

TEACHER AND STUDENT'S PERSPECTIVES ON PROJECT-BASED LEARNING MODEL IN LEARNING WRITING SKILL

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ABSTRACT

The purpose of this study was to find out the teacher and student's perspective Project-Based Learning model learning writing skills. This study a descriptive study. This research was conducted on 2 English teachers and 20 students of 10th grade at MAN II Cikeusal Kab. Serang. Data collection techniques in this study were non-participant observation, interviews, documentation and also an open questionnaire for students. The results showed that the teacher's perspective on the Project Based Learning model in learning students' writing skills was that the teacher felt challenged in implementing it and when it was applied to 3 aspects, namely teaching planning, the process of learning activities and evaluation as well as the advantages and disadvantages in implementing the Project-Based model. Learning, shows that the teacher has not implemented the Project-Based Learning model properly so that there are several advantages and disadvantages in learning activities. In addition, the students' perspective on the implementation of the Project-Based Learning model in learning writing skills shows that students give a positive response to the implementation of the Project-Based Learning model because it can improve their English writing skills. Therefore, the researcher concludes that the application of the Project Based Learning model in learning writing skills carried out by teachers and students has not fully followed the stages of the Project Based Learning model as it should and for students, this learning model can provide benefits for them to improve their English writing skills. and can make student learning activities fun so that they have new experiences from the learning process.

Kata Kunci: teacher's perspectives, student's perspectives, Project-Based Learning model, learning writing skills.

INTRODUCTION

In Indonesian education, teaching and learning activities are no longer a common thing to do and can be done in various places other than only in schools. The process of teaching and learning activities is an action for teachers to pursue learning objectives and carry out a process of learning activities systematically so that the learning activities carried out are effective and conducive. The process of this learning activity also stipulates 3 main things, namely planning, implementation and evaluation, in which these three things can be used as the main basis for teachers so that the teaching and learning process is more organized and goes according to what has been planned (Wahyu, 2016).

By carrying out writing learning activities for students, the learning model used can be in the form of projects where students will be directly involved in the real world and be able to solve problems that students face. This learning model is called the Project-Based Learning model. Many teachers have used this method to teach and have been used and practiced for a long time in the world of education around the early 1980s (Du and Han, 2016). The definition of Project-Based Learning method is one of the learning models whose main focus in learning is to link projects as learning media. (Hosnan 2014). And this method also provides the opportunity for students to design, plan, and implement projects by the learning material. The project produces project outputs shown to others, such as designed products, publications, or presentations.

Therefore, the purpose of this research is to find out the perspectives of teachers and students about the implementation as well as the strengths and weaknesses of the Project-Based Learning model in learning writing skills. This research was conducted because the

English teacher at MAN II Cikeusal Kab. Serang implemented the Project-Based Learning model for students' writing learning activities and the point of view of the English subject teacher, in the learning process students were only directly involved with assignments without focusing students on learning activities so that students become less active in participating in learning activities and students' lack of motivation and interest in learning to write.

So from this statement, researchers are interested in knowing the perspectives of teachers and students regarding the use of the Project Based Learning model in learning to write at MAN II Kab. Serang. And the researcher also chose descriptive qualitative research as a research method to determine the perspectives of teachers and students.

METHOD

This research method is a qualitative research method with the type of research that is descriptive research. This research is used by researchers because it can describe or clarify a phenomenon, phenomenon or social reality that exists (Samsu, 2017). This research was conducted at MAN II Kab. Serang and the participants in this study were 2 English teachers and 20 students of class 10 MIA. The data collection technique in this study was in the form of observation by looking at how the teacher implemented the Project-Based Learning model in the classroom, then interviews were conducted to determine the teacher's perspective on the Project-Based Learning model as well as documentation as evidence and supporting data for this research. The researcher also used a questionnaire with open-ended questions to find out students' perspectives on the implementation of the Project-Based Learning model.

RESULT AND DISCUSSION

The teacher's perspective in implementing the Project-Based Learning model in learning writing skills

To find out the teacher's perspective on the implementation of the Project-Based Learning model in learning writing skills, the researchers divided it into 3 categories, namely teaching planning for teachers, the process of learning activities and evaluating learning outcomes with the implementation of the Project-Based Learning model. As for knowing the results of the three categories, the researchers described them into several points as follows:

a. Teaching plan

Based on the results of the interviews that have been conducted, the researchers found that the two English teachers, namely the English teacher A and the English teacher B before teaching only prepared several things for teaching such as making a lesson plan and preparing the media and learning tools needed. Based on the observations that have been made, the researchers found that only English teacher A did not prepare a lesson plan. In making lesson plan, English teacher A designed the lesson plans according to the existing syllabus and only made 1 sheet. English teacher A also adapts the lesson plans to the Project Based Learning model by providing activities for students in the form of problem solving when learning to write and has a system of providing experiences to students. However, based on observations, English teacher A did not make and design lesson plans when preparing learning activities. Meanwhile, based on documentation, the English teacher B makes an ordinary and informal Lesson Plan which only describes a few components, does not include Basic Competencies (KD), Core Competencies (KI), and indicators that achieved by the students. And the adjustment of the Lesson Plan with the Project-Based Learning model, the English

teacher B provides different and varied activities that adapt to students' abilities. Related to the results of the interview, the researcher found that the English teacher B made a lesson plan according to the syllabus. The syllabus adjusts the learning materials in which the teacher adjusts the learning materials based on the ability and level of student learning.

In the use of media, English teacher A usually provides learning media in the form of power points, projectors and also pictures and facilitates students with learning tools in the form of a sheet of paper for students to write down their answers about the tasks that have been given by the teacher. However, at the time of observation, the teacher only facilitated the students by only giving the students a piece of paper to write down their answers regarding the assignments given by the teacher. Meanwhile, English teacher B facilitates students with various kinds of media and learning tools such as laptops, projectors, PowerPoint, LCDs, speakers, etc. that adapt the learning materials.

In determining learning materials, English teachers A and B had similarities in choosing materials, namely by adjusting the students' abilities. Both teachers chose learning materials that were easy and suitable to be taught to students. And English teacher A also chooses learning materials by following the appropriate syllabus.

In learning resources, English teachers A and B took learning resources from textbooks compiled by the Ministry of Education and Culture. English teacher A sometimes takes learning resources from textbooks or from softcopy file books that can be downloaded at the Ministry of Education and Culture. Meanwhile, English teacher B took relevant learning resources from the 7th grade junior high school textbooks from the Ministry of Education and Culture. And the two teachers also took learning resources through websites that could be searched on the internet.

Based on the results of the research in the interview technique, the researcher found that the two English teachers prepared and planned learning activities so that the learning objectives could be achieved. English teachers A and B prepare things before teaching, namely by making and designing lesson plans, preparing the required learning media and tools and preparing other teaching materials. In addition, the two teachers also prepared several worksheets or practice questions that students would work on the topic of the problem that the teacher had determined.

b. The teaching process in implementing the Project-Based Learning model

In the process of learning activities using the Project-Based Learning model in learning writing skills, there are steps for learning activities carried out by both teachers and students themselves. Based on the results of the study, the researchers triangulated data from observations and also interviews with English teachers A and B. From the research results for English teachers A, the teacher immediately gave directions to students in making groups and gave directions about the project assignments they would be working on. The teacher skips several stages of the Project-Based Learning model. But the teacher directs students to try to analyse and solve problems from the topic of the problem that has been given. This is related to the purpose of the stages in project completion, namely to increase the ability to process information, solve problems, and improve skills in working together, and communicating in making project assignments (Hosnan, 2014). However, this does not match the teacher's statement from the results of interviews that have been carried out because it does not adjust the steps of the learning activities with the statements in the interview. In addition, the role of the teacher here is only as a facilitator who only prepares a few things in teaching. Meanwhile, in the research results of English teachers B, teachers also missed several stages of learning activities. From the interview results, the English teacher stated that the steps of learning

activities were in accordance with what the teacher did in class. In the process of learning activities, the teacher provides different activities to see the level of students' understanding of the learning material. However, the teacher gives project assignments to students at the end of the learning activity in the form of making text by describing pictures that adapt to the learning material, namely Preposition of place. In addition, the role of the teacher here is concurrently as a mentor, facilitator, advisor and motivator.

c. Evaluation of the results of learning activities in the Project-Based Learning model for learning writing skills

From the research results of teachers of English A and B, it can be found that in evaluating the Project-Based Learning model in learning writing skills, the two teachers create an assessment rubric based on students' writing results. The two teachers also stated that there were several aspects of the assessment that were assessed based on the learning outcomes of students' writing skills. These aspects are in the form of the use of grammar, vocabulary, use of punctuation and spelling of words. However, in making the assessment rubric, only English teacher B makes the writing skill assessment rubric for students. The teacher gives an assessment aspect based on the students' writing results and also gives a score on the criteria according to the aspect to be assessed.

Teacher's perspective on the strengths and weaknesses of the Project-Based Learning model in learning writing skills

As a learning model, it certainly has advantages and disadvantages to its implementation. As for the results of the research, it can be seen that the advantages of the Project-Based Learning model in learning writing skills according to English teachers A and B are:

- a. It can make it easier for teachers to teach so that teachers don't bother giving learning materials anymore.
- b. Students become more active in participating in the process of learning activities.
- c. Students are more enthusiastic in learning and can improve their writing skills.
- d. Students gain more experience.
- e. Students become more independent and can develop creative thinking skills.
- f. Can make the process of learning activities innovative and creative.

In addition, this Project-Based Learning model can also provide benefits to teachers and students. From the research results, it can be seen that the benefits of the Project-Based Learning model in learning writing skills according to English teachers A and B are to train teamwork and improve social skills and students can understand the learning material again in depth.

In the Project-Based Learning model as well, this model has several weaknesses of its own. Based on the results of the study, it can be seen that the weaknesses of the Project-Based Learning model in learning writing skills according to English teachers A and B are:

1. Lack of time for learning activities used so that learning activities are not completed directly.
2. The basic ability of students in memorizing vocabulary and understanding the material is still lacking in learning English.
3. The ability of students in individualism is still lacking.
4. Students are still less active in collaborating with groups and still rely on each other.
5. Students' abilities vary based on their enthusiasm for learning.

Student's perspective in implementing the Project-Based Learning model in learning writing skills.

a. Student responses regarding the implementation of the Project-Based Learning model

Based on the results of research using an open-ended question questionnaire technique in student responses regarding the implementation of the Project-Based Learning model in learning writing skills, different responses showed different responses. They showed a normal response, positive and also of them showed a negative response. Some of the students answered their responses regarding the implementation of the Project-Based Learning model in learning writing skills only depending on the teacher. They stated that if the teacher gave assignments to students, they would just do it according to the directions the teacher had given. Some of them also stated that learning writing skills with this learning model is also fun because it can be done in groups so that they can enjoy and feel comfortable in participating in learning activities. In addition, they also feel that learning activities are different from the usual learning model, which is only teacher-centered. And other student responses stated that students were increasingly able to understand the learning material in depth and could hone their writing skills through project assignments that had been given

b. Student interest in the implementation of the Project-Based Learning model

Based on the results of the research using an open-ended question questionnaire technique, students' interest and interest in learning writing skills with the implementation of the Project-Based Learning model showed a positive response. Almost all students stated that learning to write with the implementation of the Project-Based Learning model can make them interested and interested in learning more deeply when they learn to write. They said that with the Project-Based Learning model in learning writing skills, students can improve their English skills and can also deepen their knowledge. On the other hand, students also get many benefits that they can get because of the willingness to be able to learn English more deeply and can learn to write better. In addition, they stated that they were interested in learning to write using the Project-Based Learning model because it could foster broad knowledge and could provide new knowledge that they did not know. This can provide students with ease in learning to write by implementing the Project-Based Learning model.

c. Challenges faced by students in implementing the Project Based Learning model in learning writing skills.

Based on the results of research using an open-ended question questionnaire technique in the challenges faced by students in learning to write with the implementation of the Project-Based Learning model, it showed that some of the students said they had difficulties if the teacher implemented this Project-Based Learning model. The difficulty faced by students in most cases is that they say that they still do not understand and find it difficult to do project assignments. The difficulty they face by almost all students is that they still do not understand. They stated that they still did not understand the assignments given and the direction from the teacher that had been given by the students. Therefore, students do not understand because they still find it difficult with the given project assignments and consider the task difficult so that they find it difficult to do it. In addition, students also still do not understand the language used by the assignments given by the teacher.

d. Benefits obtained in implementing the Project-Based Learning model

Based on the results of research using an open-ended question questionnaire technique, the benefits obtained by students in learning to write in the implementation of

the Project-Based Learning model showed some positive responses. From all students, there were several answers from those who had something in common, namely that they became more aware of what they had learned. Students also said that they could also understand the learning material that had been taught or had just been taught by the teacher at that time and they could also master some basic things in English lessons. In addition, of all the students who answered there were also some answers that were the same, namely that they could increase their knowledge. They also said that they could know more than what was taught so that what they did not know became known and can also provide broad insight from the results of project assignments that have been taught.

CONCLUSION

1. For the teacher's perspective in implementing the Project-Based Learning model for learning writing skills, there are 3 categories that can be identified, namely teaching planning, learning activity processes and evaluation. Therefore, from the three categories, the researcher can conclude that the teacher's perspective regarding the implementation of the Project-Based Learning model in learning writing skills is that the teacher has its own challenges and finds the advantages and disadvantages but when implementing it, the two teachers have not carried out and maximized several learning activities in implementing the Project-Based Learning model.
2. The researcher can conclude that the advantages and disadvantages of the Project-Based Learning model for learning writing skills according to English teachers A and B have several advantages and disadvantages of their own and with this learning model, both teachers can expect students' skills to improve in terms of academics and students' basic abilities.
3. For student's perspectives, the researcher can conclude that this learning model can provide them with benefits to improve their English writing skills and can make student learning activities fun so that they have new experiences from the learning process.

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