



# PROJECT BASED LEARNING MODEL IN TEACHING WRITING DESCRIPTIVE TEXT FOR GRADE SEVEN AT SMPN 8 MEDAN

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p>Received</p> <p>Accepted</p>	<p>This research is about the implementation of Project Based Learning model in teaching writing descriptive text for grade seven at SMP N 8 Medan. The objectives of this research are to investigate the process of implementing the Project Based Learning model in teaching writing descriptive texts for grade seven at SMPN 8 Medan and to explain the teacher's reasons for implementing the Project Based Learning model in teaching writing descriptive texts for grade seven at SMPN 8 Medan. The research design of this research is qualitative research. The research data were taken from observation and interview with an English teacher by using camera recorder and voice recorder. In analyzing the data, researcher used the data reduction, data display, drawing conclusion and verification. The result of this research is that the teacher implemented four of the six steps of Project Based Learning syntax namely: basic questions, design product planning, schedule planning and student activities monitoring. Then the reason why the teacher used Project Based Learning model in teaching writing descriptive texts is because of curriculum demands, specification media and learning materials, understand students and active class atmosphere.</p>
<p><b>Keywords:</b></p> <p><i>Project Based Learning</i></p> <p><i>Teaching Writing</i></p> <p><i>Descriptive Text</i></p>	

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## INTRODUCTION

Project Based Learning is an appropriate learning model to meet students need where students are directly involved in solving assigned problems allowing students to actively build and organize their learning and can make students realistic (Purnama Yudi, 2017). Based on this statement, the researcher conclude that ideally a teacher choose a project-based learning model in teaching writing descriptive text because the project- based learning model is a learning model that produces projects or works and familiarizes students with higher- order thinking skills. Unfortunately, many teachers are still confused in understanding the concept of PJBL learning model to be implemented in English foreign language classroom. They do not understand the real concept of the five components in PJBL learning model. Teachers do not have any idea about the steps in learning syntax and the ways on how to implement the learning model in English language learning. They even do not have the support system and other media or facilities to implement this PJBL learning model in teaching descriptive text writing. It is the real situation happened in the field.

Based on the observation in SMPN 8 Medan when the researcher conducted Pengenalan Lapangan Persekolahan (PLP) program, the preliminary data was gathered that PJBL learning model had been applied as a model in English teaching and learning process of English in recent years following curriculum 13. The researcher conducted preliminary observations at SMPN 8 Medan, from the initial observations. The researcher interviewed one of the English teachers who taught grades VII . In taking the preliminary data, the researcher asked six questions related to the project based learning model in teaching writing.

The interview shows that English teachers did not really understand the concept of Project based Learning model (PJBL). However, they said that they understand it well. In fact, they cannot explain the nature of five process and component in PJBL learning model and cannot successfully implement the syntax, support system, reaction principle management, social system and instructional impacts as well. There were no learning syntax in RPP, learning media, materials and evaluation applied. The researcher also found that teachers did not apply HOTS and 4C in teaching writing using the Project based learning model. Whereas the application of HOTS and 4C is important in Project based learning. According to the teacher, the project based learning model is also less effective because after teaching writing using the Project based learning model students still often don't understand and Implement PJBL so many prepare and take a long time, especially when the teacher asks students to write a text as their project. Meanwhile, when using project-based learning model, students are expected to be able to produce projects that will be evaluated by the teacher.

It can be concluded that the expectations of the theorists are not in accordance to the reality that is existed in the initial observations. The researcher is interested in investigating how far

English teacher has successfully implemented PJBL learning model in teaching descriptive writing. Therefore, this study is conducted to search the answer of above problem and this research entitled "Project Based Learning Model in Teaching Writing Descriptive Text for Grade seven at SMP N 8 Medan".

## **METHOD**

This research was used descriptive qualitative as the research design. . The researcher believe that descriptive qualitative method is appropriate to achieve the aims of this study. researchers will observe and collect data through observation and interviews in class.

This research was conducted at SMP N 8 Medan which is located at Jl. Turi No96 Medan, Sudi Rejo I, Kec. Medan Kota. The participants in this study is an English teacher and 27 students in grade VII at the SMP N 8 Medan in the 2022/2023 academic year.

The Instruments of data collection are tools used to gather information in the research. In this research, the instruments of collecting data were used The camera recorder to record the teaching learning process with Project Based Learning model. The recording aim to make the researcher can identify the teachers steps in teaching writing. The voice recorder to record the interview conversation with the English teacher and the tool which was used to record the conversation is a smartphone and The interview sheet to write the answer of the English teacher to get the data about the reason why teacher implement Project Based Learning in teaching writing descriptive text for grade 8 at SMP N 8 Medan.

The data of this research were collected by using direct observation and interview. In this study the researcher observed whole the activities of teaching and learning process between teacher and students that occurs in the classroom directly. the interviewer is the researcher and the interviewee is one English teacher who use a Project Based Learning model in teaching writing. The questions in the interview contain project-based learning components in teaching writing and the reason of English teacher using Project Based Learning. Interviews will record and transcript by the researcher to make the data more valid.

Techniques of Analyzing Data According to Miles and Hubberman (1994:10) there are three activities to analyze data in descriptive qualitative research. Covering data reduction, data display, and conclusions drawing..the first step researchers can reduce the amount of data. The second step is data display. A display is an organized and compressed collection of information that enables inference and action (Miles and Huberman, 1994). In this step the researcher presents data information from the results of observations, interviews and files notes in a structure manner.

After displaying the data, a conclusion is drawn. The last step is drawing conclusions, Miles & Huberman (1994:11) stated that conclusions in qualitative research may or may not be able to answer the problem because it is temporary. However, the authors verify and re- check the data to provide valid evidence to bring the research conclusions. In this study, the authors conclude based on the research problem.

## **FINDINGS**

In the process of analyzing the data to obtain the results of observations and interviews, the researcher took several steps. The first step begins with video recordings of observations and audio recordings of interviews. then, audio are transcribed. The next step, the researcher reads and looks at all the data and retrieves the required data. then, the researcher classifies all the data.

To simplify the data analysis process, a different coding system was created for each data source to be displayed on the researcher's data display. The Implementation of Project- based Learning in Teaching Writing Descriptive Text for Grade Seven at SMP N 8 Medan

In this part, the researcher described the result of the observation done about the implementation of Project Based Learning model in teaching writing descriptive . The researcher did the observation for two days. The first was conducted on 26 January 2023. The second was on 30 January 2023. The time allocated was 2x30 minutes for each meeting. Teacher Lesson Plan Descriptive Text Based on Project Based Learning Model Lesson plan is a learning implementation plan that is prepared to contain learning goals and objectives that include cognitive, affective, and psychomotor aspects which will later be outlined in the teaching and learning process. The following is the process of class VII lesson plan activities on the topic of descriptive text using the Project Based Learning model created by the English teacher.

Based on the results of the analysis descriptive text lesson plan using the Project Based Learning Model made by the English teacher above, it can be seen that the teacher uses the Project Based Learning Model in teaching descriptive text. this can be seen from the learning topics and achievement indicators made by the teacher. then, from the learning activities made by the teacher. the researcher also saw that the teacher used the Project Based Learning model syntax. in the activity

"Guru merumuskan pertanyaan mengenai Descriptive text melalui pelajaran minggu lalu (The teacher formulates questions about Descriptive text through last week's lesson)" is the first syntax, namely basic question. In the activity "Guru mendiskusikan desain proyek yang akan dibuat siswa , berupa teks dalam bentuk klipping dan video (The teacher discusses the project designs that students will make, in the form of text in the form of clippings and videos) " this activity is the second syntax, namely planning product design. In the activity " Guru menentukan waktu pembuatan proyek (The teacher determines the time of making the project )" is the third syntax, namely making a schedule. In the activity "Guru mengarahkan siswa untuk mengerjakan proyek di luar kelas dan guru memonitor siswa" is the fourth syntax, namely monitoring. In the activity "Siswa mengumpulkan proyek dan setiap kelompok mempresentasikan hasil proyeknya didepan kelas (Students collect projects and each group presents the results of their projects in front of the class)" is the fifth syntax, namely test the result. The last syntax, namely Evaluation, is seen in the activity "Guru memberi evaluasi terhadap hasil proyek siswa dan kelompok lain menanggapi hasil presentasi kelompok (The teacher evaluates the results of student projects and other groups respond to the results of group presentations )"

In the lesson plan, the teacher makes all the syntax for learning activities but in the implementation process the teacher only implements four steps in project based learning syntax. Syntax of Project Based Learning Model The project based learning model has six syntaxes namely Basic questions, Design Product Planning, making schedules, monitoring, test the results and evaluation. In this research, teacher implemented Project Based Learning Model in teaching writing descriptive text.

#### *Basic Question*

In the basic question section, the teacher prepares questions or assignments project. This stage is the first step so that students observe more deeply to questions that arise from existing phenomena and the following is a display of the observation results for the first syntax: Here is an example of a teacher directions for the step basic question :

T : Last week we learned about adjectives, so based on last week's lesson what are the functions of adjectives? (Minggu lalu kita sudah belajar tentang adjective , jadi apa guna dari adjective ? )

S: To describe an object (untuk mendeskripsikan suatu object)

T: So true , the function of an adjective is to describe an object .So what are the objects? (Jadi benar , the function dari sebuah adjective adalah untuk mendeskripsikan sebuah objek. Jadi objeknya ada apa saja ?)

S : People , animal and thing (Orang , hewan dan benda )

T : So my question , make a sentence to describe this (holding yellow bottle) ) (Jadi pertanyaan saya , buatlah sebuah kalimat untuk mendeskripsikan ini (memegang botol kuning) )

S : Yellow , the bottle is yellow ( Botol itu warna kuning )

T : So it's true what he said, according to the formula, there is a subject, there is a to be and the adjective. Today we will observe outside the classroom and your task in the group is to take pictures of the objects that you want to observe later, they can be objects, people and animals. (Jadi benar yang dia bilang , sesuai dengan rumus ada subject ada to be kemudian masukkan kata sifatnya. Hari ini kita akan mengobservasi di luar kelas dan tugas kalian dalam kelompok adalah mengambil gambar objek yang mau kalian observasi nantinya, boleh benda , orang dan hewan.)

In this stage, the teacher reminds last week's lesson and relates it to the current lesson. the teacher makes questions about the characteristic and adjective of an object, namely a drinking bottle After student answer the question of teacher, then the teacher explains that it is a way of describing objects, animals and people, namely by mentioning the characteristics of the objects, animals and people to be described and students answer the teacher's question by mentioning the characteristic and adjective of the object which is a description of the bottle or object held by the teacher.

### *Design Product Planning*

Here is an example of a teacher directions for design the product planning step:

T : Make a note of what the tasks are, the first to take a picture, and the objects that can be taken are people, animals and objects that show adjective. Then after taking a picture and then making a sentence. The product results are free to be in the form of videos and clippings. I will explain the clipping form. on your paper, make the photo you made and make the sentence. For example, take a photo of Demian and make the sentence Demian is fat. If you want to make a video by combining photos then make the text or fill in the sound using your own voice. The objects taken are 10 and may be crushed first. (catat ya tugasnya ngapain aja , yang pertama mengambil gambar, dan object yang kelen ambil itu orang , hewan dan benda yang menunjukkan adjective. Kemudian setelah mengambil gambar lalu kelen buat kalimatnya. Hasil produknya bebas boleh dalam bentuk video dan klipping. Saya jelaskan yang bentuk klipping . di kertas kalian buat foto yang kalian buat dan buat kalimatnya. Contohnya foto demian dan buat kalimatnya demian is fat. Kalau mau membuat video dengan cara menggabungkan foto kemudian buat teksnya atau isi suara menggunakan suara kamu sendiri. Objek yang diambil itu 10 dan boleh dirembukkan dulu.)

In this stage, the teacher directs students to design the project that students will make. The teacher gives directions for project design by taking pictures of objects, animals and people using smartphone in the school environment and explaining how to make descriptive sentences of things, animals and people. the teacher gave the students the option to choose a project design that the students would make in the form of clipping and video descriptions of the objects the

students photographed. At this stage students listen to directions from the teacher and start discussing with their groups to choose which objects to describe.

### *Making Schedule*

Examples of instructions used by the teacher in learning in the schedullemaking step are as follows :

T : So we will carry out this task for two weeks, i mean two meetings. This Thursday and collect on monday. (Jadi tugas ini akan kita laksanakan selama dua minggu, maksudnya dua pertemuan. Hari kamis ini dan hari senin nanti laporannya. )

In this stage, the teacher explain the stage or step of making process and Students listen to the teacher's explanation.

### *Monitoring*

Here is the following display of the observation results for the monitoring step :

T : how many photos of the object did your group get? (kelompok kalian sudah dapat berapa foto object ?)

S : students Count the number of photos and show it to the teacher (Menghitung Jumlah foto dan menunjukkan pada guru)

T : it means you just have to discuss and make sentences (Berarti kalian tinggal diskusi dan buat kalimatnya)

S : Ma'am, we still lack the object (Ma'am kami masih kurang objeknya)

T : group that less object, you can take my photo as object (kelompok yang objeknya kurang, Kalian boleh foto saya sebagai objeknya)

T : group who haven't got the object, tomorrow look for the photo, bring the cellphone to school to take a photo of the object. For groups that have finished photographing objects, you can discuss the project using clippings or videos. (kelompok yang belum dapat objeknya cari fotonya besok , bawa handphoneyake sekolah untuk memfoto objeknya. Untuk grup yang sudah selesai memfoto objek , kalian bisa berdiskusi tentang projeknya boleh pakai klipping ataupun video.)

In this stage, teacher and students are outside the classroom. the teacher monitors the students while taking pictures in the school environment. In this stage the teacher also help student to choose objects that can be described. The teacher also helped some students who had difficulty in taking pictures Students at this stage take pictures of surrounding things, animals and people to describe. then, students make notes of descriptive sentences from the pictures taken to be used as project in the form of clippings and video descriptions.

### *Reaction Principles*

The picture explains how the English teacher gives an explanation to students about the project to be made and the teacher moves to the middle of the class so that all students can hear the teacher's explanation clearly. here the teacher also responds to several students who ask about the process of making the project to be made. Then at the end of the lesson the teacher also gives appreciation to a group of students who have collected pictures for a project that will be made according to the teacher's request.

### *System Social*

The social system is the interaction between the teacher and students during the learning process. In the picture it can be seen that during the process of making the project the teacher maintains

communication with students by guiding and facilitating students either by answering questions or directing students to take any pictures that can be taken to be described as a project. here students also makesocial interactions with fellow students, for example each group of students discusses each other and works together to make projects.

*Support System*

In the process of making projects students use smartphone, book and pen as a tool.

*Instructional Impact*

In teaching writing Descriptive text using the Project Based Learning model applied by the English teacher, student learning outcomes are in the form of clippings containing pictures and descriptive text and video containing pictures and sounds describing objects from students.

*The Teacher's Reasons For Implementing Project Based Learning*

In this section the researcher describes the results of interviews about the reasons teachers use the Project Based Learning model in learning. the interview was conducted on January 30, 2023 in the teacher's

room for 10 minutes. There are 15 questions for the teacher interview and the results are in the form of a transcript in the table.

*Curriculum Demand and Teaching Guidance*

**Table 4.5 Data Display of Curriculum Demand Reason**

Interview Question	Interview Answer
Does you as a teacher use the learning model required in the Indonesian education curriculum in teaching?	Yes , I use the learning model based on education curriculum
In Indonesian curriculum, especially curriculum 13, there are several recommended learning models, one of which is PJBL, do you as a teacher always use the PJBL model in teaching writing and why you choose to use PJBL ?	I not always use Project Based Learning model, I just use the project based learning model when there are subject topics that are suitable for making projects such as writing greeting cards, writing descriptions, writing stories or making pictures or other projects

According to the teacher, is the project-based learning model used in Curriculum 13 effective for teaching writing, especially writing descriptive texts? if its effective or not effective, can you explain the reason?	Actually using the Project Based Learning model is effective for learning to write because it makes projects in the form of writing but for me, I can't say it's effective or not because some of my students in several classes even though they use project based learning they are still lacking in writing.
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**Table 4.6 Data Display of Teaching Guidance Reason**

How do teachers use the project based learning model as a guide in teaching writing?	the teacher use Project Based Learning model to teach writing by guiding students to make projects in the form of writing made by students in groups and because teaching by use Project Based Learning has steps, so we as teachers also have to follow the steps
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Based on the dialogue on Table 4.5. and table 4.6, it can be seen that the teacher's reason for using Project Based Learning in teaching is in accordance with the guidance theory used by the researcher. teacher implement PJBL because of curriculum demands, PJBL also becomes teacher guidance in teaching, then teachers use PJBL to make it easier for teachers to make learning materials and easier to understand students because teachers see individually the skills and ability from the student directly.

*Spesification Learning Material and Media*

Based on the interview based on table 4.7. it can be seen that by using the project based learning model, the teacher becomes more specific in making learning media and materials. teacher look for media references and learning materials that can be implemented. based on this opinion it can be concluded that the specification of learning media and materials can be used as a reason for using Project Based Learning as a learning model.

**Table 4.7 Data Display Of Specification Learning Materials And Media reason**

<b>Interview Question</b>	<b>Interview Answer</b>
In your opinion, as a teacher, do you agree with the use of the Project Based Learning model to make it specific for teachers to determine teaching materials and media that teachers will use when teaching?	Yes, I agree because by using Project Based Learning model, I must focus look for references about what projects students can I make to teach the students and I also get new lessons about how to make



	lessons enjoy and easy to understand.
how to determine the teaching material and media that will be used by the teacher when teaching writing using the Project Based Learning model	The material we usually determine by student books because in student books there are topics in the chapter that are determined to be studied, but for media and projects, I usually only look at references from Google or YouTube to see what project will be made with my student.

The results of the interview in table 4.7 show that the teacher understands his students individually

both in terms of their personality and abilities. teacher can understand students when using the Project Based Learning model by directly observing their students both during group learning and the learning outcomes of each student. this is in accordance with the reasons in theory which states that teacher use project based learning models because it makes it easier for teachers to understand their students.

*Understand Students Reason*

**Table 4.8 Data Display Of Understand Students Reason**

<b>Interview Question</b>	<b>Interview Answer</b>
In your opinion, as a teacher, do you agree with the use of the Project Based Learning model that teachers can understand students individually such as their personality and abilities?	Yes , I agree because in Project Based Learning usually learns in groups, so we as teacher can see our individual students directly

How does the teacher understand each student's different personality?	Usually I understand the personality of students by attention to them one by one, how they interact with friends and how they interact with the teacher while at school but actually we will indirectly understand the personality of our Students
How do you as a teacher know each of your students' different abilities?	I usually see from their activeness in class because active students usually have the ability but there are also some students who are less active not because they are not able but because of other things. so i also see from the results of their project

The results of the interview on table 4.8. that the teacher understands his students individually both in terms of their personality and abilities. teacher can understand students when using the Project Based Learning model by directly observing their students both during group learning and the learning outcomes of each student. this is in accordance with the reasons in theory which states that teacher use project based learning models because it makes it easier for teachers to understand their students.

#### Active Class Atmosphere Reason

Based on the results of the interview, it can be seen that the class taught by the teacher has an active atmosphere . The teacher stated that this happened because the teacher made learning in groups and studied outside. Project based learning directs teachers to make students study in groups so that students can learn while discussing with their group mates which makes learning easier and more enjoyable.

## DISCUSSION

The teacher teaches writing descriptive texts in class by implementing project-based learning using four stages, Basic questions, Design Product Planning, Making Schedule and Monitoring. This is in line with research by Salsabila (2020) which states that there are several stages of PBL implementation, namely Basic questions, Design Product Planning, Making Schedule, Monitoring, Test the Results, and Evaluation. However, based on finding, of the six syntaxes the teacher only implemented four stages. In the first stage, the teacher gave basic questions to students related to descriptive text material and students answered the teacher's questions about material related to descriptive text. In the second stage, the teacher gives a choice of two project designs to be made by students and at this stage students discuss with their groups to choose the project design to be made. The third stage, the teacher explains the steps for making a project and in the fourth step, students carry out project work outside the classroom and the teacher monitors students in the process of working on the project.

Then, based on the results of interviews conducted with teachers about the reasons for using the Project Based Learning Model, it shows that students find it fun and interested in learning because students are made in groups so they can discuss and work together in working

on projects . herethe teacher also invites students to work on projects outside the classroom so that students are more happy and interested in learning because they can explore outside the classroom. The results of this study are in line with research from Argawati and Suryani, L. (2020) which states that Project-Based Learning increases students' motivation and desire to learn.

## CONCLUSION

The teacher used the five components of the Project Based Learning model namely, Syntax in learning, principle reaction, social system, support system and instructional impact. However, the teacher's learning syntax only uses four of the six syntax steps, namely Basic questions, Design Product Planning, Making Schedule, Monitoring. The teacher does not use the Test the result and evaluation step. The teacher only collects the results of student projects without conducting test the results and project evaluations.

The teacher reason accordance with the guidance theory used by the researcher. teachers implement PJBL because of curriculum demands, PJBL also becomes teacher guidance in teaching, then teachers use PJBL to make it easier for teachers to make learning materials and easier to understand students because teachers see first-hand the skills and ability to socialize their students. The use of PJBL also makes the class active because students study in groups and the teacher brings students to study outside the classroom so that learning becomes interesting and fun.

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