

**Using *Project Work Method* in Teaching Writing a Descriptive Text to
Senior High School Students**

A Paper

***Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (SI)
Degree***



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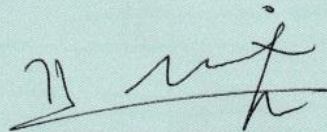
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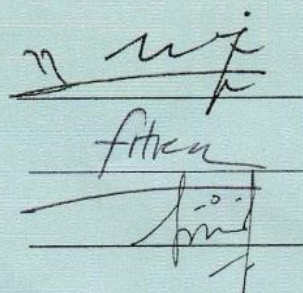
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The image shows three handwritten signatures in black ink, each written over a horizontal line. The first signature is for the Chairman (Ketua), the second for a member (Anggota), and the third for another member (Anggota). The signatures are stylized and difficult to read precisely.

ABSTRAK

Annisa Efendi. 2015. "Using Project Work Method in Teaching Writing a Descriptive Text to Senior High School Students". *Makalah*. Padang: Universitas Negeri Padang.

Makalah ini bertujuan untuk menjelaskan tentang penggunaan Proyek Kerja sebagai salah satu metode dalam pembelajaran menulis teks deskriptif bagi siswa Sekolah Menengah Atas. Hal ini disebabkan karena tuntutan kurikulum yang mengharuskan siswa Sekolah Menengah Atas untuk mampu menulis dan menghasilkan teks yang komunikatif. Oleh karena itu untuk memenuhi tuntutan kurikulum berbagai metode dan teknik pembelajaran digunakan untuk membantu proses pembelajaran. Salah satu dari metode tersebut adalah metode Proyek Kerja. Proyek kerja adalah metode pembelajaran yang mengarahkan siswa untuk prosedur kerja yang sistematis dan standar untuk membuat atau menyelesaikan melalui proses produksi / kerja nyata (pembelajaran berbasis pendekatan produksi / produksi berbasis pelatihan). Penilaian dilakukan melalui proses yang terintegrasi yaitu melalui proses portofolio siswa dan presentasi akhir dari siswa. Selanjutnya pada makalah ini akan dibahas mengenai penerapan dan langkah-langkah menggunakan Proyek Kerja dalam pengajaran teks deskriptif bagi siswa Sekolah Menengah Atas.

Kata kunci: pekerjaan proyek, menulis teks deskriptif.

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TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Purpose of The Paper	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Concept of Writing	7
B. Teaching Writing at Senior High School.....	11
C. The Concept of a Descriptive Text	14
D. The Concept of The Project Work Method.....	16
E. Using Project Work Method in Teaching a Descriptive Text	18
CHAPTER III THE IMPLEMENTATION OF USING PROJECT WORK METHOD IN TEACHING A DESCRIPTIVE TEXT	
A. Preparation	20
1. Teaching Material	21
2. Media.....	21
3. Lesson plan	22
B. Teaching Procedures	22
1. Pre Teaching Activity	23
2. Whilst Teaching Activity	24
3. Post Teaching Activity.....	24
CHAPTER IV CONCLUSION AND SUGGESTION	
A. Conclusion	34
B. Suggestion	35
BIBLIOGRAPHY	36

CHAPTER I INTRODUCTION

A. Background of the Problems

English has become an important subject in every aspect and side of life. It is proved by there are many sides of life require English ability. This ability includes both spoken ability and written ability. This requirement usually can be found in job field and when entrance any public education. English has become the dominant language of science, with an estimated 80 to 90 percent of papers in scientific journals written in English. It is true when this statement has been proved by many of books and journals are written in English even though only half of the authors came from English speaking countries. According to statistics, 80 percent of the world's electronically stored information is in English, about 400 million people have English as their mother tongue, the third widely spoken native tongue, 430 million have it as a second language, and approximately 750 million people use it as a foreign language. The total number reaches up to one and a half billion people worldwide.

As result of all those facts, English is the language studied most by people as a foreign language around the world. In all parts of the world it has been intensively taught and even at this very moment millions of people is trying to learn English. Since English has been an international language, many nations created their nationality goal by requiring English ability. Indonesia also requires English ability, as a foreign language. Learning a

foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. Through listening and reading the students can understand the world and get information of the current issues. Through writing someone can express and exchange his or her ideas, thoughts and experiences to others, someone can also transfer information and knowledge to others, writing is also one media of communication.. In other words, writing can be said as a mean of communication between the writer and the reader.

Writing, for obvious reasons, is one of the most visible products of education. Writing plays an important role in which speaking can not to fulfill the communicative needs. According to Byrne (1980:24) writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication. In conclusion writing is very important as one media of communication, that can help the learner to have a good socialization, can express their idea, feeling, and their opinion so that they can have a good interaction with their society.

Although, writing is very important, it is a difficult subject especially for the student. The reason is because writing involves some language components (spelling, grammar, vocabulary, and punctuation). This is in line with what is stated by Braine and Claire May (1996:60), writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other

marks of punctuation. Writing is a mixture of ideas, vocabulary and also grammar.

. Writing is difficult because of some problems such as organizing ideas, vocabulary, spelling, and cohesion, coherence of the essay or paragraph. Those requirements above to create a good writing make the students' lack of motivation in writing it is proved by most of senior high school students are not interested in writing, because writing seems difficult for them. One of common case is in organizing ideas. The students have ideas to write but they do not know how to write well. Some of them have already had the ideas in their mind, but they do not know how to express it in written form. The students also afraid in making mistakes, such as cannot write a good sentences, cannot use a correct punctuation, and cannot organizing the ideas into a good text.

Although the students have many difficulties in writing a text, they must master this English skill because the curriculum has designed the material about this. It is clearly stated in the recent curriculum that English teaching at senior high school is hoped can make the students to communicate both, oral and written form. It is also stated, one of the standard competences for the first year students at senior high school in learning English is the students have ability to produce oral and written descriptive text about person, animal, and object correctly and contextually. In Oxford Dictionary (1995), "descriptive is giving a picture in words". It means that the students must have

ability to express what they see in words. In descriptive text, it is needed to describe objects such as a person, place, thing, etc.

In teaching a descriptive text, some teachers find difficulties to teach it. It can be caused by lack of media and technique. The teacher just asks the students to write about descriptive without giving a technique. Some teachers may give a picture before writing, so all of the students write about one picture. It does not have variation. Also, the students cannot develop their idea in writing. That is one of the problems that teachers face in teaching writing.

Based on the fact above, it is important for the teachers to help the students in order to solve the problems in writing activity. The teacher should create an alternative technique or method for teaching writing. Of course the method has to be interesting for students. One of the technique in teaching writing is by using project work method in teaching writing descriptive text to Senior High School students.

This paper describes a method for encouraging students to write a descriptive text through project work by producing a text step by step, this method allows the students to make mistakes without afraid of being wrong, this method also appreciate the students progress trough portfolio, moreover this method will serves a chance to students to learn from what they have write.

Moreover, this paper will discuss how project work method can solve students and teachers' problems in writing, especially writing a descriptive text to senior high school students because writing in senior high school is no

longer a simple text but it is more complicated that requires a long essay, so that in this paper will be described how the project work method can be applied in teaching writing a descriptive text, moreover it will describe the steps and stages about how using the project work method.

B. Identification of the Problem

As mentioned in the background of the problem there are several problems that faced by students in writing, they are: ideas, vocabularies, and afraid of making mistakes. From the teachers, it is hard to find a good method or technique to encourage students in writing, because the students themselves also lack of motivation in learning writing. Especially in writing a descriptive text in senior high school, students have to create a long essay with good structures and well organized ideas.

C. Limitation of the Problem

From the problems above the writer will focus on students' problem in writing related to afraid of making mistake and the teacher problem related with encouraging students to write. The problem will be limited on how the project work method can be used in teaching a descriptive text for senior high school students.

D. The Formulation of the Problem

Based on the background of the problem above, the writer formulates a question as follow:

“How can the English teachers apply the Project Work method in teaching a descriptive text to senior high school students?”

E. The Purpose of the Paper

This paper is written to explain on how the project work method is helpful for the students to write a descriptive text, how this method can be applied with the steps so finally the teachers will be a real facilitator that help students become creative and be autonomous.

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion of previous chapters it can be concluded that Project Work method can help Junior High School Students in writing a descriptive text. In project work, students work together to achieve a common purpose, a concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc.).

The Project work method serve students with three main stages :planning, doing, and evaluating.

1. Planning: when the students decide what they are going to write, find where they will get the information and data to support their writing, and find how they will write.
2. Doing: the students start the project through the portfolio process, continue the project until the final presentation and the teacher assesses the students progress.
3. Evaluating: the final process of project when the students present their final product of their project and the teacher give feedbacks to them.

The benefits of project work methods for the students

: **1. Contact with reality:** Projects provide contacts with real world subject matter which require students to apply and adapt what they already know. (But it can also deal with imaginary and creative topics).

2. Projects are participatory activities: Students involvement in making choices and decisions tends to increase their motivation and interest.

3. Projects cater for all abilities within a class: It enables and encourages students of different abilities to work co-operatively on tasks of equal importance. Those who are relatively weak with regard to their formal linguistic achievement may be able to use other talents which are as valuable to the success of the projects the writing of good English or the understanding of complete texts, etc.

B. Suggestion

Project work involves content, products, and processes. Teacher educators may notice that those new to project work adopt ideas and practices related to content and products more readily than they adopt ideas and practices related to the processes embedded in good project work.

Since the project work is a multy task method the writer suggest that the teacher should:

1. Check and take note about the students' progress along the portfolio process because the assessment is integrated with the process.
2. Be more patient and tolerate. Since the project work is a long time process method then the teacher also need to be more patient in facing the students as the facilitator

3. Prepared the time management because this method will take several meetings for that the teacher need to consider about the time.

Finally the writer hopes that this method can be applied on teaching a descriptive text for junior high school students with fun and interesting way.

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