IMPROVING STUDENTS WRITING SKILL OF NARRATIVE TEXT THROUGH PROJECT BASED LEARNING FOR VII GRADE SMP NEGERI 1 CIAWIGEBANG in Academic Year 2020/2021

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ABSTRAK
Tujuan Penelitian ini adalah untuk mengetahui bagaimana implementasi model project based learning untuk meningkatkan kemampuan menulis pada materi narrative text pada kelas VII SMP Negeri 1 Ciawigebang pada tahun pelajaran 2020/2021. Pada era pandemi ini penelitian dilakukan secara online dan memang sudah berlangsung pembelajaran secara daring menggunakan google meet dan google classroom. Penelitian ini dikategorisasi sebagai Penelitian Tindakan Kelas dimana untuk mengidentifikasi dan memecahkan masalah pada kemampuan menulis siswa. Jumlah peserta didik yang ada dikelas sebanyak 35. Pada Penelitian Tindakan Kelas, Penulis mengimplementasikan model Kurt Lewin's yang terdiri dari 4 tahap. Oleh karena itu, penelitian ini termasuk penelitian deskriptif kuantitatif. Hasil temuan dari penelitian ini adalah: (1) Hubungan pada hasil test, yaitu sebesar 24,09 % peningkatan rata rata skor writing setelah menggunakan model Project based learning. (2) Hasil Pengamatan menunjukkan bahwa siswa lebih aktif dan tertarik pada aktivitas menulis didalam google classroom. Bahkan, peserta didik mampu untuk menganalisa teks dan mendapatkan informasi dari teks dengan baik. (3) Hasil interview menunjukkan bahwa kemampuan siswa dalam menulis pada materi narrative text meningkat dan membantu guru dalam menemukan metode yang tepat untuk mengajarkan kemampuan menulis khususnya pada materi narrative text.
Kata kunci: Keterampilan Menulis; Teks Naratif; Pembelajaran Berbasis Proyek

ABSTRACT
The aim of this study is to investigate how the application of Project Based Learning to enhance the writing skill in narrative text of Grade VII students in in SMP Negeri 1 Ciawigebang academic year 2020/2021. In this pandemic era the study was hold by online, thus the learning process by online using google meet and google classroom. This study is categorized as the Classroom Action Research (CAR) method in which to identify and to solve the problem on students' writing skill. The number of students in that class is 35. In this Classroom Action Research, the writer implements the Kurt Lewin's design which consists of four phases. Therefore, this study is included into quantitative descriptive research. The findings of this study are: (1) related to the test result, there was 24.09% improvement of students' mean writing score after using Project Based Learning. (2) Related to the observation result showed that the students were more active and interested in writing activity in the classroom. Indeed, they were able to analyze the text and to get information from the text well. (3) Related to the interview result, it could be known that the students' writing skill in term of narrative text has improved and also assisted the teacher in finding the appropriate method in teaching writing especially narrative text.
Keywords: Writing Skill; Narrative Text; Project Based Learning

PENDAHULUAN

English is considered as a foreign language in Indonesia in which it requires four certain major language skills should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. The current foreign language education emphasizes on language production and to develop students' ability for communication. One of the productive and communication skills in foreign language is writing. in this case students are sup- posed to write in the target language comprehensibly and to enable the students to communicate in written English. Writing ability is defined as essential ability for students to master for academic purposes and as a work and life skill (Swandi & Netto-Shek, 2016). Furthermore, mastery at writing will induce a lot of advantages for us Writing is very useful for students as an alternative way of expressing their ideas, it involves several interconnected aspects of language like vocabulary, grammar, paragraphs organizations, punctuations, spellings, capitalizations, etc. Through writing the students can express their ideas to others in the written forms. Unfortunately, though writing is a very crucial ability to be mastered and as one of the communication activities, it has been neglected com- pared with the other English skills and many students are uninterested, since writing is considered as com- plex and difficult skill to be mastered. Therefore, it caused many students to make many mistakes in sentences and expressions in their writing. Consequently, the students' writing score is very poor, it is quite far from the criteria of a good writing or far from satisfactory. According to Nunan (1989), Widiati and Cahyono (2006) point out that writing ability is extremely complex language ability, and one of the cognitive ac-tivities in which the writer is required to control a number of variables simultaneously.

In light of those difficulties, writing becomes one of the variables in this study as some of those problems are also experienced by Network Computer Technology students grade VII of SMP Negeri 1 Ciawigebang Based on the student's writing scores it was revealed that their abilities particularly in writing narrative text were far from fulfilling the requirements of the mini- mum passing grade. The result of the preliminary study showed that students grade tenth got only 45.05 in average score from 35 students of Network Computer Technology class. There were only 2 students (5,7%) who got 75 score and met good criteria score in writ- ing level. Therefore, it is obvious that the rest of them, 33 students (94,28%) could not achieve the minimum criteria of good score in the writing level.

Writing Skill

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Here the researcher hoped that the students can make the text with their experience and ideas in narrative text. Writing is not only dealing with vocabularies, selecting appropriate words, finding ideas to write and developing those ideas, but also dealing with grammatical patterns of sentences into receives insufficient attention in vocational high school because the students discourage to practice their writing in English, they more interested with field work than practice their writing skill. Based on the result of initial writing test in the preliminary study the researcher found many difficulties which made the students failed in writing narrative text. Most of the students made a number of mistakes or had low knowledge of English sentence writ-

ing; from 5 aspects of writing there are 3 aspects in which most of the students got problems. Those problems are inappropriate sentences (grammar aspect), 32 students (91.42%) were poor to use grammar appropriately, and it becomes the highest number of er-rors among all the aspects of writing problems. The second place is on the problem of vocabulary 30 students (85.71%) were confused in using proper words in the sentences. Consequently, they had difficulties in generating their ideas into a good paragraph. And the third is organization, 29 students (82.85%) were deficient of ability in organizing paragraph which can cause the contents of paragraph to be unrelated.

Grammar is one of the aspects that needs to be considered in writing, 35 of Network Computer Technology students in Smp Negeri 1 Ciawigebang showed the incapability of students to use grammar appropriately. The main problems are used the students to fail in gram- mar aspect was to use the appropriate tenses, their incapability in terms of action verb in simple past tense and adverb of time. Students did not understand that when they made a sentence in the simple past tense, they had to use "verb 2/nominal was and were" but they used present verb/verb1 "i.g. Mr. hakim drink hot tea yesterday". Moreover, students didn't consider to use "was/were", they have omitted "is/are/am" when it was used as main verb in a sentence "I am eat " In addition, they often use inaccurate grammatical order related to subject-verb agreement. The students found it difficult to match the number of both; singular subject did not take singular verb form and as plural subject did not take plural verb forms, such as; "He is swimming last month".

The second is vocabulary; it is one of the essential aspects that should be considered in writing as well. Lack of vocabulary can make students difficult what they want to state in their writing. Due to they had no sufficient vocabulary, most students frequently failed to select the appropriate word to describe what they intend to. For instance, "He is not come yesterday". They found confuse in selecting the proper word in their writing. They could not distinguish the meaning of the words and most of them spontaneously translated the words from the dictionary without considering whether the words they selected were proper with the context or not. Consequently, lack of vocabulary made the students' writ- ten product difficult to be understood by the reader. Lack of mastering vocabularies can cause the students to be confused in generating idea as well. It made them to think quite a long time what they were about to write. This difficulty made them create only few sentences in their paragraph until the end of the class, since they were confused what idea should be written in their paragraph.

Additionally, the other aspect that should be taken into consideration is organization. Most of the students neglected the organization of the text when they were writing, they have created incoherent paragraphs. They could not differentiate introductory and descriptions paragraph in their descriptive text. Those were caused by the difficulties in transferring or expressing idea. Therefore, students found it difficult to evolve their ideas into a well-organized paragraph. They write jumble sentences in their writing, the supporting sentence that they write did not support the topic or main idea. Moreover, they were weak in constructing paragraph, where entirely different ideas could be mixed in one paragraph or having undeveloped single sentence paragraphs. According to Palmer in Matthews et al., (1985) organizational skills concern how information is

organized into paragraphs and texts by sequencing ideas, rejecting irrelevant information and summarizing relevant points.

In term of the problems and difficulties, the teaching and learning process of writing were induced by various factors. These factors are not only from the students but also can be caused by the teacher as well. According to Widiati (2002) "writing thus*

Receives insufficient attention in secondary school education: developing writing ability is considered to be the most difficult task for secondary teachers". Consequently, to investigate students' writing problems and to explore causes of their writing problems.

From the data of the questionnaire, it was obtained that most of the students (78.13%) 25 out of 35 stated that writing is regarded as hard and uninteresting activity, therefore it made students unenthusiastic to do writing activities. Secondly, there were 27 students (87.5%) affirmed that the topic of their writing tasks were merely taken from their textbook, the students were not given meaningful topics which are relevant to their social and cultural context. Thirdly, there were 28 (87.5%) stated that the activities of writing process in the classroom were only conduct- ed individually. They just wrote what they could do without trying to share to their friends. The students are required to write on their own, without any inter- action with their friends or teacher. The last is defi-cient time for practicing and composing their writing, there were 30 out of 32 students (93.75%) who claimed that they were not given adequate time for composing writing. Limited time could cause them difficulties in exploring or generating idea. Most of the students mentioned that they never wrote their writing task other than in the classroom even for homework.

Those cases should be solved because it can cause further difficulties to the next reading lesson if their low degree of reading comprehension is not improved soon. As the effect, they will be probably continuous difficulty to understand any other texts. Furthermore, they probably cannot pass the policy of minimum passing grade determined by school. It is necessary to find out an alternative way to create suitable and interesting techniques related to students' condition. They need to be delivered any practices to assist them in improving their reading comprehension. the researcher proposed teaching method which had criteria for tackling all the problems in writing activities, it was Project-Based Learning, since PBL is one of the effective teaching methods in enhancing the students' learning achievement in EFL context.

Narrative Text

In order to make the discussion of literature more manageable, it is sensible to view the categories or genres that simply mean a type of literature with similar characteristic. One of genres that Junior High School students learn is narrative text. Chatman and Attebery (1993: 15) defined the narrative text is a kind of story either fictive or real which contain a series of events in which how the story is told and how the context is presented as aspects of the story construction. Thus, special features of narrative text could be found in its sequence of events to attract the readers in order to build their curiosity throughout the story. In addition, based on Longman dictionary (2004), narrative means a description of events in a story.

Narrative text also enables students to make connections such as they may figure out similarities among the text and their own lives, they make links between the text they are current reading and another text they have previously read, they also see connections between the text and the real world. Indeed, narrative text requires a content background for understanding. Consequently, readers need to develop background knowledge for literary elements in order to make connections. Students who are reading narrative text need to become familiar with the previously reviewed literary elements of character, setting, problem and solution, theme, and writing style.

As students read quality narrative text, they naturally become involved with the characters that may possess similar feelings or may find themselves in like situations. Those can be classified into imaginary and factual, or even combination of both.

Beside several of narrative texts, Chatman (1993) classified narrative text into four basic elements. Those are as following:

a. Characters

There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses. The author can also depict character into dialogue. It tells a reader what the character says or thinks.

b. Settings

The setting addresses the location (where) and the period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy. At times, the author gives details in any imagination to tell where and when the story takes place.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of event toward problem solving. The excitement builds until the climax or tension; the high point in the story where the problem is solved.

d. Conclusion

At the end of a story, the writer ends up the story through figuring out all the important things happened in the story led to a "conclusion". This is the most exciting point in the whole story and tells how the events work out for the characters.

Project Based Learning

Project Based Learning is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centered lessons. Dechakup (2008) emphasized that Project Based Learning (PBL) is a project that follows a scientific method which enables students to think and design to work through a project. It promotes understanding, which is true knowledge. In PBL, students explore, make judgments, interpret, and synthesize information in meaningful ways. According to

Buck Institute (2015) PBL is an instructional methodology. Mergendaller (2006) defines PBL as 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 design products and tasks (p.4).

Other than theoretical clarification, there have been ample findings of studies discussed or showed that project-based learning was an effective model for the solution to students' problem in writing. Many of these studies were undertaken with secondary schools the EFL context. In a research report from Pratomo (2014), Dewi (2015) they showed that the students' writing ability was adequately good. Moreover, the students made better improvements in aspects of writing such as; organization, content, grammar, vocabulary and mechanics. In the context of high-er education, Thitives and Essien (2013) showed that PBL has improved the writing ability of grammar correctness (tenses, subject-verb agreement, part of speech). He investigated 38 fourth-year English major students as participants whose English proficiency was lower intermediate. The research was conduct- ed in The Faculty of Education at a Rajahbhat Uni-versity. Putra, Gede, Padmadewi, Nyoman, Suarna- jaya, Wayan (2014) showed that PBL is an effective method for improving students' writing ability. Applying PBL to 20 adult students in English Education of Mahasaraswati University Denpasar could increase in five domains of writing, those are; determined the main idea of each paragraph, details, parts of essay, and selected an appropriate word choice. In Ramírez (2014) conducted case study for 24 students in the first semester of Colombian public university. The result of his study revealed that Project-based learning and a process approach seem to be effective implementations. Since the students could heighten the writing abilities. The students were able to improve the accuracy in their writing abilities in aspect of such as structure, length, organization of ideas, and speed for writing. In addition, Hasani, Hendrayana, and Sanjaya (2017) showed that the implementation of Project based learning approach coerced the students to think reflectively and students' writing ability improved. This qualitative research involved 32 students of the 2nd of Mathematic Education academic year 2015/2016 in Sultan Agung Tirtayasa University. Most of the research studies done regarding the improving and the effectiveness of project- based learning for increasing writing ability are mostly in Senior High School, Junior High School and at university level. Little is known regarding the use of Project based learning method for improving the students' writing ability narrative text of specifically for Network Computer Technology students at Vocational High School. For that reason, the researcher in this study would like to investigate the implementation of project-based learning for improving students' writing ability narrative text of text about legend or folklore in their area.

In this study, for the effectiveness in implementing of PBL, there are six main characteristics or syn- taxes of Project Based Learning which proposed by Harmer (2014); Direktorat Pembinaan SMK (2016); (1) Start with the Essential Question, (2) Design a plan for project, (3) Create a Schedule, (4) Monitor the Students and the Progress of the Project, (5) Assess the Outcome, and (6) Evaluate the Experience. In the first step, the students were asked to start the essential question related to what the topic for their writing project. Secondly, in group discussion, they should create their writing

draft by applying out lining or mind mapping and arranging guidance's questions to ease them in collecting information. Thirdly, the students should create a schedule, when the writing project will be started and submitted. In this case, the students are given a limited time how long they have to finish their project. Fourthly, monitoring students' activity in completing the project after they had got all the information they needed. Then, the students could start to compose their draft into paragraph. The next stage is asses the outcome, the students discussed the result of their writing to get peer feedback from their friends and also get feedback or revision from the teacher. In this stage, they should revise the language of their project which they got from the teachers' feedback, from their peers and also through their own efforts by finding some information related with their project from other resources before they present it, by focusing on their grammar, vocabulary and also the organization of their paragraph. Lastly, the final product of the students' project is in pdf or word file and then collect it in Google Classroom after that the one of the students present their work.

There are some factors that influence the changes of students' writing, some of them are: are Teaching Method, Classroom Activity, Classroom Management and Teacher's Approach. It means to make teaching and learning process effective; the teacher should pay attention on them.

Reflecting upon in the background this study investigated the improvement of student's writing ability in writing narrative text. It has led the researcher to formulate the research question as follows:
"How can Project Based Learning improve the students writing ability?"

METODE PENELITIAN

The method used in this study is Classroom Action Research (CAR). According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context- specific issues (Wallace, 2006). It means that to begin the Classroom Action Research (CAR), the researcher or the teacher needs to identify any problems real found in the classroom concerning students' condition in learning. The subject of this study is students at grade VII Network Computer Technology class of Smp Negeri 1 Ciawigebang, academic year 2020/2021. The number of students consists of 35 (thirty-five). It is chosen based upon the unstructured interview result with the English teacher at that class proving that they have the lowest achievement of writing test among the other VII grade classes. That is why they need an appropriate strategy to help them in improving their scores toward writing. Technique of collecting data in this research are qualitative data (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data uses pre-test and post-test. This Classroom Action Research used the Kurt Lewin's design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test (pretest and posttest), interview, and observation. Therefore, this study is included into quantitative descriptive research. Based on the Kurt Lewin's action; the writer would like to describe further concerning

the implementation of Classroom Action research (CAR) in the cycle one and cycle two as following:
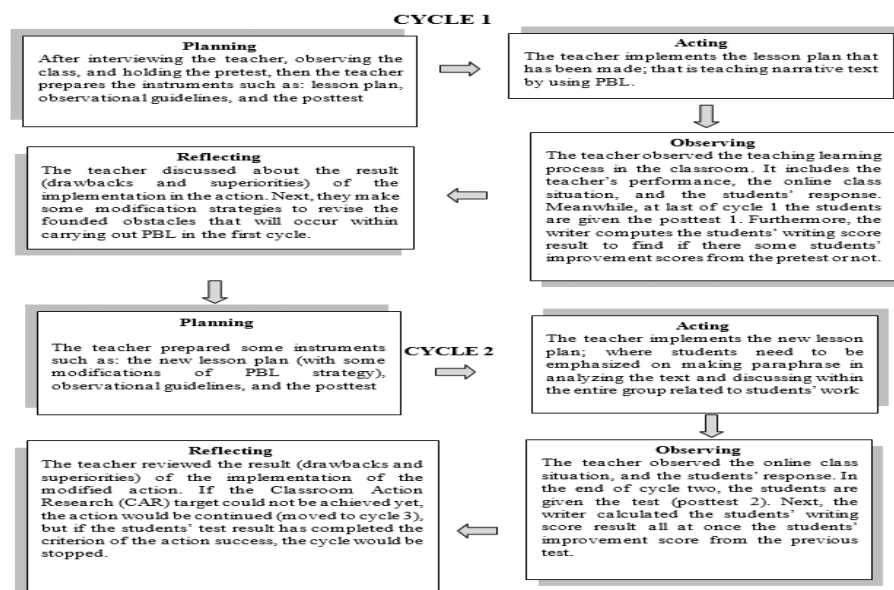

Figure 1
The phases of Classroom Action Research modified by the researcher

HASIL PENELITIAN DAN PEMBAHASAAN

The data after implementing the action consisted of two parts. Those were the result of post interview and the result of posttest. For further descriptions as following:

1. The Result of Post Interview

After implementing PBL, the writer carried out the unstructured interview with the teacher. It was conducted on Tuesday, June 14th 2021 after accomplishing cycle 2. It started at 09.30 A.M and finished at 11.00 A.M. It was to know the teacher's response concerning story mapping strategy through Classroom Action Research (CAR) that had been done. In this case, the writer divided into three criteria of questions. Those were the general condition in English class during Classroom Action Research, the difficulties in implementing Project Based Learning (PBL) during Classroom Action Research (CAR), and the strategy that had been used to overcome the revised plan.

The first category was the general condition in English class during the action. The teacher said that the students' condition were better than before. In this sense, they could more focus on doing the exercises individually rather than before carrying out the Classroom Action Research (CAR) and indeed, they more comprehend the schematic structures of narrative text. Beside of their improving reading comprehension, the teacher also believed that the Project Based Learning (PBL) was able to create students' creative thinking ability. It can be seen from the students' ability to retell the story and answer the questions based on the text that mostly correct. The students score can be used to measure the improvement of their reading comprehension. Moreover, the students seem enthusiast in doing the PBL for their reading so they could discuss their understanding and express their ideas within the group.

The second category was the difficulty of the teacher in implementing PBL during Classroom Action Research (CAR). The teacher was confused because all of students had not recognized yet what PBL was. Hence, the teacher should be more

explicit in explaining the PBL use and the schematic structures of the story. Another difficulty was the spending time toward students' work in accomplishing the reading exercises.

The third category was how the teacher overcomes the problems and difficulties using PBL during Classroom Action Research (CAR). In this case, the teacher and the writer kept collaborating to discuss the resolution of those problems above by:

Teaching Narrative Text Using Project-Based Learning

The writer modifies these following steps concerning teaching narrative text using Project-Based Learning compiled from Ribe & Vidal (2003). Those steps are:

1. Getting the class interested. Explained the material, in this case narrative text with example the students are familiar with. Prepare some pictures to get students interested.
2. Selecting the topic. Ask the students to choose which story (narrative text) they want to choose to be presented.
3. Doing the project. Give students time to gather and extract important information from the story then synthesize the information. The teachers' role as the facilitator to help students if they have some confusing questions.
4. Negotiating the criteria for evaluation. Let the students know the criteria of scoring. How they modified their project to get good comprehension. Presenting the project. In this stage, students become aware of the ways their presentations meet the criteria of assessment. The teacher observes how engaged the students are in presenting their projects.
5. Assessing and evaluating. Give students an evaluation by giving several questions related to the story/text they presented. It is necessary to check their reading comprehension of a story using a printed test to gain working individually and the last is giving feedback to the students work.

2. The Result of Post Test

The writer inputted the result of data including the pretest, posttest 1, and posttest 2 into a table as following:

Students's Number	Pretest	CYCLE 1 POSTTEST	CYCLE 2 POSTEST
1	40	60	75*
2	75*	80	90*
3	45	60	80*
4	50	75*	80*
5	55	65	75*
6	60	78*	80*
7	65	78*	85*
8	70	80*	85*
9	45	65	75*
10	50	60	70
11	50	60	88*

12	60	75*	80*
13	65	75*	80*
14	45	65	75*
15	45	65	75*
16	60	75*	80*
17	65	75*	80*
18	50	65	75*
19	50	60	70
20	45	70	80*
21	45	70	90*
22	45	65	90*
23	50	65	75*
24	60	65	75*
25	50	75*	80*
26	50	75*	90*
27	60	70	75*
28	60	70	75*
29	60	70	80*
30	55	75*	80*
31	70	78*	80*
32	75*	80*	85*
33	70	75*	80*
34	55	65	75*
35	55	65	85*

From the table above, it can be seen the mean score of the class in pretest is 55.71. It means that the students' reading mean score before using PBL or before implementing Classroom Action Research (CAR) is 55.71. Moreover, the students' score percentage in the pretest is 5.71%. It means that there are 2 students who pass the KKM and there are 35 students are still below the KKM.

Next in the cycle 1 of Classroom Action Research (CAR), the writer calculates the result of posttest 1 to know the students' score improvement from the pretest to posttest 1 result. There are three steps to get this improvement. The students' mean score of posttests in cycle 1 is 69.97. It proves that there are some improvements from the pretest mean score. It could be seen from the pretest mean score (55.71) to the mean score of posttests 1 (62.78). It improves 14.26 (69.97 – 55.71). The second step is to get the percentage of students' improvement score from pretest to posttest 1. The percentage of the students' improvement score from pretest to posttest 1 is 25.66%. It shows that the score in the cycle 1 has improved 25.59% from the pretest score. The third step is to know the percentage of students who pass the KKM. The class percentage which passes

the KKM is 38.88%. It means that in the cycle 1 of Classroom Action Research (CAR), there are 14 students who passed the KKM and there are 21 students whose score are below the KKM. The class percentage of posttest 1 shows some students' improvement of the class percentage in the pretest (5.71%). The students' improvement passing the KKM is 33.71% (38.88% - 5.71%). Even though it is still needed more improvement because it could not achieve yet 75% as the target of success Classroom Action Research.

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DISCUSSION
As a whole, the interpretation of the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 are as following:
In the pretest, the mean score of students on writing test before carrying out Classroom Action Research (CAR) is 55.71. It is the students reading score before they use Project- Based Learning. Meanwhile, the class percentage which passes the KKM is 5.71%. It means that that there are only 2 students who are able to pass the KKM (75) and there are 33 students are out of the target. It was very low score of grade VII students of SMP Negeri 1 Ciawigebang.

Furthermore, after implementing PBL for the first time in cycle 1, the mean score in the posttest of cycle 1 is 69.97. It means that there are some students' score improvement from the previous test (pretest), that is 14.26 (69.97 – 55.71) or 25.59%. Meanwhile, the class percentage which passes the KKM in posttest 1 is 40%. It shows improvement, there are 14 students who pass the KKM and there are 25 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% (or at least 27 students) from the class percentage. That is why the writer and the teacher continue to the second cycle.

Next, students were get used to PBL and the score was improved significantly. the mean score in the posttest of second cycle is 79.80. It shows the students' improvement score 9.83 (79.80 – 69.97) from the posttest 1 (69.97) or 42.42% students' improvement in the score percentage from the pretest or 20.28% students' improvement from the pretest1. Meanwhile, the class percentage which passes the KKM is 94.28%. It means there are 30 students whose score pass the KKM and there are 6 students are under the

target of KKM. This class percentage shows some improvements 77.77% from the pretest (5.56%) or posttest 1 (30.56%) in the class percentage. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that is above 75% students could pass the KKM. Automatically, it can be said that implementing Project-Based Learning was success and the cycle was stopped.

The result showed how project work improved writing skill of the students in the Grade VII SMP NEGERI 1 CIAWIGEBANG. It was proved by improving the students' score after implementing PBL method. It also showed that all students were able to re make the narrative text in their area based on the experience and ideas, as reflected in their positive attitude toward project-based learning. They learned a lot of new words. They asserted that they gained and developed their critical thinking skills, such as making a decision, and explaining their viewpoints.

SIMPULAN DAN SARAN

Based on the research conducted in grade VII students of SMP Negeri 1 CIAWIGEBANG in academic year 2020/2021, it can be concluded that the students could improve their writing skill of narrative text through Project Based Learning (PBL). The result of tests, observations, and interviews show that there are some improvements in the students' writing skill. Finally, this research shows a positive result in improving the students' learning process of reading narrative text by using PBL. The mean scores of the students in Cycle I was 69, 97 and 79,80 in Cycle II. Based on the comparison of the mean score in Cycle I and Cycle II, there was an improvement in the students' reading comprehension. It proved that the use of PBL in the teaching and learning process improved the student's writing skill of narrative text.

The findings pointed out that the students had made positive and active engagement in every meeting for doing all the activities in teaching learning process during the implementation of Project based learning approach. Since, having process and product orientation, the implementation Project based learning could engage and encourage students to explore their topics through writing. Consequently, the result revealed that the implementation of Project based learning was significantly success since the average percentage of students' engagement was 94.28%. It was categorized very good criteria. It had fulfilled the second criteria of success in this study.

In accordance to the findings and discussions aforementioned in the previous section, the research- er propounds some suggestions which addressed for following parties. Firstly, it is attended for English teachers who confront similar problems, this strategy can be taken into consideration as one of alternative strategies to overcome the students' problems in writing narrative text or it can be expanded for teaching various types of text such as descriptive text, procedure text, etc. by employing the syntaxes of Project based learning in teaching writing subject.

As for future researchers, it is suggested to use this study as reference to accomplish their research. In addition, it is also suggested to carry out further study which is line with the present study at different grade or different genre of text writing such as re-count, report, procedure text, etc. it is also possible for future researchers to modified similar study on different language skill.

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