

THE EFFECT OF A PROJECT-BASED LEARNING MODEL ON EXPOSITORY TEXT WRITING SKILLS

Sakaria*, Usman, Vivi Febriyanti

Fakultas Bahasa dan Sastra, Universitas Negeri Makassar

Jl. Daeng Tata Raya, Makassar, Sulawesi Selatan

Corresponding Author: sakaria@unm.ac.id

Article Information:

Posted: 12 Oktober 2023; **Revised:** 28 Desember 2023; **Accepted:** 2 Januari 2024

DOI: 10.59562/indonesia.v5i1.59557



INDONESIA: Jurnal Pembelajaran Bahasa dan Sastra Indonesia berada di bawah lisensi *Creative Commons Attribution-NonCommercial 4.0 International License*.

ISSN: 2722-2349 (cetak), ISSN: 2720-9377(daring)

<https://ojs.unm.ac.id/indonesia>

Abstract: This study aims to examine the effect of project-based learning model on the ability to write exposition text in class VIII SMPN 20 Bulukumba. This research is a type of quantitative research with pre-experimental design. The research design used in this study was one group pretest-posttest. The population in this study were 179 students of class VIII A SMP 20 Bulukumba. The sample in this study was 30 students. The data collection technique in this study was a test technique in the form of a writing task. The collected data were analysed with descriptive statistics and inferential statistics. The results showed that the project-based learning model had an effect on students' learning to write exposition texts. The project-based learning model can help students solve problems as well as provide opportunities for students to describe their creativity and help teachers to increase student learning motivation, think critically, and develop social skills, and achieve maximum exposition text writing ability.

Keywords: writing skills; exposition text; project based learning

Indonesian language learning in the 2013 curriculum, is experiencing very rapid development, which is influenced by the impact of advances in science, technology, and art so that it can develop students' ways of thinking about language skills (Pohan, 2020). In line with this, Agustina (2017: 86) states that Indonesian language learning in the 2013 Curriculum is oriented towards text-based learning at both primary, secondary, and tertiary education levels. However, the difference is that the types of texts taught in primary education and secondary education are direct texts, single texts, or micro genres, while the types of texts taught in higher education are indirect texts, compound texts, or macro-genres.

Indonesian language learning in the 2013 curriculum is text-based learning. At the level of SMP/MTS class VIII, there are eight types of texts taught, namely: news text,

advertisement text, exposition text, poetry text, explanation text, review text, persuasion text, and drama text (Alkarima, 2022). The eight texts that are the focus of this research are expository texts. Precisely refers to KD 3.6: identifying the structure, linguistic elements, and oral aspects in exposition texts that are listened to or read, and KD 4.6: presenting ideas and opinions in the form of exposition texts of popular scientific articles orally and in writing by paying attention to the structure, linguistic elements, and oral aspects.

Expository text is a text that provides information to readers that is reinforced by facts or data presented by the author (Ramadania & Dana, 2020; Morfidi et al, 2018; Muhyidin, 2020; Mason et al., 2019). In line with the previous description, Nurwanti et al (2019) stated that writing exposition text is a skill that is difficult for students to master. Learning to write expository texts has not

yielded satisfactory results and the contributing factor is the lack of student interest and motivation towards learning to write expository texts (Koç et al, 2022; Rashtchi et al, 2019; Collins et al., 2021). Based on the previous description, exposition is conveying an opinion to convince others.

Based on the previous description, it was found that learning to write exposition texts really needs to be taught at school. However, reality shows that students' skills in writing expository texts to date are low. This is known based on the results of observations made by the author on class VIII students of SMP Negeri 20 Bulukumba. It was found that there were still many of them who could not write exposition texts because students still had difficulty writing Indonesian lessons, especially writing, resulting in low student writing skills. Students also often feel bored when given writing assignments. This can be seen when students are given the task of writing exposition texts by Indonesian language subject teachers. Some students have not been able to determine the thesis (statement of opinion), argumentation (explanation of the thesis), and reorientation (reaffirmation).

This is evident based on the writing skills of class VIII students of SMP Negeri 20 Bulukumba. In one class of 28 students, only 12 students are complete with a percentage of 36%, while the other 16 students get less than the KKM value with a percentage of 64%. Observing the writing skills of writing expository texts in their implementation, students are only facilitated by examples in the text. Thus, in writing exposition texts, students are only fixated on the examples in the textbook and the teacher's explanation. Thus, there is a lack of motivation in students to express ideas, as well as a lack of vocabulary mastery to compose an exposition text that is better than just writing based on the examples given. In addition, the learning applied by the teacher so far is monotonous. Learning that has not increased students' enthusiasm for learning and attraction to the material achieved.

Seeing the problems previously described, a new learning model is needed that supports the learning process, so that the learning process is more active, effective, and fun. Therefore, exposition text influences the

Project Based Learning model because the use of project-based learning models is still rarely done by teachers in schools. Curriculum 2013 requires students to be more active in learning, so this project-based learning model is very suitable to be used in learning exposition texts to grade VIII students. Therefore, project based learning is very useful for students who want to further improve their critical thinking and help students solve a problem faster. There are many positive things if Project Based Learning is well utilised and developed for students who want to further expand their experience and how to deal with every problem (Krajcik & Czerniak, 2018). In addition, if Project Based Learning is developed in every school, there are many things that can motivate the way students learn (Shin, 2018; Almulla, 2020).

Project-based learning is well utilised and developed for students who want to broaden their experiences and ways of dealing with problems (Krajcik & Czerniak, 2018). In addition, if Project Based Learning is developed in every school, there are many things that can motivate students' learning (Shin, 2018; Almulla, 2020). The Project Based Learning model in learning technology in the current era of globalisation is influential in the world of education which helps students know more about how to use technology (Tan, 2021; Baran et al., 2021). Students can learn and get to know more closely a project related to technology. Furthermore, learners' passion for learning influences the way they learn. Learners can also interact and collaborate in an ongoing learning process, and this is where students can be seen active in learning a project to determine student learning motivation (Yilmaz et al, 2020).

Previous research that is relevant to this research is Kapi's research (2021) entitled "The Effect of Implementing the Project Based Learning Model on Students' Writing Skills in Social Studies Subjects in Class V SDN 005 Lapeo". The equation with this research is that both apply the project-based learning model. While the difference in this study is in the type of subject and research location. The results showed that there was a significant effect of the application of the Project Based Learning learning model on the ability to write students in social studies lessons in class V of SDN 005

Lapeo, namely 78% which was in the strong category while the remaining 22% was influenced by other variables. Furthermore, the research of Sholih & Aeni (2019). with the title "The Effect of Project Based Learning Method in Learning to Write Expository Text". The equation in this study lies in the learning model and the type of text, namely expository text. Meanwhile, the difference lies in the research location. The results of this study found that the Project Based Learning design had a significant effect with good classroom management, the skills of recording exposition texts of class X SMK students experienced changes and improvements. The skills of recording exposition text, in determining the structure, and linguistic characteristics of students obtained greater scores than before using the Project Based Learning method.

METHOD

This type of research uses quantitative research. This quantitative research has a meaning, namely as a research method based on the philosophy of positivism, which is used to research certain populations and samples (Sugiyono, 2013). Sampling techniques, or sampling, are generally carried out in a random manner. The data collection process is carried

out with a research instrument, and the process of analyzing the data is quantitative or statistical, with the aim of testing the results of a predetermined hypothesis.

The population in this study were all VIII grade students of SMPN 20 Bulukumba, totaling 179 students, consisting of 6 classes. The sampling in this study was done using the purposive sampling technique based on the low student learning outcomes of the class to be taken by the researcher, namely class VIII. which numbered 30 students as representatives of the entire population of class VIII SMP Negeri 20 Bulukumba. The data collection techniques used by researchers were pretest and posttest. The research data were analyzed using descriptive and inferential statistics.

RESULTS

Students' Expository Text Writing Ability on Pretest

This research begins with giving a pretest to students. This was done to find out the students' ability to write exposition texts before applying the project-based learning model. The value of exposition text writing skills before applying the project-based learning model (pretest) is shown in the following table.

Table 1. Summary of Pretest Scores for Expository Text Writing Skills

Sample Quantity	Mean	Median	Standard Deviation	Maximum	Minimum
30	54.71	52	13.0	80	32.5

Based on the results of the pretest data analysis in table 1, it is known that the students' exposition text writing skills before using the project-based learning model obtained an average of 54.71 with a median value of 52, a standard deviation of 13.0, the

highest value of 80, and the lowest value of 32.5. Furthermore, students' scores were categorized based on the guidelines for classifying students' skills, with value intervals categorized as very good, good, good enough, and less good.

Table 2. Frequency Distribution and Percentage Categorization of Pretest Results

Value Interval	Frequency	Percentage	Description
85-100	0	0%	Very good
75-84	2	2%	Good
55-74	12	7%	good enough
22-54	16	53%	Less good

Frequency and percentage data of experimental class pretest scores based on table 2, which is categorized on the value of students' exposition text writing skills, show that out of 30 students, there are 16 students (53%) who get scores in the range of 22–54 (not good), 12 students (7%) who get scores in the range of 55–74 (sufficient), 2 students (2%) who get scores in the range of 75–84 (good), and no students (0%) who get scores in the range of 85–100 (very good). Based on this data, the score interval with a range of 22–54 (not good) has the most frequency, namely 16 students (53%), while the score interval of 85–

100 (very good) has no frequency (0%). Thus, it can be concluded that the value of students' exposition text writing skills before using the project-based learning model in the pretest is categorized as poor with an average score of 54.71.

Students' Expository Text Writing Skills on Posttest

The results of writing exposition text after using the project-based learning model in the posttest are shown in the following table.

Table 3. Summary of Posttest Values of Expository Text Writing Skills

Sample Quantity	Mean	Median	Standard Deviation	Maximum	Minimum
30	74.91	75	9.92	87	

Based on the results of the posttest data analysis in Table 3, it is known that the students' exposition text writing skills after using the project-based learning model obtained a mean (average) of 74.91 with a median value of 75, a standard deviation of

9.92, the highest value of 87, and the lowest value of 52. Furthermore, students' scores were categorized based on the guidelines for classifying students' skills, with value intervals categorized as very good, good, sufficient, and less good.

Table 4. Frequency Distribution and Percentage Categorisation of Posttest Results

Value Interval	Frequency	Percentage	Description
85-100	0	0%	Very good
75-84	2	2%	Good
55-74	12	7%	good enough
22-54	16	53%	Less good

Frequency and percentage data of experimental class posttest scores based on table 4, which is categorized by students' exposition text writing scores, show that out of 30 students, there are no students (0%) who get scores in the range 22-54 (not good enough), there are 12 students (40%) who get scores in the range 55-74 (enough), there are 9 students (30%) who get scores in the range 75-84 (good), and there are 9 students (30%) who get scores in the range 85-100 (very good). Based on this data, the value interval with a range of 55–74 (sufficient) has the most frequency, namely 12 students (40%), while the value interval of 22–54 (not good) has no frequency (0%). Thus, it can be concluded that the learning outcomes of writing news texts after using the project-based

learning model on the posttest are categorized as sufficient, with an average score of 74.91.

Hypothesis Testing

Hypothesis testing is done by comparing the t-count and t-table values, then drawing conclusions from the test results. Hypothesis testing uses inferential statistical techniques, namely the t-test. To find the t table, researchers used the t distribution table with a significance level of $\alpha = 0.05$ and $dk = N-1 = 30-1 = 29$. At a significance level of 0.05, the t table is 2.042. The test criteria are if $t_{count} \geq$ then H_a (alternative hypothesis) is accepted, then H_a (alternative hypothesis) is rejected $t_{count} < t_{table}$ hypothesis testing in this study

using the Statistical Package for Social Science

(SPSS) version 20 system.

Table 5. Paired Sample Test Results of Students' Expository Text Writing

	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>Paired Differences</i>		<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
				<i>95% Confidence Interval Of the Difference</i>				
				<i>Lower</i>	<i>Upper</i>			
<i>Pretest- Posttest</i>	20.20	10.68	1.95	24.19	16.20	10.35	29	.000

Based on the data in table 5, it shows that the tcount value, which is 10.350 from the paired sample test results of the pretest-posttest data of students' exposition text writing. Thus, the test results provide the results of $t_{hitung} \geq t_{tabel}$, namely $10.350 > 2.042$, so the alternative hypothesis (H_a) is accepted, which means that the project-based learning model has an effect on learning to write exposition texts in class VIII students of SMPN 20 Bulukumba. It can also be seen from the comparison of the average value of the pretest before using the project-based learning model, the average value is 54.71 in the poor category and becomes better after using the project-based learning model, with an average posttest value of 74.91 in the sufficient category. Based on this, it shows that there is an effect of the application of a project-based learning model on exposition text writing skills, so the hypothesis test in this study is accepted.

DISCUSSION

The pretest results show that the average pretest score of writing exposition text of class VIII students of SMPN 20 Bulukumba is 54.71, with a median score of 52, the highest score is 80, and the lowest score is 32.5. While the posttest value shows that the average value of writing exposition text of 8th grade students of SMPN 20 Bulukumba after being given treatment by teaching, giving exercises by applying the project-based learning model has an average posttest of 74.91 with a median value of 75, the highest value is 87, and the lowest value is 52.

With the data analysis of the pretest and posttest results of students' exposition writing skills, it is known that there is a difference in the average student before and after the application of the project-based learning model. After the normality test and homogeneity test were carried out, the hypothesis test was carried out, namely the paired t test using the SPSS version 20 program. Therefore, it is known that the comparison of values, the tcount and ttable values, is $10.350 > 2.042$. Or it can also be seen from the comparison of the sig. $0.000 < 0.005$ value. Thus, the hypothesis of this study is accepted because there is an effect on student learning outcomes by applying the project-based learning model to the writing skills of expository texts in class VIII.

The results of writing exposition text before using the project-based learning model (pretest) were in the poor category because students were still unable to write a title that matched the exposition text that would be told, the completeness of the elements of the exposition text was incomplete and inappropriate, the structure of the exposition text was incomplete, there were some punctuation marks and sentences that were not appropriate, and the effectiveness of the sentences was lacking. After using the project-based learning model (posttest), students' scores changed from the pretest results in the poor category to change in the sufficient value category. This is because students have been able to write exposition texts with appropriate titles, elements, structures, and good language use. This is in line with the findings of the research results of Martínez-Jiménez & Ruiz-Jiménez (2020), who found that the increase in

student learning outcomes is due to learning to write expositions using the Project-Based Learning model that is welcomed by most students. This learning model adapts to student conditions and can be combined with supporting media. Students look more attentive and active in their exposition writing learning.

By using the Project Based Learning model, students are easier to find a problem and find new solutions related to a problem that is concluded by themselves and develop ideas of students' experiences and knowledge that are obtained and obtained in the Project Based Learning learning model. Based on the results of these data, the findings that the Project Based Learning model can help students solve problems as well as provide opportunities for students to describe their creativity and help teachers to increase student learning motivation, think critically, and develop social skills, and achieve the ability to write expository texts to the maximum. This is in line with the findings of Indah Aisha's research (2023) which shows that students' learning activities increase clearly shown in the improvement of the process in the aspect of learning situations, students are more focused in learning, students are also more active in learning, and learning to write expository texts becomes more fun. The same success is also proven by research conducted by Anggara (2017) that in the application of the Project Based Learning model in learning to write has a positive impact on increasing student learning motivation, group cooperation, independence in completing tasks, courage to express ideas, and increasing student skills in problem solving.

Based on the results of hypothesis testing, it is known that the value of $t_{count} \geq t_{table}$ $10.350 > 2.042$ then the alternative hypothesis (H_a) is accepted. This gives the final result in this study, namely the use of project-based learning model affects the learning outcomes of writing exposition texts of class VIII students of SMPN 20 Bulukumba is accepted. Thus, it can be concluded that the research on the Application of Project Based Learning Model to Improve the Ability to Write Expository Text in Class VIII Students of SMPN 20 Bulukumba is stated to be

influential, meaning that in learning to write expository text, it has more effect on students if they use the Project Based Learning model than not applying the project based learning model. The application of the Project Based Learning model to be able to help students be more active in thinking to achieve the goals to be achieved and have more inspiration before using applying the Project Based Learning model for, because before the application of the project based learning model there were several obstacles experienced by students in writing expository texts observed by researchers lack of vocabulary mastery of students so that students were given direction so that they could develop their imagination and how to think critically with the application of the Project Based Learning model for, so that the average value produced by students was more increased.

CONCLUSION

Based on the results of the data analysis and discussion of the results of the research that has been done, it can be concluded that the results of students' expository text before using the project-based learning model (pretest) are categorized as poor, with an average score of 54.71 in the 22-54 score range. Meanwhile, students' exposition text writing after using the project-based learning model (posttest) is categorized as sufficient, with an average score of 74.91 in the 55-74 score range. Furthermore, based on the results of the paired sample test and the results of the analysis of students' pretest and posttest data, showing the results of $t_{count} > t_{table}$, namely $10.350 > 2.042$, it can be concluded that the alternative hypothesis (H_a) is accepted, which means that the project-based learning model has an effect on learning to write expository texts in class VIII students of SMPN 20 Bulukumba. The project-based learning model can help students solve problems as well as provide opportunities for students to describe their creativity and help teachers increase student learning motivation, think critically, develop social skills, and achieve maximum expository text writing skills.

REFERENCES

- Agustina, E.S. (2017). Pembelajaran Bahasa Indonesia Berbasis Teks: Representasi Kurikulum 2013. *Aksara: Jurnal Bahasa dan Sastra*, 18 (1) : 86.
- Aisha, H. (2023). Penerapan Model Pembelajaran Project Based Learning untuk Meningkatkan Keterampilan Menulis Teks Eksposisi Pada Siswa Kelas X IPAS 7 SMA Negeri 11 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan*, 4(1).
- Anggara, S. A. (2017). Penerapan Model Project Based Learning untuk Meningkatkan Kemampuan Menulis Siswa. *Arabi: Journal of Arabic Studies*, 2(2), 186-196.
- Alkarima, O., Sumarwati, S., & Suryanto, E. (2022). Muatan Keterampilan Berpikir Tingkat Tinggi pada Buku Pelajaran Bahasa Indonesia SMP Kelas VIII. *GERAM*, 10(1), 55-67.
- Almulla, M. A. (2020). The Effectiveness of The Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning. *Sage Open*, 10(3), 2158244020938702.
- Baran, M., Baran, M., Karakoyun, F., & Maskan, A. (2021). The Influence of Project-Based STEM (PJBL-STEM) Applications on The Development of 21st Century Skills. *Journal of Turkish Science Education*, 18(4), 798-815.
- Collins, A. A., Ciullo, S., Graham, S., Sigafos, L. L., Guerra, S., David, M., & Judd, L. (2021). Writing Expository Essays from Social Studies Texts: a Self-Regulated Strategy Development Study. *Reading and Writing*, 34, 1623-1651.
- Kapi, M. (2021). *Metode Pembinaan Akhlak Siswa SMP Islam Terpadu Al-Manar Kotawaringin Barat*. Doctoral dissertation, IAIN Palangka Raya.
- Koç, Ö., Altun, E., & Yüksel, H. G. (2022). Writing an Expository Text Using Augmented Reality: Students' Performance and Perceptions. *Education and Information Technologies*, 1-22.
- Krajcik, J. S., & Czerniak, C. M. (2018). *Teaching Science in Elementary and Middle School: A Project-Based Learning Approach*. Routledge.
- Martínez-Jiménez, R., & Ruiz-Jiménez, M. C. (2020). Improving Students' Satisfaction and Learning Performance Using Flipped Classroom. *The International Journal of Management Education*, 18(3), 100422.
- Mason, L., Zaccoletti, S., Carretti, B., Scrimin, S., & Diakidoy, I. A. N. (2019). The Role of Inhibition in Conceptual Learning from Refutation and Standard Expository Texts. *International Journal of Science and Mathematics Education*, 17, 483-501.
- Morfidi, E., Mikropoulos, A., & Rogdaki, A. (2018). Using concept mapping to improve poor readers' understanding of expository text. *Education and Information Technologies*, 23, 271-286.
- Muhyidin, A. (2020). Does The Writing Exposition Text Ability Correlate to Reading Habit and Discourse Markers Mastery?. *Journal for the Education of Gifted Young Scientists*, 8(2), 885-895.
- Nurwanti, N., Asrifan, A., & Haedar, H. (2019). The Application of Cooperative Learning: Jigsaw II Technique in Improving Students' reading Comprehension of Expository Text. *Journal of Advanced English Studies*, 2(1), 31-40.
- Pohan, A. E. (2020). *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. Semarang: Penerbit CV. Sarnu Untung.
- Ramadania, F. & Dana. A. 2020. *Blended Learning dalam Merdeka Belajar Teks Eksposisi: Stalistika: Jurnal Bahasa, Sastra dan Pengajarannya* 5 (1) : 13.
- Rashtchi, M., Porkar, R., & Saeed, S. F. G. M. (2019). Product-Based, Process-Based, and Genre-Based Instructions in Expository Writing: Focusing on Efl Learners'performance And Strategy Use. *European Journal of Education Studies*.
- Sholih, M. M., & Aeni, E. S. (2019). Pengaruh Metode Project Based Learning dalam Pembelajaran Menulis Teks Eksposisi. *Parole: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2(6), 897-906.

- Shin, M. H. (2018). Effects of Project-Based Learning on Students' Motivation and Self-Efficacy. *English Teaching*, 73(1), 95-114.
- Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Tan, O. S. (2021). *Problem-Based Learning Innovation: Using problems to Power Learning in The 21st Century*. Gale Cengage Learning.
- Yilmaz, R., Karaoglan Yilmaz, F. G., & Keser, H. (2020). Vertical Versus Shared e-Leadership Approach in Online Project-Based Learning: a Comparison of Self-Regulated Learning Skills, Motivation and Group Collaboration Processes. *Journal of Computing in Higher Education*, 32, 628-654.