CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Studies

1. The Project-based Learning

Project-based Learning (PBL) is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centred lessons. PBL learning activities are long-term, interdisciplinary, student-centred, and integrated with real-world issues and practices. It is a method that fosters abstract, intellectual tasks to explore complex issues. It promotes understanding, which is true knowledge.

Johnson, Johnson, & Holubec stated that project-based learning enhances the collaboration and the cooperation between group members, reinforcing learning cognition, and promoting learning achievement. Johnson and Johnson indicated that project-based cooperative learning develops trust among members so that, through face-to-face interactions, the effect of individual performance on the group is stressed and, by mutual supervision and reflection, the effect of collaborative learning is ensured. Johnson, Johnson, and Holubec proposed five elements for collaborative learning, namely active trust, face-to-face interaction, individual performance, interpersonal and group skills, and group process. These ideas

originated from constructivism, and are based on the cognitive developmental theory of Piaget and the social construction theory of Vygotsky. Constructivism proposes that knowledge is actively constructed by individual minds and formed by interaction with the environment. Based on individual prior knowledge and previous experiences, new individual knowledge or new wisdom is generated by assimilation, adjustment, and organization of the environment in the process of interaction[10]. Project-based learning sees as an appropriate model for education technology to respon the increasing quality of education technology issues and big changes that happened in the world of work.[11] According to the explanation above, is a bright future when the learner apply project-based learning model to their daily learning process, and for the teacher is a great way in teching English through this model for made a good English class. Furthermore, project-based learning is a great model in teaching writing recount text.

According to Sylvia Chard[12], the Project-based Learning approach is an "in-depth investigation of a real-world topic worthy of children's attention and effort." Hence, fi eld trips, experiments, model building, posters, and the creation of multimedia presentations are sample activities

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[10] Hung, C.-M., Hwang, G.-J., & Huang, I. *"A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence and Learning Achievement. Educational Technology & Society"*, (Department of Information and Learning Technology, National University of Tainan, 2012) p.369-370

[11] Ngalimun, S.Pd., M.Pd, "*Strategi dan Model Pembelajaran*" (Yogyakarta: Aswaja Pressindo, 2014) p.185

[12] Educational Technology Division Ministry of Education, Project-Based Learning p.4

within PBL where students with differing learning styles demonstrate their knowledge by means of inquiry.

In summary, PBL should:

a. Be anchored in core curriculum and multidisciplinary

b. Involve students in sustained effort over time

c. Involve students in decision-making

d. Be collaborative

e. Have a clear real-world connections

f. Use systematic assessment: both along the way   and end product.
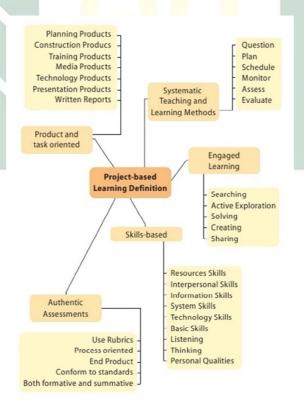

Figure 2.1 Project Based Learning at glance

Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society. The old-school model of passively learning facts and reciting them out of context is no longer suffi cient to prepare students to survive in today's world. Solving highly complex problems requires students to have both fundamental skills and Digital Age skills. With this combination of skills, students become directors and managers of their learning, guided and mentored by a skilled teacher.

According to Moursund, Bielefeld, and Underwood, cited by Ngalimun, the benefit of project-based learnings model as follows:[13]

1. Increase the motivation of the students.

2. Improve problem-solving's skills.

3. Improve collaboration.

4. Improve of resource managing skills.

According to Indonesian Ministry of Education and Culture. Project Based-Learning (Project Based-Learning = PBjL) in English learning process is a learning model that uses project / activity as the core of learning. Learners do exploration, appraisal, interpretation, synthesis, and information to produce various forms of learning outcomes. Through the PBjL, the inquiry process begins with raises questions guide (a guiding question) and

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[13] Ngalimun, S.Pd., M.Pd., "Strategi dan Model Pembelajaran", (Banjarmasin: Aswaja Pressindo, 2012) p.197

guiding students in a collaborative project that integrates a wide range of subject (matter) in the curriculum. The PBjL is an in-depth investigation of a topic in the real world; it would be valuable for the attention and effort of learners.

Project Based Learning has the following characteristics:

1. Learners make decisions about a framework.

2. The existence of problems or challenges submitted to the learners.

3. Learners design process to determine solution to the problems or challenges that submitted.

4. Learners collaboratively responsible for accessing and managing information to solve the problems.

5. Evaluation process is executed continuously.

6. Learners regularly do reflection on the activities that have been carried out.

7. The final product of learning activities will be evaluated qualitatively.

8. Learning situation is very tolerant of errors and changes.

The role of teachers in Project Based Learning should be as a facilitator, trainer, advisor and intermediary to obtain optimum results appropriate with the effort of imagination, creativity and students' innovation[14].

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[14] Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan, "MATERI PELATIHAN GURU, IMPLEMENTASI KURIKULUM 2013 Mata Pelajaran Bahasa Inggris SMA/SMK Tahun 2014" (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014) p. 44

Step by step implementation of the Project Based Learning explained by the following diagram :
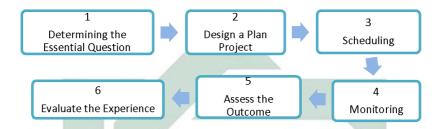

Figure 2.2 Diagram of Project Based Learning

1. Start With the Essential Question

Learning begins with the essential question, that question can give students assignments to perform an activity. Taking suitable topic with reality and the real world begins with an in-depth investigation and the topics raised are relevant for learners.

2. Design a Plan for the Project

Planning is increasingly collaborative between teachers and learners. Learners are expected to be felt "had" on the project. Planning contains rules in the completion of the project activities.

3. Create a Schedule

Teachers and learners arrange schedule to completing the project. Activities in this phase include: (1) create a timeline completion of the project, (2) create a project completion deadlines, (3) guiding learners in order to plan a new way, (4) guiding learners as they make way unrelated to the project and (5) require learners to make an explanation (excuse) on the selection of a way.

4. Monitor the Students and the Progress of the Project

Teachers responsible for monitoring the activities of learners for completing the project, using a rubric that can record all important activities.

5. Assess the Outcome

Assessment conducted to measure the achievement of competencies, evaluate the progress of each learners, give feedback on the understanding that has been achieved learners, and help teachers in developing next learning strategies.

6. Evaluate the Experience

At the end of the learning processs, teachers and learners reflect on the activities and results of projects that have been executed. At this stage the learners were asked to express his experience for completing the project.

Teachers and learners develop discussion to improve performance during the learning processs, so in the end found a new discovery (new inquiry) to address issues raised in the first stage of learning process.

2. **Basic Concept of Writing Recount Text**

There are many definition about writing; Kern stated that writing is functional communication, making learners possible to create imagined worlds of their own design. It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to give a specific purpose. Moreover, the purpose of writing is to convey some information.

Meyers said that writing is an action[15]. This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections. Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia, that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication

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[15] Alan Meyers, Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays, (New York: Pearson Education, Inc, 2005), p.2

to take place[16]. O'Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them into self,initiated topics[17]. So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

White states that writing is an act of sharing new ideas or old ideas with a new perspective with the human community[18]. Written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only different lies in graphic for writing instead of auditory signals for speaking[19]. So writing is closely related to speaking not only in such item of content, organization of ideas, and vocabulary but also the relationship of the ideas or the coherent with the other sentence.

From some definitions above, it can be concluded that writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, past experience or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar.

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[16] M. Celce and Murcia Elite Olstain, Discourse and Context in Language Teaching, (New York: Cambridge University Press, 2000), p.142

[17] J. Michael O'Malley and Lorraine Valdez Pierce, Authentic Assessment for English Language Learners. Practical Approaches for Teachers, (Great Britain: Longman, 1996), p.136

[18] Fred D White, the Writer's Art. A Practical Rhetoric and Handbook, (New York: Wadsworth Publishing Company, 1986), p.12

[19] H. Douglas Brown, Teaching by Principle, (San Francisco: Longman, 2001), p.335

Moreover, students who want to be able to write a good writing, they must learn to write regularly.

Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft[20].

According to Blanchard and Root there are four processes of writing[21]:

1. Planning

   At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequence the fact, ideas, or argument.

   This stage is often called by pre,writing process. Pre,writing is the thinking, talking, reading, and writing that the writer does about his topic

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[20] Jeremy Harmer, How to Teach Writing, (England: Pearson Education Limited, 2001), p.4
[21] Karen Blanchard and Christine Root, Ready to Write, (New York: Pearson Education Inc., 2003), p.41-44

before he writes a first draft. Pre,writing can be defined as a way of warming up the brain before write.

2. Drafting

After you have finished in planning, you can continue to the next step (drafting). As you write, the first draft on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to:

a. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

b. Stick the topic does not include information that does not directly support the main idea.

c. Arrange the sentences so that the other ideas make sense.

d. Use signal words to help the reader understand how the ideas in your paragraph are connected.

3. Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

a. Add new ideas to support the topic.

b. Cross out sentences that do not support the topic.

c. Change the order of the sentences.

d. Using the following checklist to revise your paragraph;

    1. Make sure you have a topic sentence.

    2. Cross out sentences that do not relate to the main idea.

    3. Check to see if the sentences are in the right order.

    4. Add new ideas if they support the topic sentences.

    5. Make sure you have included signal words to help guide the reader.

    6. Check the punctuations, spelling and grammar.

4. Final Version

Once the writer has revised and edited the draft and made the changes that considered being necessary, he has produced the final version.

5. The Genre of text that is learn by Tenth Graders

According to the content of *Look Ahead 1 An English Course for Senior High School Students year X* by Sudarwati nnd Eudia Grace, the genre of text that in tenth graders lesson is:

a. Procedure Text

The social function of procedure text is to help us do a task or make something. They can be a set of instructions or directions.[22]

b. Narrative text

The social function of Narrative text is to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.[23]

c. Descriptive text

Social Function of descriptive text is to describe a particular person, place or thing.[24]

d. Recount Text

According to Sudarwati and Eudia grace, Social function of recount text is to tell the readers what happened in the past through a sequence of events.

The structure of recount text are follows:[25]

1. Orientation is who were involved, when and where was it happened.

2. Events is tell what happened in a chronological order.

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[22] Th. M. Sudarwati, Eudia Grace, Look A head 1 an English Course for Senior High School Student year X, (Jakarta: Erlangga, 2006) p.88
[23] Th. M. Sudarwati, Eudia Grace, Look A head 1 .... p.62
[24] Th. M. Sudarwati, Eudia Grace, Look A head 1 .... p.135
[25] Ibid

3. Evaluation (optonal) is comment of the writter/speaker about the experience.

4. Re-orientation (optional) is the conclusion of the experience

The Language Feature :

1. The use of nouns and pronouns

2. The use of action verbs

3. The use of past tenses

4. The use of time conjunction

5. The use of adverbs and adverbs of phrases

6. The use of adjectives

e. News Item

The Social function of news item is to inform readers or listeners about events of the day which are considered newsworthy or important.[26]

3. 2013 Curriculum

Based on UU No. 20 Year of 2003[27] about National Education System, curriculum is a set of plan and setting about purpose, content, and learning material and also the technique that is used as an orientation in learning process to attain certain education purpose. Based on the definition above,

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[26] Th. M. Sudarwati, Eudia Grace, Look A head 1 .... p.197
[27] The Indonesian Law, No 20, 2003 (Jakarta: UU No. 20, 2003)

there are two dimensions of curriculum. The first one is concerning on purpose, content, and learning material. The second one is the technique which is used in learning process. 2013 Curriculum that is applied since the academic year of 2013/2014 fulfills those two dimensions in some pilot schools then implemented in all schools.

The purpose of the 2013 curriculum is preparing Indonesian people to be faithful, productive, creative, innovative, and able to give contributions to the society, and the world civilization. The 2013 curriculum itself is developed based on several factors, such as, internal deviances, external deviances, mindset improvement, strengthening the curriculum regulation and strengthening the material. The internal deviances are mostly concern on this country's learning standard and also on the development of Indonesian people. The external deviances concernson the globalization, technology and information, creative industry and culture, and the development of our education internationally.

The 2013 curriculum is designed with these characteristic below:

1. Developing the balance between the development of spiritual and social attitude, curiosity, creativity, and group work, with intellectual and psychomotor skills.

2. School is the part of society that gives a proper learning experience where the students implement what are taught in school to the society and employ it inthe society as a source of learning.

3. Developing attitude, knowledge, and skill and employ them in several situations in school and the society.

4. Givinga valuable time to increase various attitudes, knowledge, and skills.

5. The competence is described as the core competence and it will eventually become basic competence.

6. 6.The core competence will be the aspect of organizing elements of basic competence, in which all of the basic competence and the learning process andis developed to reach the competence that described in the core competence.

7. The basic competence is developed based on the accumulative principle, reinforced, and enriched between each study subject and each grade.

   The 2013 curriculum is planned to emphasize on the scientific approach during the learning process. The government's conception of scientific approach consists of severa lcomponents; they are observing, questioning, associating, experimenting and networking. While basically there are four methods inscientific approach, those are as follows:

1. Project-based learning is a learning method using project as the media. The problem is used as the first step in collecting and integrating the students' new knowledge based on their own experience in a real activity as their project. It is arranged to be used by the students in their investigation. The inquiry process is started by emerging a guiding question and then guiding the students in doingthe collaborative project that integrated various material based on thecurriculum

2. Problem-based learning encourages the students to learn through resolving areal problem. This method will be properly done if there is a good teamwork, interpersonal and networking between the students. It will enhance the students'critical thinking, decision making, problem solving, and self learning.

3. Discovery learning demands the students to be the problem solvers through collecting the information, comparing, categorizing, analyzing, integrating, re-organizing the material and making conclusions.

4. Group investigation emphasizes the students' active participation by finding the information by themselves through the book and the internet. The students are involved in the planning, they are allowed to decide the topic and how to study it through investigation.This method needs a groupskill, a cooperative plan, and teacher's role in finishing the work. The steps of implementing the group investigation are selecting the

topic, planning teamwork, implementing, analyzing and presenting the final result.

Accordind to the teachers' book of 2013 curriculum published by Indonesian Ministry of Education and Culture. Stated that in the 2013 curriculum the teacher encourages learners to arrange the Diary (recount text)[28]. Based of the concept of Project Based-Learning arrange the diary (recount text) can be learn with the project based-learning.

B. Review of Previous Studies

Some previous studies which are similar with this study are:

The first, thesis done by Fadly Pratama entitled "Improving Students' Writing Achievement in Making Procedure Text Through Project Based Learning (PjBL)". There are several similarities between the previous research and this research. The same model is use by both of research, this is about project-based learning. However, the previous research focuses on improving students' writing achievment in making procedure text, then this research about recount text.

The second, research conduct by Christine Magdalena Br. Siregar entitled "The Effect Of Project Based Learning Model On Student's Achievement Of Fluid Topic In Class XI SMAN 1 Matauli Pandan Academic Year 2013/2014". Both of the previous research and this research share similar theme which is the

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[28] Indonesian Ministry of Education and Culture, "English : Teachers' Book" (Jakarta: Indonesian Ministry of Education and Culture, 2014) p.109-110

project based-learning model is used. But the previous research focus on the effect of project based learning and this research is about the implementation of project based learning. Moreover the previus study is about achievment but this research about the recount text and the subject of previous study is the eleventh graders but this research is tenth graders.

The third, a thesis done by Nunung Sri Andayani entitle "A Descriptive Study of the X-8 Year Students' Ability In Writing Recount Text at SMAN Arjasa Jember in the 2012/2013 Academic Year". Both of the research have similarities. First, the theme of the research is same about recount text. Moreover, the subject of the research both of it is for tenth graders. However, the previous study focus on the ability in writing recount but this study focus on how to implement recount text trough project-based learning.

The fourth, a thesis done by Alda Dea Delfina entitled "The Effectiveness Of Hypertext Glosses to Improve the Eighth Graders' Reading Comprehension of Recount Text at SMPN 2 Surabaya". The similarity of both research is about the recount text. However, the previous study is focus on the effectiveness of hypertext glosses but this research is about the implementation of project-based learning. Moreover, the subject of the previous study is the eight graders' and this research the tenth grade of senior high school.

The fifth, a thesis conduct by Indah Nur Hasana entitled "Analyzing the Aspects of Collaborative Learning in the Implementation Of The 2013 Curriculum at Seventh Grade of SMPN 2 Bandar Lampung". Both of the

previous research and this research share similar theme which is 2013 Curriculum. Although the previous study is about analizyng the aspect of collaborative meaning meanwhile this research about the implementation of project-based learning, so the different about these two studies is project. Moreover the subject of the previous study is for seventh graders' but this research for tenth graders'.