

**THE EFFECTIVENESS OF USING PJBL IN
TEACHING WRITING PERSONAL LETTER FOR
THE SECOND GRADE STUDENT OF SMAN 1
NGADILUWIH**

THESIS

Presented to

State Islamic Institute of Kediri

In Partial Fulfillment of Requirements

for the Degree of *Sarjana* in English Education



By :

HILDA FELLY PRATAMA

NIM : 9322. 117.15

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2019

DECLARATION OF AUTHENTICITY

Name : Hilda Felly Pratama
Student's ID Number : 9233 117 15
Study Program : English Language Education
Departement : English
Tittle of Thesis : The Effectiveness of Using PJBL In Teaching
Writing Personal Letter For The Second Grade
Students Of SMAN 1 NGADILUWIH

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any material previously written or published by another person except those indicate in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

Kediri, Jul 25th 2019
The researcher,

Hilda Felly Pratama
NIM. 9322.117.15

Approval Page

This is to certify that the Sarjana's Thesis of Hilda Felly Pratama has been approved by thesis Advivors for further approval by the board of examiners.

THE EFFECTIVENESS OF USING PJBL IN TEACHING WRITING PERSONAL LETTER FOR THE SECOND GRADE STUDENT OF SMAN 1 NGADILUWIH

HILDA FELLY PRATAMA

9322.117.15

Approved by:

Advisor I

Advisor II

Drs. H. Nur Akhlis M.Pd.

NIP.19661119 200604 1 001

Dr. Sri Wahyuni, M.Pd.

NIP.198409092011012018

RATIFICATION SHEET

THE EFFECTIVENESS OF USING PJBL IN TEACHING WRITING

PERSONAL LETTER FOR THE SECOND GRADE STUDENTS OS

SMAN 1 NGADILUWIH

HILDA FELLY PRATAMA
NIM.9322.117.15

Has been examined by the Board Examiner of State Islamic Institute of Kediri

(IAIN) Kediri on Jul 25th, 2019

1. Main Examiner

Drs. Agus Edi Winarto, M.Pd. ()
NIP. 19650527 200003 1 001

2. Examiner I

Drs. H. Nur Akhlis M.Pd. ()
NIP. 19661119 200604 1 001

3. Examiner II

Dr.Sri Wahyuni, M.Pd. ()
NIP. 198409092011012018

Kediri, Jul 25th 2019
Acknowledged by
Dean of Faculty of Tarbiyah
State Islamic Institute of Kediri

Dr. H. Ali Anwar, M.Ag
NIP. 19640503 199603 1 001

NOTA KONSULTAN

Kediri, June 2019

Nomor :
Lampiran : 4 (Empat) berkas
Hal : Penyerahan Skripsi

Kepada,
Yth, Bapak Ketua
Institute Agama Islam Negeri Kediri (IAIN) Kediri
Di
Jl. Sunan Ampel No.07-Ngronggo, Kediri

Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini :

Nama : Hilda Felly Pratama

NIM : 9322.117.15

Judul : THE EFECTIVENESS OF USING PJBL IN TEACHING WRITING
PERSONAL LETTER FOR THE SECOND GRADE STUDENT OF
SMAN 1 NGADILUWIH

Setelah diperbaiki materi dan susunanya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam Sidang Munaqosah.

Demikian agar maklum dan kesediaan Bapak, kami ucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing 1

Pembimbing II

Drs. H. Nur Akhlis M.Pd.
NIP.19661119 200604 1 001

Dr. Sri Wahyuni,M.Pd.
NIP.198409092011012018

NOTA PEMBIMBING

Kediri, Jul 2019

Nomor :
Lampiran : 4 (Empat) berkas
Hal : Bimbingan Skripsi

Kepada,
Yth, Bapak Ketua
Institute Agama Islam Negeri Kediri (IAIN) Kediri
Di
Jl. Sunan Ampel No.07-Ngronggo, Kediri

Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Bapak Rektor untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini :

Nama : Hilda Felly Pratama

NIM : 9322.117.15

Judul : THE EFECTIVENESS OF USING PJBL IN TEACHING WRITING
PERSONAL LETTER FOR THE SECOND GRADE STUDENT OF
SMAN 1 NGADILUWIH

Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 25 Juli 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan kesediaan Bapak, kami ucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing 1

Pembimbing II

Drs. H. Nur Akhlis M.Pd.
NIP.19661119 200604 1 001

Dr. Sri Wahyuni, M.Pd.
NIP.198409092011012018

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, after the difficulty there is ease”

(Alam-Nashroh: 6)

Nothing is difficult.

DEDICATION

All praises is due to Allah SWT for His mercies and blessings that has been given to me to finish this thesis.

I devote this thesis for my beloved parents who always support and become my inspiration in any time and every time. with my deepest compliment for them, I could only pray “allahummaghfir lanaa waliwalidaina warhhamhuma kamaa rabbayani shoghira”.

Thanks to my respectable advisors, Drs. H. Nur Akhlis M.Pd and Dr.Sri Wahyuni,M.Pd. who always help me and give support to finish this thesis and both of you always guide and give me advice whenever when i got problem, thanks you very much for everything. I also don't forget to my boy friend Mr. HK and my friend who always give love and support.

Especially, for someone who always companies me whenever I am happy or sad, who always support me for working out this thesis,someone who always listen to my complaint at any time whenever I need. Thanks for everything.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Allhamdulillah Rabbil Alamin, praise to Allah the all merciful and the all compassionate. Thanks to Allah SWT because of all blessing and guidance, so the writer is able to finish the arrangement of research and development “ The Effectiveness of Using PJBL In Teaching Writing Personal Letter for The Second Grade of SMAN 1 Ngadiluwih” as the final instruction activities on The State Islamic Institute of Kediri peace and blessing be upon to our beloved prophet, Muhammad SAW, his family companions, and his followers.

The aim of this thesis is the requirements for obtaining bachelor degree of education (S.Pd). The specific purpose of this thesis is as a discourse of education that is still a lot of things from an education that must be developed.

There is no pronouncable word that can be extended except the grate gratitude to the excellenci :

1. Dr. Nur Chamid, M.M as the rector of State Islamic Institute of Kediri, who has given me the hidden spirit and motivation to develope academical competences well as Islamic Studies.
2. Drs. H. Nur Akhlis M.Pd and Dr. Sri Wahyuni,M.Pd. as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of reseacrh report.

3. Suprihatin S.Pd and Handi Kurniawan S.Pd as content validator who give suggestion to my project.
4. All of my lecturer in English Education Department.
5. As the head master of SMAN 1 Ngadiluwih who give me permission to do the research.
6. Teacher and students of SMAN 1 Ngadiluwih who help me during the research
7. My beloved parents who have given me full of love attention, encouragement motivation and pray. Thanks for all of your endless loves, so i can finish my study in first degree (S1) at State Islamic Institute of Kediri.
8. Laylatun nisa' as ilustrator who help me during this research.
9. My best friend who cheer my up when i had difficult time, always give me support and togethemes.
10. Thanks for my someone give me support and love.
11. Thanks to myself never give up.

Finally, the writer hopes that this thesis be useful for all reades. The writer realize that this thesis is not perfectly enough yet. The writer hopes that Allah SWT gives His blessing for us and this thesis will be useful for readers. Aamiin.

Kediri, June 2019

The Writer,

ABSTRACT

Pratama, Felly Hilda . 2019. “ The Effectiveness of Using PJBL In Teaching Writing Personal Letter for the Second Student of SMAN 1 NGADILUWIH”. English Departement , Faculty of Education and Teacher Training State Islamic Institute of Kediri. Advisors: (1) Drs. H. Nur Akhlis M.Pd. (2) Dr. Sri Wahyuni, M.Pd.

Key Words : Effectiveness, Writing, Project Based Learning.

The objective of this research is to investigate whether the students taught using project based learning better writing skill than the students taught by non project based learning. In order to achieve the objective of research

The subject of the research is the student at the second grade of Sosial Class of SMAN 1 Ngadiluwih. The research design is quasi experimental design. It is done by comparing two class, experimental and control group. Every group consist of 32 and 36 students. The experimental class is conducted at X of social (II) 2 taught using project based learning and control class is conducted at Y of social (I) 1 taught using non project based learning. In this study, the researcher gave pre-test and post-test. Then, the result of the test was calculated by using ANCOVA through SPSS 21.0

In the result of post-test in experimental group is 4,236 higher than control group, and the result of the significant value is 0,034($0,034 < 0,050$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore the using project based learning is more effective to improve the students writing in personal letter tha convensional method.

TABLE OF CONTENT

COVER	i
APPROVAL PAGE	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I : INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Problem.....	3
C. Objective of the Study	3
D. Hypothesis of the Study	3
E. Significance of the Study.....	3
F. The Limitation of the Study	4
G. Definition of the Key Terms	5
CHAPTER II : REVIEW OF RELATED LITERATURE.....	7

A. Writing	7
B. Project Based Learning.....	15
C. Personal Letter.....	23
D. Previous Study.....	25
CHAPTER III : RESEARCH METHOD.....	27
A.Research Design.....	27
B.Variable	28
C.Population and Sample.....	29
D.Instrument of Research	30
E.Research Procedure	34
F.Data Collection Method.....	35
G.Data Analysis	36
CHAPTER IV : FINDINGS AND DISCUSSION.....	37
A.FINDINGS	37
B.DISCUSSION.....	49
CHAPTER V : CONCLUSION AND SUGGESTION.....	52
A.CONCLUSION	52
B.SUGGESTION	53
REFERENCES.....	54
APPENDICES.....	58

LIST OF TABLE

Table 3.1 Research Design	28
Table 3.2 Scoring Rubric	33
Table 3.3 The Treatments Schedule.....	34
Table 3.4 The Treatments Procedure	35
Table 4.1 The Summary Result of Pre-test.....	38
Table 4.2 The Summary Result of Post-test	39
Table 4.3 Interpretation Coefficient Value	40
Table 4.4 Pre-test Control	41
Table 4.5 Pre-test Experimental.....	41
Table 4.6 Post-test Control.....	42
Table 4.7 Post-test Experimental.....	43
Table 4.8 One Sample Kolmogorov – Smirnov Test.....	44
Table 4.9 Test of Homogeneity of Variences.....	45
Table 4.10 Test of Homogeneity Agression (Slope).....	46
Table 4.11 Test of Betwen – Subject Effects.....	47
Table 4.12 Paramert Estimates	48

LISTS OF APPENDIX

- APPENDIX 1. Instrument of Pre-test
- APPENDIX 2. Instrument of Post-test
- APPENDIX 3. The Result of Pre-test Control Group
- APPENDIX 4. The Result of Pre-test Experimental Group
- APPENDIX 5. The Result of Post-test Control Group
- APPENDIX 6. The Result of Post-test Experimental Group
- APPENDIX 7. Scoring Rubric
- APPENDIX 8. The Sample of Students' Writing
- APPENDIX 9. The Sample of Students' Project (Wallmagazine)
- APPENDIX 10. Expert Validation
- APPENDIX 11. Permit Letter
- APPENDIX 12. Form Bimbingan Skripsi
- APPENDIX 13. Form Laporan Selesai Bimbingan Skripsi Document.

CHAPTER I

INTRODUCTION

These chapters present the introduction. It discuss about background of the study, research problem, objective of study, hypothesis, significant of the study, limitation of the study, and definition of the key terms.

A. Background of The Study

English is consisting of four skill that should be learned, they are listening, speaking, reading and writing. Writing is a useful tool for discovering and thinking. According to Purnama (2014), writing is one of the important skills in English because it takes part as important communication tool. People need to learn English writing because a process of expressing idea, opinion, experience and information in the form of written language. This skill becomes more difficult for students in any level of English because it need hard thinking and produces sentences, paragraph at the same time. To study English consider that they do not know how write a topic. From the previous studys some researchers found a lot of problem for improving writing skills .

These problem can be influenced by some factors that thes are coming from internal and external of students. The internal factors that can affect their writing are IQ, cognitive ability, talent and motivation. Moreover the external factor that can affect their writing are curriculum, material, approach, method, strategy, and technique. So the teacher should be creative n choosing the strategies for teaching.

According to Anthony (1963) and Fauziati (2014), they states the method as "an overall program for presenting language in an orderly manner, there is no contradictory part, and all are based on the chosen approach. Whereas techniques are events that occur in class. These are special tricks, strategies, or inventions that are used to achieve immediate goals. According to Fauziati (2010), states writing as a developing process in ongoing work and developing new skills, not only evaluative tasks, classroom practices vary with each other.

According to Robert (2009), he states that writing is a learning environment that is efficient for communicating, developing the mind. Based on Ulquhart and Macler (2005), state that writing is an effective process. Students must learn strategies for new discoveries. In general, it was agreed that writing was the most difficult skill to master for foreign language learning. Therefore it requires an interesting strategy that can make students interested in writing. This strategy is usually done in developed countries, especially America, they always do the method when learning takes place.

Based on Global SchoolNet (2000), it reports the results of the AutoDesk Foundation's research on the characteristics of Project Based Learning. The study states that Project Based Learning is an efficient learning approach for students and has good characteristics. Students make decisions about a framework, the existence of a problem or challenge that is proposed to students, students design a process to make a solution to a problem or challenge given, students collaboratively are responsible for managing information to solve problems, the evaluation process is carried out gradually, students gradually reflect on the

activities that have been carried out, the final product of learning activities will be evaluated qualitatively, and the situation learning is very tolerant of mistakes.

B. Research Problem

Based on the background of study above, it is necessary to do study on the process of teaching writing in SMAN1 NGADILUWIH. The statement of problem of this study is “ is teaching writing personal letter using PJBL to the second grade students of SMAN1 NGADILUWIH effective ?

C. Objective of the Study

Based on the problem of study above, the general purpose of this study is to know whether teaching writing personal letter using PJBL to the second grade students of SMAN1 NGADILUWIH is effective or not ?

D. Hypothesis of the Study

There is significant differences between students writing skill, taught by using project based learning and those taught not by using without project based learning technique.

E. Significance of the Study

This research is expected to give contribution to foreign language learning, especially in writing classroom. Thus, research is expected to be useful for the following parties :

1. For teacher

The researcher give hopes that this study give an alternative strategy in teaching writing, especially writing personal letter. The researcher also expect motivate the teachers to be more creative so the students will be more enthusiastic in English class.

2. For the students

This research hopeful can be useful for the students, especially for foreign language learners. This research gives description on the project based learning. Motivate the students to learn writing well and foster students' interest in learning. In addition, the using of project based learning could improve their ability in writing, and more explain their idea, especially personal letter.

3. For other researchers

The researcher hopefully can be useful for the other researchers who want to conduct th similar topic. One of references for who want to conduct study related to this research. This study is still many weaknesses, so for other researcher are expected to do better research.

F. The Limitation of The Study

This research is focused on teaching writing personal letter using project based learning in students. This study for the second grade students of SMAN1 NGADILUWIH, especially in the second semester 2019/2020 academic year.

G. Definition of The Key Terms.

In this study the researcher give difition about same term in order to avoid misunderstanding. The definition is as follow :

1. Writing

Writing can not be separated from human being. Most people did a writing in their daily activity. Some people said that writing is communication through a paper and a pen. Actually, writing in foreign language is not only in paper but also writing in internet, book, magazine, and others. Through writing we can do a lot of things, we can express our ideas and opinions, we can explain something to the reader, we can get many informations, we can still communicate even it is in long distance, we can dispence our hobby like write a short story, novel, or science, and many others. We can not imagine if this world without writing. In short, writing has very significant role in our live. Writing is also has important role in the educational context. Writing is one of four skills (listening, speaking, reading, and writing) that students must learn.

Writing has always appeared in the syllabus of teaching English. In educational field, writing is evidence of successful learning because there are feedbacks from the understanding of learning where writing result can be analyzed directly (Richards, 1990:100). Horwitz (2008:136) adds “writing is essential when the second language is needed for academic or professional purposes”. In addition, Raimes (1983:3) stated that writing could help students learn because it increased the material that have been taught such as grammar, vocabulary, structure, and bring the students to express their idea.

However, the students still need a guided from the teacher as facilitator to develop their writing skill and create a good written.

2. Teaching Writing

Teaching writing is a process of teaching in which the teacher shows and help someone or student to learn how to write well in English, especially in personal letter.

3. Project Based Learning (PjBL)

PjBL is one strategy that makes students break up a problem given by the teacher. Which aims to enhance students' creativity and activation. in this strategy students are required to make a project where the project will be the final result of their assignment or as an evaluation of the material. In this study they made a wallmagazine containing personal letters. On the wallmagazine they will replace a few words with the available images and arrange them into a good and interesting sentence.

4. Personal Letter

Personal letter is one part of English language required at high school to deduct what is found in the initial chapter in the second semester. Personal letter is one of the letters that aims for someone special, apology, invitation. The personal letter is divided into two parts, formal and informal. in this study the researcher used an informal personal letter, students preferred to write informal letters.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about some theories related to the study. They are writing, PjBL, personal letter to support of the study. It cover writing, project based learning, personal letter, and previous study.

A. Writing

It discusses about definition of writing, writing process and teaching writing, project based learning.

1. Definition of Writing

Writing in English for academic propose is difficult task for many people Indonesia. Writing is one skill in English lesson and one of productive skill besides speaking. Writing cannot be spared from human being. Some people do writing for write their story and daily activity. Some people said writing is communication with pen and paper. The student must master in writing. They can pour idea from experience and they write. The writer will more explain about anything what they do. Through writing they can do a lot of things, they can explain their ideas and opinion explains anything to the reader. They can get much information and experience if they can still communicate even it is in long distance. They can write hobby like write a short story, novel or science and another.

Writing is also has important role in the educational context. Writing is one of four skills (listening, speaking, reading and writing) that student must learn

about it. Writing has always appeared in the syllabus of teaching English. In educational field, writing is evidence of successful learning because there are feedbacks from the understanding of learning where writing result can be analyzed. According to Hurwitz (2008), states writing is essential when the second language is needed for academic or professional purpose. In addition, Reims (1983), stated that writing could help student learn because it increased the material that have been taught such as grammar, vocabulary, structure and bring the student to express their idea. However the student still need a guided from teacher as facilitator develop their writing skill and create a good written.

Furthermore, Harmer (2004), states that writing is a process that we write is often heavily influenced by the constraints of genres and then these elements have to be presented in learning activities. Student who is writing within a certain genre considers a number of different factors such as they have to knowledge of the topic, the convention and style of genre and the context in which their writing will be read, and by them. From Harmer we know that about writing is one of important component which have learned by student in the learning English.

2. Writing Process

Writing ability needs process, writing is never one step action. It is a process that has several steps. When we write something in the first time, we already think what we are going to talk about, how to say, and have finished writing. According to Brown and hood (1989), states that the writing processes depend on:

- a. Who you are writing to or for, it refers to reader.
- b. Why you are writing, it refers to the purpose.
- c. What you are writing about, it refers to the content.
- d. Where you are, how much time you have, how you feel.

Based on Harmer (2004), argues that the process of writing consist of 4 steps.

They are (a) planning, (b) drafting, (c) editing (reflecting and revising), and (d) final version. The explain as follow:

a. Planning

Before starting to write, the writers try to classify what they are going to convey and decide what they are going to say. It means that before start to write, the writer have to know what they want to write. The writer also must be has a plan about the ideas and the purpose of their writing.

b. Drafting

The process of drafting is the first version of a piece of writing. The writers organize his ideas which on their mind before, then it will be amended later. As the writing process proceeds into editing, a number of drafting may be produced on the way to the final version. So, it can help the writer in writing because the writer can imagine and make design about what they want to write.

c. Editing

When the writer is editing their draft, usually they read their works for checking the piece of error. Reflecting and revising will help the editors to give comment and suggestion. It will help the writer to make appropriate revisions.

d. Final version

This is the final activity in the writing process. The writer reworking the written drafts and polish them for publication. So, the writer is ready to send the written text to its intended audience.

3. Approaches to Teaching Writing

a. Product Approach

The teaching of writing for many years concerns more on the writing product than the writing process, in which this is called as product approach (Harmer, 2004:11). Product approach concerns on the result or the final product of students' writing, the coherent, and the error-free text. As cited from Brown (2001:335), a half century ago, the teaching of writing is emphasized on the final product, such as the essay, the report, the story, and what the product should be like. It means that product approach focuses on how students' final writing looks like. In this approach, the teaching writing is often contiguous with a good text organization, a sufficient content, an appropriate vocabulary usage, accurate grammar and correct mechanics. It is supported by Pincas (1982) in Badger and White (2000:153) that argue in product approach has more focus on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, syntax, and cohesive devices. When the students learn writing, it is possible to them to ask what tenses and vocabulary that they used, and how they constructed them. According to Brown (2004:335) there are some characteristics of product oriented approach. They are; every composition must 1) meet certain standards of English rhetorical style, 2) use accurate grammar and 3) be organized based on the convention to make the audience find it

easy to understand the text. In conclusion, the product approach mostly focuses on students' final products of writing. Familiarization, controlled writing, guided writing, and free writing are some stages used in this approach.

b. Process Approach

During the early 1980s, an important shift from the product approach to the process approach occurred (Namshi, 2014:41). Since the final writing is the ultimate goal, however, the teacher needs to pay attention more on the writing process as students will not only concern about what text they can produce but also how to construct a writing text. That's why process approach also important to build students' knowledge. Process approach concerns more on the process of making the text. It means the process of how the students develop ideas and formulate them into writing. Namshi (2014: 41) states there are some steps of the act of writing, they are; setting goals, generating ideas, organising information, selecting appropriate language, drafting, revising, writing, editing, and publishing. He adds the objective of the process approach is to make the student aware of, and gain control over, the cognitive strategies involved in writing. There are some characteristics in process approach based on Shihin Brown (2001:335) as follows:

1. Focus on the process of writing that leads to the final written products.
2. Help students to understand their own composing process.
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
4. Give students time to write and rewrite.
5. Let students discover what they want to say as they write.

6. Give students feedback during the composing process and on the final product. In conclusion, process approach is a set of instructions which emphasizes on how the students' effort to compose their writing. Process approach gives student opportunities to discuss, review, reorganise and revise their writing, also leading them to the final writing.

c. Genre Approach

Since 1980s, the genre approach to teaching writing has taken place under different forms in different parts of the world and mostly teachers have been concerned with the use of the genre approach in ESL classes (Namshi, 2014:44). Genre can be defined as abstract, socially recognized ways of using language for particular purposes (Hyland, 2003:18). According to Harmer (2007:113) a genre is a type of writing which members of a discourse community would instantly recognise for what it was. In line with this, Namshi (2014:44) also states that the genre approach to teaching writing is mainly concerned on teaching particular genres that students need control in order to succeed in particular situations. It means genre based approach focuses on the certain goals and intentions, certain relationship to the readers and certain information to convey, and the forms of a text are resources used to accomplish these. The objective of adopting genre approach is to enable students to use appropriate registers which are important for them (Namshi, 2014: 45). Genre was classified into some types of written text. For example, description, recount, procedure, report, exposition, narrative, and so on. In this research, the writer decided to choose recount text as genre of writing. In conclusion, genre approach emphasizes on particular cultural and social context

in writing. It is important for writing teachers to connect them in order to help students understand how and why linguistic conventions are used. Particular genre is used to fulfil the social functions in contexts. Then, social and cultural context cannot be separated from language. So, the students are lead to produce a content of text in a certain text type.

4. Teaching Writing

Writing is one of four skill taught in senior high school, and it is included in syllabus and standard competence. As a teacher, we must master the condition that happens in the class. In order that our class will be running well and will make the students bored, student frequently have more time to think than they do oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

According to Slamet (2007), states supporting writing is a productive ability writing ability is a producing ability writing. It can be the basis for increasing and developing the ability of the next student. With reference to the research states that writing skills cannot be obtained from scientific results but based on habitability. Based on Tomkins (1990), states this is because writing is a productive ability, which means writing can produce the results of writing. The forms of difficulties experienced by research and the students for ; (a) writing letters, words, and simple sentences, (b) write connecting letters, (c) write sentences correctly, (d) distinguish letters b and d (often confused), (e) difficult to imitate or imitate the form of writing given by the teacher (f) it is difficult to arrange words into simple sentences.

Writing encourages student to focus on accurate language uses. However, this separate from the issues of writing process and genre. In fact, student is not writing to be better writers. According to Harmer (2015), stated that there are some ways to help student learn better. They are as follow:

a. Get student to plan writing

Before student start writing, we can encourage them to think what they are going to write by planning the content and sequence of what they are going write. When student are planning, we can encourage them to think not just about the content of what they want to say but also what the purpose of their writing is.

b. Encourages student to draft, reflect and revise

In writing, student sometimes find difficulty. As a teacher we may give a new method and some treatment to them. One way of encouraging drafting, reflection, and revision having student involved in collaborative learning. We can also make a pair of group of students working together on a piece of paper.

c. Respond to students writing

To respond a work in progress we may involve talking with individual student about first, third of four drafts, while others members of the group are working on their own. So, teacher can read thought a draft and then make written suggestion about how the text could be recorded.

B. Project Based Learning

As far as the researcher concerned, *Project-based learning* is abbreviated as PjBL. But, sometimes many people abbreviate project based learning as PjBL. In fact, in the context of English teaching and learning, PjBL can refer to project based learning or problem based learning. However, in this research only refers to project based learning. The basic concept of PjBL was occurred in the early 1990s, as John Dewey popularized “learning by doing”. He believes that learning process will take place if students are actively involved in exploring, negotiating, interpreting and creating. That’s why PjBL has been widely adopted to teach different subjects in school and educational institutions around the world.

1. Definition of Project Based Learning

Project based learning is an approach that allow students to develop their creative and innovative thinking in learning language by their knowledge and interest. According to Bell (2010), says project based learning is a success innovative approach to learning that teaches a multitude of strategies for success in the twenty-first century. Based on Klein (2009), states project based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. It can be concluded that project based learning (PjBL) is a learning model, approach, or strategy that foster learners to create something new and more challenging in learning and teaching process.

Project based learning has a final product, performance or presentation as real-project in solving the problem. According to Thomas (2000), states pproject based learning is a model that organizes learning around projects. It is based on challenging questions or problems, that involve students in design, problem solving, decision making, or investigate activities give students the opportunity to work relatively autonomously over extended periods of time and calumniate in realistic products or presentations. From this explanation can be seen clearly that project based learning puts students in active role problem solver, a decision maker, and investigator.

Project based learning is process of learning where students are responsible in their own learning. Based on Larasati (2015), states the sstudent could work together or individual to accomplish the project. That project work is part of cooperative learning. It allows students to work in their own, small group or in a whole class. Based on definitions above, it can be inferred that project based learning give student opportunities to construct their knowledge and practice their skill through work individually or collaboratively.

2. Characteristics of Project Based Learning

According to Pratomio (2010) project based learning have some characteristics as follows:

- a. A student-centered teaching learning process

Project based learning focuses on students to be an active learner. Therefore, the teacher becomes a facilitator rather than a controller. It makes students have

opportunities to discover the solution through given project using their skills and knowledge.

b. Developing students' self-motivation

Project based learning is designed to be contextual, interactive and fun. It involves topics that are relevant to their daily life. PjBL also gives an alternative teaching writing which different from usual. It makes more comfortable and challenging atmosphere of the writing class. Further, students can share ideas with peers in the group work and group discussion; it can be enhancing their motivation.

c. Creativity

Students as creators' creativity must be creating something to develop their artistic skills such as drawing, designing and decorating. Various media and discussions with group also enrich their ideas and stimulate their creativity in writing. Moreover, they are urged to create the end product more creatively in order to compete with others in the context competition among students.

d. A collaborative learning environment

When students work in a group collaboratively, it makes them communicate and cooperate each other. It also enhances positive relationship among students.

e. Providing frequent feedback

When students develop the project collaboratively, it makes them share ideas, opinions and suggestions among member of group. It encourages them to speak

and listen to others. Moreover, the teacher is responsible to give corrections, feedback, and suggestions with their project.

f. Guidance and scaffolding

For beginners, guidance and scaffolding in developing project will be needed. It can be in forms of student-teacher interactions, tasks, peer feedback, guiding questions and so on.

g. Employing technology and multiple learning sources.

h. Contextualizing language knowledge and skills to real life situations.

i. Integrating language skills and interdisciplinary learning.

j. Ending in accomplishing an end product which can be shared with others.

3. **The Benefits of Project Based Learning**

There are many benefits of Project based learning in teaching English as Foreign language as follows (Fragoulis, 2009:113) :

a. PjBL gives contextual and meaningful learning for students

b. PjBL can make students actively engage in project learning

c. PjBL enhances the students' interest, motivation, engagement, and enjoyment

d. PjBL promotes social learning that can enhance collaborative skills

e. PjBL can give an optimal opportunity to improve students' language skill,

4. The Advantages and Disadvantages of Project Based Learning

There are some advantages and disadvantages of project based learning based on Kementerian Pendidikan dan Kebudayaan (2014: 32). They are:

a. Advantages

- 1) It improves students learning motivation, encourages the students to perform essential job and encourages their self-esteem.
- 2) It increases problem solving skill.
- 3) It creates active learning class.
- 4) It fosters collaborative learning.
- 5) It stimulates students to learn, to develop and to practice the communicative skills.
- 6) It gives students team management experiences.
- 7) It drives students in learning authenticity.
- 8) It makes fun learning.

b. Disadvantages

- 1) It spent a lot of time in solving problem.
- 2) It costs much in making the project.
- 3) Some teachers stay in comfort zone where traditional approach is believed as the best in the classroom.
- 4) Some learners doing nothing.
- 5) Group working at different speeds.
- 6) Learners fail to see the value of project-work.

5. Teaching Steps in Project Based Learning

Project based learning has a procedure to follow in order to help the teacher to develop the project as well as to guide students with the project that they take. The procedure consists of the phases on how to implement project based learning process in the classroom. There are different steps in developing the project based learning which are proposed by the researchers, education practitioners and higher institutions, such as Stoller (2012), Fragoulis (2009), and others. Nevertheless, the steps of project development proposed by The George Lucas Educational Foundation in Pratomio (2010:26) seem to be the most effective and appropriate procedure. Therefore, the researcher decided to employ this procedure in conducting her research. The procedures are explained as follows:

a. Start with essential question

The teacher starts the teaching and learning process by giving students essential questions. The questions must be in relevant to the goals that the students must achieve during the project. The questions also must in relation to the knowledge that the students construct and the topic must fit to their proficiency level. It ought to be related with students' daily life.

b. Design a plan for the project

The design of the plan contains the explanations of the rules of project development, the activities leading to the project accomplishment, the selection of the materials and tools needed for the project. The teacher gives students chance to participate by sharing their ideas on the project in order to make the project meet with the students' interest, capability, and expectation.

c. Create a schedule

In this phase, the teacher and the students discuss about the deadline of the end product must submit. It also includes the time allocation in doing the project.

d. Monitor the students and the progress of the project

It is the most important stage in which the project development takes place. It is important since the success of the project accomplishment is determined by how well the students develop the project. At this stage, the teacher is required to play the role as monitor. The teacher is responsible to facilitate the learning process, guide students during the process, help students if they face difficulties and ensure that the students is involved in the project.

e. Assess the outcome

The teacher asks students to submit their project, it is wall magazine. The teacher collects and checks students' project. The teacher also related students' progress with the teacher instruction. Assessing the outcome allows the teacher to evaluate the students' achievement and the quality of teaching-learning process.

f. Evaluate the experiences

In this last stage, the teacher and the students reflect on the activities and the project they have done. Allow for individual reflection, such as journaling, as well as group reflection and discussion (for example, validate what students have learned and makes suggestions for improvements).

5. Teaching Writing using Project Based learning

English for second grade in senior high school are expected to be able write some texts. One of them is Personal Letter. When the students write a Personal Letter, they have to remember what happened and what they have been done in the past. Here, the teacher could give interesting things to support the students' activity in writing Personal Letter.

In this case, project based learning can be used as interesting method to teach Personal Letter. Based on Blumenfeld (1991), state project can serve to build bridges between phenomena in the classroom and real life experience. Personal Letter is one of text types which are suitable with PjBL because it engages students with the ability to share real life experiences in the past. That's why Personal Letter related with writing project.

Project based learning provides many opportunities for students to write. According to Chikita (2013), says that through PjBL, learners are given opportunity to express their idea and develop it by producing a product. It means that teachers need to give students opportunities to construct their own knowledge and practice their skill by offering students meaningful ways to represent their learning. Students are expected to create a real thing that is based on the teaching material interests and to make connection to the world beyond the school. Based on Larasati (2015), states that project based learning focuses on learning through integrated activities in real world situations. For example, teacher provides students with certain topic or phenomena that happen in their real life, and then they may investigate what experiences or events they had or did in the

past and create writing Personal Letter through the project. With project-based learning, students are encouraged to explore their own.

C. Personal Letter

According to Hornsby (2015), states personal letter is one kind of story genre; Personal Letter tells somebody about something, especially something that you have experience. Hartono said “recount is one of genre text, containing about retell event for the purpose of informing or entertaining”. Actually Personal Letter is a text tells about the personal experience in the past time. The tense that used in Personal Letter is past tense. There are three generic structure of recount. Follows as:

- a. Orientation it provide the setting and produces participants. It provides information about whom, where and when.
- b. Records of event tell what happened, present event in temporal sequence.
- c. Re-orientation: optimal-closure of event. It is rounds of the sequence of events.

The common grammatical features of Personal Letter are :a) use of noun and pronoun to identify people, animals, things involved. b) Use of action verb to river to events. c) Use of past tense to locate events in relation to speaker’s or writer time. d) Use of conjunctions and time connectives to sequence of events. e) Use of adverb and adverbial phrase to indicate place time. f) Use of adjective to describe nouns. There are seven types of Personal Letter:

1. Formal letter : These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category.
2. Informal letter :These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.
3. Business Letter: This letter is written among business correspondents, generally contains commercial information such as quotations, orders, complaints, claims, letters for collections etc. Such letters are always strictly formal and follow a structure and pattern of formalities.
4. Official Letter: This type of letter is written to inform offices, branches, subordinates of official information. It usually relays official information like rules, regulations, procedures, events, or any other such information. Official letters are also formal in nature and follow certain structure and decorum.
5. Social Letter: A personal letter written on the occasion of a special event is known as a social letter. Congratulatory letter, condolence letter, invitation letter etc are all social letters.
6. Circular Letter: A letter that announces information to a large number of people is a circular letter. The same letter is circulated to a large group of people to correspond some important information like a change of address, change in management, the retirement of a partner etc.

7. Employment Letters: Any letters with respect to the employment process, like joining letter, promotion letter, application letter etc.

D. Previous Study

A previous study is considered as a helpful element in conducting a research. By looking at previous studies, someone can be easier to arrange his or her research. In this point, the researcher takes three the relevant previous study to prove the research.

The first previous study conducted by Riza Marista (2016) from State University of Surabaya entitled “Teaching Writing descriptive Text by Using Wall Magazine through Project Based Learning”. The subjects of her research were the tenth grade of SMA Negeri 1 Jombang. She used descriptive qualitative research. The instruments which she used in her research were observation checklist, students’ writing task, and questionnaire. The researcher collected data from observing. The research finding stated that the use of project based learning was an effective teaching learning model. It can be concluded that PjBL can be used as an alternative model in teaching writing descriptive text.

Second study was conducted by Andyani Larasati (2015) from State University of Yogyakarta entitled “Improving Students’ Writing Skills Through Project Based Learning Technique at Grade XI SMAN 2 Sleman In The Academic Year Of 2014/2015”. This study was done using classroom action research. She decided make a poster as project in writing hortatory exposition text. Based on her research, it is found that the implementation of project based

learning was successful to improve students' writing skill. Besides that, the research showed that the use project based learning enhanced students' motivation and empowered students' creativity.

Third study was conducted by Imanuella Natalia (2015) from Nusantara PGRI Kediri University, entitled "The Effectiveness of Project Based Learning to the Students' Writing Ability in Descriptive Text in the Eighth Grade of SMP Negeri 8 Kediri Academic Year 2014/2015". She used 3D magazine as the project. Based on the data analysis by using t-test, the result showed that t-score is higher than t-table. It has proven that there was a significant different students' achievement after and before using project based learning. The finding of the research verified that project based learning is effective to teach descriptive text.

Therefore, based on the previous studies, it has similarity that is they use project based learning. However, the researcher use different project and genre of text. The researcher wants to investigate the effectiveness of project based learning toward students' writing skill. Achievement of the second grade students at SMAN 1 Ngadiluwih using wallmagazine as result of project.