

ABSTRACT

Jelita, Villia, 2024. *Enhancing Students' Descriptive Writing Ability Using Project-Based Learning with Gallery Walk Activity*. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors: (1) Indri Astutik, M.Pd. (2) Widya Oktarini, M.A.

Key Words: Writing Skills, Project-Based Learning, Gallery Walk Activity

This study aims to investigate how implementing Project-Based Learning with Gallery Walk activity can improve students' writing skills of 7-A grade at SMPN 2 Ledokombo to write descriptive text. Based on the research problem and some relevant theories, the hypothesis of this research is described as follows: The implementation of Project-Based Learning with Gallery Walk activity can improve students' writing skills to write descriptive text.

This study used a Classroom Action Research (CAR) design. The subjects of this study were the students of 7-A grade at SMPN 02 Ledokombo consisting of 17 students. The data were collected using writing tests, interviews, and observation sheets. The criteria of success of this study was 78 as a Minimum Passing Mark. To analyze the data of students' writing tests, the average formula was used.

The collaboration between Project-Based Learning and Gallery Walk activity significantly improves the student's writing skills it also improves students' active participation during the teaching learning process. All of the students were active and enthusiastic during learning, they could exchange knowledge to solve the problems in collaboration and could improve their writing through invaluable feedback. In Cycle I, the main score of the students' post-test was 71.5 increased to 84.7 in Cycle II. Based on the results, the implementation of the PjBL learning model with Gallery Walk activity as a way to improve students' writing skills in writing descriptive text was successful.