

## The Implementation of Project-Based Learning through Poster in Teaching Writing Narrative Text for Senior High School

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### Abstrak

Keterampilan menulis memiliki reputasi buruk karena metode yang digunakan guru terlalu monoton, dan kurangnya pengetahuan tata bahasa dan sintaksis. Dalam pembelajaran, guru tidak menjelaskan bagaimana menulis dengan baik. Hal itu membuat murid-murid memilih untuk menyalin teks dari pada membuat dengan menggunakan kata-kata mereka sendiri keika guru menuruh mereka untuk mengidentifikasi dan meulis teks, khususnya pada narrative teks, yang mana memiliki lebih banyak struktur kalimat dari pada teks yang lain. Menulis tidak hanya membutuhkan teori tapi juga praktek. Oleh sebab itu, pembelajara berbasis proyek adalah salah satu metode yang tepat untuk diaplikasikan karena murid akan mendapatkan teori juga prakteknya, dan poster adalah sproduk yang tepat yang bisa melatih murid-murid untuk membuat kalimat yang padat dengan menggunakan kalimat mereka sendiri. Penelitian ini menyelidiki implementasi guru dalam pembelajaran berbasis proyek dan juga menyelidiki hasilnya yang mana poster sebagai produk siswa. *Qualitative research* dijadikan desain dalam penelitian ini. Terdapat tiga macam instrument; observasi untuk mengetahui cara guru mengajar menggunakan PBL, dokument dijadikan bukti untuk mengetahuihasil dari proyek siswa dan wawancara sebagai refleksi guru setelah mengimplementasikan metodenya dan untuk mengetahui sudut pandang guru pada project. Hasil menunjukkan bahwa implementasi pembelajaran berbasis proyek melalui poster belum memenuhi kriteria pada prosedur pembelajaran berbasis proyek. Akhirnya, itu juga memberi efek pada hasil dari pembelajaran berbasis proyek itus endiri, yang mana poster sebagai proyek siswa. hasil menunjukkan bahwa proyek siswa juga tidak memenuhi kriteria dari penilaian poster dalam naratif teks.

**Kata Kunci:** Pembelajaran berbasis proyek, poster, keterampilan menulis, naratif teks.

### Abstract

Writing skill has a bad reputation since the method that is used by the teacher is too monotonous, and the student less-knowledge of grammar and syntax. In real teaching, the teacher does not explain how to write well. It makes the students prefer to copy the text than to make their own words when the teacher asks them to identify and write the text, especially in narrative text, which has many generic structures than others. Writing does not only need a theory but also need a practical. Hence, project-based learning through poster is one method that is appropriate to be applied, since the student will get the value both theory and practical, and poster is the suitable product that can train the students to make a limit sentence by using their own word. This study investigated the teacher implementation of project-based learning and its' result through poster as the student product. Qualitative research was used as the research design. There were three instruments; observation to know the teacher's way in teaching using PBL, document as the evidence to know the result of the project and interview as the teacher reflection after implementing the method and to know the teacher's point of view of the project. The result showed that the implantation of project-based learning through poster had not fulfilled the criteria of procedural project-based learning. As a result, it also gave the effect of the result of project-based learning, which was a poster as the student project. The result showed that the student project also did not fulfill the criteria of poster scoring in narrative text.

**Keywords:** Project-based learning, poster, writing, narrative text.

### INTRODUCTION

English learning focuses on the increasing of students' ability to use language in spoken or written context. In this case, learning genre text is one approach that focuses on the students' communication in several contexts, which is concerned with the languages' function and usage. The using of text can be achieved from the skill of language; listening, speaking, reading and writing. Yet, the last skill (writing skill) becomes the most difficult skill for the learners in English second

language (ESL). Previous data consistently shows that ESL students on all levels score lower in writing than any other skills.

There are two factors that make teaching writing unsuccessfully; from the student and the teacher. First, the students lack knowledge inappropriateness of vocabulary, they have difficulties in grammar and syntax, for instance they always make mistakes in subject-verb agreements, pronouns, tenses, articles, prepositions, and basic sentence structures, and they cannot set their idea and the organization of writing like coherence, cohesive

and consolidation knowledge properly. It is also stated from Bahloul (2007) that spelling error and grammatical rule also to be the students' obstacle in writing skills since there is inconsistent of English spelling that makes it difficult to be memorized. Then, the students always focus on the text, which makes them imitate and copy the text. As the result, they cannot make their own sentences based on their idea/though. Quintero (2008), explains that the learners must have a struggle in writing activity since there are many grammatical roles and inappropriate structures in the content.

The second factor is from the teacher, which always uses an old and monotonous method, and it makes the students bored and not interest to learn writing skills. The unawareness the teacher to train and drill the student about how to teach writing skill also become the main reason why the students cannot increase their writing ability. In context of a text, the teacher prefers asking the student to only identify and rewrite each of the generic structure in the student book than asking them to write it using the student's own word without changing the main points in each of the generic structure (paraphrasing). Furthermore, the teacher lacks of pedagogic approach to teach writing and cannot build the learners' motivation. Ahmad et al (2013), states that the students' problem in learning process is caused by the teacher who cannot correlate the students learning style and their cultural background.

There are ways to decrease the "bad reputation" about writing. The teacher must have an appropriate method that makes the students enjoy and excited during learning writing. In fact, the enhancement of students writing ability can be done by boosting their enjoyment, motivation, and interest (Graham & Perin, 2007). Besides, Pineteh (2013); Quintero (2008) mention that the student' motivation in learning writing can be built by giving an appropriate method, mutually assignment/task and giving an interesting topic. Another way to increase the learners writing ability is the teacher must have responsibility to develop writing tasks for students that are enjoyable, full of practice, meaningful, purposeful, social and supported. Challenging the learners and exploiting collaborative opportunities are combined to provide a learning environment, which writing is both valued and enjoyed, and then the teacher can give and ask the learners about something or topic to write about. Pictures are a particularly good way to provide content: "a picture is a text for which the learner provides the words. It's consists of color and symbol that help the student during writing". Giving many pictures can help the student to explore their idea to make their own words. As a result, the learner can avoid plagiarism and imitation.

Speaking about a text, there are many kinds of text within. One of them is narrative text, which is one of the texts that provided pictures to set the story. Pardiyono (2007:67) explains that narrative text is a text that can amuse and entertain with a variety of experiences in many sequences of events. In this case pictures in a narrative text can help the students to imagine what the story tells about. Narrative text is one kind of text that has many generic structures rather than the other kinds of text; (orientation, complication, resolution, and reorientation). There are three kinds of narrative text; myth that tells about a traditional story that is believed by natives, then, the story that tells about animal story is called fable and legend that is similar to myth but the story is unauthenticated. Those have moral value within. In the real teaching of narrative text, the teacher only explores the students' knowledge without applying a practical system in teaching writing narrative text. The teacher always asks the students to write a paragraph based on the generic structure rather than explain the content that should exist in each of generic structure or ask the learners to write each of generic structure based on their understanding and their own words. Besides, the story that is used by the teacher is very familiar to the students that make them know the plot easily without guessing what the story talking about is, for instance, "*Malin Kundang and Tangkuban Perahu*". As a result, the students cannot develop their writing skill and they prefer to imitate/copy/rewrite the story based on the generic structure that has been mentioned by the teacher. The reason why students feel difficult when they want to create sentences is that they are not familiar with the role of grammar and syntax. More ever, they will be confused to choose the numerous vocabularies that exist in English.

It has been said that teaching narrative text does not only need a theory but also practical to make sure the students' comprehension of the material. Using a variety of methods during the learning process is one way to decrease negative perception about writing, especially in narrative text. The revision of curriculum 2013 makes the teacher is easier to teach since this curriculum offers some progress from the previous curriculum, for instance, curriculum 2013 provides some method that can be used by the teacher in teaching. This is stated in the regulation of government no 20, 2003 article 1 and verse 19, which is curriculum is planning set and rule about purpose, content and lesson material also the strategy which is used as a guide to conduct learning activity to achieve certain educational goals. The approach that commonly used by the teacher is the scientific approach. Yet, the teacher also is offered three methods; discovery learning, problem-based learning, and project-based learning.

Project-based learning is one method that can be applied, and it is suitable for teaching writing narrative text. Project-based learning is the method that engages the students to have their own activity plan, do a project collaboratively and creating a product that can be presented for the other people. Project-based learning is process learning that involves the students to make design, solve and investigate the problem, and choose their own decision by giving time to work through making a product based on a challenging topic. Thomas (2002) also gives a definition of project-based learning as a type of method in teaching that concern with the project for the student. The characteristics of project-based learning offer the students decide on the project that must be made based on the topic that has already been provided. As the result, there is a challenging task for the students, students are hoped to be able to create a project creatively, and students collaboratively must develop their thought to access the information to solve the project (Kemendikbud, 2016). On the other hand, PBL has advantages for the learners, for instance, creating cooperation work. Students can learn about how to make a project in teamwork and to solve a problem in the real-life (Changes et al., 2012; Wiznie et al., 2012), improve the students' writing skill and student creativity. Besides, the concept of project-based learning (PBL) is learning by doing. As a result, students not only know the theory but also get the experience and knowledge when the material is practiced. The teachers' role is only as facilitators and monitor rather than disseminators (White, 2001). Students are given freedom topic/project that is relevant to create their creativity, study topic that interest also they should identify their lead class discussion and assess their own work and their classmates' work. It also can change an interesting atmosphere for learner during the learning process. White (2001) emphasizes that project-based learning will help the students to be independent-learners, also the teacher makes the classroom environment can be accepted by the students. As a result, it makes them more successful in a later investigation.

There are six stages that are stated by George Lucas (2005).

#### 1. Start with the essential question

The teacher gives questions to the students to relate the material that will be discussed. The questions must courage the students to create a product/project, for example when the material about narrative text that has generic structures, and the students probably still confused about the part of each generic structure. In this situation, the teacher asks the students to make a product that can help them to understand the material. The

teacher must remember that the product that will be made by the students must relevant to the topic.

In this step, all of the prior knowledge must be done in this step. To make sure the student gets the information clearly. According to Dale and Tanner (2012), mention that it is important to give the detail information to the students. As a result, they enable to transfer of personal meaning during learning process. Giving a train/drill before recognizing the project is needed to make the student have the value within. It is similar to the aim of project-based learning that this method makes the student independently can train their mind to evaluate and analyze a material that is taught (Allan, C & Bailey, J. 2008). In addition, according to Mandenhall, (2007) that that giving a train or asking the students to practice in writing before making their own writing is needed to develop the skill that is learned. The purpose is to avoid misunderstanding during showing the task from the project. Since the project concern to writing skill, the teacher must trigger and learn the student about the process of writing. The higher of practical that is done the higher the student master in writing product. Besides, teaching writing needs a long process to ensure the student's comprehension of its writing. According to Urquhart and Melver (2005) state writing process should be taught continuously, which means the students revise throughout the process.

#### 2. Design a plan for the project

The planning deals both with the teacher and the student collaboratively. There are some contents that must include during the designing stage; the teacher must give information about the role of the project, the material and tool that probably can be used when made the project and the activity after they have done with their project. These roles are important to decrease misunderstanding between the student and the teacher. In addition Harmer (2007) states that it is necessary to accomplish all of the steps in process writing. As the result, the goal of learning process can be successful. It is important to give a sample about the procedure/the role that might be done by the students, for instance when the teacher shows the poster of narrative text, which the teacher concern on the student writing skill, and the goal is to train the students to write by their own words. In this case, the teacher should give the students a task to write. The revision from the teacher can be the student's feedback before it used for the student final draft. Drilling the students are needed as the student preparation before making the project. According to Rosenshine, B. (2012), repetition of the material through practicing is needed as the student memory and connects to the student's brain.

#### 3. Create a schedule

According to Beth Werrel (2018) that making the deadline is needed since it makes the goal during making project manageable. The teacher and student must arrange the schedule relate with the project that will be made by the students; making the deadline of project work, guiding the students that are not appropriate project, asking the students to explore their creativity during making the project and asking them to make explanation about the result that have been done. Implicitly, it can be called boosting-motivation. It relates to the theory from Graham and Perin (2007) that the enhancement of the students writing ability can be done by giving motivation and an enjoyable atmosphere.

#### 4. Monitor the students and the progress of the project

The role of the teacher in project-based learning strategy is monitoring the students. Meaning that the teacher as the facilitator for the students during the process of making their project. It is similar to the theory from White (2001) that the teachers' roles are both facilitators and monitoring. This way can help the students if there is difficultness in their project. The teacher can make a rubric to know the whole activity that has been done by the students easier, also to know each student's ability and comprehension toward the material and the project.

#### 5. Assess the outcome

According to Holm Valls-Barreda (2016) one of the roles of the teacher is; he/she generally serves as guidance in student performance. Besides, a successfulness that is done by the teacher during learning process affects the student result in accepting the material, and assessment of the student performance is one of the most critical responsibilities of the classroom teacher (Martler. 2009). Assessment is used to know the standard of the students' performance. Giving evaluating and feedback for the students is important. In this way, it helps the teacher to give the strategies in the next meeting, the student can see how they are doing in a class, and the student can be able to determine whether or not they understand the course material. In the assessment step, the teacher gives more explanations/ makes a correct statement relate to the material that is not clear yet, also giving feedback to help the teacher to know the students' comprehension relate to the material.

In fact, the role of the teacher is needed, according to Roger M (2002), the advantages of a teacher's role as a facilitator have increased participation within the group increase productivity, less of negative attitudes, and low morale. In conclusion, this step did not apply well to the teacher.

#### 6. Evaluate the experience

Giving evaluation can be served as a powerful tool to motivate students in the writing process if done well

(Srichanyachon, 2012). The aim is to know the students' mistakes, justify to the students how their grade was derived, identify the students' qualities in their work and help the students' capability to evaluate and regulate their own learning (Nicol, 2010). In the last stage, there is a reflection section of the activity that was done by the students. The evaluation is done in individual and teamwork also the teacher asks the students feeling during making their project. The last both teacher and students develop their discussion to repair their work in learning activity. As a result, it can be found the main problem that has discussed in step one.

There is a project that can be used in teaching writing, for instance, creating a video, writing a report, essay, picture series, letter, guiding lines, brochures, and posters. Yet, one of appropriate project that can be used in teaching writing narrative text is by making poster since poster provides pictures, symbols/ graphics, tables, and use the learners' drawings to make poster attractive, and it forces the student to make a limit word by paraphrasing (Allan, C & Bailey, J. 2008). The aim of the poster is not only to create their creativity, their collaborative in teamwork and their high order thinking but also get students out of being passive learners. By making a poster it can improve their research skill since they must find additional resources to complete their poster. According to Osa and Musser (2004), mention that the use of a poster is to show a concept or something. It relates to the text of narrative text, which in the text consists of several generic structures, intrinsic and extrinsic features that must be comprehended by their own words. By making poster they will make and write each of content in narrative text by their own word, which contains limits word. As a result, it helps the learners in their writing skill and trains them to become an independent learner.

Dealing with the fact, problem and solution, this study will investigate the teachers' performance in teaching writing text using project-based learning by creating a poster as the students' product. A poster is a "public" piece of paper conveying information through text (words) and/ or graphic images (symbols or pictures). The poster includes learning media, which can motivate the students in the learning activity and it helps them to study easier because there is a limitation of written (paraphrasing). It is different from wall magazine since it just sticks some paper or pictures rather than the poster, which facilitates them to have creative thinking to make good content in the poster. Poster is one of the popular terms among teenagers. It can show some competition by making a poster. In this case, the poster can be easier to apply for the students' projects in the learning process especially in learning writing text. Therefore, this study



will investigate the applying of project-based learning through poster as the students' product in teaching narrative text.

Based on the background of the study above, the researcher concludes two research questions below:

1. How is the implementation of project-based learning in teaching narrative text by making poster as the students' product to the tenth grade of SMAN 1 Patianrowo-Nganjuk?
2. How is the result of project-based learning through poster as the represented students' product?

## METHOD

This study was used qualitative research since the researcher focus on how the teacher implementation and the result of project-based learning, which is a poster as the student project. Then, the researcher became the observer to know the teacher's activity during the learning process and noted it. According to Batacherjee, (2012), that qualitative analysis is the data that concerns with a text. It comes from the transcript of observation and interview. The researcher took the tenth grade of senior high school 1 Patianrowo, Nganjuk, especially (X-IPS 1) as the subject of the study. The researcher took this school since the teacher had already applied project-based learning during the learning process. As a result, the researcher wanted to know the suitability of the implementation that is done by the teacher with the theory that is written by the government. Then, the class that was used was from the English teacher recommendation. It was stated that the student whose English were good and have the motivation to study English.

To get the data, the researcher used three instruments; observation, interview, and teacher document. The researcher needs observation to answer the first question that is about the teacher implementation of project-based learning, which is a poster as the student project. The whole activity will be observed to make sure all the steps are applied well. It also needs a note to make sure there is no miss during observation. Then, the interview will be taken not only from the teacher but also from the student. It is occurred to know the opinion about the implementation / the point of view both of them and make the data more accurate. The last is, to answer the second research question about the result of project-based learning; poster as represented by the student project, the researcher used teacher documents. All of the notes and scoring from the teacher will be concluded by the researcher to analyze whether the result of the student poster good or not. According to Bowen (2009), a document is the type of analysis, which is used in

qualitative research, and it interprets the assessment from the subject that is done by the researcher.

After knowing the result, the researcher was analyzed by four stages. According to Ary, et al, (2010) there are four stages to analyze the qualitative data; familiarizing and organizing, coding and reducing, and interpreting and representing. The aim is to make sure that all of the results are to figure out well and to peel back the main point of the conclusion also to investigate the suitability of the implementation with the theory.

## RESULT AND DISCUSSION

This section shows the findings after conducting the observation of the teacher implementation and the result of project based-learning in teaching writing narrative text, which is a poster as the student project.

### The Implementation of Project Based Learning in Teaching Narrative Text by Making Poster as the Students Product

As stated before that there are six stages of project-based learning. The result of the teacher implementation will be correlated to the theory.

#### 1. Essential question

The teacher gave a brief explanation about the narrative text. For instance, the definition/the mean of narrative text, the kind of narrative text, the example of narrative text and the kind of generic structure. In this case, the teacher gave a good prior knowledge to remind the student about the material that was learned when they were in junior high school but the teacher forgot that not all the students had the same character and skill to comprehend the knowledge. It could be seen from the conversation of the student during observation that in fact, they still did not understand the material. It was caused by the teacher, which not explained the information in detail, and the teacher used a lot of English to explain the material. In addition, the teacher did not give both theory and practical about how to write using the student own word (paraphrasing) correctly as the trigger before making the project.

The teacher did not prepare students to compile and analyze data effectively. She did not help the student to master the language and strategy when they created their own words in each generic structure, in this case, the teacher forgot about the step of the writing process, especially in the editing step, which means the teacher should revise the first student draft of writing before it put on as their final draft. It contrasts with the theory from Mandenhall, (2007) that giving a train or asking the students to practice in writing before making their own writing is needed to develop the skill that is learned. As a result, the teacher did not know the student progress

during the writing and it affected the result of the student posters. Besides, the role of the teacher was dominant that made the student became a passive learner. It contrasts with the theory from Allan, C & Bailey, J. (2008) project-based learning makes the student independently can train their mind to evaluate and analyze a material that is learned. Hence, this step had not applied by the teacher well and did not fulfill the criteria of procedure of project-based learning.

## 2. Design a Plan for the Project

The data revealed that the teacher had the preference of using tutoring and direct-instruction strategies during giving instructions to the students. The strategy was teacher-center in nature, which makes students passive and reluctant to work on their own. Besides, the teacher only gave the sample and gave information about the elements that should be put on the poster without giving an explanation in detail information about how to make or write using the students' own words correctly based on the original text without changing the main points in its. The teacher did not train or gave a sample to them to write on the poster well. In fact, giving many practicing to the student can make them enable to write, and it can be as their habitual. It contrasts with the theory from Rosenshine, B. (2012), repetition of the material through practicing is needed as the student memory and connects to the student's brain. In addition the step that was applied by the teacher was different from the RPP that was written. By this case, the implementation of design a plan was not applied well by the teacher and did not fulfill the criteria of the procedure project-based learning

Figure 1: The sample of poster



## 3. Creating Schedule

This step was applied well by the teacher since it was suitable for the procedure of project-based learning. According to Beth Werrel (2018) that making the deadline is needed since it makes the goal during making project manageable. The teacher and student did an agreement about the deadline. It would be collected in four weeks since there was a national final examination (*Ujian Nasional*), an Olympic event and study tour for eleventh grade. During giving the deadline, the teacher reminded the student to make their best poster. It was good that the teacher motivates the teacher to make the

poster more attractive than the sample of the poster that was provided by the teacher. It related to the theory from Graham and Perin (2007) that boosting student motivation can affect the student result of the project. In this case, the teacher has applied this step well and fulfilled the criteria of project-based learning.

## 4. Monitoring the Student and the Progress of the Project

The limitation of time made the teacher cannot monitor the progress of the student project. The teacher asked the student to do the project at home. Besides, the roles of the monitoring step are the teacher must monitor the student progress in making the project. According to White (2001), the teachers' role is not only as a facilitator but also as a monitor. The aim was to know the students' ability and comprehension during making the project also to make sure that all the students do the project and the teacher can help them if there are some difficult sentences or things that must be asked. Like the result of teacher interviews that the teacher became difficult to assess them in the group since the teacher did not know the progress during making posters, and she directly knew the last result of their writing and project. Even though the project was done at home, the teacher did not ask the students to collect their writing (making the main point in each generic structure using their own words) to be revised by the teacher. It was not faulted that in the early of a stage, the teacher had not explained both theoretical and practical of writing (how to make the student's own words). It made this step was not applied well by the teacher.

## 5. Assessing Outcome

The assessing outcome provided the student's performance, and the teacher role was needed as the guidance the way of the result was presented. Holm Valls-Barreda (2016) stated that the teacher has roles in the project-based learning method; the teacher generally serves as facilitators, providing scaffolding and guidance in student performance. In contrast, based on the result, in assessing the outcome step, the teacher did not pay attention to the student well during the middle and the end of the presentation. This case happened since the teacher too focuses on giving scoring for the previous groups. It could affect the feedback that was given by the teacher. According to Roger M (2002), the advantages of a teacher's role as a facilitator have increased participation within the group increase productivity, less of negative attitudes, and low morale. In conclusion, this step was not applied well by the teacher and did not fulfill the criteria of procedure project-based learning.

## 6. Evaluating the Experience

Evaluating the students after the presentation was very important to improve their writing skill and the

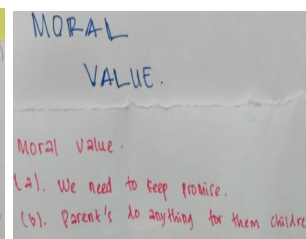
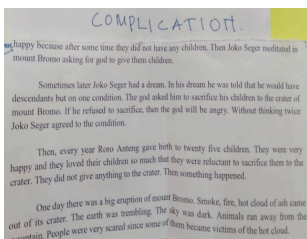
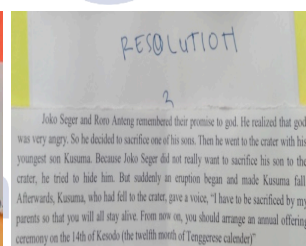
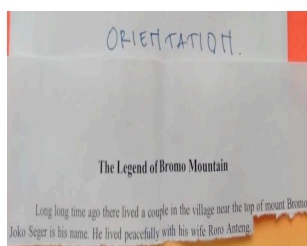
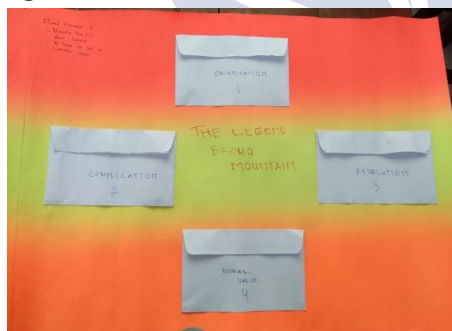
teacher has a pivotal role in student writing. Srichanyachon (2012) mentioned that by giving evaluation/feedback, it can be served as a powerful tool to motivate students in the writing process if done well. In contrast, commonly feedback was doing during in editing stage of writing. As a previous explanation, the teacher does not apply the editing step of writing skills. As a result, the teacher had not applied evaluating steps optimally since the teacher only gave general feedback without giving information on the detail mistakes in each group.

### The Result of Project-Based Learning through Poster as the Represented Students' Product

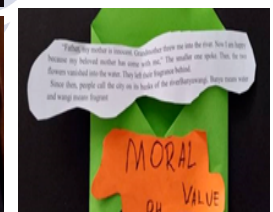
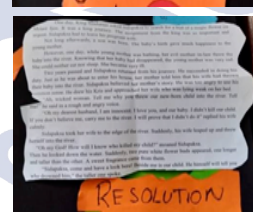
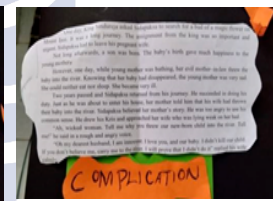
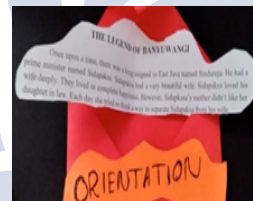
There are four components that were scored by the teacher; content, language use, design of poster and presentation. Each of the components has a note/comment from the teacher. The researcher analyzed five student posters from the teachers' document.

These were the result of teacher scoring. Since all of the posters had a similar comment and problem in each of the criteria. The researcher took three from five posters to be analyzed.

#### A. The Legend of Bromo Mountain



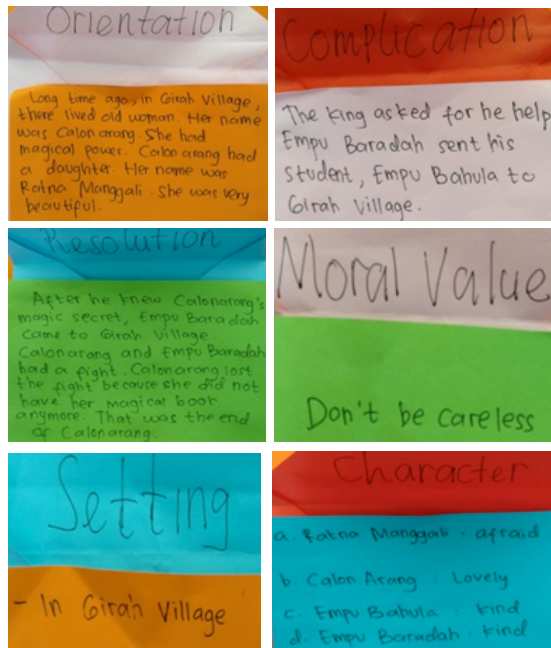
#### B. The Legend of Banyuwangi



Forum Penilaian			
Group Name:	1. Nitya	2. N. R. R.	3. N. R. R.
Component	SCORE	CRITERIA	Comment
Content (Social Function and Generic Structure)	30-27	Excellent to Very Good	They choose date the generic structure in the end.
	26-22	Good to Average	
	21-17	Fair to Poor	
	16-13	Very Poor	
Language use (Language Feature)	25-22	Excellent to Very Good	Good they use past tense properly
	21-18	Good to Average	
	17-11	Fair to Poor	
	10-5	Very Poor	
Design of poster	30-27	Excellent to Very Good	Very simple poster.
	26-22	Good to Average	
	21-17	Fair to Poor	
	16-13	Very Poor	
Presentation	15-13	Excellent to Very Good	The performance is not confident
	12-8	Good to Average	
	7-4	Fair to Poor	
	3-0	Very Poor	
Total score	71		



### C. The Legend of Calon Arang



Group Name:		Forum Penilaian	
1. Begur P	2. Alga	3. Renjo	4. Calatup
Component	SCORE	CRITERIA	Comment
Content (Social Function and Generic Structure)	30-27	Excellent to Very Good	Very Good they stick it and Excellent but the Resolution is not match yet.
	26-22	Good to Average	
	21-17	Fair to Poor	
	16-13	Very Poor	
Language use (Language Feature)	25-22	Excellent to Very Good	Good. they use past tense to tell the story
	21-18	Good to Average	
	17-11	Fair to Poor	
	10-5	Very Poor	
Design of poster	30-27	Excellent to Very Good	Good. .... a bit of handwriting from it will be more attractive
	26-22	Good to Average	
	21-17	Fair to Poor	
	16-13	Very Poor	
Presentation	15-13	Excellent to Very Good	Good Voice is needed to present it
	12-8	Good to Average	
	7-4	Fair to Poor	
	3-0	Very Poor	
Total score	74		

#### 1. Content

After analyzing the posters and the teacher's note it can be concluded that all of the groups still copy the whole text in each generic structure in the story. They took the early sentences in each paragraph of each generic structure. It contrasted with the theory from (Hamp-Lyson & Hasley, 2006) that the means of writing

using own words (paraphrasing) should have the same meaning as the original. Besides, it was stated by the teacher interview that the students are too focused on the text that makes them un-enabled to using their own words. Yet, it could not be denied that the teacher did not train the students to practice how to write, that can affect the student ability in writing product. Besides, there were some components in the poster that was not put, for instance (orientation, character, and setting). Hence, the students could not fulfill the criteria of the scoring project of content well.

#### 2. Language Use

Since all of the groups imitate the whole each of generic structure, the students use appropriate tenses and grammatical role automatically.

#### 3. Design of Poster

Generally, posters consisted of illustrative pictures/photographs; artwork and printed work used as communicative presented in concise forms for public display. They were not just pictorial, but visual presentation of simple, brief and well-articulated summary of written works to stimulate an audience. It contrasted with the students' poster that was made by them. Even though they had a chance to make the poster in a long period, in fact, they did not show their creativity during making posters. Their poster was not colorful enough and too simple. It made the poster not eye-catching and not interesting to be read it, and it was not readable and organized since they copy a whole origin text. According to John (2008), the poster has three criteria; it should be readable and contrast both picture/image/written and the content of the story. In these cases, the student's poster did not fulfill the criteria of the scoring project of the design poster.

#### 4. Presentation

During the presentation, almost the students did not present well. They too focus to look their notes without looking at the poster as their project to be presented. It contrasted with the theory from Alderson, J & Bachman, L.F. 2009 that criteria of Presentation consist of the student poise, clear articulation, proper volume, good posture, eye contact, enthusiasm, and confidence. In addition, the purpose of the poster in writing skill and the student performance during the presentation is by limitation of words that should be put on the poster, it can ease the students to write by the student's own words and can ease the students to explain/present their project. Meanwhile, it cannot be denied that because they lack in practicing writing, they cannot show their best poster. During scoring in the presentation, based on the teacher interview, the teacher did not ensure/felt difficult about how to give the score in teamwork. Since the teacher did not know whether or not each of the students did the



poster. It also the teacher's mistake to not give monitoring the student during making a project that makes her confused in assessing whether or not they did the poster in team-work also whether or not all the students comprehend the project and its knowledge about writing narrative text. Hence, the students' poster did not fulfill the criteria of the scoring project of the presentation.

After analyzing the criteria of the scoring project of the poster in narrative text, it can be concluded that the result of project-based learning through a poster in teaching writing narrative text did not fulfill the criteria of the scoring project in the poster of narrative text.

## CONCLUSION AND SUGGESTION

### CONCLUSION

After knowing the analysis in chapter four, it could be concluded that the implementation of project-based learning in teaching writing narrative text did not fulfill the criteria of procedure project-based learning and it cannot help the student writing ability since the fact is students still focus on the text that makes them cannot develop and make the sentences by their own words. In this case, when the student only looked at the text they would write the original text and less their capability to practice in writing. Besides, the teacher did not apply the procedure of project-based learning completely. The teacher had not given the student knowledge both theoretical and practical about the strategy of how to write using their own words also the teacher did not pay attention to the process of writing that was very crucial to be learned for the student. As a result, the students did not know how to arrange the words became a good sentence, and they did not know using grammar appropriately

The implementation of procedure project-based learning that was not completed by the teacher can affect the result of the student final project. After analyzing the teacher document and observing the whole result of each poster, the student was still far-away to reach the goal of the learning process using project-based learning. The poster did not fulfill the criteria of poster scoring in writing narrative text. It contrasted to the goal of project-based learning in teaching writing that project-based learning engaged the students to get new knowledge and skill of writing, it can make the students practiced how to write deeper through making project, it could make the learners active to solve the problem by making a real project, it could develop and increase the students' creativity to use the authentic material and it could engage the students in teamwork. The reality is the students do not have a theory and practical about how to

write that make the student copy the whole text without using their own words. Knowing this case, automatically the students did not know the language use that should be used when they wanted to write using their own words. The students were still confused about its narrative text since the teacher explained the material in brief. Then, by making poster did not increase the student creativity. Even though the students had been given times to accomplish the poster they were still less of creativity during making the project. The last, during the presentation the students did not present the poster loudly. Based on the teacher interview, they were less-confidence might be caused they were too afraid if they had mistaken in grammar during the presentation.

### SUGGESTION

The researcher formulated some suggestions for both teacher and future research. First, when the teacher wants to teach writing, the teacher must teach the process step in writing optimally. Giving a train is needed to make the students have value before they make a project and giving detail feedback is important to make them know about their mistakes. Meaning, the teacher also must revise again and make sure the feedback that has been given is done well by the student. By this condition, the student's writing ability can be better and the student has a feeling about the teachers' sympathy in their progress in writing skills, and the teacher motivation is needed to encourage them to be more creative during making their project.

Besides, the researcher suggests to the teacher that the implementation of project-based learning by making poster is good to be applied in the learning process since it can create and develop the student's creativity and responsibility in teamwork also there is a project that makes them practice after getting the theory about the skill that is learned. Even though in this study the result has not fulfilled the criteria of procedure project-based learning and scoring poster in the narrative text but it can be applied, in case the time that is provided has a long period since learning writing need a long process and practices to ensure the student's successfulness in writing product.

This research is far from being perfect. So, it is hoped that future research can take the same research about project-based learning by making a poster as the student project in teaching narrative text but with a different skill or level education. Hopefully, this research can be a reference for future research.

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