EFFECTIVENESS OF PROJECT BASED LEARNING APPLICATION IN INCREASING ENGLISH DESCRIPTIVE TEXT WRITING SKILLS OF STUDENTS GRADE VII OF SMPN 6 DENPASAR IN THE ACADEMIC YEAR OF 2019/2020

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Abstract

Writing is the most complex language skill because it involves various aspects of language; those are spelling, vocabulary, grammar, discourse coherence, etc. Therefore, a learning method that can help students develop ideas independently is needed, which is a project based learning method. This study aims to describe the effectiveness of the application of the project based learning model in improving the skills of writing descriptive English texts of grade VII students of SMPN 6 Denpasar in the academic year 2019/2020. The subjects of this study were 502 of grade VII students. The samples were 46 students in class 7-7 as experimental group and 46 students in class 7-8 as control group which were chosen by using purposive sampling method. This research was a study using a mixed research method. The data collection methods used were library study, tests, observations, and documentation method, while the data analysis methods used were quantitative and qualitative data analysis. Based on testing the effectiveness of the learning model through the N-Gain test, the value of the effectiveness of the learning model obtained was 77% which was categorized as the 'effective' criterion. From the results of this research, it can be concluded that the learning model of project based learning model is effective in enhancing the skills of writing descriptive English text of grade VII students of SMPN 6 Denpasar.

Introduction

Among the four language skills taught at school, writing is the most complex language skill because it involves various aspects of language, for example spelling, vocabulary, grammar, discourse coherence, etc. In addition, students are also required to be able to develop ideas based on the topic given by the teacher. Descriptive text is one type of discourse that is involved in writing activities at school, in which the discourse itself is the most complete language unit above the sentence and the highest grammatical unit in the grammatical hierarchy. As a complete set of languages, discourse has concepts, thoughts, or ideas that can be understood by readers and listeners. As the highest grammatical unit, discourse is formed from sentences that meet the grammatical requirements and other requirements for discourse. The grammatical requirement in discourse is that the discourse must be cohesive and coherent. Cohesive means there is a harmonious relationship between the elements in the discourse, while coherent means the discourse is integrated so that it contains a slick and true understanding (Mandia, 2015). Fulfilling these requirements is not easy for students.

Various problems may be faced by students, those are: 1) students are less able to develop ideas, 2) students lack of spelling mastery, 3) students lack of sentence structure (subject-predicate-object) mastery, 4) students cannot master reading and writing skills, and 5) sometimes students cannot understand what they has written (Mandia, 2015). Writing descriptive texts in foreign languages, such as English is also an additional factor that causes students to experience difficulties in writing activities. The difference between English and Indonesian can trigger errors in the use of grammar in writing descriptive texts. Besides grammar, other writing errors that might occur are orthographic and lexicon-semantic errors. Orthographic errors refer to errors in writing the lexicon used in writing descriptive texts, whereas the error in lexicon-semantics is the use of the lexicon in sentences.

Those errors might be caused by various things. Hourani (2008) states that there are three factors that cause errors in writing a foreign language work, namely: (1) language transfer, (2) teaching methods, and (3) lack of writing practice. Language transfer consists of interlingua and intralingua transfer. Interlingua transfer is defined as a strategy used by the author by combining the source language that is mastered with the target language, while intralingua transfer is a factor in the occurrence of writing errors made by someone because the target language is learned differently from the mother tongue. The teaching method refers to how a student acquired knowledge about the target language. The relationship with this research is that if students do not acquire a proper knowledge about English including English descriptive text writing, it is likely to make mistakes in the writing process. The last contributing factor is the lack of writing practice. If writing in a foreign language does not become a student's habit, important things about writing a work in a foreign language will not be easy to master, for example the use of appropriate vocabulary according to context, sentence structure, correct grammar, etc.

The above problem was also found in SMPN 6 Denpasar. Based on observations and interviews with English teacher, students experienced similar difficulties in writing texts, including descriptive texts. This could be seen from the minimal number of students who were able to achieve the KKM (minimum mastery criterion) writing value of 76. Of the 502 students, only 20% of them had achieved the KKM value. The writing difficulties experienced by students were caused by several things, namely (a) students were less able to develop ideas, (b) students could not master vocabulary, grammar, and spelling in English, (c) and students sometimes could not understand what they had written. The result was the students were less motivated in mastering writing skills, whereas based on the 2013 Curriculum for Junior High Schools, specifically on the basic competency of 4.7.2, it says that students are expected to compile descriptive and written texts, a very short and simple one, which is related to people, animals, and objects, by paying attention to its social functions, text structures, and elements.

Based on these problems, project based learning could be used as a solution to assist students in mastering writing skills, especially writing descriptive texts. This type of learning focuses on how students create a project as a result of writing activities. Project based learning uses the concept of constructivism that gives students the opportunity to develop ideas by organizing their own knowledge (Bell, 1995: 28). Global School Net (2000) reports the results of the auto desk foundation's research on the characteristics of project based learning. The results of the study state that project based learning is a learning approach that has the following characteristics: (a) students make decisions about a framework, (b) problems or challenges are posed to students, (c) students design processes to determine solutions to problems or challenges raised, (d) students are collaboratively responsible for accessing and managing information to solve problems, (e) the evaluation process is carried out continuously, (f) students periodically reflect on the activities that have been carried out, (g) the final product of learning activities will be evaluated qualitatively, (h) the learning situation is very tolerant to mistakes and changes.

Based on the characteristics of project based learning, it was expected that project based learning could help students to develop ideas independently in writing descriptive texts. In addition, project based learning has a difference from conventional learning that was applied by teacher at school. In project based learning, the teacher will act as a facilitator for students to get answers to the questions of the claimant, whereas in

conventional learning, the teacher is considered as a source of information and students only need to listen and that means that students do not need to play an active role to get that information. The second difference is that in classrooms with project based learning, students are accustomed to working collaboratively, assessments are made authentically, and learning resources are very likely to be developed, whereas in classrooms with conventional learning, students are accustomed to individual situations, assessments are more dominant in results, not the process, and learning resources tend to be stagnant. From those differences, it was expected that this project based learning can be used as a solution to improve the skills of grade VII students at SMPN 6 Denpasar in writing English descriptive text.

Theoretical Framework

A. Theory of Applied Linguistics

Applied linguistics was developed by The British Association of Applied Linguistics (BAAL) which aims to develop education by focusing on the study of the use, absorption, and teaching of languages, as well as interdisciplinary collaboration in language studies. Applied linguistics is directly related to language especially about how language is used and studied with the aim of solving problems in real contexts. Applied linguistics covers the study of language in a broader scope, such as: language acquisition, language learning, literacy, studies of gender, language wisdom, speech therapy, discourse analysis, translation, lexicography, and forensic linguistics, etc. Weideman (2007: 77) summarizes that applied linguistics in its development in the field of education, especially language learning, is divided into five generations. The first generation is called a linguistic / behaviorist which is characterized by a scientific approach to analyzing language teaching methods. The second generation is linguistic 'extended paradigm model' which has the principle that language is a social phenomenon. This applied linguistics then developed into a generation called multi disciplinary models that discussed more about theory and pedagogy in language learning. The fourth development of applied linguistics is called second language acquisition research which is characterized by experimental research on how language is learned. The latest development is marked by the existence of constructivism theory which refers to a view that knowledge of language is interactive.

B. Theory of Constructivism

Constructivism theory is a theory of language learning that can be used as an approach in teaching and learning activities. This theory was developed by Corder (1974). Piaget (1954) put forward the theory of cognitive constructivism, while social constructivism was put forward by Vygotsky (1978). Broadly speaking, the two branches of constructivism theory have differences. The first branch of constructivism emphasizes how learners construct their representation of reality, whereas social constructivism focuses more on the importance of social interaction and cooperative learning in constructing cognitive and emotional realities (Brown, 2014).

C. Theory of Project Based Learning

Dewey (1886) stated that project based learning is a method that focuses on solving a task or problem by students independently, both in groups or individually. Another definition of learning this model was conveyed by Knoll (1997) that project-based learning is a learning model that provides opportunities for students to gain knowledge and also skills through activities doing something in a certain period of time as a response to questions, problems, and challenges. Blank (1997), Dickinson, et al. (1998), and Harwell (1997, in Korkidis, 2009) stated that project-based learning is an authentic

learning model or strategy in which learners plan, implement, and evaluate projects that have applications real world. From the above opinions, it can be concluded that project-based learning is a systematically arranged learning model that involves learners actively, collaborates on building knowledge, and develops skills through complex tasks including: planning, designing, solving problems, making decisions, producing product, and communicating results. According to Kemendikbud, 2014, there are six steps of applying project based learning, those are:

1) Start with the Essential Question

   Learning begins by giving essential questions, namely questions related to the project topic that will be done by students. It aims to provide opportunities for students to brainstorm or extract the initial information they have and also provide an overview of the scope of the project. In this study, projects that will be carried out by students are individual projects, namely making brochures about schools and group projects, namely making wall magazines with the theme of animals, people, or objects around. For the first project, the essential questions that can be asked are (1) How big this school is? (2) How many rooms does this school have? (3) What are the facilities that are provided here ?, etc. The essential question for the second project that can be asked depends on the theme chosen by the student. The following is a list of essential questions that will be used to help students brainstorm.

2) Design a Plan for the Project

   Planning is done collaboratively between teachers and students. Thus students are expected to feel "ownership" of the project. Planning contains rules, the selection of activities that can support in answering essential questions, by integrating a variety of possible subjects, as well as knowing the tools and materials that can be accessed to help complete the project.

3) Create a Schedule

   Teachers and students collaboratively arrange activities in completing projects. Activities at this stage include creating a timeline for completing the project and creating a project completion deadline.

4) Monitor the Students and the Progress of the Project

   The instructor is responsible for monitoring student activities while completing the project. Monitoring is done by facilitating students in each process. In other words, the teacher plays the role of mentor for students' activities to facilitate the monitoring process, a rubric is created that can record all important activities.

5) Assess the Outcome

   Assessments are carried out to assist teachers in measuring the attainment of standards, play a role in evaluating the progress of each student, provide feedback about the level of understanding that students have achieved, help teachers in developing the next learning strategy. In this study, the first project assessment will be done by directing students to read descriptive texts in the form of brochures individually that have been made, while in the second project assessment, the results of the wall magazine will be presented by students in groups.

6) Evaluate the Experience

   At the end of the learning process, teachers and students reflect on the activities and results of the projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage students are asked to express their feelings and experiences while completing the project. Teachers and students develop discussions in order to improve performance during the learning process, so that eventually new findings are found to answer the problems raised in the first stage of learning.

D. Writing English Descriptive Text

Anderson and Anderson (2003) revealed that descriptive texts are used to describe people, places, or objects without involving the writer's personal opinion. Another understanding of descriptive texts is conveyed by Pardiyono (2007) that descriptive texts provide a description of living objects or inanimate objects to the reader. Like other texts, descriptive text has a structure that makes it easy for writers to write the text, including: (1) identification: this section includes an introduction or initial identification of the object to be described and (2) description: the description includes the description or description of the object mentioned by the author in the identification section which consists of parts, qualities, and also the nature of the object itself (Mukarto, 2007). The language features used in writing descriptive texts are (Mukarto, 2006):

1) Descriptive text involves sentences written in simple present tense with words using verbs be in the form of is, am, ar, have / has, and do / does. Example: (1) Samuel Rizal is a famous actor. (2) He has very short hair. (3) He loves reading.
2) Descriptive text uses nouns to mention the object to be discussed and also explain the object in the description section.
3) Descriptive text uses adjectives that function to describe the object. The description can be a description of size, color, or quality. Example: use big and clean adjectives to describe a classroom or classroom. Other adjectives that can be used are: tall, short, big, thin, fat, slim, curly, etc.
4) Numbering or numbering is also used to describe objects in writing descriptive text. Example: It has two buildings.
5) Adverbs are used in descriptive text to provide information about the character or nature of the object described. For example: It is extremely high; (2) It runs definitely fast.

In evaluating writing texts, including descriptive texts, Nurgiyantoro (2011) revealed that the writing judgments must consider the elements of form, content, and variety of writing. Language includes the language and use of spelling, the content relates to the message that the author wants to convey to the reader, while the variety of writings relates to the type of writing such as essay argumentation, exposition, and so on. An assessment rubric is also needed to facilitate the teacher in assessing students' writing skills. A rubric is a scoring device that explicitly states the expected performance for a given assignment or for a student's work (Basuki & Hariyanto, 2014). The rubric of writing descriptive text scoring that will be used in this study refers to the rubric developed by Brown (2007:244) which includes: the content of the ideas expressed, content organization, grammar, vocabulary choices, and spelling and writing with the highest total score the result is 100. With the detailed assessment rubric, it is expected that the student assessment results will be more complete and clear so that the teacher can know the level of writing skills of students' descriptive texts.

Methods

This researched used mixed research method that combines two forms of research, namely qualitative and quantitative research. Cresswell (2010) said that mixed research is a research approach that combines qualitative research with quantitative research. In this study, a qualitative approach was carried out to analyze data in the form of descriptive English texts by Grade VII students to be analyzed based on the linguistic aspects stated in the assessment rubric. Quantitative approach was also used in this study because this study involved the N-Gain test to determine the effectiveness of the application of the project based learning model and the t-test to determine the differences in the post test in the experimental and control groups. Cresswell (2010) divided this mixed research method into three strategies, namely the sequential mixed methods strategy, the concurrent mixed methods strategy, and the transformative mixed methods strategy. This study used a sequential mixed methods strategy, especially strategy sequential exploratory which is a part of

sequential/gradual mixed method strategy because the qualitative approach was emphasized in this study. Creswell (2010) said that in the first phase will be filled by collecting and analyzing qualitative data, then collecting and analyzing quantitative data. The quantitative approach method that was used named quasi experimental design with pretest posttest control group design. In this design there are two groups to be studied, namely the experimental group and the control group. Those groups were decided by using purposive sampling method which resulted that experimental group were 46 students in class 7-7, while the control group were 46 students in class 7-8. The experimental group was taught by using project based learning as the treatment, while the control group was taught by applying lesson plan at school. Those two groups were given intital test in the beginning and post test after the treatment. The tests themselves were English descriptive text test. The scores from those tests then were calculated and compared.

Results and Discussions

A. Quantitative Analysis of English Descriptive Text Writing Pre-test in Experimental and Control Group
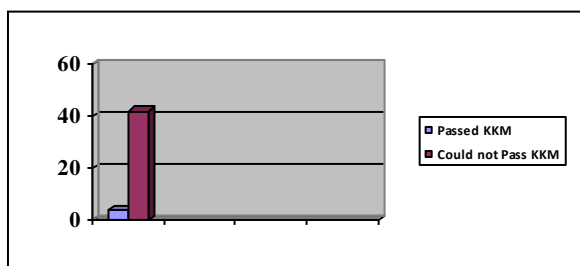

Fig 1. The Result of English Descriptive Text Writing Pre-test in Experimental Group

Based on the acquisition of the students' pre-test scores in the table above, it can be seen that before the application of the project based learning model in learning to write descriptive English texts, there were 4 students who were declared complete because they met the specified learning KKM of 76. There were 42 students who declared incomplete due to the acquisition of a score below or not yet reaching the learning KKM. The highest score that can be achieved by students was 80, while the lowest score was 41.25. When viewed from the average score, students could only achieve a score of 57.96 which is still far from KKM. This means that students' skills in writing descriptive texts in English were still lacking.

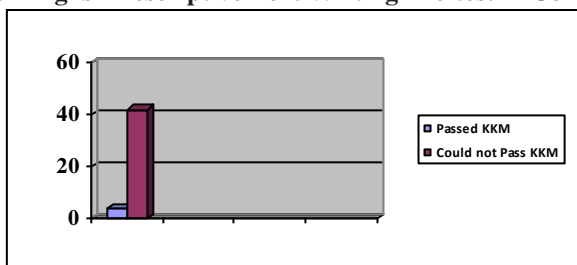**B. Qualitative Analysis of English Descriptive Text Writing Pre-test in Control Group**

Fig 2. The Result of English Descriptive Text Writing Pre-test in Control Group

As the pre-test results in the experimental class, there were 4 students who were declared complete because they met the KKM, while 42 other students who were declared unfinished because they scored

below the KKM. The highest score that could be achieved by students is 82.5, while the lowest score was 42.5. The class average value was 58.61 which was not much different from the experimental class. However, students in the control class would not get treatment in the form of project-based learning and the final test scores would be compared with the final test scores of the experimental group.

C. Quantitative Analysis of English Descriptive Text Writing Post Test in Experimental Group
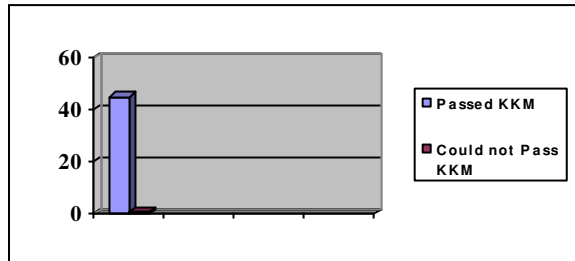

Fig 3. The Result of English Descriptive Text Writing Post Test in Experimental Group

After the application of the project-based learning model in learning to write descriptive English texts, there was only 1 student who was declared incomplete because it meets the specified learning KKM, namely 76, while 45 people other students were declared complete because of the acquisition of a score above the applicable KKM. The highest score that could be achieved by students was 95, while the lowest score was 67.5. When compared with the results of the pre-test, the average score of students in the experimental class increased from 57.96 to 90.11.

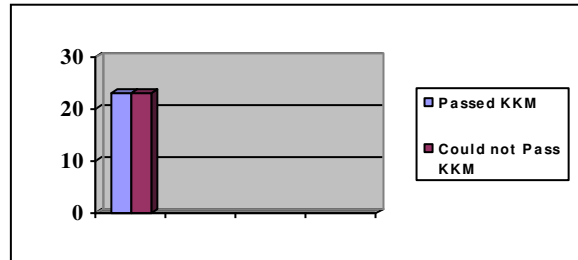**D. Quantitative Analysis of English Descriptive Text Writing Post Test in Control Group**

Fig 4. The Result of English Descriptive Text Writing Post Test in Control Group

It can be seen that there were 23 students who were declared complete because they met the KKM, while 23 other students who were declared unfinished because they scored below the KKM. The highest score that could be achieved by students was 87.5, while the lowest score was 62.5. The average value of students also increased from the acquisition on the pre-test of 58.61 to 76.06.

E. Qualitative Analysis of English Descriptive Text Writing Post Test in Experimental Group

Here is a text by a student in experimental group which was analyzed according to writing assessment rubric by Brown (2007:244).

Teks E23	Description
Betrand Peto Putra Onsu	*Title*
I have a famous artist that I like. His name is Betrand Peto Putra Onsu. He is the foster child of Ruben Onsu and Sarwendah. People also know him is a singer. He has a beautiful voice. His famous song are Deritaku and Sahabat kecil.	*Identification*
Betrand Peto is from Indonesia. He was born in manggarai, Nusa Tenggara Timur on march 14, 2005. So, he is 15 years old. Peto is tall. He has dark skin, round eyes, and black hair. His hobbies are playing foot ball and photography. I hope he will keep singing so people and I can listen to his voice.	*Description*

1) Aspect of Content

Based on the content aspect, student was able to explain the description in accordance with the topic discussed. All of the presentations are related to the topic. Student also clearly described the description of the character being told, not only the identity, but also hobbies, etc.

2) Aspects of Organization

The identification and description section of the text are assessed as complete because student explained clearly about the description of the characters told in the text. To connect one sentence and another sentence, student also used appropriate conjunctions.

3) Aspects of Language Use

Errors in the grammatical aspects found in the text above are not too many and do not affect the meaning of the sentences in the text.

Data 1

I have a famous artist that I like.

The relative pronoun that should be used in the above sentence is *whom* because it is followed by the pronoun *I*.

Data 2

He has a beautiful voice.

Voice which means *suara* in Indonesian language is categorized as an uncountable noun which does not need to be preceded by an indefinite article *a*.

Data 3

His famous song are Deritaku and Little friends.

The noun *song* is more appropriate if written in the plural following the number of song titles mentioned in the sentence above.

4) Aspect of Vocabulary

Based on aspects of the vocabulary, the text above uses a vocabulary that is generally appropriate and in accordance with the context of the sentence. However, there is one error discussed below.

Data 1

His hobbies are playing foot ball and photography.

The sentence above looks not parallel. After the auxiliary verb *are* there is the -ing verb phrases that should also be followed by the same phrase so that the noun *photography* can be replaced by *taking pictures.*

5) Aspect of Mechanism

The following is a descriptive text analysis written by students based on aspects of the mechanism.

Data 1

People also know him is a singer.

Error in the mechanism aspect found in the data above is that the misspelling of the word which supposed to be written *as*.

Data 2

He was born in Manggarai, East Nusa Tenggara...

Manggarai is the name of an area that needs to be written preceded by capital letters.

Data 3

………..on march 14, 2005.

March is the name of the month which should also be written with a capital letter in the beginning.

Data 4

His hobbies are playing foot ball…….

The error found in data (4) is the writing of football noun which should be written without space.

F. Qualitative Analysis of English Descriptive Text Writing Post Test in Control Group

Here is a text by a student in control group which was analyzed according to writing assessment rubric by Brown (2007:244).

Teks K20	Description
Maudy Ayunda	→ *Title*
Maudy ayunda is a Famous artist from Indonesia.	→ *Identification*
Her full name is Ayunda Foza Maudya. She was born in Jakarta on December 19, 1994. Her hobbies are singing, swimming, wrting, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar & piano. Beside singing, Maudy also plays in some movies her first movie title is "Untuk Rena". Then she acts in some movies like "Sang pemimpi, Perahu Kertas".	*Description*

1) Aspect of Content

Based on the aspect of content, students are able to write a descriptive text that fits the topic. Descriptions of figures given by students are able to give readers an idea of the characters themselves.

2) Aspects of Organization

The identification and description section of the text by K20 students is relatively clear. However, the description given is still lacking where students can add information about the characters to make the descriptive text better.

3) Aspects of Language Use

There are some errors in the grammatical aspects found in the descriptive text above, namely:

Data 1

Maudy also plays in some movies her first movie title is "For Rena".

The above sentence consists of two single sentences without a conjunction, so the student can put a period after the noun *movies* and use capital letters in possessive adjective *her*.

Data 2

She likes to create a song using guitar & piano.

There are two errors in data (2). The first error is the noun *song* should be written in the plural without indefinite article *a* because the number of songs written is more than one. The second error is the absence of conjunction *by* before verb *using*.

Data 3

Beside singing, Maudy also plays in some movies ...

Then she acts in some movies like ......

The sentence in data (3) has the same error which is the use of simple present tense which is not right. Descriptive text uses simple present tense because this text has function to describe someone. However, if there are sentences which tell about something which have been done or happened, students can use simple past tense. So, those two sentences can be written as *Beside singing, Maudy also played in some movies...* and *Then, she acted in some movies like....*

4) Aspect of Vocabulary

    The vocabulary used by students in writing descriptive texts is considered good and there are no vocabularies that are not used correctly.

5) Aspect of Mechanism

    The following is an error in the aspect of the mechanism found in the text above.

    Data 1

    Maudy ayunda is a Famous artist from Indonesia.

    The error found in the data above is the incorrect use of capital letters in adjective *famous* because it is located in the middle of a sentence.

    Data 2

    .... using guitar & piano.

    The descriptive text above is formal text unlike novels or short stories so writing other punctuation in addition to dots and commas should be avoided. So, the punctuation (&) used by students can be changed into conjunctions *and*.

    Data 3

    ....in some movies like "The dreamer, Paper Boat".

    There are two errors in the sentence above, namely the use of upper quotation marks and capital letters. To show the film's title, students can use quotation marks or write the title in italics. In addition, the word dreamer is still part of the film's title so it should be written with capital letters. So the sentence above should be written in some movies like "The Dreamer", "Paper Boat".

G. Effectiveness of Project Based Learning on Students' Writing Skills in Descriptive English Text Test through the N-Gain Test

The N-Gain Test is performed by comparing the actual gain score with the maximum gain score. The actual gain score is obtained from the reduction of the pre-test score with the student's final test while the maximum gain score used is 100 which is then reduced by the student's final test results. Thus the N-Gain is obtained by comparing the actual gain score with the maximum gain score presented in the form of a percentage. After N-Gain is obtained, then it is assessed whether the value is effective, effective enough, less effective, or ineffective by using the list of category proposed by Sundayana (2016).

1) Effectiveness

    The effectiveness of the project-based learning model in improving students' English descriptive text writing skills can be seen through N-Gain calculation. Based on the average results obtained, it can be

seen that the project based learning model is effective in improving students' writing skills in descriptive English text.
2) Value of Effectiveness
Based on comparison of students' actual gain scores with maximum gain scores, N-Gain score results can be obtained for each student. Furthermore, the average results obtained (mean) of the total overall N-Gain score of students is equal to 77%.
3) Categorizing Effectiveness
By obtaining an effectiveness value of 77%, it can be categorized as' effective 'which means that the project-based learning model is effective in improving students' English descriptive text writing skills.

Conclusions

Based on the results and discussions, it can be concluded that:
1) Quantitatively, the student's pre-test results before applying the project based learning model in the experimental class showed that there were 4 students who were declared to have met the specified learning KKM of 76, while 42 other students were declared unfinished because they had not yet reached the KKM. The average student score is 57.96, which is far from KKM. This means that students' skills in writing descriptive texts in English are still lacking. This was also found in the control class where there were only 4 students who were able to reach the KKM out of a total of 46 students. The average value obtained by students in the class is 58.61 which also showed that students have not been able to write descriptive texts. Qualitatively, the quality of students' descriptive text writing in both classes is still lacking. Students have not been able to develop their ideas. This can be seen from the few descriptions of the objects presented in the text. In addition, there are many errors found, both from the aspects of grammar, vocabulary, and the mechanism or use of punctuation, capital letters, and spelling of words in English.
2) The application of the project-based learning model in learning to write descriptive English texts in the experimental class as a treatment was carried out four times referring to the lesson plans that have been designed. Quantitatively, there is a difference between the average score of the pre-test and the student's final test. The average score on the pre-test is 57.96 and then increased on the final test to 90.11. Qualitatively, fewer errors were found when compared to the results of students' pre-tests, such as errors in the use of present tense, proper vocabulary, punctuation, and capital letters. Students in the control class get the teaching of writing descriptive texts based on the lesson plan that applies in schools without special treatment or action during four meetings. The average value of students also increased from the acquisition on the pre-test of 58.61 to 76.06. However, when compared with the acquisition of values in the experimental class, the acquisition of the average value is still higher than the control class. Qualitatively, there are still many errors found in students' descriptive text writing, such as spelling errors, use of vocabulary, and grammar.
3) Based on testing the effectiveness of the learning model through the N-Gain test, the value of the effectiveness of the learning model obtained is 77% which is categorized as the 'effective' criteria. Thus, it can be concluded that the learning model of the project-based learning model is effective in improving the skills of writing descriptive English text for grade VII students of SMPN 6 Denpasar.

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