

## The Implementation of Project Based Learning in Teaching Writing to The Tenth Grade Students in 2022/2023 Academic Year

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### Abstract

This research objectives were to find out and describe the objectives, procedures, and evidences in implementation of Project Based Learning in Teaching Writing. This research used qualitative method with phenomenological research focus. From the results of the interview, it was found that Mrs. W, one of the English teachers, has been implementing Project Based Learning since 2021. She revealed that the purpose of Project Based Learning in teaching writing was to increase students' ability to solve problems or projects, students can gain knowledge through experience and students can improve their writing skills. Then from the documentation, the teacher almost did the whole procedure of Project Based Learning. From the observation, it showed that 67% of the Project Based Learning process could increase students' independence. At the time of implementing Project Based Learning, the weaknesses found were that the teacher had prepared the learning topic, and the teacher has prepared the tools to carry out the project. From the available evidence, the results of Project Based Learning are congratulation cards and how to make food or drink that used procedure text. In conclusion, the teacher had implemented Project Based Learning in accordance with the objectives. However, the teacher had not implemented the whole process of Project Based Learning procedure. From 6 points of Project Based Learning steps, the teacher only did 4 points of the 6 points.

**Keywords:** Project-based Learning, Teaching Writing, Procedure Text.

### INTRODUCTION

The year 2022 was a turning point after the covid-19 pandemic that occurred since 2020. In that year, many aspects of life were affected. One of the impacts of the pandemic that has a significant impact on activities in the education sector (Martoredjo, 2020). The presence of the covid-19 virus outbreak hinders various activities of human life from various sectors, especially in the field of education, namely the activities of teaching and learning activities both at schools and universities (Firmansyah & Kardina, 2020). The impact of covid-19 is very influential on schools, thus the government issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of covid-19. Through this circular, the government provides direction that learning activities that were originally face-to-face at school become online or distance

learning (Kemendikbud, 2020). Therefore, the government requires students to do online learning. In this online learning, it can make changes in daily habits. These changes and obstacles result in not maximizing the learning process at school, allowing learning loss to occur (Rajib, M., & Puspita Sari, A., 2022).

One of the concerns is that if this home learning lasts long enough, it can have the effect of learning loss or reduced academic knowledge and skills (Donnelly & Patrinos, 2021; Engzell et al., 2021). Learning loss is a phenomenon in which a generation loses the opportunity to gain knowledge because there is a delay in the teaching and learning process (Pratiwi, W. D., 2021). However, the Ministry of Education and Culture's decision has not been able to overcome learning loss, so it needs to be improved (Decree of the Minister of Education and Culture Number 719/P/2020). From the above statement, it can be concluded that covid-19 greatly affects learning activities which cause students to experience learning loss.

To solve the problem of students' learning loss, the Ministry of Education and Culture took the next step. In order to catch up with learning that occurs in special conditions, education units develop a curriculum with the principle of diversification in accordance with the conditions of the education unit, regional potential, and students (*Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia Nomor 56/M/2022*). The curriculum developed is the *Merdeka Curriculum*. The *Merdeka Curriculum* emphasizes the concept of *Merdeka Belajar* for students, which is designed to help restore the learning crisis that occurred due to the covid-19 pandemic (Nugraha, 2022).

The *Merdeka Curriculum* is expected to overcome problems and make a recovery in the learning aspect. *Merdeka Curriculum* is a curriculum with diverse intracurricular learning where content will be optimized so that students have enough time to explore concepts and strengthen competencies (Kemendikbud RI, 2021: 10). *Merdeka Curriculum* offers three characteristics, project-based learning to develop soft skills and character skills that match the profile of Pancasila learners, learning that focuses on the main material (Iskandar et al, 2023). The new policy program of the Ministry of Education and Culture of the Republic of Indonesia launched by the Indonesian Minister of Education and Culture of the Advanced Indonesia Cabinet, the essence of freedom of thought is *Merdeka Belajar* (Hasim, E, 2020). *Merdeka Belajar* is interpreted as a learning design that provides opportunities for students to learn

casually, calmly, not feeling pressured, joyfully without stress and paying attention to the natural talents of students (Susilowati, E, 2022).

In implementing the *Merdeka* Curriculum, the teacher's role is very important in student activities, especially in using learning models. Wartanto (2022) stated that with this *Merdeka* Curriculum, students can choose the subjects they want according to their interests and talents. One of the learning models is project-based learning. According to Fathurrohman (2015), states that project based learning is a learning model that is used as a learning tool that uses projects or activities to achieve attitude, knowledge and skill competencies. Whereas according to Wahyuni (2019), project based learning is a learning model used by educators or teachers, who are given the opportunity to manage learning situations in class by involving project work. From the statement above, it can be concluded that Project Based Learning is a learning model that can provide opportunities for students to achieve attitude, knowledge and skill competencies by involving project work. This learning model is expected so that students have more valuable experience and can be critical in learning activities. It can be helpful for teaching English as well.

English teaching is carried out to develop students' ability to speak English. According to Aryanika (2016), revealed the teacher's role in the language learning process must be able to meet the needs of students, thus, students can develop in a better direction. These developments will make it easier for students to obtain better results, and students will be able to cope with various situations in using language, especially English. Meanwhile, according to Ratminingsih et al. (2017) that the teacher's role in learning English are five, namely the teacher as controller, driver, assessor, resource, tutor and adviser. From the statement above it is known that the teacher's role is very important to develop students' English language skills by controlling, encouraging, and being a tutor for students so that they can develop in a better direction.

There are skills that are very important to learn English, namely listening, speaking, reading, and writing. One of the skills that requires learning methods in accordance with the *Merdeka* Curriculum is teaching of writing. According to Cheung (2016) to teach writing effectively, teacher must be explicitly aware of the skills and processes involved. Meanwhile, according to Ningsih, et al. (2019) The role of the teacher in helping students to realize writing skills is very important. Teacher should

assist students from getting to know letters, understanding letters, memorizing, to being able to write these letters into writing symbols. It can be concluded that when teaching writing, teacher should be involved in the students' writing process, directing what the students will write and tell them how to use punctuation, and correct grammar.

## RESEARCH METHOD

In this research, the researcher conducted a qualitative research with a descriptive approach. According to Sugiyono (2018), qualitative research methods are research methods based on philosophy, which are used to research on scientific or experimental conditions where researchers are instruments, data collection techniques and qualitative analysis emphasize more on meaning. Qualitative research is the type of research needed in describing the Project Based Learning model in teaching writing. The procedure of this research is selecting the problem, reviewing theory related to the problem, designing the research, collecting the data, analyzing the data, interpreting the research finding and stating conclusion, reporting the result.

This research was conducted at SMKN 2 Trenggalek. This research was conducted for a month, precisely during the month of May. In this research, researcher took one class, with the total sample being 32 students representing the population. Then, the primary data are interviews with English subject teacher, observations and documentation from data sources and photos of subjects. The data analysis used in this research is using the Miles and Huberman model. According to Miles & Huberman (1994) data analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, and conclusions drawing/verification.

## FINDING AND DISCUSSION

### Finding

The researcher used several instruments to collect data. First, the researcher conducted an interview with the 10th grade English teacher to get information about the purpose of implementing project-based learning in 10th grade. The second was to collect data through the teaching module. The third was to make observations in the classroom and noted on field notes. After the data was taken, then the researcher analyzed the results of the data. According to Mrs. W. as the 10th grade English

teacher, the objectives of project based learning are to improve the ability to complete projects. Then, to increase writing skills in learning. Because the focus of learning this time is on teaching writing, students are expected to be affected. It is expected that their writing skills will also improve. It is known that students are allowed to increase their learning experience. From these learning experiences, students are expected to gain knowledge through experience in completing projects.

The second objective of this research is to find out the implementation procedure of project-based learning in teaching writing. The researcher obtained data through the teaching module, which was obtained from the 10<sup>th</sup> grade English teacher. The data showed the steps of project-based learning. This data collection aims to find out the learning procedure of project-based learning. The following are the findings found by researcher on the teaching module:

**Table 1.** Procedure of Teaching Module

No.	Procedures of Project Based Learning	Teaching Module	
		Congratulating and complimenting others	Procedure text
1.	Determining the main question or problem	1. The teacher asked questions to stimulate students' knowledge. 2. Students noted important things during the learning activities.	1. The teacher asked questions to stimulate students' knowledge. 2. Students noted important things during the learning activities.
2.	Planning the project	1. Students composed congratulating or complimenting others text according to the picture provided. 2. Students were given the opportunity to discuss related to the project that will be done.	1. Students composed procedure text according to the picture provided. 2. Students were given the opportunity to discuss related to the project that will be done.
3.	Create a project completion schedule	1. Students discussed the project planning, including the tools and materials needed. The teacher has provided small paper and glue for the project. 2. Students were given the opportunity by the teacher to discuss the time limit for completing the project. The deadline is 1 lesson hour.	1. Students discussed the project planning, including the tools and materials needed. The teacher has provided hvs paper and glue for the project. 2. Students were given the opportunity by the teacher to discuss the time limit for completing the project. The deadline are 2 lesson hours.
4.	Monitor the progress of project completion	1. Students were given the opportunity by the teacher to ask the teacher, if they have difficulties in carrying out the project.	1. Students were given the opportunity by the teacher to ask the teacher, if they have difficulties in carrying out the project.

5.	Present and test the results of project completion	1.	Students were given the opportunity by the teacher to present the project result.	1.	Students were given the opportunity by the teacher to present the project result.
6.	Evaluate and reflect on the process and results of the project	1.	Students were given the opportunity by the teacher to evaluate what they have learned during the learning process.	1.	Students were given the opportunity by the teacher to evaluate what they have learned during the learning process.
		2.	Students were given the opportunity by the teacher to express their opinions about their experiences and difficulties during the assignment.	2.	Students were given the opportunity by the teacher to express their opinions about their experiences and difficulties during the assignment.

The researcher reviewed the two teaching modules, both lesson plan procedures contained almost the same. The difference was in the implementation per project. For the congratulating and complimenting others material, it was carried out in 1 meeting only. While for the procedure text material, it was carried out in 2 meetings.

In this study, the researcher found two evidences of project-based learning implementation in teaching writing. The first evidence is the students' products in the form of greeting cards. The project materials were glued to the students' notebooks, then worked on with each student's ability. While the second evidence is the results of student products in the form of procedure texts, how to make something like how to make food or drinks. This project was in the form of describing how to make food or drinks, then written on hvs papers.

It is known that teacher do not keep the results of previous projects, because the project results are usually hands over to students again. It is known that each student's project results are directly assesses by the teacher, and the score enter into the teacher's own assessment book. Thus, every student's product is not keep by the teacher. During the observation process, researcher found several findings The following are the steps of the project based learning procedure carried out in class.

#### 1. Project determination

According to Abduh (2019), in the project-based learning step, students determine the theme or topic of the project with the educator. While in its implementation, the teacher has determined the theme or topic of the project according to the material being taught.



2. Design the steps to complete the project

In designing the steps of project completion, students have discussed designing the steps of project completion activities from start to finish and their management. Meanwhile, the teacher has prepared several needs for project implementation and completion.

3. Preparation of project implementation schedule

In determining the implementation schedule, it was determined by student discussion. As agreed, the congratulations card project was completed in 1 meeting. While the procedure text project was completed in 2 meetings.

4. Project completion with educator facilitation and monitoring

Students work on the project according to the schedule that has been made. Students work on the project accompanied by the teacher. The teacher has been responsible for guiding and monitoring the activities of students in completing the project from the beginning to the end of the project completion.

5. Report preparation and presentation/publication of project results

In this lesson, students are required to present the project results in front of the class, in front of other students.

6. Evaluation of project process and results

At the end of the project completion process, the teacher evaluated the students individually. At this stage the teacher also given feedback on the process that has been carried out during the completion of the project and the product produced by the students.

## Discussion

Related to the objectives of project-based learning implementation, it was found that the objectives of project-based learning implementation were to improve the ability to complete projects, improve writing skills in learning, and gain knowledge through experience. This finding was in line with Mulyasa in Siman (2023) who argued that the purpose of the project-based learning model was for students to focus on complex problems then students investigate and understand the lesson through the investigation.

Related to the procedures for implementing project based learning, in this research it is known that the steps are as follows. First, the teacher has determined the theme or topic of the project according to the material being taught. This was not

in accordance with the project based learning steps according to Abduh (2019), in the project-based learning step, students determine the theme or topic of the project together with the teacher. The second was designing steps to complete the project. In this research, it was found that students had discussed designing the steps for project completion activities from start to finish and their management. Meanwhile, the teacher has prepared several requirements for implementing and completing the project. This was not in accordance with According to Abduh (2019), students design the steps for project completion activities from start to finish along with their management.

The third was preparing a project implementation schedule. It was known that the project implementation schedule was determined through student discussions with teacher assistance. This was in accordance with Abduh (2019), students with the assistance of educators agree on how long the project will take to complete and create a schedule for implementing activities. Fourth, project completion with educator facilitation and monitoring. Students work on projects according to the schedule that has been made, then students work on projects accompanied by the teacher. The teacher was responsible for guiding and monitoring student activities in completing the project from the beginning to the end of the project completion. This was in accordance with Abduh (2019), this step was the implementation of the project design according to the schedule that has been made. Educators were responsible for guiding and monitoring students' activities in completing projects from the beginning to the end of project completion. In monitoring activities, teacher can record student activities and facilitate them in completing projects.

The fifth, preparation of reports and presentation/publication of project results. In this lesson, students were required to present the results of the project in front of the class, in front of other students. This was in accordance with Abduh (2019) The results of the project in the form of products, whether in the form of written works, designs, works of art, technological/craft works, etc. are presented and/or published to other students and educators or the public in the form of presentations, etc. Sixth, evaluate the project process and results. At the end of the project completion process, the teacher evaluates individual students. At this stage the teacher also provides feedback on the processes that have been carried out during the completion of the project and the products produced by the students. This was in accordance with



Abduh (2019) regarding project activities and results. Project reflection can be done individually or in groups. At the evaluation stage, students were given the opportunity to reflect and express their experiences during completion to improve their performance in working on the next project. At this stage, teacher also provide feedback on the processes that have been carried out during project completion and the products produced by students.

Regarding to the evidences, it was known that the product of this writing was in the form of a congratulatory card and a procedural text for making food or drinks. This was in accordance with what was contained in (Lampiran Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemendikbudristek No. 008/H/KR/2022) In implementing project based learning in teaching writing, it was known that this project activity was carried out to produce a product in the form of papers. The approach used in learning English in general was a text-based approach or genre-based approach, where learning was focused on text, in various modes, whether oral, written, visual, audio, or multimodal.

## **CONCLUSIONS AND SUGGESTIONS**

Based on these data, it was found that the teacher has conducted the project-based learning procedure. For example, the teacher has given basic questions to the students. Then, the teacher made timeline for the project. The teacher monitored students and the progress of the project, in here the teacher monitored by giving students the opportunity to asked questions if they had difficulties. Then the teacher facilitated students to present the project results and provided feedback. The teacher evaluated students' experiences together, students also expressed what they had learned, experiences and difficulties during project completion.

Then, based on the observation data, the researcher found that there were several things that had not been done by the teacher. was founded that there are 6 project-based learning procedures, but the teacher implemented 4 of the 6 points. It can be concluded that 33% of project-based learning procedures have not been done by the teacher. For instance, in determining the theme or topic of learning, it has not been done jointly between teachers and students. Previously, the teacher had prepared a theme or topic according to the material to be learned. The teacher has also prepared the materials and tools used for project implementation, which should

be prepared by the students themselves according to their abilities and creativity. This makes students less independent, they still get help from the teacher. Then the deadline set by the teacher. The congratulating and complimenting others material was done in 1 meeting, while the procedure text material was done in 2 meetings.

Based on the findings above, it is recommended that the teacher should improve in using project-based learning in teaching writing is the cooperation between teacher and students. If seen in the previous theory, project based learning prioritizes students' opinions. This opinion must be accompanied by the teacher, therefore cooperation between teacher and students was needed. Also in increasing students' independence, the teacher should let students prepare the project by themselves. The teacher's duty is only to accommodate, monitor, and facilitate. Because with the increase in student independence, making students more active and creative in learning.

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