**The Implementation of Project Based Learning in Teaching Writing Recount Text to
The Eighth Grade Students of SMP Khadijah 2 Surabaya**

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Abstrak

Ada beberapa faktor yang harus dipertimbangkan oleh guru dalam mengajar Bahasa Inggris. Salah satunya berhubungan dengan usia pelajar. Penelitian ini berfokus pada siswa kelas delapan yang dikategorikan sebagai remaja. Para guru harus mempunyai metode yang sesuai dalam mengajari mereka. Berdasarkan kurikulum, ada beberapa jenis teks yang dipelajari oleh siswa kelas delapan. Salah satunya adalah teks recount. Untuk mencapai tujuan pembelajaran, ada beberapa metode yang disarankan dalam kurikulum terbaru. Salah satunya adalah Pembelajaran Berbasis Proyek. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan penerapan Pembelajaran Berbasis Proyek dalam mengajar menulis teks recount kepada siswa kelas delapan, mendeskripsikan hasil tulisan siswa setelah penerapan metode tersebut, dan mendeskripsikan respon siswa setelah penerapan metode tersebut. Peneliti melakukan penelitian deskriptif kualitatif dan menganalisa datanya secara kualitatif. Data penelitian ini dikumpulkan dari tiga instrumen : lembar pengamatan, tugas siswa, dan kuesioner. Berdasarkan data tersebut, dapat diketahui bahwa Pembelajaran Berbasis Proyek dapat diterapkan dengan baik di dalam kelas oleh guru dan sesuai untuk mengajar menulis teks recount kepada siswa kelas delapan, tulisan siswa menjadi lebih baik setelah penerapan metode tersebut, dan siswa memberi respon positif terhadap metode tersebut. Secara keseluruhan, Pembelajaran Berbasis Proyek memberikan manfaat dan membantu para siswa karena mereka tidak hanya memahami materi, tetapi juga membangun kemampuan berkolaborasi.

Kata Kunci : Pembelajaran Berbasis Proyek, Menulis, Teks Recount, Siswa Kelas Delapan

Abstract

There are some factors that should be considered by the teacher in teaching English. One of them is dealing with the learner age. This research focuses on the eighth grade students who are categorized as teenager. The teacher should have suitable methods in teaching them. Based on the curriculum, there are several kinds of text genres learnt by the eighth grade students. One of them is recount text. To gain the learning objectives, there are some methods suggested in the newest curriculum. One of them is Project Based Learning (PBL). Therefore, this research aimed to describe the implementation of PBL in teaching writing recount text to the eighth grade students of Junior High School, to describe the result of the students' writings after the implementation of PBL, and to describe the students' responses after the implementation of PBL. The researcher conducted a descriptive qualitative research and anlyzed the data qualitatively. The data were collected from three instruments : observation checklist, student task, and questionnaire. Based on the data, it could be known that PBL could be well implemented in the classroom by the teacher and suitable for teaching writing recount text to the eighth grade students, the students' writings were getting better after the implementation of PBL, and the students gave positive responses towards PBL. Overall, PBL was beneficial and helpful for the students because they not only understood the materials, but also built their collaborative skill.

Keywords : Project Based Learning, Writing, Recount Text, Eight Grade Students

INTRODUCTION

As a lingua franca, English has been acknowledged as a second language spoken by many people in the world. In Indonesia, it is necessary to learn and practiseEnglish to face the globalization era. It is not only used at school but also at most workplaces. For instance, there are many companies which require their employees to be able to use English. Thus, they usually have some English interviews with their employee-to-be before they hire them. Since English becomes so important, the government puts it in the curriculum to prepare the students of Primary School to University. Then, the government makes evaluation and improvement to the curriculum based on the students' needs and the educational development. For instance, the newest curriculum for Primary and Secondary School applied in Indonesia recently is Curriculum 2013 which is well-known as K13.K13 provides a learning aprroach named Scientific Approach. The approach is adopted from the learning method of Science. According to Kemendikbud (2014), the concept of the scientific learning approach should involve observing, questioning, collecting data or information, experimenting, analyzing data, and communicating during the teaching–learning process. By implementing K13, the government hopes the students are able to communicate, have good critical thinking, and improve their character building.

Furthermore, there are some factors which should be considered by the English teachers before teaching English as a foreign languagein the class. One of them is dealing with the age. Of course, the way of teaching English to the young learners is different from the way of teaching English to the adult ones. It is really matter because of the difference of the students' need and psychology. Jeremy Harmer in his book entitled *The Practice of English Language Teaching* states, "The age of our students is a major factor in our decisions about how and what to teach" (2007:81). Based on the statement, it is sure that the teaching technique used by the teacher should be suitable with the learner's category, or else the teacher will find any difficulty in handling the class or in reaching the goal. There are actually some groups of learners in the field. One of them is the eighth grade students of Junior High School which will be discussed more in this study. The eighth grade students of Junior High School are the students who are categorized as the second level of teenager. Jeremy Harmer(2001:39)states that teenagers have a very good capacity to learn, potensial for creativity, andpassionate commitment to things that interest them. Thus, to support the students, the English teachers hopefully can implement any suitable teaching technique related to the learning objectives during the teaching and learning process.

In learning English, the students need to master four skills dealing with receptive and productive skills as well : Listening, Speaking, Reading, and Writing. The students are required to be able to communicate both oral or written English to reach the functional literary level.One of the skills that should be learnt in the English class is Writing. Writing belongs to productive skills, so it aims the students' ability to produce some texts. However, writing is the most complex skill compared to the three other skills such as listening, speaking, and reading (Cahyono and Widiati, 2011:69). It requires the students' comprehensive abilities such as mastering grammar, vocabulary, mechanic, and punctuation. There are also some steps which should be done to accomplish the writing objectives such as thinking the ideas, making and revising the draft, and changing the draft into the final work. It is suitable with the statement ofRichards and Willy A Renandya in their book (2002:303) stating thatthere is no doubt that writing is the most difficult skill for the student to master because the difficulty is not only in finding the ideas, but also in putting them into readable text. Based on the Curriculum 2013 or K13, the eighth grade students should master several kinds of text genres in the second semester. One ofthem is recount text. The text tells about an event or an experience happened in the past. Based on the publication article written by Annisa Dewi Ratnasari (2015), she has found in her research that the students still get difficulties in writing recount text. In the Curriculum 2013, the teacher should apply one of the learning models suggested. The models are used as the approaches in the learning process which are arranged sistematically in order to be able to gain the learning purpose in the class. There are some models of learning suggested in the Curriculum 2013. They are *Problem Based Learning, Project Based Learning, Discovery or Inquiry Learning,* and *Production Based Training.*

According to the background of this study, one of the learning models that can be applied to teach writing recount text is by using Project Based Learning. Project Based Learning hopefully can bring the students to a meaningful learning. It is stated in the theory of Larmer and Mergendoller (2007), a classroom filled with the learners' project may suggest that the learners have been engaged in meaningful learning. It is because the final project is from a process of some tasks for the learners to comprehend the content of material well whether in a group or individual task.

Moreover, Beckett and Miller (2006) say that Project Based Learning is a learning model that provides an opportunity for learners to actively take part in making a

project within the group or individual work to increase their English language skills, especially in writing skill. It aims to support the learners in investigating real life phenomena and developingtheir creativity. In short, this model requires critical thinking, problem solving, collaboration, and various forms of communication.

Considering to all of the factors above, the research questions of this research are as follow :

1. How is the implementation of Project Based Learning in teaching writing recount text to the eighth grade students of Junior High School?
2. How are the students' writings after the implementation ofProject Based Learning to the eighth grade students of Junior High School?
3. How are the students' responses after the implementation of Project Based Learning to the eighth grade students of Junior High School?

Based on the research questions, this research was conducted to describe the implementation of Project Based Learning in teaching writing recount text to the eighth grade students of Junior High School, to describe the students' writings after the impelemntation of Project Based Learning to the eighth grade students of Junior High School, and to describe the students' responses after the implementation of Project Based Learning to the eighth grade srudents of Junior High School.

As we know, writing is essential because it is one of the communication ways used by many people in the world. It is a sort ofverbal communication. Writing becomes more difficult when it is used in a foreign language since the writers should not only master how to write but also master the foreign language itself. Richards and Renandya (2002:303) state that there is no doubt that writing is the most difficult skill to master for the foreign learners because the difficulty lies not only in generating and organizing ideas, but also in translating the ideas into a text that can be read well.

Meanwhile, recount text is one of text-genres which should be thought in Junior High School. Djuharie (2007:44) defines recount text as a text which tells about an event or an experience happened in the past. The aim of it is to tell about something happened in the past.

Thus, to gain the learning objective of writing recount text, a suitable method should be applied in the classroom. One of them is Project Based Learning that has been mentioned before. Project Based Learning is one of learning models which allows the students to work cooperatively in groups, think critically both in group and individual, and make a certain school or class project creatively. There are severalsteps that can be implemented using Project Based Learning (PBL) in the class. Mergandoller and Larmer (2004) stated that the following stages of PBL are starting with the essential question, guiding the students to plan and create the schedule of their projects in groups so the projects could be accomplished on time, monitoring the students' progress of the projects, assessing the students' works, and evaluating the results.

METHOD

This study was a descriptive qualitative research in which the researcher acted as the observer. The researcher took the eighth grade students of SMP Khadijah 2 Surabaya as the population of this study. She chose the students there because the teacher has implemented Project Based Learning in teaching writing recount text. She was interested in conducting the research there because she wanted to know how Project Based Learning was applied in the teaching and learning process, especially in the class where the students were categorized as the teenagers.

Furthermore, she observed one of the eighth grade classes there as the subject of this study. It was class VIII A. The class chosen was the one recommended by the English teacher and consisted ofthirteen students whose English were good, average, and sufficient.

To get the data needed for this study, the researcherused three kinds of instruments. They were observation checklist, student task, and questionnaire. The first instrument used in this study was Observation Checklist. The researcher used the instrument to answer the first research question. It aimed to know how the implementation of Project Based Learning in teaching writing recount text to the eighth grade students of Junior High School was. The researcher checked the observation checklist which had been prepared. The checklist was in the term of "yes" and "no" answers to help the researcher save the time during the observation. Besides, the researcher also wrote some note to give some additional informations related to the teaching and learning process.

The second instrument used in this study was Student Task. The researcher used the instrument to know how the result of the students' writing after the implementation of Project Based Learning in teaching writing recount text to the eighth grade students was. The scores of the students' writings were counted by the English teacher by using some assessment criteria dealing with the curriculum standard, while the researcher here only analyzed the result of the scores. The teacher used the criteria adapted from the ESL Composition Profile by H. Jacobs et al, in Joy M Reid's book (1993).

The last instrument used in this study was Questionnaire. The researcher used the instrument to know how the students' responses after the

implementation of Project Based Learning in teaching writing recount text to the eighth grade students of Junior High School were. The researcher gave the questionnaires to the students after the learning process. The questionnaires were in form of multiple choices with cloze-answered ones. The questionnaires were also easy to understand consisting of simple English questions because they were made for the eighth grade students of Junior High School.

RESULT AND DISCUSSION

The results of this study were got from the instruments used that had been mentioned before. The instruments were suitable to answer the research questions. The instruments used were Observation Checklist, Student Task, and Questionnaire. Then, the results would be presented and explained more in descriptive manner to make them easy to read and understand.

The observation was conducted for three meetings. The first meeting was on Tuesday, April 5th 2016. The second meeting was on Thursday, April 7th 2016. Then, the third meeting was on Tuesday, April 12th 2016. Each meeting lasted for about 90 minutes.In every meeting, the researcher observed the teaching and learning process to gain the data about the implementation of Project Based Learning in teaching writing recount text. In this case, the Project Based Learning was implemented by the English teacher of SMP Khadijah 2 Surabaya. The researcher had prepared the observation checklist and an additional blankpaper to take some additional notes. The results of the observation were as follows.

1. First Meeting

At the first meeting, the teacher started the class by greeting the students and checking the attendance list. She also asked about the students' condition. Then, she asked some questions related to the theme and stated about the learning objective : *writing recount text by implementing Project Based Learning*. According to the learning objective, it could be known that the problem which should be solved by the students was how to write a recount text.

Then, the teacher helped the students by giving some models of text telling about past events. The texts were taken from some resources such as magazine, internet, text book, and teacher-made-text. The teacher typed the texts and printed them out. Then, she gave the copies to each student so each student got two pages of papers consisting of several texts telling about past events. Next, the teacher asked the students to read the texts. After a few minutes, she asked them to observe and identify the texts consisting of the structures, language used, and content. They talked about them in a class discussion. In

this step, the students would know the details of the text given.

After identifying the text, the teacher asked the students about any informations related to the text given. She also gave a chance to the other students to answer their friends' questions first, then she gave the additional explanation or just corrected the answers.

Next, she explained the materials which were related to the project-to-be. This aimed to give the introduction to the students so they would comprehend the materials more and could do the project easier. The teacher then gave exercises related to the materials to the students. She asked them to do the exercises. The exercises were in form of multiple choices. After that, the students had a class discussion about the answers of the exercises. Then, the teacher started to explain briefly about the students' project-to-be. The project was making a kind of bulletin board in groups consisting of recount texts written by the students based on the group's topic.

Therefore, in the next step, the teacher asked the students to make a group of four or five. This was the first stage of Project Based Learning. The teacher gave some essential questions to the students related to the project-to-be. Besides, she asked the students to plan about their projects and create the schedule. Here, they discussed about the texts which were going to be written,the theme and concepts of the bulletin board related to the topic given to each group. There were three topics used : *The Unforgettable Trip, The Unforgettable Experience at School, and The Unforgettable Birthday*.

In the last hour of the class, the teacher asked the representative of each groups to tell about their projects in front of the class so the other students would know what their friends were going to make in their projects.

In the end of the first meeting, the teacher checked the students' understanding about the materials briefly. Then, the teacher reflected the learning process with the students. She asked about the students' feeling, difficulties, and interests dealing with the learning process. She also reminded the students to prepare themselves for the following activities in the next meeting.

2. Second Meeting

At the second meeting, the teacher continued the process. First of all, she greeted the students as usual. She also checked the students' attendances and asked about the students' conditions. There was no student absent at that time. Then, she reviewed the materials briefly.

Since it was just continuing the process from the previous one, the teacher asked the students to write a recount text based on the topic given in their groups. The topic was different from one group to others. There were

two groups consisting of four persons and one group consisting of five persons. So there were three groups altogether, and there were three topics too. Each students in the group would compose a recount text based on the group's topic. Though, on that stage, they did a collaboration by having peer feedback towards their writings with their group member. Therefore, there would be different writings or stories with the same topic in one group. As mentioned before, there were three topics used : *The Unforgettable Trip, The Unforgettable Experience at School, and The Unforgettable Birthday*.

After a few minutes, the teacher asked the students to switch their writings with their group member's. Here, they had a collaboration to check and remind their partners towards the writings. After that, the teacher asked the students to submit their writings to be scored. While the teacher gave scores, the students worked in groups to prepare their bulletin boards. The board was made from stereofoam so the students should think about how to decorate it too. Since there were not many students in the classroom, the teacher could finish scoring the students' writings quickly. Then, the teacher gave the writings with the scores and corrections back to the students. The teacher asked the students to retype the writings based on the corrections and toprint the revised ones to be sticked on the bulletin board in the next meeting.

At the end of the class, the teacher reflected the learning process with the students as usual. She also reminded the students to bring the tools for making their projects in form of bulletin boards.

3.   Third Meeting

At the third meeting, she continued the process. First of   all,   she greeted thestudents, checked the attendance list, and asked about their conditions as usual. Before going further, she reviewed the materials briefly to recall the students' memory about the learning objectives.

After that, she asked the students to work in groups to finish their projects.She told them to build the team work well so the project could be accomplished on time. She also asked the students to evaluate their writings before putting them on the bulletin board.While the students were working in groups, the teacher monitored and guided them. They cut the colorful papers, sticked the papers, made some decorations related to the topic, and so on. In this stage, they collaborated to finishtheir bulletin boards. The recount texts had been printed and revised by the students based on the teacher's corrections.

It took for about 50 minutes to make the bulletin board. After that, the teacher asked the students to present their accomplished projects in front of the class. The students told about the theme of their boards, and

read the texts one by one loudly. Then, the teacher asked other students to give some feedbacks or comments.

After all of the groups had presented their projects, the teacher asked the students to hang the bulletin boards on the wall. Finally, at the end of the class, the teacher reflected the learning process with the students.

Dealing with the student task, the teacher gave the student task in a form of essay. The students had to write a recount text based on the topicgiven in their groups. After the students wrote the texts, the writings were scored by the teacher. The teacher gave score and feedbacks so the students could revise their writings. The teacher used some criterias in assessing the students' writings. The criterias dealt with the content, organization, vocabulary, language use, and mechanics. They were included in ESL Composition Profile which was suited with the characteristics of recount text and the students' level.By using the criterias, the teacher gave the students' writings scores. The perfect score would be 100. The students' writings were scored twice. First, they were given after the students compose the recount texts. Next, they were given after the students revised their writings to be sticked on the bulletin boards.

Moreover, the teachergave scores to the students' bulletin boards by using some rubrics. She gave scores to the projects dealing with the connection to the topic / theme, the organization, the team-work, and the esthetics. The scores were given in groups. Each criteria had twenty five points as the highest score. The followings were the results of the students' projects.

A.   Group One

The topic of group one was "The Unforgettable Trip". There were five persons as the group members, so there were five titles of the texts too. The text titles were*Taman Safari Prigen, Visiting Lamongan, Jogja Trip, Visiting Hawai Waterpark, and Going to Dufan.*
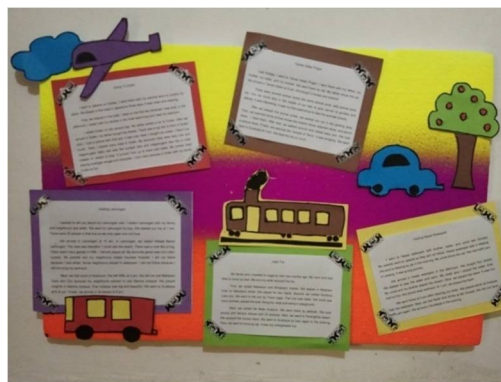

Figure 1.The Project of Group 1

Based on the teacher's scores, it could be known that the result of the project was as follows.

1. Connection to The Topic / Theme

The bulletin board made by group one was suitable with the topic. The topic for group one was *"The Unforgettable Trip"* and the group members wrote the texts entitled *"Taman Safari Prigen"*, *"Visiting Lamongan"*, *"Jogja Trip"*, *"Visiting Hawai Waterpark"*, and *"Going to Dufan"*. All of the texts were about the students' trips.

2. Organization

The bulletin board made by group one was well organized so the project could be finished on time. It seemed that the group members had planned the schedule and prepared their project well.

3. Team Work

During the process of making their project, each member of the group cooperated together although there was a student who did not do the role well. Besides, when they presented their project in front of the class, it could be known that they had divided the works well so they could do the role in turn.

4. Esthetics

The bulletin board was presented well so it looked wonderful. The design was suitable with the topic. They drew some vehicles that they used for their trips. Besides, the texts were arranged well so it looked tidy and clean.

A sample of the first text (before the revision) that belonged to group one was a text entitled *"Taman Safari Prigen"*. The following was the text.

Taman Safari Prigen

Last holiday, I went to Taman Safari Prigen. I went <u>to</u> there with my father, my mother, my sister, and my brother. We went <u>to</u> there by car. My father drove the car. We arrived in Taman Safari at 8 am. We bought 5 ticketsand entered.

There were several animal zone like tame animal zone, wild animal zone, etc. Our car could stop in the middle of our way to give <u>carrots</u>, to girrafes and zebras. It was interesting. It was my first experience to feed the animals directly.

After we <u>pass</u> the animal zones, we parked our car in the parking area. Then, we watched some animal shows like dolphin show, elephant show, and parrot show. I liked them. After that, we walked around and <u>visit</u> baby zoo. We <u>take</u> a picture <u>in</u> there. Finally, we watched the <u>temple of terror</u>. It was amazing. We went back to Surabaya at 5 pm. We liked the trip so much.

Based on the teacher's score, it could be known that the results were as follows.

1. Content

Dealing with the content, the text was knowledgeable. It was able to understand. The researcher told her experience when she visited Taman Safari Prigen. She wrote many details such as who she visited there with, how she went there, what time she arrived there, what she did there, and so on.The title was suitable with the topic too. Therefore, the text was relevant to the topic.

2. Organization

Dealing with the organization, the ideas of the text were clearly stated or supported. The researcher wrote the text in sequence, for example on the first paragraph, she told about the place, the way to get there, the people, and the time. Then, on the second paragraph, she told about some information in the Safari park, and her activities there. Then, on the last paragraph, she continued to tell about the shows in the Safari park and she ended the story by expressing her feeling towards her trip. Each paragraph were connected well so the readers could get what the text was telling.

3. Vocabulary

Dealing with the vocabulary, the researcher used effective words and usage. Since the researcher was still eight grade student, most of the word choices were common which were usually used in daily English. There were not idioms in the text but the text was still readable. There were only a few mistakes for the word choice in the text, for example the use *"to"* in the sentence *"We went to there by car"* in paragraph one line two. The researcher should ommit *"to"* in the sentence based on the English standard.

4. Language Used

Dealing with the language used, the text contained several errors of tense, word order function, and description but the meaning was seldom obscured. The researcher used Simple Past Tense in the text well. Most of the verbs used in the text were in past form, for examples : *went, drove, arrived, parked, watched, liked, and walked*. She only made some mistakes in the words *"pass", "visit", and "take"*. The corrections should be *"passed", "visited", and "took"*.

5. Mechanics

Dealing with the mechanics, the researcher used occasional errors of spelling, punctuation, capitalization but the meaning was not obscured. For example, the use comma after the word *"carrots"* in paragraph two. Besides, letter T in the phrase *"temple of terror"* in paragraph three should be written in capital letter since it was the title of a show.

B. Group Two

The topic of group two was "The Unforgettable Experience at School". There were four persons as the group members, so there were only four texts. The text titles were *First Day at School, Coming Late to School, Leading Prayer at School, and Camping at School.*

Figure 2.The Project of Group 2

Based on the teacher's scores, it could be known that the result of the project was as follows.
1. Connection to The Topic / Theme
    The bulletin board made by group two was suitable with the topic. The topic for group two was *"The Unforgettable Experience at School"* and the group members wrote the texts entitled *"First Day at School", "Coming Late at School", "Leading Prayer at School",* and *"Camping at School".* All of the texts were about the students' experience at school.
2. Organization
    The bulletin board made by group two was well organized so the project could be finished on time. It seemed that the group members had planned the schedule well.
3. Team Work
    During the process of making the project, each member tried to cooperate together but unfortunately there were about three students who did not focus on their roles. However, they presented their project in front of the class well.
4. Esthetics
    The bulletin board was presented quite well. The design was good enough. They drew two pencils as the representative of school and decorated the board with colorful papers.
    A sample of the first text (before the revision) that belonged to group two was a text entitled*"First Day at School".*The following was the text.

First Day at School
    I want to tell about my first day studying at school. My school started at 6:30 am. I have to go to school earlier. After I arived at school, I prayed with friends. Then, I studied.
    The lessons were differend. There were many religion lessons. The first time was Qurdist. The second time was Akidah Akhlak. The next time was Tarekh and Aswaja. There are new for me. At the first time, I feel confused. But then, I enjoyed the lessons.
    Qurdist was about Al Quran and Hadits. Akidah was about the attitude of good Moslem. Tarekh was about the history of Islam. And Aswaja was about the lesson of ahlussunnah waljamaah.
    On my first day at school, the teachers were very interesting. They introduce their names and have fun with the students. I did not feel confused again because I had new friends and teachers.

Based on the teacher's score, it could be known that the results were as follows.
1. Content
    Dealing with the content, the text was knowledgeable. Actually the text was quite relevant to the topic, but there were some points that should not be explained in the text. The topic was about the student's experience at school. In the text, the researcher explained the schools subjects too much. That made the text little bit out of the topic. She should focus on her experience to make the content better.
2. Organization
    Dealing with the organization, the text was loosely organized but the main ideas stood out. For example, in paragraph three, she wrote about definitions of some subjects. Meanwhile, in paragraph two, she just stated that she enjoyed the lessons although the lessons were new for her. She should put the definitions in paragraph two if she wanted to do so. She could put them after mentioning the new lessons to make the text more readable and in better sequence.
3. Vocabulary
    Dealing with the vocabulary, she used occasional of words and usage but the meaning was not obscured. She used basic vocabulary. There were only a few mistakes on spelling, for example in the words *"arived"* in paragraph one and *"differend"* in paragraph two. It should be written *"arrived"* and *"different"*. The use of "there" in the sentence *"There are new for me"* in paragraph two was also incorrect because it refered to the religion subjects mentioned before. The correction should be *"they"* so the sentence would be *"They were new for me"*.

4.   Language Used

Dealing with the language used, the text contained frequent errors of tense, word order function, and description. Since the text was recount text, the verbs used should be in past form. Unfortunately, in the text the researcher made some mistakes by using the present form for the verbs, for examples : *have, feel, and introduce*. The corrections should be *"had", "felt",* and *"introduced"*.

5.   Mechanics

Dealing with the mechanics, the researcher used occasional errors of spelling, punctuation, capitalization but the meaning was not obscured. For example before the word *"and"* in paragraph three, it should be comma instead of fullstop, so the sentence would be *"Tarekh was about the history of Islam, and Aswaja was about the lesson of Ahlussunnah Waljamaah"*. Besides, the first letter of word *"ahlussunnah waljamaah"* should be written in capital letter into *"Ahlussunnah Waljamaah"*.

C.   Group Three

The topic of group three was "The Unforgettable Birthday". There were four persons as the group members, so there were four texts. The text titles were *My Birthday, My Mother's Birthday, Laila's Birthday Party, and A Birthday Surprise*.
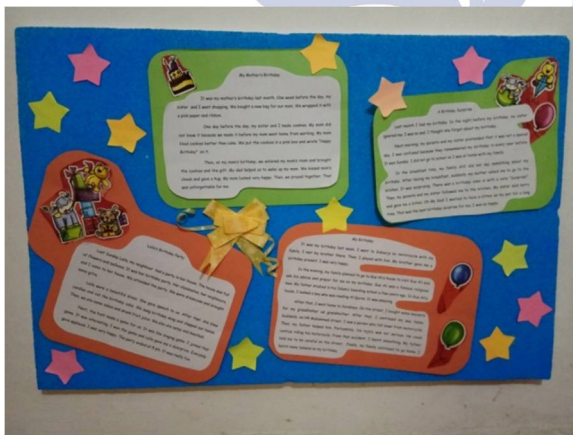

Figure 3.The Project of Group 3

Based on the teacher's scores, it could be known that the result of the project was as follows.

1.   Connection to The Topic / Theme

The bulletin board made by group three was suitable with the topic. The topic for group two was *"The Unforgettable Birthday"* and the group members wrote the texts entitled *"My Birthday", "My Mother's Birthday", "Laila's Birthday Party",* and *"A Birthday Surprise"*. All of the texts were about birthday moment.

2.   Organization

The bulletin board made by group three was well organized so the project could be finished on time. It seemed that the group members had planned the schedule well.

3.   Team Work

During the process of making the project, each member cooperated together although there were two students who did not do the role well. However, they presented their project in front of the class well.

4.   Esthetics

The bulletin board was presented quite well. The design was simple and good enough. They sticked several pictures related to birthday and arranged the text well so it looked tidy.

A sample of the first text (before the revision) that belonged to group three was a text entitled *"My Birthday"*.The following was the text.

My Birthday

It was my birthday last week. I went to Sidoarjo by motorcycle with my family. I met with my brother there and I played with him. My brother gived me a birthday present. I was very happy.

In the evening, my family planned to go to Gus Ali's house. There I looked a boy who was reading Al-quran. I thought it was amazing.

After that, I went home to Surabaya. On the street, I bought some souvenirs to my grandfather and grandmother !at home. After that, I continued to go home. At HR Muhammad street, I looked person who fell down from motorcycle, then my father helped him. Fortunately, he was not serious ill. Then, my father told me to be careful on the street. I learned something from it. Finally, my family continued to go home.

Based on the teacher's score, it could be known that the results were as follows.

1.   Content

Dealing with the content, the text was categorized as limited knowledge of subject, inadequate development of topic. At first, the researcher told about his birthday buut then he told about his experience in Gus Ali's house and on the street. Although those things happened on the same day of his birthday but it made the text little bit out of the topic. The researcher should focus on his birthday if he wanted to make the text more relevant to the topic.

2.   Organization

Dealing with the organization, the text was loosely organized but the main ideas stood out, for example after telling about his birthday gift on paragraph one, he told

about new idea on paragraph two such as his visit to Gus Ali's house, then on paragraph three he told another new idea such as an accident happened on his was home. The researcher should write the paragraphs sequencely so the text would be better.

3. Vocabulary

Dealing with the vocabulary, the researcher used occasional of words and usagebut the meaning was not obscured. He used basic vocabulary related to his English level as an eight grade student. There were a few mistakes made for choosing the words, for example the use of"*looked*" in paragraph two and three. It would be more appropriate to use "*saw*" based on the context. Next, the use of the first "*with*" in the sentence "*I met with my brother there...*" in paragraph one. The researcher should ommit it so the sentence would be "*I met my brother there...*". Besides, the use of prepositions "*to*" before the word *my grandfather* and "*at*" before the word *HR Muhammad* in paragraph three should be corrected into "*for*" and "*on*" so the phrases would be "*...for my grandfather...*" and "*On HR Muhammad street...*".

4. Language Used

Dealing with the language used, the text contained several errors of tense, word order function, and description but the meaning was seldom obscured. The researcher used some verbs in past form, but he made some mistakes in writing the word change, for example "*gived*". It should be "*gave*".

5. Mechanics

Dealing with mechanics, the researcher used occasional errors of spelling, punctuation, capitalizationbut the meaning was not obscured, for examples the word *Al-Quran* should be written "*Al-Quran or Quran*", and the exclamation mark(**!**)before the word "*at home*" should be removed.

After the last meeting, the researcher gave questionnaires to the students. The questionnaires were used to know about the students' responses after the implementation of Project Based Learning to teach writing recount text to the eighth grade students of Junior High School.

Due to the subjects of this study were the eighth grade students of class VIII A in SMP Khadijah 2 Surabaya, the questionnaires given were in form of multiple choices with simple questions and simple answer choices. They were five questions and three answer choices in each question.

The questionnaires were given to the students on Tuesday, April 12th 2016 after the class in the last meeting. The questionnaires were given at the end of the class after the students hang the bulletin boards on the wall. It did not disturb the learning process because it only took for about five until ten minutes to answer the questionnaires.

According to the questionnaires, the results were as follows. Related to the class atmosphere during the learning process, there were many students who agreedwith the sentence stating that the class atmosphere during the learning process was very fun and interesting, some students who agreedwith the sentence stating that the class atmosphere during the learning process was fun and interesting, and no student who agreedwith the sentence stating that the class atmosphere during the learning process was boring.

Related to the useful of project based learning, there were a few students who agreed with the sentence stating that Project Based Learning was very helpful to make them understand the recount text, many students who agreed with the sentence stating that Project Based Learning was helpful to make them understand the recount text, and no student who agreedwith the sentence stating that Project Based Learning was useless.

Related to the implementation of Project Based Learning, there were many students who agreed with the sentence stating that Project Based Learning was an attractive way to practise writing recount text, a few students who doubted with the sentence stating that Project Based Learning was an attractive way to practise writing recount text, and no student who disagreed with the sentence stating that PBL was an atrractive way to practise writing recount text.

Related to the interaction of the students in groups, there were many students who liked interracting with their classmates in groups to finish their projects, a few students who felt so-so, and only a few students who disliked.

Related to the understanding to write a recount text, there were many students who understood how to write recount texts at that time, a few students who felt so-so, and no student who did not understand.

Based on the discussions, it could be concluded that Project Based Learning applied for this research was applicable in the classroom and suitable for teaching writing recount texts to the eighth grade students of Junior High School. From analyzing the observation checklist, it could be known that the teacher implemented Project Based Learning appropriately but still needed some improvements to be better in the next learning process. She had followed the theory of Project Based Learning stated by Mergandoller and Larmer (2004) by doing the following stages: starting with the essential question, guiding the students to design and plan the projects in groups, guiding the students to create the schedule of their projects in groups so the projects could be accomplished on time, monitoring the students'

progress of the projects, assesing the students' works, and evaluating the results. She concerned about her role in the class and applied the Project Based Learning step by step. It was well-organized. Therefore, the teaching and learning process could run well. Unfortunately, the topics should be revised for the next class. The topics given were *The Unforgettable Trip, The Unforgettable Experience at School, and The Unforgettable Birthday*. It would be better if the word *"Unforgettable"* was removed or replaced with the specific adjectives. The students could have topics, for instances; *A Wonderful Trip, A Moment at School, and An Attractive Birthday*. Fortunately, at the end of the lesson, the students could accomplished their projects and reached the learning objectives in writing recount texts.

After analyzing the results of the student task, it could be known that the implementation of Project Based Learning could help the students finish their project. When they discussed, they gave opinion and suggestion each others. As a result, they could not only developidea but also their ability in structuring the sentences so the text was better than before.

After analyzing the results of the questionnaire, it could be known that Project Based Learning could help the students to be more motivated like what Hann and Bhattacharya (2001:5) stated in their book. Most of the students stated that the class atmosphere during the learning process was very fun and interesting. They gave good responses towards the implementation of Project Based Learning in their class. Most of them also stated that Project Based Learning was helpful to make them understand the recount text. It was because Project Based Learning could build their creative and critical thinking when they had to plan and revise. Furthermore, most of the students stated that they liked interracting with their classmates in groups to finish their projects. It was related to what Hann and Bhattacharya (2001) said in their book stating that Project Based Learning increased the students' collaboration skills and developed their social communication skills.

CONCLUSION AND SUGGESTION
Conclusion
Based on the results and the discussions of the research data written in the previous chapter, the researcher then makes some conclusions as follows.

Project Based Learning can be implemented in teaching writing recount text to the eighth grade students of Junior High School, in this study the students are the eighth grade students of class VIII A of SMP Khadijah 2 Surabaya. It can be known from the result of the data showing that the teacher can apply Project Based Learning which is suitable with the procedures and the lesson plan. Based on the data, the teacher can have two-way-communication and encourage the students to be more active and critical. In the end of the class, the teacher can also reach the learning objectives in teaching writing recount text to her students.

Most of the students' written worksof class VIIIA of SMP Khadijah 2 Surabaya are above the minimum standard. It means that most of the students have succesfully reached the aim of the learning process. The students' writings are getting better. It means that implementation of Project Based Learning in teaching writing recount text is beneficial for the students, especially to help the students related to the knowledge and skill in writing recount text.

The students give positive responses towards Project Based Learning implemented in the writing process. It is known from the result of the questionnaires. Most of them also agree with the statement that Project Based Learning is an attractive way to practise writing recount text. By doing so, the students not only learn the materials, but alsohave a collaboration with their classmates. In this case, the students have increased their knowledge, critical thinking, and communicative skill. Surely those are beneficial because those can build their positive characters. Therefore, it can be concluded that most of the students in class VIIIA really enjoy the writing process and get some good impacts from the learning process.

Suggestions
Considering the results and discussions of the research data written in the previous chapter, the researcher wants to give some suggestions to the English teachers and to the other researchers who are interested in conducting any research related to Project Based Learning. The researcher suggests that the English teachers should keep on improving their teaching skill by taking part in any teaching seminar, workshop, or training, and by reading lots of books, journal, thesis, or articles to upgrade their professional developments, especially in teaching writing to the eighth grade students of Junior High School by applying Project Based Learning. By analyzing the data results in this study, the researcher suggests that the implementation of Project Based Learning in teaching writing can also be such a good idea to do in teaching other English skills, such as speaking, listening, and reading; or in teaching other text-genres. Moreover, the researcher also suggests the other researchers to conduct the research dealing with the implementation of Project Based Learning discussed in this study in a different area, for instancesthe different area of skill, subject, or text genre.

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