Improving Student Recent Writing Skills Using the Project Based Learning (PJBL) Model For Class XI MIPA 3 SMA Negeri 6 Madiun

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Article Info

ABSTRACT

This study aims to solve problems regarding students' low writing skills. Through the Project Based Learning learning model, it is hoped that it will be able to improve students' writing skills, especially in the Indonesian subject of review text material. This research is included in the type of Class Action Research (CAR) using the model from Kemmis and Mc. Taggart. The subjects of this study were 35 students of class XI MIPA 3 of SMA Negeri 6 Madiun. The approach in this study uses a qualitative description. Meanwhile, data collection techniques were carried out using test and non-test instruments in the form of observation sheets. Analysis of the data for each cycle showed that in cycle 1 student completeness only reached 11.42% (not yet achieved) then in cycle 2 it increased to 85.71% (has been achieved). In addition, the non-test results showed that the effectiveness of using the Project Based Learning learning model in cycle 1 was 27.5% (poor) and increased in cycle 2 to 90% (very good).

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1.   INTRODUCTION

In an academic context, writing skills are needed to express ideas, ideas, and research systematically and logically. In line with this, Kusriani and Suharto (2019) argue that writing skills are characteristic of an educated person or an educated nation (Supriadi., 2020., Febrianto, 2020., & Wati, 2019).

Agung (2020) & Widiati (2015) state that Indonesian language lessons should be fun, but what happens in the field, there are still many students who think Indonesian language lessons are difficult to understand and very boring. As an effort to solve the problem above, the researchers, assisted by tutor teachers and field supervisors, have conducted discussions. Based on the

discussion that we carried out, a possibility can be drawn, that in an effort to improve the writing skills of class XI MIPA 3 students of SMA Negeri 6 Madiun, it is necessary to be given a new learning model. This learning model will later make students feel comfortable because learning does not seem conventional.

On this basis, the researcher provides an offer of a Project Based Learning learning model as a learning model in improving the skills of writing review text material. This Project Based Learning model will provide a real picture of improving students' writing skills. Previous research conducted by Tentrem Lestari (2022)) with the title Improving the ability to write reviews through the Project Based Learning learning model for class XI IPA-1 students of SMA N 1 Kalibawang. Based on the results of the study it can be concluded that the Project Based Learning learning model can improve the ability to write reviews in class XI students. Science 1 SMA N 1 Kalibawang 2021/2022 academic year. This increase was proven by an increase in the average value of students' writing skills in each cycle.

Based on the description above, the formulation of the problem in this study is How can the use of the Project Based Learning learning model improve the writing skills of class XI MIPA 3 students at SMA Negeri 6 Madiun?

Theoritical Review

Writing is a means for students to express what they have thought. They construct language through letters written on a piece of paper. Hudzaifah (in Nining, 2009: 22) reviews (review, recently) are writings that contain judgments about the strengths or weaknesses of a written work (book), literary work (novel), or work of art (film, cinema).

In the activity of writing review texts, a learning model is needed that can arouse student activity to produce perfect work. Project-based learning (PBL) is a learning model that emphasizes learning through projects or assignments that require teamwork and problem-solving. This model aims to develop students' critical thinking, creativity, collaboration, and communication skills.

2.   METHOD

This study used Class Action Research (PTK) conducted on students of class XI MIPA 3 SMA Negeri 6 Madiun with a total sample of 35 students. The research was conducted from February 2023. The research procedure began with the preparation, implementation, and completion stages.

Data collection techniques using tests and observation sheets. The test was used to measure students' cognitive writing review text skills. While the observation sheet to determine student acts as a reference for measuring the effectiveness of the learning model used. The cognitive assessment instrument is in the form of a test. Scoring is done analytically, that is every aspect of writing is given a score. Scoring is also hierarchical following the steps of the problem.

The process of data analysis on cognitive tests is carried out by adding up all scores for each aspect. The maximum score a student gets is 100 points. The following is the formula used to process data based on the scores obtained.

$$HP = \frac{The\ total\ value\ of\ all\ students}{the\ number\ of\ students} \text{ x } 100\%$$

(Riduwan, 2011)
Information: HP: Research result

After the results are obtained, the next step is the categorization of values.

Scoring Level	Criteria
0 - 69	Poor
70 - 80	Average
81- 90	Good
91 - 100	Excellent

Figure 1. Interpretation of Obtained Scores

Mastery learning consists of two kinds, namely individually and classically. According to the guidelines for implementing the 2013 Curriculum learning process (Permendikbud, number 104 of 2014), a student has completed learning if he gets a score of 75 or higher, and a class is considered to have completed learning if 85% of the total number of students has completed learning. Furthermore, to measure the effectiveness of using the Project Based Learning model through observation sheets, a Likert scale is used as a reference for researchers to calculate percentages.

Scoring	Scoring Scale
Excellent	5
Good	4
Average	3
Poor	2
Very Poor	1

Figure 2. Likert Scale

The valuation formula used is as follows.

$$P = \frac{f}{N} \times 100\%$$

(Riduwan, 2011: 43)

Information: - P: Percentage
f: Frequency
N: Maximum number of values

The results of this observational analysis are used to determine the effectiveness of applying the Project Based Learning learning model to student activities.

Percentage (%)	Category
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Enough
21% - 40%	Not Enough
0% - 20%	Very Less

Figure 3. Interpretation of The Scores Obtained

3.   RESULTS AND DISCUSSION
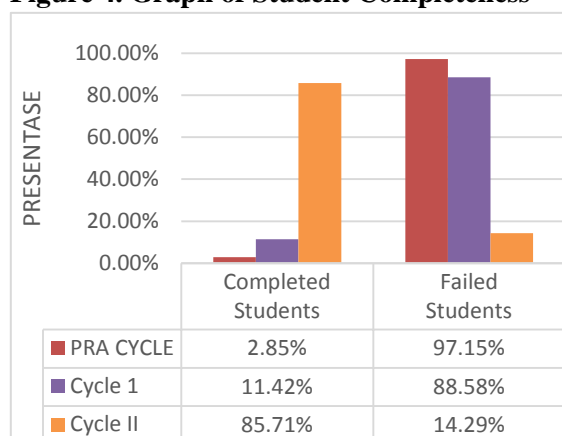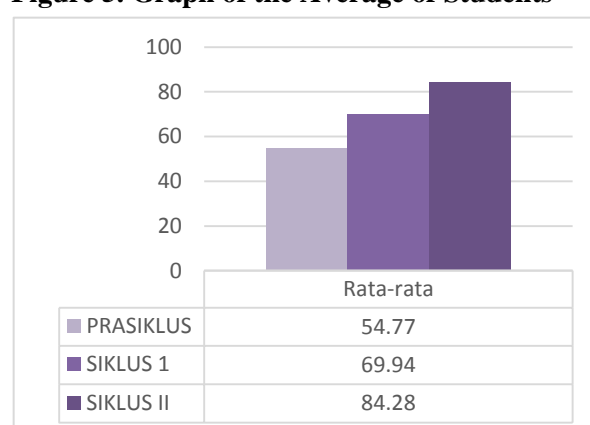
Figure 4. Graph of Student Completeness

	Completed Students	Failed Students
PRA CYCLE	2.85%	97.15%
Cycle 1	11.42%	88.58%
Cycle II	85.71%	14.29%

Figure 5. Graph of the Average of Students

	Rata-rata
PRASIKLUS	54.77
SIKLUS 1	69.94
SIKLUS II	84.28

The mastery of students has increased from the pre-cycle to the second cycle. At the beginning of the pre-cycle, the students' completeness was only 2.85%, meaning that only 1 child scored according to the KKM. Then in cycle 1 after using Project Based Learning student completeness rose to 11.42%. The number of students who passed cycle 1 was 4. This result was still unsatisfactory but had increased from pre-cycle. Then entering cycle 2 student completeness rose to 85.71%. In cycle 2, completeness is more than 85% of the predetermined scale. The number of students who passed increased to 30 students. This means that the second cycle of research is said to be successful/complete.

In addition to the completeness aspect, the average value of students can also be used as data in this study. The average score of students in the pre-cycle was 54.77. In cycle 1 it rose to 69.94. Then in cycle 2, it increased to 84.28%. The average value in cycle 2 is good because the specified KKM is 75.
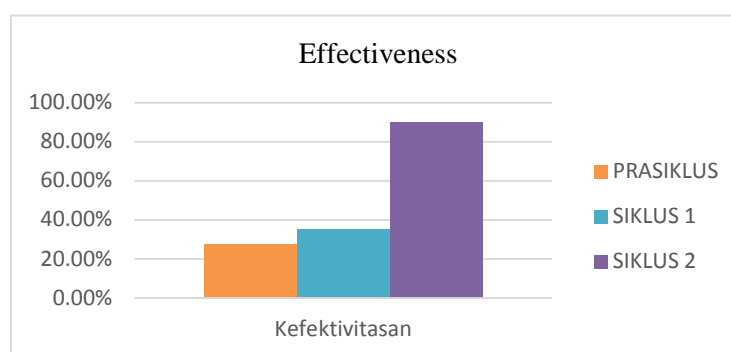
Figure 6. The Effectiveness of Learning Models

Based on the results of observations by observers, starting from pre-cycle, cycle 1, and cycle 2. Results were obtained where the application of Project Based Learning was declared effective in learning Indonesian in review text material. Students tend to be more active in learning. Students are also happier when learning is done cooperatively. Students have the freedom to ask either the teacher or their group mates. Project-based learning has the advantage that students have time to complete their projects according to the agreed time. So that students have the opportunity to discuss for a longer time.

4.   CONCLUSION

Based on the results of data analysis from the instruments that have been implemented, it can be proven that the application of the Project Based Learning model in improving the writing skills of class XI MIPA 3 students of SMA Negeri 6 Madiun was declared successful/complete. The learning outcomes obtained show a very significant increase using the Project Based Learning learning model.

Based on these conclusions, the advice that researchers can give to teachers is to consider providing subject matter by introducing and using various kinds of learning models. One that can be used is the Project Based Learning learning model. It is hoped that school principals can provide support in providing various tools to facilitate the use of the Project-Based Learning learning model.

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