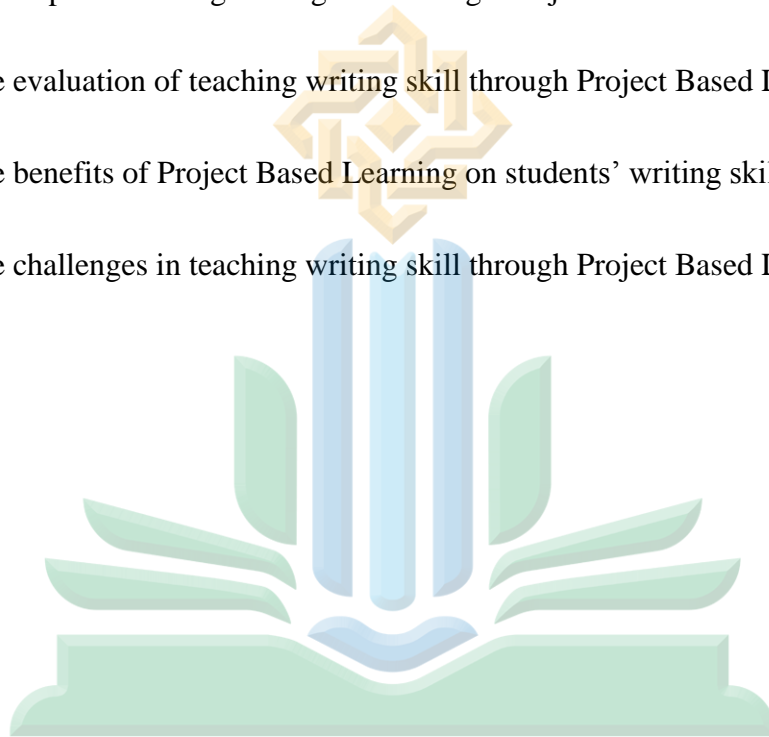
No	Description	Page.
1.2	The similarities and differences between previous study with current study ..	16
2.2	Learning achievement at the XI grade of senior high school.....	25
3.4	Findings of Promoting Students' Writing Skill Through Project Based Learning at Senior High School.....	77



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF FIGURES

No	Descriptions	Page.
4.1	Implementation of Project Based Learning focused on student-centered .....	58
4.2	The steps in teaching writing skill through Project Based Learning .....	60
4.3	The evaluation of teaching writing skill through Project Based Learning .....	67
4.4	The benefits of Project Based Learning on students' writing skill .....	71
4.5	The challenges in teaching writing skill through Project Based Learning.....	74



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDIXES

<b>Appendix 1:</b> Research Matrix .....	98
<b>Appendix 2:</b> Profile of MAN Lumajang .....	99
<b>Appendix 3:</b> Target learning objective (TP) and Learning Objective Sequence (ATP) at the XI grade of MAN Lumajang .....	102
<b>Appendix 4:</b> Teaching Module of procedure text material at the XI grade .....	111
<b>Appendix 5:</b> Students' writing project of procedure text material.....	132
<b>Appendix 6:</b> List of students at the XI C grade of MAN Lumajang.....	137
<b>Appendix 7:</b> Analytical scoring rubric .....	138
<b>Appendix 8:</b> Interview Transcript.....	140
<b>Appendix 9:</b> Validator instrument paper .....	152
<b>Appendix 10:</b> Research instrument .....	156
<b>Appendix 11:</b> Research Journal.....	158
<b>Appendix 12:</b> Research letter.....	159
<b>Appendix 13:</b> Documentation .....	161
<b>Appendix 14:</b> Declaration of Authorship .....	165
<b>Appendix 15:</b> Similarity letter.....	166
<b>Appendix 16:</b> Researcher's Identity.....	167

## CHAPTER 1

### INTRODUCTION

This chapter provided the thesis's constituent parts, which included the research background, research question, research objective, research significance, definition of key terms and research structure.

#### A. Research Background

In Indonesia, writing was an essential roles in educational context especially in learning English. Hyland stated, writing classes demonstrate each person's capacity to generate unique ideas on a particular topic, and writing was a technique of expressing one's own meaning.<sup>1</sup> Additionally, children can use writing to describe objects, explore ideas, express feelings, share experiences, and express points of view.<sup>2</sup> Strong writers would be seen as bright in all subjects taught in the classroom and as having the ability to articulate their ideas clearly. Hence, writing is an essential roles in educational context in which student can share ideas, convey point of view, describe thing, inform thing and also convey students' feeling.

On the other hand, writing skill was one of productive skill that should be mastered by student in learning English. English writing was one of the language abilities that should receive more emphasis. Mulyadi stated that students can communicate with others and express their thoughts and personal

---

<sup>1</sup> Hyland, *Second language writing*, (Cambridge university press, 2019).

<sup>2</sup> Argawati, *Teaching Writing Using Think-Pair-Share Viewed From Students' Level of Risk-Taking*, (English Review: Journal of English Education 6, no. 1, 2017), p.109-116.

expressions through writing rather than speaking.<sup>3</sup> Writing as a communicative activity must be promoted and nurtured throughout the language learner's course of study.<sup>4</sup> Additionally, Kingston stated that students' success in learning English was judged by their productive skills, notably their writing output.<sup>5</sup> In short, writing skill was one of productive skill in English that should be mastered by students because it measured students success in learning English.

Teaching writing skill was the most challenging for teacher in Indonesia. Alaamri stated that teaching English in an EFL context can be demanding for both native and non-native teachers due to many challenges and difficulties encountered in the classroom.<sup>6</sup> Teaching writing to EFL students can be challenging, particularly when their English skills are limited.<sup>7</sup> Some challenges faced by teachers in Indonesia are regarding to teaching technique-related challenges, teaching time-related challenges, linguistics-related challenges, and learning motivation-related challenges.<sup>8</sup> In short,

UNIVERSITAS ISLAM NEGERI

<sup>3</sup> Mulyadi, The Application of Meaningful Words Strategy to Motivate Students In Mastering English Vocabulary and Improving English Writing, (Journal of Foreign Language and Educational Research, Volume 1, Number 2, July, 2018), p. 40

<sup>4</sup> Celce, Teaching English as Second or Foreign Language, (Boston: Heinle & Heinle, 2001), pp.207.

<sup>5</sup> Kingston et al, Problems in Writing Disability among the School Children, (Tamil: Bharathiar University, 2002), p.3.

<sup>6</sup> Alaamri, Western Teachers Cultural and Linguistic Challenges in Teaching English Language in The Classroom, (Literacy Information and Computer Journal, 4(3), 2013), p. 1140-1148. Retrieved from <https://infonomics-society.org/wp-content/uploads/Lijej/Published-Papers/Volume-4-2013/Western-Teachers-Cultural-and-Linguistic-Challenge-in-Teaching-English-Language-in-the-Classroom.pdf>

<sup>7</sup> Ibrahim, The Effect of the Genre-Based Approach to Teaching Writing on The EFL Al-Azhr Secondary Students' Writing Skill an Their Attitudes Towards Writing , (Thesis: Meansora University, 2013), p. 3

<sup>8</sup> Adam, Challenges in Teaching English Writing Skills: Lessons Learnt from Indonesian High School English Language Teachers, (Jambura Journal of English Teaching and Literature – Vol. 2(1), April 2021), p.14

teaching writing in EFL context was the most challenging for teacher. Therefore, teacher should find the suitable learning method in teaching writing skill in order to develop students' writing skill. It accordance with Hadist bellow:

دَعْ مَا يُرَيْبُكَ إِلَىٰ مَا لَا يُرَيْبُكَ

Meaning: "Leave what you doubt for what you do not doubt" (HR. At-Timidzi and An-Nasa'i)<sup>9</sup>

However, in teaching writing learning teacher should paid attention to the curriculum and goal of learning. Curriculum connected decision-making to specific organizations, including schools, churches, nonprofits, and government initiatives. Curriculum, unlike education, required discussion on what subjects should be taught.<sup>10</sup> In 2021, the Ministry of Education, Culture, and Research and Technology (Kemendikbudristek) continued to endeavor to improve the quality of learning for students, as seen by the deployment of a new curriculum capable of meeting the difficulties of an ever-changing era, namely the merdeka curriculum.<sup>11</sup> Merdeka Curriculum focused on intra-curricular learning with diverse content, allowing students to optimize their learning and enhance their competencies.<sup>12</sup> As a result, learning should be engaging, exciting, and inspiring for students so that they can develop their

<sup>9</sup> Hadist Hasan Shohih adopted by <https://almanhaj.or.id/12006-memilih-yang-diyakini-dan-meninggalkan-keraguan-2.html>

<sup>10</sup> Wesley, Curriculum: from theory to practice, (Rowman & Lettfield: Second edition, 2023), p.19

<sup>11</sup> Kementerian Budaya, Riset dan Teknologi (KEMENDIKBUDRISTEK), No. 12 Tahun 2024 tentang Kurikulum pada pendidikan anak usia dini, jenjang pendidikan dasar dan jenjang pendidikan menengah. Adopted from [https://jdih.kemdikbud.go.id/detail\\_peraturan?main=3380](https://jdih.kemdikbud.go.id/detail_peraturan?main=3380)

<sup>12</sup> Qolbi, Implementing Merdeka Curriculum to Improve Students' Literacy in EFL Learning, (Thesis, English Education Department Faculty of Education and Teacher Training Universitas Islam Negeri Walisongo Semarang, 2023), p.2



creativity and independence in accordance with their talented and interested, which help them reach their learning objectives.

Generally, in Indonesia, the education strategy for writing skills prioritized teachers over students. The teacher served as a role model in the classroom, resulting in passive learners who only listen to the teacher's explanations. Teachers offer information and evaluate students to ensure accurate replies, but students are often considered as passive recipients of knowledge.<sup>13</sup> EFL teachers prioritized preparing students for state-mandated assessments over meeting their needs.<sup>14</sup> In teacher-centered learning, teachers typically employed grammar-oriented textbooks to compare the language structures of native and target languages. Students are more competitive and independent in this circumstance since they have less time to think aloud or converse.<sup>15</sup> As a result, teachers lack motivation and innovation in implementing learning methods in teaching writing skill and students become less creative in developing their writing skills.

Regarding the implications above, the teacher should improve the teaching-learning process in the classroom, particularly when teaching writing skill. The best teaching paradigm in the 21st century was students-centered learning methods where students learn independently and work with

---

<sup>13</sup> Emaliana, Teacher-centered or Students-centered Learning Approach to Promote Learning?, (Jurnal Sosial Humaniora, Volume 10, Ed 2, 2017), p.60

<sup>14</sup> Zohrabi, et al., Teacher-centered and/or Student-centered Learning: English Language in Iran, (English Language and Literature Studies, 2012) p. 3

<sup>15</sup> Acat & Donmezz, To Compare Student Centered Education and Teacher Centered Education in Primary Science and Technology Lesson in Terms of Learning Environments, (Procedia Social and Behavioral Sciences, 2009) p.1

their friends while teachers act as facilitators and mediators.<sup>16</sup> Project Based Learning was an approach that fulfills the previously established standards for quality training. Project Based Learning was more student-centered than teacher-centered, and because students complete the majority of the activities, it can boost student participation.<sup>17</sup> Project Based Learning as a method not only emphasized in students actively participated in classroom but also student can work with friends to solve problems while doing a task, or they can ask their teacher or friends to help them with the activities.<sup>18</sup>

On the other hand, dealing with the problem of teaching writing skill, teacher needed some process approach in teaching writing skill. Project Based Learning was one method that falls within the process approach category.<sup>19</sup> Project Based Learning was a method that enabled students to plan, organize, and complete a lengthy project that culminates in a publicly displayed output, like a book, presentation, or product.<sup>20</sup> As a result, it can be concluded that Project Based Learning was a learning method that was student-centered rather than teacher-centered, emphasizing the assignment of a task, particularly in the form of a project that required time to complete, and

---

<sup>16</sup> Rojabi, Increasing Youth Awareness of Local Culture through Active Learning, (Cypriot Journal of Educational Science, 2021), <https://doi.org/10.18844/cjes.v16i4.6014>, p.1585

<sup>17</sup> Hadim, Hamid A., and Sven K. Esche, Enhancing the engineering curriculum through project-based learning, (In 32nd Annual Frontiers in Education, vol. 2, IEEE, 2002), pp. F3F-F3F.

<sup>18</sup> Kurniawati, Promoting Students' Collaboration Skill Through Project Based Learning of English Writing, (Postgraduate Program of English Education and Literature, State University of Surabaya, Indonesia, vol. 10 no.1, Anglo-Saxon, 2019), p.30

<sup>19</sup> Argawati, Project-based learning in teaching writing: The implementation and students' opinion, (English Review: Journal of English Education, 8(2), 219-226, 2020), doi: 10.25134/erjee.v8i2.2120, p. 220

<sup>20</sup> Riswandi, The Implementation of Project-Based Learning to Improve Students' Speaking Skill, (International Journal of Language Teaching and Education, vol.5 no. 2, 2018), p.33

allowing them to express themselves freely by innovating and creating to the best of their skill. Furthermore, Project Based Learning highlighted the importance of students creating something, such as a product, presentation, or publication, while teaching writing skills.

Furthermore, implementing Project Based Learning in the EFL classroom provided numerous benefits to students. Pham identified the benefits of PBL, which range from developing language skills to improving students' personal growth.<sup>21</sup> In the practice of Project Based Learning in teaching writing skill, students are permitted to collaborate in groups or in pairs.<sup>22</sup> Stoller stated that Project Based Learning allowed for the natural integration of English skills.<sup>23</sup> Likewise, students were more enthusiastic to actively participate in the classroom while teaching writing skills because Project Based Learning allowed students to perform their work based on their ability and originality without being limited by writing norms. In short, Project Based Learning provided many benefits to students during teaching writing learning, including development of students' writing skill, group collaboration and integration of four English skills.

Despite the benefits that students felt from Project Based Learning in teaching writing skill, both teacher and students also faced challenges. Some teachers found it challenging to shift from being facilitators to mentoring

---

<sup>21</sup> Pham, *Project-Based Learning: From Theory to EFL Classroom Practice*, (Hoa Lu University: Vietnam, 2018), p. 332

<sup>22</sup> Eyring, *Experiential language learning*, (Boston: Henle & Henle, 1991), pp. 346-357).

<sup>23</sup> Stoller, *Establishing a Theoretical Foundation for Project-based learning in second and foreign language context*, (*Project-based second and foreign language education: Past, present, and future*, 2006), p.19-40.

students and allowing them to take responsibility of their learning.<sup>24</sup> Kumlatiwi stated that classroom atmosphere became raucous and crowded while teaching writing through Project Based Learning.<sup>25</sup> Meanwhile, students who were not acquainted with working in groups may find it challenging to negotiate and compromise.<sup>26</sup> Most challenges faced by students occurred among friends in a class in which they cannot control their emotional one another. In short, there are lots of challenges in teaching writing skill through Project Based Learning that faced by both students and teacher but the most challenges occurred on the teacher during teaching writing skill.

Based on the preliminary study, the researcher found the sources of the problems. The first problem was a lack of students' enthusiasm in teaching writing learning which prevented students from writing in English. This occurred as a result of certain components, including: students' felt bored with the learning method that was implemented by teacher, lack of students' habit of writing English, lack of students' motivations and lack of students' vocabulary knowledge. The second problem was lack of inventiveness on the part of teacher in developing a learning method for

---

<sup>24</sup> Wurdinger & Rudolph, A Different Type of Success: Teaching Important Life Skills Through Project Based Learning, (Improving Schools, 2009), doi: 10.1177/1365480209105576 , p. 115-129

<sup>25</sup> P. Kumlatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024), p.44

<sup>26</sup> Grant, Getting a Grip on PBL: Theory, cases and recommendations, (Meridian: A Middle School Computer Technologies Journal A Service of NC State University, Raleigh, 2002) Retrieved from <http://www.ncsu.edu/meridian/win2002/514/project-based.pdf>.

teaching writing skill to students.<sup>27</sup> Based on the issues raised earlier, Project Based Learning was the most effective learning method that teachers could employ to assist students in developing their writing skills since it emphasized on students-centered than teacher-centered during teaching writing learning.

There are some previous studies focusing on Project Based Learning, Argawati's study<sup>28</sup> reported that the implementation of Project-Based Learning in university level worked to improve students' writing skill, as well as students responded positively to the method used, as seen by their active participation in the learning process and Project Based Learning has been shown to assist students in writing effectively. Another study was conducted by Kumalatiwi<sup>29</sup>. She reported that the implementation of project based learning in teaching writing skill at junior high school increase students' interest and motivation in learning English. Besides, students also enjoyed while the teacher used Project Based Learning in teaching writing. Further, she reported that there were many difficulties faced by teacher while applying Project Based Learning. Additionally, Kumalatiwi found certain student responses to teaching writing through Project Based Learning method, both negative and positive. The negative replies included students' lack of

---

<sup>27</sup> Observation, preliminary study in MAN Lumajang (XI C), 03<sup>rd</sup> April 2024

<sup>28</sup> Argawati, Project-Based Learning In Teaching Writing: The Implementation And Students' Opinion, (English review: Journal of English Education 8 (2), 2020), doi: 10.25134/erjee.v8i2.2120.

<sup>29</sup> Kumalatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024)

vocabulary, confidence, and group work experiences while the positive responses were students more enjoyable and interested in learning writing.

After carefully reviewing some previous studies, a few related Project Based Learning studies focused on the implementation of Project Based Learning with the writing process improved students' writing skills<sup>30</sup><sup>31</sup> while the current study focused on in-depth discussion of the implementation Project Based Learning as a learning method in teaching writing learning to develop students' writing skills. Additionally, some previous studies employed classroom action research as design to investigate the implementation of Project Based Learning in teaching writing skill<sup>32</sup><sup>33</sup><sup>34</sup> while the current study employed a qualitative research approach with a case study as a research design. Besides, few previous studies focused on the implementation Project Based Learning in teaching writing<sup>35</sup><sup>36</sup> while the current study focused on benefits and challenges of Project Based Learning in teaching writing skill. Based on the explanation before, the researcher

UNIVERSITAS ISLAM NEGERI

<sup>30</sup> Khulel, Improving Students' Writing Skill through Project-Based Learning, Process Writing and Instagram, (International Journal of Education & Curriculum Application, <http://journal.ummat.ac.id/index.php/IJECA>, Vol. 5, No. 1, April 2022)

<sup>31</sup> Argawati, "Project-Based Learning in Teaching Writing Skill: The Implementation and Students' Opinion", (English Review: Journal of English Education, doi: 10.25134/erjee.v8i2, 2020)

<sup>32</sup> Ibid

<sup>33</sup> Op.cit

<sup>34</sup> Ibnati Meilia Zein, Improving Student's Writing Skill Through Project-Based Learning Technique of The Eleventh Grade At MA Ma'arif NU 5 Sekampung, (PhD diss., IAIN Metro, 2023)

<sup>35</sup> Argawati, "Project-Based Learning in Teaching Writing Skill: The Implementation and Students' Opinion", (English Review: Journal of English Education, doi: 10.25134/erjee.v8i2, 2020)

<sup>36</sup> Wulandari, The Effect Of Using Project Based Learning Method on Students' Writing Skill, (Journal of English Language And Education, <https://jele.id/index.php/jele/index>, No.5 No. 1 June, 2020)

interested to conduct a research entitled “**Promoting Students’ Writing Skill through Project Based Learning at Senior High School**”.

### **B. Research Question**

1. How is the step of teaching writing skill through Project Based Learning?
2. How is the evaluation of teaching writing skill through Project Based Learning?
3. What are the benefits of Project Based Learning on students’ writing skill in teaching writing?
4. What are the challenges in teaching writing skill through Project Based Learning?

### **C. Research Objective**

1. To describe the step of teaching writing skill through Project Based Learning.
2. To describe the evaluation of teaching writing skill through Project Based Learning.
3. To find out the benefits of Project Based Learning on students’ writing skill in teaching writing.
4. To find out the challenges in teaching writing skill through Project Based Learning.

### **D. Research Significance**

The researcher expected that performing this research also aided readers in the process of teaching and learning English, especially in the area of writing skill.

The were two forms of significance: theoretical and practical significance.

#### 1. Theoretical Significance

After conducting the research, the research findings gave empirical supported for teching writing skill through Project Based Learning. This justification could strengthen the theory of Project Based Learning in teaching writing skill.

#### 2. Practical Significance

##### a. For English Teacher

The findings of this research were expected to provide guidance for teacher in teaching learning English, particularly in the area of teaching writing skills that could help students to develop their writing skill.

##### b. For students

The results of this research should help students better understand the subject matter by used Project Based Learning as a learning method to develop students' writing skill.

##### c. For other Reseachers

The results of this research were expected to be a useful source of knowledge and research references, especially in the field of English instruction.

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

The definitions of key terms used in this research, as well as explanations for specific terminology were supplied to ensure that readers have a common understanding or point of view. They also attempted to avoid uncertainty and



misunderstanding. The terms were as follows:

### 1. Project Based Learning

Project Based Learning was a method focused on students.<sup>37</sup>

Project Based Learning applied in teaching learning process which focused on students-centered rather than teacher centered with the goal on students' assignment in the form of project that already discussed with the teacher and the group continuously. Furthermore, the application of this method required a process for determining what is needed to produce a project.

### 2. Teaching Writing

Teaching was an activity delivered some information and knowledge to students. While writing was a process in which students put ideas, thoughts or fact into words, sentences and paragraphs to convey message. In conclusion, teaching writing means an activity in which teacher delivered some information and knowledge to students with aimed students will be able to convey their ideas and thought through writing in the form of words, sentences and paragraphs.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

---

<sup>37</sup> Kubiato, Project Based Learning Characteristic and the Experience with Application in the science subject, (Social and Education studies, Vol-3, No-1, 2011), p.66

## CHAPTER II

### LITERATURE REVIEW

This chapter gave an overview of the relevant literature, including previous studies and theoretical frameworks.

#### A. Previous Research

To confirm the originality of the concept in this research, researcher provided previous study concepts connected to the sort of research that researcher did, such as:

1. An article written by Ningtiyas Orilina Argawati (2020).<sup>1</sup> The purpose of this article was to learn about the implementation of Project-Based Learning in improving students' writing abilities, as well as students' perceptions of the application of Project Based Learning in teaching writing. The method of this study used classroom action research, which was carried out in two cycles. Participants in the study were fourth-semester students from a university in Cimahi, West Java. It had 30 students in a single classroom. As a result, it was discovered that the implementation of Project Based Learning was successful to improve students writing skill while teaching writing, and students had a positive attitude toward it.

---

<sup>1</sup> Argawati, "Project-Based Learning in Teaching Writing Skill: The Implementation and Students' Opinion", (English Review: Journal of English Education, doi: 10.25134/erjee.v8i2, 2020)

2. Thesis written by Ibnati Meilia Zein (2023).<sup>2</sup> The purpose of this study was to improve students' writing skills at the XI grade of MA Ma'arif NU 5 Sekampung by incorporating Project-based Learning as a teaching strategy. Besides, this study used descriptive text as a type of text in teaching writing learning. Further, the method employed classroom action research, which was completed in two cycles and the subjects were 32 students of XI grade IPS 2 MA Ma'arif NU 5 Sekampung. As a result, this study discovered that project-based learning was an excellent way to improve students' writing skills during the teaching and learning process.
3. Thesis written by Pita Kumalatiwi (2024).<sup>3</sup> The goal of this study described the process of teaching writing using Project-Based Learning with focused on the challenges that teachers faced and the reactions of students to Project-Based Learning implementation. This study used procedure text as material in teaching writing. Furthermore, this study used descriptive qualitative research approach. The research participants were 1 teacher and 10 students from VII H and VII I grade of SMPN 1 Simpang Empat. The study found that introducing Project-Based Learning into teaching writing can increase student enthusiasm and made learning English more fun. Meanwhile, the teacher encountered some challenges, such as students' lack of language, a lack of confidence, and

---

<sup>2</sup> Ibnati Meilia Zein, Improving Student's Writing Skill Through Project-Based Learning Technique of The Eleventh Grade At MA Ma'arif NU 5 Sekampung, (PhD diss., IAIN Metro, 2023)

<sup>3</sup> P. Kumalatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024)

the difficult of teacher to control students' activities when working on a project.

4. An article written by Anita Wulandari.<sup>4</sup> The purpose of the study determined the impact of the Project Based Learning method on students at SMAN 2 Tampung Hilir. The study followed an experimental design with two variables. The first variable, the project-based learning technique, was independent, whereas the second variable, the students' writing ability, was dependent. The research participants were 61 second-year students at SMAN 2 Tapung Hilir from XI grade IPS 2 as the experimental group and XI grade IPS 3 as the control. The data were analyzed using the paired sample T-test in the SPSS 2 version program. As a result, the analysis discovered that  $t_0$  was 8.682 and the df was 29. The significance  $t_{table}$  shows that  $t_0$  is bigger than  $t_{table}$  by 0.05 ( $8.682 > 0.367$ ), indicating that the null hypothesis ( $H_0$ ) was rejected but the alternative hypothesis ( $H_a$ ) was accepted. In short, adopting project based learning as a method has a considerable effect on the writing skills of second-year students at SMAN 2 Tapung Hilir.

5. An article written by Buyun Khulel.<sup>5</sup> This article aimed to enhance students' capacity to write hortatory exposition texts through the combination of Project Based Learning and writing process and

---

<sup>4</sup> Wulandari, The Effect Of Using Project Based Learning Method on Students' Writing Skill, (Journal of English Language And Education, <https://jele.id/index.php/jele/index>, No.5 No. 1 June, 2020)

<sup>5</sup> Khulel, Improving Students' Writing Skill through Project-Based Learning, Process Writing and Instagram, (International Journal of Education & Curriculum Application, <http://journal.ummat.ac.id/index.php/IJECA>, Vol. 5, No. 1, April 2022)

instagram. The participant of the research involved 33 high school students from XI IBB at MAN 1 Lamongan in East Java, Indonesia. The research used classroom action research as a research design by Frankel. As a result, the study discovered that combination Project-Based Learning, process, and Instagram could assist students enhance their writing abilities. Students' writing scores were at least 10 points higher than their initial exam scores. Furthermore, 81,8% of the students achieved the required minimum score.

**Table 1.2**  
**The similarities and differences between the previous research and current research**

<b>Author and Tittle</b>	<b>Similarities</b>	<b>Differences</b>
<b>1</b>	<b>2</b>	<b>3</b>
Ningtiyas Orilina Argawati (2022)	a. Both researches focused on Project Based Learning as a learning method in teaching writing skill.	a. The previous research utilized Classroom Action Research (CAR) method b. The previous research participants were fourth semester students at a university in Cimahi, with 30 students in a single classroom. c. The previous study found that using Project Based Learning improved students' writing process. d. The previous research was held on the even semester of 2017-2018 during February to April 2018 of one university in Cimahi, West Java,

1	2	3
Ibnati Meilia Zein (2023)	<p>a. Both researches focused on Project Based Learning in teaching writing skill</p> <p>b. Both of researches utilized participants from student at XI grade of senior high school.</p>	<p>a. The previous research utilized Classroom Action Research (CAR) method</p> <p>b. The previous research focused to improve students' writing skill through Project Based Learning.</p> <p>c. The previous study utilized a descriptive text as a material in teaching writing.</p> <p>d. The previous research was held on MA Ma'arif NU 5 Sekampung which is located in the Sekampung sub-district, East Lampung.</p>
Pita Kumalatiwi (2024)	<p>a. Both researches focused on Project Based Learning as learning method in teaching writing.</p> <p>b. Both researches utilized a type of procedure text as a material in teaching writing learning.</p>	<p>a. The previous research utilized descriptive qualitative approach</p> <p>b. The participant of previous research were students at VII grade of SMPN 1 Simpang Empat</p> <p>c. The previous research was conducted at SMPN 1 Simpang Empat, located on Jl. Sampurna, Baroqah, Kec. Simpang Empat, Tanah Bumbu, South Kalimantan.</p>
Anita (2020)	<p>a. Both researches focused on Project Based Learning as learning method in teaching writing</p> <p>b. Both researches used participant from students at XI grade of senior high school.</p>	<p>a. The previous study used experimental approach</p> <p>b. The previous research explored the impact of Project Based Learning on students' writing skill.</p> <p>c. The previous research was used explanation text as a material in teaching writing.</p> <p>d. The previous study was conducted at SMAN 2 Tampung Hilir.</p>

1	2	3
Buyun Khulel (2022)	a. Both researches focused on Project Based Learning as learning method in teaching writing skill. b. The participant of previous research were 33 students from XI IBB	a. The previous research utilized classroom action research methodology b. The previous research aimed to enhance students' capacity in writing hortatory exposition texts. c. The previous research was held on MAN 1 Lamongan, East Java, Indonesia.

Following some previous study above, it highlighted that mostly focused on the implementation of Project Based Learning to improve students' writing skill. Furthermore, practically all previous study used classroom action research as a research method, with the exception of a few that used experimental and descriptive qualitative methods. Previous study has employed a variety of materials to teach writing skill, including hortatory exposition text, explanation text and description text. However, only a few of these studies discussed the evaluation methods used in Project Based Learning to teach writing skill and those that did use the reflection evaluation method.

Therefore, to fill the research gap, the current study focused on teaching writing skill through Project Based Learning to promote students' writing skill. Furthermore, the current research delved deeper into the steps in teaching writing skill through Project Based Learning, included: 1) preparation, 2) planning, 3) searching, 4) conclusion, 5) presentation, and 6) evaluation while the current study used formative assessment with analytical scoring as a rubric in evaluation process. Besides, the current study focused on the benefits of

Project Based Learning on students' writing skill and the challenges experienced by both students and teacher in teaching writing skill through Project Based Learning.

Furthermore, the current study employed procedure text as the material for teaching writing instruction and the research setting was an Islamic senior high school. Meanwhile, from the table of findings from previous study, it was illustrated that each study had its own analysis technique. Almost previous studies described used classroom action research as research methods. However the current study took a qualitative research approach using case study as the research design.

## **B. Theoretical Framework**

### **1. Concept of Writing Skill**

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

Writing was the process of transforming ideas, thoughts, or facts into words, phrases, and paragraphs in order to express a message.<sup>6</sup>

Writing was a useful skill that involved using sets of symbols to represent speech sounds for numbers and punctuation.<sup>7</sup> Furthermore, writing described as the process of generating letters or numbers on a

---

<sup>6</sup> Suparwoto Sapto, Improving Students Writing Skill Using English Movie With Subtitle, (International Journal of Scientific and Research Publication: Department of English Education, Faculty Tarbiyah and Teacher Training, IAIN Jember, 2019), p.593 doi:10.29322/IJSRP.9.12.2019. p.593

<sup>7</sup> Trisa, The Effectiveness Of Think-Talk-Write (TTW) Strategy In Writing Description Text At The Eight Graders Of SMPN 1 Tulang Bawang Barat, (Thesis, Tarbiyah and Teacher Training Faculty English Education Department, State Institute For Islamic Studies Of Metro, 2022) p. 8



surface, typically with a pen or pencil.<sup>8</sup> Hence, it can be concluded that writing was one of productive skill in English that express ideas and opinion in writing using a writing tools such as a pen or pencil in the form of a sentence or paragraphs.

Furthermore, in the writing activity, the process was more important than the product because a good method led to a good product. The writing process focused on how words, phrases, and sentences were used in a grammatically acceptable and appropriate manner for the text's goal. The output in writing was the text but it needed to be read and comprehended. Langan stated that anyone can learn to write with some practice and it needed a process. When we write, we fully articulate our thoughts and emotions and then put them into words.<sup>9</sup>

Hence, based on the definition above, the researcher concluded that writing was one of productive skill in English that help students to express ideas, opinion, convey information or sometimes became a toll for communicating one another. In addition, the important thing in writing was the process than the product because when the process was good, the product would be good.

#### **b. The Indicators of Writing**

Almost students assumed that learning English through writing

---

<sup>8</sup> Victoria bull, Oxford Learners' Pocket Dictionary, (New York: Oxford University Press, 2003, 4<sup>th</sup> edition), p.502

<sup>9</sup> John Langan, English Skill, Seventh Edition, (New York: Atlantic Cape Community College, 2000), p.2

was a difficult and challenging. It was clear that student struggle to write in English. Heaton stated writing was a sophisticated skill that can be difficult to teach since it required mastery of not only rhetorical and grammatical techniques, but also philosophical and evaluating elements.<sup>10</sup> Based on the statement above, writing was difficult skill since there are many different elements or aspects to take into account and it should be considered by student before writing to avoid some mistake in writing.

There were five important aspects in writing that must be considered, including:<sup>11</sup>

1) Content

Content was the ability to use one's knowledge of a subject, information, and thesis development, as well as the links between diverse facts and the relevance of the topic and materials.<sup>12</sup> Content

refers to the substance of writing, the experience of main idea. i.e.,

group of related statement that a writer presented as unit in

developing a subject.<sup>13</sup> Further, content consist of the paragraph

fits the assignment, an interesting to read and to show thoughts and

---

<sup>10</sup> Heaton, Writing English language test, (United States of America: Longman Publisher,1998), p. 135

<sup>11</sup> Hughes, Testing For Language Teachers, (Cambridge: Cambridge University Press, 2003), p.101

<sup>12</sup> Suparwoto Spto, Improving Students' Writing Skill Using English Movie With Subtitle, (International Journal of Scientific and Research Publications: Department of English Education, Faculty Tarbiyah And Teacher Training, IAIN Jember, 2019), p.594

<sup>13</sup> Jacobson, Creating Authentic Materials and Activities for Adult Literacy Classroom: A Handbook for Practitioners, (National Center for the Study of Adult Learning and Literacy, Boston, MA, 2003), Retrieved; [mwww.ncsall.net/fileadmin/resources/teach/Jacobson.pdf](http://mwww.ncsall.net/fileadmin/resources/teach/Jacobson.pdf).

care.<sup>14</sup>

## 2) Organization

The logical content was referred to as the organization. Generally writing consisted of an introduction, body and conclusion. Those are involved the topic was introduced, the paragraph effectively transitions into the body, the content was arranged to demonstrate a plan, there was evidence provided to support generalizations and the conclusion was logical and comprehensive.<sup>15</sup>

## 3) Vocabulary

One essential aspect of language proficiency was vocabulary, which forms a large part of the foundation for students' skill to listen, read, speak and write.<sup>16</sup> Without knowing the vocabulary, one's ability to listen, read, speak, and write may suffer because vocabulary was important in all aspects of learning English.

## 4) Grammar

One aspect of grammar was the study of a language's possible forms and structures. Grammar was a system of rules that enabled speakers to produce and understand an infinite number of

---

<sup>14</sup> Oshima and Hogue, *Academic Writing Thirs Edition*, (United States of American:Longman, 2006), p. 315. Phillips, Dianne et al. 1999. *Project With Young Learners*. Oxford: Oxford University Press.

<sup>15</sup> Brown, *Language Assessment Principle*, (California: Longman Publisher, 2003)

<sup>16</sup> *Op.cit.*, p.594

sentences in a language, including those never spoken before.<sup>17</sup>

Grammar was a theory of language concerned with how linguistic elements are organized and how they function in conveying meaning.<sup>18</sup>

#### 5) Mechanic

Writing included a mechanic component. Handwriting, spelling, punctuation, and the ability to write well-formed sentences, paragraphs, and texts are all examples. These are the critical components of writing skill that should be prioritized during different stages of English writing teaching.<sup>19</sup>

This study analyzed the content, organization and vocabulary of senior high school students' writing projects using procedure text as teaching materials. Students should master these components throughout writing lessons to achieve good grades and develop their writing skill.

#### c. Teaching Writing

Teaching was an activity that delivered some informations and knowledges to students. Almost people believed that teaching was challenging as it necessitates a particular level of material comprehension. One task that called for a method and plan was teaching, this was the formal transfer of knowledge to students. The

---

<sup>17</sup> Noam Comsky, *Aspects of the Theory of Syntax*, (Cambridge, MA: MIT Press, 1965), p. 4

<sup>18</sup> Matthiessen, *Systemic Functional Grammar: A First Step into the Theory*, (London: Arnold, 1997). p. 2

<sup>19</sup> Harmer, *How to Teaching Writing*, (England: Pearson Education, 2004), p.44

idea presented in the lesson plan, materials, explanation, and evaluation specifically addresses it.<sup>20</sup>

Teaching writing to students was important because it can assist and further their language and learning development as well as help them master the foundational language skills.<sup>21</sup> Jeremy stated that writing instruction was important for students because it can help them acquired the fundamentals of language, promoted their language and learning development, and reinforced their language acquisition.<sup>22</sup> Thus, teaching writing skill assessed students' capability in learning English while organized teaching writing learning activities was crucial for developing students' writing skill in English.

#### **d. Teaching Writing in Senior High school**

When it comes to teaching in high school. Schools must consider several factors. There were numerous considerations that must be made when teaching writing skill in senior high school. The first was the Ministry of Education's regulation in the form of curriculum standards, while the other was the age range of senior high school students.<sup>23</sup>

Regarding statement above, the school where this research took

---

<sup>20</sup> Saiful Farhan, The Implementation of Morning Conversation Program on students' speaking skill of English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang, (Thesis, UIN KHAS Jember, 2024) , p. 16

<sup>21</sup> Harmer, How to Teach English, (Essex: Pearson Education Limited, 1998), p.79

<sup>22</sup> Ibid, p.79.

<sup>23</sup> Andyani Larasati, Improving Students' Writing Skill Through Project-Based Learning Technique At Grade XI of SMA N 2 Sleman In The Academic Year of 2014/2015, (Thesis, English Language Education Department Faculty of Education And Art, Yogyakarta State University, 2015), p.21

place used merdeka curriculum in teaching learning English with following learning objectives:

**Table 2.2**  
**Learning achievement at the XI grade of Senior High School**

<p>At the end of phase F, learners use oral, written and visual text in English to communicate according to the circumstance, the purpose and the viewer/reader. The various types of texts such as <i>narration, description, exposition, procedure, argument, discussion</i>, and the original text make up the main reference to the study of English at this phase. The trainees use English for discussion and feelings. Learners utilize their English language abilities to investigate numerous texts in different contexts. They read the book for both educational and recreational purposes. Their grasp of the written texts grew. Understanding information requires inference skills, and the ability to evaluate distinct types of English text has evolved. They produced both oral and written and visual texts in structured English with a more varied vocabulary. Learners produce a variety of written and visual texts, fiction and non-fiction with awareness of the readers' purpose and target.</p>
<p style="text-align: center;"><b>Elemen Menyimak-Berbicara</b></p>
<p>By the end of Phase F, students can communicate in English with teachers, peers, and others in a variety of contexts and for a variety of objectives. They ask and answer to open-ended inquiries, as well as employ tactics for starting, maintaining, and concluding conversations. They comprehend and recognize the major points and relevant details of discussions or presentations on a variety of topics. They use English to convey their views on social issues and to address youth-related interests, habits, and values in different cultural situations. They express and justify their thoughts, draw parallels, and assess viewpoints. They use self-correction and repair procedures, as well as nonverbal cues like gestures, pace, and pitch, to communicate in the majority of situations.</p>
<p style="text-align: center;"><b>Elemen Membaca-Memirsra</b></p>
<p>By the end of Phase F, students can read and respond freely to a variety of texts, including narratives, descriptives, expositions, procedures, argumentatives, and discussions. They read both to learn and for pleasure. They identify, synthesize, and assess precise features and gist from a variety of text types. These writings may be printed or digital, and may include visual, multimodal, or interactive elements. They show a comprehension of the key concepts, issues, and plot development in a variety of literature. They identify the author's purpose and make inferences in order to understand implicit information in the text.</p>
<p style="text-align: center;"><b>Elemen Menulis-Mepresentasikan</b></p>
<p>By the end of Phase F, students can compose a wide range of fictional and factual text genres on their own, demonstrating an understanding of purpose and target audience. They plan, create, review, and revise a</p>

variety of text kinds, with some indication of self-correction procedures like as grammar, capitalization, and tenses. They communicate complicated concepts and write with a wide range of language and verb tenses. They include topic sentences in their paragraphs and employ time markers for sequencing, as well as conjunctions, connectives, and pronoun references to link or contrast concepts between and within paragraphs. They deliver information in print and digital formats in various modalities to suit diverse audiences and goals.

The learning achievement above was the basis things to develop the indicators of assessment, material and the learning activities in teaching writing skill in senior high school. One other thing that should be mentioned was the students' age range. Brown claimed that senior high school students' ages range from fifteen to eighteen years old, which is usually referred to as puberty.<sup>24</sup>

In conclusion, teaching writing skill in senior high school emphasized the regulation of Ministry Education based on curriculum standard used in certain school to achieve the learning goal, as well as the students' range age determined the success of teaching writing learning in the classroom. In this research, one of Islamic senior high school used merdeka curriculum as curriculum in teaching learning English while students' age ranged from fiveteen until nineteen.

**e. Type of teaching writing in senior high school**

There were specific types of text in teaching writing skill at senior high school based on merdeka curriculum. There are four genres of texts in teaching writing at XI grade of senior high school,

---

<sup>24</sup> Brown, Teaching by Principles: and Interactive Approach to Language Pedagogy (New York: A Pearson Education Company, 2001), p.91.

including;<sup>25</sup>

1) Descriptive text

Descriptive text was one that seeks to convey precise information about a person, place, or item.<sup>26</sup> The general structure of descriptive writing included both identification and description. In addition, the language features utilized in descriptive text were adjective, simple present tense and adverb of frequent.

2) Analytical Exposition text

An analytical exposition text was one that summarized the author's opinions concerned the phenomena under consideration. The social function in the text seeks to persuade the reader that the notion is highly important and that investigated a topic necessitates a valid viewpoint by constructing various reasons to support it.

3) Narrative text

Narrative text was a kind of writing that related a sequence of events in a chronological manner. The type of this text was imaginative aimed to amuse the reader.<sup>27</sup> The generic structure, were; orientation, complication, resolution and re-orientation.

---

<sup>25</sup> Astuti, Bahasa Inggris: English for Change untuk SMA/MA kelas XI, (Kementerian pendidikan, kebudayaan, riset dan teknologi (KEMENDIKBUDRISTEK), 2022)

<sup>26</sup> Lutfiyanto, Teaching Writing Skill Using Project Based Learning Method At The Ninth Grade of SMPN 2 Rambipuji Jember, (Thesis of English Education Program Faculty Tarbiyah And Teacher Training State Islamic University of Kiai Achmad Siddiq Jember, 2022), p.11

<sup>27</sup> Olivia, Modul Ajar Bahasa Inggris Wajib SMA Negeri Satu Mempura Semester Ganjil Kelas XI Fase F, (Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi, 2019)



#### 4) Procedure text

Procedure text was a text that provided a series of guidelines on how to make a food recipe or operate a technology. In addition, procedure texts were common place and should be learned since they will be helpful to you in the future.<sup>28</sup> The three aspects of procedure text were social function, generic structure, and language qualities. Procedure text instructed readers on how to do a task or explained a process through a sequence of steps.<sup>29</sup>

Generally, the structure of procedure text included a goal, material, and steps. First, the procedure text was introduced by a goal that aimed to display the entire content.<sup>30</sup> In contrast to the first generic structure, the second focused on the materials aimed as observed object of the text. And the last was steps, aimed to describe a set of actions that must be taken in order to finish a procedure or experiment. Besides, this text used simple present and imperative.

Based on one of the categories mentioned in the paragraph above. In this research, the researcher focused on using procedure text to teach writing skill at the XI grade of senior high school. The

---

<sup>28</sup> Rahmawati, Modul Pembelajaran SMA Bahasa Inggris, (Kementrian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah Direktorat Sekolah Menengah Atas, 2020), p.5

<sup>29</sup> Gerot & Wignell, Making sense of functional grammar, (Sydney: Gerd Stabler, 19194), p.206

<sup>30</sup> Salsabila, The Implementation of Project-Based Learning in Teaching Writing of Procedural Text, (*Journal of English Pedagogy, Linguistics, Literature, and Teaching*, no. 1, 2018), p.4

goal was to develop students' writing skill. The procedure text explained how to make anything, including a culinary dish, beverage or a cake. In addition, it explained how to use technology. Furthermore, there were three portions to the text: introduction, ingredients and steps

#### f. Process of Writing

Many people found writing to be a difficult undertaking, particularly students. Therefore, generating an excellent piece of writing required a process and time. Speaking and writing was not the same thing since writing takes time to produce a final output.<sup>31</sup> It means that students must go through a process in which they must formulate ideas, selected vocabulary, write, edit, and published. On the other hand, in this case teacher has an important role to build an appropriate learning method in order teaching writing run well.

There were four basics process in writing, including:<sup>32</sup>

##### 1) Planning

Students needed to think about three main topics. Students should identify the purpose of their writing as the first stage. Students should also take into account their language style. Students must consider the subject lastly.

---

<sup>31</sup> Argawati, "Project-Based Learning in Teaching Writing Skill: The Implementation and Students' Opinion", (English Review: Journal of English Education, doi: 10.25134/erjee.v8i2, 2020), p.220

<sup>32</sup> Harmer, How To Teach Writing, (Harlow: Pearson Education. Ltd, 2004), p.4

## 2) Drafting

Drafting was the term used to describe a piece of writing's initial draft. At this stage, students should be given plenty of time since they need to concentrate on the creation of ideas and structuring those ideas rather than perfecting their grammar, punctuation or spelling. Students should prioritized global issues, such as topic, organization, and proof, over surface issues like grammar, punctuation, and wordiness.<sup>33</sup>

## 3) Editing

To check for mistakes, the students proofread their initial writing. Edit it after the students have pointed out any mistakes. In this way, mistakes might be decreased. Editing was essential for achieving a high-quality final product in writing.<sup>34</sup>

## 4) Final Version

The final version was created by the students at completion of the entire process. The finished product probably looked a lot different from the plan and draft. It happened as a result of all the changes that are done during editing. The draft can be edited to remove any material that was not needed.<sup>35</sup> Submitting the final result to the reader was the next step after finishing that process. As a result, adhering to that process would improve the quality of students'

---

<sup>33</sup> Bae, Teaching Process Writing for Intermediate/Advanced Learners in South Korea, (A Master's Paper: University of WinconsinRiver Falls, 2011), p. 21

<sup>34</sup> Ibid, p. 24

<sup>35</sup> Ibid , p.4

writing skill.

In short, the process of writing included planning, drafting, editing and final version. Those were the rules that every students should follow when writing a project of procedure text material in senior high school. Furthermore, the writing process was used to develop students' writing skills and emphasized the value of the process over the finished product.

## **2. Concept of Project Based Learning**

### **a. Definition of Project Based Learning**

Project Based Learning can be considered to be an approach and means to approach 21<sup>st</sup> century skills.<sup>36</sup> Project Based Learning was not a new teaching method in the field of English as a Foreign Language. Regarding the statements above, Project Based Learning was a method that has been important in teaching learning since the beginning of the 21<sup>st</sup> century since practically every teacher believed it was appropriate for teaching and learning process, particularly when studying English to build students' skills. Project Based Learning was an instructional strategy focused on students.<sup>37</sup> Project Based Learning was a method that allowed students to develop, plan, and carry out a long-term project that results in a publicly visible output such as a product, publication, or

---

<sup>36</sup> Praba, Artini, and Dewa, Project-based learning and writing skill in EFL: are they related?, (In SHS Web of Conferences, vol. 42 EDP Sciences, 2018), p. 00059.

<sup>37</sup> Kubiato, Project Based Learning Characteristic and The Experience With Application In The Science Subjects, (Social and education studies, Vol-3, No-1, 2011), p.66

presentation.<sup>38</sup> Furthermore, Schneider defined Project Based Learning as a teaching and learning model (curriculum development and instructional method) that emphasized Project Based Learning and student-centered instruction.<sup>39</sup>

In the practice of Project Based Learning there were many ways applied in accordance with the instruction from the teacher including; students' work on their own, student collaboration in pairs, student collaboration in a small group or in a whole class. Eyring stated that in the practice of Project Based Learning, students can work in pairs or in group work.<sup>40</sup> Stoller added that cooperative learning included project work. It enabled students to work in small groups, individually, or as a class.<sup>41</sup> Furthermore, an active student participation in the educational process was the primary goal of project based learning as a method in teaching learning process.<sup>42</sup>

In short, Project Based Learning was a student-centered method that results in a project on which students work depending on the teacher's instruction while teaching writing skill in classroom.

Furthermore, Project Based Learning aimed to involve students in the

---

<sup>38</sup> Riswandi, The implementation of project-based learning to improve students' speaking skill, (International Journal of Language Teaching and Education 2, no. 1, 2018), p. 32

<sup>39</sup> Schneider, Project-based learning, Retrieved from [http://edutechwiki.unige.ch/en/Project-based\\_learning](http://edutechwiki.unige.ch/en/Project-based_learning), 2005, p.1

<sup>40</sup> Eyring, Experiential language learning, (In M. Celce-Muria, Teaching English as a second or foreign language (2nd ed.). Boston: Henle & Henle, 1991), pp. 346

<sup>41</sup> Stoller, Project-Work: A Means to Promote Language and Content. (English Teachers' Journal (June: 2002), p.132

<sup>42</sup> Kubiato, Project Based Learning Characteristic and The Experience With Application In The Science Subjects, (Social and education studies, Vol-3, No-1, 2011), p.66

learning process through collaboration, pairing amongst friends, as well as independently based on teacher instruction.

### **b. Characteristic of Project Based Learning**

There were some characteristic of Project Based Learning that made different from another method such as characteristic delivered by Milan Kubiato, including;<sup>43</sup>

- 1) A student-centered approach with the teacher serving as a facilitator or coach.
- 2) Prioritized content learning over linguistic patterns.
- 3) Promoted teamwork among students.
- 4) Promoted authentic integration of linguistic skills and knowledge from diverse sources.
- 5) Enabled learners to demonstrate their material knowledge through a final product, such as an oral presentation, poster session, bulletin board display, or stage performance.
- 6) Connected classroom English to real-life situations.

Other characteristic of Project Based learning that applied as a teaching method was delivered by Simpson, those are as follows;<sup>44</sup>

- 1) Long-term exploration of complex topics.
- 2) A student-centered learning activity in which students plan, accomplish, and submit their task.

---

<sup>43</sup> Ibid, p. 67

<sup>44</sup> Simpson, Integrating project-based learning in an English language tourism classroom in a Thai university, (PhD diss., Australian Catholic University, 2011), p.34

- 3) Engaging students with challenging questions, challenges, or subjects that drive the project and learning process.
- 4) De-emphasis on teacher-directed activities
- 5) Peers and teacher provided frequent feedback and opportunities for sharing resources, ideas, and experience throughout the classroom process.
- 6) Encouraging hands-on learning with authentic resources and technologies.
- 7) A collaborative learning atmosphere, not a competitive one.
- 8) Utilized many skills, including social and management skills.
- 9) Applying effort to link ideas and learn new abilities throughout project stages.
- 10) Created significant artifacts to share with classmates, teachers, and experts through public presentations.
- 11) Evaluated both the project's progress and completion.

### **3. The Implementation of Project Based Learning**

#### **a. The Steps In Implementing Project Based Learning**

Project Based Learning was a method that needed a process during implementing it. Every project was the outcome of several student-conducted activities that are arranged into a process, it means that every project composed of certain stage.<sup>45</sup> Project Based Learning needed a shift in the classroom dynamic from teacher-centered to student-

---

<sup>45</sup> Pham, Project-Based Learning: From Theory To EFL Classroom Practice, (Hoa Lu University, Vietnam, Proceedings of the 6th International OpenTESOL Conference, 2018) p.331

centered with emphasis on individual learning. The teacher's role evolved to that of a facilitator and resource, supporting students as they conduct research, make conclusions, gain new knowledge and create products for presentation.

Some steps were taken to teach writing using Project Based Learning. The researcher focused on teaching writing skills through Project Based Learning to improve students' writing abilities. The steps designed to guide students throughout project creation. Wrigley stated that the steps involved in most projects include choosing a topic, organizing, conducting research, and creating products.<sup>46</sup> "An Application of the Projects Approach to EFL" introduced a model that divided the project work process into six steps, including;<sup>47</sup>

1) Step 1, preparation: During this time, the teacher provided an overview of the subject and invites discussion and questions from the class.

2) Step 2, planning: During this time, the teacher and students decided how to gather and analyzed the data, and various assignments are given.

3) Step 3, research: Students obtained information from many sources in this section, either independently or in groups.

---

<sup>46</sup> Elizabeth Trimble, Project-based learning: A pathway to success, (Morehead State University, 2017), p.36-37

<sup>47</sup> Papandreou, An application of the projects approach to EFL, (English Teaching Forum. 32(3), 1994), p.41-42



- 4) Step 4, conclusions: After analyzed the facts they have gathered, the students come to certain conclusions.
- 5) Step 5, presentation: The entire class is expected to see the students' finished product presentation.
- 6) Step 6, evaluation: The teacher offered feedback and scored on students' endeavors and efforts in this section.

#### **b. The Evaluation In Implementing Project Based Learning**

Based on merdeka curriculum, there were some kinds of students' assessment during teaching and learning process. Assessment aimed to measure the aspect that would be measured. Brown stated that there are two kinds of students' assessment, those are;<sup>48</sup> Formative assessment and Summative assessment. Formative assessment was an assessment in which the teacher must offer tests throughout the teaching process to judge the students' comprehension, learning requirements, and development.<sup>49</sup> Those are involved; giving material, discussion and peer review. The purpose of formative assessment was to monitor students' learning progress. Besides, this evaluation used a variety of assessment methods, including giving direct comments, creating

---

<sup>48</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Longman, 2004), p. 6

<sup>49</sup> Morris, R., Perry, T., & Wardle, L. Formative assessment and feedback for learning in higher education: A systematic review. (*Review of Education*, 9(3), 2021), e3292.

checklists and rubrics, and documenting student performance throughout the learning process, to gauge students' development.<sup>50</sup>

Meanwhile summative assessment was a type of evaluation that measured how well students met learning goals and results. The findings were used to decide whether students would graduate from the education unit or obtain a grade boost.<sup>51</sup> Summative assessment was used to document student progress during teaching and learning process, as well as to give the teacher with a report at the end of the student's study session. Furthermore, summative assessment was a method used to analyze curriculum after the end of a course, with a focus on outcomes. Examples of this evaluation included last semester exams, final presentations, and final projects.

Furthermore, making decisions in teaching writing through Project Based Learning required an evaluation to consider that method was suitable or not to develop students' writing skill and needed a rubric used to assess students' writing project. There were three rubrics that utilized in evaluating students' writing skill through project based learning as a method in teaching writing skill, including:<sup>52</sup> holistic, primary trait and analytical. Holistic means an essay was given a single

---

<sup>50</sup> Kasman & Siti Khadijah Lubis, "Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum", *Jurnal Kependidikan* 8, no. 3 (September 2022): p. 760-775.

<sup>51</sup> Asrifan, A., & Raskova Octaberlina, L., *An Item Analysis Of English Summative Test in EFL Classroom (A case study at Elementary School in Indonesia)*, (ScienceOpen Preprints, 2021)

<sup>52</sup> Brown, *Language Assessment Principles and Classroom Practices*, (Longman: Pearson Education, 2004), p.241-243

score, which was the reader's overall judgment in general. Different from holistic, the primary trait was the scoring method prioritized the work at hand and gave a score according to how well the text accomplished that one objective. In contrast with holistic and primary trait, analytical scoring divided a test taker's written content into several subcategories (e.g., grammar, organization, etc.) and assigned a different score to each.

In this research, formative assessment was employed to examine students' understanding of Merdeka curriculum procedure text material in the XI grade of senior high school. These assessments included both tests and non-tests. The test was based on students' writing projects of procedure text material while the non-test was based on their attitudes about writing in the classroom. Additionally, an analytical scoring rubric was employed to evaluate teaching writing skills through Project Based Learning. Analytical scoring was the most successful rubric for measuring student learning in the classroom, scoring up to six major writing components. This allowed students to focus on their areas of weakness while also building on their strengths. Likewise, the research evaluated writing elements such as content, organization, and terminology in this research.

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

Mostly, teachers and students assumed that the implementation of Project based learning as a learning method in teaching writing learning

provided many benefits especially for students. Project Based Learning method assisted student to develop their writing skill and their personal growth. Mostly, teachers and students believed that using Project Based Learning to teach writing had significant benefits for students. The Project Based Learning method helped students develop their writing skills and personal growth.<sup>53</sup> Solomon stated that Project Based Learning required students to collaborate with one another. The utilized of project based learning also helped students become more adapt at collaborating.<sup>54</sup>

Some benefits of Project Based Learning were;<sup>55</sup>

- 1) First, Project based learning integrated four language skills including; listening, reading, speaking and writing. It also requires used a variety of activities. The implementation of project based learning focused on the project produced by student that required some of variety activities that gave students freedom to be creative and innovative.
- 2) Second, a project was an activity involved a variety of individual or cooperative tasks such as developing a research plan and questions, and implementing the plan through empirical or document research

---

<sup>53</sup> Pham, Project-Based Learning: From Theory To EFL Classroom Practice, (Hoa Lu University, Vietnam, Proceedings of the 6th International OpenTESOL Conference, 2018) p.332

<sup>54</sup> Solomon, Project-based learning: A primer, (Technology and learning, 23(6), 2003), p.20

<sup>55</sup> Pham, Project-Based Learning: From Theory To EFL Classroom Practice, (Hoa Lu University, Vietnam, Proceedings of the 6th International OpenTESOL Conference, 2018) p.332-333

that included collecting, analyzing, and reporting data orally or in writing." As a result, students gain metacognitive skills.

- 3) Third, students gained confidence and independence as they collaborate to complete their project. In implementing Project Based Learning encourage students conducted a project work involved cooperative teamwork, problem-solving, negotiation, and other interpersonal skills that students have characterized as crucial to leading fulfilling lives.

#### **d. The Challenges of Project Based Learning**

Most researcher have discovered that while Project Based Learning has many benefits, it also has many challenges. These happened to both students and teacher while teaching writing skill in the classroom. The challenges faced by student during implementing Project Based Learning occurred around friends in a group. Students who were not acquainted with working in groups may find it challenging to negotiate and compromise.<sup>56</sup> Almost students cannot control their emotion while made a project in a group. Additionally, there was a possibility of students who were less active in group work during implementing Project Based Learning.<sup>57</sup> Hence, students' challenges occurred in groups while working on project with others.

---

<sup>56</sup> Grant, Getting a Grip on PBL: Theory, cases and recommendations, (Meridian: A Middle Schoolm Computer Technologies Journal A Service of NC State University, Raleigh, 2002) Retrieved from <http://www.ncsu.edu/meridian/win2002/514/project-based.pdf>.

<sup>57</sup> Ibid, p.333

In contrast to challenges faced by students, there were lots of challenges faced by teacher in teaching writing skill through Project Based Learning, those were as follows;<sup>58</sup>

1) The classroom filled with noise

After project based learning was implemented and groups were divided, students grew rowdy as the key searched for their assigned groups. Then they would on their own jobs while ignoring to other groups which made the classroom crowded and noisy. Students were noisy during project preparation due to group projects, causing a crowded classroom atmosphere.<sup>59</sup>

2) Cannot control students' activities during outside of class projects

Teachers struggle to keep students under control when working on projects outside of the classroom since they were in a natural setting. As a result, the environment was not conducive to working on the projects, and students were less motivated to finish it.

3) A lot of students lack of confidence and have a little vocabulary.

Students get used to ask the teacher about terms they are unfamiliar with when working on a project, instead than discussing it with their group or conducting research on their own through read a dictionary periodically. Students lack of confidence also exhibited low voice,

---

<sup>58</sup> Kumalatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024), p.43-44

<sup>59</sup> Ibid, p.44

constant note-opening, and occasional silence when presenting their projects.

- 4) Many students did not participate in the project's creation.

Despite the fact that Project Based Learning was used to teach writing, many students continued to refuse to engage in group projects. They were absorbed with themselves and occasionally there were students who engaged in playing during learning, diverting their attention from the information being thought

- 5) The students produced an identical project.

The teacher informed students about the material, the process during making a project, and the things they need to prepare. In addition, the teacher advised students not to buy anything expensive that could become a burden when made a project. The teacher also gave a brief description of the project in order students who worked on it did not have the same idea in the project results.

Based on explanations above, it was clear that students and teacher encountered numerous challenges while teaching writing skill through Project Based Learning. Students faced challenges in groups with their friend, whereas teacher faced challenges during teaching writing skill in classroom. As a result, students and teacher should prepare to meet classroom challenges and devise their own ways for overcoming them.

## CHAPTER III

### RESEARCH METHOD

This chapter described the approach of data analysis. This included the research methodology, design, participants, setting, data collection technique, data analysis, data validity, and research procedure.

#### A. Research Design

This research, the researcher employed a qualitative research method. To completely understand ideas, opinions, or experiences, non-numerical data (written, video, or audio) must frequently be gathering and assessing in qualitative research. Furthermore, qualitative research is fundamentally humanistic in that it emphasized the personalized, subjective, and experiential used of information. This research was employed a qualitative methodology, draws on qualitative information from sources such as interviews, documentation, and observation. To better understand and elucidate social processes.<sup>1</sup> Additionally, it seems that this approach is comprehensive, seeking to make clear the importance of the particular activity as well as the appropriate application of it in a certain circumstance.

A case study was a type of research design in which a researcher examined numerous elements, including a process, program, event, activity, and one or more people.<sup>2</sup> The case study in this research focused on a specific occurrence that occurred on students' writing skills as a result of the

---

<sup>1</sup> Patricia, *Research Design: Qualitative mixed method*, (The Guilford Press: united states, 2007), p.164

<sup>2</sup> Creswell, "Research Design Qualitative, Quantitative and Mixed Method Approaches", (Sage Publication, Inc, 2009), p.30



deployment of Project Based Learning in which the meaning and process were not in the form of numbers but rather descriptive, written or spoken words from individual informants.

Therefore, the researcher decided to employ the case study as a research design because it appropriated for this kind of research. Then, the researcher carried out an extensive analysis to describe teaching writing skill through Project Based Learning to promote students' writing skill at senior high school.

## **B. Research Setting**

A research setting was the location in which a researcher observed research activities. Additionally, selecting a research setting was crucial for ensuring research success and locating necessary data sources. Consequently, the researcher chosen the research setting in order to achieve the goals of the research and acquired research findings.

The researcher selected one of Islamic public senior high schools in Lumajang as a research setting for conducting the research. This school was located in Lumajang, precisely at Citandui street number 75, Rogotrunan village, Lumajang sub-district, Lumajang district, East Java Province. Furthermore, the researcher chose this location for the research setting because one of the English teachers here has implemented Project based learning as a learning method in teaching writing skill to promote students' writing skill in English. Additionally, this location provided the researcher

with fast access to licensing to perform the research, as well as some information related to the focus of the research.

### C. Research Participant

The researcher used purposeful sampling with the method that the researcher required in this research. Purposeful sampling involved researcher intentionally selecting person and place to identify or comprehend a phenomenon.<sup>3</sup> As the research participant of this research, the researcher has recruited students from XI C grade at one of Islamic public high school in Lumajang, this recommendation was from the teacher of English subject at one of Islamic public high school in Lumajang. There were 27 students in the class, however, the researcher only recruited five students as participant for semi-structured interviews consisting two males and three females. In addition, the researcher has recruited one of English teacher as the research participant.

Furthermore, the reason of researcher recruited five students because they were able to provide more in-depth informations related to the teaching writing skill through Project Based Learning to promote students' writing skill. Additionally, those students recruited based on their ability during teaching writing learning in classroom in which provided a representative picture related with the implementation of Project Based Learning as a learning method during teaching writing learning to promote students' writing skill. On the other hand, the reason of the researcher recruited one of

---

<sup>3</sup> Ibid, p.206

English teachers because the teacher has implemented Project Based Learning as a learning method in teaching writing skill to promote students' writing skill and also the English teacher gave detailed information about Project Based Learning as a learning method in teaching writing skill.

The English teacher was recruited as research participant of an interview and observation of this research aimed to obtain the related data of teaching writing skill through Project Based Learning involved the steps, the evaluation and some challenges faced by teacher during teaching writing skill through Project Based Learning to promote students' writing skill while this research also recruited five students as research participant of an interview and observation aimed to obtain the related data, involved; the steps, the evaluation, the benefits and also some challenges faced by students in teaching writing through Project Based Learning.

Furthermore, participants who expressed a willingness in participating would be interviewed to learn more about teaching writing skills through Project Based Learning in order to promote students' writing skills in senior high school. Additionally, before being interviewed to acquire research-related data, participants were told about the goal, nature and benefits of the research. Participants were also notified that their data would be used exclusively for the purposes of this research and would be anonymised to preserve their privacy.

## D. Data Collection Technique

The researcher employed the subsequent techniques for gathering data:

### 1. Observation

Basically, observation was the practice of employing sight to obtain information. Since direct observation required researchers to enter the field or research domain directly.<sup>4</sup> Furthermore, observation was a technique of acquiring open-ended, firsthand information by observing individuals and places on a study site.<sup>5</sup>

#### a. Participant Observer

A participant observer was an observational position taken by researchers who participated in the setting they were studying.

#### b. Non-participant Observer

A non-participant observer was someone who visited a site and taken notes without getting involved in the activities of the participants.

This research, the researcher used non-participant observer to collect data on teaching writing skill through Project Based Learning to promote students' writing skill. The researcher observed the activity of students from XI C grade and the English teacher during teaching writing skill through Project Based Learning as a learning method without being a students or teacher. Furthermore, through observation, the researcher could observe teacher and students' activity in classroom during teaching

---

<sup>4</sup> M. Djamal, Paradigma Penelitian Kualitatif (Yogyakarta: Pustaka Pelajar, 2015), p.66

<sup>5</sup> Creswell, Educational Research, (Pearson: University of Nebraska-Lincoln,2012), p.213

writing skill through Project Based Learning to promote students' writing skill.

The particular information obtained by this technique was:

- a. The steps in teaching writing skill through Project Based Learning to promote students' writing skill
  - b. The evaluation in teaching writing skill through Project Based Learning to promote students' writing skill
  - c. The benefits of Project Based Learning on students' writing skill in teaching writing through Project Based Learning
  - d. The challenges faced by both teacher and students in teaching writing skill through Project Based Learning to promote students' writing skill
2. Interview

A qualitative interview was done by the researcher asking generic, open-ended questions to one or more participants and documenting their responses. The following were a few interviews concepts:<sup>6</sup> in one-on-one interviews, focus group interviews, telephone interviews and E-mail interviews.

This research, the researcher conducted one-on-one interviews, in which the researcher asked questions and recorded replies from only one research participant at a time. This is the proper and optimal interview format to help people become more open and self-assured in their thoughts. On the other hand, one-on-one interviews are ideal for

---

<sup>6</sup> Ibid, p.217

interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.<sup>7</sup>

Besides, in this research the researcher applied a semi structured interviews as a method in interviews. Semi structured interviews mean that questions were asked of the research participants in a way that did not interfere with their comfort. Even though, the researcher has prepared a list of interview question, over the course of the research question over the researcher may be able to ask additional question as needed. As a result, the researcher obtained more information and range of responses from the participant.

The data obtained by the researcher through interview were:

- a. The steps in teaching writing skill through Project Based Learning to promote students' writing skill
- b. The evaluation in teaching writing skill through Project Based Learning to promote students' writing skill
- c. The benefits of Project Based Learning on students' writing skill in teaching writing through Project Based Learning
- d. The challenges faced by both student and teacher in teaching writing skill through Project Based Learning to promote students' writing skill.

In addition, the researcher conducted one-on-one interviews with five students and the English teacher; initially, the researcher smiled and said "salam", greeted the subject and asked some polite questions to get

---

<sup>7</sup> Ibid, p.218

them into a relax zone. Secondly, the researcher presented questions clearly to the subject. Thirdly, the subject provided a satisfactory response to the questions. Fourthly, the researcher made notes and recorded. Than, the researcher conducted the interview in the order listed above, ending it with salutation, a thank-you and a handshake.

As a result, the researcher utilized one-on-one interviews with semi structured interview as a format interview to collect the research data including; the steps, evaluation, benefits and challenges in teaching writing skill through Project Based Learning to promote students' writing skill at senior high school. The previous detailed classification, the one-on-one interviews was applied to five students at XI C grade consisting of two males and three females and one English teacher.

### 3. Document Review

The research made some private and public notes on a research participant and place that are included in the evaluation of the documents.

These consist of things like letters, private diaries, meeting minutes, newspapers, and more. These resources provided essential information to assist researchers better understand crucial phenomena in qualitative research.<sup>8</sup> In qualitative research, a document can be a useful resource for textual data. The following document reviews would yield data for this research:

---

<sup>8</sup> Ibid, 223

- a. Profile of MAN Lumajang
- b. Goal, vision and mission of MAN Lumajang
- c. Teacher and staff data of MAN Lumajang
- d. Students' data at the XI C grade of MAN Lumajang
- e. Target learning objective (TP) and Learning objective sequence (ATP) at the XI grade of MAN Lumajang
- f. Module of teaching including; first, general information of module involved; identity, educational unit's name, class/semester, topic, pre-requisite skills, time allocation, learning achievement, teaching method, infrastructure facilities, learning profile of Pancasila and profile of rahmatan lil'alamin students. Second, the core component of module involved learning goal, meaningful comprehension, provocation question, learning activity and assessment. Third, student's worksheet (LKPD). Fourth, reading materials for teachers and students. Fifth, glossaries and sixth, references.
- g. Scoring rubric of analytical scoring
- h. Photos of the implementation Project Based Learning as method in teaching writing learning to promote students' writing skill.

#### **E. Data Analysis Technique**

Furthermore, in data analysis, information obtained through observation, interviews, and document review was organized and searched carefully. This technique entails gathered data and confirmed each category, divided sections, selected relevant facts to be presented as research data, and



reached a clear conclusion that is understandable to both the researcher and the general audience. The qualitative concept analysis proposed by Miles, Huberman and Saldana was used to examine the data. Such actions were:<sup>9</sup>

### 1. Data Collection

Data collection was the initial step in data analysis. During the initial phases, the researcher met with the principal to gather information about class schedules, school profiles, learning resources, and student populations. The researcher interacted with teachers and students for interviews, documentation, and observation. The researcher recorded the information provided by the informants. Additionally, researchers used field data to gather more information.

During this stage, researcher gathered as much information and data as possible. The information was next filtered and analyzed, followed by the selection of data that researcher can use.

### 2. Data Condensation

Data condensation was the process of selected, concentrated, simplified, abstracted and translated data into written text. At this stage, the researcher analyzed the data to identify key points pertinent to the research.

In this research, the researcher summarized the data. Summarizing data from interviews, observations and documentation improved understanding when analyzing outcomes.

---

<sup>9</sup> Miles, Huberman & Saldana, *Qualitative Data Analysis*, (New Delhi: Sage Publications, 2014), p.10-11

### 3. Data Display

In this stage, the researcher processed and described the data collected. The information covered how teaching writing skill through Project Based Learning promoted students' writing skill at senior high school, including steps, evaluation, benefits and challenges. The researcher presented data using descriptions based on field notes from interviews and observations.

At this stage, the researcher compiled information and drew conclusions before taking action. Data display was the next stage after data condensation. This research presented data via descriptions and tables. However, in this research presented data as narrative text based on interviews with participants.

### 4. Conclusion Drawing

The researcher conducted a preliminary study, observations and interviews to determine how teaching writing skill through Project Based Learning promoted students' writing skill at senior high school. The researcher concluded the findings from their research.

#### **F. Data Validity**

Validity was an important factor when creating and evaluating measuring tools. Measurement accuracy refers to how accurately an instrument measured its intended value.<sup>10</sup> To ensure the validity of qualitative research data, researchers should consider "triangulation". The research used

---

<sup>10</sup> Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225.  
<https://www.modares.ac.ir/uploads/EnAgr.Doc.AgriculturalExtension.7.pdf>

source triangulation and technique triangulation to assess qualitative data reliability.<sup>11</sup> In this research used the following data validity, were:

### 1. Source Triangulation

The purpose of source triangulation was to assess data reliability.

Source triangulation involved examining identical data from multiple sources to ensure consistent findings.

### 2. Technique Triangulation

The technique triangulation compared data used methods, such as observations, interviews and document review, to ensure its legitimacy. The triangulation technique confirmed data veracity by cross-referencing information from many methodologies and compared results to ensure consistent conclusion.

In this current research, the researcher employed source triangulation to obtain more valid data. Additionally, the researcher employed source triangulation to verify the authenticity of the data by cross-checking data acquired from several sources, including observations, interviews, and document reviews. While the researcher employed the triangulation technique to assess the reliability of data by performing multiple verifications on data from the same source using various techniques, included data from observations, and then cross-referencing with interview findings.

---

<sup>11</sup> Ibid, p.266

## G. Research Procedure

This section outlines the steps involved in doing the research, including the research background, design analysis, the factual data and report writing.<sup>12</sup> Those steps were follows:

### 1. Pre-field Stage

The pre-field stage was stage involved identifying the necessary tasks to be completed prior to a researcher entering the field of research.

#### a. Developing Research Design

The researcher produced the strategy based on various variables, including the research title, reason, focus, objective, advantage, subject and method.

#### b. Selecting research field

The researcher selected a research field before conducting a research. In this research the researcher chosen research field in one of Islamic public senior schools in Lumajang.

#### c. Permit Processing

In permit processing, the researcher visited the research field to secure permission, obtained a license in the university and began the stage of the research.

---

<sup>12</sup> Sugiyono, Metodologi Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: CV Alfabeta, 2018)

d. Assessing the state of the field

Following approval, the research commenced in order to facilitate the collection of data and improve comprehension of the circumstances around the research topic.

e. Prepare research equipment

The researcher then got ready by gathering the tools needed for the research before going into the field.

2. Field Research Stage

Doing the research was the next step after all preparations had been taken into account. During this step, the researcher used a range of methods, such as observations, interviews and document reviews to gather the required data.

3. Data Analysis Stage

After gathering all of the data, employed qualitative analysis techniques to assess the whole set of data by presenting a summary of the information acquired during data collection, along with the analysis' outcome as described in the research findings and data exposure.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

Data presentation and analysis contained the comprehensive data descriptions and conclusions drawn from the techniques and processes outlined in Chapter III. These descriptions consist of data summaries that are provided to the subject in answer to research questions. The results of data analysis are used to present the research findings. Moreover, the discovery might be a typology, classification system, or category.<sup>1</sup>

##### 1. The Steps in teaching Writing Skill through Project Based Learning

Based on observation conducted on 9<sup>th</sup> April 2024. The researcher discovered an overview regarding teaching writing skill through Project Based Learning. Project Based Learning was a method focused on students-centered than teacher centered, this method also made students become more actively participated in the classroom during teaching writing learning. Besides, Project Based Learning was the method in which the goal was students' assignment in the form of writing project that aimed to develop students' writing skill.<sup>2</sup>

Meanwhile, as seen in Figure 4.1 showed the situation of teaching writing skill in the classroom focused on students-centered than teacher-centered. It could be seen that students on the picture showed the result of their project of procedure text entitled how to make a creamy coffee. It

---

<sup>1</sup> Tim Penyusun, Pedoman Karya Tulis Ilmiah UINKHAS Jember 2023, p.80

<sup>2</sup> Observation in MAN Lumajang (XI C grade), 9<sup>th</sup> April 2024

also supported students to actively participate during teaching writing learning in the classroom.<sup>3</sup> (See Figure 4.1)



Figure 4.1

The implementation of Project Based Learning as a learning method in teaching writing classroom focused on students-centered than teacher-centered.

Meanwhile, Project Based Learning was a method focused on student-centered than teacher-centered in classroom. However, this method also promoted active participation of students in teaching writing learning in classroom. Furthermore, the goal of this method was students' assignment in the form of project. This is in line with interview by English teacher, she reported:<sup>4</sup>

“.....Project Based Learning was a learning method aligned with merdeka curriculum with the goal of students' assignment in the form of project. Students actively participated in learning and project creation. This method also emphasized on students-centered than teacher centered. In my field of study, I utilized Project Based Learning to procedure text material.....”

Furthermore, an overview of Project Based Learning as a learning method with the final goal of submitting students' project. Additionally,

---

<sup>3</sup> Document review, The implementation of Project Based Learning as a learning method in teaching writing classroom focused on students-centered than teacher-centered, Figure 1, 3<sup>rd</sup> April 2024

<sup>4</sup> English teacher, interviewed by Wardatul Layly Hidayat, Lumajang, 19<sup>th</sup> April 2024

this method encourages student participation throughout teaching writing learning in the classroom. This is in line with one-on-one interview conducted by students from XI C grade, they reported:<sup>5</sup>

“In my opinion, Project Based Learning involves students creating and submitting written projects to their teachers. This strategy provides a unique opportunity for me to collaborate with friends on a project. Overall, it was enjoyable and exciting”. (Student 3)

“In my opinion, the Project Based Learning method is an enjoyable and efficient method to learn English, especially when learning about procedural texts. It can help us compile and write these texts more effectively”. (Student 4)

“In my perspective, the project based learning method involves collecting a project, such as a writing project. Writing is the end outcome. This strategy is really cool and exciting”. (Student 5)

In conclusion, based on the observations, document review and interview above, Project Based Learning was an appropriate method applied for teaching writing skill at the senior high school. This method focused on students-centered rather than teacher-centered in the classroom while made students more actively participated in teaching writing learning in the classroom.

Furthermore, based on the observation conducted by the researcher on 11<sup>th</sup> April 2024. An English teacher took some steps in teaching writing skill through Project Based Learning. The steps referred to the activities that students and teacher engaged during teaching writing learning through Project Based Learning to promote students' writing skill. Besides, those

---

<sup>5</sup> Students at XI C grade , interviewed by Wardatul Layly Hidayat, Luamajang, 20<sup>th</sup> April 2024



steps aimed to make it easier for students during teaching writing learning through Project Based Learning in the classroom.<sup>6</sup>

Moreover, as seen in Figure 4.2 showed the steps during teaching writing skill through Project Based Learning in the classroom. There were two pictures provided. In the left picture showed the English teacher conducted the steps began with preliminary action, involved dividing student into groups, explaining some material about procedure text and determining some topics for students' project based on procedure text material. In the right picture showed students carried out some steps from English teacher while working on a project. The step in the picture showed that students discussed in groups and followed by researching information connected to the topic on how to make pizza. Next, students concluded the information and write it in a creative and interesting.<sup>7</sup> (See Figure 4.2)



Figure 4.2  
The steps in teaching writing skill through Project  
Based Learning in classroom

---

<sup>6</sup> Observation in MAN Lumajang (XI C grade), 11<sup>th</sup> April 2024

<sup>7</sup> Document review, Steps in teaching writing through Project Based Learning in classroom, Figure 2, 11<sup>th</sup> April 2024

Additionally, there were certain steps in teaching writing skill through Project Based Learning. At this time, English teacher began with conducted preliminary action in which English teacher divided students into groups consisting of 4-5 students each group, explained some material about procedure text and determined some topics for students' project.

Next, the English teacher guided students into some steps while students' working on a project that aimed to develop students' writing skill, those were: first steps was preparation. To engage students, the English teacher gave an overview and questions regarding the material to stimulate students. The second step was planning. At this time, the English teacher guided students to establish a plan for analyzing some information by creating an outline. The third step was searching information. At this time, the English teacher guided students to search informations about the topic of the project. The fourth step was conclusion. At this time, students compiled the information gained from previous searches and wrote it correctly and creatively. The five steps was presentation. At this time, the English teacher guided students to present the project in front of the class and six steps was evaluation. This was carried out by an English teacher in the end of writing learning process. This is in accordance with one-on-one interview from English teacher, she reported:<sup>8</sup>

“I begin the steps by defining learning objectives and selecting a topic for student projects. Students can choose their own topic. I also provide explanations of procedure book material. I divide students in one class into groups consisting of 4-5 each group...”

---

<sup>8</sup> English teacher, interviewed by Wardatul Layly Hidayat, Lumajang, 19<sup>th</sup> April 2024

...preparation by selecting topics and asking stimulating questions about the material. Second, I will help students create a concept map as part of their planning process. To begin, they will create a concept map or outline. Third, I will aid students in searching for information regarding to their procedure text writing topic...

I will guide students in summarizing their topic-specific knowledge for their procedure text project. These phases are designed to provide students additional direction while they work on the assignment...

Next, I will guide students through the presenting process, encouraging them to be brave. Finally, I will evaluate their performance...".

On the other hand, it was supported by interview from students about the steps in teaching writing skill through Project Based Learning. English teacher began with divided students into some group and explained some material regarding with the topic of students' project. Next, the English teacher will guide students to do some step while making a aproject were; preparing, planning, searching, concluding, presenting the project and continue with evaluating student's writing project. This is in accordance with one-on-one interview conducted by researcher with students from XI C grade, they confirmed:<sup>9</sup>

"First, the teacher will divide students into several groups in a single class. The teacher will discuss the procedural text material that will be utilized as the project topic. Furthermore, the teacher will guide us to the start. The teacher will take us through the process of developing and creating the procedure text. In this case, English teacher often encourages us to outline...

Next, I will look for material on my group's topic of making orange juice. Then, I will talk with my buddies on which information

---

<sup>9</sup> Students at XI C grade, interviewed by Wardatul Layly Hidayat, Lumajang, 20<sup>th</sup> April 2024

should be included in a writing assignment. And then, we will begin drafting the structure of the procedural text...

We will present the procedure text that created in groups in front of the class. Then, English teacher will evaluate the writing project on the procedure text we created". (Student 4)

"Okay, the steps begin with the teacher dividing students into several groups in one class. Then preparation, in this case, the teacher will stimulate us through some questions. The teacher will assist us through the planning process for our project. In this context, English teachers frequently encourage us to create an outline of what we will write later, such as: My group decided to create a topic about Maryam bread. After that, I will capture for information on my group's theme of making maryam bread. Next, I will discuss with my buddies which material to include in a writing assignment regarding the method. Next, my colleagues begin constructing the procedure text structure. Next, we will show the process text created in groups in front of each student. Continue an English teacher evaluate our project's of procedure text".

(Student 5)

Regarding the observation, document review and interview above, it can be concluded that were some step during teaching writing skill through Project Based Learning. The English teacher started with divided students into some group consisting of 4-5 students, explained the material of procedure text and determined some topic for students' writing project.

Then, the English teacher guided students to follow certain steps while working on a project, including: 1) Preparation. In this time, English teacher provided an overview and question regarding the material that aimed to stimulate students. 2) Planning. In this time, English teacher guided students to make a plan for analyzing some information on making an outline or concept map. 3) Searching. In this time, the English teacher

guided students to search information regarding the topic of the project on the through internet or in a book. 4) Conclusion. In this time, the English teacher guided students in concluding some previously gathered information and selecting relevant information for the project. Next, students wrote it appropriately and creatively. 5) Presentation. In this time, the English teacher guided students to present the project in front of the class. 6) Evaluation. The English teacher evaluated in the end of teaching writing learning. Additionally, English teacher informed students about some points that would be evaluated from students' project before students made a project.

Furthermore, regarding the material for teaching writing skill through Project Based Learning, the English teacher employed a procedure text material to promote students' writing skill. This material was appropriate for using Project Based Learning as a learning method to teach writing skill at the senior high school level since the learning goal of procedure text material was for students to be able to create a procedure text. Besides, through Project Based Learning method to teach writing on procedure text material taught students how to make something and allowed them to practice the process while engaging with a real-world environment. This encourages students to appreciate while teaching writing learning in the classroom.<sup>10</sup>

---

<sup>10</sup> Observation in MAN Lumajang (XI C grade), 12<sup>th</sup> April 2024

This is also supported by teaching module of procedure text for XI grade of senior high school level based on merdeka curriculum which provided in appendix 4, including: first, general information of module involved; identity, educational unit's name, class/semester, topic, pre-requisite skills, time allocation, learning achievement, teaching method, infrastructure facilities, learning profile of Pancasila and profile of rahmatan lil'alam in students. Second, the core component of module involved: learning goal of procedure text at XI grade, meaningful comprehension of procedure text, provocation question of procedure text, learning activity and assessment of procedure text. Third, the student worksheet (LKPD). Fourth, reading materials for teachers and students about procedure text material. Fifth, glossaries and sixth is references.

Data collected based on the results above showed that Project Based Learning was a learning method focused on student-centered than teacher centered and it was an appropriate method applied in teaching writing skill to promote students' writing skill at senior high school level.

Furthermore, there were some steps in teaching writing skill through Project Based Learning which was divided into some points; started with preliminary action conducted by teacher involved divided student into several group, explained some material and determined some topics for students' project. Next, the English teacher guided students to follow the steps while student working on a project, which were; 1) Preparation, 2) Planning, 3) Research, 4) Conclusion, 5) Presentation, and 6) Evaluation.

Additionally, the researcher used procedure text as material for teaching writing skill through Project Based Learning to promote students' writing skill and it supported with teaching module about procedure text at XI grade of senior high school level.

## **2. The Evaluation of Teaching Writing Skill through Project Based Learning**

Based on the observation conducted by the researcher on 13<sup>th</sup> April 2024 about the evaluation of teaching writing skill through Project Based Learning at the eleventh grade of MAN Lumajang. The teacher evaluated students' writing skill with formative assessment that focused on students' writing project. The formative assessment involved test and non-test in which a test for assessing students' writing project while non-test for assessing students' attitude during teaching writing learning in classroom. Besides, English teacher assessed students' writing project about procedure text with analytical scoring as a rubric. Analytical scoring is the most effective rubric for evaluating students' learning in classroom because this rubric provided a detailed assessment by dividing criteria into several categories related with students' condition of senior high school.

Basically, English teacher assessed students' writing project of procedure text in the end of teaching writing skill. Besides, some criteria that would be assessed by English teacher on students' writing project of procedure text are; content of procedure text, organizational structure of procedure text involved introduction, goal ingredients and steps, and also

vocabulary used by students on their writing project. On the other hand, sometimes the English teacher give a positive feedback of students' presentation performance in front of class after student had a presentation such as give an applause and give some a few word of praise for the presentation.<sup>11</sup>

Moreover, it was supported with some picture, as seen in Figure 4.3 showed that English teacher evaluated students' writing project of procedure text material in teaching writing skill thorough Project Based Learning. English teacher began evaluated about the content of procedure text, the organizational structure involved the goal, ingredients and steps and the vocabulary used by students to write a procedure text. Besides, in evaluating students' writing project, English teacher used analytical scoring as a rubric in evaluating students' project because this rubric was an efficient rubric for student at senior high school in which their writing skills are very diverse.<sup>12</sup> (See Figure 4.3)



Figure 4.3

The evaluation of teaching writing skill through Project Based Learning

<sup>11</sup> Observation in MAN Lumajang (XI C grade), 13<sup>th</sup> April 2024

<sup>12</sup> Document review, The evaluation of teaching writing skill through Project Based Learning by English teacher, Figure 3, 13<sup>th</sup> April 2024



Meanwhile, this research explained about the evaluation in teaching writing skill through Project Based Learning used formative assessment involved test and non-test. The English teacher evaluated a test through the result of students' project and non-test through students' attitude during teaching writing learning in classroom. Besides, the English teacher used an analytical scoring as a rubric in evaluating students' writing project. Analytical scoring was an efficient rubric for evaluating students at senior high school because this rubric provided some criteria and would be divided again into subcategories based on students' ability at senior high school. This is in accordance with one-on-one interviewed by English teacher, she reported:<sup>13</sup>

“When evaluating student writing, I often evaluate the content, organization, and vocabulary employed. Text structure and vocabulary are important aspects to consider when writing. In addition, I evaluate students' attitudes towards learning in the classroom...

I utilize the analytical scoring rubric to efficiently assess students' skill at the senior high school level. This rubric has numerous advantages, including detailed information provided by the separation of assessments into criteria. This makes the assessment clearer. The analytic rubric is clear and appropriate for high school students. Furthermore, this rubric is highly objective”.

It was also supported by interview from students about the evaluation conducted by English teacher during teaching writing through Project Based Learning that used formative assessment. In this case, English teacher did not use summative assessment because English teacher has combined student evaluation in writing learning about procedure text

---

<sup>13</sup>English teacher, interviewed by Wardatul Layly Hidayat, 19<sup>th</sup> April 2024

on formative assessment in the form test and non-test. The English teacher used test for evaluating students' writing project about procedure text while non-test for evaluating students' attitude during teaching writing in classroom.

Besides, students confirmed about a rubric used for evaluating the project that English teacher used namely analytical scoring. Further, the English teacher usually mentioned some criteria of writing before instructing students to do the project in order students' got good score of their project. This is in line with one-on-one interview conducted by researcher with students from XI C grade, they confirmed:<sup>14</sup>

“There is... English teacher frequently uses formative assessment to assess textual and procedural material, without using sumative assessments. This method combines knowledge, skills, and attitude during class. She occasionally pinches male classmates who are stubborn. She previously stated that she employs an analytic scoring as a rubric in evaluating student's project” (Student 1)

“...the English teacher employs formative assessment to evaluate students' final writing projects and attitudes throughout lessons on text and process. Learning occurs in the classroom. She employs an analytical scoring as rubric criteria with multiple categories that align with my strengths, resulting in good scores”. (Student 2)

“English teacher frequently employs formative assessment, which in this case takes the form of tests and non-tests, without summative evaluation. The English teacher believes that formative assessment is sufficient for evaluating procedural text composition and attitude throughout class learning. Our attitude toward learning occurs in the classroom. Typically, she employs an analytical assessment rubric”. (Student 3)

---

<sup>14</sup> Students at XI C grade, interviewed by Wardatul Layly Hidayat, 20<sup>th</sup> April 2024

Based on the observation, document review and interview above showed that English teacher was used formative assessment to assess students' writing project about procedure text. In this case, formative assessment used in the form of test and non-test. Test used for assessing students' writing project about procedure text while non-test conducted by English teacher to assess students' attitude during teaching and learning process in classroom. Besides, English teacher used an analytical scoring as a rubric for evaluating the result of students' writing project in which focused on some criteria, including: content of writing procedure text, organizational structure of writing procedure text and vocabulary used in writing procedure text. In evaluating used analytical scoring rubric, some criteria would be divided into subcategories and each subcategory has scored itself. Furthermore, that rubric was related with students' capability in writing English especially for students at senior high school.

### **3. The Benefits of Project Based Learning on Students' Writing Skill**

Based on the observation conducted by researcher on 15<sup>th</sup> April 2024. The researcher found that there were some benefits of Project Based Learning on students' writing skill, including develop student's writing skill, made students more enjoyable and interested in teaching writing learning in the classroom. In addition, students can integrate learn 4 skills in English, learn group collaboration and build students' self-confidence.<sup>15</sup>

---

<sup>15</sup> Observation in MAN Lumajang (XI C grade), 15<sup>th</sup> April 2024

Meanwhile, as seen in Figure 4.4, there were two pictures that showed the benefits of Project Based Learning on students' writing skill during teaching writing learning in classroom. In the left picture showed that student enthusiasm during teaching writing learning through Project Based Learning in classroom, it could be seen from students more enjoyable and interested during teaching writing learning that can develop students' writing skill. In the right pictures showed that students doing a project in a group, it provided students to learn group collaboration one another and also students can build their self-confidence while working on a project.<sup>16</sup> (See Figure 4.4)



Figure 4.4  
The benefits of Project Based Learning on Students' writing skill

Furthermore, the English teacher assumed that students got new learning experiences during teaching writing learning in classroom such as students can collaborate and interact one another with their friends in a

---

<sup>16</sup> Document review, the benefits of Project Based Learning on students' writing skill, Figure 4, 15<sup>th</sup> April 2024

group, students can express their skill in writing and also students integrated learn four skills in English, such as; listening, reading, speaking and writing. This is in line with one-on-one interviewed by English teacher, she reported: <sup>17</sup>

“The primary benefit is that students can freely practice their writing skill. Additionally, students benefit from the indirect application of four English language skills: listening, reading, speaking, and writing. They can also learn how to collaborate in groups...”

Besides, it was supported with students statements about some benefit got by student during teaching writing learning through Project Based Learning, those benefits were: students can develop their writing skill, student more enjoy during teaching writing learning in classroom. Besides, students integrated learn 4 skills in English during teaching writing learning through Project Based Learning, involved listening, reading, speaking and writing. This is in accordance with one-on-one interviewed by students at XI C grade, they reported: <sup>18</sup>

“Of course, project based learning method has made me more enthusiastic to learn English and love the process”. (Student 3)

“The Project Based Learning method of learning made me feel more at ease and motivated to study English in class. Previously, I assumed learning English were uninteresting. But, this method has increased my enthusiasm and active participation in class. It also allows me to develop my writing skills without the burden of following standard English writing guidelines”. (Student 1)

---

<sup>17</sup> English teacher, interviewed by Wardatul Layly Hidayat, 19<sup>th</sup> April 2024

<sup>18</sup> Students at XI C grade, interviewed by Wardatul Layy Hidayat, 20<sup>th</sup> April 2024

Hence, findings from observation and interview above, it can be concluded that there are some benefits of Project Based Learning on students' writing skill. One of the main benefits got by students was it can help to develop students' writing skill in English. Besides, students more enjoyable during teaching and learning process in classroom and students got many new vocabularies that they did not know before in which help them in writing English. Furthermore, student learn group collaboration while working on a project, students can engage with a real life context, students integrated learn 4 skills in English involved; listening, reading, speaking and writing and students also can build their self-confidence.

#### **4. The Challenges in Teaching Writing through Project Based Learning**

Based on an observation conducted by the researcher on 17<sup>th</sup> April 2024. The researcher found challenges in teaching writing skill through Project Based Learning that were encountered by both teacher and students in classroom. However, the most challenges were confronted by teachers while teaching writing through Project Based Learning in the classroom. Some challenges faced by students happened amongst students in one group while working on project, such as; students being unable to control their emotions with one another and students being passive at times while creating a project in groups.

Then for some challenges faced by teachers included: English teacher cannot control students after dividing them into several group and

the classroom would be crowded, English teacher cannot control students during teaching writing learning outside of classroom, students' lack of vocabulary in English while lack of interested in using dictionaries and there were some of the same project results between groups in one class.<sup>19</sup>

Furthermore, as seen in Figure 4.5, it is provided two pictures. In the left pictures showed the challenges faced by students during teaching writing learning through Project Based Learning, it can be seen from the picture that one of students acted arbitrarily in a group so that there was an argument between friends in one group and his two male friends who were behind were only be a pasive students without regard for other friends in the group. And in the right picture showed the challenges faced by teacher during teaching writing through Project Based Learning, it can be seen from the picture that after teacher finished dividing students into some group and the teacher continued with instructed students to immediately gather with their group and the situation was not controlled.<sup>20</sup>



Figure 4.5  
The challenges in teaching writing skill through Project Based Learning

<sup>19</sup> Observation in MAN Lumajang (XI C grade), Lumajang, 17<sup>th</sup> April 2024

<sup>20</sup> Document review, the challenges of Project Based Learning in teaching writing skill, Figure 5, 17<sup>th</sup> April 2024

Furthermore, findings from interview conducted by researcher with the English teacher about some challenges during teaching writing skill through Project Based Learning demonstrated that the students were difficult to control students during learning outside of classroom, difficult to control the crowd and noisy in the classroom, lack of students' confidence in English especially about vocabulary, the presence of passive students in the group, the same results of the writing project assignment between groups. This is in accordance with one-on-one interviewed by English teacher, she reported:<sup>21</sup>

“Each class presents unique challenges, such as the difficulty of controlling students when learning outside of the classroom. Due to the large number of students, it may be challenging to maintain control. Additionally, dividing them into groups in the classroom may lead to over crowding and difficulty in establishing conditions...

...students often lack confidence and vocabulary in English, leading them to ask questions during lessons without considering alternate dictionaries...

...Some students are passive and rely solely on name dropping. I remind pupils to work in groups and not write their names if they don't complete the task. Finally, the challenges is the same group work. Well, this means copy and paste.”

Additionally, not only English teacher faced lots of challenges during teaching writing skill through Project Based Learning but also student. Students' challenges occurred around a group between friends, such as: students cannot control their emotion, cannot compromise one another, different opinion one another in a group and become passive students in a

---

<sup>21</sup> English teacher, interviewed by Wardatul Layly Hidayat, 19<sup>th</sup> April 2024



group. This is in accordance with one-on-one interview conducted by resercher with students at XI C grade, they confirmed:<sup>22</sup>

“My challenges are typically limited to friendship and teamwork category. Emotional management and differences are common challenges in relationships”. (Student 1)

“I frequently face challenges in groups with colleagues. For example, we must be able to control our emotions while still learning to respect others. Other challenges may arise from non-contributing friends in our group.” (Student 2)

“Challenges are typically held among groups of friends. Friendship can lead to disagreements, mood swings, conflict, and incomplete projects. Ultimately, the project was not finished”. (Student 3)

Hence, data collected from observation and interview above, it can be concluded that there were some challenges in teaching writing through Project Based Learning that faced by both students and teacher. The challenges faced by teacher were; 1) Difficult to control students during learning outside of classroom, 2) Difficult to control the crowd and noisy in the classroom, 3) Lack of students' confidence in English especially about vocabulary, 4) The presence of passive students in a group, 5) The same results of writing project assignment between groups. Additionally, there are some challenges faced by students that only occured around in a group during making a project including; 1) Students cannot control emotion one another in a group, 2) The different opinion between friends

---

<sup>22</sup> Students at XI C grade, interviewed by Wardatul Layly Hidayat, 20<sup>th</sup> April 2024

in a group, and 3) There were passive students while working on a project in a group.

**Table 3.4**  
**Findings of Promoting Students' Writing Skill through Project Based Learning at Senior High School**

No.	Focus	Findings
1.	2	3
1.	How is the step of teaching writing skill through Project Based Learning?	Based on the result of observation, interview and document review, there were some steps in teaching writing skill through Project Based Learning which began with preliminary action conducted by English teacher involved divided student into several group continue with explain material of procedure text and determined the topic of students' project. Next, English teacher continue to guide students while working on project, those were; 1) Preparation, 2) Planning, 3) Searching, 4) Conclusion, 5) Presentation, and 6) Evaluation.
2.	How is the evaluation of teaching writing skill through Project Based?	Based on the results of observation, interview and document review, the evaluation in teaching writing skill through Project Based Learning used formative assessment in the form of test and non-test. Test used for assessing students' writing project about procedure text while non-test for assessing students' attitude during teaching writing learning in classroom. Besides, English teacher used an analytical scoring as a rubric for evaluating the result of students' writing project in which focused on some criteria, including: content of writing procedure text, organizational structure of writing procedure text and vocabulary used in writing procedure text.
3.	What are the benefits of Project Based Learning on students' writing skill in teaching writing?	Based on the results of observation and interview, there are some benefits got by students during teaching writing through Project Based Learning conducted by English teacher in classroom, it was very help students to develop their writing skill

		in English and students more enjoy during teaching writing learning in classroom. Besides, students got new learning experiences such as; students learn 4 skills in English, involved; listening, reading, speaking and writing through this method, students learn how to collaborate one another around a group and students could build self-confidence
4.	What are the challenges in teaching writing skill through Project Based Learning?	Based on the result of observation and interview, there are some challenges in teaching writing skill through Project Based Learning that faced by both students and teacher in classroom. The challenges faced by teacher are; 1) Difficult to control students during learning outside of classroom, 2) Difficult to control the crowd and noisy in classroom, 3) Lack of students' confidence in English especially about vocabulary, 4) The presence of passive students in a group, 5) The same results of writing project assignment between groups. In addition, there are some challenges faced by students that only occurred around in a group during making a project including; 1) students cannot control emotion one another in a group, 2) The different opinion between friends in a group, and 3) There is a passive students in a group that do not help during making a project.

## B. Discussion

In this section, the research findings that have been gathered in the area were discussed. In addition, this section presented the findings of the study by referencing various other studies as well as relevant theories to complete and support the explanation of the findings.<sup>23</sup> Regarding the research findings, the researcher discovered four themes related to the

<sup>23</sup> Tim Penyusun, Pedoman Karya Tulis Ilmiah UINKHAS Jember 2023, p.80

research objective of this research. Each of the themes in this research was fully discussed below.

### **1. The Steps in Teaching Writing Skill through Project Based Learning**

Steps was a crucial part in teaching and learning process because in this phase English teacher and students would be interaction each other to achieve the learning goal in teaching learning English. Besides, steps was a process conducted by teacher and students to understand the material and solve the problem in teaching and learning process.

The findings of this research presented that Project Based Learning as a learning method in which focused on student-centered rather than teacher-centered during teaching writing skill in classroom and this method also made student become more active during teaching writing learning in classroom. It was relevant with Milan Kubiato theory that stated Project Based Learning was an instructional method centered on the learners.<sup>24</sup> Besides, it was relevant with Anita's study that reported Project Based Learning was a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problem.<sup>25</sup>

Furthermore, based on the findings of this research, the steps in teaching writing skills through Project Based Learning began with the

---

<sup>24</sup> Kubiato, Project-based learning:Characteristic and the Experiences with Application in The Science Subject, (Social and Educational Studies, Vol-3, No.1, 2011), p.66

<sup>25</sup> Anita, The Effect Of Using Project Based Learning Method on Students' Writing Skill, (Journal of English Language And Education, <https://jele.id/index.php/jele/index>, No.5 No. 1 June, 2020), p.8

English teacher dividing students into groups, followed by explaining some learning material and determining the topic for students' projects. It was relevant with Argawati's study that reported in the first meeting the lecturer divide students into some group in one class and continue with wrote six topic that should be chosen by students for their project.<sup>26</sup> Besides, it was contrast with Ibnati's study that reported the steps in conducting Project Based Learning in a language classroom started with the essential question regarding the project by English teacher.<sup>27</sup>

Additionally, after English teacher conducted preliminary action, the English teacher guided student into some steps while working on a project. The first step was preparing. At this time, English teacher provided an overview and question regarding procedure text material to stimulate students related to the subject. It was relevant with Kumalatiwi's study that reported the first steps in implementing Project Based Learning in English writing classroom began with preparation, this activity consist of brainstorming and activating students' background knowledge and review previous lesson that aimed to stimulate students into procedure text material.<sup>28</sup>

---

<sup>26</sup> Argawati, "Project-Based Learning in Teaching Writing Skill: The Implementation and Students' Opinion", (English Review: Journal of English Education, doi: 10.25134/erjee.v8i2, 2020), p.221

<sup>27</sup> Ibnati Meilia Zein, Improving Student's Writing Skill Through Project-Based Learning Technique of The Eleventh Grade At MA Ma'arif NU 5 Sekampung, (PhD diss., IAIN Metro, 2023), p.28

<sup>28</sup> P. Kumalatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024), p.39

The second step in teaching writing skill through Project Based Learning was planning. At this time, English teacher guided students to make a plan for analyzing some information about the topic of the project based on their own group on making an outline or concept map. It was contrast with Anita's study that reported the second step used Project Based Learning method on student' writing skill was design a plan for the project. In design a plan for the project, teacher should give a chance for student to participate by sharing ideas. Students have an active role in deciding activities.<sup>29</sup>

The third step was searching. In this time, the English teacher guided students to search some information regarding the topic of the project through on internet or in a book. It was contrats with Ibnati's study that reported the third steps in improving students' writing skill through Project-Based Learning was created a schedule. In this step, teachers and students discussed time allocation. Working on the project, teacher and students made an agreement about the deadline of student project development and the final product must be sent.<sup>30</sup>

The fourth step in this research was conclusion. At this time, the English teacher guided students to analyze some information obtained before and selected the related information for the project and wrote it in

---

<sup>29</sup> Anita, The Effect Of Using Project Based Learning Method on Students' Writing Skill, (Journal of English Language And Education, <https://jele.id/index.php/jele/index>, No.5 No. 1 June, 2020), p.11

<sup>30</sup> Ibnati Meilia Zein, Improving Student's Writing Skill Through Project-Based Learning Technique of The Eleventh Grade At MA Ma'arif NU 5 Sekampung, (PhD diss., IAIN Metro, 2023), p.29

creatively and appropriately. It was contrast with Kumalatiwi's study that reported in the fourth steps in implementing Project Based Learning in English writing classroom was conducted the project. In this stage, the teacher facilitated the learning process to guide the student, the teacher asked the students' progress and assisted the students who needed a help while conducted the project.<sup>31</sup>

The five steps of the findings this research was presentation. In this time, the English teacher guided students to present the project of procedure text in front of the class together. It was contrast with Kumalatiwi' study that reported the five steps in implementing Project Based Learning in English writing classroom was assessed the outcome. In this stage, the teacher conducted assessment. The teacher checked on student's project and assessed students' presentation in front of the class. The teacher also assessed students' procedure text, to make sure that they do not make any mistake.<sup>32</sup>

And the six steps of the findings in this research was evaluation. In this time, English teacher would be evaluated students' writing project of procedure text with formative assessment and organized a rubric for evaluating students' writing project. Generally, English teacher conducted evaluation in the end of teaching writing learning. It was contrats with Kumalatiwi's study that reported the six steps in implementing Project

---

<sup>31</sup> P. Kumalatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024), p.42

<sup>32</sup> Ibid

Based Learning in English writing classroom was evaluation. In this stage, the teacher and students reflected on their project by the teacher asked the students what are the difficulties faced by students when doing a project.

In conclusion, related to the findings of this research regarding the steps in teaching writing skill through Project Based Learning began with preliminary action conducted by English teacher which divided students into several group that consist of 4-5 students, the English teacher explained the procedure text material and determined topic for students' project each group. Next, English teacher guided student into some steps while working on a project, were; 1) Preparation, 2) Planning, 3) Research, 4) Conclusion, 5) Presentation and 6) Evaluation.

## **2. The Evaluation in Teaching Writing Skill Through Project Based Learning**

The final step in the teaching and learning process was evaluation. Teaching assessment was the process of gathering the fact and information needed to analyze the degree and direction of the learning process in order to make decisions and make the necessary adjustments to optimize the outcomes.

The findings of this research reported the evaluation in teaching writing skill through Project Based Learning conducted in the end of teaching writing learning. The evaluation was used formative assessment in the form of text and non-test. Assessment of test was taken by teacher for assessing students' writing project while non-test was taken by teacher



from students' attitude during teaching writing learning in the classroom. It was relevant with Jeremy Harmer's theory that the function of formative assessment is to improve teaching and learning process and carried out in the end of discussion or learning.<sup>33</sup> On the other hand, it was contrasts with Anita' study that explained the evaluation used in teaching writing skill through Project Based Learning is reflection between students and teacher on the project that have done by students.<sup>34</sup>

Furthermore, this research presented an analytical scoring as a rubric used by English teacher to evaluate students' writing project. This rubric was an efficient and best rubric for evaluating students at senior high school level. The English teacher chose this rubric because this rubric provided more detailed information and related with students capability in writing. It was relevant with Brown theory that stated classroom evaluation of learning was best served through analytic scoring in which as many as six primary parts of writing are assessed, thus enabling learners to focus on weaknesses and maximize on strengths.<sup>35</sup>

In short, the findings of this research discussed the evaluation in teaching writing skill through Project Based Learning utilized formative assessment in the form test and non-test. The researcher used test for assessing students' project while non-test for assessing students' attitude

---

<sup>33</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), p. 408

<sup>34</sup> Anita, *The Effect Of Using Project Based Learning Method on Students' Writing Skill*, (*Journal of English Language And Education*, <https://jele.id/index.php/jele/index>, No.5 No. 1 June, 2020), p. 12

<sup>35</sup> Brown, *Language Assessment Principles and Classroom Practices*, (Longman: Pearson Education, 2004), p. 24

during teaching and learning process in classroom. Besides, the English teacher used analytical scoring as a rubric for evaluating students' project because this rubric is an efficient and best rubric for students at senior high school while give more detiled information regarding students' project.

### **3. The Benefits of Project Based Learning on Students' Writing Skill in Teaching Writing**

The findings of this research provided lots of benefits on students' writing skill during teaching writing learning through project Based Learning. One of the benefit was students can develop their writing skill in English during teaching writing learning of procedure text material while student felt enjoy during teaching writing learnig in classroom. It was relevant with Buyung's study that stated the implementation of project-based learning was help to improve students' writing ability in hortatory exposition text.<sup>36</sup> It also relevant with Kumalatiwi's research that found the implementation of Project-based learning are able to increase students' interest in learning and students' motivation in learning English.<sup>37</sup>

Furthermore, through Project Based Learning in teaching writing skill made students integrated learn 4 skills in English involved; listening reading, speaking and writing. Besides, students could engage learning with the real context, students can collaborate one another in a group and students could build their self-confidence. It was relevant with Argawati'

---

<sup>36</sup> Buyun, Improving Students' Writing Skill through Project-Based Learning, Process Writing and Instagram, (International Journal of Education & Curriculum Application, <http://journal.ummat.ac.id/index.php/IJECA>, Vol. 5, No. 1, April 2022), p.31

<sup>37</sup> P. Kumalatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024), p.40

study that reported in implementing project Based Learning got new experiences in learning such as: students' could work and discuss the project with their friends in a group during writing session.<sup>38</sup>

In conclusion, based on discussion above, the are some benefits of Project Based Learning on students' writing skill during teaching writing skill are; students develop their writing skill in English while students more enjoyed and interested in teaching writing learning in classroom. Besides, students integrated learn 4 skills in English, students' collaboration in a group and students can build their self-confidence during teaching writing learning in the classroom.

#### **4. The Challenges of Project Based Learning in Teaching Writing Skill**

The findings of this research reported the challenges in teaching writing skill through Project Based Learning that faced by both students and teacher. The challenges faced by students occurred around in a group during making a project, including; students cannot control their emotion, different opinion each students and there was a passive students in a group.

It was contrast with Kumalatiwi's study that found the challenges faced by teacher in applying Project Based Learning in teaching writing, included; cannot control students' activity, many students do not contribute in the project.<sup>39</sup>

---

<sup>38</sup> Argawati, "Project-Based Learning in Teaching Writing Skill: The Implementation and Students' Opinion", (English Review: Journal of English Education, doi: 10.25134/erjee.v8i2, 2020), p.221, p.225

<sup>39</sup> P. Kumalatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024), p.52

Furthermore, there were many challenges faced by teacher including; 1) Difficult to control students during learning outside of classroom, 2) Difficult to control the crowd and noisy in the classroom, 3) Lack of students' confidence in English especially about vocabulary, 4) The presence of passive students in the group, 5) The same results of the writing project assignment between groups. It was relevant with Kumlatiwi's study that reported the difficulties faced by teacher in applying Project Based Learning, as followed; many students do not have enough vocabulary and lack of confidence, difficult to control activity of students in making project in the class, the students made the same project, the atmosphere in the classroom become noisy and crowded and any students do not contribute in creation of the project.<sup>40</sup>

In short, the discussion above demonstrated that there were numerous challenges in teaching writing skill through Project Based Learning experienced by teacher and students. Students' challenge was occurred around in group with their friend while teacher's challenges, were; Difficult to control students' activity in classroom, difficult to control the crowd and noisy in the classroom, lack of students' confidence in English especially about vocabulary, the presence of passive students in a group, the same results of students' writing project assignment between groups.

---

<sup>40</sup> Ibid

However, there were some limitations in this research that should be considered when interpreting the findings. First, the sample size was relatively small, with only 6 participants, which may not accurately represent the larger population. This limits the generality of the findings to bigger or more varied groups. Furthermore, the research used self-reported data, which was highly susceptible to biases such as social desirability or faulty memory. Second, the case study design of the research, which cannot be easily generalized to other contexts due to the focus on single case, which may not represent broader trends or patterns. Third, the short duration of the data collected period, which may not be sufficient to capture the full scope of the phenomenon under investigation. In short, the limitation of this research involved the small sample, the case study design and the short duration of the data collected period. Future research could overcome these limitations by using diverse populations, included multiple cases by employing longitudinal design and more extended data collection period to provide more comprehensive understanding of the topic.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The first finding discussed the steps in teaching writing skill through Project Based Learning which began with preliminary action carried out by English teacher, included dividing students into several groups consisting of 4-5 students in each group, explaining some materials of procedure text and determining some topics for students' project. Next, the English teacher guided students through various steps while working on project, including preparation, planning, searching information, conclusion, presentation and evaluation

The second finding discussed the used of formative assessment in teaching writing skills through Project Based Learning, which included both tests and non-tests. The English teacher used test assessment to evaluate the outcome of students' procedure text projects, whilst non-test assessment was used to evaluate students' attitudes toward teaching writing in the classroom.

Furthermore, the English teacher used analytical scoring as a rubric to evaluate students' writing projects. This rubric was used because it was efficient and gave more detailed information for grading students' writing projects.

The third finding discussed some of the benefits of Project Based Learning on students' writing skills, which included improving students' writing skills and increasing students' enjoyment and participation in writing

instruction in the classroom. Furthermore, students learned four English skills, learned group teamwork, and increased their self-confidence.

The fourth finding discussed the challenges in teaching writing skill through Project Based Learning faced by both teacher and students. In this case, the most significant challenges are those faced by teachers while teaching writing skill through Project Based Learning in classroom. Furthermore, students faced challenges while working on a project in a group with friends, such as differing opinions, being unable to control one another's emotions, being unable to compromise and debate, and occasionally having passive students in the group. While teachers faced challenges such as controlling students during the teaching and learning process, whether in or out of the classroom, controlling the crowd and noise in the classroom, students' lack of confidence in English, particularly in vocabulary knowledge, the presence of passive students in a group, and assigning the same project to different groups.

#### **B. Suggestion**

After completing the research at one of Islamic public high schools in Lumajang, the researcher would like to provide the following suggestions in this area:

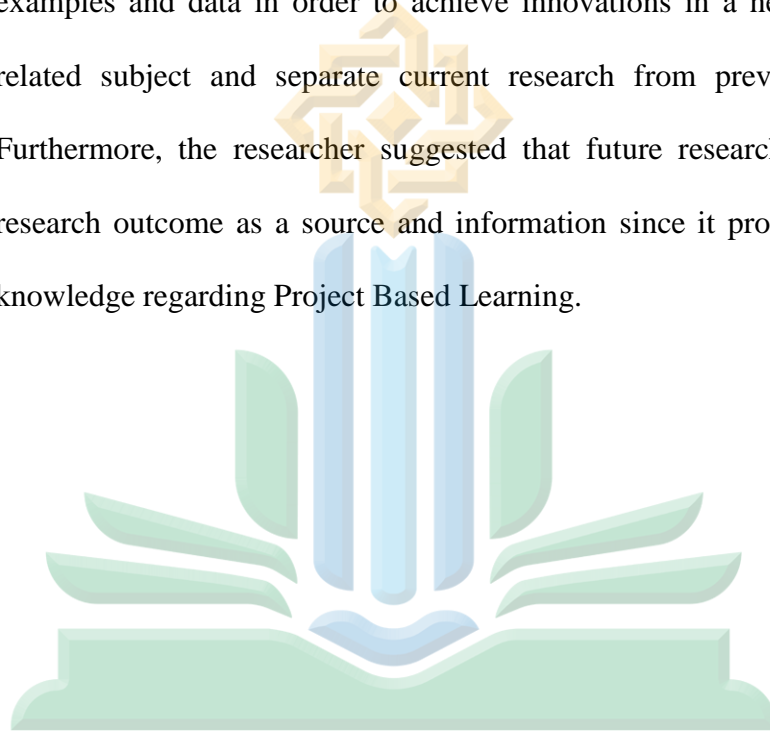
##### 1. The teacher

It was preferred for the teacher to apply Project Based Learning as a teaching method to help students develop their writing skill. Furthermore,

teacher should continue to innovate and develop Project Based Learning method as creatively as possible to improve students' writing skills.

## 2. The future researchers

Future researchers were expected to be more critical in their analysis of examples and data in order to achieve innovations in a new study on a related subject and separate current research from previous research. Furthermore, the researcher suggested that future researchers used this research outcome as a source and information since it provides valuable knowledge regarding Project Based Learning.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## REFERENCES

- Acat, Bahaddin & Donmez, Ismail. "To Compare student Centered Education and Teacher Centered Education in Primary Science and Technology Lesson in Terms of Learning Environments". *Procedia-Social and Behavioral Sciences*. 2009.
- Adam, Nurhadiyanti, Abid, Abid, & Bantulu, Yusna. "Challenges In Teaching English Writing Skills: Lesson Learnt From Indonesian High School English Language Teachers". *Jambura Journal of English Teaching and Literature*. 2021.
- Alaamri, Kamla Suleiman Salim. "Western Teacher's Cultural and Linguistic Challenges in Teaching English Language in The Classroom". *Literacy Information and Computer Education Journal (LIJEC)*. 2013. Retrieved from <https://infonomics-cociety.org/wp-content/uploads/Lijej/Published-Papers/Volume-4-2013/Western-Teachers-Cultural-and-Linguistic-Challenge-In-Teaching-English-Language-In-The-Classroom.pdf>.
- Argawati, Ningtyas Orilina, and Lilis Suryani. "Project-Based Learning in Teaching Writing: The Implementation and Students' Opinion." *English Review: Journal of English Education* 8, no. 2: 219-226. 2020.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. "Introduction to Research in Education" (8th ed.). Canada: Nelson Education, Ltd. p. 225. Retrieved from <https://www.modares.ac.ir/uploads/EnAgr.Doc.AgriculturalExtension.7.pdf>. 2010.
- Asrifan, Andi, and Like Raskova Octaberlina. "An Item Analysis Of English Summative Test in EFL Classroom (A case study at Elementary School in Indonesia)." *ScienceOpen Preprints*. 2021.
- Bae, Jungnan. "Teaching Process Writing for Intermediate/Advanced Learners in South Korea": A Master's Paper: University of Winconsinriver Falls. 2011.
- Brown, H. Douglas. "Language Assessment Principle". California: Longman Publisher. 2003.
- Brown, H. Douglas. "Language Assessment Principles and Classroom Practices". Longman: Pearson Education. p.241-243. 2004.
- Brown, H. Douglas. "Teaching by Principles: and Interactive Approach to Language Pedagogy". New York: A Pearson Education Company. 91. 2001.

- Bull, V. "*Oxford Learners' Pocket Dictionary (4th ed.)*". New York: Oxford University Press. p. 502. 2003.
- Celce-Murcia, Marianne. & McIntosh, Lois. "*Teaching English as a Second or Foreign Language*". 1991
- Creswell, J. W. "*Educational Research*". Pearson: University of Nebraska-Lincoln. p.213. 2012.
- Creswell, J. W. "*Research Design: Qualitative, Quantitative, and Mixed Method Approaches*". Sage Publications, Inc. p.30. 2009.
- Dewi, T.R. "*The Effectiveness Of Think-Talk-Write (TTW) Strategy In Writing Description Text At The Eight Graders Of SMPN 1 Tulang Bawang Barat*". 2022.
- Djamal, M. "*Paradigma Penelitian Kualitatif*". Yogyakarta: Pustaka Pelajar. p.66. 2015.
- Elshirbini Abd-Elfatah Elashri, Ismail Ibrahim. "*The Effect of the Gene-Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students' Writing Skills and Their Attitudes towards Writing*". Online Submission. 2013.
- Emaliana, Ive. "*Teacher-centered or Students-centered Learning Approach to Promote Learning?*". Jurnal Sosial Humaniora (JSH). 2017.
- Eyring, J. L. "*Experiential language learning*". Dalam M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (2nd ed., pp. 346-357). Boston: Heinle & Heinle. 1991.
- Farhan, Saiful. "*The Implementation of Morning Conversation Program on students' speaking skill of English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang*". 2024.
- Gerot, Linda, and Peter Wignell. "*Making sense of functional grammar*". Cammeray, NSW: Antipodean Educational Enterprises. 1994.
- Grant, Michael M. "*Getting a grip on project-based learning: Theory, cases and recommendations*." Meridian: A middle school computer technologies journal 5, no. 1: 83. 2002.
- Hadim, Hamid A., & Esche, Sven K. "*Enhancing The Engineering Curriculum Through Project-Based Learning*". In: 32<sup>nd</sup> Annual Frontiers in Education. IEE. 2002.

- Hadim, Hamid A., and Sven K. Esche. "Enhancing the engineering curriculum through project-based learning." In 32nd Annual Frontiers in Education, vol. 2, pp. F3F-F3F. IEEE. 2002.
- Hadist Hasan Shohih. "Memilih yang Diyakini dan Meninggalkan Keraguan". Adopted by <https://almanhaj.or.id/12006-memilih-yang-diyakini-dan-meninggalkan-keraguan-2.html>.
- Harmer, Jeremy. "How to Teach English". Essex: Pearson Education Limited. 1998.
- Harmer, Jeremy. "How to Teach Writing". Harlow: Pearson Education. Ltd :4. 2004.
- Hayland, Ken. "Second Language Writing". Cambridge University Press. 2019.
- Heaton, J.B. "Writing English language test". United States of America: Longman Publisher. p.135. 1998.
- Huberman, Miles & Saldana, J. "Qualitative Data Analysis". New Delhi: Sage Publications. 2014.
- Hughes, Artur. "Testing For Language Teachers". Cambridge: Cambridge University Press. p.101. 2003.
- Kemenag RI & Al-Jalalin Indonesia, Qur'an English. *Al-Insyirah*: 5-6
- Kementrian Budaya, Riset dan Teknologi (KEMENDIKBUDRISTEK). No.12 Tahun 2024 tentang kurikulum pada pendidikan anak usia dini, jenjang pendidikan dasar dan jenjang pendidikan menengah. Adopted from [https://jdih.kemdikbud.go.id/detail\\_peraturan?main=3380](https://jdih.kemdikbud.go.id/detail_peraturan?main=3380)
- Khulel, Buyun. "Improving students' writing skill through project-based learning, process writing, and Instagram." IJECA (International Journal of Education and Curriculum Application) 5, no. 1: 25-35. 2022.
- Kingston, P.T., Shanmugam, K., Selvaraj, R., & Anand, R. "Problems in Writing Disability Among the School Children". 2013.
- Kubiatko, Milan. "Project-based learning: Characteristic and the Experiences with Application in the Science Subjects". Energy Education Science and technology Part B: Social and Educational Studies, vol (issue) 3 (1): 65-74. 2011.
- Kumalatiwi, Pita. "Project Based Learning in English Writing Classroom in Junior High School.". 2024.

- Kurniawati, Farida Nova, Susanto Susanto, and Ahmad Munir. *"Promoting students' Collaboration Skill through Project Based Learning of English Writing"*. Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris 10, no. 1. 2019.
- Langan, J. *"English Skill, Seventh Edition"*. New York: Atlantic Cape Community College. 2000.
- Larasati, Andyani. *"Improving students' writing skills through project based learning technique at grade XI SMAN 2 Sleman in the academic year of 2014/2015."* Yogyakarta state university, yogyakarta .2015.
- Leavy, P. *"Research Design: Qualitative, Mixed Methods Approaches"*. United States: The Guilford Press. p.164. 2007.
- Lutfiyanto. *"Teaching Writing Skill Using Project Based Learning Method At The Ninth Grade of SMPN 2 Rambipuji Jember"*.2022.
- Mergendoller, John R., and John W. Thomas. *"Managing project based learning: Principles from the field."* Retrieved June 14 (2005): 2005.
- Morris, Rebecca, Thomas Perry, and Lindsey Wardle. *"Formative assessment and feedback for learning in higher education: A systematic review."*. Review of Education 9, no. 3 : e3292.2021.
- Mulyadi, Ernitasari. *"The Application Of Meaningful Words Strategy to Motivate Students In Mastering English Vocabulary And Improving English Writing Skill"*. Journal of Foreign Language and Educational Research. 2018.
- Null, Wesley. *"Curriculum: From Theory to Parctice"*. Rowman & Littlefield. 2023.
- Olivia, Isye. *"Modul Ajar Bahasa Inggris Wajib SMA Negeri Satu Mempura Semester Ganjil Kelas XI Fase F"*. Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi. 2019.
- Papandreou, A. *"An application of the projects approach to EFL"*. English Teaching Forum. 32(3). p.41-42. 1994.
- Praba, Luh Tiwika, Luh Putu Artini, and Dewa Putu Ramendra. *"Project-based learning and writing skill in EFL: are they related?."* In *SHS Web of Conferences*, vol. 42, p. 00059. EDP Sciences, 2018.
- Qolbi, Witiza Halwa Irdatul. *"Implementing Merdeka Curriculum to Improve Students' Literacy in EFL Learning"*. PhD Thesis. Universitas Islam Negeri. 2023.

- Rahmawati, Dian. "Modul Pembelajaran SMA Bahasa Inggris". Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah Direktorat Sekolah Menengah Atas:5. 2020.
- Riswandi, Diki. "The implementation of project-based learning to improve students' speaking skill." *International Journal of Language Teaching and Education* 2, no. 1: 32-40. 2018.
- Rojabi, Ahmad Ridho, "Increasing Youth Awareness of Local Culture Through Active Learning". *Cypriot Journal of Educational Science*. 2021.
- Salsabila,Vina Aini. "The Implementation of Project-Based Learning in Teaching Writing of Procedural Text". *Journal of English Pedagogy, Linguistics, Literature, and Teaching*, no. 1: 4. 2018.
- Schneider, Daniel. "Project-based learning". Retrieved from [http://edutechwiki.unige.ch/en/Project-based\\_learning](http://edutechwiki.unige.ch/en/Project-based_learning). 1. 2005.
- Simpson, J. "Integrating Project-based learning in an English Language Tourism Classroom in a Thai University". (PhD Thesis). Australian Catholic University. 2011.
- Solomon, G. "Project-Based Learning: A Primer". *Technology & Learning*, 23. 20-27. 2003.
- Stoller, F. "Project Work: A Means to Promote Language and Content". In Jack, C. Richards & Willy, A. Renandya (Eds.) *Methodology in Language Teaching: an anthology of Current Practice* ( pp. 107-120). Cambridge: Cambridge University Press. 2002.
- Sugiyono. "Metodologi Penelitian Kuantitatif, Kualitatif dan R&D". Bandung: CV Alfabeta. 2018.
- Thuan, Pham Due. "Project- Based Learning: From Theory to EFL Classroom Practice". Hoa Lu University, Vietnam, Proceedings of the 6th International OpenTESOL Conference. 2018.
- Trimble, Elizabeth A. "Project-based learning: A pathway to success". Morehead State University. 2017.
- Wahono, Suparwoto Supto, and Ulfa Khodijatul Qodriah. "Improving students writing skill using English movie with subtitle." *International Journal of Scientific and Research Publications (IJSRP)* 9, no. 12: p9674. 2019.

Wulandari, Anita, and Arimuliani Ahmad. "The Effect of Using Project Based Learning Method on Students' Writing Skill." *Journal of English Language and Education* 5, no. 1 :1-15. 2020.

Wurdinger, Scott,. & Rudolph, J. "A Different Type of Succes: Teaching Important Life Skills through Project based Learning". *Improving Schools*. 2009.

Zein, Ibnati Meilia. "Improving Student's Writing Skill Through Project-Based Learning Technique of The Eleventh Grade At MA Ma'arif NU 5 Sekampung." PhD diss., IAIN Metro, 2023.

Zohrabi, Mohammad; Torabi, Mohammad Ali & Baybourdiani, Privash. "Teacher-centered and/or students-centered learning: English Language in Iran". *English Language and Literature Studies*. 2012.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## APPENDIXES

## APPENDIX 1: Research Matrix

## RESEARCH MATRIX

Title	Variable	Sub-variable	Indicator	Source of Data	Research Method	Research focus
Promoting Students' Writing Skill Through Project Based Learning at Senior High School	Writing Skill	<ol style="list-style-type: none"> <li>1. Concept of writing skill</li> <li>2. Teaching writing skill</li> <li>3. Procedure text material</li> </ol>	<ol style="list-style-type: none"> <li>a. content</li> <li>b. Grammar</li> <li>c. Vocabulary</li> <li>d. Mechanic</li> <li>e. Organization</li> </ol>	<b>1. Interview</b> <ol style="list-style-type: none"> <li>a. Students from XI C grade of MAN Lumajang.</li> <li>b. English teacher of MAN Lumajang</li> </ol> <b>2. Observation</b> <ol style="list-style-type: none"> <li>a. Teaching and learning process at the XI C of MAN Lumajang</li> <li>b. The implementation of Project Based Learning on students' writing skill</li> </ol> <b>3. Document review</b>	<b>1. Research approach and types:</b> <ol style="list-style-type: none"> <li>a. Qualitative</li> <li>b. Case Study</li> </ol> <b>2. Data Collection</b> <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Document review</li> </ol> <b>3. Data analysis</b> <ol style="list-style-type: none"> <li>a. Data collection</li> <li>b. Data condensation</li> <li>c. Data Display</li> <li>d. Drawing Conclusion</li> </ol>	<ol style="list-style-type: none"> <li>1. How is the step of teaching writing skill through Project Based Learning at the eleventh grade of MAN Lumajang?</li> <li>2. How is the evaluation of teaching writing skill through Project Based Learning at the eleventh grade of MAN Lumajang?</li> <li>3. What are the benefits of Project Based Learning on students' writing skill in teaching writing at the eleventh grade of MAN Lumajang?</li> <li>4. What are the challenges of Project Based Learning in teaching writing skill at the eleventh grade of MAN Lumajang?</li> </ol>
	Project Based Learning	<ol style="list-style-type: none"> <li>1. Definition of Project Based Learning</li> <li>2. The steps of Project Based Learning</li> <li>3. The Evaluation of Project Based Learning</li> <li>4. The benefits of Project Based Learning</li> <li>5. The challenges of Project Based Learning</li> </ol>	<ol style="list-style-type: none"> <li>a. A student-centered approach</li> <li>b. Prioritized content learning over linguistic patterns</li> <li>c. Promoted teamwork</li> <li>d. Promoted authentic integration</li> <li>e. Enabled students to demonstrated a final product</li> </ol>			

## APPENDIX 2: Profile of MAN Lumajang



NSM : 131135080001  
 NPSN : 20580823  
 School's name : MAN Lumajang  
 Accredited : A  
 Adress : Jl. Citandui No. 75 Rogotrunan Lumajang  
 District : Lumajang  
 Province : Jawa timur

Organized programs : IPA, IPS, Keagamaan

Learning time : 06.40 s/d 16.00

## 2. Vision and Mission MAN Lumajang

### a) Vision of MAN Lumajang

*Terwujudnya insan yang Bertaqwa, Cerdas, Terampil dan Berbudaya.*

(The realization of religious, intellectual, skills and cultures individuals)

### b) Mission of MAN Lumajang

1) *Menumbuhkan sikap dan amaliyah keagamaan berdasarkan nilai-nilai*



*rahmatan lil'alam* (Promoting religious beliefs and practices based on *rahmatan lil'alam* ideals)

- 2) *Menumbuhkembangkan semangat prestasi akademik dan nonakademik peserta didik yang peduli lingkungan dan budaya IT.*(Promoting the spirit of academic and non-academic achievement of students who care about the environment and informations technology culture)
- 3) *Meningkatkan kualitas pembelajaran dan pelayanan terhadap peserta didik melalui pembelajaran berbasis teknologi.* (Improve the quality of learning and services to students through technology based learning)
- 4) *Mendorong dan membantu peserta didik untuk menggali potensi dirinya sehingga dapat dikembangkan secara optimal dengan memanfaatkan IT.* (Encourage and assist students in exploring their potential so that it can be developed optimally by using IT)
- 5) *Menumbuhkan kesadaran dan kepedulian terhadap permasalahan sosial kemasyarakatan dan perkembangan IT.* (Promoting awareness and concern for social issues and IT development)

### 3. Goal of MAN Lumajang

- a) *Meningkatkan kualitas lulusan yang memiliki prestasi akademik tinggi*  
(Improve the quality of graduates with outstanding academic achievements)
- b) *Menjadikan Madrasah Aliyah Negeri Lumajang sebagai Madrasah rujukan*  
(To establish Madrasah Aliyah Negeri Lumajang a reference Madrasah)

- c) *Meningkatkan prestasi non-akademik dengan mengembangkan potensi, minat dan bakat siswa (Improving non-academic accomplishment by fostering students' potential, hobbies and capabilities)*
- d) *Mewujudkan lulusan yang taat beribadah serta berakhlaqul karimah (Realizing graduates who obey worship and have high character)*

4. Teacher and Staff data of MAN Lumajang

**Table 1.4**  
**Teacher and Staff data of MAN Lumajang**

No.	Main duties / Additional duties		Total
1.	<b>Teacher</b>		67
	<b>Male</b>	<b>Female</b>	
	26	41	
2.	<b>Staff</b>		26
	<b>Male</b>	<b>Female</b>	
	17	9	

*(Source: Administration of MAN Lumajang)*

5. Students data of MAN Lumajang

**Table 2.4**  
**Students data table of MAN Lumajang**

No.	Class	Male	Female	Total
1.	X	127	170	297
2.	XI	80	137	217
3.	XII	85	164	249

*(Source: Administration of MAN Lumajang)*




5	<b>Listening</b>	Personal Money Management	3								3	Kegiatan	Pondok Romadhon RA	Epektif	Libur Hari Raya	Assesmen Madrasah				umatif Akhir Semester (SAS)	RDM dan Kelas Meeting	Libur Semester											
	Pada akhir pembelajaran ini, peserta didik mampu mengidentifikasi jenis-jenis ekspresi yang digunakan dalam teks prosedur tentang pengelolaan uang pribadi																							3									
	<b>Speaking</b>		3																														
	Pada akhir pembelajaran ini, peserta didik mampu menggunakan superlative dengan benar dalam monolog atau dialog tentang pengelolaan uang pribadi																																
	<b>Reading</b>		3																														
	Pada akhir pembelajaran ini, peserta didik mampu mengidentifikasi ide pokok dan tujuan penulis dengan tepat dalam teks prosedur tentang pengelolaan uang pribadi																																
<b>Viewing</b>	3																3																
Pada akhir pembelajaran ini, peserta didik mampu mensintesis dan mengevaluasi inti dan informasi terperinci dalam teks prosedur tentang pengelolaan uang pribadi																																	
<b>Writing</b>	3																																
Pada akhir pembelajaran ini, peserta didik mampu menulis teks prosedur tentang pengelolaan uang pribadi dengan struktur penulisan yang tepat																																	
<b>Presenting</b>	3																																
Pada akhir pembelajaran ini, peserta didik mampu mempresentasikan desain poster secara digital atau non-digital tentang pengelolaan uang pribadi																																	
<b>Total</b>			42																														

Mengetahui  
Kepala MAN  


Janang Sofyan Hadi, S.Ag., M.Pd.  
NIP. 197504072001121003

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Guru Mata Pelajaran

  
Rina Fitriyani, S.Pd.  
NIP. 197012021999032001

ajang, 02 Jan

## B. Alur Tujuan Pembelajaran (ATP)

Satuan Pendidikan

Mata Pelajaran

Kelas/Semester

Tahun Pelajaran

: MAN LUMAJANG

: Bahasa Inggris

: XI / (Ganjil & Genap)

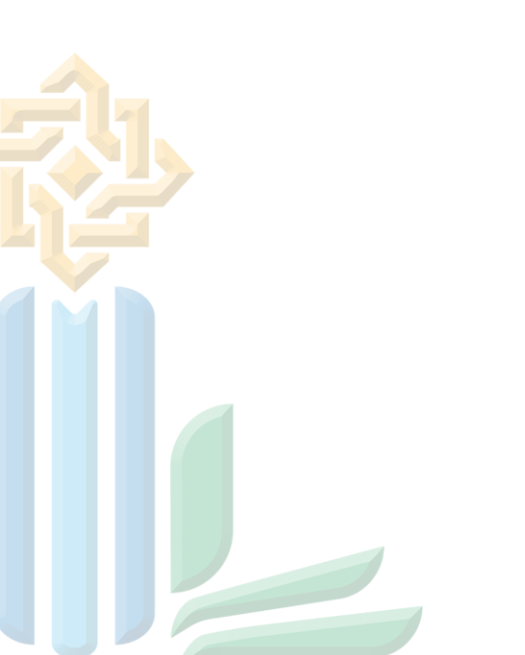
: 2023/2024

### Capaian Pembelajaran Fase F:

Pada akhir fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam berbagai jenis teks dengan berbagai macam topik kontekstual untuk berkomunikasi sesuai dengan situasi, tujuan dan target pemirsa/pembacanya. Peserta didik memproduksi teks lisan, tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Peserta didik memahami teks lisan, tulisan dan visual untuk mempelajari sesuatu/mendapatkan informasi dan untuk hiburan. Pemahaman mereka terhadap teks semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang.

Capaian Pembelajaran Per Elemen	Tujuan Pembelajaran (TP) dari buku teks	TP hasil elaborasi dalam buku teks	Alur Tujuan Pembelajaran
<p><b>Elemen Menyimak – Berbicara</b></p> <p>Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam</p>	<p><b>Menyimak – Berbicara</b></p> <p><b>F.11.1.1</b> Mengkategorikan dengan benar ekspresi (menyatakan pendapat, setuju dan tidak setuju) yang digunakan dalam percakapan transaksional lisan yang diperdengarkan</p> <p><b>F.11.1.2</b> Menggunakan ekspresi-</p>	<ul style="list-style-type: none"> <li>• Menganalisis ekspresi di berbagai konteks dalam bentuk percakapan transaksional lisan.</li> <li>• Mengidentifikasi gagasan utama, informasi terperinci, tujuan penulis dan detail relevan dari ragam yang disajikan dalam bentuk multimodal dalam lingkup minat remaja.</li> <li>• Menerapkan bahasa Inggris dalam</li> </ul>	<ol style="list-style-type: none"> <li>1. Menganalisis ekspresi di berbagai konteks dalam bentuk percakapan transaksional lisan.</li> <li>2. Menerapkan bahasa Inggris dalam komunikasi efektif dalam hal penyampaian pendapat dalam percakapan transaksional lisan untuk berbagai tujuan.</li> <li>3. Mengidentifikasi gagasan utama, informasi terperinci, tujuan penulis</li> </ol>

<p>berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topic. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat</p>	<p>ekspresi yang sesuai untuk menyatakan pendapat, menyetujui dan tidak menyetujui dalam percakapan transaksional lisan dengan teman sebaya.</p> <p><b>F.11.2.1</b> Mengidentifikasi secara benar tipe ekspresi yang berhubungan dengan permasalahan limbah rumah tangga</p> <p><b>F.11.2.2</b> Menggunakan secara tepat frasa adjective dalam sebuah monolog atau dialog terkait limbah rumah tangga</p> <p><b>F.11.3.1</b> Mengidentifikasi ekspresi memberi dan mempertahankan opini dengan benar yang digunakan dalam sebuah percakapan transaksional lisan.</p> <p><b>F.11.3.2</b> Menggunakan ekspresi memberi dan mempertahankan opini yang sesuai dalam percakapan transaksional.</p> <p><b>F.11.4.1</b> Mengidentifikasi ekspresi untuk memulai, mempertahankan dan mengakhiri percakapan</p>	<p>komunikasi efektif dalam hal hal penyampaian pendapat dalam percakapan transaksional lisan untuk berbagai tujuan.</p> <ul style="list-style-type: none"> <li>• Mengevaluasi gagasan utama, makna tersirat dan tersurat yang disajikan dalam bentuk multimodal.</li> <li>• Merancang teks secara tertulis melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja.</li> <li>• Memproduksi teks yang sesuai dengan konteks, tujuan penulis, minat remaja dan mempresentasikannya.</li> </ul>	<p>dan detail relevan yang disajikan dalam bentuk multimodal dalam lingkup minat remaja.</p> <ol style="list-style-type: none"> <li>4. Mengevaluasi gagasan utama, makna tersirat dan tersurat yang disajikan dalam berbagai bentuk teks multimodal.</li> <li>5. Merancang teks secara tertulis mulai proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja.</li> <li>6. Memproduksi teks yang sesuai dengan konteks, tujuan penulisan, minat remaja dan mempresentasikannya.</li> </ol>
--	--	---	--

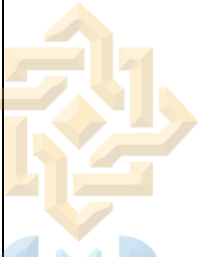
<p>perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.</p>	<p>transaksional.</p> <p><b>F.11.4.2</b> Menggunakan ekspresi untuk memulai, mempertahankan dan mengakhiri percakapan transaksional dengan menggunakan intonasi yang tepat.</p> <p><b>F.11.5.1</b> Mengidentifikasi secara benar tipe-tipe ekspresi yang digunakan dalam sebuah teks prosedur tentang manajemen keuangan pribadi.</p> <p><b>F.11.5.2</b> Menggunakan superlative yang benar dalam sebuah monolog atau dialog tentang manajemen keuangan pribadi.</p>		
<p><b>Elemen Membaca-Memirsa</b></p> <p>Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi dan diskusi secara mandiri. Mereka</p>	<p><b>Membaca – Memirsa</b></p> <p><b>F.11.1.3</b> Mengidentifikasi tujuan penulis dalam teks multimodal (sebagai contoh, postingan sosial media)</p> <p><b>F.11.1.4</b> Menggunakan inferensi berbasis bukti untuk memahami implisit informasi dalam teks multimodal (postingan sosial</p>	<ul style="list-style-type: none"> <li>• Peserta didik mampu mengidentifikasi tujuan penulisan dalam teks multimodal (social media post) dengan benar.</li> <li>• Peserta didik mampu membuat kesimpulan berdasarkan bukti untuk memahami informasi implisit dalam teks multimodal (social media post).</li> <li>• Peserta didik mampu</li> </ul>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi tujuan penulis dalam teks multimodal (unggah media sosial) dengan benar</li> <li>2. Membuat kesimpulan berdasarkan bukti untuk memahami informasi implisit dalam teks multimodal (unggah media sosial).</li> <li>3. Mengidentifikasi gagasan utama dan tujuan penulis dalam teks deskriptif.</li> </ol>

<p>membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.</p>	<p>media)</p> <p><b>F.11.2.3</b> Mengidentifikasi secara benar ide utama dan tujuan penulis dalam sebuah teks deskriptif.</p> <p><b>F.11.2.4</b> Mensintesa dan mengevaluasi dengan benar informasi utama dan spesifik dari sebuah teks deskriptif.</p> <p><b>F.11.3.3</b> Mengidentifikasi dengan benar ide utama dan tujuan penulis dalam sebuah teks analytical exposition.</p> <p><b>F.11.3.4</b> Mensintesa dan mengevaluasi dengan benar informasi terperinci dalam sebuah teks multimodal pada genre analytical exposition.</p> <p><b>F.11.4.3</b> Mengidentifikasi secara benar ide utama dan tujuan penulis dalam sebuah teks narrative.</p> <p><b>F.11.4.4</b> Mensintesa dan mengevaluasi dengan benar informasi rinci dalam sebuah teks</p>	<p>mengidentifikasi gagasan utama dan tujuan penulis dalam teks deskriptif.</p> <ul style="list-style-type: none"> <li>• Peserta didik mampu mengevaluasi informasi inti dalam teks deskriptif.</li> <li>• Peserta didik mampu mengidentifikasi gagasan utama dan tujuan penulis dalam teks eksposisi analitis.</li> <li>• Peserta didik mampu mengidentifikasi dan mengevaluasi informasi rinci dalam teks analytical exposition.</li> <li>• Peserta didik mampu mengidentifikasi gagasan utama dan tujuan penulis dalam narrative text.</li> <li>• Peserta didik mampu mengidentifikasi dan mengevaluasi informasi rinci dalam narrative text.</li> <li>• Peserta didik mampu mengidentifikasi gagasan utama dan tujuan penulis dalam teks prosedur tentang pengelolaan uang pribadi.</li> <li>• Peserta didik mampu</li> </ul>	<ol style="list-style-type: none"> <li>4. Mengevaluasi informasi inti dalam teks deskriptif.</li> <li>5. Mengidentifikasi gagasan utama dan tujuan penulis dalam teks eksposisi analitis.</li> <li>6. Mengidentifikasi dan mengevaluasi informasi rinci dalam teks analytical exposition.</li> <li>7. Mengidentifikasi gagasan utama dan tujuan penulis dalam narrative text.</li> <li>8. Mengidentifikasi gagasan utama dan tujuan penulis dalam teks prosedur tentang pengelolaan uang pribadi.</li> <li>9. Mengidentifikasi dan mengevaluasi informasi rinci dalam teks prosedur mengenai pengelolaan uang pribadi.</li> </ol>
---	---	---	---



	<p>narrative.</p> <p><b>F.11.5.3</b> Mengidentifikasi dengan benar ide utama dan tujuan penulis dalam sebuah teks prosedur tentang manajemen keuangan pribadi</p> <p><b>F.11.5.4</b> Mensintesa dan mengevaluasi informasi inti dan rinci dalam sebuah teks prosedur terkait manajemen keuangan pribadi.</p>	<p>mengidentifikasi dan mengevaluasi informasi rinci dalam tes prosedur mengenai pengelolaan uang pribadi.</p>	
<p><b>Elemen Menulis – Mempresentasikan</b></p> <p>Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan factual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis teks dengan</p>	<p><b>Menulis – Mempresentasikan</b></p> <p><b>F.11.1.5</b> Memformulasikan pertanyaan subjek untuk caption sosial media yang interaktif dan menarik</p> <p><b>F.11.1.6</b> Mendemonstrasikan secara lisan proses perancangan dan memposting konten sosial media dengan kata transisional dan graphic organizer untuk menunjukkan urutan</p> <p><b>F.11.2.5</b> Memproduksi teks deskriptif terkait sebuah tempat</p>	<ul style="list-style-type: none"> <li>• Peserta didik mampu mengidentifikasi dengan tepat pertanyaan-pertanyaan pokok untuk interaktif mereka dan melibatkan keterangan media sosial.</li> <li>• Peserta didik mampu memposting sebuah tulisan interaktif dan menarik di media sosial dengan benar.</li> <li>• Peserta didik mampu berbicara mengenai proses penyusunan dan menempelkan isi di media sosial mereka dengan kosa kata dan sesuai struktur bahasa yang benar.</li> </ul>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi dengan tepat pertanyaan-pertanyaan pokok untuk interaktif mereka dan melibatkan keterangan media sosial.</li> <li>2. Memposting sebuah tulisan interaktif dan menarik di media sosial dengan benar.</li> <li>3. Berbicara mengenai proses penyusunan dan menempelkan isi di media sosial mereka dengan kosa kata dan sesuai struktur bahasa yang benar.</li> <li>4. Menghasilkan teks deskriptif tentang suatu tempat dengan</li> </ol>

<p>menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf – paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata pemghubung dan kata ganti yang ketiga untuk menghubungkan atau membedakan ide antara dan di dalam paragraf. Mereka menyajikan informasi mengguakan berbagai modepresentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan-tujuan yang berbeda,</p>	<p>dengan kosakata yang sesuai berdasarkan lima panca indra.</p> <p><b>F.11.2.6</b> Mempresentasikan proster digital atau non-digital terkait tempat yang menarik untuk dikunjungi</p> <p><b>F.11.3.5</b> Memproduksi sebuah teks analytical exposition terkait dengan hidup sehat dengan menggunakan konjungsi yang benar.</p> <p><b>F.11.3.6</b> Mendemonstrasikan secara aktif sebuah teks analytical exposition melalui sebuah debat berkelompok.</p> <p><b>F.11. 4.5</b> Menulis sebuah teks naratif linier tentang seorang tokoh lingkungan dengan menggunakan simple past tense dengan benar</p> <p><b>F.11.4.6</b> Mempreentasikan dengan benar sebuah poster yang didesain secara digital atau non-digital tentang seorang tokoh lingkungan.</p> <p><b>F.11.5.5</b> Menulis sebuah teks</p>	<ul style="list-style-type: none"> <li>• Peserta didik mampu menghasilkan teks deskriptif tetang suatu tempat dengan menggnakan kosa kata yang benar.</li> <li>• Peserta didik mampu menyajikan poster digital atau non-digital mengenai tempat yang menarik untuk dikunjungi.</li> <li>• Peserta didik mampu membuat teks analytical exposition tentang kehidupan sehat menggunakan kata penghubung (conjunction) yang benar.</li> <li>• Peserta didik mampu secara aktif menunjukkan teks analytical exposition dalam debat kelompok.</li> <li>• Peserta didik mampu menghasilkan narrative text lingkungan sekitar dengan menggunakan simple past tense dengan benar.</li> <li>• Peserta didik mampu mempresentasikan sebuah poster yang dirancang secara digital atau non-digital mengenai lingkungan sekitar.</li> </ul>	<p>menggnakan kosa kata yang benar.</p> <ol style="list-style-type: none"> <li>5. Menyajikan poster digital atau non-digital mengenai tempat yang menarik untuk dikunjungi.</li> <li>6. Membuat teks analytical exposition tentang kehidupan sehat menggunakan kata penghubung (conjunction) yang benar.</li> <li>7. Aktif menunjukkan teks analytical exposition dalam debat kelompok.</li> <li>8. Menghasilkan narrative text lingkungan sekitar dengan menggunakan simple past tense dengan benar.</li> <li>9. Mempresentasikan sebuah poster yang dirancang secara digital atau non-digital mengenai lingkungan sekitar</li> </ol>
--	--	---	--

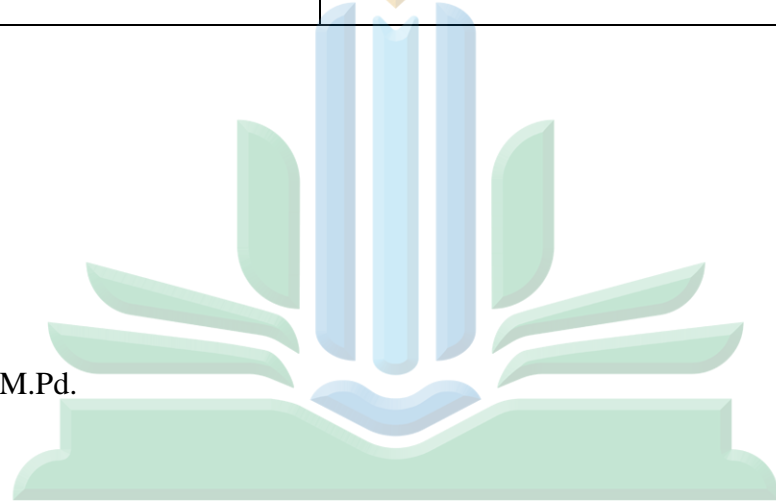
<p>dalam bentuk cetak dan digital.</p>	<p>prosedur tentang manajemen uang pribadi dengan generic structure yang benar.</p> <p><b>F.11.5.6</b> Mempresentasikan sebuah prosedur secara digital atau non-digital tentang manajemen uang pribadi.</p>		
--	---	---	--

Mengetahui

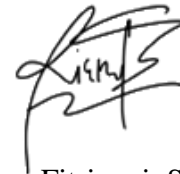
Kepala MAN



**Soefyan Sofyan Hadi, S.Ag., M.Pd.**  
 NIP. 197504072001121003



Guru Mata Pelajaran



**Rina Fitriyani, S.Pd.**  
 NIP. 197012021999032001

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R

## APPENDIX 4: Teaching Module of procedure text at XI grade

## 1. INFORMASI UMUM

Nama Penyusun	Rina Fitriyani
Satuan Pendidikan	MAN 1 Lumajang
Fase/Kelas	F/11
Domain/Topik	Mempelajari <i>teks prosedur</i> dengan berlatih menerapkan manual tips-tips terkait penggunaan teknologi dalam konteks kehidupan sehari-hari, peserta didik perlu menyimak dan membedakan beberapa <i>teks prosedur</i> terkait manual dan tips serta menggunakannya dalam bentuk latihan terstruktur, dan kemudian membiasakan diri untuk menerapkannya dalam kehidupan sehari-hari.
Pengetahuan / Keterampilan	Menyimak-Berbicara, Menulis-
Prasyarat	Mempresentasikan
Alokasi waktu (menit)	45 menit x 3 JP
Jumlah Pertemuan	3 pertemuan
Capaian Pembelajaran	Pada akhir fase F, peserta didik dapat menggunakan teks lisan, tulisan dan visual seperti <i>narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi dan teks otentik</i> dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan dan pemirsa/pembacanya.
Model Pembelajaran	Tatap Muka
Metode Pembelajaran	Project Based Learning (PBL)
Sarana Prasarana	a. Media : Laptop/Komputer, LCD/ Papan tulis, Akses Internet b. Sumber : Video/gambar, Materi Power Point Presentation dan referensi lain yang mendukung.
Target Peserta Didik	Peserta didik regular
Profil Pelajar Pancasila	Peserta didik yang beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia, berkebhinekaan global, mandiri, gotong royong, bermalar kritis dan kreatif.
Profil Pelajar Rahmatan Lil'Alamin	Peserta didik yang taaddub, tawssuth, tathawwur wa ibtikar dan tasmuh.

## 2. KOMPONEN INTI

### A. Tujuan Pembelajaran

F 1 Mengidentifikasi sebuah *teks prosedur “How to make pizza”* terkait dengan kiat-kiat (tips)

F 2 Menganalisis fungsi sosial, struktur sosial dan unsur kebahasaan sebuah *teks prosedur “How to make pizza”*

F 3 Menyusun sebuah *teks prosedur “How to make pizza”* sesuai dengan fungsi social, struktur teks dan unsurkebahasaan

### B. Pemahaman Bermakna

Setelah mempelajari teks prosedur tentang “How to make pizza”, peserta didik dapat menyusun dan menulis sebuah teks prosedur dengan jelas dan menarik.

### C. Pertanyaan Pemantik

Guru mengajukan pertanyaan terbuka kepada peserta didik seputar materi procedure text:

- 1 What do you think of this picture?
- 2 What is the name of this product?
- 3 What is the main material of this product?
- 4 Did you ever make this thing?

### D. Kegiatan Pembelajaran

Tahapan	Kegiatan Guru	Kegiatan Peserta Didik	Alokasi Waktu
<b>Pendahuluan</b>			
<b>Persiapan/ Orientasi</b>	<ul style="list-style-type: none"> <li>• Membuka kelas dengan slam dan doa</li> <li>• Mengecek kehadiran peserta didik</li> </ul>	<ul style="list-style-type: none"> <li>• Merespon salam dan berdoa</li> <li>• Menjawab absensi guru</li> </ul>	5 menit
<b>Apersepsi</b>	<ul style="list-style-type: none"> <li>• Menunjukkan sebuah gambar</li> <li>• Memberikan beberapa pertanyaan</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak gambar</li> <li>• Merespon pertanyaan yang diberikan</li> </ul>	10 menit

	<p>pemantik</p> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan bertanya apabila ada materi yang belum dipahami</li> </ul>	
<b>Inti</b>			
<b>Mengorganisasi peserta didik</b>	<ul style="list-style-type: none"> <li>• Membagi peserta didik menjadi 6 kelompok</li> <li>• Memberikan penjelasan lebih detail terkait materi prosedur teks dan memberikan beberapa topic tentang teks prosedur untuk 6 kelompok tersebut, diantaranya: “How to make fruit salad”, “How to make cromboloni”, “How to make a creamy coffee milk”, “How to make fried rice, how to make hot dog, “How to make Maryam bread” and “How to make pizza”</li> </ul>	<ul style="list-style-type: none"> <li>• Membentuk sebuah kelompok</li> <li>• Menyimak penjelasan guru dan bertanya apabila ada informasi yang kurang bida dipahami</li> </ul>	10 menit
<b>Mengumpulkan data</b>	<ul style="list-style-type: none"> <li>• Memberikan materi dalam bentuk gambar yang disajikan (activity 1)</li> <li>• Memberikan arahan cara untuk menganalisis informasi</li> <li>• Memberikan beberapa referensi untuk menambah pengetahuan peserta didik</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak materi dengan seksama</li> <li>• Membuat sebuah outline atau peta konsep untuk analisis</li> <li>• Mencari beberapa referensi tentang prosedur teks yang kredible dan factual melalui buku atau internet</li> <li>• Peserta didik berdiskusi</li> </ul>	40 menit

	<p>tentang teks prosedur melalui internet atau buku</p> <ul style="list-style-type: none"> <li>• Memberikan arahan untuk menyelesaikan penyusunan dan penulisan prosedur teks yang baik dan benar</li> </ul>	<p>dengan kelompok tentang hasil analisis informasi yang diperoleh dan menyusun teks prosedur dengan baik dan benar</p>	
<b>Mengembangkan dan menyajikan hasil</b>	<ul style="list-style-type: none"> <li>• Membimbing peserta didik untuk mempresentasikan hasil karya mereka</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil karya mereka di depan kelas</li> </ul>	20 menit
<b>Menarik kesimpulan dan mengevaluasi proses pembelajaran</b>	<ul style="list-style-type: none"> <li>• Mendorong peserta/kelompok lain untuk memberikan umpan balik</li> <li>• Melakukan evaluasi terkait dengan seluruh kegiatan pembelajaran</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik lain memberikan umpan balik</li> <li>• Peserta didik berpartisipasi aktif dalam memberikan umpan balik</li> </ul>	20 menit
<b>Penutup</b>			
<b>Evaluasi dan rencana tindak lanjut</b>	<ul style="list-style-type: none"> <li>• Guru mengevaluasi karya siswa (formatif assessment)</li> <li>• Guru melakukan refleksi dengan memberikan beberapa pertanyaan</li> <li>• Guru meminta salah satu siswa untuk memimpin doa penutup pembelajaran</li> <li>• Guru menutup</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik mengunpulkan karya pada guru</li> <li>• Peserta didik menjawab pertanyaan dengan benar</li> <li>• Peserta didik berdoa bersama</li> <li>• Peserta didik menjawab salam dari guru untuk mengakhiri pembelajaran</li> </ul>	10

	pembelajaran dengan mengucap salam		
--	------------------------------------	--	--

## E. Asesmen / Penilaian Hasil Pembelajaran

### a) Penilaian Sikap / Profil Pelajara Pancasila dan Profil Pelajar

#### RahmatanLil ‘Alamin

Penilaian sikap diperoleh selama proses pembelajaran berlangsung dengan cara guru mengamati profil pelajar pancasila dan profil pelajar rahmatan lil ‘alamin pada peserta didik dalam proses pembelajaran yang meliputi bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia, 2) Mandiri, 3) Bernalar kritis, 4) Kreatif, 5) Bergotong royong, 6) Berkebhinekaan global, dan juga 1) Ta’addub, 2) Tawassuth, 3) Tasammuh, 4) Tathawwur wa ibtikar

*Instrument Penilaian Sikap:*

No.	Nama Siswa	Aspek Perilaku yang dinilai			Jumlah Skor	Skor Sikap	Kode Nilai
		Aktif	Bekerja Sama	Kreatif			
1.							
2.							

Kode nilai:

75-100: Sangat Baik (SB)

50-75 : Baik (B)

25-50 : Cukup (C)

0-25 : Kurang (K)

#### Rubrik Penilaian

*Indikator sikap aktif dalam pembelajaran:*

1. Kurang baik jika menunjukkan sama sekali tidak ambil bagian dalam pembelajaran.
2. Cukup jika menunjukkan ada sedikit usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten.



3. Baik jika menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten.
4. Sangat baik jika menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten.

*Indikator sikap bekerjasama dalam kelompok:*

1. Kurang baik jika sama sekali tidak berusaha untuk bekerjasama dalam kegiatan kelompok.
2. Cukup jika menunjukkan ada sedikit usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
3. Baik jika menunjukkan sudah ada usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
4. Sangat baik jika menunjukkan adanya usaha bekerjasama dalam kegiatan kelompok secara terus menerus dan ajeg/konsisten.

*Indikator sikap toleran terhadap pemecahan masalah yang berbeda dan kreatif:*

1. Kurang baik jika sama sekali tidak bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif
2. Cukup jika menunjukkan ada sedikit usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masih belum ajeg/konsisten.
3. Baik jika menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masih belum ajeg/konsisten.
4. Sangat baik jika menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif secara terus menerus dan ajeg/konsisten.

#### **b) Penilaian Pengetahuan (Assesment Formatif)**

Penilaian pengetahuan yang dilakukan pada capaian pembelajaran ini disesuaikan tujuan pembelajaran yang ingin dicapai melalui penugasan kelompok berbentuk penilaian proyek tulisan.

a. Rubrik penilaian penulisan teks prosedur

b.

No.	Kriteria	≤ 70	71-80	81-90	91-100
		Kurang	Cukup	Baik	Sangat baik
1.	Content (isi)	Isi tidak sesuai dengan topik	Sebagian besar isi teks tidak sesuai topik	Sebagian kecil isi teks tidak sesuai topik	Seluruh isi teks sesuai topik
2.	Organization (struktur teks)	Struktur teks kurang tepat	Struktur teks tepat tetapi tidak runtut	Struktur teks tepat	Struktur teks kurang tepat
3.	Vocabulary (pemilihan kata)	Pilihan kata tidak tepat setiap kata	Pilihan kata sebagian besar kurang tepat	Pilihan kata sebagian kecil kurang tepat	Pilihan kata seluruhnya tepat

c) **Pengayaan dan Remedial****Remedial**

Peserta didik yang hasil belajarnya belum mencapai target, guru melakukan pengulangan materi dengan pendekatan yang lebih individual dengan memberikan tugas individu tambahan untuk memperbaiki hasil belajar peserta didik yang bersangkutan

**Pengayaan**

Peserta didik yang daya tangkap dan daya kerjanya lebih dari peserta didik lain, guru memberikan kegiatan pengayaan yang lebih menantang dan memperkuat daya serapnya terhadap materi yang telah diajarkan guru.

### PROGRAM REMEDIAL DAN PENGAYAAN

**Sekolah : MAN Lumajang**

**Mata Pelajaran : Bahasa Inggris**

**Kelas / Semester : XI / GENAP**

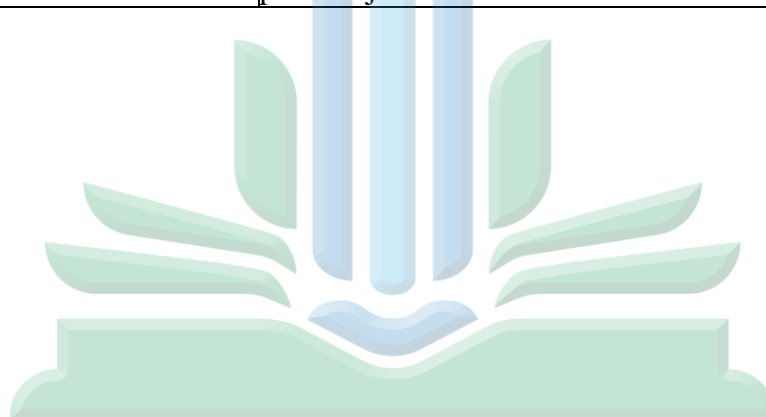
No.	Nama Peserta Didik	Rencana Program		Tanggal Pelaksanaan	Hasil		Kesimpulan
		Remedial	Pengayaan		Sebelum	Sesudah	
1.							
2.							
3.							
4.							
Dst.							

#### F. Refleksi Guru dan Peserta Didik Lembar Refleksi Guru

No.	Aspek	Refleksi Guru	Jawaban
1.	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2.	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	
3.	Umpan Balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	

### G. Lembar Refleksi Peserta Didik

No.	Aspek	Refleksi Peserta didik	Jawaban
1.	Perasaan dalam Belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2.	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3.	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini a. Baik b. Cukup c. Kurang	
4.	Keaktifan	Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?	



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LAMPIRAN - LAMPIRAN

### LAMPIRAN 1

#### LEMBAR KERJA PESERTA DIDIK (LKPD)

LKPD adalah panduan dalam melakukan aktivitas pembelajaran, yaitu: Kelas /

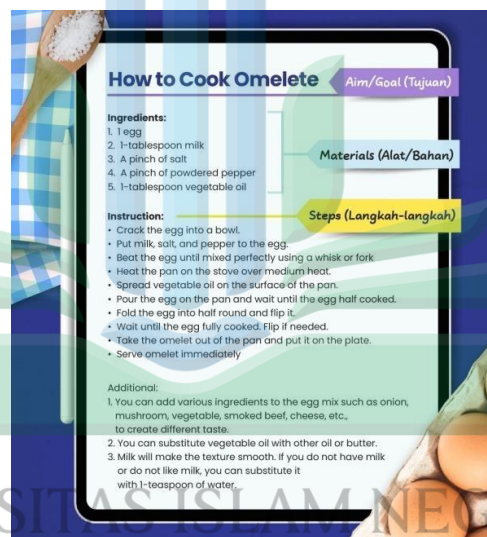
Semester : XI / 3

Mata Pelajaran : Bahasa Inggris Hari/Tanggal

Nama Siswa : .....

Materi Pembelajaran : .....

Guru menyediakan gambar pada siswa untuk diamati!



#### Questions:

- What is the text about?
- What is the purpose of this text?
- What is the benefit of reading this text?
- Mention 3 words from the text that are not familiar for you!

Bagaimana jawaban kalian untuk soal ATM diatas? Saya yakin kalian bisa menjawabnya dengan tepat. Jika ada yang belum tepat, jangan putus asa. Silahkan dicoba lagi dengan memperbaiki jawaban kalian. Semakin sering berlatih maka kalian akan semakin mahir dalam bahasa inggris seperti dalam ungkapan

**“Practice more and more are the key in studying English”**

Sekarang saatnya berlatih menganalisa 2 teks prosedur terkait fungsi sosial, struktur teks dan unsur kebahasaannya.

**Read the following text below!**

**Text 1**

### **How to make a lemon tea**



Ingredients:

- 1 bag of teabag
- 2 pieces of lemon orange
- 2 tsp of sugar
- 5 ice cubes
- 50 ml of hot water
- 150 ml of cold water

Steps:

1. First, brewed teabag in 50 ml of hot water
2. Second, add sugar, and then stir until evenly distributed
3. Third, squeeze the lemon. Then, pour lemon juice into the tea
4. Then add ice cubes and add 150 ml of cold water
5. Next, stir until the lemon juice mixes with the tea
6. After that, add the lemon slices as decoration
7. Finally, ice lemon tea is ready to be served

**Text 2****How to make sandwich****Ingredients:**

- 1 small heirloom golden or red tomato, cut into horizontal slices
- 2 leaves of radicchio lettuce
- 1 thick slices of multigrain artisanal bread
- 1 tsp. olive oil mayo
- 1 tsp. dijon or whole grain mustard
- 1/2 tsp. wasabi dressing
- 1 thin slices of serrano ham
- 2 thin slices of mortadella
- 2 slices of smoked gouda

**Steps:**

1. Toast or grill bread to give it a unique look. Spread, mayo, mustard and wasabi on oneside of each slice of bread.
2. Place lettuce slice on one piece of bread, then add the meats by folding the slices over to give volume to the sandwich, as you place them onto the bread.
3. Finish with cheese, and tomato.
4. Place final piece of bread onto sandwich and cut in half. Use toothpicks to hold sandwich in place if needed.

**Practice 1**

Compare the two texts (Text 1 and 2) above by telling their similarities and the differences in the following table.

	Similarities	Differences
<b>Social Function</b>		
<b>Structure</b>		
<b>Vocabulary</b>		

Bagaimana hasil analisa kalian tadi? You did a great job! Tepat sekali, itu artinya kalian sudah memahami bagaimana menangkap makna teks prosedur terkait manual penggunaan teknologi dan tips. Tetapi jika jawaban kalian masih ada yang salah, jangan putus asa terus berlatih lagi dan lagi. Baca sekali lagi teks-teks prosedur diatas dan coba kerjakan lagi latihan- latihan yang diberikan.

**Practice 2**

**Build the groups that consist of 4-5 students to make a project of procedure text below!**

1. Project of procedure text about How to make something, including:
  - a. Fried rice
  - b. Hot dog
  - c. Roti Maryam
  - d. Creamy coffe milk
  - e. Cromboloni
  - f. Pizza

Setelah siswa membuat proyek yang sudah ditugaskan maka selanjutnya siswa akan mempresentasikannya didepan kelas dengan menggunakan bahasa inggris sesuai dengan topic yang didapatkan dalam kelompoknya.

Apakah kalian sudah memahami tata cara pembuatan teks prosedur? You did a great presentation!. Itu artinya kalian sudah memahami betul tentang materi teks prosedur dan juga bagian-bagian dari teks prosedur baik fungsi sosial, struktur teks dan juga tatanan bahasa yang digunakan didalamnya. Apabila dari beberapa kalian masih kurang faham dengan prosedur teks kalian bisa membacanya lagi dan lagi sampai kalian memahaminya.

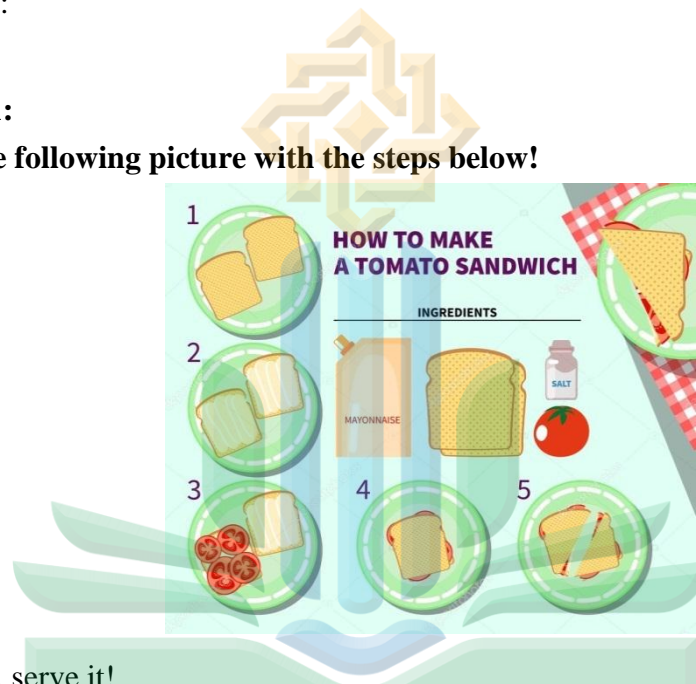


**LAMPIRAN 2**  
**BAHAN BACAAN GURU DAN PESERTA DIDIK**

Pada Kegiatan Pembelajaran (Activity 1) ini kalian akan diajak membaca beberapa teks prosedur terkait pembuatan resep makanan dengan kiat-kiat (tips) dengan tujuan agar peserta didik mampu menyusun dan membuat sebuah teks prosedur yang baik dan benar. Mari berlatih memahami beberapa teks prosedur berikut ini:

**Practice 1:**

**Match the following picture with the steps below!**



Steps:

- c. Finally, serve it!
- d. Add, salad, slice tomatoes, cheddar chese, mayonnaise, tomato sauce. After that, add lettuce leaves.
- e. Place a slice of bread on the plate
- f. Put the tomato and sauce
- g. Then, put a slice of bread on the top

Bagaimana? Kalian bisa mudah menjawabnya, kan? Good job students.

Kemudian bagaiman dengan jawaban steps dari masing-masing gambar tersebut? Cobakita samakan ya!

Picture Number	Sentence Number
1	c
2	d
3	b
4	E
5	A

**Practice 2:**

1. First, you will read silently to understand the procedure text below. Make sure that you know the meaning of every word. If you find some words that you do not understand their meaning yet. Then, consult the dictionary or your teacher. (Baca dalam hati untuk memahami makna dari teks prosedur berikut).
2. Second, read each text (text 1 and 2) loudly as if you are giving the instruction and take a note on your book. If possible, record your voice. (Baca dengan nyaring seolah-olah kalian sedang memberikan intruksi dan jika memungkinkan rekamlah suara kalian).

**Text 1****“How to make fruit salad”****Ingredients:**

- 1 Cup of Strawberries
- 1 cup of raspberries, fresh or frozen
- 1 cup of grapes
- 1 cup of diced apples
- 1 cup of sliced bananas
- Or whatever fruit you fancy (melon, blackberries, pears, etc..)
- 1/2 cup of yogurt (strawberry or vanilla)
- 1/2 cup of cool whip (or whip your own cream)

**Steps:**

1. Place all of the prepared fruit in a medium bowl.
2. Stir in Yogurt and Cool Whip. Sample the deliciousness, then gobble up a little more.
3. Serve immediately or refrigerate before serving.

## Text 2

### “How to Make Sandwich”



#### Ingredients:

- Two slices of bread
- Cheddar cheese
- Chili sauce
- Beef sausage that has been be cut,
- Fried egg
- Tomato
- Celery and
- Cucumbar

#### Steps:

1. First, place a slice a bread on the plate
2. Second, put the chili sauce
3. Third, adds tomato, cheddar cheese, beef sausage, fried egg
4. After that add chili sauce
5. Then, put a slice of bread on the top, and cut into triangle shape
6. Garnish with cucumber and celery, finally, serve it!

Apakah kalian sudah faham dengan kedua teks prosedur diatas? Great. Jika kalian membacanya dengan serius kalian akan mudah untuk memahaminya. Selain itu, kalian akan mudah untuk memahami dan menganalisis perbedaan yang ada pada kedua teks procedure diatas yang mencakup content (isis teks), Organizational strcture (struktur organisasi teks) yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan teks dan beberapa kosakata yang digunakan. Selanjutnya akan dijelaskan sebagai berikut:

#### 1. Content (Isi teks)

Dalam sebuah teks prosedur, hal utama yang akan dilihat adalah isi dari teks prosedur itu sendiri. Isi memiliki peran penting karena melalui isi yang jelas dan benar, pembaca dapat memahami dan tertarik pada teks tersebut. Oleh

karena itu, isi dari sebuah teks prosedur harus mencakup beberapa yang hal yang termuat dalam sebuah teks prosedur.

## 2. Fungsi Sosial

Teks prosedur memiliki beberapa fungsi sosial diantaranya untuk memberi informasi/petunjuk cara untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb. Nah, sekarang mari analisa fungsi sosial teksprosedur dengan menjawab pertanyaan berikut:

**Practice 3: Read those texts (Text 1 and 2) one more time than answer these questions.**

- a. What are those texts about?
- b. Who will probably need to read the texts?
- c. What is the benefit if reading both of the texts?

Saya yakin kalian dapat menjawab pertanyaan-pertanyaan tadi dengan baik. Untk lebihmeyakinkan akan jawaban kalian, mari kita bahas bersama-sama.

Question 1

- a. What are those texts about?

Dari judul diatas kita bisa melihat bagaimana informasi diberikan kepada pembaca tentang cara *pembuatan salad buah dan sandwich* melalui beberapa tahapan- tahapan yang harus diikuti. Maka jawabannya: ***Both texts above give an information onhow to make fruit salad and how to make sandwich.***

Question 2

- b. Who will probably need to read the texts?

Pertanyaan menggunakan tanda tanya “who” maka untuk menjawab pertanyaan inikalian perlu memikirkan siapa yang membutuhkan informasi ini.

**Maka jawabannya:** Both of the text for everyone who wanna make a fruit salad and sandwich

Question 3

- c. What is the benefit reading both of the texts?

Manfaat dari membaca ke-2 teks diatas yang tentunya terkait dengan informasi yang diberikan kepada pembaca sehingga pembaca mendapataka informasi

tersebut dan dapat mengaplikasikannya dengan efisien. **Maka jawabannya:**  
The benefit of reading both of the text is the readers will know how to make a fruit salad and how to make a sandwich

Nah, sekarang kalian sudah lebih paham terkait dengan fungsi sosial teks prosedur. Selanjutnya kita akan analisa struktur teks dan unsur kebahasaan dari teks prosedur dengan mengamati tabel berikut yang sudah tersedia untuk kalian.

### 3. Struktur Teks

**Practice 4: Read text one then analyzes its structure using this table.**

Part of the text	Function of The text
Goal : To tell how to make gabin fla	Showing the purpose of the text
Material :  Wheat flour 150 gr SKM 1 sachet Dancow 1 sachet milk powder Butter 2 Sdm 100 gr sugar Vanilla 1bks 300ml warm water Salt to taste Egg yolks 2tr Egg white for dipping Gabin 1bks	Telling the material needed
How to make:  Butter is melted so it's cool Mix Dancow milk powder with 300ml warm water Mix flour, SKM, sugar, vanilla, salt, egg yolks, shake it off, melted butter in a container and Dancow milk powder that has been mixed with warm water Mix even if there are no jags Then cook until thick The fire isn't too big After that, stay in Tarok	Describing the steps to achieve the purpose

Untuk lebih memahami mengenai struktur dari sebuah teks prosedur, lakukan analisis yang sama untuk teks nomor 2. Ayo kita mulai!

Parts of the Text	Function of the Parts
Goal: .....	Showing the purpose of the text
Ingredients/tools (not required for all procedure text) 1. .... 2. .... 3. .... 4. .... 5. ....	Telling the material needed
Steps: ..... .... ..... ..... .....	Describing the steps to achieve the purpose

Sekarang, apakah kalian sudah faham dengan bagian-bagian yang ada pada kedua teks prosedur di atas? Jika kalian membacanya dengan serius kalian akan mudah untuk memahaminya. Sekarang, kalian akan mempelajari ciri kebahasaan yang ada dalam teks prosedur.

#### 4. Unsur Kebahasaan

**Practice 5: Read text again then analyze its structure using this table.**

**Example:Text 1**

To compose a procedure text, you will need:

- **Present Tense (Imperative)**  
**E.g.** Plug the mixer  
 Unplug the mixer
- **Action Verbs**  
**E.g.** Plug, unplug, eject
- **Number to show the sequences**  
**E.g.** First, second, third..... 1,2,3,4,5,.....  
 At first, firstly, then, next, finally, ...
- **Adverb**  
**E.g.** Slowly, usually, warmly

Now, read the text 2 again! Do the same ways as you did for text 1. Analyze its structure using by completing the following table.

#### Text 2

To compose a procedure text, you will need:

- **Present Tense (Imperative), E.g.:.....**
- **Action Verbs E.g.:.....**
- **Number to show the sequencesE.g.:.....**
- **Adverb, E.g.:.....**

Apakah sekarang kalian sudah memahami fungsi sosial, struktur teks dan unsur kebahasaan yang ada dalam teks prosedur berbentuk kiat-kita atau tips? Untuk mengingatkembali apa saja yang sudah dipelajari, mari kita baca dan catat kembali rangkuman materi pada kegiatan pembelajaran ini.

### LAMPIRAN 3

#### GLOSARIUM

- Prosedur** : Teks yang berisi cara, tujuan untuk membuat atau melakukan sesuatu dengan langkah-langkah berurutan untuk mencapai tujuan yang diinginkan.
- Instruction** : Instruksi/petunjuk
- Manual** : Petunjuk praktis tentang cara kerja suatu alat atau piranti tertentu
- Tips** : Petunjuk praktis tentang cara kerja suatu alat atau piranti tertentu
- Goal** : Hasil yang ingin dicapai
- Material** : Bahan-bahan yang dibutuhkan dalam teks prosedur
- Step** : Langkah-langkah yang harus dikerjakan dalam teks prosedur
- Imperative sentence**: Kalimat perintah
- Writing Organizer** : Alat bantu untuk menyusun rancangan teks
- Draft** : Rancangan yang dibuat sebelum menyusun teks

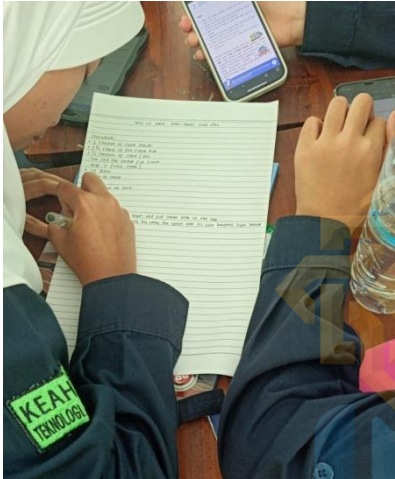


### LAMPIRAN 4



#### DAFTAR PUSTAKA


- Puji Astuti. (2022). *BUKU PANDUAN GURU BAHASA INGGRIS ENGLISH FOR CHANGE*. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.
- Makhrur Bashir. (2017). *BAHASA INGGRIS SMA/MA/MAK XI (2<sup>nd</sup> ed.)*. Kementrian Pendidikan dan Kebudayaan.
- Sudarwati & Eudia Grace. (2014). *PATHWAY TO ENGLISH 2*. Penerbit Erlangga.  
<https://m.apdut.com/coretan/post/poster-suggestion/>


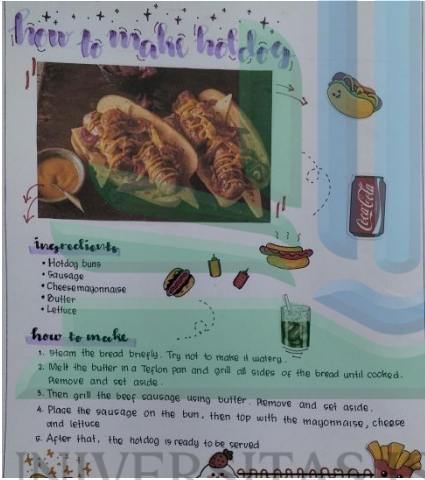
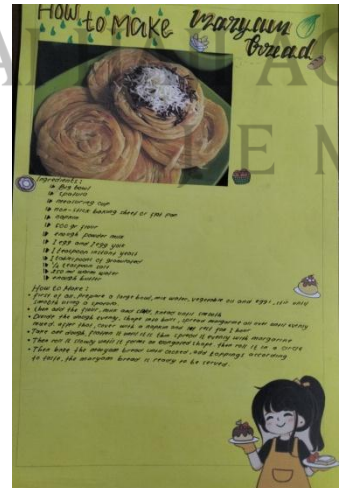



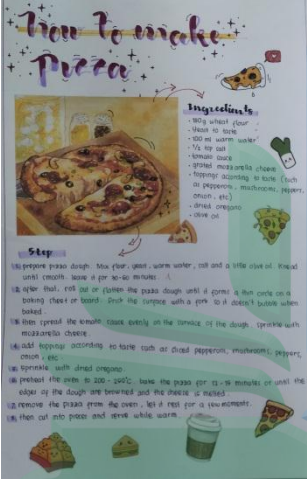
## APPENDIX 5: Students' project of procedur text material

No.	Pictures	Activity
1.		<p>At the first meeting, group 1 wrote the project of procedure text material on paper with the topic about how to make simple creamy coffee milk.</p>
2.		<p>At the second meeting, group 1 had already done a project. They write the project of procedure text material with the topic about how to make simple creamy coffee milk.</p>
3.		<p>At the second meeting, group 2 presented the result of their project of procedure text material with the title about how to make fruit salad, and they also brought an authentic material of fruit salad to be a real object supporting their project during the presentation.</p>

4.		<p>At the first meeting, one student from group 3 wrote a project of procedure text material with the topic about how to make pancakes in a group creatively, such as adding the picture of pancakes to support the project.</p>
5.		<p>At the first meeting, group 4 began to organize and write their project of procedure text material with the topic about how to make cromboloni. They write the project creatively in order for the project to become more interesting to read and add students' scores in teaching writing learning.</p>

<p>6.</p>		<p>At the third meeting, all groups submitted the project to the English teacher, in which the project would be evaluated by the English teacher. This picture is one of the students' projects from group 4 that they already made and gathered with the title about how to make cromboloni.</p>
<p>7.</p>		<p>At the first meeting, group 5 organized and wrote the project of procedure text material creatively. In this picture, it showed that group 5 made a project of procedure text material with the topic about how to make a hotdog.</p>

8.		<p>At the first meeting, students of group 6 organized and wrote the project of procedure text material with the topic about how to make fried rice creatively and correctly with some pictures of fried rice that would support their project.</p>
9.		<p>This picture showed the result of the project of procedure text material with the topic How to make a hotdog from group 5. The project would be submitted to the English teacher after students conducted a presentation in front of the class to be evaluated by the English teacher.</p>
10.		<p>At the second meeting, students submitted the project to the English teacher in order for the English teacher to evaluate the project. The project would be submitted after students conducted a presentation. In this picture showed the students' project of procedure text material is about how to make Maryam bread.</p>

11.		<p>At the first meeting, one of student in a group organized the project of procedure text with the topic about how to make a burger creatively in order for their group to get a good score in teaching writing learning.</p>
12.		<p>At the second meeting, students must finish the project and presented it well. Next, students submitted the project to the English teacher in order the English teacher evaluated the project. In this picture showed the project of procedure text material wit the title about How to make pizza.</p>

## APPENDIX 6: List of students at XI C grade MAN Lumajang

No.	Name
1	Affatuz Zahroh
2	Afiyah Nuroh Fahzriah
3	Devira Rahmania
4	Dewi Sakinah
5	Fatir Ahmad
6	Feni Novia
7	Hafsah Charista
8	Inas Suroya
9	Indah Tri
10	Jidzan Kawakibi Zulkarnain
11	M. Ikhsan Nur
12	M. Panji Gumilang
13	M. Sirojuddin
14	M. Zidan Arifin
15	Maheswara R.
16	Maya Elisa
17	Mir'atul Faricha
18	Natasya Az-zahra
19	Nimas Ayu Salsabila M.S.
20	Radhifa Aulia
21	Rafif Ridzan
22	Rahmatullah Bagus
23	Refa Aulia Syahfa
24	Riza Afif Dhafa Thaifuri
25	Salsabila Asiyah Putri
26	Salsabila Dwi Mujayyidah
27	Salsabila Riski Amalia

## APPENDIX 7: Analytical scoring rubric by Douglas Brown

Analytical scale for rating composition tasks  
(Brown & Bailey, 1984, pp.39-41)<sup>150</sup>

No.	Criteria	20-18	17-15	14-12	11-6	5-1
		Exelent to Good	Good to Adiquate	Adequate to Fair	Unacceptable-not	College-level work
1.	<b>Organization:</b> Introduction, Body and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; tranmsitionmal expression used; arrangement of material shows plan (could be outline by reader); supporting evbidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully developed; sequence Is logical but transitional expression may be absent or missued	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization infere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lacking of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence or introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
2.	<b>Logical development of ideas;</b> Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought	Essay addresses the issues but misses Some ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paraghraphs aren't divided exactly right	Ideas incomplete' essay dies not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is comnpletely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

<sup>150</sup> Brown, Language Assessment Principles and classroom Practices, (Pearson Education: Sand Fransisco State University, 2004), p.244

3.	<b>Grammar</b>	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modal, articles, verb forms, and tenses sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numnerous serious grammar problems interfere with communication of the writer's ideas; grammar revbiew of some areas clearly needed; difficult to read senteces	Sevberse grammar problemns interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
4.	<b>Punctuation, spelling and mechanic</b>	Correct use of English writing conventions; left and right mnargins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventimns or punctuation; occasional spelling errors; left margins correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors infere with ideas	Serious problems with format of paper, parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, mno margins, severe spelling problems
5.	<b>Style and quality of expression</b>	Precise vocabulary usage; use of parallel structures; concise, register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Somne vocabulary missued; lacks awareness of register; may vbe too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety



APPENDIX 8: Interview Transcript

**A. English Teacher**

Initial	Data Transcripts	Coding	Category	Theme
ET	<p>There are several methods that I used when teaching English. Therefore, in this situation, a teacher must <b>look at the curriculum and create learning tools that should be achieved</b> to ensure students can study with fun later. However, with the <b>Project Based Learning method</b>, which I frequently employ in learning English and appears to be quite exciting for students.</p>	<ol style="list-style-type: none"> <li>1. Achievement curriculum and learning tools</li> <li>2. Utilizing Project Based Learning method</li> </ol>	Project Based Learning method	Teaching Learning method
ET	<p>Well, the Project Based Learning method is one that corresponds to the usage of the present curriculum, the merdeka curriculum, and <b>the goal of completing a project</b>. There, children must be very engaged in learning and creating projects. Furthermore, this strategy <b>focuses on students rather than teachers in the classroom</b>. In terms of study, I applied project-based learning to procedure text learning materials.</p>	<ol style="list-style-type: none"> <li>1. The goal is assignment a project</li> <li>2. The student-centered learning rather than teacher-centered learning</li> </ol>	Definition of Project Based Learning	Characteristic Project Based Learning
ET	<p>Of course, my function as a teacher is quite important. In line with what I have previously exemplified with the application of the material for making procedural text, of</p>	Establish strategy and several steps	Teacher as facilitator in	Teacher's role

	course I have to <b>establish a strategy in advance</b> regarding what topics they will make and <b>with several steps</b> that they will take from start to finish the project of procedure text.		writing learning	
ET	I begin the steps by defining learning objectives and <b>selecting a topic for student projects</b> . Students can choose their own topic. I also provide <b>explanations of procedure book material</b> . <b>I divide students in one class into groups consisting of 4-5 each group</b> . I will construct steps for their actions during the text project process.	<ol style="list-style-type: none"> <li>1. Selected topic for students' project</li> <li>2. Explained material of procedure text</li> <li>3. Divided students into some group consisting of 4-5 students each group</li> </ol>	Preliminary Action	Steps in teaching writing skill through Project Based Learning
ET	At the first step <b>preparation</b> by selecting topics and asking stimulating questions about the material. Second, I will help students create a concept map as part of their <b>planning process</b> . To begin, they will create a concept map or outline. Third, I will aid students in <b>searching for information</b> regarding to their procedure text writing topic. This includes distinguishing between trustworthy and unverified sources. Despite students' trust in Google, it may not always deliver accurate information. True and actual information. In the fourth step, I will guide students in <b>summarizing</b> their topic-specific knowledge for their procedure writing project. These phases are designed to	<ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Planning</li> <li>3. Searching information</li> <li>4. Conclusion</li> <li>5. Presentation</li> <li>6. Evaluation</li> </ol>	Guiding steps for students while working on project	

	provide students additional direction while they work on the assignment. Creating a procedure text project. Next, I will guide students through the <b>presenting process</b> , encouraging them to be brave. Finally, I will <b>evaluate</b> their performance. In this case, I will encourage students to identify and examine aspects in their writing, with the goal to increase motivation and enthusiasm of students			
ET	I use the project based learning method to teach students about <b>procedure texts</b> . At the end of the lesson, students can write a procedure text, even if their writing is not perfect. I often ask students to bring their own process text products.	Procedure text	Learning material	Material for teaching writing skill through Project Based Learning
ET	As previously said, I use <b>procedure text as learning material for writing. To integrate students into real-world contexts</b> during learning, I allow them to <b>choose their own food recipes</b> . These recipes can be trendy or traditional, and can be organized into a procedure text such as for making fruit salad, spicy Korean, and a variety of cake.	<ol style="list-style-type: none"> <li>1. Procedure text material</li> <li>2. Integrated students into real world context</li> <li>3. Determined the topic</li> </ol>	Procedure text and the advantage	
ET	When evaluating student writing, I often evaluate <b>the content, organization, and vocabulary employed</b> . Text structure and vocabulary are important aspects to consider	<ol style="list-style-type: none"> <li>1. Content, organization and vocabulary</li> <li>2. Students' attitude</li> </ol>	Formative assessment in the form test and non-test	Evaluation in teaching writing skill through Project Based

	when writing. In addition, I evaluate <b>students' attitudes towards learning in the classroom</b> . In this case, I evaluate student collaboration, even if some students complain about a groupmate's lack of participation.	towards learning in the classroom		Learning
ET	I utilize the <b>analytical scoring rubric</b> to efficiently assess students' skill at the senior high school level. This rubric has numerous advantages, including <b>detailed information provided</b> by the separation of assessments into criteria. This makes the assessment clearer. The analytic rubric is <b>clear and appropriate for high school students</b> . Furthermore, this rubric is <b>highly objective</b> .	<ol style="list-style-type: none"> <li>1. Analytical scoring</li> <li>2. Gave detailed information</li> <li>3. Clear and appropriate rubric for senior high school</li> <li>4. Highly objective</li> </ol>	Analytical Scoring rubric	
ET	The primary benefit is that students can <b>freely practice their writing skill</b> . Additionally, students benefit from the <b>indirect application of four English language skills</b> : listening, reading, speaking, and writing. They can also learn how to <b>collaborate in groups</b> and gain insights into these skills, which will be separated in university.	<ol style="list-style-type: none"> <li>1. Develop students' writing skill</li> <li>2. Integrated learn 4 skills in English</li> <li>3. Group collaboration</li> </ol>	The benefits of Project Based Learning	The benefits of Project Based Learning on students' writing skill in teaching writing learning
ET	Implementing Project Based Learning method can increase <b>student motivation and engagement in writing</b> by <b>encouraging active classroom learning and collaboration among friends</b> , even if some students struggle to control their emotions. Additionally, <b>learning</b>	<ol style="list-style-type: none"> <li>1. Active participation</li> <li>2. Group collaboration</li> </ol>	Active participation	

	<p><b>becomes more memorable and students feel more comfortable expressing themselves in English.</b> Students can develop their writing by including images and creating different writing models.</p>			
<p>ET</p>	<p>Each class presents unique challenges, such as the <b>difficulty of controlling students when learning outside of the classroom.</b> Due to the large number of students, it may be challenging to maintain control. Additionally, dividing them into groups in the classroom may <b>lead to overcrowding and difficulty in establishing conditions.</b> This may occur if group-mates do not follow their wishes, particularly if I educate the group based on class attendance. The classroom environment will be extremely noisy. Third, students often <b>lack confidence and vocabulary in English,</b> leading them to ask questions during lessons without considering alternate dictionaries. In fact, I frequently tell students not to use their cellphones for tiktok and to use them properly. Use it effectively and accurately. Some students are <b>passive and rely solely on name dropping.</b> I remind pupils to work in groups and not write their names if they don't complete the task. Finally, there is <b>the same group work.</b> Well, this translates to copy and paste.</p>	<ol style="list-style-type: none"> <li>1. Difficult to control students while learning outside classroom</li> <li>2. build crowd and noisy atmosphere</li> <li>3. Lack of confidence and vocabulary knowledge</li> <li>4. Presence passive student</li> <li>5. The same project between groups</li> </ol>	<p>Teacher's challenges</p>	<p>Teacher's challenges in teaching writing skill through Project Based learning</p>

## B. Students'

Initial	Data Transcripts	Coding	Category	Theme
S1	English teacher uses a variety of method to teach English in class. However, English teacher frequently employs a <b>project based learning method.</b>	Project Based Learning method	Teaching learning method	Project Based learning as learning method
S2	English teacher frequently uses <b>project based learning</b> approaches in class, particularly for discussing procedure book material, which I enjoy.			
S3	In my opinion, Project based learning involves students <b>creating and submitting written projects to their teachers.</b> This strategy provides a unique opportunity for me to <b>collaborate with friends on a project.</b> Overall, it was enjoyable and exciting.	Project assignment and active participation	Definition of Project Based Learning	Characteristic of Project Based Learning
S4	In my opinion, The project based learning method is an <b>enjoyable and efficient method to learn English,</b> especially when learning about procedural texts. It can help us compile and write these texts more effectively.			

<p>S5</p>	<p>In my perspective, the project based learning method involves <b>collecting a project</b>, such as a writing project. Writing is the end outcome. This strategy is really cool and exciting.</p>			
<p>S4</p>	<p>First, the teacher will <b>divide students into several groups in a single class</b>. The teacher will <b>discuss the procedural text material</b> that will be utilized as the project topic. Furthermore, the teacher will guide us to the <b>start</b>. The teacher will take us through the process of developing and creating the procedure text. In this case, English teacher often <b>encourages us to outline</b> what we will write later, like as creating a topic on preparing orange juice. The topic is about preparing orange juice. Next, I will <b>look for material</b> on my group's topic of making orange juice. Then, I will <b>talk with my buddies on which information should be included in a writing assignment</b>. And then, we will begin <b>drafting the structure of the procedural text</b> and we will write. In this case, tasks are typically divided into two parts: finding innovative ideas for photos and models of attractive and acceptable writing on the internet, and composing the content of the text. But, We work on the writing assignment as a team. We will</p>	<p>1. Divided students into several groups 2. Discussed the material</p> <p>1. Preparation 2. Planning 3. Searching information 4. Conclusion 5. Presentation Evaluation</p>	<p>Preliminary action and guiding steps while students working on project.</p>	<p>Steps in teaching writing skill through Project Based Learning</p>

S5	<p><b>present the procedure text</b> we created in groups in front of the class. English teacher will <b>evaluate the writing project</b> on the procedure text we created.</p> <p>Okay, the steps begin with the teacher <b>dividing students into several groups</b> in one class. Then begin with the <b>preparation</b>; in this case, the teacher will explain the procedure text material that will serve as our project topic. The teacher will then assist us through the <b>planning process</b> for our project. In this case, the teacher will take us through the process of planning and creating the procedure text. In this context, English teachers frequently encourage us to create an outline of what we will write later, such as: My group decided to create a topic about Maryam bread. After that, I will <b>capture for information</b> on my group's theme of making maryam bread. Next, I will discuss with my buddies which material to include in a writing assignment regarding the method. About the procedure text. Next, my colleagues begin <b>constructing the procedure text structure</b>. Next, we will <b>show the process text created in groups in front of each student</b>. Continue an <b>English teacher evaluate</b> our</p>			
----	--	--	--	--



	project's written procedure text.			
S3	Of course, project based learning method has made me more <b>enthusiastic to learn English and love the process</b>	Active participation and motivate to develop writing skill	Active participation	Benefits of Project Based Learning on students' writing skill in teaching writing learning
S1	The Project Based Learning method of learning made me feel more at <b>ease and motivated to study English in class</b> . Previously, I assumed learning English were uninteresting. But, this method has <b>increased my enthusiasm and active participation in class</b> . It also allows me to <b>develop my writing skills</b> without the burden of following standard English writing guidelines.			
S3	I think <b>collaboration is crucial</b> for completing projects efficiently.	The crucial of collaboration	Group collaboration	
S4	Very important because through <b>collaboration</b> we can complete our projects more quickly and efficiently.			
S5	It is very important because <b>collaboration is crucial</b> while working in groups to execute projects efficiently and accurately.			

<p>S2</p>	<p>For myself, I favor <b>groups and couples</b>, but I prefer groups because they reduce my workload. Group one is preferred due to its reduced job burden. However, there are undeniable disadvantages.</p>	<p>Group work</p>	<p>Group work collaboration</p>	<p>The practice of Project Based Learning in teaching writing</p>
<p>S1</p>	<p>Personally, I prefer to be in a <b>group</b> since it is more fun.</p>			
<p>S1</p>	<p>There is... English teacher frequently uses <b>formative assessment to assess textual and procedural material</b>, without using sumative assessments. This method combines knowledge, skills, and attitude during class. She occasionally pinches male classmates who are stubborn. She previously stated that she employs an <b>analytic scoring as a rubric</b> in evaluating student's project</p>	<p>Formative assessment and analytical scoring rubric</p>	<p>Students' project evaluation</p>	<p>Evaluation in teaching writing skill through Project Based Learning</p>
<p>S2</p>	<p>There is...the English teacher employs <b>formative assessment to evaluate students' final writing projects and attitudes</b> throughout lessons on text and process. Learning occurs in the classroom. She employs an <b>analytical scoring as rubric</b> criteria with multiple categories that align with my strengths, resulting in good scores.</p> <p>English teacher frequently employs <b>formative</b></p>			

<p>S3</p>	<p><b>assessment</b>, which in this case takes the form of tests and non-tests, without summative evaluation. The English teacher believes that formative assessment is sufficient for evaluating procedural text composition and attitude throughout class learning. Our attitude toward learning occurs in the classroom. Typically, she employs an <b>analytical assessment rubric</b>.</p>			
<p>S3</p>	<p>Very helpful because working on a writing project helps me <b>focus</b> on identifying relevant narratives for my topic. with the topic on which I shall write. Additionally, it can <b>improve my English vocabulary knowledge</b>. I didn't know previously.</p>	<ol style="list-style-type: none"> <li>1. Develop students' writing skill</li> <li>2. Improve vocabulary knowledge</li> <li>3. Active participation</li> </ol>	<p>Develop students writing skill and active participation</p>	<p>Benefits of Project Based Learning on students' writing skill in teaching writing learning</p>
<p>S4</p>	<p>Of course, because this project based learning method is <b>enjoyable and allows me to develop my writing skills</b> than the traditional way.</p>			
<p>S5</p>	<p>Very helpful because creating the project has <b>increased my desire to write</b> without teacher limitations. The most important thing is that what I write is relevant to the topic of discussion. Aside from that, I truly <b>enjoy learning</b>, especially in a group setting.</p>			

S1	<p>My challenges are typically limited to <b>friendship and teamwork category. Emotional management and differences</b> are common challenges in relationships.</p>	<p>1. Cannot control emotion 2. Different opinion 3. Non-contributing friends in a group</p>	Group challenges	Students' challenges in teaching writing through Project Based Learning
S2	<p>I frequently face challenges in <b>groups with colleagues</b>. For example, we must be able to <b>control our emotions</b> while still learning to respect others. Other challenges may arise from <b>non-contributing friends in our group</b>.</p>			
S3	<p>Challenges are typically held among <b>groups of friends</b>. Friendship can lead to <b>disagreements, mood swings, conflict, and incomplete projects</b>. Ultimately, the project was not finished.</p>			

## APPENDIX 9: Validator instrument paper

## a. Validator 1

**LEMBAR VALIDASI**  
**PEDOMAN WAWANCARA**

**Promoting Students' Writing Skill Through Project Based Learning at Senior High School**

**A. TUJUAN:**  
Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatkan data yang lebih valid sesuai dengan indikator.

**B. PETUNJUK:**

- Berikan tanda *Checklist* pada kolom yang sesuai dengan pendapat anda berdasarkan indikator kemampuan guru participant (1 guru dan 5 siswa) dalam penerapan metode Project Based Learning pada pembelajaran menulis untuk mendorong kemampuan menulis siswa pada tingkat sekolah menengah atas yang meliputi: *steps, evaluation, benefits* dan *challenges*.
- Terdapat 4 skala penilaian dengan keterangan sebagai berikut:  
1= kurang  
2= cukup  
3= baik  
4= sangat baik

No.	Indikator	Skor			
		1	2	3	4
1.	Tujuan wawancara terlihat jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong atau mengarahkan siswa yang diwawancarai menuju pada suatu kesimpulan tertentu				✓
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda.				✓

**C. CATATAN/SARAN**

*Nery GaoE*

L E M B A R

**D. KESIMPULAN**

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

: Layak digunakan tanpa revisi

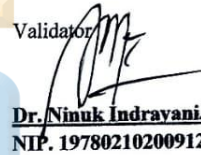
: Layak digunakan dengan revisi

: Tidak layak digunakan

(Mohon diberi tanda (v) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

Jember, 30 September 2024

Validator



**Dr. Ninuk Indrayani, S.Pd., M.Pd.**  
**NIP. 197802102009122002**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

b. Validator 2

## LEMBAR VALIDASI

## PEDOMAN WAWANCARA

## Promoting Students' Writing Skill Through Project Based Learning at Senior High School

## E. TUJUAN:

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatkan data yang lebih valid sesuai dengan indikator.

## F. PETUNJUK:

c. Berikan tanda *Checklist* pada kolom yang sesuai dengan pendapat anda berdasarkan indikator kemampuan participant (1 guru dan 5 siswa) dalam penerapan metode Project Based Learning pada pembelajaran menulis untuk mendorong kemampuan menulis siswa pada tingkat sekolah menengah atas yang meliputi: *steps, evaluation, benefits* dan *challenges*.

d. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

- 1= kurang
- 2= cukup
- 3= baik
- 4= sangat baik

No.	Indikator	Skor			
		1	2	3	4
1.	Tujuan wawancara terlihat jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong atau mengarahkan siswa yang diwawancarai menuju pada suatu kesimpulan tertentu				✓
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda.				✓

## G. CATATAN/SARAN

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

#### H. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

: Layak digunakan tanpa revisi

: Layak digunakan dengan revisi

: Tidak layak digunakan

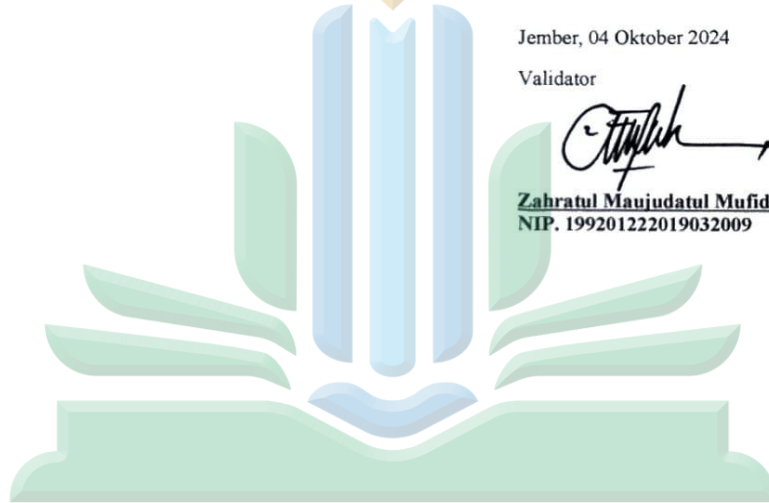
(Mohon diberi tanda (√) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

Jember, 04 Oktober 2024

Validator



**Zahratul Maujudatul Mufidah, M.Pd.**  
NIP. 199201222019032009



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## APPENDIX 10: Research Instrument

### a. The interview's guide to teacher<sup>151</sup>

1. What is your name?
2. How long do you teach in this school?
3. What subject do you teach in this school?
4. Do you teach English to students in every grade in this school?
5. Is there any particular teaching method that you often used during teaching learning English in classroom?
6. Could you give me an overview about Project Based Learning method?
7. Could you describe your roles as an English teacher in implementing Project Based Learning as a method in teaching writing?
8. Could you tell me your experiences with Project Based Learning in teaching learning English?
9. What initial steps do you take when designing a Project Based Learning activity in which aimed to promote students' writing skills?
10. How do you guide students through the phases of Project Based Learning in the context if writing task?
11. What specific writing text do you incorporate during teaching writing to promote students' writing skill?
12. How do you integrate real-world contexts into writing projects to enhance students' relevance and engagement in the writing process?
13. How do you assess students' writing during Project Based Learning activities?
14. What criteria are used for evaluating student writing skill?
15. How do you use rubrics or other assessment tools to ensure that students are meeting both content and writing skill objectives?
16. In your experience, what are the key benefits of using Project Based Learning for promoting students' writing skills?
17. How does Project Based Learning influence students' English learning motivation and engagement in writing process?
18. What challenges have you encountered when implementing Project Based Learning in teaching writing?
19. How do you address these challenges in your classroom?
20. Do you have any feedback and advice regarding project based learning as a learning method to promote students' writing skills?

---

<sup>151</sup> Adapted from research instrument by Kumalatiwi, Project-Based Learning In English Writing Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024), p.66-67












### **The interview's guide to students**

1. What is your name?
2. What class are you?
3. Who is your English teacher?
4. How do you feel about teaching learning English in this school?
5. Is there specific learning method that your English teacher often used during teaching learning English?
6. How familiar are you with Project Based Learning as a method in teaching learning process?
7. Can you describe any projects you have participated in classroom during teaching learning English that promote your writing skill?
8. Can you outline the steps during teaching learning English with Project Based Learning as a method that promote your writing skills?
9. Did you feel comfortable during the writing lesson used Project Based Learning as a method in classroom?
10. How do teachers introduce and guide Project Based Learning as a method in teaching writing to promote students' writing skill in English?
11. How important is collaboration with classmates during making a project?
12. Which one do you prefer between making projects individually, in pairs and in groups when the teacher implement Project Based Learning as a method in teaching writing skill?
13. What is your favorite type of text when teaching writing using Project Based Learning as a learning method in classroom that promotes you in writing English?
14. How are your writing skills assessed by teacher during implement Project Based Learning as a method in teaching writing?
15. Is there a specific rubric or criteria used by teacher to assess your writing skill?
16. How does working on projects help you to develop your writing skill in English?
17. Do you find project based learning as a method in teaching writing more engaging compared to traditional writing assignments?
18. What challenges do you face when working on writing projects?
19. How did you deal with the challenges?
20. What suggestion would you give to teachers looking to implement Project Based Learning to develop students' writing skill?

## APPENDIX 11: Research Journal

## Research Journal

**PROMOTING STUDENTS' WRITING SKILL THROUGH PROJECT BASED  
LEARNING AT SENIOR HIGH SCHOOL**

No.	Day / Date	Activity	Signature
1.	03 <sup>rd</sup> of April 2024	The researcher did the preliminary study by conducting observation and interview with English teacher (Miss Rina Fitriyani, S.Pd.)	
2.	05 <sup>th</sup> of April 2024	The researcher confirmed the research letter permission	
3.	09 <sup>th</sup> of April 2024	Observe the implementation of Project Based Learning in teaching writing skill to promote students' writing skill	
4.	11 <sup>th</sup> of April 2024	Observe the steps during teaching writing skill through Project Based Learning to promote students' writing skill	
5.	13 <sup>th</sup> of April 2024	Observe the evaluation in teaching writing skill through Project Based Learning to promote students' writing skill	
6.	15 <sup>th</sup> of April 2024	Observe the benefits of Project Based Learning on students' writing skill during teaching writing learning	
7.	17 <sup>th</sup> of April 2024	Observe the challenges in teaching writing skill through Project Based Learning to promote students' writing skill	
8.	19 <sup>th</sup> of April 2024	Interview with the English teacher about teaching writing skill through Project Based Learning to promote students' writing skill (Miss Rina Fitriyani, S.Pd)	
9.	20 <sup>th</sup> of April 2024	Interview with students at XI C grade of MAN Lumajang about teaching writing learning through Project Based Learning to promote students' writing skill	
10.	29 <sup>th</sup> – 30 <sup>th</sup> April 2024	Complete the research data and document review	
11.	03 <sup>rd</sup> of May 2024	Get a letter of research finishing	

Lumajang, 03 May 2024

Mengetahui,

Headmaster of MAN Lumajang



Lumajang Sofyan Hadi, S.Ag., M.Pd.

## APPENDIX 12: Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH 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-8468/In.20/3.a/PP.009/10/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Aliyah Negeri Lumajang  
 Jl. Citandui No.75 Rogotrunan Kec. Lumajang Kab. Lumajang

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

NIM : 211101060004  
 Nama : WARDATUL LAYLY HIDAYAT  
 Semester : Semester tujuh  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Promoting Students` Writing Skill Through Project Based Learning At Senior High School" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Edi Nanang Sofyan Hadi, S.Ag., M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 04 Oktober 2024

Dekan,

Ket. Dekan Bidang Akademik,



KHOTIBUL UMAM

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN LUMAJANG  
MADRASAH ALIYAH NEGERI**

Jalan Citandui Nomor 75 Lumajang 67316  
Telepon (0334) 882987

Website : [www.manlumajang.sch.id](http://www.manlumajang.sch.id); email : [manlumajang@ymail.com](mailto:manlumajang@ymail.com)

**SURAT KETERANGAN**

Nomor: B-560/Ma.13.05.01/PP.00.6/11/2024

Yang bertanda tangan di bawah ini :

Nama Lengkap : Edi Nanang Sofyan Hadi, S.Ag, M.Pd  
NIP : 197504072001121003  
Jabatan : Kepala Madrasah  
Asal Instansi : Madrasah Aliyah Negeri Lumajang

Dengan ini menyatakan bahwa :

Nama : Wardatul Layly Hidayat  
NIM : 211101060004  
Program Studi : Tadris Bahasa Inggris  
Topik : Promoting Students' Writing Skill Through Project Based Learning at Senior High School  
Lama Penelitian : 1 (Satu) Bulan

Adalah Mahasiswa Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember dan telah melaksanakan penelitian mulai tanggal 03 April 2024 sampai dengan 03 Mei 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.




11 November 2024



Edi Nanang Sofyan Hadi, S.Ag, M.Pd  
NIP. 197504072001121003

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## APPENDIX 13: Documentation

No.	Picture	Activity
1.		<p>The teacher began teaching writing skills through Project Based Learning by dividing students into groups, explaining the material of the procedure text, and then determining some issue of the process text to be a theme for students' group projects.</p>
2.		<p>The English teacher took students through several steps while they worked on a project. This activity showed students looking for some information regarding the topic. Continue with concluding the information on the topic and writing the procedures text creatively and interestingly.</p>
4.		<p>This activity demonstrated how students used Project Based Learning to teach writing by creatively producing information on the topic of the text based on their own group in order to pique the reader's interest in the project and achieve a high score.</p>

3.		<p>The picture showed the following steps in teaching writing skills through Project-Based Learning in the form of a presentation. At that stage, the students presented their project to the class as a group. Continue with the English teacher expressing pleasure for students' performance.</p>
4.		<p>This picture showed how an English teacher evaluated the students' project of procedure text based on their own theme in each group. The English teacher evaluated the text's content, organizational structure text, and the vocabulary employed in the procedure text project.</p>
5.		<p>The picture represented the researcher's interview with an English teacher at MAN Lumajang.</p>

6.



The activity represented in the picture was an interview conducted by a researcher with students from the XI C grade at MAN Lumajang, consisting of three women and two men.





UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## APPENDIX 14: Declaration of Authorship

## STATEMENTS OF AUTHENTICITY

The Undersigned below:

Name : Wardatul Layly Hidayat  
NIM : 211101060004  
Major : Tadris Bahasa Inggris  
Faculty : Tarbiyah dan Ilmu Keguruan  
Institution : UIN KHAS Jember

State that thesis entitled "PROMOTING STUDENTS' WRITING SKILL THROUGH PROJECT BASED LEARNING AT SENIOR HIGH SCHOOL" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, December 13<sup>th</sup>, 2024

Author

UNIVERSITAS KHAS NEGERI  
KIAI HAJI ACHMAD SYARIF  
JEMBER



Wardatul Layly Hidayat  
NIM. 211101060004

## APPENDIX 15: Similarity letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

**SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Wardatul Layly Hidayat  
 NIM : 211101060004  
 Program Studi : Tadris Bahasa Inggris  
 Judul Karya Ilmiah : Promoting Students' Writing Skill through Project Based Learning at Senior High School

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 17,8%

1. BAB I : 22%
2. BAB II : 18%
3. BAB III : 20%
4. BAB IV : 20%
5. BAB V : 9%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

Jember, 04 November 2024  
 Penanggung Jawab Cek Plagiasi  
 FTIK UIN KHAS Jember

ULFA DINA NOMIENDA S. Sos. I., M.Pd



NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

## APPENDIX 16: Research Identity

**RESEARCH IDENTITY****Personal Information**

- Full Name : Wardatul Layly Hidayat
- NIM : 211101060004
- Gender : Female
- Place, date of birth : Lumajang, 03<sup>rd</sup> August 2002
- Adrees : Dsn. Krajan Ds. Krempyeng Kec. Jatiroto
- Religion : Islam
- Department / Major Courses : FTIK / English Education Program
- Email address : [wardatullaylyhidayat@gmail.com](mailto:wardatullaylyhidayat@gmail.com)

**Educational background**

- 2007 – 2013 SDN Kaliboto lor 04
- 2015 – 2017 MTs. Syarifuddin Wonorejo
- 2018 – 2021 MA Syarifuddin Wonorejo