

IMPROVING NARRATIVE TEXT WRITING SKILLS USING PROJECT-BASED LEARNING TECHNIQUES IN ELEMENTARY SCHOOL

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Abstract

Writing narrative text is one of the important aspects of language education that involves students' ability to organize their ideas into a coherent and meaningful narrative. However, many students face difficulties in writing narrative texts due to lack of practical experience and lack of imaginative stimulation. In this regard, the Project Based Learning (PjBL) technique has proven to be an effective teaching approach in developing students' writing skills and imaginative abilities. PjBL engages students in real projects or tasks that require problem solving, research and collaboration. In the context of writing narrative texts, PjBL allows students to develop their writing skills through projects that encourage imagination, creativity, and collaboration. This study aims to see how the Project Based Learning (PjBL) technique can improve narrative text writing skills while developing imaginative ideas and self-confidence of fifth-grade students of SDN Semplak 2 Bogor. This study used classroom action research with 2 cycles following the Kemmis and Taggart model. Each cycle includes 4 stages: planning, implementation, observation, and reflection. The subjects of this study involved 17 fifth-grade students. Data were obtained using tests and words. The findings of this study indicate that the Project Based Learning (PjBL) technique can help improve narrative text writing skills. The results showed an increase in Project Based Learning (PjBL) writing skills in fifth-grade students.

Keywords: narrative; project based learning; writing

Abstrak

Menulis teks naratif adalah salah satu aspek penting dalam pendidikan bahasa yang melibatkan kemampuan siswa untuk mengorganisir ide-ide mereka menjadi sebuah narasi yang koheren dan bermakna. Namun, banyak siswa menghadapi kesulitan dalam menulis teks naratif karena kurangnya pengalaman praktis dan kurangnya rangsangan imajinatif. Dalam hal ini, teknik Project Based Learning (PjBL) telah terbukti menjadi pendekatan pengajaran yang efektif dalam mengembangkan kemampuan menulis dan kemampuan imajinatif siswa. PjBL melibatkan siswa dalam proyek atau tugas nyata yang membutuhkan pemecahan masalah, penelitian, dan kolaborasi. Dalam konteks menulis teks naratif, PjBL memungkinkan siswa untuk mengembangkan kemampuan menulis mereka melalui proyek yang mendorong imajinasi, kreativitas, dan kolaborasi. Penelitian ini bertujuan untuk melihat bagaimana teknik Project Based Learning (PjBL) dapat meningkatkan keterampilan menulis teks naratif sekaligus mengembangkan ide imajinatif dan kepercayaan diri siswa kelas V SDN Semplak 2 Bogor. Penelitian ini menggunakan penelitian tindakan kelas dengan 2 siklus yang mengikuti model Kemmis dan Taggart. Setiap siklus meliputi 4 tahap yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian ini melibatkan 17 siswa kelas V. Data diperoleh dengan menggunakan tes dan kata-kata. Temuan dari penelitian ini menunjukkan bahwa teknik Project Based Learning (PjBL) dapat membantu meningkatkan keterampilan menulis teks naratif. Hasil penelitian menunjukkan adanya peningkatan keterampilan menulis teks naratif melalui Project Based Learning (PjBL) pada siswa kelas V SD.

Kata Kunci: menulis; narasi; pembelajaran berbasis proyek

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Introduction

In education, language is a crucial determinant of success in learning the field of study. Given the importance of language in education, it is necessary to implement language lessons in schools, including Indonesian language lessons. Indonesian language lessons are one of the subjects that must be taught in elementary schools (Farhrohman, 2017). This shows that Indonesian has an essential role in the education curriculum in Indonesia and should be prepared for students at the primary school level.

In Indonesian, one of the language skills that learners must have is writing. Writing is considered the most challenging skill compared to the other three language skills (reading, listening, and speaking) and requires more practice time (Rao, 2018). In other words, writing is a more difficult and complex skill than other language skills and requires more practice and effort to master.

Writing skills are one of the skills that students, especially elementary school students, must master, so it is necessary to habituate the development of writing skills; the aim is to develop students' soft and hard skills, which are indispensable for their future (Ningsih et al., 2019). Developing narrative writing skills in students can help them build their imagination, train their critical thinking skills, improve their communication skills, and enrich their knowledge. It can also affect students' personal development, helping them better express their ideas and feelings (Sayuti, 2017).

Students' writing skills cannot grow instantly, but through habituation, it is necessary to do training from an early age (Fadliyatis et al., 2016). Writing skills are essential because if they are well mastered, they will benefit students in the future (Riana & Setiadi, 2017). This may be due to the fact that writing involves the ability to convey a message in writing clearly and precisely, and requires a good understanding of grammar, spelling and vocabulary.

A person's writing ability can be measured by his or her ability to express ideas well through writing. In addition, writing ability is considered one of the essential skills expected by all primary and secondary school students when they graduate (Kurniaman & Mansur, 2018). Writing ability can help students broaden their horizons, think critically, and communicate more effectively. Therefore, educators need to give sufficient attention to teaching writing in schools (Myhill & Chen, 2020).

Narrative writing is writing that tells an incident or event in detail in the order in which it happened (Merawati & Suwartini, 2021). Mastery of narrative writing skills is very important in order to express ideas, ideas, thoughts in the form of writing (Musyawir & Loilatu, 2020). Writing a narrative requires good reasoning skills in planning the writing concept. In expressing a narrative, a writer must be able to organize events logically and pay attention to a certain point of view regarding time, place, and the imagery given (Kula & Askin, 2019).

In elementary schools, students still need to improve in writing narrative texts. This is evidenced by the research results from the field that students' narrative writing skills still need to be maximally developed, especially in class V SDN Pulorejo 01 Pati. This is evidenced by 9 out of 23 students who still need help choosing sentences to develop, neatness of writing, the accuracy of compiling stories to be coherent, compiling spelling correctly, and using words that are not yet appropriate. This is due to several factors that influence narrative essay writing skills, including internal factors such as interest, student ability, motivation, and talent. While external factors include the interaction and role of parents, teachers, and friends (Fauzan & Diner, 2020).

The method or strategy a teacher uses to teach and facilitate the teaching and learning process in the classroom is to use learning techniques. Teachers convey knowledge to students to face their daily activities (Marta et al., 2019). As a teacher, understanding different learning techniques will help create an effective learning environment and encourage students to be more active in the learning process. One of the excellent learning techniques in narrative text writing skills is Project Based Learning (PjBL).

In the era of the 21st Century, the ability to think critically and creatively is essential in facing the challenges of an ever-evolving and complex world. Through PjBL, students will learn to think critically and creatively in finding solutions to problems faced in the given project. The PjBL Learning Model is a learning model that applies problems as the first step in acquiring new knowledge based on the experience of concrete life activities (Fahrezi et al., 2020). Furthermore, PjBL is a learning process that focuses on a relatively long learning system, focuses on problems, and combines concepts from several components in terms of knowledge and disciplines (Pratiwi et al., 2018). Project-based learning is a learning method that uses projects/activities as a medium (Chiang, 2016). The project-based learning model helps students to increase activity and achieve better learning outcomes in science lessons (Sumarni, 2020).

PjBL is a learning model where learners engage in problem solving and work independently to build their own understanding. This model involves fundamental questions and encourages active student engagement, creating a fun classroom atmosphere (Sularmi et al., 2018). PjBL focuses on developing a final product as a learning outcome, and involves students' cognitive, psychomotor and affective aspects. The PjBL learning process includes planning, implementation, product assessment, evaluation, and reflection on the project (Wulandari et al., 2021).

As a foundation, this learning model has previously been used in research. First, research (Darmayoga & Suparya, 2021) showed that the PjBL model succeeded in improving social studies learning outcomes with the help of visual media. Second, research (Hapsari et al., 2018) shows that the PjBL model increases student learning motivation in math lessons. Third, research (Donaviza & Eliyasni, 2021) shows that PjBL can improve student learning outcomes in thematic learning. And fourth, research (Nida Winarti et al., 2022) shows that applying the project-based learning model can improve the critical thinking skills of elementary school students.

The novelty of this research is : 1) This research contributes to exploring the effectiveness of project-based learning (PjBL) techniques in improving students' narrative text writing skills at SDN Semplak 2 Bogor. 2) This research provides an overview of the concrete application of PjBL in the context of teaching in elementary schools. 3) Although not mentioned in the question, this research may have a unique novelty contribution in terms of the learning approach or strategy used in PjBL to improve narrative text writing skills. This could be new knowledge in the development of project-based learning methods. and 4) The research location in SDN Semplak 2 Bogor may also provide insights into the effectiveness of project-based learning techniques in that school environment. Based on this, this study aims to improve narrative text writing skills using Project Based Learning (PjBL) techniques in Class V SDN Semplak 2 Bogor.

Research Methods

This research uses methods Classroom Action Research, which aims to improve narrative text writing skills using Project Based Learning (PjBL) techniques in Indonesian

language learning. The subjects of this research are fifth-grade students attending SDN Semplak 2 Bogor. These students were chosen as they represent the target population for this research, allowing for a focused investigation into the effectiveness of PjBL techniques in enhancing their narrative text writing skills. This research was conducted in January-March 2023 for 3 months with the time allocation in Indonesian language learning hours, namely 6JP / week.

This research was carried out in II cycles, each with two meetings. This class action research uses the Kemmis & Taggart model, which suggests that this class action research outlines four action steps, including (1) planning; (2) action; (3) observation; dan (4) reflecting (Arikunto, 2010). In the planning step, I started by identifying the short-term and long-term goals of this action research. I also collected preliminary data, identified the problem I wanted to solve, and planned the concrete steps I would take. After planning, I moved on to the action stage where I implemented the plan. I collected data systematically, observed the effects of the actions taken, and identified the changes that occurred. Next, in the observation stage, I analyzed the collected data and identified any emerging patterns or trends. I also evaluate the success or failure of the action steps that have been taken. The final stage is reflection, where I evaluate the process as a whole. I reflect on my learning, identify what worked and why, and evaluate what can be improved or changed for the future. Through these steps, I was able to develop a better understanding of the issues I faced and achieve the expected positive changes.

Data collection techniques in this study are test questions, observations, and interviews. According to Ridwan, the interview is a technique carried out by asking the teacher several questions and recording the interview results to determine the methods and activities related to students' critical thinking skills (Hasanah et al., 2020). According to Sudijono, an observation sheet is an attempt to collect data used in research by recording learning activities carried out by teachers and students (Saadati et al., 2019). Furthermore, the follow-up test measures the essential competencies of the planned completion indicators (Rabudin, 2020).

Results and Discussion

This class action research was conducted in class V SDN Semplak 2 Bogor by the researcher, who acted as the implementer and teacher, and the class teacher as a collaborator in the class where the research activity was carried out. The research was carried out for II cycles, each with two meetings. Each cycle's implementation stages begin with the stages of planning, implementation, observation, and reflection. After conducting various research activities, starting from cycle I to cycle II, data from the research results was obtained. Based on the study's results, data analysis was then carried out to see the improvement of narrative text writing skills by using the Project Based Learning technique in Indonesian language learning in class V SDN Semplak 2 Bogor.

In this study, the data collected included data on implementing teacher actions in the form of learning with the Project Based Learning technique in writing narrative text. Observation data can be seen in table 1.

Table 1. Observation of Teacher Action Pre-Cycle, Cycle I and Cycle II Through Project Based Learning (PjBL) Technique

Categories	Pre-Cycle (%)	Cycle I (%)	Cycle II (%)
High	27,43 %	52,55 %	55,12 %
Medium	25,21 %	25,60 %	25,83 %
Low	47,36 %	21,85%	19,05 %

Based on table 1, it can be seen that the observation of teacher actions through the Project Based Learning (PjBL) technique at the pre-cycle stage shows the results of observing students with a high category of 27.43%, a medium category of 25.21%, and a low category of 47.36%. The cycle I stage shows the results of observations of students in the high category totaling 52.55%, the medium category totaling 25.60%, and the low category totaling 21.85%. The second cycle stage shows the results of observations of students with a high category of 55.12%, a medium category of 25.83%, and a low category of 19.05%.

Based on the observation data, the Project Based Learning (PjBL) technique is feasible to apply in the learning process, especially in writing narrative text. Project-based learning provides opportunities for students to solve problems and create works to answer the contextual problems posed (Makrufi & Muhardjito, 2018). In project-based learning (PjBL), students can directly research contextual problem objects in their environment to provide opportunities for more complex thinking (Hindriyanto & Utomo, 2019). In addition, project-based learning is designed to be used with complex problems that students need to learn and understand (Aris & Astina, 2017). Previous research findings also said there was a significant influence on implementing the PjBL model in increasing student learning outcomes (Zakiyah, 2019). Other research findings also say that the PjBL learning model can improve learning achievement (Sahtoni, 2017).

In each cycle, after completing the action, students will be given a test to see the improvement in their ability to write narrative text. Based on the data analysis of each cycle, the results of narrative text writing skills in each cycle showed a perfect improvement. The analysis of narrative text writing skills can be seen in table 2.

Table 2. Recapitulation of the Results of Pre-Cycle, Cycle I and Cycle II Writing Narrative Texts

Categories	Pre-Cycle	Cycle I	Cycle II
Complete	7 students	12 students	17 students
Incomplete	10 students	5 students	0 students
Evaluation Average	57,88	69,35%	81,47 %
Percentage	41,18 %	70,58 %	100 %

Table 2 shows data on the results of students' description essay writing skills in pre-cycle, cycle I, and cycle II. While the table below shows observation data on teacher actions using the Project Based Learning (PjBL) technique in pre-classes, cycles I and II. Based on table 1 at the pre-cycle, cycle I, and cycle II stages, the average value of students learning Indonesian language material for writing narrative texts shows an increase in the average evaluation value. In the pre-class stage, learning was 57.88, with a percentage of 41.18%. In cycle I learning through the application of Project Based Learning (PjBL) techniques, there was an increase in the average evaluation score of 69.35 with a percentage of 70.58%. In cycle II learning through the application of Project Based Learning (PjBL) techniques, there was an increase again with an average evaluation score of 81.47 with a percentage of 100%, so the research was carried out until cycle II.

From these results, it is concluded that the Project Based Learning (PjBL) technique is very appropriate to use in learning to write narrative text. This aligns with research showing that project-based learning can train students to improve 4C (Creativity, Critical Thinking, Collaborative, Communication (Purbosari, 2016). With PjBL, students can feel more confident in completing projects, more motivated to learn, more open to other people's opinions, better understand the subject matter, and more able to work together in groups

(Natty et al., 2019). Furthermore, by creating products in PjBL, students can apply the knowledge and skills they learn to create valuable products, improve their professional skills, and increase their interest in a particular field and ability to cooperate with others (Guo et al., 2020). Project-based learning models can be very helpful in designing effective learning methods and can meet learning requirements (Abriatin & Yusuf, 2019).

Based on the findings of the Classroom Action Research conducted in class V SDN Semplak 2 Bogor, it can be concluded that the implementation of the Project Based Learning (PjBL) technique in teaching narrative text writing improved the students' writing skills. The research was conducted over two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. The data collected included observations of teacher actions using the PjBL technique and the evaluation of students' narrative text writing skills.

The observation data in Table 1 indicates an improvement in teacher actions throughout the cycles. The percentage of high-category observations increased from 27.43% in the pre-cycle to 55.12% in cycle II. Conversely, the percentage of low-category observations decreased from 47.36% in the pre-cycle to 19.05% in cycle II. These results demonstrate that the implementation of the PjBL technique positively influenced the teacher's actions in facilitating the learning process.

Table 2 presents the data on students' narrative text writing skills. The number of students who completed the narrative text writing task increased from 7 in the pre-cycle to 17 in cycle II. Additionally, the average evaluation score for narrative text writing improved from 57.88 in the pre-cycle to 81.47 in cycle II. The percentage of students who met the minimum completeness criteria also increased from 41.18% in the pre-cycle to 100% in cycle II.

These findings support the conclusion that the PjBL technique is suitable for teaching narrative text writing. The research aligns with previous studies that have shown the benefits of project-based learning in enhancing students' learning outcomes. Project-based learning encourages students to engage in problem-solving and the creation of meaningful works, which enhances their critical thinking, creativity, collaboration, and communication skills.

Reflecting on the research data, it is evident that the implementation of the PjBL technique positively impacted both teacher actions and student outcomes. The increase in the percentage of high-category observations suggests that the teacher became more proficient in implementing the PjBL technique over the course of the cycles. Moreover, the significant improvement in students' narrative text writing skills indicates that the PjBL approach effectively enhanced their writing abilities.

Based on these results, it is essential to continue utilizing the PjBL technique in teaching narrative text writing. However, further reflection on the research data may prompt some adjustments or refinements in the implementation process. For example, it may be beneficial to explore additional strategies to scaffold students' learning during the project-based activities. Incorporating more explicit instruction and guidance could further enhance students' understanding and application of narrative writing skills within the PjBL framework.

The research findings are consistent with existing theories and previous research on project-based learning. The research supports the notion that PjBL facilitates complex thinking, problem-solving, and student engagement. The positive impact of PjBL on students' learning outcomes aligns with previous studies that have demonstrated the effectiveness of this approach in improving academic achievement.

In conclusion, the Classroom Action Research conducted in class V SDN Semplak 2 Bogor indicates that the Project Based Learning (PjBL) technique effectively improved

students' narrative text writing skills. The research findings reflect the positive influence of PjBL on teacher actions, students' writing abilities, and their overall engagement in the learning process. These findings are consistent with existing theories and previous research, highlighting the benefits of project-based learning in enhancing students' academic achievements and 21st-century skills.

Conclusion

Based on the results of Classroom Action Research that have been conducted on students in class V SDN Semplak 2 Bogor, it can be concluded that in learning Indonesian language material, writing narrative text using project-based learning (PjBL) techniques can improve narrative text writing skills in class V students of SDN Semplak 2 Bogor. Evidenced by the percentage of completeness of students who meet the minimum completeness criteria increased from 41.18% in the pre-cycle, the percentage of narrative text writing skills to 70.58% in cycle I, in cycle II, the percentage of narrative text writing skills to 100%.

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