THE USE OF PROJECT BASED LEARNING METHOD TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXTS TO THE ELEVENTH GRADE STUDENTS OF SMA SWASTA SANTA MARIA KABANJAHE IN THE ACADEMIC YEAR OF 2020/2021

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ABSTRACT

This research was primarily carried out to prove that Project Based Learning (henceforth, PBL) method is effective to improve the students' skill in writing descriptive texts and to describe the students' responses towards the learning teaching processes of writing descriptive texts through the use of PBL method. This is Classroom Action Research (henceforth, CAR) which consisted of two cycles. Each cycle consisted of three meeting, excluded pre-test and post-test. There are seven classes in the eleventh grade of SMA Swasta Santa Maria Kabanjahe. There are 36 students in the XI IPA 4 as the research subjects. The analysis of quantitative data showed the improvement of students' skill in writing descriptive texts. It was shown by the mean score of the pre-test (49,69), the formative test (74,22) and the post-test (82,33). The percentage of the students' score increased from pre-test to post-test (65,68%). The responses of students can be seen from the total percentage of questionnaires strongly agree about 46,75% and followed by the highest percentage agree about 50,92%. It is advisable that English teachers apply PBL method as a method in order to improve their students' writing skill.

Keywords: Project Based Learning method, writing skill, and descriptive texts

I. INTRODUCTION

In the millennial era which is often called the "Y" generation, everyone is required to be able to communicate in English both oral and written. Good proficiency in English will facilitate everyone to communicate well both with the people of Indonesian or foreigners. It is because English is used all over the world, especially in the education field in Indonesia, almost all schools are required to give English. It shows how crucial English is.

Writing skill is so crucial to be learnt. Therefore, every school makes this subject become compulsory subjects. Gangal (2011:3) states, "Writing is the most difficult skill for a learner to acquire". It is because most students have put in their minds that writing is a talent that cannot be done for everyone. In addition, dealing with the writing learning process, the student should have big motivation to write because it is a recursive process that every student needs to practice writing time after time to be able to achieve the learning goal of writing i.e. mastering writing skills. Learning success is an important factor which can maintain their motivation. Based on the interview with Mr. Tamba, the English teacher of the eleventh grade students of SMA Swasta Santa Maria Kabanjahe. English subject is one of the subjects that students are not interested in, especially writing activities. When the

teacher asked them to describe something in the form of written texts, only few students are able to write English text accurately. Most of them are difficult to write English texts. Thus, the students have low motivation in learning English. It makes them can not involve in English subject well. Besides that, they faced difficulties in choosing the appropriate words. They also had difficulty in grammar and mechanics. Most of them translated word by word in producing sentence.

In order to overcome the students' writing problems, the writer offered a probable solution, that was the application of Project Based Learning (henceforth, PBL) method. Maltese (2012:2) states that PBL focuses on students developing important skills over a period of time. It is supported by Whitney (2011:4) who states that writing skills improve with a students-generated project. Based on the statements above, it can be concluded that PBL method is very helpful to improve students' skills. One of the important skills to be developed in English is writing skill. Therefore, the use of PBL method will greatly help students to improve their writing skills. The writer considers PBL method is an effective method to improve students' skill in writing descriptive texts.

Some research findings had shown good results of using PBL method to improve students' skills in writing descriptive text. The first research was conducted by Shanti, Syahrial and Koto (2016) entitled "Project Based Learning Approach to Improve Students' Ability to Write Descriptive Text (A Classroom Action Research at Grade X SMAN 1 Bengkulu Selatan)". They concluded that the improvement of students' mean score in cycle 1 and cycle 2 was significant at grade X SMAN 1 Bengkulu Selatan in the academic year 2015/2016. The result of the research that the students' mean score in cycle 1 that 70,45 increased 80,31 in cycle 2. The second one was conducted by Zalukhu (2016) entitled "Increasing the Students' Ability in Writing Descriptive Text through Project-Based Learning at the Eighth Grade of SMP Negeri 1 Lotu in 2016/2017". He concluded that PBL method can increase the students' ability in writing descriptive text at the eighth grade of SMP Negeri 1 Lotu in 2016/2017. The result of the research that the students' mean score in cycle 1 that 36.77 increased 74.70 in cycle 2.

Based on the research elaborated above the writer was interested in conducting a similar research to improve students' skill in writing descriptive texts by using PBL method the eleventh grade of SMA Swasta Santa Maria Kabanjahe Class XI IPA 4 in the academic year of 2020/2021. The reason why the writer chose the school as the location of the research because there was no similar research which had ever been conducted at the school. The writer chose class XI MIA 3 due to this class had the lowest motivation to study English.

II. REVIEW OF LITERATURE
Writing

Gangal (2011:3) states, "Writing a composition requires an ability to express oneself on a particular subject". It means that the writing ability is one of the skill which is very crucial for everyone to master. Writing is a process. Through following the process the writer will be facilitated in writing English.

According to Trimmer and Sommer (1984:6) writing is a hard work, but writing is also opportunity: to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you did not know. Writing skills are considered to be the most difficult skills. It is because

writing requires big effort in conveying our ideas and thoughts to the reader sucessfully. In addition, Harmer (2004:31) states that writing is a way to produce language and express idea, feeling and opinion. Through the writing process, we can revise our product that we have written before. Therefore, we can offer the best product writing to the reader.

The Processes of Writing
    In writing there are some important things that the researcher has to notice when the researcher will make writing. According to Harmer (2004:4-5) states that process of writing has four main elements. Those are planning, drafting, editing, and final version.
The further explanation of chart writing process can be described as follows:
1) Planning
    Planning is the first step that the writer have to understand. Before they are going to start writing, they must decide the topic that they want to write. Knowing the topic will make them easier to start in writing. For some writers this may involve making details notes.
2) Drafting
    After the writer chose the topic, they start making drafts. In drafting, you will write down your ideas on paper roughly the format you intend. A number of drafts may be produced on the way to the final version.
3) Editing
     After writers produce a draft, then they usually read what the result of the draft is in order to see where it works and where it does not. Perhaps, the order of the information is not clear. Perhaps, the way something is written is ambiguous or confusing.
4) Final Version
    After the writer edits their draft, it may be different from the original plan and the first draft because they make the changes which they consider to be necessary. However, in the final version, the writer in now ready to send the written text to intended audience.
    Gangal (2011:4) states that there are five steps in writing processes. They are:
1) Determining or deliminating the topic
    Determine the topic and deliminate before writing. This step will be a bridge for the writer in writing text.
2) Collecting material (thoughts)
    Gathering materials or thoughts related to the topic. The writer can make the draft in collecting the material and thought
3) Organizing them
    After gathering the materials and thoughts, it will be organized in the written form according to the rules and structures in English.
4) Drafting, editing, re-reading and re-writing the article
    This step, the writer gives big effort in writing. He or she will make the draft, edit, re-read and re-write.
5) Proof reading
    The final step of writing is proofread. Whether the writing to be presented is worth reading by the readers.

The Purposes of Writing

In writing, the writer must have a purpose. Thus, when the writer deliver the product of writing to reader, the reader will understand where the purposes refers to. According to Whitaker (2009:2) there are some purpose in writing academic, namely:

1. Persuasive Purpose

In persuasive academic writing, the purpose is to get your readers to adopt your answer to the question. Thus, you will choose one answer to your question, support your answer using reason and evidence, and try to change the readers' point of view about the topic. Persuasive writing assignments include argumentative and position papers.

2. Analytical purpose

In analytical academic writing, the purpose is to explain and evaluate possible answers to your question, choosing the best answer(s) based on your own criteria. Analytical assignments often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. The "synthesis" part of the purpose comes in when you put together all the parts and come up with your own answer to the question. Examples of these assignments include analysis papers and critical analyses.

3. Informative purpose

In informative academic writing, the purpose is to explain possible answers to your question, giving the readers new information about your topic. This differs from an analytical topic in that you do not push your viewpoint on the readers, but rather try to enlarge the readers' view.

The Writing Assessment

According to Hughey (1983:141- 145), there are five components in writing assessment, namely:

1. Content

Content of writing covers main idea, detailed and substantive all materials are relevant to main idea. The writer exclude everything irrelevant to main idea to teach excellent level of content of writing.

2. Organization

A writer is expected to demonstrate an understanding that each paragraph contains a topic sentence and that all other sentence in the paragraph related to that topic. Understanding of cohesion involves relationship between clauses and sentences by means of linking phrases and other.

3. Vocabulary

In writing, it is must for the writer to choose and use words appropriately in order to avoid unambigious writing. Absolutely the choices of the words, phrases and idioms should be effective.

4. Language Use

It is important component to consider. The writer should concern to the rules of grammatical structure such as tenses, part of speech, subject verb agreement, sentence constructure, etc.

5. Mechanics

In mechanics, the writer concerns with the technical rules of writing include the right punctuation, spelling and paragraph.

Teaching Writing

According to Harmer (2001:257) in the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. In line Brown (2001: 335) who states a half century ago, the teaching of writing is emphasized more on the final product, such as the essay, the report, the story, and what that product should be like. 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. Students will have to focus on both the process of making the text and the final product of their writing.

Descriptive Text

One of the text types that should be learnt by the students in Senior High School level is descriptive text. Brown (2005:50) states that the aim of description is to give your reader a clear and vivid picture of a person ,thing, place or scene. It is supported by Napitupulu and Krisno (2014:145) descriptive text is the one which portrays the image of a certain thing from which a writer wants to transfer it to the readers. Most desciptive texts depict or describe the image of the persons, animals, things, and places or something in spesific ways.

Project Based Learning Method

PBL method is a teaching method that engages students in hands-on activities and experiences that help them generate and apply new concepts and skills. According to Smith (2018:1) PBL is a teaching method where students gain and apply skills by working on a long-term project that involves an in-depth inquiry into a topic or question. In addition, Sumarni (2015:482) states that in order to implement the PBL, it is highly required teachers who are also creative. The ability to solve problems and to improve the content knowledge and skills is a challenge, especially to deal with students with low ability, lack of motivation and lack of focus, the teachers should be more patient and should try to improve the teacher-student relationship. It can be used to teach students completely new skills and practice skills they already they have a basic understanding of.

PBL method also gives students the opportunity to explore problems and challenges that have real-world applications, increasing the possibility of long-term retention of skills and concepts. Maltese (2012:5) states, "PBL is built on the concept that higher level thinking skills are development by engaging students in higher level thinking." PBL method often requires students not simply to collect resources, organize work, and manage long-term activities, but also to collaborate, design, revise, and share their ideas and experiences with authentic audiences and supportive peer groups.

The Teaching Writing in Using Project Based Learning Method

According to Boss (2015:11), there are four phases in PBL method, namely:
1. Project launch

This typically starts with an entry event to ignite curiosity and introduces a driving question to frame the inquiry experience.

2. Knowledge building

Students build background understanding and learn new skills to help them answer the driving question.

3. Product development and critique

Students apply what they have learned to create something new (such as a product, solution, or recommendation).

4. Final presentation and reflection

Students share their polished work with an autenthic audience.

In addition, Napitupulu and Krisno (2014:126) there are six steps in doing PBL, namely:

1. Start with the essential question

Learning is started with essential question, i.e. the questions which can give the learners task in doing an activity. Selecting topic which is based the reality in the world and start with a deep investigation. Teachers should select the topic relevant to the learners.

2. Design a plan for the project

Planning is conducted collaboratory between teacher and learners so they have "sense of belonging" to the project. Planning consists of rules, activities to answer essesntial questions, methods to integrate several subjects, and tool and material needed to finish the project .

3. Create a schedule

Both teacher and learners collaboratively create a schedule for finishing the project. Some activities in this phase are: (1) creating timeline, (2) defining the deadline, (3) listing all possible method to finish the project, (4) guding the learners whenever they deviate, (5) asking the learner the reason why they choose and prefer a method in finishing the project.

4. Monitor the learners and the progress of the project

Teachers are responsible for monitoring the activities of their learners during finishing the project. It is conducted through facilitating them in every process or in other words, they act as a mentor for the learners. To easily monitor the learners and the progress, a rubric which records all the activities should be created.

5. Assess the outcome

Assessment is conducted in order to help teachers in measuring the standard of achievement, evaluating the progress of every learner, giving feedback about their comprehension level, and helping teachers in managing the next learning strategy.

6. Evaluate the experience

In the end of learning process, both teacher and learners do reflection on the activities and the running project and this can be done either personally or in group. The learners are asked to express their feeling and experience during finishing the project. Teacher and learners then develop a discussion in order to improve the work quality during the learning process so that a new inquiry is eventually found to answer all the problems in the initial phase of learning.

III. RESEARCH METHOD

The research design was used in this study was Classroom Action Research, (henceforth, CAR). The research belong to the field of action research. According to Burns (2010:2) action research is regarded as a research which aims at identifying problematic situation and finding a deliberate way of solution to bring about changes and improvements for the problems. The research on the use of PBL method to improve students' skill in writing was an action research focusing on the action to improve students' weakness in writing skill. Kember (2000:25) states, "Action research is portrayed as a cyclical or spiral process involving of planning, acting, observing and reflecting". It was compatible with the process of applying PBL method.
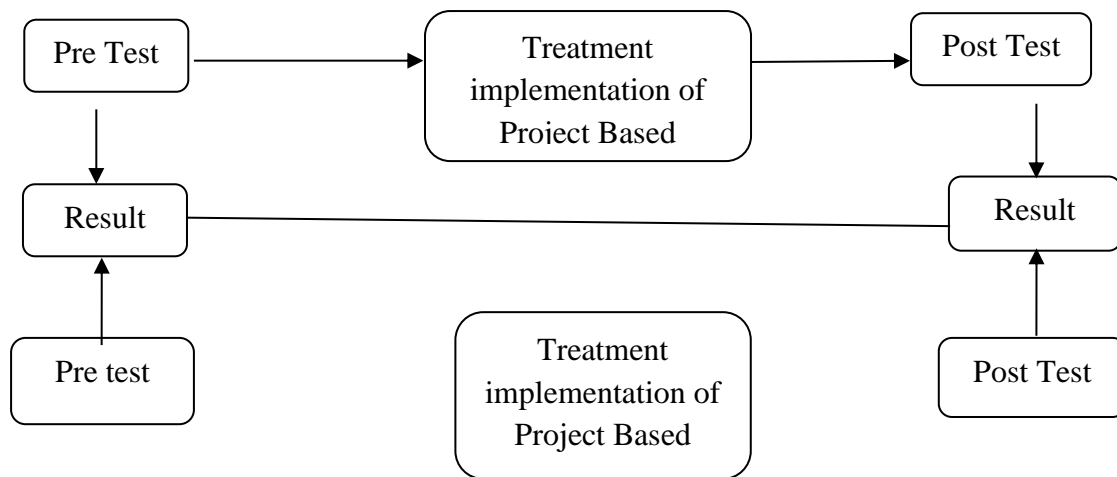

Figure 1. Research Design

The subject of the study was first given an initial test (pre-test) to determine the extent of the students' initial ability before being given the learning to write using PBL method. After being given the initial test, the teacher applies PBL method in writing skill. After PBL method was applied in writing skill, students were given a final test (post-test) to determine the extent to which students were writing by using PBL method. It can be concluded that classroom action research is an action research in a classroom which can be done by teachers, researchers, and teachers with their colleagues,etc which involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. A classroom action research will be conducted because it gave the improvement of students' skill. The writer used the CAR model developed by Burns (2010:9) who states that there are four phases in each cycle for conducting CAR. They are plan, action, observation and reflection.
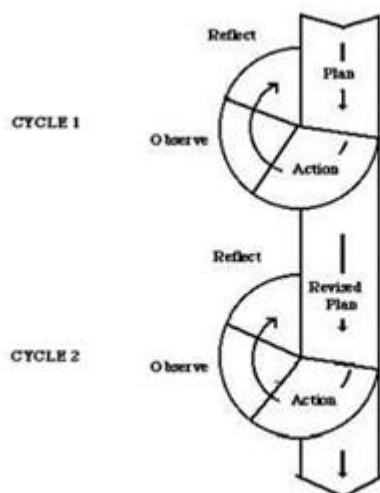
Figure 2. Burns' CAR Design

IV. DATA ANALYSIS
The Data Analysis

This chapter concerns with the descriptions of data (before the implementation of the classroom action research, during the implementation of the classroom action research, and after during the implementation of the classroom action research) during teaching writing recount text through Project Based Learning method.

The Quantitative Data

The quantitative data was taken from the test result of students, namely pretest before treatment, formative test after cycle one, and post-test after the end of cycle two. The complete result of the students' score in every test can be seen from the table and histogram of score interval and frequency.

From the histogram of pre-test, there were 7 students (19%) who occupied in score interval 38-43. There were 11 students (31%) who occupied in score interval 44-49. There were 7 students (19%) who occupied in score interval 50-55. There were 4 students (11%) who occupied in score interval 56-61. There were 5 students (14%) who occupied in score interval 62-67. There were 2 students (6%) who occupied in score interval 74-79 and there was no student who occupied in score intervals of 68-73, 80-85, 86-91, 92-97 and 98-100. There were 2 students (5,55%) who passed the Mastery Minimum Criteria (*Kriteria Ketuntasan Minimal)* in pre-test. From the histogram of formative, there were 3 students (8%) who occopied in score interval 63-66. There were 11 students (31%) who occupied in score interval 67-71. There were 12 students (33%) who occupied in score interval 72-75. There were 8 students (22%) who occupied in score interval 80-83. There were 2 students (6%) who occupied in score interval 88-91 and there was no student who occupied in score intervals of 76-79, 84-87, 92-95 and 96-100. There were 22 students (61,11%) who passed the Mastery Minimum Criteria (*Kriteria Ketuntasan Minimal)* in formative test.

From the histogram of post test, there were 6 students (17%) who occupied in score interval 69-72. There were 5 students (14%) who occopied in score interval

73-76. There were 7 students (19%) who occupied in score interval 81-84. There were 14 students (39%) who occupied in score interval 85-88. There were 4 students (11%) who occupied in score interval 93-96 and there was no student who occupied in score intervals of 77-80, 89-92 and 97-100. There were 30 students (83,33%) who passed the Mastery Minimum Criteria (*Kriteria Ketuntasan Minimal)* in post-test.

From the result of the students' scores, it was concluded that the students mean score increased. It could be seen from the mean score chart in pre-test, formative test and post-test . In pre-test, the students' mean score was 49,69, while the students' mean score in the formative test was 74,22 and in post-test was 82,33. Then, the mode and median of the students' score in post-test were higher than pre-test. It meant that there was improvement of the students' writing skill through Project Based Learning method.

The percentage of the students who got the score ≥70 showed the improvement of students' score from the first test (pre-test) until the last (post-test). The histogram above presented that the students' percentage who got score ≥70. There was 5,55%% (2 students) passed KKM in pre-test. In formative test, there was 61,11%% (22 students) passed KKM. Last, in post test, there was 83,33%% (30 students) passed KKM and there were not passed KKM. It can be concluded that there was a significant improvement about 16,66% until 96,42% from pre-test to post-test. The improvement in using Project Based Learning method at SMA Swasta Santa Maria Kabanjahe about 65,68%.

Questionnaire

The questionnaire was conducted after bothof cycle done . from the questionnaire the writer found out the students' respons which were taugh by using PBL method whether it was appropriate with improvement of students' skill in writing recount texts or not. The questionnaire was used to know the students' response toward, PBL method that writer applied. The students were asked to give the answer is the category of **Strongly Disagree, Disagree, Agree, Strongly Agree.**

The first items, there was no students chose strongly disagree and disagree. Meanwhile, there were 24 students (66,66%) and there were 12 students (33,33%). From the second items there was a student (2,77%) chose strongly disagree. There were 19 students (52,77%) chose agree. There were 16 students (44,44%) chose strongly agree and there was no students chose disagree. From the third items, there was a student (2,77%) chose strongly disagree. There were 12 students (33,33%) chose agree. There were 23 students (63,88%) chose strongly agree and there was no students chose disagree. From the fourth items, there was a student (2,77%) chose strongly disagree. There was a student chose disagree (2,77%). There were 13 students (36,11%) chose agree. There were 21 students (56,33%) chose strongly agree. From the fifth items, there were 29 students (80,55%) chose agree. There were 7 students (19,44%) chose strongly agree and there was no student chose strongly disagree and disagree. From the sixth items, there was a student (2,77%) chose strongly disagree. There were 13 students (36,11%) chose agree. There were 22 students (61,11%) and there was no student chose disagree.

From the questionnaires given to the students, the total percentage of agree was the highest (50,92%). Then, the total percentage of strongly agree was

(46,75%) and the total percentage of strongly disagree only 1,85%. The total percentage of disagree was the lowest (0,46%).

The Qualitative Data
 The qualitative data was taken from observation sheet, field notes, and questionnaire and were prsented below:

Observation sheet

 Observation sheet was focused on the situation of teaching learning process including the students' activities, behavior and interaction in the classroom. The observation sheet was made by the writer and it checked by the teacher who acted as the collaborator and observed the teaching learning process in the cycle 1 and cycle 2.

Field Notes
 Field notes were used to collect the data of students' activity during the teaching learning process. The writer wrote down the field notes in every meeting during the research was conducted. The detail of the process could be seen in the following explanation.

Meeting 1 (Pre-Test): Saturday, 15 August 2020
 It started from 09.50am – 11.00am. The writer came to the class with the English teacher as collaborator. The English teacher greeted the students then the leader of the class gave command to stood up and greeted the teacher. The teacher told the students that writer would replace him during the research. The writer initiated the meeting by the greeting and introducing herself to the students and explained the purpose of her coming to the school in order to conduct a research for her *Sarjana's* thesis. The students welcomed her friendly and they were enthusiastic.
 Before conducting the first cycle, the pre-test was given to measure how far the students' writing skill. In this occasion, the students were asked to write a descriptive texts based on the picture (an animal - cat) that the writer had been provided. After finishing the test, the writer told the students that she would meet them in the next meeting and before leaving the class the writer said leave taking.
Cycle I
 The following are the elaborations of cycle I:

Meeting 2 (Treatment I): Wednesday,19 Agustus 2020
 It started from 08.00am – 09.50am. Firstly, the writer opened the class and asked them to lead the prayer. Then, the writer did brainstorming by asking each students some questions about the topic their favorite food, pet, place. The writer asked why they liked. After that, the writer prepared the teaching material before starting to teach descriptive texts and also developed teaching process through the activity of students in the classroom. After that, the writer started to teach descriptive texts.
 Based on the result in pre-test, most of them are difficult to write descriptive texts. Thus, the students have low motivation in learning English. It made them can

not involve in English subject well. Besides that, they faced difficulties in choosing the appropriate words. They also had difficulty in grammar and mechanics. Most of them translated word by word in producing sentence. They did not understand the language features and the generic structure of descriptive texts which referred to some aspects of writing assessment. The writer explained about definition, generic structure and language features that is used in descriptive texts. Then, the writer gave an example of descriptive text 'my cat' that had been done in pre-test. The writer and the students discussed it together clearly.

Meeting 3 (Treatment II): Saturday, 22 August 2020

It started from 09.50am – 11.00am. The third meeting was the second meeting of teaching and learning process in cycle I. It started 08.00am - 09.50am. The writer continued the previous material about descriptive texts. Then, the writer reviewed it by asking students one by one to prove whether the students still remembered material about what the writer explained last meeting.

Then, the writer explained about the method of Project Based Learning. The writer divided them into 6 group. Each group consisted 6 members. Each group left the room and investigated the things. After choosing a topic (can be person, animal, or thing) they started to describe. The topic should be in around the school. Even the writer already taught them about descriptive texts and gave the examples some of the students still was confused and did not understand what to do in group. They spoke with each other. It made the situation quite noisy.

Meeting 4 (Formative Test): Wednesday, 26 August 2020

In this stage, the writer and collaborator observed students perfomance in teaching and learning, especially when the students were doing test. The kind of test in formative was writing descriptive texts in group. The group was same with the group last meeting. The writer gave 15 minutes to investigate or observe the thing (shape, color, nature, character and function) around the school. After finishing the investigation, they chose an interesting topic (can be person, animal, thing). The topic was described depended on the agreement of the group. The topic should be in around the school. They did not focus to investigate. They talked too much in group. When the time was up they did not finished it. The writer gave 10 minutes to finish it. Then, all the groups collected their project writing.

Cycle II

The following are the elaborations of cycle II:

Meeting 5 (Treatment III): Saturday, 29 August 2020

The fifth meeting was the first meeting of teaching and learning process in cycle II. It started from 08.00am - 09.50am. Based on the result of the formative test in the fourth meeting, the writer gave feedback and appreciation to the students because they already did the test quite good.

The writer asked the students shared their experiences during wrote descriptive texts. It took 25 minutes shared with each other. Then, the writer took one paper sheet of student and discussed with the students.

Meeting 6 (Treatment IV): Wednesday, 2 September 2020

The sixth meeting was the second meeting of teaching and learning process in cycle II. It started from 09.50am – 11.00am. After doing the reflection in the fifth meeting, The writer started the class again with the topic about person "Dinda". First, the writer asked them to mention the simple present tense in the text. After that, the writer asked the students to point adjectives in the text. The writer reminded the students about the generic structure of descriptive texts.

Meeting 7 (Treatment V): Saturday, 5 September 2020

This was the last meeting before giving last test (post-test). The writer taught them to arrange the simple present tense correctly and gave some examples of simple present tense sentences. Then, the writer gave some verb and they made sentences used they own words then arranged into paragraph. Then, the writer explained the project based learning method clearly. The writer told the students for the next test, they did the test individually not in group and the result given to the teacher. Thus, they must do the test seriously. All students left the room and investigated the things. After choosing a topic (can be person, animal, or thing) they started to describe. The topic should be in around the school.

Meeting 8 (Post Test): Wednesday, 9 September 2020

This was the last meeting in cycle II. Thus, the writer had to ensure if the students writing skill improved or not by giving post-test. Based on the experience in formative test cycle I, only some students were active do the test seriously. Based on the obstacle, the writer asked the students wrote descriptive texts individually. The writer gave 15 minutes to investigate or observe the thing (shape, color, nature, character and function) around the school. After finishing the investigation, they chose an interesting topic (can be person, animal, thing). The topic should be in around the school. The students wrote descriptive text 30 minutes. The writer asked them to collect it. After it finished, the writer asked the students shared the experiences during did the test. Before closing the meeting, the writer gave the observation sheets to be filled by the students. After it was collected, the teacher said leave taking and said thanks for the good participations to the students.

Discussions

Project based learning method was applied to improve the students' writing skill to the eleventh grade students of SMA Swasta Santa Maria Kabanjahe. As the collaborator the English teacher and the writer collaborativelly discussed the result of the study. They concluded that the use of project based learning method could be the effective way to help students in writing. It was shown in histogram and table. In which the mean score of each test improved. The mean score of pre-test was 49,69. The formative test was 74,22 and the post-test was 82,33. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (*Kriteria Ketuntasan Minimum)* from pre-test was 5,55% or only 2 students got score ≥ 70, the formative test was 61,11%, 22 students got score ≥ 70 and post-test was 83,33%, 30 students got score ≥ 70. In conclusion percentage continuously increased in each test. The percentage of the students' score increased from pre-test to formative test was 49,36%, from formative to post-test was 16,31% and from pre-test to post-test was 65,68%. Those score showed that the second cycle was better than the first cycle.

Beside that, the improvement could be seen from the observation sheet, field notes and questionnaire. From the questionnaires given to the students, the total percentage of agree was the highest (50,92%). Then the total percentage of strongly agree was (46,75%) and the total percentage of strongly disagree only 1,85%. The total percentage of disagree was the lowest (0,46%).

1 Conclusions

After presenting and analyzing the data in the previous chapter, the writer drew the following conclusions:

1. Project Based Learning method can improve students' writing skill. It was found that the students' achievement of writing skill improved from pre-test after Project Based learning method was applied. The students' total mean score in pre-test was 49,69, the formative test was 74,22 and post-test was 82,33. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (*Kriteria Ketuntasan Minimum)* from pre-test was 5,55% or only 2 students got score $\geq$ 70, the formative test was 61,11%, 22 students got score $\geq$ 70 and post-test was 83,33%, 30 students got score $\geq$ 70. The improvement in using Project Based Learning method at SMA Swasta Santa Maria Kabanjahe about 65,68%.

2. The response of students after they taught by Project Based Learning method was enthusiastic and positive. The total percentage of questionnaires strongly agree about 46,75% and followed by the highest percentage of agree about 50,92%. The project-based learning method was very beneficial and effective for teaching writing.

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