



Students' Perceptions of Teaching Writing Using Project-Based Learning Model on the Eleventh-Grade Students at SMA Negeri 1 Baros

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Abstract

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This study aims to find the eleventh-grade students' positive perspectives concerning the use of the project-based learning model in teaching writing analytical exposition text. To reach its aims, this study employs a qualitative descriptive strategy using a case study technique. The data was gathered through observation and questionnaires. This study's population consisted of eleventh-grade students from SMA Negeri 1 Baros, a public school in Banten province. This research included 63 students from Classes XI MIPA 3 and XI IPS 4. Per the research findings, 86.12% of them had a better knowledge of the concepts and scope of the topics covered. 79.85% of respondents expressed a stronger desire to improve their English writing skills. The concept of writing analytical exposition texts was better understood by 90.3% of respondents. Aside from that, it achieved an 82.23% average positive responses in critical thinking training. It can be concluded that using the project-based learning model in writing instruction influences motivation and interest in learning, academic competence, critical thinking skills, and student-teacher interaction.

Keywords: *project-based learning, teaching writing, writing*

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INTRODUCTION

When studying English, students must master four skills: speaking, listening, reading, and writing. Speaking and listening are often mastered at a young age since they are talents that may be learned via memory and imitation. As a result, students learning English are often taught speaking and listening. This is because such talents are regarded as easier than reading and writing. Intermediate and advanced learners are expected to be adept in all of these areas. However, most research concluded that writing is the most difficult ability to learn (Hartawan et al., 2015), the most boring (Sulitstyani, 2010), and the least entertaining (Sudilah, 2015). According to their research, many students still struggle with choosing a topic and developing their thoughts in writing during the writing learning process. According to the students, writing is a boring and uninteresting task.

The teaching model plays a role in supporting students' writing skills. This is because writing is a productive skill because the focus is on producing information. Not only that, writing can also increase knowledge of grammar and increase vocabulary. In mastering writing, students need instruction and practice



from the teacher to improve their skills and understanding in writing. Therefore, teachers must have the right learning model because the right teaching model will have a big influence on the teaching and learning process and outcomes (Elvi et al., 2020).

In addition, Writing is a visual representation of language. In writing there will be difficulties when doing so, such as when students want to write but students have difficulty expressing what they want to convey, this is one of the problems that students often experience when writing. According to (Jordan, 1988), the process of writing words down on paper in a structure similar to an outline arranged with appropriate style and vocabulary and organizing main ideas is often confusing. Writing also involves editing out mechanical and grammatical issues (Pratiwi, 2016). According to (Bryne, 1988), there are three factors of difficulty in the writing process, including: (1) Linguistic Difficulties. such as grammar, vocabulary, language use, and choice of sentence (2) Physiological Difficulties, which are more numerous focuses on the writer's difficulties because there is no direct interaction and feedback from the reader when they are writing. (3) cognitive difficulties. this is formal use instructions such as spelling, punctuation, capitalization and paragraphing (Alisha et al., 2019).

In this research, the author adapted the teaching model (PJBL) to obtain a positive increase in students' writing skills is very effective in the learning process. This project-based learning is a learning model that involves students more actively in designing learning objectives to be able to produce real projects (Martini & Sobari, 2021). In learning, students are asked to understand the material and create projects in groups.

LITERATURE REVIEW

Writing, in general, is a method of communicating a message from the writer to the reader. As Donald Hall stated in his book *Writing Well*, writing is pompous and wordy, but it conveys a message. Writing is also a way for the writer to think or a way of thinking that is shared with the reader, as stated by (Scholes & Comley, 1985). Writing is a way of thinking as well as a means of communication. Writing is an individual activity, as (McDonough & Shaw Christopher, 1993) stated that writing, like reading, is an individual, solitary activity in many aspects.

Teaching Writing

Instructors have an impact on how well their learners write. Teaching may be considered as demonstrating or assisting someone in learning how to perform a task, providing guidance in the study of a subject, imparting knowledge, and causing to know or comprehend (Brown, 2007). Teaching involves creating the circumstances for learning as well as assisting and leading the process of learning. It is supported by those who stated that teaching writing involves more than merely addressing the feature. Its goal is to assist learners in conveying authentic messages in an unsuitable way. This indicates that teachers have a crucial role in teaching writing, and they should be aware of how to help learners write successfully. Teachers are crucial in the writing classroom because they set up the right environment for students to come up with ideas and be inspired to write.

PjBL as the Teaching Model

Teachers must look for approaches or procedures to use while instructing writing. Project-based learning is one approach that falls under the process. According to Patterson (2012), as referenced in (Riswandi, 2018), PjBL is a technique that enables students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation. It is consistent with task-based instruction, which allows students the freedom to complete their assignments however they see fit. The way that the word "project" is used is the most distinctive. Through this project, students will be able to improve their competencies in critical thinking, creativity, and understanding in writing skills.

METHODS

The aim of this study is to discover the positive perceptions of eleventh-grade students at SMA Negeri 1 Baros towards the implementation of project-based learning in teaching writing. The researchers employed a qualitative research strategy to achieve the objective. As stated by (Creswell, 2013), qualitative research is the type of study that gives detailed information about the main phenomenon under investigation, research participants, and research site. The sample of the research is 63 students in the eleventh-grade at SMA Negeri 1 Baros in the academic year 2022/2023. Which consists of 34 students of XI MIPA 3 and 28 students of XI IPS 4. The data was gathered through observation and questionnaire. A case study is implied by the researchers because it can preserve an depth grasp of social phenomena that are taught in the classroom (Silverman, 2005).

RESULTS AND DISCUSSIONS

The questionnaire was completed by 63 respondents based on the data collected. Overall, the data show that implementing the project-based learning paradigm has positive impacts on students' writing skills. The questionnaire statements are based on observations made by the researcher while implementing the project-based learning model for eleventh-grade students at SMA Negeri 1 Baros. Following the completion of teaching and learning activities, data was gathered. Researchers discovered the findings and developed a questionnaire based on students' learning motivation and interest in writing abilities, students' academic competence, students' critical thinking and creativity, and student-teacher interactions.

Table 1. Data analysis concerning students' learning motivation

No.	Statement	Yes	No
		(percentage %)	
1.	I am always enthusiastic about working on assignments to write analytical exposition texts.	85.5	14.5
2.	The implementation of the project-based learning model increased my interest in writing English texts.	74.2	25.8
	Average	79.85	20.15

As shown by the data analysis on students' learning motivation, more than half of the respondents (85.15%) were enthusiastic about writing an analytical exposition text with the implementation of a project-based learning model. Almost a quarter of respondents (74.2%) reported an increase in their interest in writing English texts. An average of 79.85% of participants reported an increase in their interest in writing abilities. This is demonstrated by the participants' desire to work on the completed writing tasks. To ensure students' motivation and interest to improve their writing skills, development at the project stages must be considered while applying the project-based learning model.

Table 2. Data analysis concerning students' academic competence

No.	Statement	Yes	No
		(percentage %)	
1.	I understand better the structure, language features, and social function of a text.	90.3	9.7
2.	The project-based learning model makes it easier for me to understand analytical exposition texts.	85.5	14.5
3.	The project-based learning model makes it easier for me to understand the steps in writing analytical exposition texts.	87.1	12.9
4.	The project-based learning model makes it easier for me to apply language features in writing analytical exposition texts.	79	21
5.	The project-based learning model makes it easier for me to understand the social function of the analytical exposition texts that I write or read.	88.7	11.3
	Average	86.12	13.88

According to the data analysis on students' academic competency, as many as 90.3% of participants felt they could better comprehend the concepts in generating a text by implementing a project-based learning model. Despite it, there was ease in comprehending and recognising social functions (88.7%), stages (87.1%), concepts (85.5%), and language features in practising the ability to generate a text based on the concept (85.5%). As many as 86.12% of respondents found it easier to grasp the material through learning experiences with a project-based learning model. The perspectives of students on improving their comprehension and writing skills in English texts have been impacted positively by the project-based learning model.

Table 3. Data analysis concerning students' critical thinking and creativity

No.	Statement	Yes	No
		(percentage %)	
1.	The project-based learning model trained me to think critically in designing frameworks and writing analytical exposition texts.	85.5	14.5
2.	The project-based learning model trained me in analyzing social topics to be discussed in analytical exposition texts.	80.6	19.4
3.	The project-based learning model allows me to explore my creativity in developing new ideas in creating and developing a text.	80.6	19.4
	Average	82.23	17.76

As indicated by the data analysis relating to students' critical thinking and creativity, 85.5% of the participants had their critical thinking abilities strengthened in designing text structures whose contexts were connected when developing the framework and writing the text. Aside from that, the project-based learning model sharpens students' critical thinking skills to analyse social issues addressed in the text. The topic must be supported by arguments and facts, in accordance with the criteria of analytical exposition texts. Students become more creative in connecting the concerns expressed with the arguments and information offered as a result of this learning model. In this competency, 80.6% of participants felt trained at every stage of the project being carried out in the same presentation. The use of the project-based learning model in stimulating students' critical thinking skills and creativity in the process of composing English texts gave rise to a positive response rate of 82.23% on average.

Table 4. Data analysis concerning student-teacher interactions

No.	Statement	Yes	No
		(percentage %)	
1.	I feel more active in working on the task of making analytical exposition texts with a project-based learning model.	88.7	11.3
2.	I began to have the courage to ask the teacher every time I encountered difficulties in carrying out the assignment of writing analytical exposition texts.	80.6	19.4
3.	I always consult with teachers in completing analytical exposition text projects.	77.4	22.6
4.	With the project-based learning model, I have the courage to express my opinions to my teacher and friends in class regarding the lesson material.	67.7	32.3
	Average	78.6	21.4

As demonstrated by the data analysis on student-teacher interaction, student engagement in all stages of the project looked to rise, with 88.7% of participants reporting. Student participation with teachers was also highlighted, with 80.6% of participants expressing willingness to discuss with the teacher. At the following level, 77.4% of participants used project-based learning model learning activities to advise on students' primary projects. This indicates that students' confidence in talking with teachers has increased. Not just teachers, but also students, are becoming more engaged with one another. Following that, the extent of courage with which they share their views and opinions, either to the teacher or to classmates. Even yet, the value is not as significant as prior exchanges. Only a little more than half of the participants (67.7%) had the guts to speak their views and opinions in front of the class. Thus, positive responses were also seen from the aspect of student and teacher interaction in implementing the project-based learning model; although it was not as significant as other aspects, at least a quarter of the participants (78.6%) demonstrated their engagement in the writing process using the project-based learning model.

CONCLUSION

This study discovered that eleventh-grade students have positive perspectives regarding the implementation of a project-based learning model in teaching writing. According to the findings of the study, 86.12% of those obtained got an improved understanding of the concepts and scope of the topics being discussed. Students practise identifying, planning, and constructing texts as part of the project-based learning model so that they can generate learning products from writing competencies. Following Peterson's remark of project-based learning as a teaching model, project-based learning allows students to create a publicly displayed output such as a product, publication, or presentation (Riswandi, 2018).

Regarding the issue of student motivation and interest in learning, more than three-quarters (79.85%) of respondents reported an increase in interest in acquiring and practising English text-writing skills. Students' interest in the concern of writing skills is influenced by their desire to learn. It was discovered that 90.3% of participants could better grasp a text's essential concepts, structure, language features, and social functions. As an instance, as revealed by 82.23% of respondents who experienced this, students become more trained and enhance their ability to analyse ideas that will be developed in the text they generate during the writing process. Furthermore, as it concerned student-teacher interaction in learning processes and projects, it was discovered that students were more involved, and their courage and confidence in expressing ideas on themes covered in the text increased. At each level of the learning model employed, 78.6% of respondents actively participated in discussion and question-and-answer sessions, either with the teacher or with their peers. Therefore, students show positive perceptions of the use of project-based learning models in teaching writing. Particularly, concerning the topics of motivation and enthusiasm in learning writing, academic competence, critical thinking abilities, and creativity, as well as teacher and student engagement in the stages of project implementation.

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