

The Use of Project-Based Learning on Argumentative Text to Improve Writing Ability in XI Electro 1 SMKN 4 Semarang

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah metode pembelajaran berbasis proyek efektif untuk meningkatkan kemampuan menulis siswa khususnya pada materi teks argumentatif. Metode pengajaran adalah metode yang digunakan dalam proses belajar mengajar di kelas. Ini berisi berbagai teknik, prinsip, dan kegiatan yang dirancang untuk melibatkan peserta didik, meningkatkan pemahaman, dan mencapai tujuan pembelajaran tertentu. Salah satu metode pengajarannya adalah Pembelajaran Berbasis Proyek. Pembelajaran Berbasis Proyek adalah metode pengajaran di mana siswa belajar dengan secara aktif terlibat dalam dunia nyata dan proyek yang bermakna secara pribadi. Metode ini diterapkan pada proses pembelajaran di SMKN 4 Semarang. Materi yang digunakan metode ini adalah teks argumentatif, yaitu untuk mengukur kemampuan menulis siswa. Berdasarkan penelitian yang dilakukan oleh peneliti, metode Pembelajaran Berbasis Proyek efektif untuk meningkatkan kemampuan menulis siswa. Hal ini diketahui dari perbandingan nilai siswa sebelum dan sesudah diajar dengan Pembelajaran Berbasis Proyek.

Kata kunci: Metode Pembelajaran, Pembelajaran Berbasis Proyek, Kemampuan Menulis, Argumen, Teks Argumen

ABSTRACT

This research aims to find out whether Project-Based learning method is effective to improve writing ability students, especially in argumentative text material. Teaching methods are methods that used in teaching and learning process in the class. It contains a variety of techniques, principles, and activities designed to engage learners, promote comprehension, and achieve specific learning goals. One of the teaching methods is Project-Based Learning. Project-Based Learning is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. This method applied to teaching process in SMKN 4 Semarang. The material that used this method is argumentative text, which is to measure the student's writing ability. Based on the research done by the researcher, the Project-Based Learning method is effective to improve the student's writing ability. It is known from the comparison of student's score before and after being taught with Project-Based Learning.

Keyword: Teaching Method, Project Based Learning, Writing Ability, Argument, Argumentative Text.

1. Introduction

Teaching methods refer to systematic approaches or strategies that educators use to facilitate the learning process and to embed knowledge, skills, or attitudes in students. It contains a variety of techniques, principles, and activities designed to engage learners, promote comprehension, and achieve specific learning goals. Based on Sanjaya, 2016:147, teaching method is a way to implement plans that have been prepared for real activities in order to achieve optimal goals. Teaching methods are designed to accommodate different learning styles, abilities and topics. It includes a variety of teaching methods including lectures, discussions, demonstrations, hands-on activities, group work, multimedia presentations, and problem-solving exercises. The choice of teaching method depends on factors such as the teaching situation, subject matter, age and ability of the learner, available resources, and desired learning outcomes. Effective teaching methods must accommodate learner diversity, encourage active participation and critical thinking, provide opportunities for practice and feedback, and promote positive and inclusive learning environments. It should also be adaptable so that educators can tailor their approach to the needs and progress of individual students. It is worth noting that teaching methods are not limited to classroom settings, but can be applied to a variety of educational contexts, including online or distance learning, vocational training, adult education, and informal learning settings.

There are many teaching methods employed by educators to promote effective learning. Here are some commonly used teaching methods.

1. **Lecture:** In this method, instructors give oral presentations to students to share information, explanations and insights. They are often used to introduce new concepts, provide an overview of a topic, or present complex information. Lectures can be enhanced with visual aids such as slides and multimedia presentations.
2. **Discussion:** This method encourages active student participation and critical thinking. The key is to enable group or class discussions where learners exchange ideas, exchange perspectives, discuss and analyze different points of view. Discussions foster collaboration, improve communication skills, and deepen understanding of topics.
3. **Demonstration:** In this method, the instructor introduces the students to a process or procedure. It is often used in subjects such as science, art, and vocational training. Demonstrations allow learners to observe and understand concepts, techniques, and experiments in action, thereby improving their comprehension and skills.
4. **Inquiry-based Learning:** This method encourages students to explore, explore and discover knowledge on their own. Instead of passively receiving information, learners actively ask questions, investigate, and seek answers. Inquiry-based learning promotes critical thinking, problem-solving skills, and a deeper understanding of concepts.
5. **Problem-Based Learning:** In this method, students are presented with real-world problems and scenarios that require them to apply their knowledge and skills to find solutions. Encourage active learning, collaboration, and critical thinking. Students analyze and solve complex problems, gain a deeper understanding of the subject matter, and develop practical skills.
6. **Collaborative Learning:** In this method, students work in small groups or teams to complete their learning objectives. Facilitate interaction, collaboration, and shared responsibility among peers. Collaborative learning promotes communication skills, teamwork, and greater understanding through collaboration and discussion.

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7. **Project-Based Learning:** In this method, students work in groups or teams to create a project based on their learning objectives. This method offers a student-centered approach that fosters critical thinking, collaboration, and the development of essential skills needed in the 21st-century workforce.

8. **Hands-on Activities:** This method aims to engage students in hands-on, experiential learning. This includes lab experiments, field trips, simulations, role-plays, hands-on projects, and more. Hands-on activities provide opportunities for engagement, application of knowledge, and skill development.

9. **Multimedia and Technology-based Method:** These methods use multimedia resources, digital tools, and technology to enhance the learning experience. This includes the use of videos, interactive simulations, online platforms, educational software and virtual reality. Multimedia and technology-based methods allow for different learning styles, promote interactivity, and ensure an engaging and immersive learning experience.

Those are just a few examples of teaching methods. Educators often combine multiple methods based on student learning goals, subjects and needs. Flexibility in choosing and adapting teaching methods is essential to accommodate different learning styles and promote effective learning outcomes.

A. Project-Based Learning

Project based learning is "one way of providing learning experiences by confronting children with everyday problems that must be solved in groups" (Istarani, 2016: 175). Project-based learning or project-based learning models are learning models that use projects/activities as media. This learning model uses problems as the first step in collecting and integrating new knowledge based on experience in real activities Hosnan (2014: 319). From those explanations above, it can be concluded that project-based

learning is a learning model that allows students to work independently or in groups on project outcomes derived from everyday problems increase. This learning focuses on student activities that enable them to understand concepts and principles by exploring problems in depth and looking for solutions to be implemented in relation to project work. Wahyuni (2019:84) also state that project-based learning is a learning model that provides opportunities for educators to manage classroom learning by involving project work. This enables students to experience a meaningful learning process by building their own knowledge.

In its implementation, the project-based learning learning model has steps that are characteristic of it, including (Hosnan, 2014: 325):

1. Project decision

In this step, students are given the opportunity to select/designate projects they would like to work on either in groups or alone, as long as they do not deviate from the assignment given by the teacher.

2. Designing project completion steps

This project design activity includes the game rules for implementing project tasks and the selection of different activities that can support the project tasks. Integration of different methods for completing project tasks, planning of resources/materials/tools that can support completion of project tasks and collaboration among group members.

3. Schedule Arrangement

Project Implementation With the support of the teacher, students can plan any activity of their own design. How long does it take to complete a project step by step.

4. Complete a project with facility and teacher monitoring

This step is the implementation step of the created project design.

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Activities that can be performed in a project activity include: reading, researching, observing, interviewing, documenting, making art, visiting project objects, or accessing the Internet. Teachers, on the other hand, are responsible for supervising student activity in completing project assignments.

5. Preparation of reports and presentation of project results

The results of the project are presented to other students and teachers in the form of products such as written works, art works, technical/craft works.

6. Evaluation of Process and Product Results

At the end of the learning process, teachers and students reflect on the project task activities and results.

B. Writing Ability

Writing is one of the language skills besides listening, speaking, and reading that must be mastered by English learners. Writing is a language skill that is used to express ideas or ideas that are in mind through written language so that others can read and understand (Ahmad Subandi, 2014). Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into a statement and paragraph. Yarmi Gusti (2014) states that writing is not just a motor activity but also involves one's mentality. Writing refers to the skill and proficiency in expressing ideas, thoughts, and information through the written word. It encompasses various aspects such as clarity, coherence, organization, grammar, vocabulary usage, and creativity. Developing strong writing abilities allows individuals to communicate effectively, engage readers, and convey their intended message.

Writing according to Hakim, Rasyid & Rafli (2020) is termed composing, that's an entire collection of sports of someone to specific

thoughts and produce them via written language to the analyzing public to be understood. In this contemporary life, it is clear that writing skills are needed. Writing is used by someone to report or report, convince, file or inform, and have an impact on others. Such functions and objectives can only be achieved well by people who can arrange their thoughts and specific them clearly, this clarity depends on clear and accurate thoughts, organization, and use of words.

C. Argumentative Text

Argumentative essay is a kind of essay which could make the reader experience assured with the author's opinion/argument. This essay is to persuade the reader that what's written is true, however now no longer to steer the reader. The fundamental requirement for writing an argumentative essay is that the author have to be professional in reasoning and building logical ideas. Argumentative essays are essays that aim to prove a truth so that the reader believes that truth (Dalman, 2015: 137). Whereas M. Atar Semi (2017:74) state that argumentation is writing that aims to convince or persuade the reader about the truth of the author's opinion. From the definition above, the researcher concludes that argumentation is an essay that aims to convince or prove to the reader to accept something true so that the reader believes in that truth. This argumentation paper is basically part of an exposition work, the characteristics of an exposition work are in argumentation.

2. Method

The researcher used a classroom action research design to carry out this study. The researcher examines the data from students' writing tests to determine the issues they confront. This action research in the classroom was carried out at SMK Negeri 4 Semarang. The subjects in this study were students of class X TE 1, totalling 36 students. The research is

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based on the classroom action study (CAR), which consists of four components. There are Planning, Action, observation, and reflection.

The researcher used both pre-tests and post-tests. Prior to treatment, a pre-test was administered to examine the student's previous statements. In this way, the researcher learned the characteristics and talents of the students. Post-tests were performed after treatment to measure outcomes in the learning process and determine whether progress was being made.

The researcher found the problem was that students lacked writing skills and students were unmotivated to improve their writing skills. Students are less active and resourceful in the classroom. Also, students become bored and pay less attention to the teacher's explanations. the researcher then considered solutions to the problem. the researcher tried to solve the problem by teaching student new ways using project-based learning. Project-Base Learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.

After researcher introduced project-based learning as a technique used in process and gave students challenges to improve their writing skills. In the end, the researcher is evaluating the process and results of using project-based learning.

3. Finding and Discussion

This section of a research study is critical to the success of the study. It provides a clear and concise presentation of the results, and offer an interpretation and explanation of these results in the

context of existing knowledge and theories. The purpose of this research is to find out that Project-Base Learning Method can improve the students' writing ability on argumentative text material. The method used in this research is by giving pre-test and post-test method. Method is a way used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally 12(Sanjaya, 2010). This research counts as qualitative research. According to Wiratna Sujarweni (2014:39) Quantitative research is a type of research that produces findings that can be achieved (obtained) using statistical procedures or other means of quantification (measurement).

A. Students' Achievement in Argumentative Text Writing Before Using Project-Based Learning

The scores of the students' achievement in argumentative text before using project-based learning, can be explained that the highest score of students is 45 while the lowest score is 20. As the result, it can be known that the mean 32.08, the mode 25.00, the median 35.00 and the deviation standard is 7.00. Then, the variance is 49.00. The frequency distribution of research data can be seen in table below.

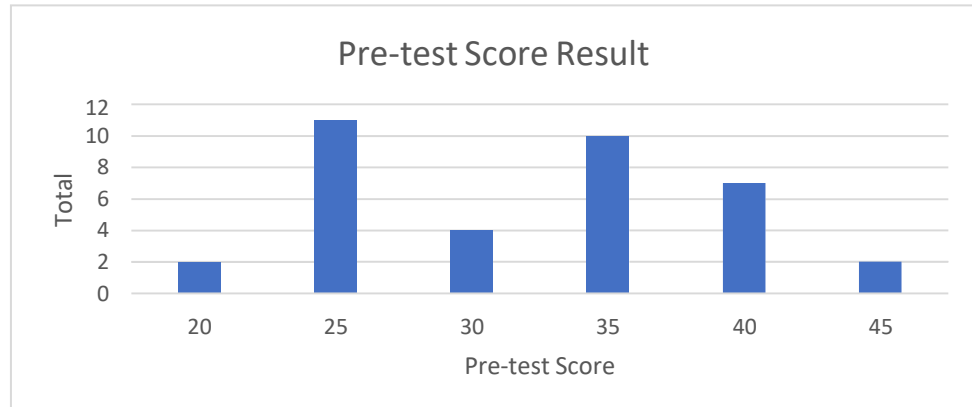
Table 1

No	Student's Result	Count	Mean	Median	Mode
1	20	2	32.08	25.00	35.00
2	25	11	32.08	25.00	35.00
3	30	4	32.08	25.00	35.00

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4	35	10	32.08	25.00	35.00
5	40	7	32.08	25.00	35.00
6	45	2	32.08	25.00	35.00

This chart shown the result of pre-test done by the students.



Picture 1. Pre-test Score

B. Students' Achievement in Argumentative Text Writing After Using Project-Based Learning

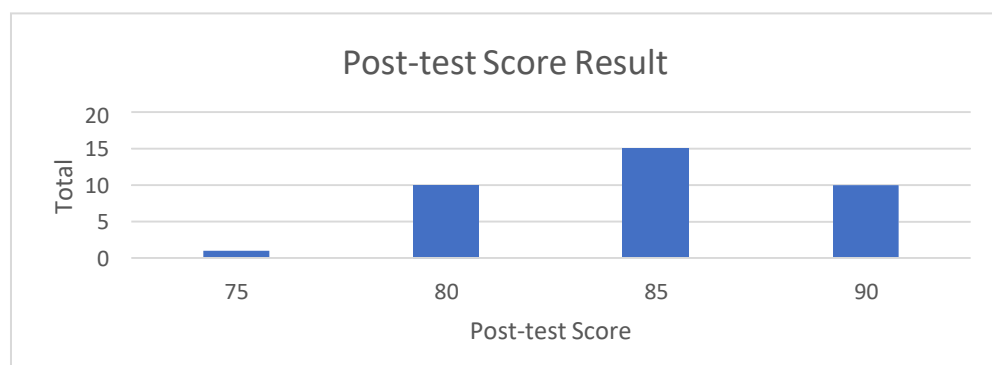
The scores of the students' achievement in argumentative text after using project-based learning, can

be explained that the highest score of students is 90 while the lowest score is 75. As the result, it can be known that the mean 84.72, the mode 85.00, the median 85.00 and the deviation standard is 4.13. Then, the variance is 17,06.

Table 2

No	Student's Result	Count	Mean	Median	Mode
1	75	1	84.72	85.00	85.00
2	80	10	84.72	85.00	85.00
3	85	15	84.72	85.00	85.00
4	90	10	84.72	85.00	85.00

This chart shown the result of post-test done by students.



Picture 2. Post-test Score

C. Students' Achievement in Argumentative Text Writing After Using Project-Based Learning is Higher than Before Using Project-Based Learning

Based on the result of student's score comparison, it shows that using project-based learning as a teaching method can improve the student's score on argumentative text. This can be seen from the fact that there is a large difference in the writing result score of students who are taught before project-based learning and after being taught with project-based learning. From the results of the analysis, we can see from the student's mean score. This proportion was higher for students after taught using project-based learning (84.72) than for students before taught using project-based learning (32.08). It can be concluded that students after taught using project-based learning have better writing skills than those before taught using project-based learning. This means that the number of students after taught using project-based learning is higher than the number of students before taught using project-based learning.

The charts also shows that there is an improvement score by the students after being taught by project-based learning. The lowest score on pre-test (before being taught with PJBL) is 20, but after being taught with project-based learning, we can see the lowest score is 75. It proves that there is an improvement on the student's score.

4. Conclusion

In teaching and learning process, teaching method is very important component in conveying knowledge messages from teachers to students. The researcher used project-based learning as a teaching method to find out the effectiveness on improving student's writing

ability especially in argumentative text. Based on the data analysis and the research findings at the previous chapter, it is concluded that: Students' achievement in argumentative text writing after using project-based method is higher than before being taught by using project-based learning.

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