Improving Essay Writing through Project-Based Learning

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Abstract

This study focuses on recount essay writing. However, teaching writing needs specific attention, method, materials, and strategy. To make students write a good writing, innovative teaching techniques are needed. In this study, PjBL is selected as the alternative to teaching recount essay. The design of this study is classroom action research (CAR). The study was conducted at the eighth grader of SMPN 1 Tenggarong Seberang. The class consists of 30 students. The results of the research are: In the first cycle, there were 4 weaknesses found in different parts of techniques, in mechanics score, language score, vocabulary score and organization score. The weaknesses in the first and second cycles were the same, and in the third cycles all the weaknesses had been corrected. The average score of students' mastery changed in every cycle. The average scores of students' mastery in cycle I, II and III were increased in series 28.33%; 55.00% and 73.33%.

Introduction

Education at all levels is about acquiring knowledge, skills, and attitude. Cognitive learning (knowledge) includes the gaining of information and concepts. It deals with comprehending the subject matter, analyzing and applying it to new situations. Behavioral learning (skills) includes the development of competence in student's ability to perform task, solve problems, and express themselves. Affective learning involves changes in feelings, attitudes and values that shape thinking and behavior. (Allen & Friedman, 2010) Teaching in the affective domain is required to facilitate development in the values, ethics, aesthetics, and feelings of social work students. Students' active learning is the most problems the teachers face in the classroom. Learning is not an automatic consequence of pouring information into a learner's head. It requires the learner's own mental involvement and doing. Explanation and demonstration, by themselves, will never lead to real, lasting learning. Only learning that is active will do this. When learning is active, students do most of the work. They use their brains studying ideas, solving problems, and applying what they learn. In an active learning environment learners are immersed in experiences within which they engage in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection (Cranton, 1989). Recent evidence believes that the basic process of learning is learners must be actively engaged in learning. The important concept is learners must actively make connections in their own brains and minds that produce learning for them (Barkley, Cross, & Major, 2014). One of the innovative teaching models proposed for teaching writing is project-based learning (here after is termed as PjBL, to avoid confusion with PBL that stands for Problems Based Learning). PjBL is an individual or group activity that goes on over period of time, resulting in a product, presentation, or performance. It typically has a time line and milestones, and other aspects of formative evaluation as the project proceeds. Project Based Learning model is a learning model that properly can be applied in the learning process, because project based learning model that is centered on the activities of learners during a learning process that will produce the product at the end of the lesson (Mutonyi, 2016). PjBL is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PjBL is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization (Diffily, 2001). In context of teaching essay writing for secondary school (SMP) students, kinds of the essay and selected teaching techniques are the main problems that most English teachers face. Kinds of essay that are included in the 2013 Curriculum show level of complexity to write and kinds of teaching techniques will indicate how English teachers tackle the materials to be taught in the classroom. Teaching writing is a hard task. Besides writing is a skill that does not come by itself, writing is a skill that should be trained and practiced. Expressing a good model of writing text needs learners to practice. In addition, applying rules of language in grammatical and correct forms is knowledge that is achieved through learning. Modes of writing and text types are various. Text types according to Hughes (2006) are indicated by its type and form. Text types include: text books, handouts, articles (in newspapers, journals or magazines), poems/verse, encyclopaedia entries, dictionary entries, leaflets, letters, forms, diary, maps or plans, advertisements, postcards, timetables, novels (extracts) and short stories, reviews, manuals, computer help systems, notices and signs. The text forms include: narration, description, exposition, argumentation, and persuasion. Among the transactional text types, recount text is one of text genres that students should master in learning English. Therefore, this study focuses on recount essay writing. However, teaching writing needs specific attention, method, materials, and strategy. To make students write a good writing, innovative teaching techniques are needed. In this study, PjBL is selected as the alternative to teaching recount essay because of two reasons. First, PjBL gives students opportunity to select, discuss, and perform on their own topic. This will motivate students to involve in the process of writing instruction. Second, recount essay is a relatively kind of writing mode that most students are familiar with. The familiarity on the mode of writing and the interest to perform on students' own topic will encourage students to do the job.

Research Questions

Based on the background of the study above, the researcher questions are formulated as follows: How is the improvement of recount essay using the implementation of Project Based Learning?

Definition of Project-Based Learning

Project Based Learning (PjBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PjBL is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. PjBL teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. PjBL is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. PjBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general. Thomas (2000) defines PjBL as a model that organizes learning around projects. Projects are complex tasks, based on challenging questions or problems, that involve students in designing, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.   Other defining features found in the literature include authentic assessment, teacher facilitation but not direction, cooperative learning, reflection, and incorporation of adult skills (Diel, Grobe, Lopez, & Cabral, 1999). Schwartz (2004) point out that PjBL is fairly common in various fields including music and languages. Projects play a large role in the context of educational environments because the project method is seen as a way to reach education goals. In addition, PjBL is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom (Blank, 1997; Dickinson, et al, 1998; Harwell, 1997). According to Moss and Van Duzer (1998) Project-based language instruction is a flexible methodology allowing multiple skills to be developed in an integrated, meaningful, ongoing activity. PjBL is also called as Project-based instruction. Project-based instruction is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. Project-based instruction is a holistic instructional strategy rather than an add-on. Project-based work is an important part of the learning process. This approach is becoming even more meaningful in today's society as teachers increasingly teach groups of children who have different learning styles, cultural and ethnic backgrounds, and ability levels. The so-called cookie-cutter approach to learning does not help all kids achieve high standards. Project-based instruction builds on children's individual strengths, and allows them to explore their interests in the framework of a defined curriculum.

The Benefits of PjBL

Railsback (2002) states PjBL appears to be an equivalent or slightly better model for producing gains in academic achievement, although results vary with the quality of the project and the level of student engagement. More important, evidence shows that PBL enhances the quality of learning and leads to higher-level cognitive development through students' engagement with complex, novel problems. It is also clear that PjBL teaches students complex processes and procedures such as planning and communicating. Convincing reports have come from researchers that PjBL is a rigorous, relevant, and engaging instructional model that supports authentic inquiry and autonomous learning for students. Followings are some benefits of project-based learning (Railsback, 2002):

a.   Preparing children for the workplace.
Children are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management.

b. Increasing motivation.

Teachers often note improvement in attendance, more class participation, and greater willingness to do homework.

c. Connecting learning at school with reality.

Students retain more knowledge and skills when they are engaged in stimulating projects. With projects, kids use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world.

d. Providing collaborative opportunities to construct knowledge.

Collaborative learning allows kids to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace.

e. Increasing social and communication skills.

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

f. Increasing problem-solving skills.

There could be some problems or misunderstandings among members of the group. They are demanded to solve their own problem.

g. Enabling students to make and see connections between disciplines.

Each student has their own responsibility in finishing a project. It means that they have to do what group has told them to do.

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

One kind of contributions is the product they have made.

i. Increasing self-esteem.

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

j. Allowing children to use their individual learning strengths and diverse approaches to learning and providing a practical, real-world way to learn to use technology.

The Teaching Steps of PjBL

PjBL is an instructional method in which students learn a range of skills and subject matter in the process of creating their own projects. Sometimes, these projects are solutions to a real-world problem. But what is most important in project-based learning is that students learn in the process of making something. They work in groups and bring their own experiences, abilities, learning styles and perspectives to the project. PjBL develops students' skills in areas such as problem-solving, critical thinking, visualizing, decision-making, cross-cultural understanding, and reasoning, as well as in written and oral communication. Students engaged in PjBL take responsibility for their own learning and in so doing become lifelong learners. They also develop better interpersonal and communication skills. Project-based learning recognizes the varying abilities of the students, allowing them to draw from their individual strengths to work in areas of their own interest, thus giving them the opportunity to achieve at higher level. Here are steps for implementing PjBL.

Step 1: Identify a project idea

Choose a project that will engage the students. It is often useful to choose a project that solves a real-world problem for which there are multiple solutions. Make the project relevant to the students' lives, so that they feel they are making an impact in their present environment. Let the goals meet standards.

Step2: Define a plan

Involve students in the planning process and let them feel that they have an active role in decision-making. Select activities from the curriculum, but take an interdisciplinary approach by incorporating other subjects. Always be prepared to venture into new subjects when they are encountered.

Step 3: Determine the timeframe

Establish a timeline that is flexible but structured. Set benchmarks for different stages of the project. Assist students in time management: Keep them to their schedule by guiding them through the

project, and ask them to justify corrections to the schedule when they decide to change direction and follow new paths.

Step 4: Monitor the projects

Facilitate the students' process by providing resources and guidance. Help students define their roles and encourage them to assume responsibility while interacting in the group. Assist the students in understanding the project's parameters by asking them to identify their goals, tasks, and outcomes. Remind students that they are responsible for every step of the process and that this requires their total involvement. Assess the process as well as the project to ensure the meeting of standards and requirements. Use rubrics to assess team dynamics and the project itself.

Step 5: Assess the outcome

Evaluate the project's progress and give students feedback on their understanding of the material and their teamwork. Allow for student self-assessment. Peer reviews can also play an effective role in the process. Also, encourage students to reflect on how the process itself has been valuable for them: This can help the teacher design more effective instruction.

Step 6: Reflect on the experience

Allow for individual reflection on a daily basis, perhaps by using tools like journals and idea books. Also, have group reflection and discussion. Discuss what has been learned, and what needs improvement. Sharing ideas in this way can lead to new questions, and can also help students find new ways to tackle the project. Reflection can also give rise to new projects that engage the students even more successfully, since the new projects arise from the students' own experiences of problem-solving.

Process Writing

The general steps in the writing process include prewriting, organizing ideas, drafting, revising, and making a final draft or editing. Each step has different activities that will help a writer get the ideas from his mind to the paper in an organized fashion. Prewriting is a way of generating ideas, narrowing a topic, or finding a direction. Organizing involves sorting ideas in logical manner to prepare to write a draft. Drafting is the part of writing process in which the writer composes sentences in paragraph form to produce the first copy of an essay. Revising involves smoothing out writing, adding more detail, and making other changes that helps achieve best way to write. Editing is checking mechanical problems and correcting the problems. Making a final draft and deciding it ready for the intended audience involves a sincere look at the paper and decide if the essay is in its best form (Wingersky, Boerner, & Holguin-Balogh, 2008).

Prewriting

Prewriting is the first major step in the writing process. Prewriting can be accomplished in several ways as Figure 2.1 shows. One simple way to relieve and start the writing process is to talk about the subject with fellow instructors, family members, and knowledgeable people who can provide the inspiration to write. Like other prewriting strategies, free-writing is writing anything that comes to mind about a topic of writing. It is writing without stopping to correct spelling or other mechanical errors. If a writer can't think of anything to write, just start with anything on her or his mind at that moment, even if it is just repeating the assignment. Brainstorming is writing words or phrases that occur spontaneously. Brainstorming is particularly valuable to the writer because it offers a technique for getting suggestions and leads for a subject (Tompskin, 1994). Journal writing is recording information in a notebook of the writer's daily inner thoughts, inspirations, and emotions that are usually consistently recorded. Journal writing can provide the writer opportunity to connect with important inside thoughts, analyze the life environment, relieve writing anxiety, and practice spontaneous writing. Reading in magazines or newspaper can also help the writer get started.

Organizing

Organizing is the second major step in the writing process. After the writer has completed one or more of the prewriting activities, she or he goes to organizing her or his ideas into a rough outline that includes a main idea and supporting ideas. The writer focuses on details to support the main idea and in what order these ideas need to be presented (Wingersky et al., 2008). To do this, the writer goes with grouping and outlining. Grouping involves putting similar ideas into groups; and outlining involves identifying a word or phrase that represents a group of related ideas and then arranging the words or phrases in order of discussion.

Outlining

Outlining involves identifying a word or phrase that represents a group of related ideas and then arranging these words or phrases in order of discussion. Tribble (2009) assert that an outline is like an architect's plan for a house. An outlining improves the writing for three reasons. First, an outlining helps organize the writer's ideas, specifically she or he will ensure not to include any irrelevant ideas, not leave out any important points and that the supporting sentences will be in logical order. Second, an outlining helps write more quickly. Preparing an outline is 75 per cent of the work. The actual writing becomes easier because the writer does not have to worry about what she or he is going to say; she or he already has a well-organized plan to follow. Finally, the writer can concentrate on the plan so that her or his grammar improves.

Drafting

After organizing ideas in the form of an outline, the writer is preparing to write a first draft. Drafting involves taking the information the writer has generated and organized in an essay. The writer consciously starts with the main ideas and adds supporting ideas that flow smoothly (Wingersky et al., 2008). As writing is a continuous process of discovery, new ideas that may not present on the brainstorming list or outline will appear. The writer can add new ideas or delete original ones at any time in the writing process (Tribble, 2009).

Revising

Revising means making changes to clarify wording and organization. The revision should be done several times, until the writer is satisfied that it is the best she or he can do. To achieve a satisfied final copy of an essay, revision may be done more than once. In addition, Tribble (2009) assert that when revising, the writer changes what he or she has written in order to improve it. She or he checks it over for content and organization, including unity, coherence, and logic. She or he can change, rearrange, add, or delete, all for the goal of communicating her or his thoughts more clearly, more effectively, and more interestingly. During the first revision, the writer should not try to correct grammar, sentence structure, spelling, or punctuation; she or he mainly concerns with content and organization. The proofreading that is aimed at checking for the grammar, sentence structure, spelling, and punctuation is done in the second revision.

Editing

Before considering the paper finished, the writer should check for any problems in mechanics. Commonly, editing focuses on spelling, punctuation, capitalization, grammar usage, errors in sentence structure, consistency in verb tense, consistent point of view, and abbreviations and numbers. It is a step where a writer is ready to write the final copy of a paper. PjBL shares much in common with Process Writing. The roots of Process Writing as taught in the United States have six steps as follows:

1) Brainstorming

It is a useful technique in writing because it permits writers to approach a topic with an open mind. Because writers do not judge their ideas as they emerge, writers free themselves to come up with ideas that they might not even know they have. Brainstorming is one of several different ways to

begin writing (Brown & Rodgers, 2002).

2) Organizing the brainstormed ideas

In the preceding step, writers started writing by using brainstorming to establish their ideas. The second step is how to organize the brainstormed ideas. It means that the writers start to select which ideas or information will be appropriate in their writing. It is quite normal for the writers to add or delete information (Brown & Rodgers, 2002).

3) Developing a draft

After exploring and organizing the ideas, the writers should put the ideas into paragraph. It is very important to keep in mind that how writers show and use facts and statistics will make writing powerful and convincing. The important thing in this step is to discover how well writers can express their ideas in the clearest manner. Well organized ideas in a writing will make readers receive the same message with the same impact that writers intend (Brown & Rodgers, 2002).

4) Obtaining feedback

This step can be a fascinating adventure. The writers steps out of their own to see what they have created through the eyes of others. To discover the impact of our words on the thoughts of our readers is very useful because we can then use the information to improve what we have written. Get many feedbacks from readers will make us a better writer (Brown & Rodgers, 2002).

5) Revising

We have gotten feedback about our composition from readers. Now we can use what we have learned about our writing to improve and make it clearer and convincing. We call this step as revising step. Many good writers go through several steps of revision because they want to make their writing the best it can be. At this point, the writers reconsider what they have written, get feedback from others, and then make changes (Brown & Rodgers, 2002).

6) Publishing

It is the time for writers to publish their final product. For the professional writers, they will distribute or sell their products to the markets. For the students, they can stick their final written on the wall magazine, bring their products home and let their parents read them, send to their friends in other class, or they can exchange their product with their friends in the same class. The important points of this last step are to proclaim to other people about one's ideas or opinion and persuade people that what the writers have written is true information.

Research Methodology

Research Design

The design of this study is classroom action research (CAR). The objective of CAR for English learning is to discover learning-teaching strategies that match learners' styles and strategies in learning English (Nasrollahi, Krish, & Noor, 2012). In this study, CAR is directed to develop strategy to solve the classroom problems specifically in teaching recount essay writing in collaborative way. The reason to use CAR as the design of the current study is because CAR is practical to improve teaching problems. In addition, the researcher is easy to do the research because the problems in the research concern with daily teaching activities. In the implementation of CAR, model of research procedures from Altrichter, Kemmis, McTaggart, and Zuber-Skerritt (2002) which comprises four steps, namely: planning, acting or implementing, observing, and reflecting will be implemented. The action research model refers to a spiral model which could make one understand a particular issue within an educational context and make informed decision through enhanced understanding. The researcher adapted the model as the procedure to conduct the research. In planning stage, some preparations was made, such as teaching strategy, designing lesson plan, developing material and media instruction, and setting the criteria of success. In

implementation stage, the strategy was implemented within the instructional process. Observation stage deals with data collecting whereas, reflection stage refers to data analysis. In general, the research was conducted on the basis of cycles, where each cycle consists of three meetings. Students' work on writing a recount essay is evaluated in every meeting. The result of analysis at the end of a cycle is used to determine whether the result has met the criteria of success and the cycle is continued to the next cycle or not.

Data Collection Techniques

Data of this study include qualitative data on students' learning activities and quantitative data on students' score on writing recount essay. In line with the characteristics of the data, procedures to collect data collection will be conducted as follows: The quantitative data will be collected using a test on recount essay. The test will be conducted at the last meeting of one cycle. The test is particularly conducted because the researcher will make sure the difference between data on learning process and data on students' achievement. To be practical, data on learning process is purposively differentiated from data of a test. If the cycle of the study consists of one cycle, there will be only one set of score.

Data Analysis Techniques

Data analysis will be done in line with qualitative and quantitative data. The qualitative data will be transformed into description on learning activities as the basic analysis. In this case, the researcher will use interactive process of data analysis from Richards (2020). In the interactive process, data will be analyzed incessantly from data collection, data reduction, data display, and verification and conclusion drawing. After data are analyzed, based on the results of checklist, analysis will be using frequency. Data on quantitative will be analyzed using descriptive statistic, namely rate percentage and mean score. Formula of the mean score look like as follows:

Mean = total score/total cases
Formula of rate percentage are as follows:
% = frequency/total cases x 100%

Categories of eight graders score in essay writing   consists of five criteria, which is poor (score from 0 to 20), fair (score from 21 to 40), good (score from 41 to 60), very good (score from 61 to 80) and excellent (score from 81 to 100). To be clear, look the follows table:

Table 1
Criteria Score in Essay Writing

No	Score Range	Criteria
1	0.00 to 20.00	Poor
2	21.00 to 40.00	Fair
3	41.00 to 60.00	Good
4	61.00 to 80.00	Very good
5	81.00 to 100.00	Excellent

Students said to be able to write essay if they reach very good in minimum criteria.

Research Findings

Students learning result is measured by a formative test at the end of the meeting. The results can be can be illustrated in the graphic below:
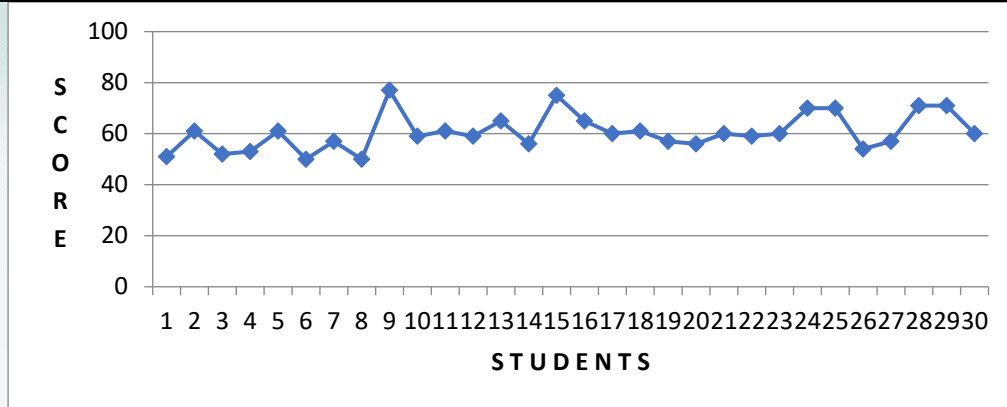
Figure 2. Students Learning Result in Cycle I

Based on, the result of the test showed that the students' writing skill improved. It could be seen that means score of the students' writing skill in this cycle I was 64.13 with the lowest score 54 and the highest score 78 and 24 students failed to fulfil the minimum mastery learning standard in criteria of success was 70. The percentage of the student who got score ≥ 70 was 20%. Based on the criteria of success 70% students are able to write English with score 70.
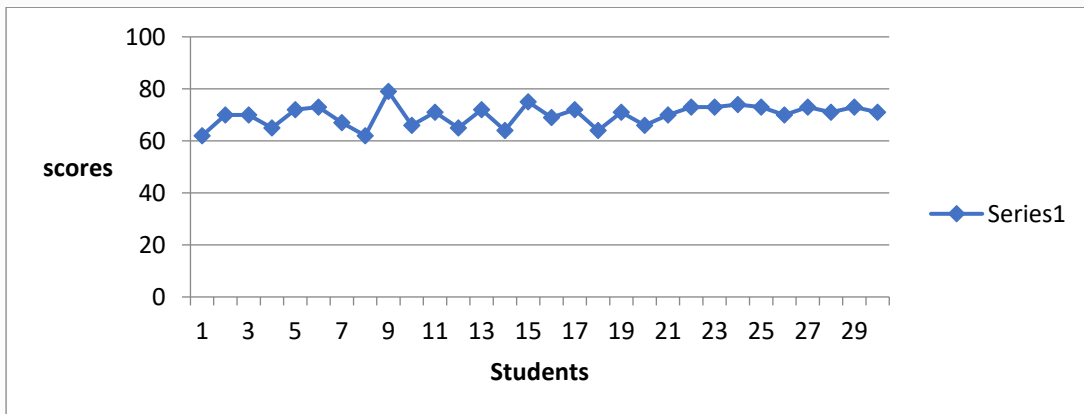
Cycle 2

Figure 3. Students Learning Result Cycle II

The result of the test showed that the students' mean score in the second cycle meeting 2 was 69,867 with the lowest score 62, and the highest score was 79 and 18 students success to fulfil the minimum mastery learning standard and 12 students failed to fulfil the minimum mastery learning standard in criteria of success was 70. The percentage of the students who got score ≥ 70 was 60,00%. Furthermore, it could be said that the result of the cycle had not been fulfilled the criteria of success of this study that 70 % students had to get ≥ 70.
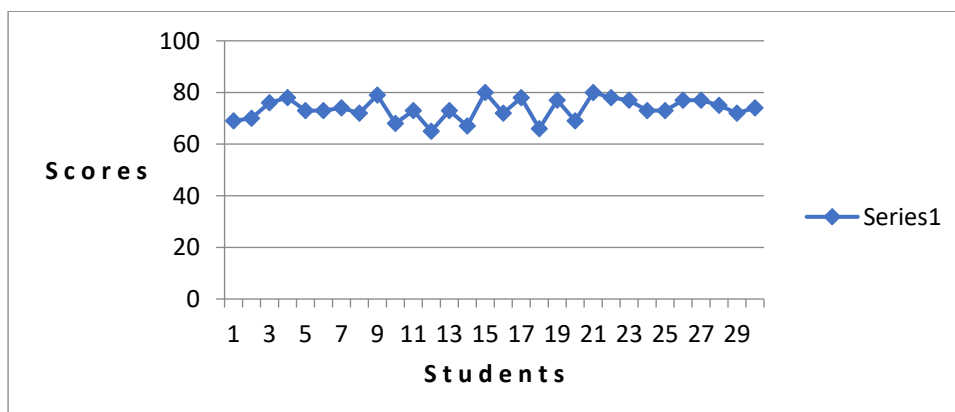
Cycle 3

Figure 4. Students Learning Result Cycle III

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The result of the test showed that the students' mean score in the second cycle meeting 2 was 73.60 with the lowest score 65, and the highest score was 80 and 24 students% success to fulfil the minimum mastery learning standard and 6 students failed to fulfil the minimum mastery learning standard in criteria of success was 70. The percentage of the students who got score ≥ 70 was 76,66%. Furthermore, it could be said that the result of the cycle had been fulfilled the criteria of success of this study that 70 % students had to get ≥ 70. So the research was stopped.

Discussions

PjBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline. PjBL projects may be built around thematic units or the intersection of topics from two or more disciplines, but that is not sufficient to define a project. Projects involve students in a constructive investigation. An investigation is a goal-directed process that involves inquiry, knowledge building, and resolution. Investigations may be designed, decision-making, problem-finding, problem-solving, discovery, or model-building processes. Projects are student-driven to some significant degree. PjBL projects are not teacher-led, scripted, or packaged. PjBL projects incorporate a good deal more student autonomy, choice, unsupervised work time, and responsibility than traditional instruction and traditional projects. Projects are realistic, not school-like. Projects embody characteristics that give them a feeling of authenticity to students. These characteristics can include the topic, the tasks, the roles that students play, the context where the work of the project is carried out, the collaborators who work with students on the project, the products that are produced, the audience for the project's products, or the criteria by which the products or performances are judged. The process of implementation of PjBL at SMPN 1 Tenggarong Seberang can improve students' attention to the teacher, students can answer teachers' questions, students brave to propose questions, students have ability to give comment of another students' comment, students note important information and students do not something irrelevant in the classroom. The two of top seven indicators in this research are students listening or giving attention to teacher's explanation and students do not doing irrelevant in the classroom. And also students have cooperative and collaborative with others in good criteria. And the others criteria have poor and fair criteria. There are two indicators must give attention to improve the students ability in the classroom. They are given comment to student's opinions and write important information. Generally, these indicators are very common to find in the class. Perhaps teacher do not train students to give comment or train to hold pen and write important information. Generally, the process of implementation of PjBL in the research make students have good motivation in writing because the strategy is different from traditional strategy. This is relevant to Diffily (2001). PjBL is the students-centered learning. PjBL have characteristics as follows: More active learning in the classroom; More diverse roles for teachers, including coaching, demonstrating, and modeling; More emphasis on higher-order thinking; More deep study of a smaller number of topics, so that students internalize the field's way of inquiry; More reading of real texts; More choice for students; More cooperative and collaborative; and More heterogeneously grouped classrooms. The process improvement of recount essay writing using PjBL in cycle I was 28.33% average score of student's mastery the lesson. This score means still under the minimum criteria to said they master the lesson because the minimum criteria has range 61 to 80 or very good. Because of the score under the criteria, researcher analysis the problem why the students got that score. Researcher found out many the problems core in (1) mechanics, (2) language use, (3) Vocabulary, (4) organization, and (5) content. Winke and Lim (2015) wrote about ESL Composition Profile stated that Mechanics score need to students to demonstrate of convention, spelling, punctuation, capitalization, and paragraphing. Language use need students to demonstrate effective complex constructions, few errors of agreement, tense, number, word order/function, article, pronouns and prepositions. Vocabulary score need students to demonstrate sophisticated range, effective words/idiom choice and usage, word form mastery and appropriate register. Organization score need students to demonstrate fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing and cohesive. And content score need students to demonstrate knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic. Because of many weakness in cycle I, researcher try to give attention to all weaknesses on cycle II. And the result was very good there were many changes occur with students. The improvement shows that the score is increasing from 28.33% become 55%. This

increasing of about 26.67% make researcher more enthusiastic to know the weakness in the cycle II. The researcher found that students still weakness in analyzing data and drawing conclusion and also weakness in collaborating with others. These weaknesses become focus to give attention by the researcher in cycle III. The result of cycle III was amazing the researcher because the score was increasing significantly, the students score in mastery recount essay in cycle II only 55% become 73.33%. There was 18.33 increasing score. It means that recount essay writing using PjBL will have impact to students if teacher gives seriously in correcting all weaknesses of students.   The weaknesses had found in process of implementation to improve recount essay writing using PjBL automatically give impact to improvement of recount essay to answer the second research question. Because all the weaknesses had been corrected by researcher. After researcher analysis process of improvement above the result of re – improvement was significantly improve. It was proven that teaching writing using PJBL method improved students writing skill. The mean score of students score in the cycle I average score in cycle I was 28.33% increase become 55.00% in cycle II and more increase in the cycle III 73.33%. That was increasing score in every step. If we look in the mean score, they was increasing in every steps average score in cycle I was 64.31 become 69.33 in cycle II and 72.15 in cycle III. It means that PjBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks. The observation sheet and field note showed that the students' motivation in the class was improved day by day. They felt enjoy and enthusiasm during the teaching and learning process. And also all students active to ask and answer the question coming from the researcher and their friends. According to Glazer (2001) This Method can help students feel more comfortable with their comprehension of a subject because it goes through each step separately so that comes easier. The students' personal response through the questionnaire indicates that the students were motivated to write English because all the activities of the PJBL method involved and forced all students to write. In other, the students' response that this method was enjoyable improved their writing. Aspect internal and external factor shall be recognized by writer, it helps to develop writing skill that is done gets to be gotten by result well. The next steps was discussion or sharing of solving problem in pairs that very involved and forced students to write, furthermore all students had to write although at first meeting they still confuse to explore their ideas and organizing idea but day by day they were accustomed to this method so their writing skill improved. In pair and group work students can write together in their writing job, research take apart in information-gap activities. They can write their experience, knowledge, perceptions and concept. Students will learn to use a PJBL to activate their prior knowledge and help them what they learned. They can also extend their PJBL chart to confirm the accuracy of their prior knowledge and of what they learn. And also it was proven that solving problem in pairs and group in teaching and learning English because it could help students to increase their writing skill. According to Li and Lam (2013) Said that potential barriers to cooperative learning, there is one important potential obstacle to be avoided if you want to run an effective cooperative learning are instructional.

Conclusion and Suggestions

Based on the results of the classroom action research, that has conducted in two cycles. Using PjBL method in teaching English focused on recount writing essay at Student class IX SMP Negeri 1 Tenggarong Seberang. It can be concluded: The implementation of the Project-Based Learning to improve recount essay writing seem to increase in every cycle. The average score of students' mastery changed in every cycle, The average scores of students' mastery in cycle I, II and III were increased in series 28.33%; 55.00% and 73.33%.

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