

The Implementation of Project Based Learning to Improve Students' Writing Skill

Elisabeth Z. Oroh^{1*}, Blessy Monique Wilar²

^{1,2}English Education Master Program, Post Graduate Program, Universitas Negeri Manado, Tondano, Indonesia

***Corresponding Author**

Email: elisabethoroh@unima.ac.id

Received: 20 May 2022; Accepted: 15 September 2022; Published: 25 September 2022

Abstract

The aim of this study to improve students' writing skill especially for students in SMA Negeri 2 Manado X Ipa 1. The subject of this study is the 36 students in X Ipa 1 SMA Negeri 2 Manado. Utilized data collection techniques include observation, testing, and documentation. The first cycle of students' learning describes a tourist destination. Students have challenges in verbal and non-linguistic domains (courage, honesty, and attitude, respectively). On the second cycle, they describe a destination for tourists. Cycle II focuses more on linguistic (vocabulary, structure, and punctuation) and non-linguistic (fluency and mastery of language) qualities that are still deficient. Planning assessment, implementation evaluation, and project evaluation (contain, organization, vocabulary, grammar, and mechanics) were deemed adequate for this study. The results of a test measuring kids' writing skills indicate an increase. The increase occurred as follows: (1) the average pre-cycle value of 72.75 increased to 78.06; (2) the average evaluation value of the first cycle was 78.06 with a completeness percentage of 50 percent; and (3) the average evaluation value of the second cycle is 84.46 with a completeness percentage of 84.37 percent.

Keywords: writing skill, project-based learning, descriptive writing

INTRODUCTION

The 2013 curriculum, which is now being introduced in schools, is also being used to teach English (Maru, 2021; Maru et al., 2018; Maru et al., 2021). Currently, studying English is focused on acquiring competency, which is shown in students' abilities to carry out communication stages, both orally and in writing, which are executed through four skills: listening), reading, speaking and writing. English topics differ from other subjects in several ways. This distinction is due to the way language functions as a medium of communication. In addition to knowledge of vocabulary and grammar, abilities in using them in oral and

written communication activities are required (Kempdikbud, 2014; Maru, 2009; Maru et al., 2020). It is hoped that students will be able to understand the characteristics of a text and express it with correct vocabulary and grammar in the learning competence or writing aspect, whose ultimate goal is to produce or produce writing or text, both functional and monologue based on the genre or type of text.

The Industrial Revolution 4.0 necessitates the development of writing abilities that will be valuable for students in the future as they study, work, and compete in life (Liando et al., 2022). One answer to this problem is to prepare human resources through a project-based learning approach that provides students with 21st century abilities. Active learning is used in project-based learning. In layman's words, project-based learning is characterized as education that attempts to connect technology with everyday life problems that students are familiar with, or with school projects. as stated by (Trianto, 2011: 51).

Reading, listening, speaking, and writing are the four language skills included in high school English classes. All of this is reinforced by other language features, including vocabulary, grammar, and punctuation as a way of attaining goals (Liando & Tatipang, 2022). Learning writing skills was the only one of the four language skills that did not function effectively. Even though English is fairly basic, students have been unable to write. On the other hand, the government recommends that students who choose to continue their education at the higher level be able to put out thoughts, opinions, or replies to an issue in plain English.

Writing is a language skill used for indirect, productive, and expressive communication by leveraging language structure and vocabulary (Juariah et al., 2021; Sunariati et al., 2019; Taufiqurrohman & Hasbullah, 2020). Additionally, writing is a constructive and expressive activity (Erviana et al., 2021; Putri et al., 2021). Expressive in the sense that by writing, students can communicate their thoughts, ideas, and experiences to others (Lestari et al., 2020). Writing is influenced by other productive and receptive skills, including features of speaking and reading and listening, as well as comprehension of vocabulary, diction, sentence effectiveness, spelling, and punctuation (Endang & Fitriani, 2019; Mahmur et al., 2021). Writing talents are not innate, but must be acquired by a great deal of experience and consistent practice (Prakoso et al., 2021). To enhance writing skills, one must consistently engage in writing exercises.

One of the purposes of high school English is to enhance writing abilities in English. These objectives are defined in terms of Basic Competencies in the Education Level Unit Curriculum (Hampp et al., 2021; Lengkoan & Rombepajung, 2022; Liando et al., 2021). Writing skill competence criteria for SMA and MA in the English Subject Curriculum are as follows: conveying different meanings (interpersonal, ideational, textual) through different interactional oral texts and monologues, one of which is descriptive.

The low level of students' English writing skills is influenced by a number of factors, including the lack of knowledge of students' English grammar, the lack of students' vocabulary, the lack of students' English writing practice in daily life, the low level of students' English comprehension activities, the low quality of student exercises, and the lack of precise learning models employed by educators.

The component responsible for students' inability to comprehend inappropriate English learning models is the most important factor. Teachers continually provide English language and patterns without addressing real-world contexts or circumstances, and without application or writing practice.

The students' writing activities are severely deficient (Lengkoan & Oliy, 2021; Liando et al. 2022). Therefore, the progress of English writing skills has not been maximized, and educators must continue to search for solutions to this issue. Educators must be able to employ many learning models, particularly when instructing writing. The project-based learning model is student-centered and provides students with relevant learning experiences. The learning experiences and conceptions of students are developed through the project-based learning method (Afriana, 2015)

Using a project-based learning strategy is one technique to improve students' English writing skills in light of the issues stated above. According to Wuntu et al., (2022) project-based learning or project-based learning is a learning approach that involves knowledge transfer among students.

As a learning paradigm, the Project learning model seeks to assist and engage students in enhancing their capacity to tackle complicated project problems with tangible goods or services as the end result (Hasnawati, 2015). So that students gain new knowledge and skills, train collaboration or group cooperation, and provide opportunities for students to determine the projects they will work on independently, both in terms of formulating questions to be answered, selecting topics to be researched, and determining the research activities to be conducted.

The teacher's role in learning is to act as a facilitator, providing materials and work experiences, encouraging students to discuss and solve problems, and ensuring students remain enthusiastic while carrying out projects that develop in accordance with real-world conditions and make the learning environment enjoyable.

In other words, it is anticipated that students would practice writing by describing their surroundings as part of this project's effort to improve their writing. Consequently, the goal of this approach is for students to be able to comprehend the target language, write with acceptable and grammatically accurate terminology, and comprehend the application material.

The use of project-based learning substantially encourages student creativity, where creativity is the capacity to generate new ideas and apply them to problem solving.

Creativity encompasses both aptitude features, such as fluency, adaptability, and originality of thought, and non-aptitude traits, such as inquisitiveness, question-asking inclination, and a constant desire to seek out new and pleasurable experiences.

METHOD

The participants in this study were 36 students from X IPA 1 SMA Negeri 2 Manado. The researcher had difficulty learning English, and after interviewing the subject teacher, it may be inferred that the students' English writing skills are still inadequate. This is due to the fact that the teacher has not employed a model that corresponds with the content being studied and media equipment is still inadequate. The participants in this study were all of the students of X IPA 1 Class SMA Negeri 2 Manado. There are two students with pretty strong skills, others with intermediate capabilities, and some with very poor skills.

RESULT

Cycle 1 is the beginning phase of a project-based learning model's learning process. X IPA 1 SMA Negeri 2 Manado undertook this first cycle action in an effort to improve and solve problems that developed during the teaching and learning of English descriptive writing abilities. X IPA 1 SMA Negeri 2 Manado's outcomes from learning to write descriptive English. Cycle I was made up of test data. The results of both datasets are detailed in detail below. After learning to write descriptively in English using a project-based learning methodology, the process of acquiring retelling in the first cycle was evaluated. Initial data consist of the outcomes of the first cycle of the English descriptive writing test. Table 1 displays the results of the English speaking test administered during the first cycle utilizing the approach of project-based learning.

Table 1. The Result of Cycle 1

Result	Score
Mean Score	78,06
Lowest Score	55
Highest Score	88
Completeness Percentage	83,03 %

After observation comes the stage of reflection. In this stage of reflection, researchers and educators discuss what was implemented during cycle I. Collaborative teachers and researchers discuss and evaluate the outcomes of cycle I actions. Reflection activities are conducted depending on the achievement of research success markers. Consequently, the reflection of cycle 1 may be observed in both the process and the end product. There has been an improvement in the process of learning to write English as a

result. Learners' participation in teaching and learning activities has increased. In addition, students' attention and concentration during the teaching and learning process are growing. Students in the first cycle of action are more enthusiastic about learning participation. The students' confidence in writing English in class considerably increased. Cycle I observations revealed a greater improvement in results, however cycle II actions are required to demonstrate whether the learning technique of this project model can actually improve students' English descriptive writing skills.

X IPA 1 SMA Negeri 2 Manado students' descriptive writing skills are anticipated to increase as a result of the adoption of classroom action research employing the project model in learning to write descriptive English during Cycle II.

Tabel 2. The Result of Cycle 2

Result	Score
Mean Score	84,46
Lowest Score	73
Highest Score	98
Completeness Percentage	91,23%

Reflection is the phase that follows observation. In this stage of reflection, researchers and educators as partners discuss what has been implemented in cycle II. Cycle II acts were examined and analyzed by the educators and researchers who collaborated on the project. On the basis of the achievement of research success indicators, reflection activities are performed. Consequently, the reflection for cycle II can be viewed in terms of both processes and outputs. The method of learning to write descriptive English has subsequently improved. In the teaching and learning process, students are increasingly involved. The focus and concentration of students during the teaching and learning process are also growing. In the second cycle of action, students are more eager to participate in their own education. In class, students' confidence in their ability to write descriptive English rose dramatically. The second cycle of action, the indication of mastery learning, has reached above 80 percent, as has good activity, particularly in the good and very good categories, which have also reached above 80 percent, indicating an improvement in this research.

CONCLUSION

On the basis of the findings of the research that has been given for two cycles, the following conclusions can be drawn from all talks and analyses conducted: 1. According to the original statistics, the majority of students scored below the school-specified norm, then 18 students scored lower in the first cycle, and 31 students scored higher in the second cycle. The baseline test average of 73.82 increased to 81.57 in the first cycle and to 89.68 in the

second cycle. There were no students who completed the course based on the initial data, although there were 18 students who did not complete the course in the first cycle, 5 students who did not complete the course in the second cycle, and some students attained completion.

REFERENCES

- Afriana, J., Ismail, & Rahman, A. A. 2015. Improving scientific literacy through project-based learning. Proceeding of International Seminar on Science Education 31 Oktober 2015, Yogyakarta.
- Endang, E., & Fitriani, Y. (2019). Analisis Kesalahan Penggunaan Bahasa Indonesia Dalam Laporan Hasil Observasi Pada Siswa SMA. *Jurnal Pembahsi (Pembelajaran Bahasa Dan Sastra Indonesia)*.
- Erviana, Y., Munifah, S., & Mustikasari, R. (2021). Peningkatan Kemampuan Menulis Kata Dengan Ape Dadu Cerdas. *Jurnal Mentari*, 1(2), 94–102.
- Hasnawati. (2015). Pendekatan Contextual Teaching And Learning Hubungannya Dengan Hasil Belajar. Staf Pengajar FDBS Universitas Negeri Yogyakarta.
- Hampp, P. L., Kumayas, T. A., & Lengkoan, F. (2021). Synthesizing grammar and structure problems faced by Indonesian TOEFL participants. *Jurnal Pendidikan Bahasa Inggris undiksha*, 9(1), 64-68.
- Juariah, D., Arifin, E. Z., & Suendarti, M. (2021). Pengaruh Minat Baca dan Penguasaan Kosakata terhadap Kemampuan Menulis Teks Eksposisi. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, 3(02), 110.
- Kemdikbud. 2014. Materi pelatihan guru implementasi kurikulum 2013 Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Lengkoan, F., & Oliy, S. T. (2020). Self-Correction in Writing a Paragraph. *Celt: A Journal of Culture, English Language Teaching & Literature*, 20(2), 387-395.
- Lengkoan, F., & Rombepajung, P. A. (2022). Teachers' Perception of Online Learning in The Pandemic Era. *Jurnal Lingua Idea*, 13(1), 1-11.
- Lestari, D., Syambasri, & Syahrani, A. (2020). Kemampuan Menulis Teks Persuasif Siswa Kelas VIII SMP Negeri 1 Sayan Kabupaten Melawi. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 9(11), 1–9.
- Liando, N. V., Tatipang, D. P., & Lengkoan, F. (2022). A study of translanguaging practices in an EFL classroom in Indonesian context: A multilingual concept. *Research and Innovation in Language Learning*, 5(2), 167-185.
- Liando, N. V., Tatipang, D. P., Rorimpandey, R., & Karisi, Y. (2022). Easing the rules of health protocols: A critical discourse analysis of Indonesian president's speech on Covid-19 handling in 2022. *Englisia: Journal of Language, Education, and Humanities*, 10(1), 127-145.

- Liando, N. V., Serhalawan, E., & Wuntu, C. (2021). Analysis of teacher-made tests used in summative evaluation at SMP Negeri 1 Tompaso. *Jurnal Ilmiah Wahana Pendidikan*, 7(8), 480-493.
- Liando, N. V. F., & Tatipang, D. P. (2022). English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea*, 13(1), 61-75.
- Maru, Mister Gidion. (2021). The Integration of ICT in ELT Practices: The Study on Teachers' Perspective in New Normal Era. *International Journal of Interactive Mobile Technologies (IJiM)*. Vol 15 No 22.
- Maru, Mister Gidion. Ratu, Donal Matheos. Dukut, Ekawati Marhaenny. (2018). *The Use of the T-Ex Approach in Indonesian EFL Essay Writing: Feedbacks and Knowledge Exploration*. *International Journal of Engineering & Technology*. Vol 7, No 3.25: Special Issue 25
- Maru, Mister Gidion et.all. (2021). The Internet Use for Autonomous Learning During COVID-19 Pandemic and its Hindrances. *International Journal of Interactive Mobile Technologies (IJiM)* Vol 15, No 18. PP.65-79
- Maru, M. G. (2009). Engaging Literary Text to Language Exposures for Foreign English Learners. *International Conference on TEFL/COTEFL in Muhammadiyah University*.
- Maru, Mister Gidion, Nur, Sahril, Lengkoan, Fergina. (2020). Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition. *International Journal of Language Education (IJoLE)*. No 04, Vol 03.
- Prakoso, A. R., Seriardana, P., & Adnyani, L. D. S. (2021). Implementasi Genre Based Approach untuk Meningkatkan Keterampilan Menulis Explanation Text. *Indonesian Gender and Society Journal*.
- Trianto. 2011. *Model Pembelajaran Terpadu*. Jakarta: Bumi Aksara.
- Wuntu, C. N., Singal, Y., & Rorintulus, O. A. (2022). The Implementation of Project Based Learning (PBL) in Improving Students' Speaking Skill at SMA Yadika Kopandakan II. *International Journal of English and Applied Linguistics (IJEAL)*, 2(3), 387-398.