Improving of Students' Beginning Writing Through Project-Based Learning Model in Grade 1Of Elementary School

Irma Yunita[1], Dwi Wijayanti[2], Rulis Ainun Jariyah[3]

[1-2]Sarjanawiyata Tamansiswa University, Indonesia
[3]SDN Kotagede 3, Indonesia
*Corresponding Author's Email: irmayun81@gmail.com

1.   Abstract

This research aims to improve students' beginning writing skills through Project Based Learning model in class IA of SD Negeri Kotagede 3. This type of research is a Classroom Action Research (PTK). This research was conducted in two cycles, each of which consisted of four stages, namely (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. The samples taken in this study were 27 students of class 1A consisting of 15 male students and 12 female students. This research was conducted in May 2023, The collection techniques were carried out by writing tests, observation and documentation. The average initial value of students' writing skills before action or pre-cycle was set at 55.78%. The results of this study showed that students' beginning writing skills in cycle I were 60.41% and in cycle II were 82.76% with a percentage increase of 22.35%. Based on the research results, it can be concluded that learning using the Project Based Learning model can improve students' beginning writing skills and students' enthusiasm in following the learning process.
Keywords: Beginning Writing, Project Based Learning

2.   Introduction

Students have different language abilities and skills. There are four language skills used in exchanging and obtaining information. The four language skills include listening, speaking, reading, and writing. One of the four skills that students must master is writing. According to Saleh Abbas (2006:125), writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, and spelling. To overcome these problems, researchers try to find references and other learning media that can improve students' writing skills, namely by using the Project Based Learning (PjBL) model.

Based on observations in class 1A of SD Negeri Kotagede 3, it shows that in the learning process students are still often wrong in the use of words in each word, writing words or sentences that are not neat from the lines in the book. The teacher only uses the lecture method and capitalises on the distributed student textbooks. This indicates that students' writing skills are still low. One of the children with intelligence barriers who can still be developed in their academic potential is children with mild intelligence barriers. This is reinforced by the opinion of Wardani, et al (in Nunung Apriyanto, 2013 p. 36) who argue that children with mild intelligence barriers can still learn to read, write, and simple arithmetic have the characteristics of intelligence that develops at a speed between half and three-quarters of normal speed and stops at a young age.

There are various learning models that can improve students' writing skills, one of which is the Project Based Learning (PjBL) learning model. According to (Fahrezi et al., 2020) Project Based Learning Model (PjBL) is a learning model that applies problems to be the first step in acquiring new knowledge based on the experience of concrete life activities. The learning

process focuses on a relatively long learning system. This model focuses on problems and combines concepts from various disciplines and knowledge (Pratiwi et ak., 2018).

According to the above statement, the Project Based Learning (PjBL) learning model can improve students' writing ability by improving their initial writing skills, tidiness, and clarity in writing. To implement it, planning is needed that is adjusted to the characteristics and background.

Based on research conducted by Desyandri, et al (2019) entitled "Application of Project Based Learning Model to Improve Music Art Learning Outcomes in Integrated Thematic Learning in Elementary Schools" the results showed that improvements and improvements: (1) cycle I lesson plans with a score of 87.28% (Good) have increased to 94.44% (Very Good); (2) implementation of learning by teachers in cycle I with a score of 83.33% (Good) has increased in cycle II by 80.95% (Good), has increased in cycle II to 90.48% (Very Good); and (4) music learning outcomes in cycle I obtained an average of 73.12 has increased in cycle II to 83.67.

Based on problems supported by empirical data, the solution provided by researchers to overcome these problems is "Improving Students' Beginning Writing Skills Through Project Based Learning Models for Class 1A Students".

3. Methods

3.1. Participants and context

This research was a Classroom Action Research (PTK) conducted at Kotagede 3 State Elementary School, Umbulharjo District, Yogyakarta City, Yogyakarta Special Region Province. The subjects of this study were all students of class 1A SDN Kotagede 3, totalling 27 students with a composition of 15 males and 12 females. This research was conducted in the second semester/evening of the academic year 2022.2023.

3.2. Material

The procedure of this research was carried out in two cycles where each cycle consisted oftwo meetings, but if one cycle had not reached the target, it was continued with the next cycle. This PTK is a Classroom Action Research (PTK) model according to Kemmis and Mc Taggart which consists of four components, namely planning, acting, observing, reflecting. (Kemmis and MC, 1982: 8)

3.3. Data collection and analysis

The data collection techniques used were 1). Observation to determine the increase in students' confidence in learning which was carried out directly on learning activities. Sukmadinata (2013: 220) explains that observation is a way of collecting data by observing ongoing activities. 2) Interviews to find out the general description and problems that occur at the research site. The interview was conducted with the homeroom teacher of SDN Kotagede 3. 3) Documentation, The documentation technique in this study was in the form of photos of research activities and notes containing things faced or the condition of students in the classroom during the learning process. According to Sugiyono (2015: 329) documentation is used as a data collection technique where the researcher wants to conduct a preliminary study to find problems that must be researched, and is carried out in depth about the object to be studied as material for research.
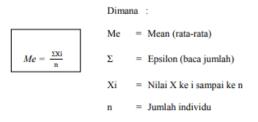
3.4. Ethical Considerations

According to Suharsimi Arikunto (2009: 262) there are two kinds of research data analysis, namely quantitative descriptive analysis and qualitative descriptive analysis.

Quantitative description is used to analyse data in the form of numbers, while qualitative descriptive is used to analyse data in the form of information in the form of sentences. The data in this study were obtained through observation and tests to find out the improvement of writing skills in class 1A of SDN Kotagede 3. This researcher used quantitative descriptive data analysis.

Data analysis for writing skills in grade I students is descriptive statistical analysis, namely by finding the average, while the formula used uses guidelines from Sugiyono (2005: 43), namely:

$$Me = \frac{\Sigma Xi}{n}$$

Dimana :

Me = Mean (rata-rata)

Σ = Epsilon (baca jumlah)

Xi = Nilai X ke i sampai ke n

n = Jumlah individu

3.5. Study Limitations

The hypothesis of this study is the use of Project Based Learning. Model can improve the writing skills of Grade 1 students at SD Negeri Kotagede 3 in the 2022/2023 academic year.

4. Results and Discussion

This Classroom Action Research was conducted to improve the ability of beginning writing skills. The first step taken by the researcher before conducting the class action research was to observe the learning of writing skills in class 1A SDN Kotagede 3. The

learning of beginning writing skills is still done conventionally which is teacher-centred. Students only quietly listen to educators and participants are not involved in learning so that the results are not optimal and there are still many students whose class average score is 63.13. This research was conducted with the subject of class 1A students of SDN Kotagede 3 with a total of 27 students.

Researchers applied the Project Based Learning (PjBL) model because the model is suitable for primary schools. Suranti, et al (2016: 73) said that the Project Based Learning model is an innovative learning that is stuent centred and places the teacher as a motivator and facilitator, where students are given the opportunity.

The results of observations and interviews that have been conducted by researchers on 12 April 2023 show that there are problems in learning, namely low initial writing skills. Classroom Action Research 1A SDN Kotagede 3 was conducted in 2 cycles, where in 1 cycle consisted of 2 meetings. Cycle I learning was carried out on 17 and 24 May 2023. The learning schedule for cycle II was 29 and 30 May 2023. This can be seen in the following table:

Table 1. Percentage of Average Score Results

Rata-rata Nilai		
Pra Siklus	**Siklus I**	**Siklus II**
55,78%	60,41%	82,76%

Based on the table above, the results of the application of the Project Based Learning model show an increase in students' beginning writing skills in the pre-cycle of 55.78%, an increase incycle I of 60.41%, and an increase in cycle II of 82.76%.

The average students' beginning writing skills increased by 22.35% from cycle I to cycle II. The increase in students' beginning writing skills almost all indicators increased.

5.   Conclusion

The Classroom Action Research that has been conducted shows that the Project Based Learning model can improve the beginning writing skills of class 1A students of SDN Kotagede 3. This can be seen from the pre-cycle observation of 55.78%, an increase in cycle I of 60.41%, and an increase in cycle II of 82.76%. The average students' beginning writing skills increased by 22.35% from cycle I to cycle II. Thus, the application of Project Based Learning model can improve the beginning writing skills of students in class 1A SDN Kotagede 3.

6.   Confession

The researcher would like to thank Sarjanawiyata Tamansiswa University for providingopportunities, support and guidance in this research. Thank you to the principal and teachers of SDN Kotagede 3 who have given permission and helped carry out the research.

7.   Reference

Abidin, Y. (2012). *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: Rafika Aditama

Apriyanto, Nunung. (2013). *Seluk Beluk Tunagrahita & Strategi Pembelajarannya*. Yogyakarta: Javalitera.

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Budiyono, H. (2012). Pembelajaran Keterampilan Menulis Berbasis Proses Menulis Dan Teori Pemerolehan Bahasa. *Jurnal Pena*, 2 (3), 90-120.

Dewi, C. (2018). Penggunaan Metode SAS (Struktural Analitik Sintetik) Dalam Pembelajaran Bahasa Indonesia Menulis Permulaan Siswa Sekolah Dasar. *Bahasastra*,38(1), 8. https://doi.org/10.26555/bahastra.v38i1.8174

Fahrezi, I., Taufiq, M., Akhwani, A., & Nafia'ah, N. (2020). Meta-analisis Pengaruh Model Pembelajaran Project Based Learning terhadap Hasil Belajar Ssiwa pada Mata Pelajaran IPA Sekolah Dasar. *Jurnal Ilmiah Pendidikan Profesi Guru*, 3(3), 408-415. https://doi.org/10.23887/jippg.y3i3.28081

Kemmis, S. & Mc. Taggart, R. 1998. The Action Research Planner. Victoria: Deakin University Press.

Nuraini, Intan. (2022). *Peningkatan Keterampilan Menulis Permulaan dengan Media Lartasatu pada Siswa Sekolah Dasar*. *Jurnal Ilmiah Ilmu Pendidikan*, 13(2), 357. http://jurnal.stkippersada.ac.id/jurnal/index.php/VOX

Prastiwi, SD. (2014). *Peningkatan Kemampuan Menerapkan Penggunaan Energi Melalui Model Pembelajaran Project Based Learning pada Siswa Kelas IV SD Negeri 03 Bolon Tahun Pelajaran 2013/2014*. Skripsi Tidak dipublisikan, PGSD Universitas Sebelas Maret, Surakarta.

Putri, Novia Dwi et al. 2021. Peningkatan Kemampuan Menulis Permulaan dengan Menggunakan Model Pembelajaran Talking Stick Siswa Kelas I SDN 05 Padang Pasir Kota Padang. *Dalam Jurnal Pendidikan Tambusai*. Volume 5 Nomor 2 Tahun 2021 Halaman 3210-3218.

Saddhono, K. and Slamet, S. Y. 2010. *Meningkatkan Keterampilan Berbahasa Indonesia*. Bandung:Karya Putra Darwati.

Sari, S. P., Manzilatusifa, U., & Handoko, S. (2019). Penerapan Model Project Based Learning (PjBL) untuk meningkatkan kemampuan berfikir kreatif peserta didik. *Jurnal Pendidikan Dan Pembelajaran Ekonomi Akutansi*, 5(2), 119-131. http://jurnal.fkip.unla.ac.id/index.php/jp2ea/article/view/329

Sugiyono. (2015). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Surya, A. R. A. R.018). Penerapan Model Project Based Learning (PjBL) UNTUK Meningkatkan Hasil Belajar dan Kreatifitas Siswa Kelas III SD Negeri Sidorejo Lor 01 Salatiga. *Pesona Dasar: Jurnal Pendidikan Dasar Dan Humaniora*, 6(1), 41-54. https://doi.org/10.24815/pear.v6i1.10703

Tarigan, HG (2008). *Menulis: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.