

**TEACHING WRITING OF DESCRIPTIVE TEXT BY USING PJBL
(PROJECT BASED LEARNING) STRATEGY TO THE ELEVENTH
GRADE STUDENTS OF SMK PEMBINA 1 PALEMBANG**

THESIS

BY:

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH PALEMBANG

2026

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THESIS

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In Partial Fulfillment of the Requirements

For the Degree of Sarjana in English Language Education

BY

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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Motto:

“ It’s not always easy, but that’s life. Be strong because there are better days ahead”

-Mark Lee

Dedication:

- 1. This is dedicated to my beloved parents, Apandi and Nuraini, who have been my greatest source of strength and support throughout my life. Thank you for every sacrifice you’ve made, for every lesson you’ve taught me, and for always believing in me even when I doubted myself. Your love, patience, and encouragement have shaped me into who I am today. I know that words will never be enough to truly express how grateful I am for everything you’ve done. Through every challenge and every success, you have always been there, standing beside me and guiding me in the right direction. This achievement is not mine alone, but ours. I hope I can make you proud, just as you have always made me feel loved and supported.**
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ABSTRACT

Rustyana, Wida, 2025. Teaching Writing of Descriptive Text By Using (PjBL) Project Based Learning Strategy to the Eleventh Grade Students of SMK Pembina 1 Palembang. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisors (I) .Dr. Tri Rositasari, M.Pd. (II). Hj. Asti Gumartifa, S.Pd.,M.Pd

The title of this thesis is “Teaching Writing of Descriptive Text By Using (PjBL) Project Based Learning Strategy to The Eleventh Grade of Students of SMK Pembina 1 Palembang”. The problem of the research: was that there is any significant effect of (PjBL) Project based learning on students’ writing descriptive text? Therefore, the objective of this research was to find out whether or not there any significant effect of using (PjBL) Project based learning strategy on the students’ writing descriptive text. The population of this research was all of The Eleventh Grade of Students of SMK Pembina 1 Palembang and the total were 87 students. The data was collected through a written test. After that, the data were collected by using t-test and SPSS 25. The result of the data analysis showed that t-obt 28.213, and the critical value 2.026 and df was 37. It means that the t-obt 28.213 was highest than critical value 2.026 . Consequently, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It concluded that there was effect writing of descriptive text by using project based learning to the eleventh grade students of SMK Pembina 1 Palembang.

Key words: Teaching, Writing, Descriptive Text, Using Project Based Learning

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The Researcher,

W.R

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CHAPTER I

INTRODUCTION

This chapter present; (1) background of the research, (2) the problem of the research, (3) the objective of the research, (4) the significance of the research, and (5) the hypotheses of the research, (6) criteria for testing hypotheses.

A. Background of the research

Writing is one of the important skills in learning English as a foreign language (EFL). Through this activity, learners can train their mindset and hone their skills in analyzing and solving problems related to a topic. Ideas expressed in writing tend to be easier to understand, both for the writer and for others. The writing process also involves various stages, such as designing, composing, adding, deleting, and reviewing ideas in a more in-depth and focused manner (Elashri 2013: 1). Writing skills play an important role, both in everyday written communication and in academic activities, such as writing letters, essays, papers, articles, scientific journals, project reports, and even theses. In addition, writing contributes greatly to the development of language, as it is the primary medium for disseminating knowledge and information globally (Fareed, Ashraf, & Bilal, 2016: 81-92).

Writing is a means of expressing personal matters, while also providing space for individuals to form and express their views on an idea. Through this activity, a person can convey original ideas that reflect their own way of thinking, which of course may differ between individuals. For students, writing becomes a medium for expressing feelings, articulating thoughts, discussing concepts, conveying points of view, and sharing experiences and knowledge (Argawati & Suryani, 2017: 219--226).In addition, writing is a way

to improve and deepen the subject matter (Graham & Perrin, 2007).

The process of teaching writing is a form of cooperation between teachers and students that aims to help students master writing skills in English properly and correctly. This process includes mastery of grammar, vocabulary, and the technical aspects of writing. For learning to be effective, teachers need to apply a logical, creative, and interactive approach. However, this approach must also be delivered in a way that is easy to understand, so that students are able to truly comprehend and apply the material they have learned in the context of English language learning (Rahmalia & Utari, 2021).

In order to produce high-quality writing, students need to understand the various basic elements of writing skills. In addition, writing is often considered one of the most challenging skills for students, as it requires structured thinking and adequate language proficiency (Adas and Bakir 2013: 254-266) in (Sintawati et al., 2019).

Writing is a process that allows students to explore and express their ideas or thoughts clearly and structurally in written form. On the other hand, teaching writing aims to help students understand how to convey their ideas, feelings, and opinions through the medium of writing. However, writing skills are often overlooked in the learning process at the junior and senior secondary school levels. This is due to the assumption that writing is a difficult skill and is not directly tested. As a result, many teachers focus more on teaching text structure than providing space for students to practise writing actively and continuously (Harlena & Hamzah 2020: 276-279).

In the context of education, writing serves as a medium for students to actively engage in the learning process, while also building professional communication with teachers and fellow students. Through writing activities, students can develop social skills and critical thinking abilities, which encourage them to analyse, evaluate, and convey arguments in a more structured and in-depth manner (Hammadi & Sidek, 2015). Writing is an

important process in producing clear, understandable, and informative texts. This skill involves not only the ability to string words together, but also the process of finding, sorting, and structuring ideas in a way that supports clarity and effectiveness in conveying messages (Atac and Yuce 2019). Therefore, it is important for teachers to teach writing skills to students. In English language learning for ESL and EFL learners at various levels of education, especially at the junior high school level, writing is one of the most fundamental language skills. This skill serves as the main medium of communication for students in conveying ideas and information (Amalia et al.,2021: 792-810).

Project-Based Learning (PjBL) is an approach that encourages students to actively participate in various practical activities, enabling them to effectively develop and apply new ideas and skills. In this method, students are involved in long-term projects that require them to conduct in-depth studies on a particular topic or issue in order to deepen their understanding and improve their abilities (Smith 2018). The ability to solve problems and improve knowledge and skills in a subject is often challenging, especially for students with lower abilities. Therefore, teachers must be patient and strive to build positive relationships with students, especially when they lack motivation and have difficulty focusing on their studies. This approach is effective for introducing new skills while developing those that students already possess (Sumarni 2015: 478-484).

Project-Based Learning (PjBL) provides opportunities for students to identify and solve problems directly through practical activities. This approach is effective in improving student retention of acquired concepts and skills, thereby ensuring that their understanding lasts longer (Meltese 2015). Project-Based Learning (PjBL) is based on the principle that active student involvement in deep thinking processes can encourage the improvement of higher-order thinking skills (Meltese 2015). In descriptive texts, students are required to organize their ideas systematically and be able to describe in detail

to readers about a person, place, or object being observed. For this reason, the researcher decided to use descriptive texts in studies (Meltese, 2015).

In writing skills, there are several types of texts that can be studied, including descriptive, explanatory, narrative, expository, and argumentative texts (Meltese, 2015). This research will focus on the teaching of descriptive texts at the vocational school level. As explained earlier, descriptive texts are taught by introducing students to examples of texts, with the aim of enabling them to write this type of text well and correctly.

Researcher are interested in analyzing students' ability to write descriptive texts, focusing on how they develop and organize ideas, use grammar, writing mechanics, and choose appropriate vocabulary. Researchers want to understand the writing process of students, because writing is not just putting words on paper, but also the ability of students to convey ideas clearly and structurally. By observing how students develop and organize ideas, as well as their use of grammar, spelling, punctuation, and vocabulary, researchers can identify areas where students have succeeded and areas that still pose challenges for them.

In descriptive texts, there is a general structure that students can understand, consisting of identification, description, and conclusion sections. In the identification section, students explain the elements, properties, and characteristics of the object to be described in detail. The conclusion paragraph serves as the closing of the descriptive text. Indonesia faces a number of challenges in developing writing skills, especially when compared to other countries(Putri, 2023). Based on international surveys such as PISA (Programme for International Student Assessment), Indonesia often ranks at the bottom in terms of literacy skills, which includes writing. Indonesia's scores in literacy tests are usually lower than those of developed countries.

There are two main obstacles that students often encounter in the process of learning to write. First, related to writing ability itself, where

students often experience limited vocabulary, inadequate understanding of grammar, and lack of skill in constructing effective paragraphs. This is due to the minimal use of English in daily activities, so that students are unfamiliar with and have difficulty developing ideas and constructing sentences in English. In addition, the second common obstacle is the low motivation of students to write in English, which has a negative impact on the quality of their writing. Students with low motivation tend to perform poorly in writing (Rosa et al., 202: 101-112).

The researcher proposed the use of a Project-Based Learning approach (hereafter referred to as PjBL) as a potential solution to students' writing problems. The Project-Based Learning (PjBL) approach focuses on the continuous development of critical thinking skills. Various studies show that projects carried out by students can improve their writing skills. Thus, the PjBL approach clearly plays an important role in improving student achievement. Writing is one of the key skills in English that needs to be mastered. Therefore, the application of PjBL has great potential to help students develop their writing skills. This approach has been proven effective in guiding students to become more proficient writers, especially in producing descriptive texts (Meltese, (2012;2).

Based on the interview between the researcher and students at SMK Pembina 1 Palembang, the researcher got some information related to students' problem in writing, as follows: 1). lack of knowledge, 2). lack of grammar understanding, 3). lack of vocabulary, 4). lack of idea development 5). poor organization.

Based on explanation of the problem stated, the researcher were conduct research under the title "*Teaching Writing of Descriptive Text by using PjBL (Project Based Learning) Strategy to the Eleventh Grade Students of SMK Pembina 1 Palembang.*

B. The problem of the research

Based on the background of the research above, the problem of the study was as follows: “was there any significant effect of (PjBL) Project based learning on students’ writing descriptive text?”

C. The objective of the research

Based on the formulation of the problem above, the objectives of the research were to find out whether or not there is a any significant effect of using (PjBL) Project based learning strategy on the students’ writing descriptive text.

D. Significance of the research

The result of the study were expected to be beneficial both theoretically practically:

1. For the Researcher Herself

It can broaden understanding of the *PjBL (Project Based Learning) Strategy* And impart knowledge to those who wish to conduct study in this field.

2. For the Teachers

The researcher hopes that the teacher will improve their skill in teaching writing strategy by knowing the result of this research

3. For the Students

This research can help students better understand how to write descriptive text, making it easier for them to grasp the material that their teacher presents.

4. For other Researcher

It can help them to further research as reference in it. The research hopefully can be beneficial for the other researchers to complete additional literature review and also support finding of the research study that has the same title as the research.

E. Hypotheses of the research

The hypotheses of this research in form alternative hypotheses (H_a) and null hypotheses (H_o)

1. Null Hypothesis (H_o): There was no significant effect of applying (PjBL) Project based learning strategy in writing descriptive text.
2. Alternative Hypothesis (H_a) : There was a significant effect of applying (PjBL) Project based learning in writing descriptive text.

F. Criteria for testing hypotheses

In this research, to test hypotheses means to accept or reject the hypotheses. The researcher used t-test. If the t-obtained is equal to or higher than t-table, the researcher hypotheses (H_a) can be accepted and the null hypotheses (H_o) should be rejected. In other words, if the t-table is higher than t-observed, it means that null hypotheses can be acceptable and the research hypotheses should be rejected.

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