THE IMPLEMENTATION OF PROJECT BASED LEARNING (PJBL) TO IMPROVE THE STUDENTS PARTICIPATION AND LEARNING ACHIEVEMENT IN WRITING

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Abstract: The purpose of this Classroom Action Research (CAR) was to know whether PjBL could effectively address students participation and learning achievement as well as to identify the factors that contributed to the improvement. The research participant were 24 second grade senior high students. This Classroom Action Research (CAR) was conducted in two cycles, each cycle consisted of two meetings. The data were collected using various instruments such as interview, questionnaires, observation checklists and test conducted in the last meeting. The data were analysed using analytical scoring rubric. The result of observation showed that the students were more participate actively than before, the percentage was 52 % in cycle one and 84 % in cycle two. The result of test in cycle one showed 17 students (70.8 %) got higher score than minimum achievement criteria (KKM) and 7 students (29.2 %) failed. In cycle two, there were 21 students (87.5%) reached higher score than minimum achievement criteria (KKM) and only 3 students (12.5%) under minimum achievement criteria. It indicated that there were significant improvement which occurred in all aspects of observation. Project based learning enables students participate in classroom interaction actively, the students learn to work together, respect to other point of view, share their ideas and develop their project creatively. The research finding indicated that Project based learning (PjBL) was improve students participation and learning achievement successfully

PENDAHULUAN

The Merdeka Curriculum aims to create a quality, holistic and relevant education system to the needs of the times that prepare young generations ready to face future challenges . This curriculum which was recently implemented in almost all education units in our country from elementary to university level. It reflects and translates the educational goals to create students with noble characters. Similar point with the preamble to the 1945 constitution, the Ministry of Education and Culture of the Republic of Indonesia states that

the goals of Indonesian National Education are to educate the life of the nation and develop the whole person (Prentice, 2020). The phrase about the whole human being explained as a human being who was faith and devoted to the Almighty one and has noble character, has knowledge and skills completely. This goal is a guidance for education directions and policies in Indonesia (Rohmalimna, dkk,2022). The main goal to be achieved is to prepare superior and high quality generations especially in this globalization era. This curriculum has the characteristics of a flexible learning model while still prioritizing to the development of soft skills. Teaching learning process expected to be able to design the subjects taught considering knowledge, spiritual and social aspects.

The quality of teaching learning process influenced by several things such as learning environment, learning media, learning model, teachers and students. To achieve the competence needed in the 21st century , teaching learning process should able to encourage the students to participate and collaborate actively. A teacher must pay attention to the students characteristics , teaching method and learning media to help the students learn optimally. Project based learning (PjBL) is one of innovative learning model that revolutionize the traditional classroom experiences. It allows teacher manage and control classroom using project work effectively. Project work can help teacher encourages students to develop and solve issues, make decisions, do investigation and give the students opportunity to works in groups or individually. It is also includes students participation and creativity. Project based learning (PjBL) suitable for learning with certain product as an output, this learning model appropriate for students from elementary to university level (Jacques, 2017; Burlbaw, 2013). This model facilitates students to collaborate in conceptual understanding, to apply prior knowledge and to gain skills. It can help integrate several disciplines to create a project (Capraro & Slough, 2013). Furthermore, the other advantages of Project based learning (PjBL) are enabling students to demonstrate higher ability (Crowley,2015), improving students achievement, challenging students to face and solve real problems, becoming a good collaborator (Robert,2011), motivating students, improving content knowledge and meeting the needs of students with many skills and learning styles (Coyne, Hollas & Potter, 2016).

The students difficulties in writing classroom becomes problems for teachers. The students understand the theory but difficult to practice it, they still confused to plan and sequence their ideas before writing or conduct memory searches which include knowledge and experience gain through their first language. It is important for teachers to maximize their role, they should find the best way to solve the problems. Project based learning (PjBL) expected as an effective way to improve students writing achievement. By doing the project, the students hoped to practice more in writing and participate actively in writing classroom. The implementation of Project based learning (PjBL) in Merdeka curriculum is expected to provide opportunities for students to learn through an experiential process, integrate various essential competencies with various disciplines and try to provide more flexible learning structure according to the needs of their respective schools. Project based learning (PjBL) as one of innovative learning model focused on students participation and creativity in teaching learning process. The students learn to work in groups, find solutions to a

problem and convey their results or ideas to peers and other groups outside the classroom. There are many steps taken by a teacher to applied this learning model, we should pay attention to the topics , subjects and students performances to avoid disparities in learning or even the possibility of mismatches in classroom participation.

Moreover, due to the writing difficulties discussed previously, the researcher gets interested to find out the extent to which Project based learning (PjBL) can improve the students participation and learning achievement in writing at second grade students   of senior high school.

DISCUSSION

The design of this research was classroom action research (CAR) that is conducted in the classroom by a teacher in order to improve students participation and learning achievement. The participant in this research were 24 second grade of senior high school , it consist of 10 males and 14 females. This research was conducted in two cycles, every cycles consists of two meetings using project based learning (PjBL). The instruments used to collect the data were the students writing project and tests, observation checklist which was supported by field notes, interview and questionnaires. The tests were given at the end of every cycle. To analyse the students writing tests using analytical scoring rubric which allows teacher to assess the students achievement based on multiple criteria using a single rubric. Classroom evaluation of learning is best served through analytic scoring which assess five major elements of writing such as organization, content, syntax, mechanism and vocabularies. Analytical scoring may be more appropriate to measure students achievement in writing.

The research in analysing the observation and questionnaires use the formula below

Amount of obtained scores   x 100

Amount of maximum aspect

The researcher defined that if the students of the second grade of senior high school reached the percentage criteria score 70 % , it means that improving learning achievement in writing using project based learning (PjBL) was successful.

Table 1. Analytic scale for composition task (Brown & Bailey, 1984) in Brown (2004:244-245)

Writing Elements	Score 5	Score 4	Score 3	Score 2	Score 1
Organization (introduction, body, conclusion)	Appropriate title, effective introductory paragraph, topic stated leads to body, transitional	Adequate title, introduction and conclusion; body of essay acceptable but some evidence	Mediocre or scant introduction or conclusion; problem with the order or ideas in body; the	Shaky or minimally recognizable introduction or conclusion; can barely be seen; severe	Absence of introduction or conclusion; no apparent organization of body; severe lack of

	expression used, material arrangement of material shows plan, supporting evidence given for generalizations, conclusion logical and complete	may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misused.	generalizations may not be fully supported by the evidence given; problem of organization interfere	problems with ordering of ideas, lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	supporting evidence; writer has no made any effort to organize the composition (could not be outlined by readers)
Content (logical development ideas)	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addressed the issue but misses some points; ideas could be more fully developed; some extraneous material is present.	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.	Ideas incomplete; essay doesn't reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Essay is completely inadequate and doesn't reflect college – level work; no apparent effort to consider the topic carefully
Syntax (Grammar**)**	Native like fluency in English grammar; correct use of relative clauses, prepositions, models, articles, verb forms	Advanced proficiency in English grammar; some grammar problems don't influence communication;	Ideas getting through to the reader but grammar problems are apparent and have a negative	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar	Severe grammar problem interfere greatly with the message; reader cant understand what the

	and tense sequencing; no fragments or run on sentences.	although the reader is aware of them ; no fragments or run – on sentences.	effect on communication; run on sentences or fragments present.	review of some ideas clearly needed; difficult to read sentences.	writer was trying to say; unintelligible sentence structure.
Mechanism (punctuation and spelling)	Correct use of English writing conventions ; left and right margins; all needed capitals, paragraphs intended, punctuation and spelling; very neat	Some problems with writing conventions or punctuation ; occasional spelling errors; left margin correct; paper is neat and legible.	Use general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.	Complete disregard for English writing conventions; paper illegible ; obvious capitals missing, no margins , severe spelling problem.
Vocabularies (style and quality of expressions)	Precise vocabulary usage, use of parallel structures; concise register good.	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; maybe too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety.

The formula to calculate Mean score :

X = number of scores
        Number of students

Syntax or Procedures Project based learning (PjBL) :
1) Prepare important questions related to topics
2) Arrange project plan
3) Create schedule
4) Monitor the implementation learning based on project

5) Examine, evaluate and giving assessment to project
6) Project evaluation

This classroom action research (CAR) was conducted at second grade students of senior high school in West Lombok, West Nusa Tenggara Province – Indonesia. The purpose of this research are to find out whether the use of project based learning can improve students participation and learning achievement. The class consists of 24 students , there were two meetings in the first cycle and the second cycle consisted of two meetings.

I.   The condition before research

Condition before research identified in pre- research step. The pre- research was held to get base line data of the research.

a.   Students Participation : before conducting the research , the students looks passive , teaching learning process was not alive, the students only listened the teacher explanation and seems bored. They are not motivated learning writing, they feel stressed in writing classroom because theu did not enjoy the lesson.

b.   Students Achievement : the pre-test was conducted in the form of written test. The result of pre-test showed that the students had low performance in writing. It indicated from low achievement of writing test. The mean score of writing test was very low 53.5. the low ability in writing could identified from following indicators such as the students always make grammatical mistakes, could not use appropriate vocabulary, could not express their   ideas freely, they feel stressed and   afraid of making mistakes, could not arrange a good paragraph because they did not know well about organization in writing namely introduction, body and conclusion, and the last reason was the students made some mistakes of punctuation.

The Research Implementation

I.   Cycle I

a.   Planning , giving a project to create a short argumentative text, first meeting (making announcement and publish it) , second meeting (making memo and deliver it).
b.   Action, first – second meeting, exploring vocabulary and phrases , doing a project about the topic, discussing the project
c.   Observation, students participate actively doing their project , could perform writing but still made mistakes in vocabulary and grammar

   d. Reflection, identify strength and weaknesses of learning model.
- a. Strength , project based learning can arouse students motivation, increase students participation in writing classroom. There was significant improvement of students writing achievement because this model can accommodate various types of classroom activities which can motivate the students fully.
- b. Weaknesses, less control of teacher in group work, less understanding about grammar, lack activity in vocabulary exploration, and lack modelling of writing project.

  II. Cycle II

a. Planning, giving a project of long argumentative text, writing classroom divided into five group consists of 4 – 5 students. All group have to share their project in their social media like Instagram, Facebook, online news, newspaper or conference.

b. Action , doing project, discussion project, review and explanation, doing post-test.

c. Observation, the students looks very active in classroom interaction, they perform fewer mistakes in vocabulary and grammar. Teacher give sufficient model in written forms, sufficient vocabulary building and grammar practice.

d. Reflection, identify strength and weaknesses
- a. Strength, the students participation increase significantly , classroom activities run very fun and interesting, all of the students enjoy the process of creating their project.
- b. Weaknesses, the students still face difficulties at paragraph organization, punctuation and choosing appropriate vocabularies.

The students showed high participation in writing classroom, they were eager to conduct the task with high spirit. They were not afraid making mistakes because the class was far away of humiliating the students and tolerating the students with various level of ability. Teaching learning process using project based learning was more alive, more classroom participation and greater willingness to do their project. By doing the project, the students looked more active to finish their project and the teacher act as consultant. It means that learning activities are students - centered. Project based learning can improve the students self confidence also , the writing classroom was full of enjoyment, the group work was coloured with students laugh and smile. It indicated the eagerness of the students in learning writing in relax and joyful situation.

CONCLUSION

The implementation of project based learning (PjBL) in writing classroom can improve students participation and learning achievement. The activities carried out in this research consisted of two cycles where in each cycle there were two meetings as described above. The stages carried out in this classroom action research (CAR) includes the stages of planning, action, observing and reflecting. Before the implementation of project based learning , the students tend less participation in writing classroom and their writing achievement only

about 16.7 % students score above 70. After implementing project based learning in writing classroom, the students give positive respond to this learning model and there were improvement in students participation and achievement. The result of observation showed that the students were more participate actively than before, the percentage was 52 % in cycle one and 84 % in cycle two. The result of test in cycle one showed 19 students (79.2 %) got higher score than minimum achievement criteria (KKM) and 5 students (20.8 %) failed. In cycle two, there were 22 students (91.2 %) reached higher score than minimum achievement criteria (KKM) and only 2 students (8.8 %) under minimum achievement criteria. It indicated that there were significant improvement which occurred in all aspects of observation. Project based learning enables students participate in classroom interaction actively, the students learn to work together, respect to other point of view, share their ideas and develop their project creatively. It indicated that Project based learning (PjBL) was improve students participation and learning achievement successfully.

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HALAMAN INI SENGAJA DIKOSONGKAN