CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

Some studies dealing with the research of how Problem-Based Learning (PBL) in enhancing students' writing skill, Project-Based Learning (PjBL) enhancing students' writing skill, and Problem-Based-Learning (PBL) and Project-Based Learning (PjBL) in enhancing students' writing skill were conducted by some researchers. The brief explanation of those studies is described as follows:

First, Jumariati and Sulistyo (2017) conducted a research entitled Problem-Based Writing Instruction: Its Effect on Students' Skills in Argumentative Writing using a quasi-experimental design. The results confirm that Problem-Based writing instruction can be recommended as an alternative teaching strategy particularly in teaching argumentative essay writing. The study also suggests that further research involves larger samples and the skills in listening, speaking, and reading to establish more conclusive findings on the roles of PBL in English Language Teaching contexts.

Second, Rozy, Suwandi, and Widodo (2019) conducted a research entitled The Effect of Problem posing Learning Model and Problem-Based Learning Model on Skills Writing Text Reviews Cilacap City middle School Students Reviewed from Critical thinking using a true experimental design. The results showed that: (1) The results of writing text reviews students who were

taught using the Problem Posing Learning model were better than students who were taught using the 2Problem-Based Learning learning model. (2) The results of writing text review students who have high critical thinking skills are better than students who have low critical thinking skills. (3) There is no interaction between the learning model and the ability to think critically about the ability to write review texts.

Third, Syarifah and Emiliasari (2019) conducted a research entitled Project-Based Learning to Develop Students' Ability and Creativity in Writing Narrative Story using qualitative research design, the results of this study indicated that project-based learning can help the students to develop their ability and creativity in writing narrative text in several points including their understanding of the topic, their knowledge about narrative genre namely social function, the structure of a text, and language feature. In addition, the students also showed their creativity by creating their storyline and designing the illustration of the story.

Fourth, Hairuddin , Machmoed, and Jubhari (2018). They conducted a research entitled The Use of Problem-Based Learning (PBL) Method in Teaching English Writing using a quasi-experimental design. The results confirmed that the implementation of PBL method contributed to the students' improvement of writing skills. The improvement was concerned with five components of writing, such as content, organization, vocabulary, grammar, and mechanics. Meanwhile, the analysis of the perceptional questionnaire indicated

that the experimental group had a positive perception of the use of the PBL method.

Fifth, Harisma, Ilmiah, and Yana (2019) conducted a research entitled Improving Students' Writing Ability Through Project-Based Learning using quantitative research design, the result showed that the students' total score of the pretest was 176, and then the total score of the posttest was 2222. It means that students' scores increased. Then the data were analyzed using the statistical formula of t-test computation The data were analyzed by using a t-test as a significant level of $p<0.05$ through SPSS version 15.0. Based on t-measure analysis show that T-score (9,589) > T- table 5% (2, 045). It means that was significant so the Null Hypothesis (Ho) was rejected. It means that Project-Based Learning using Visual Media has a significant effect on improving students" writing ability.

Sixth, Hanipah, Florentinus and Rc (2018) conducted a research entitled The Effectiveness of Problem-Based Learning and Project-Based Learning Model to Improve Natural Science Study Outcomes using experimental research with pretest-posttest design, the results showed: (1) there were differences of cognitive learning outcomes between group-based learning and project-based learning with significance value $0.001 < 0.05$, (2) there was no significant difference between problem-based learning and project-based learning groups in improving students' caring attitude toward the environment with a significance value of $0.666 > 0.05$. So, the conclusion is problem-based learning models are more effective to improve students' cognitive learning outcomes than

project-based learning models. Both models do not show significant differences in improving students' environmental care attitudes. The benefits of this research can find a synthesis to add repertoire in the field of science learning.

The difference between this research with the previous method is in the use of two methods in leaning process writing skills especially writing skills at SMA Negeri 1 Tahunan Jepara. In the previous research has never conducted research related to the Improving Students' Writing Activity using two methods with two circle practice learning process, number one using PBL, number two using PjBL in the learning process, and the last researcher will compare be better PBL or PjBL in the learning process. The reseacher make innovation to learning writing skill at tenth grade in SMA Negeri 1 Tahunan Jepara in Academic Year 2020/2021.

2.2 Related Theories

2.2.1 Writing

2.2.1.1 The Nature of Writing

Language learners already know that there are two skills that are included in productive skills, i.e. speaking and writing. Emig (McDonald & McDonald, 2002: 47) differentiates that writing is originating and creating a unique verbal construct that is graphically recorded; while speaking is creating and originating a verbal construct that is not graphically recorded.

The other differences between speaking and writing are also proposed by Brown (Weigle, 2002: 15). Brown provides the

characteristics that differentiate written language from spoken language in terms of permanency, production time, distance, orthography, complexity, formality, and vocabulary. However, in this paper, the writer only presents some of them.

The first term is permanency. In this term, oral language is transitory and must be processed in real-time, while written language is permanent and can be read and reread as often as one likes. The second term is production time in which writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances in a few moments if they want to do a conversation. The next term is the distance which explains that distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between the speaker and the listener in an ordinary face-to-face contact. The last is a formality in which writing tends to be more formal than speaking.

Writing is one of the productive skills which need to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. Later on, they will have appropriate background knowledge about writing.

Writing is not an easy skill to be mastered. Many learners think that writing is the most difficult skill to be mastered. Richards and

Renandya (2002: state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly

complex. Second language writers have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation.

Learners realize that writing is not a simple activity. It is an activity that should be done continuously. Means and Lindner (1998: 108) state that learning to write is like learning to drive in that one is learning to do several things simultaneously. It is important to view writing not only as of the product of an individual but also as a social act. Writing is not only writing a sentence but it is an activity of producing a text in a context. This idea also supported by Lyons and Kroll (Weigle, 2002: 19) who define writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.

2.2.1.2 Writing Skill

Writing is one of the important skills that language learners need to learn as an essential component not only for their academic practice but also for their professional life. Because for write, writing is needed to write some paper or paragraph. There are many conceptions of dealing with the writing process.

2.2.1.3 The Important of Learning Writing

Writing skill is very important in our life. It provides the base for growth in speaking, reading, and listening abilities. Hamp Lyons(1987-135) states that there is three-stage in the process of writing, those are pre-writing, writing, and rewriting.

1. Pre-writing

Pre-writing stage generally involves the writer in choosing a topic or if the topic has been assigned, in thinking about the topic and deciding on a way to respond to it, and selecting the appropriate ideas and information to use in response, the pre-writing stage should be very active, with the discussion of the topic area to make sure everyone has something to write. In planing, students involve the activities, such as reading, viewing the video, mind mapping, discussing, fash writing, questioning encourage them before they write the sentences in the first draft. In this stage, the teacher can use some media to brainstorm the learners about the topic in order to integrate the ideas which will be drafted to their writing. In this way students would get the motivation to write because they feel that they have something matter to say.

2. Writing

Writing is the stage where actually the writer makes a draft of their writing based on the pre-writing stage that they have done before she/he finds the right words and concentrates more on what they want

to say through paper, s/he also needs to arrange the draft in such way that the reader can follow his/her though easily. The content might be written without considering the grammatical aspect first.

3. Rewriting

Rewriting is the final stage and essential to successful writing. Rewriting draft includes editing and proofreading. The editing proses is really an extension of the writing stage, involving the students in taking a critical look at their writing in order to be sure that the writer's product, the outcomes of the writing process is as they intended it to be. In this stage, the students review a draft to check content and organization based on feedback from him or herself and teacher or peers.

2.2.1.4 The Component in Writing Skill

Many language learners regard writing ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. The goal of teaching writing is communicative skill achievement. So, we have to know the components of writing. According to Harris (1969: 81-82), there are some components that should be recognized by language learners in learning writing, namely :

1. Grammar

Grammar is the rule in language for constructing and combining sentences. It is important to be learned by language learners to produce sentences correctly.

2. Vocabulary

Vocabulary is basic knowledge to be owned by language learners. There will be a big problem for a language learner if he or she does not have sufficient vocabulary.

2.2.1.5 Problems in Writing

Students' difficulties in writing may be associated with understanding and interest in writing, the ability to compose, or the ability to use the conventions of a written language successfully. In addition, Wardha and Andriyanto (in kuncoro 2009:6) state there are two factors that cause a barrier the writers: (1) they do not have the writing habit (2) they are not good in language skill. While Wiratno (2003:3) describes the difficulties to write due to ignorance about:

1. issues that will be write

2. the purpose will be achived in writing,

3. how the idea used,

4. the use of grammar writing, and

5. the vocabulary should be used.

Writing is considered as the language skill which is least to be acquired. However, the teaching-learning of writing skills in the

classroom has a little portion and even tends to be slighted. In fact, writing has some important roles in human life; either in academic purposes or in other aspects of life.

a. Reason for Teaching Writing

The most important reason for teaching writing is that it is a basic language skill. Byrne (1997:6-7) gave the reasons for teaching writing in the early stages. Writing serves a variety of pedagogical purposes as follows:

1. The introduction and practice of some forms of writing enable the learners to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

2. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but it satisfied a psychological need.

3. Exposure to the foreign language through more than one medium appears to be more effective than relying on a single medium alone.

4. Writing provides variety in classroom activities. It increases the amount of language contact through work that can be set out of class.

5. Writing is often needed for formal and informal testing. In learning a foreign language, mastering the fourth skill in English; listening, speaking, reading, and writing, vocabulary is the most component of language power.

Writing Skill is the most difficult skill in English, many students in the class have a problem with writing skill. The students are difficult to find the idea of writing. Most of them wrote incorrect sentences, such as incorrect grammar, and word choice. Some students also could not finish their writing at the end of the time set because of fewer ideas and vocabulary. English is a foreign language in Indonesia. English teaching-learning process in our country has several methods, especially in teaching writing. One of the methods is the genre-based method. There are several genres in the teaching-learning process, namely; descriptive, narrative, recount, spoof, report, and many others. Descriptive text is a text that tells about the description of something or activity. In writing a descriptive text, students can increase their vocabulary and improve their comprehension in writing.

2.2.2 Problem-Based Learning

2.2.2.1 Problem-Based Learning

Problem-Based Learning is a group of teaching-learning processes that is focused on the process of problem-solving which is faced scientifically. Problem-Based Learning is designed in the late 1970s. It is a kind of approach that challenges students to learn through engagement in a real problem. Problem-Based Learning is student-centered that refers to give relevant opportunities to the students. It will make a fundamental shift from a focus on teaching to a focus on learning. The process in Problem-Based Learning is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation. In Problem-Based Learning, the teacher present to students as a problem solver to work and decide their goal. This does not mean that the teacher gives the authority for making judgments regarding what might be important for students to learn but it will practice student's responsibility and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of the solution.

Problem-Based Learning (PBL) is originally developed in the medical field of Mc Master University in Canada in the 1960s to develop the medical students" knowledge of the content and skills in taking care of patients. PBL is defined by Hung (2013:31) as "an instructional method aimed at preparing students for real-world settings by requiring them to solve problems as the main format of instruction, practice higher-

order thinking skill, and self-direct as well as reflect on their own learning". The basic stages of problem presentation, problem analysis, research, and reporting enable the maximum development of students' skills in problem-solving (Hmelo-Silver, 2004; Savery, 2006). This approach utilizes a problem as the stimulus for learning where the teacher acts as a facilitator and a guide that ensures the learning occurs. Since the problem plays an essential role in PBL, it is necessary that teachers select the problem carefully. It is recommended that Problem-Based Learning (PBL) teachers use open-ended problems to trigger different ideas for solutions and that the argumentation skills can be developed (Knowlton, 2003; Hmelo-Silver & Barrows, 2006; Jonassen, 2011; Dole, Bloom & Kowalske, 2015). Likewise, Larsson (2011) recommends Problem-Based Learning (PBL) teachers to explore current issues in real life, decide the suitability with students" levels and needs and ask students to select the most interesting and necessary problem. Teacher plays essential roles in a Problem-Based Learning (PBL) classroom that ensures learning occurs. Pertaining to this, Hmelo-Silver and Barrows (2006) assert that the teacher of PBL acts as the facilitator who scaffolds student learning by guiding them and using the questioning strategies.

In line with this, Hmelo-Silver (2004) mentions that teacher's questions help to build students' comprehension and making them responsible to learn. The teacher's scaffolding is based on an assumption that when facilitators support the learning and collaboration processes,

students are better able to construct flexible knowledge (Hmelo-Silver, 2004).

This is a concept learning process using Problem-Based Learning (PBL). Problem-Based Learning (PBL) is a discussion method that is characterized by differences of opinion with students learning critical thinking and problem-solving skills and gaining knowledge (Duch, 1995). The Problem-Based Learning (PBL) Learning Model in the 2013 Curriculum has the following stages:

1. Student's orientation towards the problem.

    At this stage, the teacher must explain the learning objectives and activities to be carried out so that students know the learning objectives, what will be discussed, how the teacher will improve the learning process. This is to provide basic concepts for students. The teacher must be able to motivate participants to be actively involved in solving selected problems.

2. Organizing students

    This time, the teacher helps learners get approved and organizes learning tasks related to the problem that has been oriented, for example helping students form small groups, helping students read the problems found in the previous glass, looking for making problems.

3. Guiding individual and group investigations

   At this time, the teacher encourages participants to gather as much information as possible, conduct experiments, create and gather their own ideas to get explanations, and solve problems.

4. Develop and present work

   At this time the teacher helps people in analyzing data that has been collected previously, according to the data with the problems that have been formulated, then grouped by category. Learners give advice to problem-solving. The work can be made in the form of reports, videos, or models.

5. Analyzing and solving problems

   At this stage, the teacher asks participants to reconstruct their thinking and activities during the learning presented process. Teachers and students analyze and solve problems in each group.

6. After finishing learning, do not forget that the teacher gives improvement. Thus students have complete knowledge about the competencies that are learned.

2.2.2.2 The Stage of Problem-Based Learning

Through problem-based learning students present their ideas, trained to reflect perceptions, argue, and communicate with others. So a teacher can understand the process of students thinking, guide, and intervention of 31 new ideas on the concepts and principles (Rusman,

2014:245). Thus, students will have ideas and imagination to process writing the text.

One of the teacher activities with problem-based learning is making a lesson plan. Furthermore, there are five stages to implement problem-based learning as follow :

Gambar 2.1 Learning steps by problem-based learning model

Learning Stages	Teacher Behavior
Stage 1: Organize students to problem	The teacher informs the learning goals, describes the essential logistical needs, and motivates students to engage in problem-solving activities of their own choosing.
Stage 2: Organize students to learn	The teacher helps students define and organize learning tasks related to the problem.
Stage 3: Helping Independent inquiry and Groups	The teacher encourages students to collect appropriate information, collect experiment, seek explanations and solutions.
Stage 4: Developing and presenting the work of Exhibitors	The teacher assists students in planning and preparing the appropriate work such as reports, video recordings, and models, and help them to share their work.

Stage 5: The teacher helps to reflect on the Analyze and investigation and the processes they use.

evaluate the	
problem solving	
Process	

According to Suprihatiningrum (2013:226), the process to solve problems in problem-based learning follow these seven steps:

1. Identify the problem and classification of difficult words in the scenario.

2. Determine the problem.

3. Brainstorming group members discuss and explain the problem based on their knowledge.

4. Determine the learning objectives to be achieved.

5. Selecting the right solution to solve the problem.

6. Students learn independently to search an information related to the learning objectives.

7. Each member of the group explains the result of their independent study and discussion.

2.2.2.3 Correlation between Problem-Based Learning and English Teaching Learning

Writing is important for learning in English lessons. It is important for students in understanding the lesson, for years, teach writing is considered easy, but in fact, many students feel difficult to write, so solation about that teacher must improve lear English with creative and innovative, so students are comfortable and easy to learn writing and can apply in the real world.

There are many strategies that can be used in teaching learning process. In this way, the teacher should be able to find or create a

strategy that will be way to help students in the learning process in order to get the goal of learning.

According to Dick and Carey in Suyadi (2013: 90) said that learning strategy is whole component material of learning and procedure or step of learning activity that used by the teacher to help the students reah the goal learning. In this research, problem-based learning is used as the strategy in the teaching and learning of writing skill. It is expected that by using problem-based learning, the students can explore the skill and create a product. In this case the product is a text. It can be a way to do communication each other in the classroom since problem-based learning ask the students to work in group. In addition, by using problem based learning strategy, students may respect each other since they study in group.

According to Barbara (2001: 7) problem-based learning fosters the ability to identify the information needed for a particular application, where and how to seek information in a meaningful conceptual framework, and how to communicate the information to others. It requires the students to analyze problem situation. They are faced to the latest topic in real world situation.

Experiencing writing skill by using problem-based learning can help students to think critically since it makes students to give different opinion and to find conclusion in the end of writing skills (ex. in teaching writing narrative text). In addition to these formats, PBL has also been extensively employed as a partial approach, i.e., in single subjects in

otherwise conventional/lecture-based curricula (e.g., Duch et al., 2001) and at given points of lecture-based subjects (also known as „post-holing").

This principle is also the pillar of the Problem-Based Learning (PBL) process, which may be summarized as follows:

A problem is presented to students, who, in small groups, organize their ideas, evaluate it, define its nature and try to solve it with available knowledge; Then students discuss the problem and identify aspects of it that need clarification and research (learning issues);

1. Subsequently they prioritize the issues and plan when, who, where and how these issues will be investigated;

2. When the students meet again, they share and explore the knowledge gathered about the learning issues and use it to propose an informed solution to the problem (if a satisfactory solution cannot be reached, they may have to restart the cycle); and

3. After finishing working with the problem, the students assess themselves, their peers (group members) and the process/problem (Barrows, 2001).

In conclusion, PBL is an instructional approach that challenges learners to seek solutions to real world (open-ended) problems by themselves or in groups, PBL engages learners in developing skills as self-directed learner.

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2.2.3 Project Based Learning

2.2.3.1 Project Based Learning

Project-Based Learning (PjBL) is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Markham, 2003: 4). It implies that Project-Based Learning (PjBL) is developed based on authentic

problems occurring in real life and it needs serious preparation of tasks. Meanwhile, Stripling, et.al. (2009:8), defines Project-Based Learning (PjBL) as 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 means that Project-Based Learning (PjBL) requires students to work collaboratively involving discussion and presentation activities, and thus these enhance students communicative skills. Moreover, it is also mentioned that Project-Based Learning (PjBL) is an instructional model that involves students in investigations of compelling problems that culminate in authentic products. Similarly, it can be inferred that the final goal of Project-Based Learning (PjBL) implementation is product-oriented, and the processes have also become very significant components to take into account, though. Furthermore, based on the previous Project-Based Learning (PjBL) practices enhance the quality of learning. Project-Based Learning (PjBL) also teaches students complex processes and procedures such as planning and teachers have worked on Project-Based Learning (PjBL) reported that Project-Based Learning (PjBL) is a rigorous, relevant, and engaging instructional model that supports authentic inquiry and autonomous learning for students. Project- Based Learning (PjBL) is an instructional method centered on the learner. Instead of using a loud lesson plan that directs a learner down a specific path of learning outcomes or objectives, Project-Based Learning (PjBL) allows in-depth investigation of

a topic worth learning more about (Erdem, 2002; Harris & Katz, 2001 in Bas & Beyhan, 2010). Moreover, Blumenfeld, et al. 1991; Demirhan, 2002 cited in Bas & Beyhan, 2010, summarize that PBL is a comprehensive approach to teaching and learning that is designed to engage students in the investigation of complex, authentic problems and carefully designed products and tasks.

Project-Based Learning (PjBL) is based on the constructivist learning theory, which finds that learning is deeper and more meaningful when students are involved in constructing their own knowledge. Project-Based Learning (PjBL) approach as a systematic teaching approach that engages students in learning knowledge and skill through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Markham, 2003). In project-based learning, traditional teacher roles can be challenged as students make choices on how to approach a problem, present findings, or identify what the driving question or questions will be (Bender, 2012). According to Essien (2018), there are three stages such as planning, implementing, and presenting stage. Furthermore, Simpson (2011) adds that in project-based Based on the objectives of this study, thus, this study is aimed at answering the following questions: 1) how is Project-based learning implemented in the coursebook evaluation class? 2) what are students' difficulties in creating the project.

Example Concept by another researcher in the learning process using Project-Based Learning (PjBL) In that subject, referring to the syllabus in meeting the students were prepared some theories about the characteristics of a good textbook and some model for evaluating textbook from several experts. Then, the implementation of project-based learning was started in eight meetings.

The stages of the implementation of Project-Based Learning (PjBL) in teaching coursebook Evaluation is described below.
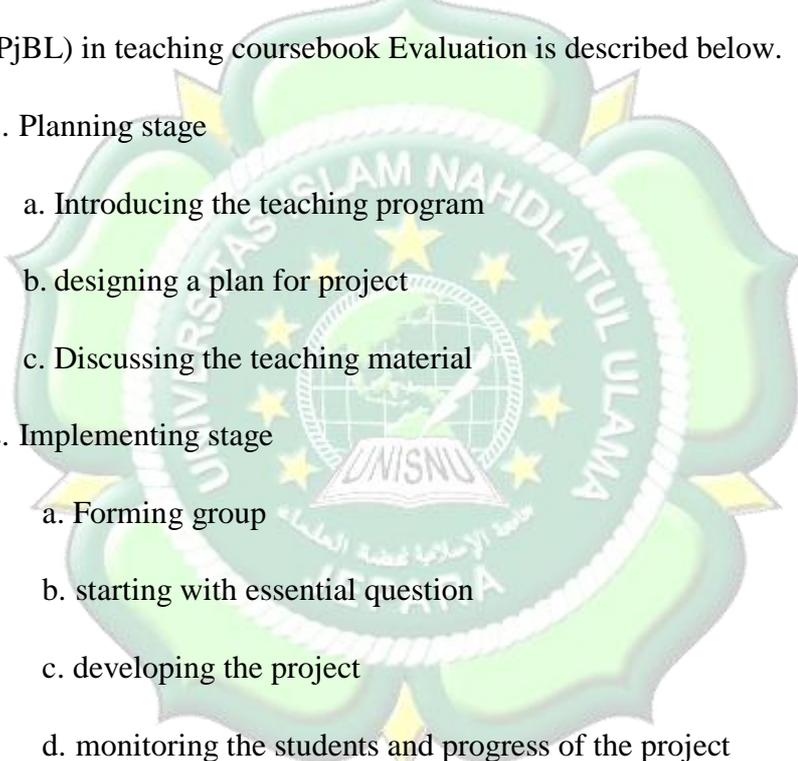
1. Planning stage

   a. Introducing the teaching program

   b. designing a plan for project

   c. Discussing the teaching material

2. Implementing stage

   a. Forming group

   b. starting with essential question

   c. developing the project

   d. monitoring the students and progress of the project

   e. providing feedback to the students" project

3. Presenting stage

   a. Presenting students" project

   b. Assessing the students" project

In addition, regarding to the aim of the research, this research also revealed that the students had difficulties in finding appropriate information, writing the paper, and creating the video.

2.2.3.2 The Advantages and Disadvantages of Project-Based Learning

The Advantages and Disadvantages of Project-Based Learning. There are many advantages of project-based learning. According to Railsback (2002: 9-10) and Ivanova (2009- 14), the advantages of project-based learning are: a. Project work is student centered

Students have a significant voice in selecting the content areas and nature of the project that they do. There are considerable focus on students understanding what it is they are doing, why it is important, and how they will be assessed. b. Preparing children for the workplace

Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management.

1. Increasing motivation

   Project work is potentially motivating, stimulating, empowering and challenging. Teachers often note improvement in attendance, more class participation, and greater willingness to do homework.

2. Connecting learning at school with reality

   The students retain more knowledge and skills when they are engaged in stimulating projects. With projects, the students use higher order thinking skills rather than memorizing facts in an

isolated context without a connection to how and where they are used in real world.

3. Providing collaborative opportunities to construct knowledge Project work is cooperative rather than competitive. Collaborative learning allows students to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace.

4. Increasing social and communication skills. Students will learn how to communicate with other people in their group when they are doing a certain project. It will automatically increase their social and communication skill because they have to interact with different people who have different ideas and point of view.

5. Increasing problem solving skills There could be some problems or misunderstanding among members of the group. They are demanded to solve their own problem.

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7. Enabling students to make and see connections between disciplines each students has his/ her responsibility in finishing a project. It means that they have to do what group has told them to do.

8. Providing opportunities to contribute to their school or community.

9. One kind of contributions can be the product they have made. Project work culminates in an end product that can shared with others and giving the project a real purpose. j. Increasing self-esteem.

10. Students take pride in accomplishing something that has value outside the classroom.

11. Increasing self-esteem. Students take pride in accomplishing something that has value outside the classroom.

12. Allowing students to use their individual learning strengths and diverse approaches to learning. Project work leads to the authentic integration of skills and processing of information from varied source, mirroring real life tasks.

13. Providing a practical, real world way to learn to use technology.

14. Project work focuses on content learning rather than on specific language targets.

Ivanova (2009: 21) says that the disadvantages of project based learning are as the following:

The learners use their own language

1. Some of learners do nothing

2. The groups work as different speeds

3. The students has lack of enthusiasm

4. The learners fail to see the value in project work

5. There is mismatch in expectations between learner nd teachers.

2.2.3.3 The Characteristics of Project-Based Learning

Project-based learning has characteristics, they are :

1. Centrality

   Project-Based Learning (PJBL) becomes centered in the process of learning.

2. Driving Question

   Project-Based Learning focuses in the question for students to look for a solution by the concept.

3. Constructive Investigation

   Project-Based Learning, student develop their knowledge by doing investigation by themselves or teacher as facilitator.

4. Autonomy

   Project-Based Learning is demanding students centered, student as problem solver from the problem will be discussed.

5. Realisme

   Activity student focus on their work, this activity atudent can produce the professional work.
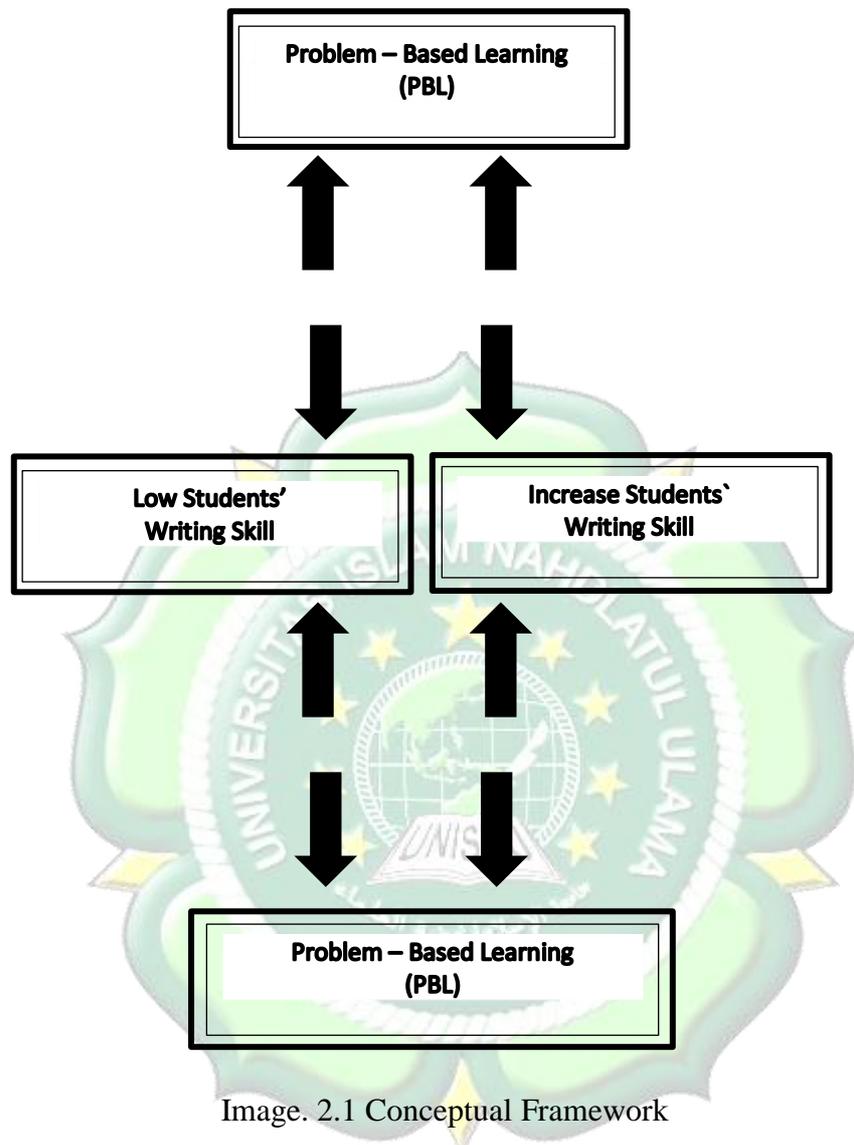
2.3 Conceptual Framework

Image. 2.1 Conceptual Framework

In the research the reseacher assumed that this research was to finded out whether using problem_Based Learning (PBL)and Project-Based Learning (PjBL) methods can help to improve student`s writing skills.