

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses about previous studies, related theories, Project-based learning method, writing descriptive text, theoretical framework and hypothesis of study.

2.1. Previous Research

In this research, the writer took three previous related studies

The first related studies, the research is written by Adriyani Larasati (2014) With entitle “ *Improving Students’ Writing Skills Through Project-Based Learning Technique At Grade Xi Of Sma N 2 Sleman In The Academic Year Of 2014/2015*”. In this study Project-based learning can be used to improve students’ writing skills in SMA N 2 Sleman Bantul class Xi. The data obtained during the research are in qualitative and quantitative form. The qualitative data acquired by observing the teaching and learning process, interviewing the students and the collaborators, and taking pictures of the teaching and learning process. And quantitative data collected from the results of students’ pre-test and post-test score. The result of this research that using Project-based learning method in teaching writing is effective. Because it can improve students’ writing skills and the students’ can be more active participation during the teaching and learning process of writing.

Second research written by Bayu Pratomo (2014) with entitle “*The use of Project-Based Learning to Improve the Students’ Writing Skills at Class VII F of SMP Negeri 7 Magelang*”. The implementation of Project-based learning it proved to be significant to improve the students’ writing skills. In this research the tehniqe of collecting data is interview, discussion, observation and documentation. And data analyze using qualitative data analysis. The various activities and teaching aids employed in project-based learning facilitated the students to understand the lesson more easily. Where the result of his study is project-based learning effective on students writing skills. Because it can improve students’ writing skills. In learning process by

using project-based learning students can improve vocabulary, grammar and students can be more active in a work group.

Third, the research is written by Riza Marista and Ririn Pusparini (2016) with entitle "*Teaching Writing Descriptive Text by Using Wall Magazine Through Project-Based Learning for Students' in the Tenth Graders of SMA Negeri 1 Jombang*". The subject in this research is the tenth grade students. And the method of collecting data is observation and the data analyzed using descriptive qualitative research. The result of this study is Project-based learning is one of the alternative teaching model in teaching descriptive text especially in high school students of class X Project-based learning models that could be used to make the students feel motivated and interest in writing. Form the result of students' writing task, it presented that the implementation of project-based learning by using wall magazine in writing descriptive text is amazing because project-based learning can help students to writing well.

The project that is given to the students in the previous studies, the project are making wall magazine, however in the present study the project. The differences from previous studies, is on this study the writer will be more focused on students. Students can learn by doing. And the project for students is make a descriptive text in poster form. So, in making a poster the teacher will gives a big picture about famous person and asturo paper, and then the students will make descriptive text and attach the image to asturo paper and the students can design the poster to make it more beautiful. So in using project-based learning method students will be more independent in learning and creative to write and make a descriptive text. Hopefully, research that will be done by the researchers in using Project-based learning method to improve students' writing skills in eighth grade students of MTsN 1 Jepara will be effective and make students more understand and creative in writing class because project-based learning method in this research is the teacher will be used a project as a media to make the students interesting with a project so the students will be more understand about writing descriptive text.

2.2. Related Theory

The related theory in this study focuses on using Project-based learning method in teaching writing descriptive text. This study also focuses in experimental research to collect the data post-test and pre test.

2.2.1. Writing

2.2.1.1 Definition of Writing

Writing is very important for students' to learn because writing is an activity to express idea and can improve students writing ability. Kartika, Saun (2013) states that writing is one of way to communication with others through written form. Writing is a communication process that uses a graphical system to convey a message to the reader. Writing skill is ability to manage a letters, words, and sentences used for written communication and then the reader can understand the messages and information conveyed.

Writing is an important skills, in writing students' should know how to write letters, invitation, memo, descriptive text and other text. In addition, writing is a difficult activity for students, because writing is a process to expressing minds, felling, opinions and ideas on the paper. Students should know about grammar, vocabulary, spelling, language features and other aspects related to writing to make their writing understandable (Ayunita, Munir, 2017).

According to (Harmer, 2001) writing as a skill by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to replay to advertisements and increasingly, how to write using electronic media.

Harmenita & Tiarina (2013) said that writing is one aspect language skills, besides reading, speaking and listening that is learned by English students'. Students' be able to express their thoughts into writing to develop their ideas. And then the writer can transfer information and knowledge to others. Because by writing a writer can communicate with the readers.

From the definition above the writer can conclude that writing is a way of expressing ideas into meaningful papers.

2.2.1.2 The Process of Writing

According to Brown (2000:335) state that one major theme in pedagogical research on writing of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally.

Hedge (2000:302) state that writing is the act of strategi to create a text that involves a number of activities such as:

- a. Prewriting
Pre-writing activity is which can stimulate students to start writing. Which means that the students' already to write.
- b. Drafting
Drafting is the students thinking and focusing on getting ideas from themselves.
- c. Revising
Revising is the students' able to read again their posts and share them with classmates, and then the students' can make changes based on friends' suggestions.
- d. Editing
Editing is the students' can copy their writing into final form and correct the writing.
- e. Publish
Publish means that the students can publish their writing and read the writing in front of the class(Kartika, 2013).

2.2.1.3 Teaching Writing in Junior High School

Pratomo (2014) state that to develop the social and emotional intellectual students teaching writing to junior high school is important

because to help their achievements in English as well as in other subjects. In our own country that is Indonesia teaching English aims to assist students in achieving some level of functional literacy, information literacy and the last is epistemic literacy. Junior high school students should be able to communicate through spoken and written in daily life.

The English subject in junior high school includes some functional text short monologue and short essay. The short essays in a form of procedure text, narrative text, report text and descriptive text. The kinds of text that should be learned by eighth grade students in the first semester is descriptive text, because descriptive text includes reading and writing skills. In this study focuses on developing students writing skills.

2.2.2. Project-Based Learning

2.2.2.1 Definition of Project-Based Learning

Project-Based Learning is a teaching method that is based on the students' centered learning. This Project-Based Learning method has a mission to increase students' participation during the teaching learning process (L Natalia, 2016)

The ideology of Project-Based Learning method lies in "Learning by doing" (Dewey: 1938: 60) that then also reflects constructivism theory. Project -Based Learning is the use of classroom project in order to facilitate students in constructing their meaningful idea and knowledge to the real world. Project is defined as assignment, which is aims at having the students produce a product. (Johnson: 2002) Students are expected to create a real thing that is based on the teaching material. (Chikita, Nyoman, 2013)

Project-Based Learning is one of learning method that can be used by teacher using a scientific approach. In this method, students not only get knowledge but also get attitude skills that are needed by all students. When teaching and learning process using Project-Based Learning method the students can think inductively. As one of the learning models, Project-Based Learning has several learning steps the students must be active by observing,

questioning, associating, experimenting and networking students should be really active physically and mentally through thinking activities, because Project-Based Learning is students' centered learning.. Students' learn by experience and solving real problems. Project-Based Learning strategy educates students to increase their knowledge and show new understanding through presentation models(Wachyu&Rukmini, 2015)

Maulany (2013) state that Project-Based Learning is one of recommended methods for learning. Project-Based Learning is a learning method that allows students to plan and execute a project. After which the result will be a product. Through Project-based Learning method, the students' engage in communication to complete activities in project-work.

Based on the definition above, the writer concludes that Project-Based Learning method is a leaning method that uses projects or activities as a media. Students learn by doing planning, observing, research, exploration, interpretation and act by themselves using their abilities creatively.

1.2.2.2 Characteristics of Project-Based Learning

There are five characteristics of Project-based learning (Larasati, 2015).

1) Project-Based Learning is an authentic learning.

Project-Based Learning is authentic learning or genuine learning. Project-based learning is a learning based on previously owned and previously know experience. Students will experience relevant tasks in the real world. Through project-based learning students are confronted in real-world situations when they create and complete their projects. Project-based learning is very useful because they learn with their previous knowledge and with their current learning in real situation.

2) Project-Based Learning is student-centered.

Project-based learning focuses on students to make students learn be more active and creative. Students can find solutions to create the projects that given by the teacher using their skills and knowledge. In project-based

learning students can be more responsible for their own learning. Project-based learning also requires students to be able to plan, complete and present the task that they have created.

3) Project-Based Learning is cooperative.

Through project-based learning students can work together as a group. Project-based learning can make students more collaborative and cooperative in a group to solve problems and investigate what they learn together. They can work together, share ideas and expertise, projects provide opportunities for students to work and learn collaboratively. In project-based learning students are given motivating and challenging activities that require collaboration as well as motivation among group learning.

4) Project-Based Learning leads to the integration of skills.

Project-based learning can develop students' skills and knowledge. Through project-based learning students need to process information from various sources. In project-based learning the task given is a real task. In project-based learning students also should be able to develop their knowledge and skills to be able to complete the task given by the teacher. Need to learn, practice applying and extending their skills to design a project. Subsequently through the language, project-based learning that is practice in a project directly related to task undertaken. Thus, the project introduces and practice language skills naturally.

5) Project-Based Learning culminates in a product.

The result from project-based learning can be shared, displayed and presented to others. The products can be a text, posters, wall magazine, reports and others. The value of the product lies in the final product. Besides through the final product produced by the students. Besides the students will get achievement of the real result because they have a product that can be shown to everyone.

2.2.2.3 Significances of Project-Based Learning

In learning English course we must learn well because English is an foreign language that is important to learn.

Larasati (2015) state that in teaching English course we can also use the method so that the learning becomes more fun by using Project-based learning method. Project-based learning method signaling the advantages of being able to improve self-learning. Project-based learning can encourage students to learn and work on their own because here the teacher role as facilitator for the students. Project-based learning is an activity to make a project that requires students to take responsibility for their work. The teacher needs to ensure that each students can determine answer to the important question. The teacher and students can share their experiences in implementing, creating project and discussing project to be made, discussing project improvements and sharing ideas about new project.

2.2.2.4 The Role of Teacher and Students in Project-Based Learning

Pratomo (2014) state that the role of teacher in project-based learning differs from teachers who teach traditionally. But in project-based learning is as a facilitator. Because in project-based learning students will be learn to become active learners so that the learning process will be more focused to the students.

The role of teachers as instructors who provide information and organize learning activities and become facilitators for students because the role of teacher to become facilitators is very important (Kubiatko & Vaculová, 2011).

Students also play three main roles in project-based learning. The first students as independent learners because they can learn according to their experience. In addition the students also get a task in a group that is doing the project. Second, students work as team members and can collaborate with the group. In the group the students have their own responsibly and task according to their ability. The last students can become managers to manage their own learning. They are responsible for gathering

information, analyze, interpreting data and presenting as a result of their learning (Larasati, 2015).

From the definition above the writer can conclude that in project-based learning the teacher is as facilitators who support students in learning to create project with the good result. The teachers can also be able to provide guidance and monitor project that student do. Students also act as independent learners, work well in a group, as a managers in learning.

2.2.3. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is one of genre text that have to be taught to Junior High School. Descriptive text is difficult text to learn by students. Keraf (2000) mentions that the writer can transfer the image, feeling that the writer feels to the reader. And then the writer tries to convey their feelings and experiences to the reader through writing so that the reader can imagine and they are also involved in writing. However, the students' can make a clear descriptive text so that the reader can imagine the object being described. For example the students can explain about school, class, house, animals, favorite artist and others (Harmenita & Tiarina, 2013).

Elvira, Ardi (2014) states that descriptive text can be used by someone to describe person, place and something in oral and written form in daily life. The purpose of descriptive text is to describe and reveal a particular person, place or things and help the readers to understand well with something.

The Generic Structure of descriptive text consists of identification and description. Identification explains about the topic or identification what or who want to be describe. Description it is explain about detail of the topic. For example describing parts, qualities and characteristics. And the Language Features using Simple Present Tense, Attributive and Adjective (Harmenita & Tiarina, 2013).

From the definition above the writer can conclude that descriptive text is a text to describe someone or something.

2.2.4. Using Project-Based Learning Method in Teaching Writing Descriptive Text

Teaching descriptive text writing by using Project-Based Learning method can make students' more active in teaching learning process.

Here are the following steps of teaching descriptive text writing using Project-Based Learning method (Marista, Pusparini 2016).

1. The teacher divides the class into group. And then the teacher explain about descriptive text, including the purpose of the descriptive text, language features and the generic structure.
2. The teacher shows sample projects as a media. And then the teacher gives a guiding question.
3. The students designing project planning observe research and then describe the project with the group.
4. The teacher gives a topic to each group that must be done as a project to create descriptive text. And each member of group has a assignment to search information about the topic that given by the teacher.
5. After the information collected, the students can arrange it into a descriptive text. After that, the leader asked to the group members what obstacles were found.
6. The teacher monitoring the progress of project by the students. After completion each group presentation the result of the projects.
7. Last the teacher and the Students' make a conclusion and the teacher gives a feed back of learning process and outcomes.

2.2.5. Theoretical Framework

According to Pratomo (2014) the research that became the basis for doing this research is that in this study aims to improve students' writing

skills in eighth grade students of MTsN 1 Jepara. The writer applying project-based learning method that is expected to help students in developing writing skills because the students writing ability is low. In Indonesia teaching and learning English especially for junior high school students should be more emphasized because to assist them in communicating orally and in writing.

In learning English, students usually have many problems in learning, especially in writing. Students think that writing is a difficult lesson because they get a difficulty in organizing text, grammar, vocabulary mastery and generating ideas to make a good writing or sentence that can be understood by himself and others. The achievement of learning material also depends on the teacher teaching. The problems above are caused by several factors. First factor is low motivation during learning English because they are not yet accustomed to writing English. Second factor the students are only given a few opportunities to write so that teaching learning process is not conducive. Third factor is the teacher gives less feedback to the student. The last factor is the teaching facilities provided by the school are not used maximally to help them while studying. Therefore, to solve the problem the teachers can teach using method in teaching activities. In teaching English many kinds of method that can be used by the teacher, one of the methods is project-based learning method. The writer believes that using project-based learning method in teaching learning process can improve students writing skill. Because, project-based learning method provides interesting learning activities to create a product and the students will have an opportunity to practice writing. And in making project student will get feedback from the teacher and their friends in group discussion.

So, to overcome the problem of learning in English class the teacher must have an alternative method in teaching process and in writing learning especially in descriptive text. In this case, the writer was used project-based learning method in teaching writing descriptive text. With

project-based learning method the writer believe that students writing skills can be improved by applying them in experimental research.

