THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN WRITING DESCRIPTIVE TEXT AT THE TENTH-GRADE OFFICE MANAGEMENT 2 OF SMKN 6 JEMBER

THESIS

Written by:

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FACULTY OF TARBIYAH AND TEACHER TRAINING
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THESIS

Submitted to Islamic state University of Kia Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd.)
Faculty of Tarbiyah and Teacher Training
English Education and Department

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i

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ii

THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN WRITING DESCRIPTIVE TEXT AT THE TENTH-GRADE OFFICE MANAGEMENT 2 OF SMKN 6 JEMBER

THESIS

Has been examined and approved by the board of examiners
in a partial fulfillment of the requirements for bachelor degree
Faculty of Tarbiyah and Teacher Training
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English Education Study Program

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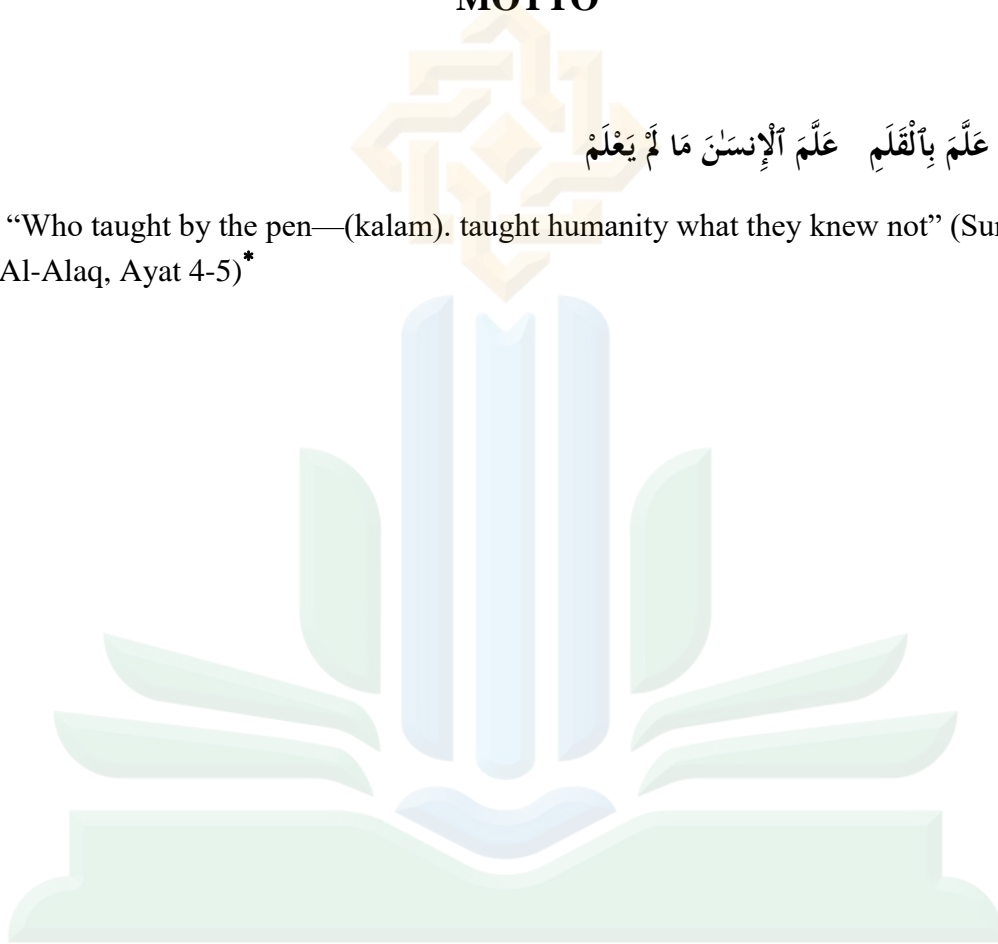Dean of Faculty of Tarbiyah and Teacher Training

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iii

MOTTO

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ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ

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"Who taught by the pen—(kalam). taught humanity what they knew not" (Surah Al-Alaq, Ayat 4-5)[*]

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[*] Surah al-Alaq(4-5). TafsirQ online. https://quran.com/al-alaq/4-5 (accesed on 24th May 2025)

DEDICATION

This thesis is lovingly dedicated to:

1. My beloved mother (Tumini) and father (Mujianto), thank you for all your prayers, support, love, and sacrifice. Without you, I would not have come to this point. May my every step and achievement be a source of pride for you.

2. My dear family, my brother (M. Rizal Fauzi), my sister-in-law (Niswin Naysila), and my nephew (M. Rafisqy). Thank you for your kindness, attention, and passion. Your presence is a reinforcement in every process I go through.

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v

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Praise and gratitude to Allah SWT for all His grace, gifts, and guidance so that the researcher can complete the thesis entitled "The Implementation of Project-Based Learning in Writing Descriptive Text at the Tenth-Grade Office Management 2 SMKN 6 JEMBER" well and smoothly. This thesis was prepared as one of the requirements to obtain a Bachelor's 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. Therefore, the researcher would like to express his deepest gratitude to:

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6. Dr. Ninuk Indrayani, S.Pd., M.Pd. as academic supervisor who has provided advice, guidance, and support during my studies.

vi

Finally, the researcher realizes that this thesis is far from perfect, but the researcher hopes that this thesis can be useful and beneficial for further researchers and readers in the teaching-learning process, especially in the application of project-based learning in writing descriptive texts.

Jember, 12th of May 2025

Nuril Nizwatul Karimah

ABSTRACK

Nuril Nizwatul Karimah, 2025: The Implementation of Project-Based Learning in Writing Descriptive Text at the Tenth-Grade Office Management 2 of SMKN 6 Jember

Keywords: Project-Based Learning, English Teaching Writing, Descriptive Text.

Students at SMKN 6 Jember face challenges in writing descriptive texts due to internal factors like low confidence and limited vocabulary, as well as external factors such as unengaging teaching methods. To overcome this, Project-Based Learning (PjBL) was implemented to improve writing skills, creativity, collaboration, and classroom engagement.

This research focuses on: 1) What is the instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember? 2) How are the teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade Office Management 2 class at SMKN 6 Jember? 3) What kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember?

This study used a qualitative approach with a case study design. Conducted at SMKN 6 Jember in tenth grade Office Management 2. The research subjects were selected through purposive sampling involving English teachers and five students of the class. Data were collected through observation, interview, and document review. In addition, this study applied data analysis techniques based on the Miles, Huberman, and Saldana approach. Finally, data validity was strengthened through the use of source and technique triangulation.

The findings of this study are: 1) The instructional goal of project-based learning implementation were: With Project-based learning students are able to write lively and authentic descriptive texts through a direct research process. With Project-based learning to train the ability to work together and be responsible in groups. With Project-based learning to develop students' creativity and self-confidence. With Project-based learning to create an active, fun, and meaningful learning atmosphere. 2) the teaching procedures of the project-based learning model are: The teacher instructs the students to form small groups and choose a character to describe. Each group conducts research to gather information about the character, either through interviews, reading books, or looking for references on the internet. After the data is collected, the group outlines and writes the descriptive text collaboratively. Each group then presents their writing in front of the class, gets responses from friends and teachers, and reflects on the process that has been undertaken. 3) The kind of assessment are used in the evaluation process of project-based learning model namely using formative evaluation techniques include; For project-based learning assessment, teachers use observing students' activeness and participation during group discussions and assessing the level of cooperation and responsibility shown in the group during project implementation. For writing skills assessment teacher use students' understanding of descriptive text elements such as structure, vocabulary, and content accuracy through written results and oral presentations.

LIST OF CONTENT

LIST OF TABLES

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

LIST OF APPENDICES

Appendix 1: Declaration of Authenticity

Appendix 2: Research Matrix

Appendix 3: Research Instrument

Appendix 4: Teaching Module

Appendix 5: Transcript Interview

Appendix 6: Research Journal

Appendix 7: Letters

Appendix 8: Documentation

Appendix 9: Researcher Biography

CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided, including the background of the research, research questions, research objectives, research significances, scope of the research, and definition of key terms.

A. Background of Research

English is one of the international languages that has an important role in various aspects of life, especially in this era of globalization. Mastery of English is a major requirement, both in the world of education, the world of work, and in communicating across cultures. According to Harmer, the ability to speak English can increase individual opportunities to compete at the global level.[1] In addition, English proficiency also opens up access to a wider range of information and knowledge, allowing individuals to engage in more effective international discussions and collaborations. In English language learning, there are four main skills that must be mastered by every learner. These four skills are listening, speaking, reading and writing.[2] Each of these skills is interrelated and should be taught in a balanced manner so that students' language skills can develop optimally. Integrated teaching between language skills can help students understand the use of language in a real context, both orally and

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[1] Harmer, J. (2007). The Practice of English Language Teaching. Pearson Longma
[2] Nindya Citra Utami and Yanuarti Apsari, "Students' Difficulties in Writing Recount Text Through Project Based Learning," PROJECT (Professional Journal of English Education) 3, no. 5 (2020): 620, https://doi.org/10.22460/project.v3i5.p620-623.

in writing. In addition, a holistic approach to language skill development can increase learning motivation and accelerate the language acquisition process.[3] The selection of appropriate teaching model is very important so that students are able to apply language communicatively in everyday life.

The essence of writing is not just pouring words on paper, but is a complex process that involves generating ideas, organizing thoughts, and conveying messages clearly and effectively. writing is one of the basic language skills that supports students in expressing thoughts, feelings, and information to others in written form. Writing also helps students to develop critical thinking and creativity, as they have to organize and structure their ideas logically. In the context of education in Indonesia, writing is emphasized as a core competency that students must master at every level of education. The National Curriculum in Indonesia emphasizes the importance of learning English language skills, including writing, as a means to achieve the expected competencies in accordance with the National Education Standards.[4]

The process of language acquisition in children generally starts from listening skills, then speaking, before finally learning to read and write. This is in line with research findings by Fitriani, which state that "children develop listening and speaking skills naturally through daily interactions before they are introduced to formal reading and writing skills

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[3] Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). Pearson Education.

[4] Peraturan Pemerintah Republik Indonesia (PP) No. 19 Tahun 2005 Bab I Pasal 1 Ayat 6

at school".[5] Thus, listening and speaking are skills that are usually mastered before children enter the formal school world. These two skills, along with writing, fall into the category of productive or expressive skills.[6]

Productive skills, such as speaking and writing, aim to convey messages and require the ability to express ideas, both orally and in writing. According to Nunan, speaking and writing skills are active forms of expression that enable individuals to communicate effectively and creatively in various contexts.[7] Therefore, the four language skills - listening, speaking, reading, and writing - cannot be separated and support each other in the language learning process. This is also emphasized by Richards and Renandya, who state that the integration of the four skills is the key to success in language mastery as a whole.[8]

Writing is one of the four skills that English language learners must have. Writing skills are very important in the communication process, because through writing one can express their thoughts, feelings and opinions clearly. Writing is not only about composing words, but also involves the ability to organize ideas systematically and use appropriate language so that the message can be conveyed effectively. According to Harmer, writing is a process of thinking and organizing ideas to produce a

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[5] Fitriani, E., Zainil, Y., & Anwar, D. (2019). Pemerolehan Bahasa Anak Usia Dini. Jurnal Pendidikan Bahasa dan Sastra Indonesia, 8(1), 45-54

[6] Suryana, D., & Rusmiati, R. (2020). Pengembangan Keterampilan Berbahasa Anak Usia Dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 4(2), 678-684

[7] Nunan, D. (2003). Practical English Language Teaching. McGraw-Hill.

[8] Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University Press.

coherent and meaningful text that communicates the author's intended message.[9] Furthermore, Brown defines writing as a productive skill that requires learners to encode their thoughts into written language, which demands linguistic knowledge and cognitive skills.[10]

In Islamic teachings, writing also has a very noble position. Allah SWT says in the Qur'an surah Al-'Alaq verse (4-5)that:

$$ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۚ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ $$

"Who taught by the pen—(kalam). taught humanity what they knew not."[11]

This verse emphasizes the importance of writing (kalam) as a means of acquiring and disseminating knowledge. As Allah SWT teaches humans through the medium of kalam, this shows that the ability to write and read is a great gift given by Allah to humans to develop knowledge, communicate effectively, and maintain and disseminate good values. Writing is one of the main media in the learning process, conveying messages and preserving knowledge from generation to generation. Thus, Islam strongly emphasizes the importance of literacy, both in oral and written form, so that messages of goodness can be understood and practiced by humanity at large.

As a productive skill, writing plays an important role in English language learning. Writing is an activity done to communicate ideas with

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[9] Harmer, J. (2004). How to Teach Writing. Pearson Education.

[10] Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). Longman.

[11] Surah al-Alaq(4-5). TafsirQ online. https://quran.com/al-alaq/4-5 (accesed on 24th May 2025)

the right words and present them in written form. Everyone can actually learn and develop writing skills with consistent practice. In the context of language learning, writing skills not only involve grammar and vocabulary skills, but also demand an understanding of text structure, cohesion and coherence, and critical thinking skills. Through writing activities, students are invited to organize ideas logically and systematically, so that they can express thoughts effectively in the target language.

The selection of writing skills as the focus of this study was based on the results of preliminary study which showed that many students experienced difficulties in writing, especially in expressing ideas, organizing paragraphs systematically, and using appropriate vocabulary. Writing is a challenging skill and is often considered boring by students. In fact, writing skills play an important role in training students to think critically, convey ideas, and develop creativity in writing.

However, various studies show that writing is the most difficult skill to master, the most boring, and the least interested by students. Many students still have difficulties in choosing topics and developing their ideas in the writing learning process. This is because writing requires complex thought processes, including the selection of appropriate topics and the systematic development of ideas. In addition, many students have difficulties in organizing ideas and expressing their thoughts in writing,

making the writing learning process less effective and less interesting.[12] Therefore, an appropriate learning model is needed to help students overcome these obstacles and improve their interest and writing ability.

Writing is one of the difficult skills; it will be interesting if the teacher using media in teaching.[13] In this case, the role of teachers is very important to develop effective and creative writing learning tools to support the development of students' writing skills. Teachers are required to be able to design learning model that not only improve technical writing skills, but also motivate students to be more interested and confident in writing. Innovative and contextual approaches can help students understand the function of writing in daily life and overcome the difficulties they face during the learning process.

In the context of English learning, writing descriptive text is one of the important skills that help students to communicate ideas clearly and in detail. According to Asyifa, Azizah, & Tania, descriptive text is a text which describes an object which can be an object, person, place, event and many others and is described or explained based on actual facts.[14] Descriptive text aims to provide readers with a detailed description of a person, place, thing or event, so that readers can imagine the described object vividly and realistically. By mastering this skill, students are not

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[12] Kormos, J., & Csizér, K. (2014). The effect of motivation on writing performance and writing strategy use in a foreign language. Language Learning, 64(2), 340-370

[13] Suparwoto Sapto Wahono and Ulfa Khodijatul Qodriah, "Improving Students Writing Skill Using English Movie With Subtitle," *International Journal of Scientific and Research Publications (IJSRP)* 9, no. 12 (2019): p9674, https://doi.org/10.29322/ijsrp.9.12.2019.p9674.

[14] Nazla Asyifa and Valen Tania, "Keterampilan Menulis Teks Deskripsi Dalam Pembelajaran Bahasa Indonesia Sekolah Dasar" 2, no. 3 (2024).245

only able to convey information, but also develop creativity and in-depth observation abilities.

Descriptive texts were chosen because they are in line with the curriculum and the students' initial abilities. From the results of the preliminary study, many students found it difficult to write descriptive texts due to their limited vocabulary and lack of understanding of text structure. Descriptive texts themselves are the most basic and important type of text in the development of students' writing skills, as they train them to describe something in detail and clearly.

However, writing descriptive text is often a challenge for many students. Some students have difficulty in finding relevant and interesting ideas to write about. In addition, many also find it difficult to organize their thoughts systematically to produce coherent and comprehensible paragraphs. This difficulty is often caused by the lack of skills in designing a writing outline as well as the limitation of adequate vocabulary to describe objects in detail and vividly. Therefore, learning to write descriptive text requires the right approach so that students can overcome these obstacles and develop their writing skills optimally.

Based on the initial review that has been conducted by conducting observations and interviews at SMKN 6 Jember. External and internal factors contribute to this problem. Students' lack of confidence in learning English, limited vocabulary, and their perception of English as a difficult subject are examples of internal factors. The use of teaching methods that

do not fully engage students or fail to meet their specific needs are external variables, which make writing activities less interesting and more challenging for learners.[15]

As a result, many students struggle to compose descriptive texts even though they are familiar with the genre. They often face confusion in organizing their ideas, choosing appropriate vocabulary, and developing coherent sentences. Overall, these difficulties are related to aspects of writing skills, particularly in descriptive text writing. Therefore, it is crucial for teachers to implement effective model that can foster students' confidence and motivation in learning English writing. Students' lack of confidence and negative perceptions of English are major problems. Since students often feel anxious and unmotivated when given writing tasks in English, they tend to produce incomplete or disorganized texts. They may also avoid participating in writing activities, especially if they feel unsure of their language skills.[16]

Nowadays, being a teacher in the context of education is a challenge itself. Teachers must be selective in choosing the right learning method to teach their students. In the context of education, learning methods are not the only important thing, but also learning activities. Teachers must be creative in designing activities in the teaching and learning process. Learning activities must fully involve students' creativity and can increase

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[15] Observation by Nuril Nizwatul Karimah on 4th November 2024
[16] Irma Mufidah, S. Pd, interviewed by Nuril Nizwatul Karimah, Jember, 4th November 2024

students' interest and enjoyment in the teaching and learning process. In this case, teachers must be creative in delivering materials.

To create a good teaching atmosphere, teachers choose the right learning model, namely the Project Based Learning model. Project Based Learning is a learning method that focuses on students, the teacher plays the main role as a facilitator and motivator. Project Based Learning is also a learning model that allows students to work independently in constructing authentic products that come from real problems that occur in everyday life.[17] The Project-Based Learning model allows students to create their own experiences and concepts. Project-Based Learning focuses on questions or problems related to the concepts and principles of the subject, and projects are completed through the exchange of ideas.

The Project-Based Learning model was chosen because it was able to address these issues. Observations showed that previous learning methods did not actively involve students and did not provide them with space to create independently. With Project-Based Learning, students are directly involved in projects that are relevant to their lives, thereby increasing their engagement, motivation, and confidence in learning to write. In addition, Project-Based Learning allows students to collaborate, share ideas, and produce meaningful real-world products.

Many previous studies relevant to this research have been conducted. For example, a study by Fina Alviona examined the

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[17] Anita Anggerani et al., "The Effect of Project-Based Learning (PBL) on Lessons Written in The Second Grade of SMPN 1 Parepare," Inspiring: English Education Journal 5, no. 1 (2022): 33–44

effectiveness of Project-Based Learning using E-Posters in teaching English writing to eighth-grade students at SMPN 2 Ambarawa in the 2022/2023 academic year. The results of the study showed that the implementation of PjBL with E-Poster media significantly improved students' writing skills, as well as increased their engagement and interest in learning English. These findings confirm that the integration of technology in learning can create a more dynamic and interactive educational environment, as well as be effective in improving students' writing skills.[18]

Additionally, research by T. Arochman also demonstrated that the implementation of PjBL in English writing instruction for EFL learners in Indonesia can improve various aspects of writing skills, such as grammar, vocabulary, organization, and content. This study also found that students have a positive perception of PjBL, as this method supports linguistic competence, critical thinking, and the ability to organize ideas effectively. Participants felt more motivated and engaged in the writing process, as well as better understanding various writing styles and conventions.[19] Another study by Risma Dwi Aryanti focused on the perceptions of 11th-grade students at SMA Negeri 1 Baros regarding the use of the PjBL model in analytical expository text writing instruction. The results showed

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[18] F Alviona, The Effectiveness of Project-Based Learning With E-Poster Media in Teaching English Writing for the Eight Grade Students Of, 2023, http://e-repository.perpus.uinsalatiga.ac.id/id/eprint/18420.

[19] Taufik Arochman et al., "The Effect of Project-Based Learning on English Writing Skill for EFL Learners," *Journal of Pedagogical Research* 8, no. 2 (2024): 310–24, https://doi.org/10.33902/JPR.202423961.

that the majority of students had positive views toward the implementation of PjBL, with improvements in conceptual understanding, motivation to enhance writing skills, and critical thinking training. PjBL was also found to enhance interaction between students and teachers and increase students' interest in learning.[20]

Research by Netty Siagian examined the implementation of PjBL in writing descriptive texts among students in class X DKV-B at SMKS Karsa Mulya Palangka Raya. The results showed that PjBL significantly improved students' knowledge of content and writing skills in descriptive texts. Students actively engaged in the learning process, collaborated, and developed communication skills. A tangible product, a wall magazine titled "Tourist Spots in Palangkaraya," serves as evidence of meaningful learning outcomes. Overall, these findings indicate that the implementation of Project-Based Learning in writing instruction, particularly for descriptive texts, is effective in improving students' writing skills, motivation, engagement, critical thinking, and collaboration. This learning model also provides a more meaningful and relevant learning experience aligned with students' lives.[21]

Finally, research by Ayu Lucky Widiasari showed that Guided Writing techniques based on PjBL can significantly improve the

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[20] Annisa Martini Risma Dwi Aryanti, Kharisma Dewi Santika, Helma Novira, Sita Sevhianingrum, Ika Handayani, "Students' Perceptions of Teaching Writing Using Project-Based Learning Model on the Eleventh-Grade Students at SMA Negeri 1 Baros," *Https://Jurnal.Peneliti.Net/Index.Php/JIWP* 10, no. 12 (2024): 772–77.
[21] Netty Siagian and Elanneri Karani, "Implementation Of Project Based Learning In Writing Descriptive Text At X DKV - B Students Of SMKS Karsa Mulya Palangka Raya" 12, no. 3 (2024): 905–23.

descriptive text writing skills of seventh-grade students. This approach not only improves writing skills but also addresses the weaknesses of traditional Guided Writing techniques by connecting students' writing to real-life situations and focusing on meaningful content.[22] Overall, these findings indicate that the application of Project-Based Learning in writing instruction, particularly descriptive writing, is effective in improving students' writing skills, motivation, engagement, critical thinking, and collaboration. This learning model also provides a more meaningful and relevant learning experience for students.

Therefore, the fundamental reason for conducting this study is the lack of research specifically discussing the implementation of Project-Based Learning in writing descriptive texts at tenth grade Office Management 2 of SMKN 6 Jember. Previous studies have mostly focused on different levels of education, such as junior high school or senior high school, as well as different media and writing genres, such as e-posters or analytical expository texts. Meanwhile, this study contributes new insights by focusing on the implementation of Project-Based Learning model in the context of descriptive text writing, specifically conducted in the tenth grade Office Management 2 at SMKN 6 Jember. This study not only examines the goals and steps but also evaluates students' writing in composing descriptive texts. This focus distinguishes this study from

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[22] Ayu Lucky Widiasari, Patuan Raja, and Ari Nurweni, "A Guided Writing Technique Based on Project-Based Learning to Improve Students' Descriptive Text Writing," *International Journal of Current Science Research and Review* 07, no. 06 (2024): 4046–54, https://doi.org/10.47191/ijcsrr/v7-i6-55.

previous research and provides new insights into Project-Based Learning model in the context of writing instruction at vocational high schools. Therefore, the researcher titled this study *"The Implementation of Project Based Leaning in Writing Descriptive Text at the Tenth Grade of office Manajement 2 of SMKN 6 Jember"*

B. Research Question

The research questions that are the focus of this study can be formulated based on the background described above are as follows:

1. What is the instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember?

2. How are the teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade Office Management 2 class at SMKN 6 Jember?

3. What kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember?

C. Research Objective

Based on the research questions above, the objectives of this study are as follows:

1. To describe instructional goal of implementation of project-based learning in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember.

2. To describe the teaching procedures of the project-based learning model applied in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember.

3. To describe the kind of assessment are used in the evaluation process of project-based learning in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember.

D. Research Significances

This research is expected to make a valuable contribution, which is divided into two parts, as follows:

1. Theoretical Significance

   This study aims to contribute to the understanding of the use of Project-Based Learning in teaching writing, particularly in producing descriptive texts. By investigating how Project-Based Learning affects students' writing skills, this study seeks to expand the theoretical framework regarding the integration of innovative teaching methods in English language learning. The findings of this study are expected to enrich the existing literature on effective model for teaching descriptive texts and other genre texts.

2. Practical Significance

   a. For Teachers

   This research will offer insights and practical guidance on how to implement Project-Based learning in the classroom effectively. Teachers

can use the findings of this study to increase students' engagement and improve their writing skills, particularly in composing descriptive texts.

b. For Students

This research aims to help students develop better writing skills by engaging them in meaningful and collaborative learning activities through Project-Based Learning. Not only will it improve their ability to write descriptive text but also students are also expected to acquire critical thinking, problem solving, and teamwork skills.

c. For the Researcher

Carrying out this study will give the researcher a deeper insight into the effectiveness of Project-Based Learning model in English education, particularly in teaching writing. This experience will enhance the researcher's skills and knowledge in designing and implementing educational innovations.

d. English Department

The researcher hopes that this study can provide preferences on eh implementation of Project Based Learning, especially in writing descriptive text.

E. **Definition of Key Term**

Key terms to clarify the meaning of the elements in this study so that there is no misunderstanding of the terms that will be used in this study, the researcher provides several definitions of these key terms:

1. Project-Based Learning

   In this research, project-based learning is a learning model that puts students in a real situation where they must plan, implement, and evaluate a project to solve a problem. Students do not only learn passively but are actively involved in the learning process through the project they run. In the context of descriptive text writing, the project-based learning method encourages students to explore, plan, and create descriptive writing by working together on a project, such as describing people or objects, with guidance from the teacher. This approach enhances creativity, collaboration, and problem-solving skills while encouraging deeper understanding and application of descriptive text writing concepts.

2. Teaching Writing

   Writing in this study refers to the process of expressing thoughts, ideas, or information in a structured form of writing. This research focuses on students' ability to write descriptive texts about describing a person, emphasizing the use of vocabulary, grammar, and proper organization to compose sentences cohesively to create detailed description texts effectively.

3. Teaching Writing on Descriptive Text through Project Based Learning

In this study, teaching descriptive text writing through Project Based Learning allows students to develop their writing skills more deeply by working on relevant real projects. In the PBL approach, students are encouraged to explore the details and characteristics of the object or place they are describing through observation and research, and then apply the results in the form of descriptive writing. This process involves not only individual work, but also collaboration between students so that they can exchange ideas and enrich their descriptions. The teacher plays an important role in facilitating the project, providing guidance, and ensuring that each student actively participates and is able to complete the writing task properly according to the characteristics of descriptive text.

F. Structure of Thesis

The following is an explanation of the contents of each chapter in this research, which will be divided into five chapters. The structure of this thesis illustrates how the thesis discussion is organized, moving coherently from the opening chapter to the closing chapter. The writing systematics uses a descriptive narrative approach. The systematic discussion of the research is presented as follows:

Chapter I contains an introduction that includes Background of Research, Question, Objective, Significance, Scope of Research, Definition of Key Terms, and Structure of Thesis.

Chapter II contains a literature review that includes theoretical foundations and relevant previous research.

Chapter III explains the research methods used, including research approach and design, research location, research subjects, data collection techniques, data analysis, data validity, and research procedures.

Chapter IV presents an explanation of the object of research, data presentation, and discussion of research results.

Chapter V contains conclusions and suggestions from the research that has been conducted.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature that consists of relevant previous research and theoretical framework.

A. Previous Studies

In this section, the researcher lists previous research findings that are relevant to the type of research conducted by the researcher, such as:

1. The first research was written by Fina Alviona (2023) with the title "The Effectiveness of Project-Based Learning With E-Poster Media In Teaching English Writing For The Eight Grade Students Of SMPN 2 Ambarawa In The Academic Year Of 2022/2023." The purpose of this study is to contribute to the knowledge around project-based learning and its effectiveness and inspire educators to adopt the method in their teaching. The study employs a quantitative research design that is quasi-experimental in nature. Specifically, it utilizes a pretest-posttest control group design. This means that participants are assessed before and after the implementation of the intervention (Project-Based Learning with E-Poster media), allowing for a comparison between an experimental group that experiences the intervention and a control group that does not. The main findings of this study revealed that the implementation of this teaching approach significantly improved students' writing ability. This study used a quasi-experimental design, comparing the writing

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ability of students who participated in the Project-Based Learning (PjBL) method using E-Poster media with students who received traditional teaching. The results of the analysis showed that students in the experimental group showed a significant improvement in their writing ability, as evidenced by higher post-test scores. In addition, this study also highlighted that the PjBL approach not only improved students' writing ability, but also increased their engagement and interest in learning English. These findings underscore the effectiveness of integrating technology into the learning process, indicating that the use of E-Poster media can create a more dynamic and interactive educational environment. Overall, this study provides strong evidence that Project Based Learning with E-Poster media is an effective model to improve English writing skills among eighth grade students.[23]

2. The second research was written by T. Arochman et al. (2023). with the title "The Impact of Project-Based Learning on EFL Learners' Writing Skills: A Case Study in Indonesia". The purpose of this study is to investigate the effect of project-based learning (PjBL) on the English writing skills of Indonesian EFL (English as a Foreign Language) learners and to explore their perceptions of PjBL. This study aims to determine whether PjBL can significantly improve various aspects of writing, such as grammar, vocabulary, organization, and content, while enhancing learners' critical and creative thinking skills in the writing

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[23] F Alviona, The Effectiveness Of Project-Based Learning With E-Poster Media In Teaching English Writing For The Eight Grade Students Of SMPN 2 Ambarawa In The Academic Year Of 2022/2023,(Skripsi, uin salatiga, 2023), http://e-repository.perpus.uinsalatiga.ac.id/id/eprint/1842.

process. This study adopted a mixed-method approach, integrating quantitative and qualitative methods. For the quantitative aspect, a writing test was conducted to assess students' writing skills before and after the implementation of Project-Based Learning (PjBL). The results were analyzed using a paired sample T-test to evaluate the significance of the improvement in writing skills. For the qualitative aspect, a descriptive-qualitative technique was applied to analyze the data from the interviews. Participants shared their perceptions of PjBL and its impact on their writing skills, with responses interpreted through content analysis. This combination of methods provides a comprehensive understanding of the effects and perceptions of PBL in help writing skills. The main findings of the study regarding the implementation of Project-Based Learning ("PjBL") among Indonesian EFL learners. Firstly, PjBL significantly improved students' writing skills, as evidenced by the pre-test and post-test results, which showed marked progress in grammar, vocabulary and overall composition. Secondly, students expressed positive perceptions of PjBL, highlighting its role in support linguistic competence, critical thinking, and the ability to organize ideas effectively. Many participants noted that the approach motivated them to engage more deeply with the writing process and enhanced their understanding of various writing styles and conventions. Finally, the study emphasized how PjBL supports the development of writing competencies by encouraging students to recognize and address

their writing errors while familiarizing them with diverse writing formats, preparing them for academic and professional contexts. Overall, the findings underscore PjBL as an effective pedagogical model to improve writing skills and foster a positive learning environment for EFL learners.[24]

3. The third research was written by Risma Dwi Aryanti et al (2024) with the title "Students' Perceptions of Teaching Writing Using Project-Based Learning Model on the Eleventh-Grade Students at SMA Negeri 1 Baros." The purpose of the research was to discover the positive perceptions of eleventh-grade students at SMA Negeri 1 Baros towards the implementation of the project-based learning model in teaching writing, specifically focusing on analytical exposition text. The study employed a qualitative descriptive model using a case study technique. Data was gathered through observation and questionnaires. The research focused on eleventh-grade students from SMA Negeri 1 Baros, with a sample size of 63 students from Classes XI MIPA 3 and XI IPS 4. This approach allowed for an in-depth understanding of the social phenomena related to the teaching and learning processes in the classroom. The main findings of the study regarding students' perceptions of project-based learning indicated that a significant majority of the students had positive views about its implementation. Specifically, 86.12% of the students reported an improved understanding of the concepts and scope

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[24] Arochman et al., "The Effect of Project-Based Learning on English Writing Skill for EFL Learners." https://doi.org/10.33902/JPR.202423961

of the topics covered. Additionally, 79.85% expressed a stronger desire to enhance their English writing skills, and 90.3% felt they had a better grasp of the essential concepts, structure, language features, and social functions of analytical exposition texts. The study also noted an average of 82.23% positive responses in terms of critical thinking training, highlighting the model's influence on motivation, interest in learning, and student-teacher interaction. [25]

4. The fourth research was written by Netty Siagian, Elanneri Karani, and Misrita (2024) with the title is "Implementation of Project Based Learning in Writing Descriptive Text". The purpose of this study is to examine the implementation of Project Based Learning in writing descriptive text among X DKV-B students at SMKS Karsa Mulya Palangka Raya. This study aims to explore how this teaching method can improve students' writing skills in descriptive essays. This study used a qualitative research design, specifically the descriptive qualitative method. This approach focuses on interpreting subjective experiences and meanings from the perspective of participants. This study aims to investigate the implementation of Project Based Learning in teaching descriptive text writing and analyze students' responses to this method. The research findings showed that the implementation of Project-Based Learning (PBL) significantly improved students' content knowledge and writing skills in descriptive text. Students were actively involved in the

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[25] Risma Dwi Aryanti et al, "Students' Perceptions of Teaching Writing Using Project-Based Learning Model on the Eleventh-Grade Students at SMA Negeri 1 Baros" Https://Jurnal.Peneliti.Net/Index.Php/JIWP 10, no. 12 (2024): 772–777.

learning process, working together to solve problems and identify descriptive text elements. This approach also received positive feedback from the students, who stated that PBL allowed them to voice their opinions, reflect on real-world scenarios, and develop communication skills. The teacher's role as facilitator provided guidance and support, changing the traditional classroom dynamic and increasing student participation. As a result of the project, the students created a tangible product in the form of a wall magazine entitled "Tourist Attractions in Palangkaraya," which showcased their descriptive essays. Overall, this study concludes that Project Based Learning is an effective alternative method to teach writing in descriptive texts. [26]

5. The last research was written by Ayu Lucky Widiasari, Patuan Raja, and Ari Nurweni (2024) with the title "Project-Based Learning Guided Writing Technique to Improve Students' Descriptive Text Writing Skills." The purpose of this study was to determine whether the Project-Based Learning-based Guided Writing technique can improve students' descriptive text writing skills. This study used a quantitative method with a one-group pretest-posttest design. This design involved one experimental group consisting of 32 seventh grade students. The study included six meetings: one for pretest, four for treatment using Project-Based Learning-based Guided Writing technique, and one for posttest. Data were collected through writing tests and analyzed using SPSS

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[26] Netty Siagian and Elanneri Karani, "Implementation Of Project Based Learning In Writing Descriptive Text At X DKV - B Students Of SMKS Karsa Mulya Palangka Raya" 12, no. 3 (2024): 905–923.

v.25`. The main findings of this study showed that the Project-Based Learning-based Guided Writing technique significantly improved students' descriptive text writing skills. Specifically, the results showed a marked difference between pre-test and post-test scores, with a p-value of 0.000, indicating a significant improvement in writing performance.The study concluded that this approach not only improved students' writing ability but also overcame the weaknesses of the traditional Guided Writing technique by allowing students to connect their writing to real-life situations and focusing on meaningful content.[27]

Table 2.1

Similarities and Differences

Between Previous Research and Current Research

No.	Author and Title	Similarities	Differences
1.	Fina Alviona (2023) *"The Effectiveness Of Project-Based Learning With E-Poster Media In Teaching English Writing For The Eight Grade Students Of SMPN 2 Ambarawa In The Academic Year Of 2022/2023"*	a. Both of the researches research use of Project-based learning as a model. b. Both researches focused on writing. c. Both of the research used qualitative research design as the research method.	a. The previous research was conducted at Eight Grade Students Of SMPN 2 Ambarawa In The Academic Year 2022/2023. b. The previous research focused on finding out how project-based learning, combined with E-Poster media,

[27] Widiasari, Ayu Lucky et al., "A Guided Writing Technique Based on Project-Based Learning to Improve Students' Descriptive Text Writing," *International Journal of Current Science Research and Review* 07, no. 06 (2024): 4046–54, https://doi.org/10.47191/ijcsrr/v7-i 4046-4054.

			impacts students' writing skills.
2.	T. Arochman et al. (2023) *"The Impact of Project-Based Learning on EFL Learners' Writing Skills: A Case Study in Indonesia."*	a. Both of the researches research use of Project-based learning as a model. b. Both researches focused on writing skills.	a. The previous research used mixed-method approach, integrating quantitative and qualitative methods. b. The previous research was conducted at Universitas Tidar, Indonesia. The participants of the study were thirty-nine tertiary students majoring in English Education from this university. c. The previous research focused on examining the effect of project-based learning (PJBL) on the English writing skills of Indonesian EFL (English as a Foreign Language) learners.
3.	Risma Dwi Aryanti et al. (2024) *"Students' Perceptions of Teaching Writing Using Project-Based Learning Model on the Eleventh-Grade Students at SMA Negeri 1 Baros."*	a. Both of the research used project-based learning as a model in teaching writing. Both of the research used qualitative research design as the research	a. The previous research was conducted at SMA Negeri 1 Baros, a public school located in Banten province, Indonesia. The study involved eleventh-grade students from

			Classes XI MIPA 3 and XI IPS 4.
		method.	b. The previous research focused on the perceptions of eleventh-grade students regarding the use of the project-based learning model in teaching writing, specifically analytical exposition texts.
4.	Netty Siagian, Elanneri Karani, and Misrita (2024) *"Implementation of Project Based Learning in Writing Descriptive Text,"*	a. Both of the research used Project Based Learning (PjBL) as a model in teaching descriptive text writing. b. Both of the research used qualitative research design as the research method.	a. The research was conducted at SMKS Karsa Mulya Palangka Raya, specifically targeting the tenth-grade students of the Design and Computer Visuals Department (X DKV - B) during the academic year 2023/2024. b. The previous research focused on how this PjBL method affects students' writing ability, student engagement, and overall learning experience in the context of descriptive writing. It also explores students' responses to the PjBL method and

			its effectiveness as a teaching model.
5.	Ayu Lucky Widiasari, Patuan Raja, and Ari Nurweni. (2024) *"Project-Based Learning Guided Writing Technique to Improve Students' Descriptive Text Writing Skills"*	a. Both of the research used Project Based Learning (PjBL) as a model. b. Both researches focused on writing skills on descriptive text.	a. The previous research used a quantitative method using a one-group pretest-posttest design. b. The research was conducted at SMPN 1 Dente Teladas Grade VII, consisting of 32 students. c. The previous research focused on improving students' descriptive text writing skills through the application of the Guided Writing technique based on Project-Based Learning (PjBL).

Indeed, each researcher used a different approach in conducting their research, featuring different methodologies and focal points. Based on the previous studies mentioned above, this study has some similarities and differences with previous studies. Meanwhile, the researchers analyzed the same issues and variables found in both cases, including project-based learning model, writing skills, and descriptive text writing. On the other hand, there are differences between previous studies and the current study, which are explained in various ways, such as differences in

research focus, research location, research methods, and the level of research questions. Researchers determine the novelty classification of a study through two main ways: research focus and research objectives. Furthermore, the focus of the current study includes the goals, steps, and evaluation of the implementation of project-based learning in descriptive writing, which has not been thoroughly investigated in previous studies.

B. **Theoretical Framework**

1. **Project-Based Learning**

   a. Definition

   Project-based learning is a learning model that emphasizes giving tasks, especially in the form of projects that can direct students to experience the process of inquiry. Project Based Learning (PjBL) is a form of learning that focuses on students. Students are actively involved in the learning process. Through this PjBL learning process, it will train students' way of thinking in dealing with problems. In Project Based Learning, students work collaboratively with others and reflect on what they have learned. In addition, students can become active in the search and decision-making process by improving their practical thinking skills. Project-based learning in the concept of Hosnan states that project-based learning is a learning model that uses projects/activities as

media.[28] This learning model uses problems as the first step in collecting and integrating new knowledge based on their experience in real activitie. The objectives to be achieved for students are very diverse, for example thinking skills, social skills, psychomotor skills and process skills.

Project Based Learning is a learning model that uses problems as the first step in gathering and integrating new knowledge based on their experience in real activities. Project Based Learning is designed to be used with complex problems that require learners to investigate and understand. According to Majid & Chaerul, this learning model is able to improve students' creativity and their problem-solving skills.[29] One of the characteristics of creative thinking is students' ability to solve problems. Creating a more meaningful and enjoyable learning experience where students can optimally participate and develop their creative thinking is the goal of this learning model. PjBL helps students achieve the desired knowledge, understanding and skills by assisting them in project planning, implementation and presentation of results is the real benefit of PjBL in education.

From the above explanation, it can be concluded that Project-Based Learning (PjBL) is an effective learning model in actively

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[28] Hosnan, Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013 (Bogor: Ghalia Indonesia, 2014), hal. 319

[29] Majid, Abdul & Chaerul Rochman. (2014). Pendekatan Ilmiah Dalam Implementasi Kurikulum 2013. Bandung: Pt Remaja Rosdakarya, 164.

involving students through real projects that require them to think critically, creatively, and collaboratively. PjBL helps students develop a variety of skills, including thinking, social, and practical skills, by utilizing hands-on experience in solving complex problems. This model creates a more meaningful and enjoyable learning process, while improving students' ability to plan, execute and present the results of their projects.

b. Characteristic of Project Based Learning

Project Based Learning has several distinctive features that set it apart from other methods, as described by Milan Kubiatko, including:[30]

1) A student-centered learning approach, where the teacher acts as a guide or coach.

2) Emphasizes understanding the material more than language patterns.

3) Encourages students to work collaboratively in groups.

4) Integrates language skills and knowledge from various sources authentically.

5) Provide opportunities for students to demonstrate their understanding through final products, such as oral presentations, poster exhibitions, notice boards or stage performances.

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[30] Kubiatko, Project Based Learning Characteristic and The Experience With Aplication In The Science Subjects, (Social and education studies, Vol-3, No-1, 2011), p.66

6) Connecting the use of English in the classroom to real-life situations.

Other characteristics of Project Based Learning applied as a teaching method are presented by Simpson, including the following:[31]

1) Long-term exploration of complex topics.

2) Student-centered learning activities where students plan, complete, and submit their tasks.

3) Engaging students with challenging questions, challenges or subjects that encourage projects and learning processes.

4) Reduced emphasis on teacher-directed activities

5) Peers and teachers provide frequent feedback and opportunities to share resources, ideas, and experiences throughout the classroom process.

6) Encourages hands-on learning with authentic resources and technology.

7) Collaborative rather than competitive learning atmosphere.

8) Utilize multiple skills, including social and management skills.

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[31] Simpson, Integrating project-based learning in an English language tourism classroom in a Thai university, (PhD diss., Australian Catholic University, 2011), p.34

9) Implement efforts to connect ideas and learn new skills throughout all stages of the project.

10) Create important artifacts to share with classmates, teachers and experts through public presentations.

11) Evaluate project progress and completion

c. Advantages and Disadvantages

The following are some of the advantages and disadvantages of project-based learning as reported in the book Project Based Learning by Sunismi et al.

1.) Advantages of project-based learning are as follows:

- Motivates students by involving them in learning.

- Provides learning opportunities for various disciplines

- Helps with life linkages outside of school

- Provides unique opportunities as educators build relationships with learners as facilitators

- Provides opportunities to build relationships with the larger community

- Makes learners more active and successful in solving problems.

2.) Disadvantages of project-based learning are as follows:

- Requires a long time to complete the learning process.

- Requires a lot of supporting equipment and resources.

- Many educators are still accustomed to traditional learning methods, making it difficult to adapt.

- Learners who are less proficient in conducting experiments and gathering information will experience difficulties.

- There is a possibility that learners are not active in group work so that the overall understanding of the topic is not maximized.

To overcome the weaknesses of project-based learning above, an educator must be able to overcome by facilitating students in dealing with problems, limiting students' time in completing projects, minimizing and providing simple equipment found in the surrounding environment, choosing research locations that are easy to reach so that it does not require a lot of time and money, creating a pleasant learning atmosphere so that instructors and students feel comfortable in the learning process.

d. Steps of Implementing Project Based Learning

In its implementation, the project-based learning model has steps that characterize it, among others Hsosnan[32]:

1) Project determination

In this step, students are given the opportunity to choose / determine the project they will work on, either in

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[32] Hosnan, Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013 (Bogor: Ghalia Indonesia, 2014), hal. 325.

groups or independently with a note that it does not deviate from the tasks given by the teacher.

2) Designing project completion steps

This project design activity contains the rules of the game in carrying out project tasks, selecting activities that can support project tasks, integrating various possibilities for completing project tasks, planning resources / materials / tools that can support the completion of project tasks and cooperation between group members.

3) Preparation of project implementation schedule

Through teacher assistance, students can schedule all the activities they design. How long the project should be completed step by step.

4) Completion of the project with teacher facilitation and monitoring

This step is the step of implementing the project design that has been made. Activities that can be carried out in project activities include: reading, researching, observing, interviewing, recording, creating art, visiting project objects, or accessing the internet. Meanwhile, the teacher is responsible for monitoring students' activities in completing project tasks.

5) Preparation of reports and presentation of project results

The results of the project in the form of products, be it in the form of written works, works of art, or works of technology / workshops are presented to other students and teachers.

6) Evaluation of the process and product results

Teachers and students at the end of the learning process reflect on the activities and results of the project assignments.

2. English Language Teaching

a. The Definition of Teaching Writing

There are four skills in English: writing, reading, listening and speaking. Among the four skills, writing is considered the most difficult. Writing is an activity that involves selecting, organizing, and combining words into good and correct sentences. Therefore, in writing, writers must pay attention to the stages in the writing process.

According to Jeremy Harmer, "Writing is a way to produce language and express ideas, feelings, and opinions."[33] This shows that writing is a process of conveying messages through certain media. Harmer also states that "Writing is a process that is often influenced by genre constraints, so these elements need to be

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[33] Jeremy Harmer, How to Teach Writing. (Longman: Pearson Education Limited, 2004), p.31

included in learning activities."[34] This statement explains that writing is strongly influenced by the genre used, which then has an impact on the reader.

In short, writing is the process of conveying ideas, feelings, expressions, and thoughts through media such as computers, laptops, paper, and others. Writing is a productive activity, and the results can be found in various forms such as blogs, electronic journals, newspapers, magazines, brochures, and so on.

According to Sanggam Siahan, writing as one of the four language skills requires understanding from the reader group, which involves the application of grammatical knowledge, including sentence patterns, vocabulary or diction, as well as cultural understanding of the target language.[35]

Writing is one of the four main skills in language learning (listening, speaking, reading, and writing). It involves the use of written symbols that represent sounds, syllables, or words in a language, as well as various mechanisms such as capitalization, spelling, and punctuation, in addition to word form and function[36]. In the writing process, students need to understand the function of all writing devices, including the use of written symbols, punctuation, capitalization, and other elements.

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[34] Jeremy Harmer, How to Teach Writing, p.86.
[35] Sanggam Siahan, Improving Writing Skill by Using Pictorial Story Media at SMPN 1 Batang. (State Institute for Islamic Studies Padangsidimpuan's Thesis.2019) p.10.
[36] Ms. Satya Sri Durga & Dr. C. S. Rao," Developing Students' Writing Skills in English - A Process Approach" ISSN : 2456 – 8104 Issue 6 Vol.2 (2018)

As mentioned, to produce good writing, one must master the application of grammatical knowledge that includes sentence patterns, vocabulary, diction, as well as cultural understanding. In addition, it is also important to recognize written symbols, syllables, and mechanisms such as capitalization, spelling, and punctuation.

Writing activities require precision and patience to produce writing that is competitive, appealing to readers, and can be interpreted in depth. Therefore, continuous practice is essential to produce quality writing.

b. The Principle of Teaching Writing

Writing is the process of producing a written work. Oshima and Hogue state that "Writing is not a one-step action; it is a continuous creative act." According to Oshima and Hogue, the writing process consists of four stages, namely[37]:

Step 1: Pre-writing

Step 2: Organizing

Step 3: Writing

Step 4: Polishing (Revision and Editing)

1.) Pre-writing

Pre-writing is the initial stage where the writer collects and develops as many ideas as possible as raw material for writing.

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[37] Alice Oshima and Ann Hogue,Introduction to Academic Writing. (The Longman Academic Writing Series: Pearson Education, 2007), p.15 - 18.

At this stage, the writer brainstorms with various techniques such as note-taking, free-writing, or grouping the ideas that arise. The goal is to find the right topic and narrow the focus of the discussion so that the writing is more focused.

2.) Organizing

Organizing or planning is the stage of organizing ideas that have been collected at the pre-writing stage. The writer creates a framework or outline that serves as a framework for writing. This outline helps organize ideas logically and systematically, making it easier for writers to compose paragraphs and flow ideas coherently.

3.) Writing

Writing is the stage of writing a rough draft based on the outline that has been made. The writer starts writing paragraphs with topic sentences and develops supporting sentences according to the ideas that have been collected. At this stage, the main focus is on expressing ideas without worrying too much about grammar or spelling mistakes.

4.) Polishing (Revision and Editing)

Polishing includes revision and editing, which is the process of improving and perfecting the writing. Revision includes checking the content, clarity of ideas, coherence, and appropriateness of information, while editing focuses on

improving grammar, spelling, punctuation, and writing mechanics. After revision and editing are complete, the writer writes a final draft that is free from serious errors and ready to be submitted or published.

c. The Component of Teaching Writing

Good writing ability can be analyzed into various groups and diverse skills. Heaton divides the components of writing into five main aspects, namely grammar, content, vocabulary, content, and organization.[38]

1.) Grammar

Grammar deals with the ability to write correct and appropriate sentences. The writer must pay attention to the use of prepositions, tenses such as the use of verbs, nouns, adjectives, as well as conjunctions and articles. Understanding proper grammar is very important so that readers can understand the writing easily. Therefore, it is important to always reread and review the writing that has been made.

2.) Mechanics

Mechanics relate to the ability to use words correctly in writing, including capitalization, punctuation, and spelling. Good mechanics help the reader understand the writer's intent clearly. Explanations include:

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[38] Rahmad Risan dan Hasriani G. Using Juxtaposing Pictures in Improving Descriptive Writing Skill of the Second Year Students of SMAN 3 Enrekang. Journal of Language and Literature 14(1) October 2019. http://journal.unnes.ac.id/

- Capitalization: The use of capital letters can clarify ideas and distinguish one sentence from another. Capital letters are used at the beginning of sentences, names of people, organizations, and the first and last words in titles.

- Punctuation: Punctuation helps readers recognize units of meaning and relationships between parts of a sentence.

- Spelling: Spelling rules include adding suffixes, forming plurals, and changing certain words.

3.) Content

Content relates to the ability to think creatively and develop ideas while avoiding irrelevant information. The content must be clear so that the reader can understand the message and obtain the desired information. In addition, the content must have unity and completeness, as these two things characterize good writing.

4.) Vocabulary

Vocabulary is an important part of writing. Writers must have a good command of vocabulary to express their ideas appropriately. Using words that are effective and relevant to the topic will make it easier for readers to understand and feel the message being conveyed. Lack of vocabulary will make it

difficult for the writer to organize ideas, while the right choice of words will help the writing structure to be better.

5.) Organization

Organization is the ability to develop relevant ideas and topics in an integrated manner. It also includes the way the writer organizes and structures ideas or messages in the writing. Various organizational methods can be used, such as coherence, order of importance, from general to specific, from specific to general, chronological order, and spatial patterns.

e. Types of Teaching Writing

Since written communication was invented about 6,000 years ago, writing has undergone great changes, from primitive word pictures scratched on clay and wood to the different types of writing we recognize today. Writing comes in many different types and styles, depending on the purpose of the writer. One way to study writing is to divide it into specific types or genres. There are five main genres that cover most subcategories of writing, although many pieces of writing can cross more than one genre. Mark Applegate identifies the five types of writing as follows:[39]

1.) Expository Writing

Expository writing is a type of writing that aims to provide clear and systematic explanations or information to readers. It

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[39] Mark Applegate."Five Types of Genre in Writing,"The Classroom.May 10,2019, https://www.theclassroom.com/five-types-genres-writing-12148959.html

is objective and does not contain the writer's personal opinion, but instead focuses on facts, data and evidence that support the topic discussed. Examples of expository writing are scientific articles, reports, and textbooks that explain a concept or process in detail so that readers can understand the material well.

2.) Journal and Letter Writing

Writing to communicate is an early writing style that has undergone changes in the technological age. This sometimes less formal method of writing includes letter writing, emails, text messages, personal and professional journals, blogging, and business or personal written communication. This genre highlights the personality and intentions of the writer rather than explaining things, and is more personal than older forms of writing. It is usually written in the first person.

3.) Persuasive Writing

Persuasive writing aims to convince the reader to accept an opinion, idea, or take a certain action. In this writing, the writer uses logical arguments, facts, and emotions to influence the reader's attitude or decision. Examples of persuasive writing are advertisements, opinion letters, speeches, and social campaigns designed to persuade the audience to agree with the writer's point of view.

4.) Descriptive Writing

Descriptive writing serves to describe an object, place, person, or atmosphere in detail and vividly so that readers can clearly imagine what is being described. It uses language that is rich in the five senses, such as color, sound, smell, and texture, thus creating a real picture in the reader's mind. It is usually found in literary works, travelogues, or essays that emphasize beauty and visual details.

5.) Narrative Writing

Narrative writing is a type of writing that tells a story or series of events with a clear structure, including character introduction, setting, conflict, climax, and resolution. It aims to entertain, inspire, or convey a moral message to the reader. Examples are novels, short stories, legends, and autobiographies that follow a chronological flow and contain dramatic elements.

f. Evaluation of Teaching Writing

Evaluation of writing instruction is an important process that aims to measure students' writing ability, identify their strengths and weaknesses, and provide constructive feedback to encourage improvement. Several approaches and instruments can be used to effectively evaluate writing skills:

1.) Writing Performance Tests

Writing performance tests are designed to assess students' ability to produce coherent and well-structured texts. These tests often require students to write essays, reports or narratives within a specific time frame. According to Hyland (2003), timed writing tasks help evaluate not only linguistic accuracy but also the ability to organize ideas and use appropriate discourse conventions.[40] Such assessments provide teachers with concrete evidence of students' writing abilities and areas that need further development.

2.) Rubric-Based Assessment

Rubrics are widely used tools that outline specific criteria such as content, organization, grammar, vocabulary, and mechanics to assess writing tasks. Andrade (2005) emphasizes that rubrics increase transparency in evaluation and help students clearly understand expectations.[41] Using rubrics allows teachers to provide detailed, criterion-based feedback, which supports targeted improvement in student writing.

3.) Rubric-Based Assessment

Rubrics are widely used tools that outline specific criteria such as content, organization, grammar, vocabulary, and mechanisms for assessing writing tasks. Andrade (2005)

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[40] Hyland, K. (2003). Second Language Writing. Cambridge University Press.
[41] Andrade, H. (2005). Teaching with Rubrics: The Good, the Bad, and the Ugly. College Teaching, 53(1), 27-31.

emphasizes that rubrics increase transparency in evaluation and help students clearly understand expectations. The use of rubrics allows teachers to provide detailed and criterion-based feedback, which supports targeted improvement in student writing.

4.) Portfolio Assessment

Portfolios collect samples of students' writing over time, demonstrating their progress and reflective learning. As argued by Hamp-Lyons and Condon, portfolios offer a holistic view of students' writing development, encouraging self-assessment and revision.[42] This method encourages continuous learning and helps teachers track students' progress beyond a single assignment.

5.) Formative Assessment

Formative assessment in writing is an ongoing process where teachers provide timely feedback during the drafting stages. Black and Wiliam argue that formative assessment is crucial for identifying learning gaps and adapting instruction to meet students' needs.[43] Techniques such as writing conferences, annotated drafts, and revision checklists help students refine their writing skills progressively.

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[42] Hamp-Lyons, L., & Condon, W. (2000). Assessing the Portfolio: Principles for Practice, Theory, and Research. Hampton Press.
[43] Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7-74.

6.) Writing Conferences and Observations

Direct interaction between teacher and student during writing conferences allows personalized feedback and discussion of specific challenges. According to Calkins, these conferences are effective in addressing individual writing issues and motivating students.[44] Observing students during writing tasks also provides insights into their writing model and engagement.

In this research, the learning evaluation used by teachers is formative evaluation, which is the process of collecting information about the extent of students' progress in understanding the material. The information is then used to determine the most effective learning activities at the next meeting, so that students can master the material optimally. In addition, formative evaluation is conducted by the teacher during the process of writing descriptive text with project-based learning model, where the teacher actively evaluates students' progress during the activity and assesses the final results of students' writing descriptive texts as part of the formative evaluation.

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[44] Calkins, L. M. (1994). The Art of Teaching Writing. Heinemann.

3. Descriptive Text

a. Definition

One kind of text that is learned in Senior High School is descriptive text. Descriptive text is an essay that describes an object intended to explain to the reader that the writer has seen the object it describes, while description is a text that describes individual objecks based on their physical characteristics.[45] According to Linda Woodson, Descriptive text is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.[46] Descriptive text is also a type of text that aims to describe an object, place, person, or phenomenon in detail so that the reader can imagine or feel what is described.

In descriptive text, the use of descriptive adjectives and phrases is very important to create a vivid and vivid picture for the reader. Examples of topics that are often used as the subject of descriptive text include tourist attractions, pets, or famous figures. This research focuses on descriptive texts that focus on describing people.

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[45] Kokasih, E. (2017). Bahasa Indonesia Smp/Mts Kelas VIII. Jakarta: Kementrian dan Kebudayaan.

[46] Linda Woodson, From cases to composition, (University of Texas: Scott, Foresman and Company), p. 73

b. Generic Structure

The structure of descriptive text typically consists of two main components. The generic structure of the descriptive text is different from other texts. They are identification and description. Sudarwati and Eudia mention that "there are two components of the generic structure of descriptive text.[47]

1. Identification

In the identification section, the writer introduces the subject to be described, covering basic information such as name and relevant context.

2. Description

In the description section, the writer describes the physical attributes of the subject, such as size, shape, color, and texture, as well as the unique qualities and features that distinguish it.

c. Language Features

Kemendikbud stated the language features of descriptive text are[48]:

1. Using simple present tense.

This point will be the important language feature in descriptive text. Students should master the using of simple present tense to have good writing, especially in descriptive text writing. Use the

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[47] Sudarwati, Th.M. and Eudia Grace. 2005. Look Ahead 2: An English Course for Senior High School Students Year XI. Jakarta: Erlangga, 27.

[48] Kemendikbud, Panduan Penyusunan Kurikulum 2013: Bahasa Indonesia, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013

present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general.

2. Using nouns that have correlation with people, place, and famous historical building.

3. Using adjectives that have correlation with people, place, and famous historical building.

4. Using spelling and handwriting clearly and orderly.

5. Using utterances, stressing and intonation when students are asked to present their work.

6. Word reference

For this research, students are asked to make three paragraphs of descriptive text about describing place.

CHAPTER III

RESEARCH METHOD

This chapter thoroughly discusses the research method of the researcher used to conduct the research that consists of research design, research location, research subject, data collecting technique, data analysis, data validity, and the procedure followed during the research.

A. Research Design

In this study, researchers used a qualitative approach. Qualitative method is an in-depth and comprehensive research approach to understand and explain phenomena in a natural context.[49] According to Sugiyono, qualitative methods are used to collect deeper and more meaningful data.[50] Qualitative method is a collection of methods to analyze and understand more deeply about the meaning of some individuals or groups considered as humanitarian problems or social problems[51]. Moreover, because qualitative research emphasizes the application of knowledge based on personal experience, this research is humanistic. This research uses qualitative methods that utilize qualitative data from sources such as observation, interviews, and documentation. It attempts to understand and clarify social processes. In addition, this method is also comprehensive

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[49] Jonathan Saswono, *Metode Penelitian Kualitatif Dan Kuantitatif*, 2006.

[50] Sugiyono. (2015). Metode penelitian kuantitatif, kualitatif, dan R&D. Alfabeta

[51] Creswell, J. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. New York: Pearson (2015). p. 204

and aims to clarify the meaning of certain actions and how they are used in certain situations.

In addition, this research also use case studies as a research design. Case studies are used to investigate phenomena to answer specific research questions. Different types of evidence are collected to provide the most accurate answer to the research question.[52] In a case study, researchers explore in depth a program, event, activity, process, or one or more individuals. The cases are limited by time and activity, and the researcher collects detailed information using a variety of data collection procedures over a sustained period of time[53]. The purpose of this research is to document symptoms, facts, or events related to certain aspects of a population or location systematically and accurately. The case study in this research focuses on the events that occur at the research location, especially in the implementation of project-based learning in writing descriptive text.

Therefore, the case study research design was chosen because it is appropriate and relevant for this research. Case studies were chosen because they provide researchers with the opportunity to explore in depth and comprehensively the implementation of the Project-Based Learning model in a real and specific context, namely in the tenth grade Office Management 2 of SMKN 6 Jember. This approach enables researchers to understand complex phenomena such as learning strategies, student

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[52] Gillham, B. Case Study Research Methods. (London: Continuum),2000.
[53] John W. Creswell, RESEARCH DESIGN and Mixed Methods Quantitative. Qualitative, Approaches, Sage Publications, second edition (London, 2019),15.

engagement, and learning outcomes through various perspectives and data collection (observations, interviews, and documentation). The researcher conducted an in-depth investigation to describe the implementation of project-based learning in writing descriptive text in the tenth-grade office management 2 SMKN 6 Jember.

B. Research Location

The research location is where the researcher observes the research until it is completed, it is very important to choose because it can help ensure the success of the research and provide an overview of where to get the data the researcher needs. Therefore, the research location was chosen by the researcher to obtain results that are relevant to the research objectives.

Therefore, the researcher chose at SMKN 6 Jember, especially in Class X Office Management 2 in the academic year 2024/2025, which is located at Jl. PB.Sudirman, Tekoan, Tanggul Kulon, Kec. Tanggul, Jember Regency, East Java 68155. Researchers chose this school for several reasons. First, one of the problems faced by students in this class is their ability in descriptive writing, especially in organizing their ideas correctly and using appropriate vocabulary. Second, the class was identified as needing innovative teaching methods, such as Project-Based Learning, to help their engagement and writing skills. Third, the researcher was allowed to conduct observations and research on students who applied the model at SMKN 6 Jember. Lasly, the place is suitable for

the condition of the students who use the model on their writing ability. Therefore, the researcher decided to make this school as a research location.

C. Research Subject

In this section, research subjects refer to individuals or informants used to collect research data, who are the source of data and are related to the research focus. In addition, another description of the research subject is to obtain the expected data, determine the informants of the current research, as well as how the data is collected and recorded, so that its validity can be ensured.[54] Furthermore, the research subjects were taken from class X students of SMKN 6 Jember, especially office management 3 class which totaled 30 students.

In addition, there are two sampling model in qualitative research, namely random qualitative sampling and purposive qualitative sampling. The researcher in this study stated that purposive sampling is more practical, as it considers subjects and locations that are important for understanding the main issues that arise in the field. This model also aims to help individuals understand the phenomenon and gain in-depth knowledge, which may include useful information. [55]

The researcher used purposive sampling to select the research participants. Purposive sampling is when researchers deliberately choose

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[54] UIN KHAS JEMBER, Pedoman Penulisan Karya Ilmiah. (Jember, 2024), 31-32
[55] John, W. Cresswell, Educational Research Planning, Conducting, and evaluating Quantitative and Qualitative Research, (Boston: Pearson Education, 2012) , 206.

people and locations to discover or comprehend phenomena.[56] Consequently, the research subjects include:

1. English teacher

    Furthermore, for the purpose of conducting interviews and observations, Mrs. Irma Mufidah, S.Pd, who serves as the English teacher for grade 10, was selected as a participant in this study. This selection aims to collect relevant data regarding the implementation of project-based learning in writing descriptive texts, focusing on the objectives, steps, and evaluation criteria.

2. Tenth grade students of office management 2 in SMKN 6 Jember.

    The second participant was selected from 30 tenth grade office management 2 students to conduct observations. In addition, to conduct focus group interviews, researchers selected five students: Naila Sakila, Jesika Dian, Iqbal Romadhoni, Irma Rahmawati, and M. Daman Huari. These five students were chosen as subjects for several reasons. First, they were recommended by the English teacher. Second, one of the students had basic English skills, showed active participation, and demonstrated good intellectual ability. Third, despite having no background knowledge of English, they still actively participated in class with a high level of motivation. Finally, these selected subjects were observed to be involved in the implementation of project-based learning in writing descriptive texts. The details

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[56] Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. 3rd ed. Thousand Oaks, CA: Sage Publications, 2009, 206.

mentioned above were obtained from the tenth-grade office management 2 English teacher at SMKN 6 Jember. Based on the aforementioned data, this study utilized a semi-structured approach. The subjects of this study are expected to provide valuable insights regarding the implementation of project-based learnng in writing descriptive texts as a learning model in the teaching and learning process.

D. Data Collection Technique

The data collection techniques used in this study were observation, interviews, and document review. The following is the description:

1. Observation

    Observation is a way of gathering material information through the process of observing and systematically recording phenomena[57]. The observation method is a data collection technique where the researcher must be in place to observe things related to space, place, actors, activities, objects, time, events, goals, and feelings. Not all must be observed by the researcher, but data that is relevant to the state of the object to be studied. Observation is divided into two types, namely participant observation and non-participant observation.

    In this study, use a non-participant observation. Non-participant observation is used in this study because researchers are not directly involved in the daily activities of participants and only as independent

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[57] Rina Febriana, "Evaluasi Pembelajaran ", (Jakarta: Bumi Aksara, 2019), hal 47.

observers. Observation is carried out by focusing on observing activities without being actively involved in the classroom. Observation is carried out by researchers by looking directly at the location chosen by the researcher, namely SMKN 6 Jember.

As for the data that will be obtained from this observation method:

a. The instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember.

b. The teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade Office Management 2 class at SMKN 6 Jember.

c. The kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember.

2. Interviews

Interviews consist of collecting data by asking questions. Data can be collected by listening to individuals, recording, filming their responses, or a combination of methods. Qualitative interviews involve asking open-ended questions to one or more participants and recording their responses.[58] There are several types of interviews in qualitative research methods, the researcher used a semi-structured interview technique in this study, where the interview took place naturally to

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[58] Creswell, RESEARCH DESIGN and Mixed Methods Quantitative. Qualitative, Approach John C. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 3rd Edition, SAGE Publications, London. 2013es.

explore students' responses to questions without disturbing their comfort. In short, the researcher asked questions of a natural nature during the interview session to help students feel more comfortable when being questioned. In addition, the researcher also conducted one-on-one format and focus group, which meant that the researcher asked questions and recorded responses from one participant at a time and the researcher asked questions and recorded responses from one group at a time.

In addition, the researcher conducted one-on-one form with the English teacher, and conducted focus group interviews with five students. During the interviews, the researcher asked the subjects several questions, while the subjects gave satisfactory answers. The data obtained from the interviews covered goal, steps, and evaluation in project-based learning in descriptive writing text.

3. Document Review

The document review included private and public records obtained in this research regarding the study sites and participants. These sources include newspapers, meeting minutes, individual journals, letters, and so on. These sources provide valuable data that assist the researcher in understanding key phenomena in qualitative research.[59]

In this section, the researcher provides several documents to show and prove how this research really goes well. Documentation consists

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[59] John W. Creswell, Research Design Qualitative, Quantitative, and Mixed Method Approaches, (Sage Publication, Inc, 2009), 223.

of public and private records obtained by qualitative researchers about a location or participants in a study. The documents include pictures, learning devices, observation sheets, newspapers, personal journals, and others. These sources provide researchers with valuable informative data in understanding key phenomena in qualitative research.

E. Data Analysis

Data analysis for this study was carried out using the concept of qualitative data analysis from Miles, Huberman, and Saldana, by data, condensation, data display, drawing and verifying conclusion.[60] Data analysis was carried out as follows:

1. Data Condensation

    Data condensation involves selecting, focusing, simplifying, abstracting and possibly transforming the data present in written field notes, interview transcripts, documents and other empirical materials. This process is essential to strengthen the data. The need for data condensation arises from the need to carefully select the essential elements of the data obtained, identify major themes and patterns.

    At this stage, the researcher will select, focus, simplify from the data obtained about the use of project-based learning in writing descriptive text and discard what is considered unnecessary in the data

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[60] Matthew B. Miles, A,Michael Huberman, Johny Saldana, Qualitative Data Analysis, 3rd edition (USA: SAGE Publishing, 2014), 15&16.

collected. So that the data obtained provides a specific picture of how the use of project-based learning in writing descriptive text.

2. Data Display

    After data condentation, the next step is to present the data. In qualitative research, data presentation can be in the form of brief descriptions, charts, and relationships between categories.   By displaying the data, it will make it easier to understand what is happening. What will be used to display data in qualitative research is descriptive text. In displaying data, the next step is to present data related to the research focus. From the results of data display which includes interviews and documents, analysis is carried out to be able to answer research problems.

    In this study, researchers presented data using descriptive methods on field notes from interviews and observations. Then the researcher cross-checks, re-examines whether the data is in accordance with what the researcher wants or the researcher takes further action on the results of the data that has been presented related to plan, implementation and evaluation of the use of how to use project-based learning in writing descriptive text.

3. Drawing and Verifying Conclusion

    The final stage of the analysis process involves drawing conclusions and verification. However, it is important to note that these conclusions are still provisional. However, if later after the

research is carried out again, different data will be obtained, it can be corrected again and verified. Then after the data has been collected carefully and corrected according to the focus of the research and has been verified, then in the final stage the researcher makes a conclusion about the plan, implementation, and evaluation of the use of project-based learning in writing descriptive text.

F. Data Validity

Data validity refers to the extent to which data has been collected and analyzed correctly and accurately reflects the phenomenon to be studied. Data validity is an important part of the research process because if the data is not valid, then the results of the analysis and the conclusions drawn cannot be trusted.[61] The triangulation method is very familiar and often used to validate qualitative data. This is reinforced by a statement from Moleong. He explained that "triangulation is a technique for checking the validity of data by using something else as a data comparison".[62] Triangulation involves cross-checking data from various sources and using various methods to increase the reliability of the findings. The researcher ensured the validity of the data through the use of source triangulation and technique triangulation.

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[61] Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225.

[62] Lexy J Moleong, "*Metodologi Penelitian Kualitatif*", (Bandung: PT Remaja Rosdakarya, 2011), 303.

1. Source Triangulation

   To validate the credibility of the data, the researcher cross-checked information from various sources using the same data collection techniques. The purpose of source triangulation is to determine data reliability.

2. Techniques Triangulation

To ensure data credibility, researchers verify information from the same source using different data collection techniques. The triangulation technique compares the same data using multiple methods, including observation, interviews, and document reviews used by researchers, to ensure data validity.

G. Research Procedure

   The researcher's plan to describe the research procedure on the use of project-based learning in writing descriptive texts has several stages, starting from the initial or preparatory stage to the end, which will be described as follows:

1. Pre-field Preparation

The pre-field stage was executed before conducting the fieldwork.

a. Developing the research design

   The plan was formulated by the researcher after considering various factors, including the research title, rationale, focus, objectives, significance, subject, and methodology. This plan forms

the basis for research on the use of project-based in writing descriptive texts.

b. Selecting research field

The researcher selected the research field in the tenth-grade of office management 2 at SMKN 6 Jember.

c. Permit processing

Before starting the study, the researcher obtained the necessary approvals, including obtaining a license from the university website and obtaining authorization from relevant institutions, before moving to the next stage of the research process.

d. Assessing the state of the field

Once authorization is granted, this stage is focused on increasing the researcher's understanding of the research context and creating conditions that support efficient data collection.

e. Make a research instrument

After the previous stages are completed, the final step is to prepare the instruments needed to conduct the research such as interview guides, observation sheets, and recording devices.

2. Field Work Stage

At this stage, researchers collected data through several techniques. Researchers used three techniques to collect research data: observation, interviews, and document review.

3. Data Analysis Stage

After all data collected through observations, interviews, and document reviews were completed, the researcher used the Miles, Huberman, and Saldana model for data analysis. Subsequently, the findings were compiled in a report format and discussed with the supervisor. The research underwent a final round of testing and revision after checks were made.
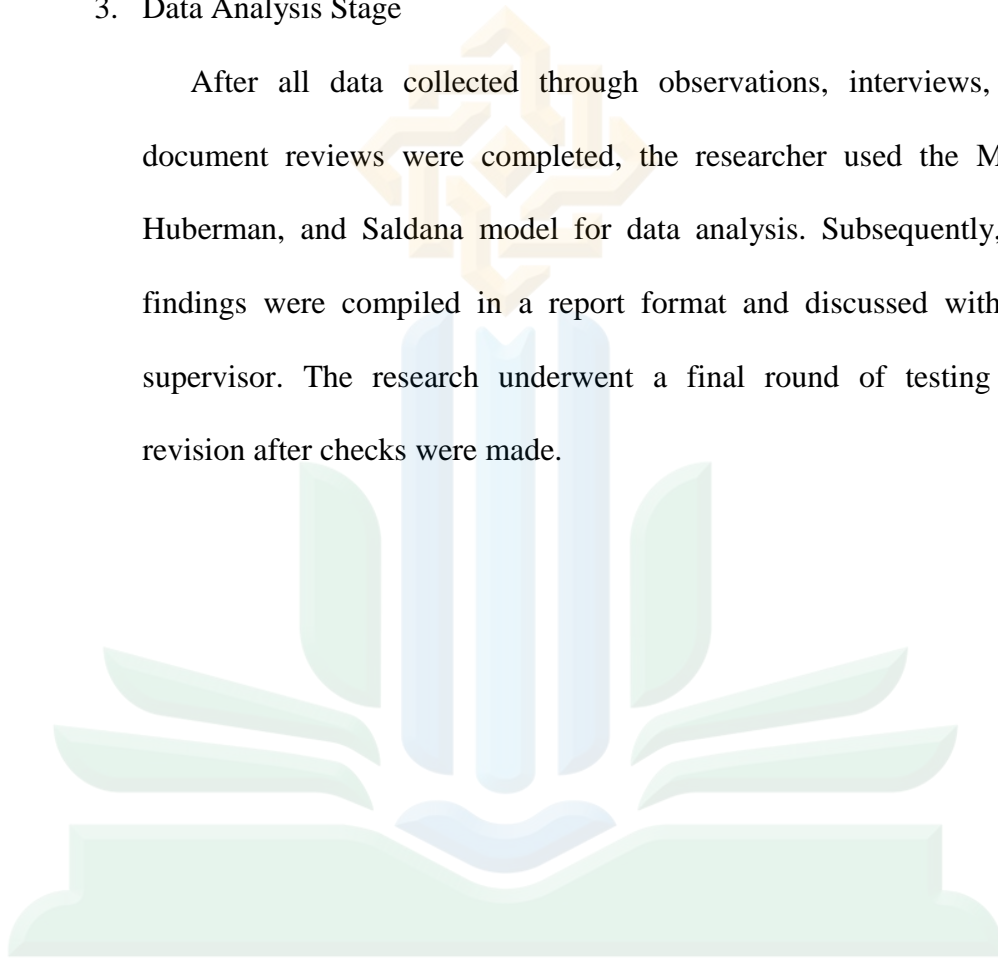
CHAPTER IV

FINDING AND DISCUSSION

This chapter is intended to convey the results of research that has been conducted at SMKN 6 Jember. This chapter also explains the data presentation, data analysis, and the last is a discussion of the findings.

A. Data Presentation and Analysis

The data description in this study is grouped based on topics relevant to the formulation of research problems. Every research certainly requires data as evidence that the researcher has investigated, observed, felt, and examined in depth the conditions related to the object of research. In addition, researchers also interact with various informants to obtain information and collect various supporting documents. This is in accordance with the data collection methods used, namely through observation, interviews, and document review.

After data collection is complete, analysis is carried out by utilizing the results of observations and various materials that have been obtained to support the conclusions drawn from interviews with a number of informants. This analysis allows researchers to describe data related to the goals, the steps, and the evaluation of the implementation of the Project Based Learning learning model in writing descriptive texts in grade 10 of SMKN 6 Jember in the 2022-2023 academic year. The following is the explanation:

1. **The instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember**

To obtain comprehensive and reliable data, researchers conducted document reviews, observations, and interviews. In addition, in each research focus, the researcher explained, clarified, and interpreted. In this case, Mrs. Irma as an English language teacher has compiled a special module before teaching in class, with the main focus on the application of Project Based Learning in learning to write descriptive text.

In the learning module, it is explained that the main purpose of this learning is for students to be able to:[63]

1. explore information and understand the character in depth,

2 work together and be responsible in groups,

3. write creative and communicative descriptive texts, and

4. describe the results of writing confidently in front of the class.

It's also confirmed by mrs Irma in her interview, Mrs. Irma said:

> "The main goal in implementing Project Based Learning is for students to be able to write descriptive texts that are more alive and authentic. With Project Based Learning, students can explore information about the chosen character, either through direct interviews, reading biographies, or finding information from various sources. This process makes them better understand the character, background, and uniqueness of the character. In addition, I want students to learn to work in groups, divide tasks, and share a series of ideas so that their writing becomes richer and more interesting."[64]

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[63] Document Review, Teaching Module", 19th February 2025

[64] Irma Mufidah , S. Pd, interviewed by Nuril Nizwatul Karimah, Jember, 13th February 2025

Based on the results of group interviews with tenth grade Office Management 2 students of SMKN 6 Jember, Naila Syakila, Jesika Dina, Iqbal Romadhoni, Irmania Rahmawati, and M. Daman Huri, the teacher's statement was further strengthened. They stated:

> "I think learning with Project Based Learning is fun, miss. We can directly choose the character we want to describe, then find information through interviews or the internet. So, writing is easier and less boring."[65]
>
> "I agree with Naila. With Project Based Learning, we are more active in discussing and working together in groups. In addition, we also learned how to collect data and organize it into interesting writing."[66]
>
> "I feel that with PjBL, we understand the structure of descriptive text better because we practiced it directly. We can also ask questions if something is unclear, both to friends and to Mrs. Irma."[67]
>
> "The challenge is that sometimes it is difficult to divide the tasks in the group, especially if someone is less active. However, Ms. Irma always guides and motivates all members to contribute."[68]
>
> "What I liked the most was that the results of our writing were presented in front of the class. We learn to be confident and get feedback from our friends."[69]

According to classroom observations on February 7, 2025, the teacher starts the lesson with greetings, prayers, and checking attendance, then explains the learning objectives and topic, which is writing a descriptive text about a character. The teacher also guides students in every stage, from group formation, data research, writing, to presenting the results in front of the class.[70]

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[65] Naila Syakila, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

[66] Jesika Dina, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

[67] Iqbal Romadhoni, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

[68] Irmania Rahmawati, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

[69] M. Daman Huri, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

[70] Observation in SMKN 6 Jember (Thenth Grade), 7th February 2025

Based on the results of document reviews, observations, and interviews, it can be concluded that the goals of implementing Project Based Learning in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember are: 1.) With Project-based learning students are able to write lively and authentic descriptive texts through a direct research process. 2.) With Project-based learning to train the ability to work together and be responsible in groups. 3.) With Project-based learning to develop students' creativity and self-confidence. 4.) With Project-based learning to create an active, fun, and meaningful learning atmosphere.

2. **The teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade Office management 2 of SMKN 6 Jember.**

The learning process by the module on learning activities that has been prepared by the teacher. The module contains systematic steps, starting from group formation, character selection, data collection, outline preparation, text writing, to presentation of results. The module also explains the assessment criteria that include activeness, cooperation, completeness of information, clarity of description, and student creativity. The module also emphasizes the importance of discussion and collaboration between students, as well

as the role of the teacher as a facilitator who guides and evaluates the process and results of students' work as a whole.[71]

It's also confirmed interview with Mrs. Irma as the English Language teacher of tenth grade office manajement 2 of SMKN 6 Jember, the teaching procedures of learning to write descriptive text through Project Based Learning (PjBL) are structured and involve students actively in each stage. In her interview, Mrs. Irma explained:

> "I apply Project Based Learning in learning to write descriptive text with several stages. First, I ask students to form small groups of 4-5 people. Each group chooses a character to be described, either from the school environment, family, or famous figures. After that, students conduct simple research to gather information about the character, either through interviews, reading books, or searching on the internet. Next, I guide the students to record the physical characteristics, personality, achievements, and unique things of the chosen character. After the data is collected, they begin to outline and write the descriptive text together. I directed them to pay attention to the text structure, the use of vocabulary, and the right linguistic elements. After finishing writing, each group presented the results in front of the class. During the presentation session, I facilitate the discussion, ask questions, and help students correct their understanding if there are any mistakes. At the end of the lesson, I invite students to reflect on the process and open a question and answer session."[72]

Based on the statement, the learning process of writing descriptive text with the Project Based Learning model starts from group formation, character selection, data collection through research, recording important information, outlining, writing descriptive text, to presenting the results in front of the class. Students are also encouraged to actively discuss, ask

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[71] Document Review, Teaching Module", 19th February 2025
[72] Irma Mufidah , S. Pd, interviewed by Nuril Nizwatul Karimah, Jember, 13th February 2025

questions, and provide input during the process. The teacher acts as a facilitator who guides each stage, from explaining the objectives, the research process, to evaluating student work. Evaluation is done not only on the final result of the writing, but also on the process of cooperation, activeness, and creativity of students during the project. With the implementation of Project Based Learning, students not only develop writing skills, but also learn to work together, think critically, and become active participants in learning.

This statement was reinforced by Naila Syakila, one of the students interviewed. She said,

> "Learning with Project Based Learning is fun, miss. We can directly choose the character we want to describe, then find information through interviews or the internet. So, writing is easier and not boring." [73]

The same thing was also expressed by Jesika Dina who added,

> "With PjBL, we became more active in discussing and working together in groups. In addition, we also learned how to collect data and organize it into interesting writing."[74]

Based on the interview results, it can be concluded that students start learning by recognizing the concept and structure of descriptive text. After that, they form small groups, choose a character to describe, and then conduct research to collect information. During the process, students discuss, exchange opinions, and develop a writing outline together. The teacher guides each stage, gives examples of writing, and helps students

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[73] Naila Syakila, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025
[74] Jesika Dina, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

deepen their understanding through questions and directions. After the text is written, the group presents the results in front of the class, gets responses from friends and teachers, then reflects together.

This interview was supported by the researcher's observation on February 7, 2025 in the classroom, where the researcher observed that the teacher opened the lesson with greetings and prayers, followed by checking the students' attendance and condition. The teacher then explained the learning objectives of the day, which was to write a descriptive text about a character. The teacher guides students to form small groups, then each group chooses a character to be described. During the learning process, the teacher actively gives directions, motivates students so that all group members are involved, and ensures that each stage goes according to plan. Students seemed enthusiastic about discussing, dividing tasks, and finding information either through interviews, books, or the internet. At the end of the lesson, each group presented their writing in front of the class, and the session was closed with reflection and evaluation from the teacher.[75]

Conclusions regarding the teaching procedures of Project Based Learning in writing descriptive text, based on the results of document review, interviews, observations: 1) The teacher instructs the students to form small groups and choose a character to describe. 2) Each group conducts research to gather information about the character, either through

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[75] Observation in SMKN 6 Jember (Thenth Grade), 7th February 2025

interviews, reading books, or looking for references on the internet. 3) After the data is collected, the group outlines and writes the descriptive text collaboratively. 4) Each group then presents their writing in front of the class, gets responses from friends and teachers, and reflects on the process that has been undertaken.

3. **The kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember**

The researcher observed on February 7, 2025 that the kind of assessment are used in the evaluation process of process project-based learning in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember was carried out continuously throughout the learning process. The purpose of this evaluation is so that the teacher can identify students' activeness, cooperation, and understanding during the project, so that the teacher can provide the right solution or guidance for improvement at the next stage.[76] In her interview, Mrs. Irma explained:

> "During the learning process, I always conduct formative evaluation. This evaluation is done by observing students' activeness and cooperation during research, group discussion, and descriptive text writing. I also give direct feedback, both individually and in groups, so that students know their strengths and weaknesses. In addition to assessing the final result in the form of descriptive text, I also transmit the process of cooperation, creativity, and activeness of each group during the project," [77]

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[76] Observation in SMKN 6 Jember (Thenth Grade), 7th February 2025
[77] Irma Mufidah , S. Pd, interviewed by Nuril Nizwatul Karimah, Jember, 13th February 2025

Based on the interview results, teachers consistently integrate and assess student development, both in terms of process and results. The process assessment includes students' activeness, cooperation, and responsibility during research and group discussions. Meanwhile, the outcome assessment focuses on the completeness of information, clarity of description, creativity, and students' presentation skills in front of the class. The teacher also asked reflective questions and opened a question and answer session for students' understanding of the material learned.

Naila, one of the students, supported this statement:

"I think learning with PjBL is fun, Mom. We can immediately choose the character we want to describe, then find information through interviews or the internet. After that, we write together and think about the results in front of the class. Ms. Irma always gives us direction and evaluation to make our writing better."[78]

Jesika ang Iqbal, another student, adds:

"Each group is assessed on their activeness, cooperation, and writing results."[79]

"After the presentation, we got feedback from our friends and Ms. Irma. This evaluation makes us know which parts are good and which parts need to be improved."[80]

From the interview results, it can be concluded that teachers consistently conduct observation and evaluation during the learning process of writing project-based descriptive texts. Evaluation is done not only on the final result, but also on the process, so that students can develop thoroughly, both in writing skills, critical thinking, and teamwork.

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[78] Naila Syakila, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

[79] Jesika Dina, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

[80] Iqbal Romadhoni, interviewed by Nuril Nizwatul Karimah, Jember, 17th February 2025

According to the lesson module, class evaluation is conducted through project assignments that aim to assess students' understanding and ability in writing descriptive text. This assessment is carried out by paying attention to various criteria, such as completeness of content, understanding, sentence structure, and writing mechanism which includes spelling, punctuation, and the use of capital letters. During the learning process, the teacher actively observes each student's participation in group discussions and during the presentation of project results. In the implementation of Project Based Learning, teachers also routinely ask for feedback from students regarding the group work process and the challenges faced during composing descriptive texts.[81]

In addition to direct observation, the teacher gives the task of writing descriptive text based on the results of group research that has been done. Each group is asked to choose a character, collect data, then compile and describe the descriptive text in front of the class. The results of student writing are then assessed using a rubric that includes aspects of substance, understanding, grammar, and writing mechanism. This assessment does not only focus on the final result, but also on the collaboration process, activeness, and creativity of students during the project.

Based on interviews, observations, and document analysis, the kind of assessment are used in the evaluation process of project-based learning

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[81] Document Review, Teaching Module", 19th February 2025

model in writing descriptive text at the tenth-grade office management 2 of

SMKN 6 Jember namely using formative evaluation techniques include;

1. For project-based learning assessment, teachers use:

    a. observing students' activeness and participation during

       group discussions.

    b. assessing the level of cooperation and responsibility

       shown in the group during project implementation.

2. For writing skills assessment teacher use

    a. students' understanding of descriptive text elements

       such as structure, vocabulary, and content accuracy

       through written results and oral presentations.

Table 4.1

The Result of Research Finding

No.	Research Focus	Research Finding
1.	What is the instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember?	Based on interviews, observations, and document analysis, the instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember were: 1.) With Project-based learning students are able to write lively and authentic descriptive texts through a direct research process. 2.) With Project-based learning to train the ability to work together and be responsible in groups. 3.) With Project-based learning to develop students' creativity and self-confidence. 4.) With Project-based learning to create an active, fun, and meaningful

		learning atmosphere.
2.	How are the teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade Office Management 2 class at SMKN 6 Jember?	Based on interviews, observations, and document analysis, the teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade office management 2 of SMKN 6 Jember were: 1.) The teacher instructs the students to form small groups and choose a character to describe. 2.) Each group conducts research to gather information about the character, either through interviews, reading books, or looking for references on the internet. 3.) After the data is collected, the group outlines and writes the descriptive text collaboratively. 4.) Each group then presents their writing in front of the class, gets responses from friends and teachers, and reflects on the process that has been undertaken.
3.	What is the kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember?	Based on interviews, observations, and document analysis, the kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember namely using formative evaluation techniques include; 1. For project-based learning assessment, teachers use: a. observing students' activeness and participation during group discussions b. assessing the level of cooperation and responsibility shown in the group during project implementation. 2. For writing skills assessment teacher use a. students' understanding of descriptive text elements such as structure, vocabulary, and content accuracy through written results and oral presentations.

B. Discussion

In this section, the researcher discusses the findings of the previous studies collected from the field through document review, observation, and interviews. The results are then presented by the researcher to compare with the theories discussed in the previous chapter.

1. **The Instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember**

    The goals, often referred to as purposes, are basically related to the definition of specific objectives that are initially set as the results that the educator or implementer wants to achieve. In this study, objectives relate to the key competencies that are expected to be developed through the implementation of Project-Based Learning in writing descriptive at the tenth office management 2 grade of SMKN 6 Jember. These objectives serve as a guiding framework for the instructional process and help ensure that learning activities are aligned with the desired educational outcomes.

    Based on the research findings that have been analyzed and presented previously, the objectives of the implementation of Project-Based Learning in writing descriptive at the tenth office management 2 grade of SMKN 6 Jember include four main aspects: 1.) With Project-based learning students are able to write lively and authentic descriptive texts through a direct research process. 2.) With Project-based learning to train the ability to work together and be responsible in groups. 3.) With

Project-based learning to develop students' creativity and self-confidence. 4.) With Project-based learning to create an active, fun, and meaningful learning atmosphere.These objectives collectively contribute in improving students' writing skills and overall learning experience.

These objectives are closely related to the findings from previous research. In particular, the first objective-enabling students to write authentic and lively descriptive texts-is closely aligned with Fina Alviona's research. Her research showed that the use of Project-Based Learning combined with E-Poster media significantly improved students' writing ability, allowing them to express their ideas more creatively and effectively. In addition, her findings showed increased student engagement and enthusiasm, which contributed to a more dynamic and motivating learning environment.[82]

In addition, the second objective, which emphasizes collaboration and responsibility in group work, received strong support in Arochman. Their research highlights that PBL not only improves writing performance, but also fosters students' ability to work cooperatively, share ideas, and learn through social interaction. This collaborative process helps student structure and organize their writing better while developing critical and creative thinking skills, which are crucial in academic and real-world contexts.[83]

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[82] Alviona, *The Effectiveness of Project-Based Learning With E-Poster Media in Teaching English Writing for the Eight Grade Students Of.*
[83] Taufik Arochman et al., "The Effect of Project-Based Learning on English Writing Skill for EFL Learners," Journal of Pedagogical Research 8, no. 2 (2024): 310–24.

In addition, the third objective, fostering creativity and building self-confidence is aligned in the research conducted by Aryanti. Their research revealed that more than 82% of students considered PBL to be an effective method for practicing critical and creative thinking when composing analytical exposition texts. These skills can be transferred to descriptive writing, where the processes of observation, analysis, and expressive communication play a central role. The development of creativity and confidence through PBL thus supports students to become more independent and innovative writers.[84]

The fourth objective-creating an engaging, meaningful, and active learning environment is consistently supported by a study conducted by Netty Siagian and Elanneri Karani at SMK Karsa Mulya Palangka Raya. The students in this study reported that PBL allowed them to express their opinions freely, connect writing tasks with real-world scenarios, and participate more actively in class discussions. The use of tangible project outcomes, such as wall magazines, empowered students to take charge of their learning, fostering a sense of responsibility and pride in their work.[85]

In summary, the goals set by the implementation of Project Based Learning in writing descriptive text at the tenth grade SMKN 6 Jember are aligned and relevant with the findings from previous related research.

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[84] Risma Dwi Aryanti et al, "Students' Perceptions of Teaching Writing Using Project-Based Learning Model on the Eleventh-Grade Students at SMA Negeri 1 Baros", no. 12 (2024): 772–777.
[85] Netty Siagian and Elanneri Karani, "Implementation of Project Based Learning In Writing Descriptive Text At X DKV - B Students Of SMKS Karsa Mulya Palangka Raya" 12, no. 3 (2024): 905–923.

Furthermore, the objectives of the implementation of Project Based Learning at SMKN 6 Jember, as obtained by the researcher, are consistent with the actual results of the PBL approach itself. Therefore, the objectives of Project Based Learning found in the tenth grade of SMKN 6 Jember are acceptable and valid.

2. **The teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade Office management 2 of SMKN 6 Jember**

The teaching procedures can be defined as systematic procedures, techniques, or means used in certain activities with the aim to achieve predetermined goals. In this study, steps are associated with the sequential process embedded in the implementation of Project-Based Learning in writing descriptive at the tenth office management 2 grade of SMKN 6 Jember, with the ultimate goal of achieving the predetermined learning objectives.

In relation to the current research findings focusing on the teaching procedures of Project-Based Learning model applied in writing descriptive at the tenth office management 2 grade of SMKN 6 Jember, the learning process consists of several structured activities: 1) the teacher instructs students to form small groups and choose a character to describe; 2) each group conducts data collection activities such as interviews, reading books, and online searches to gather relevant information about the chosen character; 3) based on the collected data, each group collaboratively

outlines and composes a descriptive text; and 4) the groups then present their writing results in front of the class, followed by a feedback session from peers and teachers, as well as individual and group reflections on the learning process.

The findings on the steps the implementation of Project-Based Learning in writing descriptive at the tenth office management 2 grade of SMKN 6 Jember are in line with the principles outlined in previous theories and research findings. Based on the theories proposed by Hosnan, PjBL emphasizes student-centered learning, collaboration, authentic inquiry, and the creation of real products with the teacher as a facilitator.[86] The steps identified in this study include group formation, data collection through interviews and information gathering, collaborative text writing, and presentation and reflection on the main steps in the PjBL model.

These steps are in line with the phases of Project-Based Learning described by The George Lucas Educational Foundation Rofiah, as quoted cited in Alviona's research, which outlines that PBL begins with the formulation of a project task that is relevant and meaningful to students.[87] This is followed by student-led inquiry, group collaboration, the creation of a tangible product, and finally, the presentation and reflection phase. In addition, the steps involving collaborative writing and group presentation are in line with the findings of Aryanti, who emphasized the importance of

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[86] Hosnan, Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013 (Bogor: Ghalia Indonesia, 2014), hal. 325.
[87] Alviona, *The Effectiveness of Project-Based Learning With E-Poster Media in Teaching English Writing for the Eight Grade Students Of.*

student interaction, creativity, and communication in implementing PBL in writing activities.[88]

Therefore, based on the relevance of the above discussion, the steps identified by the researcher regarding the implementation of Project-Based Learning in writing descriptive at the tenth office management 2 grade of SMKN 6 Jember have been shown to be in accordance with the core principles and procedural framework of PBL as described in the previous literature. Thus, the sequence of activities in the writing class reflects the appropriate and authentic application of the PBL model in accordance with its theoretical and pedagogical foundations.

3. **The kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember**

Evaluation is essentially defined as a systematic process of assessing, interpreting, and reflecting on student performance and learning effectiveness with the aim of ensuring the achievement of learning objectives. In the context of the current study, evaluation is directly related to the application of formative assessment during the implementation of Project-Based Learning (PBL) in descriptive writing activities in class X Office Management 2 of SMKN 6 Jember. The evaluation process plays an important role in measuring student learning outcomes, diagnosing

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[88] Risma Dwi Aryanti et al, "Students' Perceptions of Teaching Writing Using Project-Based Learning Model on the Eleventh-Grade Students at SMA Negeri 1 Baros", no. 12 (2024): 772–777.

learning challenges, and providing constructive feedback to improve learning delivery.

In relation to the research findings focusing on the evaluation of descriptive writing through PBL, it was found that teachers consistently applied formative evaluation techniques during the learning cycle. These techniques include:

1. For project-based learning assessment, teachers use:

    a. observing students' activeness and participation during group discussions

    b. assessing the level of cooperation and responsibility shown in the group during project implementation.

2. For writing skills assessment teacher use

    a. students' understanding of descriptive text elements such as structure, vocabulary, and content accuracy through written results and oral presentations.

These findings are in accordance with the theory principles of formative assessment as emphasized by Black and Wiliam, who stated that formative evaluation is not merely a tool for scoring but a dynamic process that informs both students and teachers about ongoing progress.[89] Supporting this, Alviona emphasized that formative assessment during the implementation of Project-Based Learning plays an important role in monitoring students' engagement and guiding the improvement of their

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[89] Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7-74.

writing performance.[90] Similarly, Aryanti revealed that student feedback and reflection sessions conducted during group presentations in PBL helped improve students' critical thinking, promote deeper understanding, and encourage self-correction during the learning process.[91]

Therefore, based on the above discussion, the evaluation method applied at SMKN 6 Jember is effectively aligned with the pedagogical foundation of formative assessment in the PBL framework. This approach not only measures student performance, but also reinforces collaborative learning, critical thinking and continuous improvement. Thus, the formative evaluation conducted during PBL activities in descriptive writing is aligned with the intended learning objectives and supports students in achieving their full potential.

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[90] F. Alviona, The Effectiveness Of Project-Based Learning With E-Poster Media In Teaching English Writing For The Eight Grade Students Of SMPN 2 Ambarawa In The Academic Year Of 2022/2023,(Skripsi, uin salatiga, 2023).
[91] Risma Dwi Aryanti et al, "Students' Perceptions of Teaching Writing Using Project-Based Learning Model on the Eleventh-Grade Students at SMA Negeri 1 Baros".

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusion and suggestions of the research related to what has analyzed and discussed. It has correlated with the title: The implementation of project-based learning in writing descriptive texts at the tenth-grade office management 2 of SMKN 6 Jember.

A. Conclusion

Based on the results of qualitative research using observation, interview and document review techniques that have been written in chapter IV, it can be concluded as follows;

1. The instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember were: With Project-based learning students are able to write lively and authentic descriptive texts through a direct research process. With Project-based learning to train the ability to work together and be responsible in groups. With Project-based learning to develop students' creativity and self-confidence. With Project-based learning to create an active, fun, and meaningful learning atmosphere.

2. the teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade office management 2 of SMKN 6 Jember are: The teacher instructs the students to form small groups and choose a character to describe. Each group conducts

research to gather information about the character, either through interviews, reading books, or looking for references on the internet. After the data is collected, the group outlines and writes the descriptive text collaboratively. Each group then presents their writing in front of the class, gets responses from friends and teachers, and reflects on the process that has been undertaken.

3. The kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office management 2 of SMKN 6 Jember namely using formative evaluation techniques include; For project-based learning assessment, teachers use observing students' activeness and participation during group discussions and assessing the level of cooperation and responsibility shown in the group during project implementation. For writing skills assessment teacher use students' understanding of descriptive text elements such as structure, vocabulary, and content accuracy through written results and oral presentations.

B. Suggestion

In this section, after discussing and concluding the results of the study, the researcher will provide several suggestions. These suggestions are as follows;

1. The English Teacher

Based on the research results, in the learning process of writing descriptive text through Project Based Learning model, teachers are

advised to continue to innovate in creating an active and fun classroom atmosphere. Teachers can utilize various projects that are relevant to students' lives so that students are more motivated and creative in writing. In addition, teachers also need to pay attention to students who experience difficulties during the learning process and provide appropriate guidance so that all students can be optimally involved in learning activities.

2. The Future Researcher

   For future researchers, it is recommended to deepen research related to the implementation of Project Based Learning on other text writing skills or at different grade levels. Further research can also explore the factors that influence the success of Project Based Learning implementation, so that it can make a wider contribution to the development of writing learning methods in vocational schools.

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AUTHENTICITY STATEMENT OF WRITING

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                            Kabupaten Lumajang

Here by declares that the content of the thesis entitled **"The Implementation of Project Based Leaning in Writing Descriptive Text at the Tenth Grade of office Manajement 2 of SMKN 6 Jember"**. Is the result of my research/work, except in part referred by the source.

Jember, 25th May 2025

Stated by

Nuril Nizwatul Karimah
212101060042

Appendix 2

Name: Nuril Nizwatul Karimah

NIM: 212101060042

MATRIX

No.	Title	Variables	Indicators	Source of Data	Research Method	RQ

1.	The Implementation of Project based learning In Writing Descriptive Text at the Tenth Grade Office Management 2 of SMKN 6 Jember	Project-Based Learning	1. Definition
			2. Characteristic of Project Based Learning
			3. Advantages and Disadvantages
			4. Steps of Implementing Project Based Learning
			1. The Definition
				1. Interview
				  a. English teacher
				  b. Students
				2. Observation
				  a. Objective Condition of SMKN 6 Jmber
				  b. The Implementation of Project
					1. Approuch and Type Research
					  a. Qualitative
					  b. Case Study
					
					2. Data Collection
					  a. Interview
					  b. Observation
					  c. Document Reviews
					3. Data analysis
						What is the instructional goal of project-based learning implementation in writing descriptive text at the tenth-grade office management

		Teaching Writing	of Teaching Writing 2. The Principle of Teaching Writing 3. The Component of Teaching Writing 4. Types of Teaching Writing	Based Learning at the Tenth Grade Office Management at SMKN 6 Jember 3. Document Reviews	a. Data Condensation b. Data Display c. Drawing and Verifying Conclusion 4. Validity of the data a. Triangulation Source b. Triangulation Technique 5. Research Procedure a. Pre-field Preparation b. Field Work Stage c. Data Analysis Stage	2 of SMKN 6 Jember? How are the teaching procedures of the project-based learning model applied in writing descriptive texts in the tenth-grade Office Management 2 class at SMKN 6 Jember? What kind of assessment are used in the evaluation process of project-based learning model in writing descriptive text at the tenth-grade office

						management 2 of SMKN 6 Jember?

Appendix 3

Research Instrument

1. **Observation Instrument**
   a. Geographic condition of SMKN 6 Jember.
   b. The implementation of project-based learning in writing descriptive text at the ten-grade manajemen perkantoran 2 of SMKN 6 Jember.

2. **Interview Instrument**
   c. What is the goals of the implementation of project-based learning in writing descriptive text at the ten-grade manajemen perkantoran 2 pf SMKN 6 Jember?
   d. How are the steps of the implementation of project-based learning in writing descriptive text at the ten-grade manajemen perkantoran 2 pf SMKN 6 Jember?
   e. How is the evaluation of the implementation of project-based learning in writing descriptive text at the ten-grade manajemen perkantoran 2 pf SMKN 6 Jember?

3. **Document Review Instrument**
   a. The profile of SMKN 6 Jember.
   b. The vision and mission of SMKN 6 Jember
   c. The teacher and staff data of SMKN 6 Jember
   d. the data of students in the tenth-grade manajemen perkantoran2 of SMKN 6 Jember.
   e. Photos of implementation activities in SMKN 6 Jember
   f. The Lesson Plan / Modul Ajar

Appendix 4

MODUL AJAR
DESCRIPTIVE TEXT

SMK NEGERI 6 JEMBER

A. INFORMASI UMUM

IDENTITAS MODUL
Instansi   : SMK Negeri 6 Jember Nama Penyusun   : Irma Mufidah, S. Pd Mata Pelajaran   : Bahasa Inggris Materi Pokok   : Descriptive Text Fase/Kelas/ Semester : E/ X/ I Alokasi waktu   : 3 JP (3 x 45 menit) Tahun ajaran   : 2024/2025 Program Keahlian   : Manajemen Perkantoran (MP) 2

KOMPETENSI AWAL
Peserta didik telah memiliki pengetahuan tentang simple present tanse dan beberapa kosa kata dalam Bahasa inggris.

PROFIL PELAJAR PANCASILA	• Peserta didik dapat memiliki karater **Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak Mulia** yang dibentuk melalui doa bersama sebelum melaksanakan kegiatan pembelajaran. • Peserta didik memiliki karakter **gotong royong** yang terlihat dalam aktivitas pembelajaran. • Peserta didik memiliki nalar **kritis** yang terlihat dalam aktivitas pembelajran. • Peserta didik mampu berinteraksi, bekerjasama, serta menerima pendapat antar siswa atau guru sebagai wujud **berkebinekaan global**.
Sarana dan Prasarana	• Bahan : Modul ajar, LKPD. • Alat : HP dan Jaringan Internet, kertas, alat tulis. • Ruang : Kelas
Model Pembelajaran	**Project-Based Learning**
Media Pembelajaran	Papan tulis dan spidol
Mode Pembelajaran	Luring / tatap muka

B. KOMPONEN INTI

Elemen	:	Menulis – Mempresentasikan
Capaian Pembelajaran	:	Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Tujuan Pembelajaran	:	a. menggali informasi dan memahami karakter tokoh secara mendalam.
		b. bekerja sama dan bertanggung jawab dalam kelompok.
		c. menulis teks deskriptif yang kreatif dan komunikatif.
		d. menguraikan hasil tulisan dengan percaya diri di depan kelas.
KKTP (Kriteria Ketercapaian Tujuan Pembelajaran)	:	a. Peseta didik mampu menulis dan mempresentasikan teks deskriptif dengan baik dan benar.
Asesmen Awal (Pertanyaan Pemantik)	:	a. Pernahkan kalian memperhatikan teman kalian?
		b. Bagaimana kalian mendeskripsikan teman kalian?
		c. Kata apa yang kalian gunakan untuk mendeskripsikan teman kalian?

KEGIATAN PEMBELAJARAN	
(Pertemuan 1)	
Langkah Pembelajaran	**Deskripsi Kegiatan**
Kegiatan awal(30 menit)	1. Guru masuk kelas dan mengucap salam, kemudian Peserta didikmenjawab salam dari guru 2. Guru dan peserta didik melakukan doa bersama sesuai denganagama dan kepercayaan masing-masing. 3. Guru mendata kehadiran peserta didik. 4. Guru memberikan yel-yel/ ice breaking untuk meningkatkan motivasi siswa, kemudian dilanjutkan memberikan apersepsi tentang peran penting materi pembelajaran yang akan dilaksanakan. (kondisional – dibutuhkan apabila kondisi kelas sedang letih. 5. Guru memberikan pertanyaan pemantik kepada siswa.

Kegiatan Inti(135 menit)	6. Guru mereview kembali tentang materi pertemuan sebelumnya.
	7. Perencanaan Proyek (Design a Plan for the Project)
	   a. Siswa dibagi ke dalam kelompok kecil (4–5 orang).
	   b. Setiap kelompok memilih satu tokoh untuk dideskripsikan (boleh dari sekolah, keluarga, atau tokoh terkenal).
	   c. Guru memberikan format lembar kerja dan panduan struktur teks deskriptif.
	
	8. Penyusunan Jadwal & Pengumpulan Informasi (Schedule & Monitor the Project)
	   a. Siswa menyusun rencana kerja proyek (timeline, pembagian tugas, metode pengumpulan data).
	   b. Setiap kelompok melakukan riset melalui wawancara, buku, atau internet.
	   c. Siswa mencatat:
	      • Ciri fisik tokoh
	      • Kepribadian
	      • Prestasi
	      • Fakta unik lainnya
	
	9. Pelaksanaan Proyek (Create the Product)
	   a. Kelompok mulai membuat kerangka teks deskriptif.
	   b. Menulis teks deskriptif secara kolaboratif berdasarkan data yang telah dikumpulkan.
	   c. Guru memberikan umpan balik selama proses

	penulisan.
	
	10. Presentasi Hasil Proyek (Present the Product)
	    a. Setiap kelompok mempresentasikan teks deskriptif di depan kelas.
	    b. Kelompok lain memberikan tanggapan atau pertanyaan.
	    c. Guru mengarahkan diskusi, mengajukan pertanyaan penguat, dan memberi penilaian.
	
	11. Refleksi dan Evaluasi (Evaluate the Experience)
	    a. Guru dan siswa melakukan refleksi bersama terhadap proses dan hasil proyek.
	    b. Guru memberikan evaluasi proses dan produk akhir, meliputi:
	    • Keaktifan dan kerja sama
	    • Ketepatan struktur dan isi teks
	    • Kreativitas
	    • Kemampuan presentasi

Kegiatan Penutup(15 menit)	12. Guru meyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 13. Guru bersama dengan peserta didik menutup kegiatan pembelajaran dengan berdoa.

Bahan Ajar

A **Metode pembelajaran** (Project-Based Learning, PJBL)
Pengertian: pendekatan pembelajaran yang berfokus pada keterlibatan siswa dalam proyek atau tugas yang kompleks dan autentik.

B	Materi Pokok Text Descriptive	
	Pengertian	What do you think about Descriptive text? Descriptive text is a text that describes a particular person, animals, thing, and place. Teks deskriptif atau descriptive text adalah teks yang bertujuan untuk menggambarkan atau menjelaskan sesuatu secara gamblang dan detail. Pada pelajaran kali ini, kita akan membahas tentang teks deskriptif yang berhubungan dengan manusia atau cara mendeskripsikan orang. Dalam konteks ini, yang masuk ke dalam rangkaian deskripsi mencakup kondisi fisik atau karakteristik seseorang Dalam mendeskripsikan beberapa hal tersebut, descriptive text identik dengan penggunaan kata sifat dengan struktur kalimat present tense.
	Tujuan	What the Purpose of Descriptive Text? 1. To describe person, thing or place in specific 2. To describe a particular person, thing or place
	Struktur teks deskriptif	What is Generic Stucture of Descriptive Text? Descriptive text tersusun atas pernyataan pembuka (identification), deskripsi (description), dan penutup (opsional). ☐ Identification; (pengenalan).berisi identifikasi tentang benda yang akan dideskripsikan. ☐ Description; (penjelasan rinci). Umumnya, teks deskriptif ditulis dengan menggunakan simpe present tense; kecuali jika yang dijelaskan adalah kondisi seseorang di masa lalu. Deskriptif teks terdiri dari beberapa paragraf yang berisi tentang ciri-ciri sesuatu atau seseorang ☐ Petutup; berisi tentang kesimpulan dari isi teks deskripsi tersebut.

	Unsur kebahasaan	. Language Features of Descriptive Text
		a. Physical Appearance describe a person's general appearance Example: His hair is black b. Personality describe a person's characters using adjective Example: She is beautiful Dalam mendeskripsikan seseorang, kita perlu mengenal tiga aspek penting yang akan dibutuhkan; yakni adjectives, descriptive words/phrases, dan personality/characteristics. Simak penjelasannya di bawah ini: 1. **Adjectives** Adjective atau kata sifat adalah kata-kata yang menggambarkan atau memodifikasi seseorang/benda/tempat/konsep dalam sebuah kalimat. Adjective dapat berlaku sebagai predikat, bisa juga untuk menjelaskan kata benda yang berhubungan dengan orang. Untuk keperluan descriptive text tentangseseorang, contohnya adalah sebagai berikut: Maria is smart and beautiful (Maria pintar dan cantik) Her parents are older than mine (Orangtuanya lebih tua dari orangtuaku) Amber has long, curly hair (Amber memiliki rambut keriting yang panjang) 2. **Descriptive words & phrases** Selanjutnya, kita perlu mengenal descriptive words atau kata deskriptif untuk menjelaskan tentang seseorang. Descriptive words juga bisa berupa adjective atau kata sifat. Berikut ini adalah beberapa contohdescriptive words/phrases yang berhubungan tentang ciri fisik seseorang. • **Complexion (warna kulit)** light (putih) fair (cerah) tan (kecoklatan) dark (gelap) • **Height (tinggi badan)** tall (tinggi) short (pendek) of medium height (sedang)

- **Age (usia)**

old (tua)

young (muda)

middle-aged (paruh baya)

elderly (tua, usia lanjut)

- **Build/Figure (bentuk tubuh)**

small (kecil)

big (besar)

skinny (kurus)

slim (ramping)

fat (gemuk)

stocky (kekar)

muscular (berotot)

- **Looks (penampilan)**

beautiful, pretty (cantik)

cute (imut, manis)

attractive (menarik)

cool (keren)

ugly (jelek)

3**. Personality/characteristics**

Dalam mendeskripsikan seseorang, seringkali kita juga menggambarkan kepribadian atau karakteristiknya.Tiap-tiap orang memiliki ragam sifat yang tidak hanya positif namun juga ada yang negatif.Di bawah ini adalah beberapa contoh kepribadian/karakteristik seseorang dari yang baik serta yang buruk.

- **Good personal qualities Bad personal qualities**

Good personal qualities	Bad personal qualities
polite (sopan)	selfish (egois)
honest (jujur)	arrogant (sombong, angkuh)
optimistic (optimis)	careless (ceroboh)
generous (murah hati, dermawan)	short tempered (pemarah)

diligent (rajin)	greedy (tamak, serakah)
confident (percaya diri)	stingy (pelit)

Selain tiga aspek di atas, kita juga dapat melakukan elaborasi dalam teks deskriptif yang dibuat untuk memperjelas klaim/deskripsi yang dipilih tentang orang yang dijelaskan. Keterangan tamabahan yang dapat dicantumkan dapat berupa bukti, kebiasaan, atau hal-hal lain yang berhubungan dengan pribadi orang tersebut.

Example	**Title: My best friend**
	Identification:
	John is my best friend. He is a very special person to me.
	Description:
	John is tall and slim with short curly black hair. His eyes are big and black, giving him a charming appearance. He has fair skin and a warm smile that makes everyone feel comfortable around him. John is quite intelligent and always performs well in school. He is very friendly and enjoys helping others whenever he can. John is truly an amazing person.

C Asesmen

Asesmen formatif : dilakukan pada saat proses pembelajaran berlangsung melalui diskusi kelompok dan lembar kerja.

No	Tujuan pembelajara	Indikator	Capaian		
			Paham	Belum paham	Tidak paham
1	Peserta didik membuat teks deskriptif sesuai dengan struktur yang dipelajari	Peserta didik membuat teks naratif sesuai dengan struktur yang dipelajari			
2	Peserta didik mempresentasikan teks deskriptif	Peserta didik mempresentasikan teks naratif dengan baik			

Rubrik Penilaian Writing and Presenting

Aspek	Skor	Kriteria
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tatabahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tatabahasa yang menghambat
	1	Kesalahan tatabahasa sangat parah, tidak bias dipahami
Struktur	5	Urut dan sesuai struktur teks
	4	Ada bagian tidak sesuai namun tidak terlalu berpengaruh
	3	Ada bagian tidak sesuai, masih dapat diterima
	2	Ada sedikit kesesuaian struktur
	1	Tidak sesuai struktur teks
Konten/Isi	5	Sangat jelas keterpaduan gagasan antar paragraf
	4	Cukup menunjukkan keterpaduan gagasan antar paragraf
	3	Keterpaduan gagasan antar paragraph sudah terlihat
	2	Ada sedikit keterpaduan gagasan antar paragraf
	1	Tidak ada keterpaduan gagasan antar paragraf

Mengetahui,
Kepala Sekolah

Evi SIlviana, S.Pd
NIP. 19750527 199903 2 005

Jember, 16 Juli 2024
GuruMataPelajaran

Irma Mufidah, S.Pd
NIP. 19750801 200801 2 013

LKPD

Please write a descriptive text about a **person you choose**, including their physical appearance, personality traits, and interests or hobbies.	
Name:	
Class:	
Title	
Identification	
Description	

Appendix 5

TRANSCRIPT TEACHER INTERVIEW

No.	Question	Answer
1.	What do you know, as a teacher, about Project Based Learning (PjBL) in learning to write descriptive text especially describing a person or profiling a character?	As a teacher, I understand that Project Based Learning (PjBL) is a student-centered learning model by involving them in real projects. In learning to write descriptive text, especially describing a person or profiling a character, PjBL is very effective because students can learn directly through observation, interview, or research about the character to be described. Through this process, students not only learn to write, but also develop critical thinking, cooperation, and communication skills.
2.	What is your main goal in implementing Project Based Learning in writing descriptive text?	My main goal is for students to be able to write descriptive texts that are more lively and authentic. With PjBL, students can explore information about the chosen character, either through direct interviews, reading biographies, or finding information from various sources. This process makes them better understand the character, background, and uniqueness of the character. In addition, I want students to learn to work in groups, divide tasks, and exchange ideas so that the results of their writing become richer and more interesting
3.	How do you, as a teacher, implement Project Based Learning in writing descriptive texts in the classroom?	The implementation of Project Based Learning (PjBL) in writing descriptive texts at the thenth grade manajemen perkantoran 2 of SMKN 6 Jember is a structured and interactive process to improve students' ability to describe someone or create a character profile. After opening the lesson with greetings and prayers, I explained to the students about the objectives and topics of learning, which is to write descriptive texts about a character. I have my own steps in implementing this Project Based Learning strategy. Here are the stages of its implementation systematically: First, I ask students to form small groups consisting of 4-5 people. Each group then chooses a character to be described, either from the school environment, family, or a famous figure they admire. I give each group time to discuss and determine their chosen

		character. Next, each group conducts simple research to gather information about the chosen character. They can conduct direct interviews, search for information from books, the internet, or social media. At this stage, I guide students to note the physical characteristics, personality, achievements, and unique things about the character. After the data was collected, the group began to compile a framework and write a descriptive text based on the results of their research. I directed them to pay attention to the structure of the descriptive text, the use of appropriate understanding, and appropriate linguistic elements. Students also discussed and provided input to improve the writing results. Each group then interpreted the results of their descriptive text in front of the class. In this session, I facilitated the discussion, asked questions, and helped students focus on important details and correct any misunderstandings. Classmates were also given the opportunity to provide responses or questions to the groups that performed. At the end of the lesson, I invited students to reflect on the process they had gone through. I also opened a question and answer session to ensure that all students understood the material and objectives of the project. In addition to assessing the final results in the form of descriptive text, I also radiated the process of cooperation, activeness, and creativity of each group during the project. Through this Project Based Learning approach, students not only develop descriptive text writing skills, but also learn to work together, think critically, and become active participants in learning. This approach makes the learning process more meaningful and enjoyable for students.
4.	What type of evaluation do you use? How do you evaluate students' learning outcomes in the implementation of project-based learning in writing	In the process of implementing Project Based Learning in learning to write descriptive text at the thenth grade manajemen perkantoran 2 of SMKN 6 Jember, I use formative evaluation during the learning process. I do this by observing students' activeness,

TRANSCRIPT STUDENTS' INTERVIEW

Researcher: Nuril Nizwatul Karimah

RS1: Naila Syakila

RS2: Jesika Dina

RS3: Iqbal Romadhoni

RS4: Irmania Rahmawati

RS5: M. Daman Huri

N: Assalamualaikum wr.wr. wb.

S1-S5: Waalaikumsalam wr.wr. wb.

N: How are you all today?

S1-S5: Alhamdulillah fine, miss.

N: Before we start, may you introduce yourselves one by one?

S1: My name is Naila Syakila, you can call me Naila.

S2: I am Jesika Dina, just call me Jesika.

S3: My name is Iqbal Romadhoni, usually called Iqbal.

S4: I am Irmania Rahmawati, you can contact me as Irma.

S5: I am M. Daman Huri, just call me Daman.

N: Thank you. I would like to ask about your experience in learning to write descriptive text using Project Based Learning (PjBL) implemented by Mrs. Irma. In your opinion, how exciting or challenging is learning with this PjBL model?

S1: In my opinion, learning with PjBL is fun, miss. We can directly choose the character we want to describe, then look for information through interviews or the internet. So, writing it is easier and not boring.

S2: I agree with Naila. With PjBL, we are more active in discussing and working together in groups. In addition, we also learn how to collect data and organize it into interesting writing.

S3: I feel that with PjBL, we understand the structure of descriptive text better because we practice it directly. We can also ask if there is something unclear, either to friends or to Mrs. Irma.

S4: The challenge is, sometimes it is difficult to divide tasks in groups, especially if there are those who are less active. However, Mrs. Irma always guides and motivates all members to contribute.

S5: What I like the most is that the results of our writing are presented in front of the class. We learn to be confident and can get input from friends.

N: What steps did you take during this descriptive text writing project?

S1: Initially we formed groups, then chose the characters to be described. S2: After that, we look for information about the character, either through interviews, reading books, or the internet.

S3: We note down the physical characteristics, personality, achievements, and unique things about the chosen character.

S4: After the data is collected, we create a writing framework, then write a descriptive text together.

S5: After finishing, we presented in front of the class and received feedback from our friends and Mrs. Irma.

N: How did Mrs. Irma guide you during the project process?

S1: Mrs. Irma always gave directions at every stage, starting from explaining the objectives, how to find data, to writing and presenting.

S2: If there was confusion or difficulty, Mrs. Irma helped and gave examples.

S3: We were also often asked questions to deepen our understanding of the characters we described.

S4: Mrs. Irma reminded us to pay attention to the structure of the text and the correct use of language.

S5: After the presentation, Mrs. Irma gave an evaluation and suggestions so that our writing would be better.

N: How did Mrs. Irma evaluate your work?

S1: We were evaluated based on the process and results. The process was assessed based on activeness, cooperation, and responsibility during the project.

S2: The results were assessed based on the completeness of the information, clarity of description, and creativity in writing.

S3: The presentation was also assessed, including the ability to answer questions from friends.

S4: In addition, Mrs. Irma also assessed our ability to work together in groups.

S5: This evaluation allows us to know which parts are good and which ones need to be improved.

N: What benefits do you feel after participating in learning to write descriptive texts with PjBL?

S1: I am more confident in writing and presenting in front of the class.

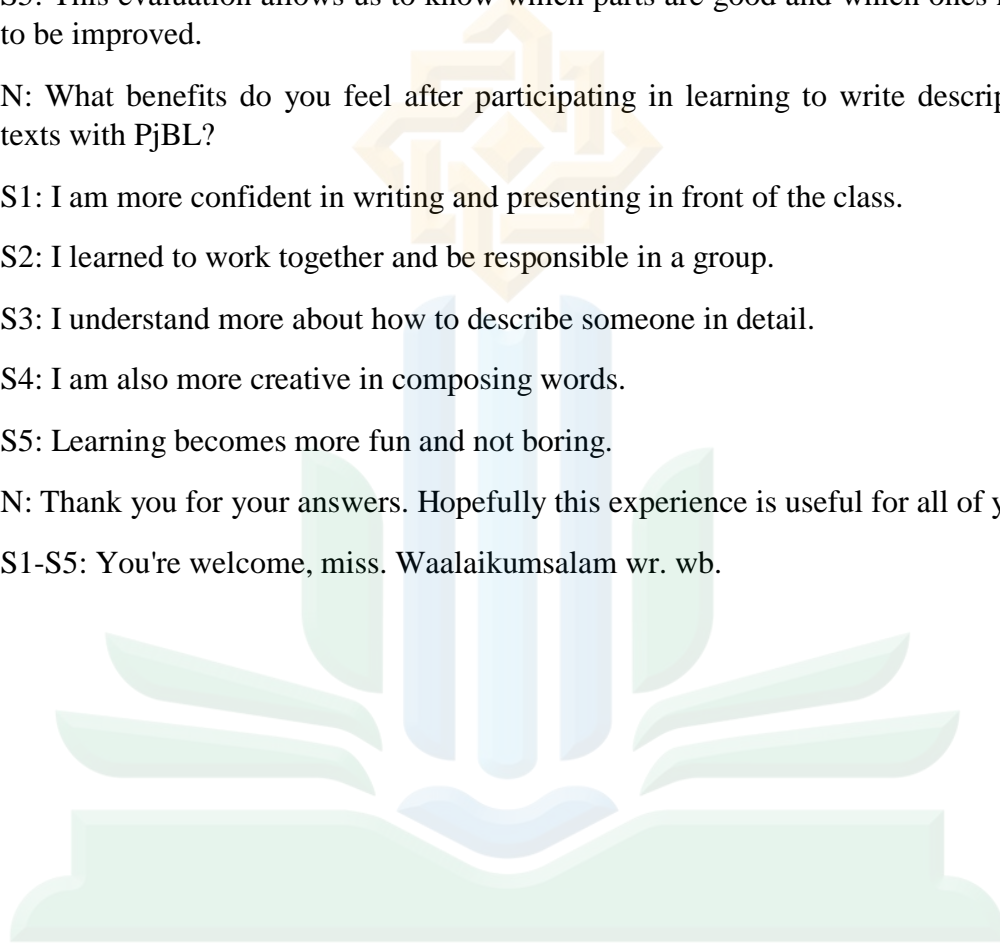S2: I learned to work together and be responsible in a group.

S3: I understand more about how to describe someone in detail.

S4: I am also more creative in composing words.

S5: Learning becomes more fun and not boring.

N: Thank you for your answers. Hopefully this experience is useful for all of you.

S1-S5: You're welcome, miss. Waalaikumsalam wr. wb.
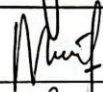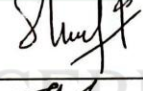
Appendix 6

Research Journal

The Implementation of Project Based Learning in Writing Descriptive Text at the Tenth Grade of Manajemen Perkantoran 2 SMKN 6 Jember

No.	Day/ Date	Activity	Signature
1.	Senin, 4 November 2024	The researcher did the preliminary study by conducting observation and interview with the English teacher	
2.	Kamis, 6 Februari 2025	The researcher confirmed the research permission	
3.	Jumat, 7 Februari 2025	The researcher observed the implementation of Project-Based Learning in writing Descriptive Text	
4.	Kamis, 13 Februari 2025	The researcher interviewed the English teacher in the tenth grade of MP 2 SMKN 6 Jember	
5.	Jumat, 14 Februari 2025	The researcher observed the implementation of Project-Based Learning in writing Descriptive Text	
6.	Senin, 17 Februari 2025	The researcher interviewed the student in the tenth grade of MP 2 SMKN 6 Jember	
7.	Rabu, 19 Februari 2025	The researcher completed the research data of document review	
8.	Kamis, 20 Februari 2025	The researcher got a letter of research finishing	

Mengetahui,

Kepala sekolah SMKN 6 Jember

Evi Silviana, S.Pd., M.M
NIP. 197505271999032005

Jember, 20 Februari 2025

Peneliti

Nuril Nizwatul Karimah
NIM: 212101060042

Appendix 7

Latters

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-10202/In.20/3.a/PP.009/02/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Sekolah SMKN 6 Jember
Jl PB. Sudirman no. 114, Tekoan, Tanggul Kulon, Kecamatan Tanggul, Kabupaten Jember.

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

NIM   : 212101060042
Nama   : NURIL NIZWATUL KARIMAH
Semester   : 8 (Delapan)
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai;The Implementation of Project Based Learning in Writing Descriptive Text at the Tenth Grade of Office Management 2 SMKN 6 Jember. Tahun Ajaran 2024/2025; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Ibu Evi Silviana, S.Pd., M.M.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 05 Februari 2025
a.n. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PEDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 6 JEMBER
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E-mail: smkn6.jember@yahoo.com; Website : smkn6jember.sch.id
JEMBER

SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : 423.6/167/101.6.5.24/2025

Yang bertanda tangan dibawah ini kami :

Nama	: EVI SILVIANA, S.Pd., M.M.
NIP	: 19750527 199903 2 005
Pangkat / Gol.	: PembinaTk.I
Jabatan	: Kepala Sekolah
Unit Kerja	: SMK Negeri 6 Jember

Menerangkan bahwa

Nama	: NYRIL NIZWATUL KARIMAH
NIM	: 212101060042
Jurusan	: TBI
Fakultas	: Tarbiyah
Instansi	: UIN KHAS Jember

Yang bersangkutan telah melakukan kegiatan penelitian skripsi di SMK Negeri 6 Jember pada tanggal 7 s/d 20 Februari 2025.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 24 Februari 2025
Kepala Sekolah,

EVI SILVIANA, S.Pd., M.M.
Pembina TK.I
NIP. 19750527 199903 2 005

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama   : Nuril Nizwatul Karimah

NIM   : 212101060042

Program Studi   : Tadris Bahasa Inggris

Judul Karya Ilmiah   : The Implementation of Project Based learning in Writing Descriptive Text at the Tenth Grade of SMKN 6 Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar (13,8 %)

1. BAB I: 30 %
2. BAB II: 12 %
3. BAB III: 15 %
4. BAB IV: 12 %
5. BAB V: 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 28 Mei 2025
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(ULFA DINA NOVIENDA S.Sos., M.Pd.)

NB: 1. Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan
       2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

Appendix 8

Documentation

No.	Picture	Activity
1.		Research Location: SMKN 6 Jember
2.		The teacher starts teaching writing skills through Project Based Learning by dividing students into groups, explaining the material about descriptive texts, and then determining some procedure text topics as themes for students' group projects
3.		This activity shows students searching for information related to the chosen topic. Furthermore, students summarize the information well and write the procedure text creatively and interestingly.
4.		This activity shows how students use Project-Based Learning to teach writing skills in a creative way, generating information about the text topic based on their own group.

5.		The picture shows the steps in teaching writing skills through Project-Based Learning in the form of presentation. At this stage, the students present their projects in front of the class in groups.
6.		The picture is the result of the researcher's interview with the English teacher of the tenth-grade office manajement 2 at SMKN 6 Jember.
		The activity in the photo is an interview conducted by a researcher with tenth grade office management students at SMKN 6 Jember, consisting of three girls and two boys.

Appendix 9

Curriculum Vitae

1.	**Personal Information**	
	a. Name	**:** Nuril Nizwatul Karimah
	b. SRN	: 202101060042
	c. Place, date of birth	: Lumajang, 26 April 2003
	d. Gender	: Female
	e. Address	: Sukosari, Jatiroto, Lumjang
	f. Faculty	: Education and Teacher Training
	g. Major	: English Education Program
	h. Email	: rimacim26@gmail.com
2.	**Education Research**	
	a. Kindergarten	: Dharma Wanita Rojopolo
	b. Elementary School	: SDN 1 Rojopolo
	c. Junior High School	: MTs Syarifuddin
	d. Senior High School	: MA Syarifuddin
3.	**Organization Experience**	
	a. ESA (English Student Association) UIN KHAS Jember (2023-2024)	