THE APPLICATION OF PROJECT-BASED LEARNING MODEL IN TEACHING NEWS TEXT WRITING TO STUDENTS OF GRADE VIII OF STATE JUNIOR HIGH SCHOOL 1 KEDOKAN BUNDER

Depi[1]*, Mustamil[2], Khoirul Fajri[3]
STKIP NU INDRAMAYU
E-mail: depii079@gmail.com

Abstract

This research was prompted by students' lack of interest and motivation in writing news texts, their limited ability to compose such texts, an unsupportive learning environment, the use of less diverse teaching methods, and students' struggles to generate ideas and structure sentences into news texts. The research objectives include assessing the effectiveness of project-based learning in teaching news text writing to eighth-grade students at SMP Negeri 1 Kedokan Bunder and evaluating student engagement in the learning process using this model. The research employed an experimental approach with a quasi-experimental design (nonequivalent control group design). Statistical analysis, using an independent samples t-test, yielded a t-value of 4.313, which exceeded the t-table value of 1.669, leading to the rejection of H0 and acceptance of H1. This demonstrates the effectiveness of the project-based learning model in teaching news text writing to eighth-grade students at SMP Negeri 1 Kedokan Bunder. Additionally, observations in the experimental class revealed that students actively and effectively participated in the teaching and learning process using this model.

Keywords: *News Text, Project Based Learning Model, Writing*

1. INTRODUCTION

Indonesian language learning places a significant emphasis on the acquisition and development of language skills. These language skills encompass four essential aspects: listening, speaking, reading, and writing. It is crucial to understand that these four language skills are not isolated but intricately interrelated, forming a comprehensive language proficiency. Tarigan (2008) underlines that these language skills are fundamentally interconnected, akin to a unified whole. This holistic approach ensures that students become proficient in all aspects of the Indonesian language, facilitating effective communication and expression.

Writing, as one of the fundamental language skills, holds a pivotal role in Indonesian language classes. It is the process of transcribing thoughts, ideas, and information into written form. Dalman in Lindo (2019) offers the perspective that writing is more than a mere act of transcribing; it is a method for conveying information using the written language as its medium. Writing is an essential skill, not only for linguistic proficiency but also for cognitive development. Through writing, students engage in the nuanced process of articulating their thoughts, ideas, opinions, and emotions in written format. This fosters critical thinking and contributes to well-rounded language mastery.

Within the eighth-grade curriculum, particularly in the first semester, news text writing emerges as a prominent subject. In the 2013 curriculum, the Indonesian educational system is oriented toward producing well-rounded individuals who are not only productive and creative but also innovative and affective, possessing strong attitudes alongside comprehensive skills and knowledge (Abidin, 2014). Given this educational direction, teachers play a pivotal role in shaping the learning experience. Nevertheless,

the reality of teaching often grapples with challenges. There exists a notable disconnect between the educational aspirations and the practical realities encountered in the teaching and learning process.

Based on informal interviews with an Indonesian language teacher at SMP Negeri 1 Kedokan Bunder, Mr. Yayat Hidayat S.Pd, several issues have surfaced in the teaching and learning of news text writing. These challenges encompass a lack of student interest and motivation in news text composition, inadequately developed writing skills among students, an insufficiently conducive learning environment, limited diversity in teaching models, and students' struggles in generating ideas and structuring sentences effectively to compose news texts. These challenges underscore the need for innovative pedagogical approaches.

To address these formidable challenges, the author advocates the implementation of the project-based learning model in the context of news text writing. Project-based learning is a pedagogical approach that directly engages students in the learning process through research activities aimed at producing a specific tangible product (Wicaksana & Sanjaya, 2022). This approach places an emphasis on fostering creativity, innovation, and productivity in students when crafting news texts, thereby rendering the classroom learning experience more enjoyable and conducive. This method is designed to empower students with improved problem-solving skills and enhanced confidence in utilizing their knowledge and skills to articulate their ideas effectively.

In addition to the teaching method, it is vital for students to comprehend the essential components of news reporting. Chaer in Elfira (2013) identifies six core elements that are critical for crafting a comprehensive news report. These elements encompass "What" (pertaining to the event itself), "Who" (relating to the individuals involved), "When" (indicating the time of occurrence), "Where" (denoting the location), "Why" (explaining the reasons or background), and "How" (elaborating on the process and consequences). Proficiency in these elements is essential to create news articles that are not only engaging but also accurate and informative.

To excel in news text writing, students must have a clear understanding of what news entails. According to Kusumaningrat in Indriaty (2018), news can be defined as information about events or incidents that are conveyed by others, both verbally and in written form. Chaer in Elfira (2013) characterizes news as events or occurrences in society that are restructured into sentences and disseminated through various media, including print media (newspapers), audio media (radio), and audiovisual media (television). In accordance with these definitions, news can be comprehended as information about significant, current, and captivating events or incidents that are published or broadcasted through a variety of media platforms, such as newspapers, radio, television, and the internet.

The implementation of the project-based learning model is expected to cultivate students' creativity in solving problems posed by teachers using their knowledge and skills confidently (Priyatni, 2014). Through this teaching model, students are anticipated to become more creative, innovative, and productive in writing news texts, thereby making classroom learning enjoyable and conducive. The primary aim of this study is to improve students' language skills, especially in news text writing, by enhancing their problem-solving abilities and boosting their confidence in effectively expressing themselves through the written word

2. RESEARCH METHODS

This research method employs an experimental approach. According to Jakni (2016), experimental research is a type of research conducted to explore the cause-and-effect relationship between independent and dependent variables, where different treatments are intentionally applied to the independent variable. This study utilizes a quasi-experimental design with a nonequivalent group pretest-posttest design, dividing the research into two groups: an experimental group and a control group.

The population of this study consists of all 8th-grade students at SMP Negeri 1 Kedokan Bunder, totaling 312 students distributed across 10 classes. The sample selected for this research comprises 32 students from class VIII F as the experimental group and 32 students from class VIII J as the control group.

Data collection methods in this research involve observation and tests. Observation is conducted to understand and observe the activities of students and teachers during the learning process using the project-based learning model in teaching news text writing. Observations take place while the teacher is conducting the lesson in the classroom. Meanwhile, the tests used in this research are essay questions or open-ended questions. There are two tests administered to the research subjects: the pretest and the posttest.

3. RESULTS AND DISCUSSION

3.1. Result

3.1.1. Student Test Scores in Learning to Write News Texts Using the Project-Based Learning Model

Based on the conducted research, the research results obtained are as follows:

Table 1. Control Class Average Scores

Class	Pre-test Average	Post test Average
Control Class	56,25	72,5

From the obtained results, the average pre-test score is 56.25, while the average post-test score is 72.5. This indicates that the average post-test score is higher compared to the pre-test score.

Table 2. Experimental Class Average Scores

Class	Pre-test Average	Post test Average
Control Class	57,81	81,87

From the results obtained, the average pre-test score is 57.81, and the average post-test score is 81.87. This indicates that the hypothesis (H1) is accepted because there is an improvement in the ability to write news texts using the PBL (Project-based Learning) teaching model.

Table 3. T-Test Result

Test	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Diff
Final test of experimental control	4.313	62	.000	937.500	217.378

Based on the results of statistical calculations using an independent samples t-test, a t-value of 4.313 was obtained, while the t-table value was 1.669. Therefore, the calculated t-value (4.313) is greater than the t-table value (1.669). This indicates that the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. Consequently, the implementation of the project-based learning model is declared effective in teaching news text writing to 8th-grade students at SMP Negeri 1 Kedokan Bunder.

3.1.2. Student Activities in Learning to Write News Texts Using the Project-Based Learning Model

Based on observations of student activities in the experimental class using the project-based learning model, directly assessed by the Indonesian language teacher acting as an observer and marked (√) based on selected aspects, it can be observed that out of the six aspects evaluated, three received an "A" rating, and the other three received a "B" rating.

The first aspect, listening to the teacher's material explanation, received an "A" rating. The second aspect, answering the teacher's questions, received a "B" rating. The third aspect, asking questions to the teacher, received an "A" rating. The fourth aspect, planning project activities, received a "B" rating. The fifth aspect, working on the project, received an "A" rating. The sixth aspect, presenting, received a "B" rating.

Based on the results of observations of student activities that were directly assessed by the observer during the learning process, the assessment of student activities is deemed to be "Good.".

3.2. Discussion

Based on the test results, it can be inferred that students' activities during the teaching and learning process significantly influence their learning outcomes. The application of an appropriate and relevant teaching model can enhance students' learning motivation in the classroom, consequently affecting their academic performance (Hadiana & Latifah, 2018).

The implementation of the project-based learning model also yields improved learning outcomes compared to the control group without the utilization of the project-based learning model (Alwi, 2018). This is substantiated by the fact that the average learning outcomes of students in the experimental group are notably higher, specifically 81.61, in contrast to the average learning outcomes of students in the control group, which stands at 72.5. Therefore, it can be affirmed that the implementation of the project-based learning model is effective in enhancing students' learning outcomes in the context of news text writing for 8th-grade students at SMP Negeri 1 Kedokan Bunder.

In light of the aforementioned discussion, the use of varied and engaging teaching models can heighten student engagement and consequently lead to enhanced learning outcomes. The utilization of project-based learning in the context of news text writing aids students in increasing their interest and motivation for writing while facilitating idea generation. Project-based learning is a pedagogical model that involves a series of learning activities, including planning, scheduling, discussing, problem-solving, presenting, and evaluating (Kosasih, 2017). Through these structured learning activities, students are more motivated to engage actively in the learning process.

4. CONCLUSION

The teaching of news text writing using the project-based learning model for 8th-grade students at SMP Negeri 1 Kedokan Bunder has proven to be effective. This effectiveness is substantiated by the noticeable improvement in students' writing abilities, as indicated by the outcomes of their assessments. Prior to the implementation of the project-based learning model, the pre-test scores yielded an average of 57.81. However, following the intervention of the project-based learning model, the post-test scores displayed a significant increase, resulting in an average score of 81.87.

This enhancement in students' writing proficiency is attributed to their active engagement in the learning process facilitated by the project-based learning model. The model has not only encouraged heightened participation but has also fostered an environment conducive to effective learning. Consequently, the learning objectives were successfully achieved, and students demonstrated commendable learning outcomes.

REFERENCES

Abidin, Y. (2014). *Desain sistem pembelajaran dalam konteks kurikulum 2013*.

Alwi, S. (2018). Meningkatan Keterampilan Menulis Teks Berita Menggunakan Model Problem Based Learning dengan Media Foto Berseri. *Journal of Education Action Research*, 149–156.

Elfira, E. (2013). Kemampuan Menulis Teks Berita Melalui Model Pembelajaran Problem Based Learning Siswa Kelas VIII Sekolah Menengah Pertama Negeri 35 Palembang. *Jurnal FKIP*.

Hadiana, A., & Latifah, L. (2018). Pembelajaran Menulis Teks Berita dengan Menggunakan Metode Contextual Teaching And Learning pada Peserta Didik kelas XII SMK. *Parole: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *1*(1), 31–42.

Indriaty, T. (2018). Peningkatan Kemampuan Menulis Teks Berita melalui Metode Quantum Learning dengan Media Gambar Siswa Kelas VIIIE SMP Negeri 17 Surabaya. *Jurnal Kajian Bahasa, Sastra Dan Pengajaran (KIBASP)*, *1*(2), 223–236.

Jakni, S. P. (2016). Metodologi penelitian eksperimen bidang pendidikan. *Bandung: Alfabeta*.

Kosasih, E. (2017). *Bahasa Indonesia SMP/MTs Kelas VIII*. Kementerian Pendidikan dan Kebudayaan.

Lindo, I. W. P. (2019). Kemampuan menulis teks cerita ulang biografi tokoh pada siswa kelas x akomodasi perhotelan 3 di SMKN 1 Palu. *Jurnal Bahasa Dan Sastra*, *4*(4).

Priyatni, E. T. (2014). *Desain pembelajaran bahasa Indonesia dalam kurikulum 2013*. Bumi Aksara.

Tarigan, H. G. (2008). Menulis sebagai suatu keterampilan. *Bandung: Angkasa Bandung*.

Wicaksana, E. J., & Sanjaya, M. E. (2022). Model PjBL pada Era Merdeka Belajar untuk Meningkatkan Sikap Ilmiah dan Kreativitas Mahasiswa Mata Kuliah Belajar dan Pembelajaran. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, *6*(1), 193–200.

Copyrights