

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING FOR  
STUDENTS' CRITICAL THINKING SKILLS IN TEACHING WRITING  
OF DESCRIPTIVE TEXT**

**By  
MERRYANI**



**ANTASARI STATE ISLAMIC UNIVERSITY  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION STUDY PROGRAM  
BANJARMASIN  
2023 A.D/1444 A.H**

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING  
FOR STUDENTS' CRITICAL THINKING SKILLS IN  
TEACHING WRITING OF DESCRIPTIVE TEXT**

**Undergraduated Thesis**

Presented to Faculty of Tarbiyah and Teacher Training  
In partial fulfilment of the requirements for the degree of  
*Sarjana Pendidikan*

**By**  
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I, the undersigned, Merryani, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, June, 12<sup>th</sup> 2023  
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## ABSTRACT

**Merryani. 2023.** *The Implementation of Project-Based Learning for Students' Critical Thinking Skills in Teaching Writing of Descriptive Text.* Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dr. Hj. Nida Mufidah, M.Pd, MA, (II) Fajrianor, M.Pd

**Kata kunci:** Project-Based Learning; Teaching Writing; Descriptive Text; Critical Thinking

This study aims to analyze the application of project-based learning models to students' critical thinking skills in descriptive texts and the effect of project-based learning models to students' critical thinking skills in descriptive texts. Teaching writing in English for this study implements PjBL as a learning model to improve students' critical thinking skills in writing and build independent learning.

This study used qualitative research. It was hoped that this research can provide inspiration for further research in the linear field and also inspire readers to implement writing-based projects in their teaching. The participants were students of class X SMA. The implementation of project-based learning in writing classes has a clear advantage because it allowed students to think critically collaboratively through descriptive texts.

This study revealed that students were able to engage more deeply and learn independently because they helped each other during group discussions. Students independently engage in project completion with a more positive attitude. In terms of students' motivation to teach English as a foreign language the findings of this study were to prepare students with interpersonal and collaborative skills because it can lead to independent learning and positive attitudes and critical thinking towards learning.

## ABSTRAK

**Merryani.** *Penerapan Pembelajaran Berbasis Proyek Untuk Keterampilan Berpikir Kritis Siswa Dalam Pengajaran Menulis Teks Deskriptif.* Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: (I) Dr. Hj. Nida Mufidah, M.Pd, MA, (II) Fajrianor, M.Pd

**Kunci Kata:** Pembelajaran Berbasis Proyek; Pengajaran Menulis; Teks Deskriptif, Berpikir Kritis.

Penelitian ini bertujuan untuk menganalisis penerapan model pembelajaran berbasis proyek terhadap keterampilan berpikir kritis siswa pada teks deskriptif dan pengaruh model pembelajaran berbasis proyek terhadap keterampilan berpikir kritis siswa pada teks deskriptif. Pengajaran menulis dalam bahasa Inggris untuk penelitian ini mengimplementasikan PjBL sebagai model pembelajaran untuk meningkatkan kemampuan berpikir kritis siswa dalam menulis dan membangun kemandirian belajar.

Penelitian ini menggunakan penelitian kualitatif yang memiliki keunggulan peneliti mendapatkan inspirasi yang lebih baik. Diharapkan penelitian ini dapat memberikan inspirasi untuk penelitian lebih lanjut di bidang linier dan juga menginspirasi pembaca untuk mengimplementasikan proyek berbasis tulisan dalam pengajaran mereka. Pesertanya adalah siswa kelas X SMA. Penerapan pembelajaran berbasis proyek dalam kelas menulis memiliki keunggulan yang jelas karena memungkinkan siswa berpikir kritis secara kolaboratif melalui teks deskriptif.

Studi ini mengungkapkan bahwa siswa dapat terlibat lebih dalam dan belajar secara mandiri karena mereka saling membantu selama diskusi kelompok. Siswa secara mandiri terlibat dalam penyelesaian proyek dengan sikap yang lebih positif. Dalam hal motivasi siswa untuk belajar bahasa Inggris sebagai bahasa asing temuan penelitian ini adalah untuk mempersiapkan siswa dengan keterampilan interpersonal dan kolaboratif karena dapat menyebabkan belajar mandiri dan sikap positif dan berpikir kritis terhadap pembelajaran.

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Merryani

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