



THE IMPLEMENTATION OF PROJECT-BASED LEARNING MODEL TO IMPROVE STUDENTS' SKILLS IN WRITING RECOUNT TEXTS

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Abstract:

This study investigates how the implementation of Project Based Learning (PjBL) affects in improving students' skill level in expressing their ideas on recount text material in grade 8 UPT SMPN 2 Gresik. This study took samples from 31 students of class 8D UPT SMPN 2 Gresik. Therefore, data collection instruments included student skill tests through writing assignments. The results of this study showed a significant improvement in students' skills. In addition, they showed a positive response to the application of the PjBL model in learning. In conclusion, students' abilities to recall information from recount texts are significantly enhanced by the PjBL learning approach.

Keywords: *PjBL, Recount Text, Teaching Strategy*

1. INTRODUCTION

Education is the main pillar of society for each individual. Education will continue throughout life. Therefore, education does not only transfer education, but education also aims to shape the character of each individual. The core of the educational process is learning where individuals are actively involved in the search for knowledge and skills through various experiences. Therefore, education and learning are interrelated and play an important role in the development of individuals and society.

Many aspects of the learning process influence the ability to achieve competency standards. The implemented learning model is one of them. A model is a strategy for accomplishing predefined objectives. Teachers use models in teaching and learning activities, and how they use them depends on the goals that need to be met after the lesson is over.

In contrast to traditional classroom-based teaching, project-based learning (PjBL) emphasizes learning through projects and practical real-world experiences. One of the constructivism approaches that encourages students' cooperation in discovering and expanding their knowledge through active learning is project-based learning (PjBL) (Sumarni, 2013)

Problem Based Learning is a learning method that encourages students to recognize how to learn and collaborate in groups to find solutions to real-world problems. This simulation of existing problems aims to activate students' curiosity before they start learning the material. With this PBL method, it aims to prepare students to think critically and analytically. Besides that, students can also appropriately obtain and use learning resources.

However, achieving the goals of the Program Based Learning (PBL) method is not easy. Therefore, the right learning strategy is needed to create learning that runs efficiently in order to achieve the desired learning objectives. Strategy is a plan that helps teachers in the learning process at school to achieve certain learning goals. This is necessary because it aims to enable teachers to see what kind of learning picture they



want to achieve, then what things will be done during the learning process and what should not be done so as not to hinder the achievement of learning objectives.

Currently, teachers have many difficulties to teach boldly, Teachers who once served as the focal point of all learning have given way to students who are now learners, and parents now have a responsibility to support and promote all learning processes (Fernandez et al., 2022). In fact, the teacher's function as an instructor and motivator; in addition, the teacher serves as a facilitator and is still fundamentally a teacher. Therefore, a teaching strategy is needed (Fernandez et al., 2022).

To accomplish the teaching and learning process, educators need do certain actions. such as the introduction, instructional strategies, material supply, classroom management, and conclusion. This may occur during the teaching and learning process. In addition, teachers must be critical in choosing methods, strategies or techniques that will be used in the classroom teaching and learning process (Rizqi & Pribady, 2017). In essence, teachers must be more creative and experienced in teaching English (Surayatika, 2022).

Meanwhile, there are several definitions of strategy in the context of English language teaching and learning. Surayatika (2022) argues that strategies are specific steps that can be taken and aim to overcome a problem, which varies greatly for each individual. Then, Surayatika (2022) further contends that the receptive domain—intake, memory, storage, and recall—is connected to learning strategies (p. 137).

Researcher may conclude that teaching is the process of assisting someone in learning something, providing guidance and directions, and using knowledge to help students learn something. This allows students to gain knowledge and understanding.

A learning strategy is a tool designed to assist pupils in meeting the established learning goals. Surayatika (2022) contend that a teaching strategy is a component that the instructor uses to help pupils comprehend the material more deeply. Surayatika (2022) categorizes the elements of learning strategies that are stressed in the curriculum into three groups. These three types of learning are: (1) material-centered, (2) student-centered, and (3) teacher-centered.

In the context of recount texts, students can explore their personal experiences or important events they have experienced, then process them into a structured narrative. Marpaung et al, (2015) stated that “Personal experience expresses and explores someone personal feeling on his or her life experience.” It indicates that the students' own experiences are relevant to their lives. This approach not only improves writing skills, but also builds critical thinking, creativity, and cooperation among students. Thus, PjBL can increase students' motivation and interest in learning English. PjBL uses original real-world projects to better engage students, increase their motivation, and prepare them for real-world challenges.

One type of text that is commonly used in writing is Recount Text. States that recount text is a sequential text in which this text consists of a series of event (Utami & Apsari, 2020). The act of recording past occurrences in writing is known as recount text writing. Using the proper conjunctions and sequence markers, the events are recounted in chronological order in accordance with the time and place setting. Nursidah et al,



(2015) also defines “Recount is the retelling of past events”. Typically, the story is presented as a sequence of events that happened in that order. Recounting past occurrences is the goal of producing a recount text. Information on what happened, when it happened, where it happened, and who was engaged in the narrative are all included in this text.

Additionally, several scholars have studied the issues that students have when producing recount texts as well as the reasons behind those difficulties (Fernandez et al., 2022). First, an analysis of students' challenges with producing recount texts and the reasons behind those challenges was conducted by Fernandez et al. (2022).

Notwithstanding the parallels between this study and earlier research, there are important distinctions. The purpose of the study at UPT SMPN 2 Gresik is to ascertain whether the PjBL learning model is beneficial in enhancing the recall abilities of eighth-grade students. This study was carried out in order to shed light on learning approaches that are successful in developing critical thinking skills.

As a result, this research expected will help to answer about how does the implementation of PjBL model affect students' skill in writing recount texts? Which later improve education quality both theoretically and practically. It is anticipated that the results of this research will positively impact the creation of learning models that are better suited to the requirements of students in terms of honing their critical thinking skills.

2. METHOD

In terms of in-depth data collection, researchers conduct qualitative research through observation, namely direct observations made at UPT SMPN 2 Gresik. Qualitative research, according to Creswell (2007) is suitable for research issues that require investigation of unknown factors. This research process involves systematic steps, starting with the emergence of research questions and data collection procedures, then data is collected from participants in their natural context. Next, the data is analyzed inductively to identify common themes from specific things, and the researcher makes an interpretation of the meaning of the data (Creswell, 2007).

Other definitions of qualitative research include targeted sampling, open-ended and flexible data collection, in-depth data analysis through text or images, presentation of information in visual forms such as figures and tables, and subjective personal interpretation of findings (Creswell, 2007). According to Dewi (2022) in qualitative research, data collection can be done through two sources, namely primary data obtained through semi-structured interviews and secondary data sourced from internal publications and previously published data.

Students from one of Gresik's junior high schools made up the study's population. Prior to choosing the sample, the researcher identified the population. “A population is a group of individuals that enables a researcher to select a number of them as a sample in a given study to acquire information about the intended instance”, according to Surayatika (2022). In line with this research, the population of this study were 8th grade students at SMPN 2 Gresik.

In this study, simple sampling was used to represent the sample. Creswell (2012) mentions that the researcher selects participants for the sample who have the same



probability of being selected from the population. Therefore, the researcher used the participant observation method. The purpose of this survey was to determine the solution to the research problem in this study. The researcher took thirty-one students at SMPN 2 Gresik

In collecting data, observation was conducted during the English subject of recount text in the 8th grade of Junior High School. The observations made were about the writing of recount text with the correct wording and the selection of the right verb. Uwamusi & Ajisebiyawo (2023), state that the most commonly used method especially in research related to behavioural science is the observation method. This information is sought through Direct involvement and observation of the researcher in the group's operations, the nature of participant observation.

3. FINDING AND DISCUSSION

The implementation of PjBL in Indonesia was initially only done in vocational high schools. The reality that PjBL is applicable in settings other than technical high schools has been discovered by numerous researchers in recent years. Research shows that PjBL boosts students' motivation, creativity, attitude, and academic performance while simultaneously addressing social issues in the realms of economics and entrepreneurship.

A number of studies found that PjBL was employed by western instructors and that it was very helpful in creating an efficient learning environment (Sumarni, 2013). PjBL allows students to use their newly acquired knowledge to better themselves. Evidence from studies by Sumarni (2013) supports the idea that PBL is a student-centered method of instruction. According to {Citation}project-based learning (PBL) is characterized by an approach to education that motivates students to actively participate in their own education by carrying out research and resolving issues, and making tangible products.

The three main components of PjBL are preparation, creation, and processing. The PBL method is the one that deals with syntax. start with the overarching question, then develop the project's strategy, create a timetable, monitor student and project progress, review the process, evaluate the results, etc. Sumarni (2013) found that students' motivation, creativity, and accomplishment were all positively affected by the combination of technology-assisted learning, meaningful education, and project-based learning.

Following a thorough examination of the literature, PBL projects have the following characteristics:

1. According to Sumarni (2013) a query or problem guides linked activities that lead to a summary report or product;
2. It is possible to enhance and use a presentation, performance, or product for practical uses;
3. The projects encourage students to explore real-life concerns, allowing them to interact with real-life circumstances (Sumarni, 2013)
4. As part of their learning, students have the opportunity to create works or products that answer questions or solve concerns (Sumarni, 2013)



5. Students collaborate in groups to complete tasks within a given time limit (Sumarni 2013). Students are able to develop multidisciplinary approaches to problem-solving because several subjects are merged.
6. Students have the ability to identify problems, discuss potential solutions, collect and evaluate data, make conclusions, create an original piece of work, and acquire the required knowledge (Sumarni, 2013)

As we know, every learning model has advantages and disadvantages. As the Project Based Learning (PjBL) learning model also has advantages and disadvantages that need to be considered for its successful use.

3.1 Strengths

According to Sumarni (2013) the learning model has several strengths including:

1. PjBL increases students' learning motivation

According to Downing et al. (2009), PjBL has benefits for the development of cognition. Multiple studies have found that problem-based learning (PBL) is an effective method for increasing students' learning motivation, PjBL improves students' academic performance (Sumarni, 2013). Results from studies by Sumarni (2013) suggest that PjBL may be an effective paradigm for learning that leads to higher levels of academic achievement (Sumarni, 2013).

2. PjBL improves students' creativity

According to Ralph (2016) one way to help kids get ready is to incorporate PjBL into the curriculum. This will help them acquire the skills they need to express themselves creatively.

3. PjBL improves communication skills

As per Sumarni (2013) PjBL instructs students in the art of collaboration, team building, and research methodology.

4. PjBL makes learning enjoyable.

As a result of the increased variety and depth of learning possibilities afforded by project-based learning, student satisfaction with their education increased (Sumarni, 2013).

3.2 Weakness

In addition to strengths, the Project Based Learning (PjBL) learning model also has weaknesses as well as other learning models. The weaknesses include:

1. According to Batubara et al., (2023), the learning approach used by PjBL requires a significant amount of time to tackle complicated issues. If you use PjBL, you might not have enough time to complete the material or content.
2. Many parents of students who are upset about this are annoyed that using the new method would cost more.
3. Even for experienced teachers, introducing project-based learning into the classroom can be a daunting task (Grant, 2011). Sumarni (2013)



suggest that a little inconsistency could have affected the data from a self-assessment survey.

4. Lack of enthusiasm among students for the subject, as well as instructional strategies (Sumarni, 2013.)
5. Having problems finishing cooperative learning assignments (Sumarni, 2013).

From the description above, it can be concluded that the PjBL learning method has advantages and disadvantages. The advantages of PjBL can increase student motivation and skills which will certainly have an impact on increasing student achievement later. This happens because this PjBL learning method is considered fun.

Meanwhile, it can also be concluded that the weakness of the application of the PjBL learning method is that students have difficulty in completing their assignments. As a result, a lot of time is needed to really solve the problem. On the other hand, parents also have to pay more for this PjBL learning model.

One of the difficulties in learning recount text is writing, as found by the students in the investigation class, is grammar. The researcher has planned and prepared the teaching module according to the students' needs. The results of pre-observation and cycle I provide data depicted in the following diagram:

Table 3.2.1. Frequency Scored of Pre-Observation Data

Scored	Frequency	Percentage (%)
20	2	7
40	2	7
50	7	23
60	5	17
70	5	17
80	6	20
90	2	7
100	1	3

Then the summarize of table 1 in diagram below:

No.	Information	Result
1.	Mean	63
2.	Highest Score	100
3.	Lowest Score	20
4.	Number of students who have completed	14 students
5.	Number of students who have not completed	16 students

Based on the rounded percent frequency table, some conclusions can be drawn. That as many as 4 students got a score below 50 with a presentation of 14%. Then more than 5 people got a score of 50, this means more than 20% of students got a score of 50. then students with scores of 60 and 70 were 5 people each. Followed by a score of 80 obtained by 6 students with a percentage of 20%. Followed by a

score of 90 obtained by 7% of students, which is about 2 students out of 30 existing students. And there is only 1 student with a perfect score of 100.

The researcher then applied the PjBL learning method in writing the recount test. Observations made are taking samples of recount text essay writing written by students and structured correctly. The assessment is carried out based on the accuracy of verb selection, vocabulary development, correct structure, and sentence order. From the observation results, it can be concluded that the students' scores have increased with the percentage in the diagram below:

Table 3.2.2. Frequency Scored of Cycle 1

Total	31	100
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Then it can be summarized in the diagram below:

No.	Information	Result
1.	Mean	75
2.	Highest Score	96
3.	Lowest Score	35
4.	Number of students who have completed	22 students
5.	Number of students who have not completed	9 students

Based on the data obtained from classroom observations in pre-observation and cycle 1 data analysis, it was found that the application of the Project Based Learning (PjBL) learning model has a positive impact in improving students' critical thinking skills in writing recount texts. In this case, students were given the task of expressing their experiential ideas in a recount text. The following are the main findings of this study:

1. Skill in organizing ideas

Based on the results of observations and analysis of the collected assignment documents, we can conclude that students are able to arrange the sequence of events logically and connect each event clearly and accurately. Students also explain cause-and-effect relationships between events and provide relevant details to support the story. Students who are skilled in this can produce text that is easy to understand, interesting, and informative.

2. Varied vocabulary

Based on the results of observations and analysis of the collected assignment documents, we can conclude that students' abilities have improved. In this case, students use a variety of diverse and interesting vocabulary. In addition, they also do not repeat the same words excessively and also try to use new words that have been learned in the appropriate context. Where in the previous material they used the same vocabulary. Students who are skillful in this regard can produce texts that are richer, interesting, and easily understood by readers.

3. Past tense verb writing skills



With the Project Based Learning method, students are instructed to write down their personal experiences in the past. Where in writing students must use past tense verbs. Students can choose the right past tense verb based on the type of sentence. After checking the results of their recount texts, it can be seen that students have started to have more vocabulary of 2nd verb form than before. Not only that, students also understand regular and irregular verbs. Students also use conjunctions that are quite appropriate

4. Improvement of analysis skills

The class observation shows that from this PjBL learning method, students have been able to analyze the structure of recount text. They know that recount text has a structure consisting of orientation, events, and reorientation. They make mind mapping first based on the structure that has been provided. They are able to write recount text according to the existing structure. They are also able to understand the purpose of the author writing the recount text and the message he wants to convey to the reader. Overall, the recount text can be evaluated as a good text. The structure is clear, the essential elements are well identified, and the meaning can be interpreted easily.

The findings of this study indicate that the Project Based Learning (PjBL) learning model is effective in improving students' critical thinking skills on grade 8 recount text material at UPT SMPN 2 Gresik. This is in line with theory and previous research which states that PjBL can increase students' creativity in pouring ideas into their writing.

The results of this study also confirm that a student-centered learning model that involves them actively in the learning process can facilitate students' skill development more effectively compared to traditional learning methods that tend to be teacher-centered.

4. CONCLUSION

Teachers who are also creative are essential for implementing PBL into practice. Problem-solving and improving content knowledge and skills are difficult, particularly when dealing with low-ability, unmotivated, and unfocused students. Teachers should try to build stronger relationships with their students and exercise more patience. According to Sumarni (2013) PBL is an approach that possesses these three qualities, which ought to be apparent in the spoken exchanges between students during the PBL process.

So, based on the research results obtained, it can be concluded that the application of the Project Based Learning (PjBL) learning model is proven effective in improving the critical thinking skills of 8th grade students on writing assignments on recount text material at UPT SMPN 2 Gresik. The main findings of this study include: Students' skills in the learning process through individual activities in writing their experiences, students' analytical skills in identifying the structure of recount text, the collection of vocabulary obtained, the ability and skills in organizing ideas. Overall, the PjBL



learning model is proven to facilitate the development of students' critical skills through individual writing of their personal experiences.

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