

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some theories related to writing, PjBL, and recount text to support the topic of the study. It covers writing, project based learning, scrapbook, recount text, and previous study.

#### **A. Writing**

##### **1. Definition of Writing**

Writing can not be separated from human being. Most people did a writing in their daily activity. Some people said that writing is communication through a paper and a pen. Actually, writing in foreign language is not only in paper but also writing in internet, book, magazine, and others. Through writing we can do a lot of things, we can express our ideas and opinions, we can explain something to the reader, we can get many informations, we can still communicate even it is in long distance, we can dispence our hobby like write a short story, novel, or science, and many others. We can not imagine if this world without writing. In short, writing has very significant role in our live.

Writing is also has important role in the educational context. Writing is one of four skills (listening, speaking, reading, and writing) that students must learn. Writing has always appeared in the syllabus of teaching English. In educational field, writing is evidence of successful learning because there are feedbacks from the understanding of learning where writing result can be analyzed directly (Richards, 1990:100). Horwitz (2008:136) adds “writing is

essential when the second language is needed for academic or professional purposes”. In addition, Raimes (1983:3) stated that writing could help students learn because it increased the material that have been taught such as grammar, vocabulary, structure, and bring the students to express their idea. However, the students still need a guided from the teacher as facilitator to develop their writing skill and create a good written.

Moreover, Nunan (2003:88) states that writing is process of thinking to find ideas, thinking how to write a good written, how to express feelings into writing, and how to arranging the ideas become sentence and paragraph clearly. According to Brown (2001:337) writing is a process of thinking in which the written language is the result from writers figure out and what they thoughts. It means that sometimes process of thinking takes a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Furthermore, Harmer (2004:86) states that, “Writing is a process that we write is often heavily influenced by the constraints of genres and then these elements have to be presented in learning activities. Students who are writing within a certain genre consider a number of different factors; such as they have to knowledge of the topic, the convention and style of genre, and the context in which their writing will be read, and by them”. From Harmer we know that writing is one of important components which have learned by students in the learning English.

Based on all definitions above, it can be concluded that writing is a process to express peoples' thoughts and ideas to others in written form. It can be information, opinion, benefit, feeling, argument, explanation, and theories. In addition, writing is not only write a text but also a way to communicate with others. Writing is an act communication between writer and reader via text. Writing is also hold important role in education, that's why students are able to master in writing skill.

## **2. Writing Process**

Writing ability needs process. Writing is never one-step action, it is a process that has several steps (Oshima and Hogue, 2007:15). When we write something in the first time, we already think what we are going to talk about, how to say, and have finished writing. Then we read towards what we have written, also make changes and corrections. We revise and write frequently, we do it until we feel satisfied. Brown and Hood (1989:6) states that the writing process depends on:

- a. Who you are writing to or for, it refers to reader.
- b. Why you are writing, it refers to the purpose.
- c. What you are writing about, it refers to the content.
- d. Where you are, how much time you have, how you feel, etc. it refers to the situation.

Harmer (2004: 4) argues that the process of writing consist of 4 steps, they are (a) planning, (b) drafting, (c) editing (reflecting and revising), and (d) final version. The explanation as follows:

a. Planning

Before starting to write, the writers try to classify what they are going to convey and decide what they are going to say. It means that before start to write, the writer have to know what they want to write. The writer also must be has a plan about the ideas and the purpose of their writing.

b. Drafting

The process of drafting is the first version of a piece of writing. The writers organize his ideas which on their mind before, then it will be amended later. As the writing process proceeds into editing, a number of drafting may be produced on the way to the final version. So, it can help the writer in writing because the writer can imagine and make design about what they want to write.

c. Editing (reflecting and revising)

When the writer is editing their draft, usually they read their works for checking the piece of error. Reflecting and revising will help the editors to give comment and suggestion. It will help the writer to make appropriate revisions.

d. Final Version

This is the final activity in the writing process. The writer reworking the written drafts and polish them for publication. So, the writer is ready to send the written text to its intended audience.

## **B. Teaching Writing**

Writing is an important skill in part of language. It is a skill which must be taught and practiced. That is why, teaching writing is very important in the English Education class. Teaching writing is the activity to increase the students' learning of grammar and vocabulary (Harmer, 2004:31-34). Teaching writing also helps the students' ability in developing ideas become sentences and paragraphs. Teaching writing to students is significant because it can reinforce students' language acquisition, support students' language and learning development, and help students to master the basic skills of language (Harmer, 1998:79). From statement above, it can be inferred that teaching writing teaches the students how to write well and effectively.

In order to achieve the goals of teaching and learning process, the teacher should concern some principles for teaching writing. According to Sokolik in Nunan (2003: 92-94), there are four principles for teaching writing, they are:

- a. Understand the students' reason for writing
- b. Provide many opportunities for students to write
- c. Make feedback helpful and meaningful
- d. Clarify for yourself, and for your students, how their writing will be evaluated.

Moreover, to be success in teaching writing, the teacher should be had different technique to explain their material. To teach writing, teachers do not simply come into the class, explain the material and then involve the students into writing practices. It is important for English teacher to understand not only the

way in teaching writing, but also how to motivate the students in writing. Teacher also needs to develop the material which they deliver and using media to facilitate teaching learning activities. An appropriate method also is very important tool for helping students to write better.

### **1. Teaching Recount Text Using Project Based Learning**

English for tenth grade in senior high school are expected to be able write some texts. One of them is recount text. When the students write a recount text, they have to remember what happened and what they have been done in the past. Here, the teacher could give interesting things to support the students' activity in writing recount text.

In this case, project based learning can be used as interesting method to teach recount text. Blumenfeld et al (1991:371) states project can serve to build bridges between phenomena in the classroom and real life experience. Recount text is one of text types which is suitable with PjBL because it engages students with the ability to share real life experiences in the past. That's why recount text related with writing project.

Project based learning provides many opportunities for students to write. Chikita et al (2013) argue that through PjBL, learners are given opportunity to express their idea and develop it by producing a product. It means that teachers need to give students opportunities to construct their own knowledge and practice their skill by offering students meaningful ways to represent their learning. Students are expected to create a real thing that is based on the teaching material. With project-based learning, students are encouraged to explore their own

interests and to make connection to the world beyond the school (Chikita et al, 2013). It is also supported by Solomon in Larasati (2015:26) that says project based learning focuses on learning through integrated activities in real world situations. For example, teacher provides students with certain topic or phenomena that happen in their real life, and then they may investigate what experiences or events they had or did in the past and create writing recount text through the project.

In conclusion, project based learning is suitable to teach recount text. It brings the students to engage a real life phenomenon in doing the project. Project based learning are adaptable to different types of learners and learning situations.

## **2. Approaches to Teaching Writing**

### **a. Product Approach**

The teaching of writing for many years concerns more on the writing product than the writing process, in which this is called as product approach (Harmer, 2004:11). Product approach concerns on the result or the final product of students' writing, the coherent, and the error-free text. As cited from Brown (2001:335), a half century ago, the teaching of writing is emphasized on the final product, such as the essay, the report, the story, and what the product should be like. It means that product approach focuses on how students' final writing looks like.

In this approach, the teaching writing is often contiguous with a good text organization, a sufficient content, an appropriate vocabulary usage, accurate grammar and correct mechanics. It is supported by Pincas

(1982) in Badger and White (2000:153) that argue in product approach has more focus on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, syntax, and cohesive devices. When the students learn writing, it is possible to them to ask what tenses and vocabulary that they used, and how they constructed them.

According to Brown (2004:335) there are some characteristics of product oriented approach. They are; every composition must 1) meet certain standards of English rhetorical style, 2) use accurate grammar and 3) be organized based on the convention to make the audience find it easy to understand the text.

In conclusion, the product approach mostly focuses on students' final products of writing. Familiarization, controlled writing, guided writing, and free writing are some stages used in this approach.

#### b. Process Approach

During the early 19080s, an important shift from the product approach to the process approach occurred (Namshi, 2014:41). Since the final writing is the ultimate goal, however, the teacher needs to pay attention more on the writing process as students will not only concern about what text they can produce but also how to construct a writing text. That's why process approach also important to build students' knowledge.

Process approach concerns more on the process of making the text. It means the process of how the students develop ideas and formulate them into writing. Namshi (2014: 41) states there are some steps of the act of



writing, they are; setting goals, generating ideas, organising information, selecting appropriate language, drafting, revising, writing, editing, and publishing. He adds the objective of the process approach is to make the student aware of, and gain control over, the cognitive strategies involved in writing.

There are some characteristics in process approach based on Shih in Brown (2001:335) as follows:

1. Focus on the process of writing that leads to the final written products.
2. Help students to understand their own composing process.
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
4. Give students time to write and rewrite.
5. Let students discover what they want to say as they write.
6. Give students feedback during the composing process and on the final product

In conclusion, process approach is a an instructions which emphasizes in how the students' effort to compose their writing. Process approach gives student opportunities to discuss, review, reorganise and revise their writing, also leading them to the final writing.

#### c. Genre Approach

Since 1980s, the genre approach to teaching writing has taken place under different forms in different parts of the world and mostly

teachers have been concerned with the use of the genre approach in ESL classes (Namshi, 2014:44). Genre can be defined as abstract, socially recognized ways of using language for particular purposes (Hyland, 2003:18). According to Harmer (2007:113) a genre is a type of writing which members of a discourse community would instantly recognise for what it was. In line with this, Namshi (2014:44) also states that the genre approach to teaching writing is mainly concerned on teaching particular genres that students need control in order to succeed in particular situations. It means genre based approach focuses on the certain goals and intentions, certain relationship to the readers and certain information to convey, and the forms of a text are resources used to accomplish these. The objective of adopting genre approach is to enable students to use appropriate registers which are important for them (Namshi, 2014: 45). Genre was classified into some types of written text. For example, description, recount, procedure, report, exposition, narrative, and so on. In this research, the writer decided to choose recount text as genre of writing.

In conclusion, genre approach emphasizes on particular cultural and social context in writing. It is important for writing teachers to connect them in order to help students understand how and why linguistics conventions are used. Particular genre is used to fulfil the social functions in contexts. Then, social and cultural context cannot be separated from language. So, the students are lead to produce a content of text in a certain text type.

### **C. Project Based Learning (PjBL)**

As far as the researcher concerned, Project-based learning is abbreviated as PjBL. But, sometimes many people abbreviate project based learning as PBL. In fact, in the context of English teaching and learning, PBL can refer to project-based learning or problem based learning. However, in this research only refers to project based learning. The basic concept of PjBL was occurred in the early 1990s, as John Dewey popularized “learning by doing”. He believes that learning process will take place if students are actively involved in exploring, negotiating, interpreting and creating. That’s why PjBL has been widely adopted to teach different subjects in school and educational institutions around the world.

#### **1. Definition of Project Based Learning**

Project based learning is an approach that allow students to develop their creative and innovative thinking in learning language by their knowledge and interest. As Bell (2010:39) says, project based learning is a success innovative approach to learning that teaches a multitude of strategies for success in the twenty-first century. Based on Klein, et al, (2009:17) project based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. It can be concluded that project based learning (PjBL) is a learning model, approach, or strategy that foster learners to create something new and more challenging in learning and teaching process.

Project based learning has a final product, performance, or presentation as real-project in solving the problem. Thomas (2000:1) states “Project based

learning is a model that organizes learning around projects. It is based on challenging questions or problems, that involve students in design, problem solving, decision making, or investigate activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations". From this explanation can be seen clearly that project based learning puts students in active role problem solver, a decision maker, and investigator.

Project based learning ask students to be active participant in making project because the student as center of knowledge and the teacher as facilitator. Blumenfeld (1991: 369) states project based learning is a comprehensive approach to classroom teaching and learning that is deigned to engage students in investigation of authentic problems. In the project based learning, the most important is students learn in the process of making something, that means process of constructing their new ideas, creating their own project, and developing their creativity. In conclusion, through all the process students could share their ideas, critical thinking, and expertise to solve the problem that given.

Project based learning is process of learning where students are responsible in their own learning (Solomon, 2003:10). Student could work together or individual to accomplish the project. Stoller in Larasati (2015) adds that project work is part of cooperative learning. It allows students to work in their own, small, group, or in a whole class. Based on definitions above, it can be inferred that project based learning give student opportunities to construct their knowledge and practice their skill through work individually or collaboratively.

## 2. Characteristics of Project Based Learning

According to Solomon et al as cited in Pratomo (2010:23) project based learning have some characteristics as follows:

a. A student-centered teaching learning process

Project based learning focuses on students to be an active learner. Therefore, the teacher becomes a facilitator rather than a controller. It makes students have opportunities to discover the solution through given project using their skills and knowledge.

b. Developing students' self-motivation

Project based learning is designed to be contextual, interactive and fun. It involves topics that are relevant to their daily life. PjBL also gives an alternative teaching writing which different from usual. It makes more comfortable and challenging atmosphere of the writing class. Further, students can share ideas with peers in the group work and group discussion; it can be enhancing their motivation.

c. Creativity

Students as creators' creativity must be creating something to develop their artistic skills such as drawing, designing and decorating. Various media and discussions with group also enrich their ideas and stimulate their creativity in writing. Moreover, they are urged to create the end product more creatively in order to compete with others in the context competition among students.

d. A collaborative learning environment

When students work in a group collaboratively, it makes them communicate and cooperate each other. It also enhances positive relationship among students.

e. Providing frequent feedback

When students develop the project collaboratively, it makes them share ideas, opinions and suggestions among member of group. It encourages them to speak and listen to others. Moreover, the teacher is responsible to give corrections, feedback, and suggestions with their project.

f. Guidance and scaffolding

For beginners, guidance and scaffolding in developing project will be needed. It can be in forms of student-teacher interactions, tasks, peer feedback, guiding questions and so on.

g. Employing technology and multiple learning sources

h. Contextualizing language knowledge and skills to real life situations

i. Integrating language skills and interdisciplinary learning

j. Ending in accomplishing an end product which can be shared with others.

### **3. The Benefits of Project Based Learning**

There are many benefits of Project based learning in teaching English as Foreign language as follows (Fragoulis, 2009:113):

a. PjBL gives contextual and meaningful learning for students

- b. PjBL can make students actively engage in project learning
- c. PjBL enhances the students' interest, motivation, engagement, and enjoyment
- d. PjBL promotes social learning that an enhance collaborative skills
- e. PjBL can give an optimal opportunity to improve students' language skill

#### **4. The Advantages and Disadvantages of Project Based Learning**

There are some advantages and disadvantages of project based learning based on Kementerian Pendidikan dan Kebudayaan (2014: 32). They are:

##### a. Advantages

- 1) It improves students learning motivation, encourages the students to perform essential job and encourages their self-esteem.
- 2) It increases problem solving skill.
- 3) It creates active learning class.
- 4) It fosters collaborative learning.
- 5) It stimulates students to learn, to develop and to practice the communicative skills.
- 6) It gives students team management experiences.
- 7) It drives students in learning authenticity.
- 8) It makes fun learning.

##### b. Disadvantages

- 1) It spent a lot of time in solving problem.
- 2) It costs much in making the project.

- 3) Some teachers stay in comfort zone where traditional approach is believed as the best in the classroom.
- 4) Some learners doing nothing.
- 5) Group working at different speeds.
- 6) Learners fail to see the value of project-work.

### **5. Teaching Steps in Project Based Learning**

Project based learning has a procedure to follow in order to help the teacher to develop the project as well as to guide students with the project that they take. The procedure consists of the phases on how to implement project based learning process in the classroom. There are different steps in developing the project based learning which are proposed by the researchers, education practitioners and higher institutions, such as Stoller (2012), Fragoulis (2009), and others. Nevertheless, the steps of project development proposed by The George Lucas Educational Foundation in Pratomio (2010:26) seem to be the most effective and appropriate procedure. Therefore, the researcher decided to employ this procedure in conducting her research. The procedures are explained as follows:

- a. Start with essential question

The teacher starts the teaching and learning process by giving students essential questions. The questions must be in relevant to the goals that the students must achieve during the project. The questions also must in relation to the knowledge that the students construct and the topic must fit to their proficiency level. It ought to be related with students' daily life.



b. Design a plan for the project

The design of the plan contains the explanations of the rules of project development, the activities leading to the project accomplishment, the selection of the materials and tools needed for the project. The teacher gives students chance to participate by sharing their ideas on the project in order to make the project meet with the students' interest, capability, and expectation.

c. Create a schedule

In this phase, the teacher and the students discuss about the deadline of the end product must submit. It also includes the time allocation in doing the project.

d. Monitor the students and the progress of the project

It is the most important stage in which the project development takes place. It is important since the success of the project accomplishment is determined by how well the students develop the project. At this stage, the teacher is required to play the role as monitor. The teacher is responsible to facilitate the learning process, guide students during the process, help students if they face difficulties and ensure that the students is involved in the project.

e. Assess the outcome

The teacher asks students to submit their project, it is scrapbook. The teacher collects and checks students' project. The teacher also related students' progress with the teacher instruction. Assessing the

outcome allows the teacher to evaluate the students' achievement and the quality of teaching-learning process.

f. Evaluate the experiences

In this last stage, the teacher and the students reflect on the activities and the project they have done. Allow for individual reflection, such as journaling, as well as group reflection and discussion (for example, validate what students have learned and makes suggestions for improvements).

#### **D. Scrapbook and Its Application**

Scrapbook is one of media which can be used in writing. Scrapbook is known as a book that full of pictures, words, and articles. Scrapbook meant we could include examples of advertisement, magazines, newspaper articles, and so on (Brag and Buckingham, 2008:4). Furthermore, according to Bader (2005:4) scrapbooking is meaningful manner relating to pasting newspaper clippings, magazine articles, photos (usually personal), and other memorabilia into custom-decorated albums, or scrapbooks. From the statements above, it can be inferred that the students can use many tools and sources to make and decorate the scrapbook project.

The writer decided to choose scrapbook as her project because scrapbook related with the characteristics of project based learning. As Achim et al. (1998:5) says about main characteristics of project work, they are:

1. Learner-centeredness. By taking decisions and working together on the project, the students take responsibility for their own learning.
2. Personality. The end product is joint result of both individual and collaborative effort and therefore bears the mark of one person as an individual and as a member of a group.
3. Creativity. Students put a lot of imagination and original thinking into carrying out the task.
4. Adaptability. Project work fits all ages and levels of knowledge

Scrapbook gives a great opportunity for students to apply their own interests and abilities to their learning processes. According to Brag and Buckingham (2008:4) scrapbook potentially allowed students to play with ideas, express pleasures in the media as well as to critique them, to produce both a record and reflection, thus bringing their voices into the project in more diverse ways. Moreover, Bader (2005:12) says scrapbook allows students to visually display their thoughts and feelings in a meaningful manner. It means scrapbook really give students an opportunity to think outside of the box and apply different method unusually. In short, the students will learn more effectively through their own interest and knowledge, rather than from instruction or textbooks.

In this research, scrapbook applied in writing recount text. It has relationship both of them since recount text retell past events or experiences. As Phillips (2007:4) says scrapbook will increase students' understanding of concepts in a more creative visual way by relating them to their own interests and experiences, resulting in a greater desire and excitement to learn. By using

scrapbook as the project, students can develop their writing skill and organize something creatively. Furthermore, the applications of scrapbook in writing recount text as follow:

1. Students deal with the topic of recount text.
2. Then, they asked to write a recount text based on their experience or event in the past.
3. After that, the students put their story on scrapbook. They also can add some pictures, stickers, drawing etc.
4. The students freely design and decorate the scrapbook based on their interest. They can apply their ideas creatively.

So, the student does not do something monotone but it is much more fun and interesting than conventional pencil and paper tests. Scrapbook creates students' creativity in making the product and it can trigger students to make their writing more interesting. It also enhances students' motivation because they do not face boredom during teaching and learning process.

## **E. Recount Text**

### **1. Definition of Recount Text**

Recount text are texts that tell something in the past. Recount tells a series of events that happened one after the others. Recount text is written out to make a report about an experience of a series of related event (Knapp, 2005: 224). Recount text has social function. The social function of recount text is to tell an event, to entertain or to inform the readers. As Hyland (2003: 20) says the purpose of recount text is to retell event in original sequences by reconstructing

past experiences. According to Anderson (1998:24), “recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred”. Moreover, Jagannathan (2010:15) adds that “recount is used to retell events for the purpose of informing or entertaining. Since its main purpose is to retelling events, it uses past tense and focuses on specific participant”.

Based on the statements above, it can be concluded that recount text is a text which tell about story, experience, activity, and events about what happened in the past. The purpose of recount text is to inform or entertain the reader.

## **2. The Generic Structures of Recount Text**

According to Hyland (2009: 87), the generic structure of recount text as explain below:

- a. An orientation, tells who was involved, what happened, where the events took place, and when it happened. It means it talks about the background information of the text.
- b. A record of events, tell what happened and in what sequence. Events are identified and described in chronological order. Writers are able to express their feelings in this part.
- c. A reorientation, it is a summary of whole text. It consists of optional-closure of events/ending, concluding comments express a personal opinion regarding the events described.

In addition, Boardman as cited in Saragih (2014: 57) stated that the steps for constructing of written recount text are:

- a. Orientation, is the first paragraph which gives background information about the setting and introduces the participants like who, what, where and when.
- b. A record of events, tell the sequence of the events. Usually recounted in chronological order named event 1, event 2, event 3, etc.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation, consist of summaries of the events. It retells about what happened in the end.

Thus, it can be concluded that recount text has three elements. They are orientation, event, and reorientation. A typical recount text has an opening paragraph to introduce the character and setting of the event, following by telling what happened of the event, and also having a final conclusion at the end of the story. The researcher will show an example of recount text.

| <b>Generic Structure</b> | <b>My First Experience to Ride Motorcycle</b>   |
|--------------------------|---|
| Orientation              | One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. |

|               |  |
|---------------|--|
| Events        | <p>He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".</p> <p>One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.</p> |
| Reorientation | <p>After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.</p>   |

Source: (Online), <http://www.englishinxdo.com/2012/01/9-contoh-recount-text-pilihan.html#ixzz4YTMd4Vqb>, accessed on 3 November 2017

### 3. The Language Features of Recount Text

Based on Hyland (2009: 88), the language features of recount text as follow:

- a. Use of nouns and pronouns to identify people, animals or things involved. For example, Luna, George, he, she, etc.
- b. Use of past action verbs to refer the events. E.g. cooked, brought, told.
- c. Use of past tense to located events in relation to speaker`s or writer`s time. E.g. we went to the zoo yesterday.

- d. Use conjunctions and time connectives to sequence the event, such as next, first, that, then.
- e. Use of adverb and adverbial phrases to indicate place and time. For example, in my school, three days ago, carefully.
- f. Use of adjectives to describe nouns. E.g. handsome, slow.

According to Boardman in Saragih (2014: 57) in making of functional grammar, the significant common grammatical patterns of recount include:

- a. Focus on specific participant.
- b. Use of material process or action verb.
- c. Circumstance of time and place.
- d. Use past tense and focus on temporal sequence.

Furthermore, Anderson (1998:24) divided the language feature of recount text into four, they are: (1) proper nouns to identify those involve in the text, (2) descriptive words to give details about who, what, when, where, and how, (3) the use of the past tense to retell the events, (4) words which show the order of events. In conclusion, the language feature of recount text consists of past tense to tell things happened, use of action verb, use of participant, time and place.

## **F. Previous Study**

A previous study is considered as a helpful element in conducting a research. By looking at previous studies, someone can be easier to arrange his or her research. In this point, the researcher takes three the relevant previous study to prove the research.



The first previous study conducted by Riza Marista (2016) from State University of Surabaya entitled “Teaching Writing descriptive Text by Using Wall Magazine through Project Based Learning”. The subjects of her research were the tenth grade of SMA Negeri 1 Jombang. She used descriptive qualitative research. The instruments which she used in her research were observation checklist, students’ writing task, and questionnaire. The researcher collected data from observing. The research finding stated that the use of project based learning was an effective teaching learning model. It can be concluded that PjBL can be used as an alternative model in teaching writing descriptive text.

Second study was conducted by Andyani Larasati (2015) from State University of Yogyakarta entitled “Improving Students’ Writing Skills Through Project Based Learning Technique at Grade XI SMAN 2 Sleman In The Academic Year Of 2014/2015”. This study was done using classroom action research. She decided make a poster as project in writing hortatory exposition text. Based on her research, it is found that the implementation of project based learning was successful to improve students’ writing skill. Besides that, the research showed that the use project based learning enhanced students’ motivation and empowered students’ creativity.

Third study was conducted by Imanuella Natalia (2015) from Nusantara PGRI Kediri University, entitled “The Effectiveness of Project Based Learning to the Students’ Writing Ability in Descriptive Text in the Eighth Grade of SMP Negeri 8 Kediri Academic Year 2014/2015”. She used 3D magazine as the project. Based on the data analysis by using t-test, the result showed that t-score is

higher than t-table. It has proven that there was a significant difference in students' achievement after and before using project based learning. The findings of the research verified that project based learning is effective to teach descriptive text.

Therefore, based on the previous studies, it has similarity that is they use project based learning. However, the researcher uses different projects and genres of text. The researcher wants to investigate the effectiveness of project based learning toward students' writing recount text achievement of the tenth grade students at MA Ma'arif Udanawu using scrapbook as a result of the project.