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Improving High School Students' Ability to Write Procedural Text Through Project-Based Learning

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Abstract: The overall goal of this research is enhancing student learning outcomes in process text writing is the goal of this study. In the interim, the particular goals of this study are to: (1) enhance the project-based learning model's application of learning procedure text; (2) surmount the challenges encountered during the execution of procedure text learning; and (3) the efforts required of teachers to surmount challenges during procedure text learning. Action research conducted in classrooms using a project-based learning methodology was used in this study. Class XI IPS students at SMAN 1 Sintang make up the population in this study. Samples of 19 female and 16 male students are included. This research uses a test instrument consisting of a description test to collect data and an assessment rubric that is in accordance with the procedure text. Drawing conclusions from the findings of this study, the following can be said: There are 4 students in the satisfactory group (12%) out of 35 students, 12 fall into the fair group (34%), and 19 fall into the good category (54%). By applying the project-based learning model to procedural text material, it has been proven to improve students' writing skills in just two cycles.
Keywords: *project-based learning, learning outcomes, procedure text*

1. INTRODUCTION

It takes language proficiency, which consists of four components: speaking, listening, reading, and writing abilities, to communicate effectively (Putri et al., 2022). The capacity to write effectively and consistently in English using the language's components of grammar, vocabulary, punctuation, sentence structure, paragraph development, organization, style, audience, revision, and formatting is known as writing skill in English (Sukmaningrum et al., 2019). However, students are often not enthusiastic about writing activities in class. This occurs because traditional teaching techniques like lecture methods and problem solving are still employed in classrooms because teachers' models have not been successful in igniting students' interest in learning and, for the most part, they find class participation boring. Teachers continue to play a significant role in practical learning (Rahmadani, 2023).

The majority of students at SMAN 1 Sintang were disinterested, unmotivated, and tended not to participate in learning activities during their XI English language studies. This is demonstrated by the students' eagerness to learn when the lesson starts, their lack of focus, and their silence in response to the teacher's queries and explanations. It is our duty as educators to come up with solutions for these issues, which can be solved using ideas or learning models that we believe have the capacity to solve these learning difficulties (Siahaan, 2024).

The outcomes of the preceding assessment analysis serve as the starting point for learning in the two cycles of the Strengthening Teaching Ability process. The description test results were not up to par, with some kids receiving scores below the KKM. This is because educators employ traditional or antiquated methods of instruction, which oversaturate students' learning and prevent them from expanding their knowledge. Therefore, learning takes place in two teacher cycles. The project-based learning (PjBL) learning model is used to increase the learning outcomes of students. Since students must be more creative in their creation of procedural texts in the form of tutorials, this project-based learning (PjBL) model is judged capable of being utilised to overcome challenges in language learning activities involving the English language (Kusuma, 2020). Using the project-based learning approach, English classes emphasise students' skills in producing procedural writings that are relevant to their field of study (Rahmadani, 2023). Project-based learning (PjBL) is a new model of inquiry- based learning that focuses on the concepts and principles of a subject and uses multiple resources and continuous inquiry-based learning activities in the

real world. The goal of PjBL is to create a complete project and solve several related problems within a given time period (Zhang & Ma, 2023).

From the results of the analysis of research conducted (Siahaan, 2024), it could be concluded that the use of the PjBL (project-based learning) learning model in improving student learning outcomes in procedure text material in class VIII has not been completely successful, even though it has shown significant improvement. This is a result of the project-based learning (PjBL) model's implementation still appearing traditional and not completely embracing the model's core tenets of independence, collaboration, and project- centeredness. It is vital to elucidate the phases of student project activities. Less is known about how PBL's core ideas—such as complicated, cooperative, problem-centred projects—are really used. The educational process still places far too much emphasis on teachers rather than students.

A more creative and student-focused PjBL model was created in this study, one that makes use of technology to improve information exchanges between students and teachers and more interactive techniques to boost student engagement. The goal of this research was to improve student skills through training in critical thinking as well as increase student involvement in the learning process by giving students more challenging tasks that require teamwork or by giving them opportunities to contribute to the creation of the materials. communication, collaboration, and critical skills. Research on creating more precise indicators to measure students' abilities or employing techniques more closely aligned with learning outcomes for students could result in a more efficient evaluation system.

Researchers have carried out research titled "Improving High School Students' Ability to Write Procedural Text Through Project-Based Learning" based on the description that has been presented". Improving students' ability to write the general structure of procedural texts through project-based learning for SMAN 1 Sintang students is the goal of the study. It is intended that a variety of stakeholders, including educators and learners, will find value in the research's findings and gain from enhanced study outcomes.

2. METHOD

Action research in the classroom was the research methodology employed in this study. Classroom Action Research is research focused on finding practical solutions to learning challenges in order to raise the standard of instruction and improve student learning results as well as the process (Nurhidayanti et al., 2021). Classroom action research is a research method that is primarily used to provide information that professional educators can use to improve aspects of day-to-day research. (Siahaan, 2024). The rationale behind selecting this kind of classroom action research was its potential to address the issues raised.

Two cycles of this classroom action research (PTK) were conducted, with each cycle comprising the following four steps: (1) planning; (2) implementing; (3) observing and evaluating; and (4) reflecting (Siahaan, 2024). PBL involves creating a tangible product or end result. This could be a presentation, model, video, or practical solution to the central question (Halimah, 2022).

This study was conducted in the English class at SMAN 1 Sintang's XI IPS, with the activity taking place during the even semester of 2023–2024. This study was conducted in SMAN 1 Sintang's class XI IPS. When I conducted PKP at SMAN 1 Sintang, semester II of the 2023–2024 academic year, this research was conducted in May and June. Teachers and 35 students from class XI IPS SMAN 1 Sintang—16 male and 19 female—as well as issues regarding the learning process based on observations of current learning, were the subjects of this study.

3. RESULTS AND DISCUSSION

A number of variables contribute to students' low proficiency in writing procedural texts, such as: (1) their continued lack of comprehension of the process of learning to write; and (2) their command of vocabulary, language structure, and word arrangement skills. (3) Students find it hard to come up with ideas for writing; (4) Students struggle to express their ideas; and (5) Students find it hard to write with imagination. Additionally, (6) implementation plans. The teacher's method of instruction is inappropriate for teaching students how to write texts. Methods, models, and media learning are examples of learning strategies (Sihombing & Simaremare, 2019). The reason for the students' below-average pre-cycle results was discovered to be their continued noncompliance with the writing standards or their failure to pay attention to the general structure when composing procedural texts.

There was one conference every cycle, cycle I and cycle II, during which the research was conducted. Every cycle produces data that can be used for reflection to assess the effectiveness of the learning improvements that have been implemented and to decide what steps will be taken in the following cycle. Information was gathered from the students' formative assessment results. The outcomes of students' formative assessments provide insight into their level of learning comprehension. The application of the project-based learning model to procedural text material in the 11th grade at SMAN 1 Sintang was carried out in accordance with PjBL principles, where the learning activities were focused on project and collaborative activities. Students created procedural text posters using the Canva application and other supporting applications independently and in groups based on the themes they chose, and then presented the results of the procedural text posters they created.

3.1. *Cycle 1*

According to the findings of pre-cycle observations, the learning outcomes of the kids remained poor; with an average formative exam score of 70, over 40% of the kids had not finished it, and the majority of the scores fell below the KKM of the 35 students. After the findings are known, it is important to analyse and identify any pre-cycle flaws or weaknesses. Then, in cycles I and II, look for solutions to address these issues in the hopes of improving the outcomes. The scores that the students received on the description assessments are the research's outcomes, where the systematic arrangement of the process text was still inappropriate, and forty percent of students who did not finish had difficulty figuring out the responses to the conjunctions utilised in the text.

Table 1. Distribution and Frequency of Pre-Cycle Students' English Learning Results

Criteria of Minimum Competency	Information	Frequency	Percentage
≤ 75	Incomplete	14	40%
Amount		35	100%
Average	76,3		
Maximum	88		
Minimum	70		

3.2. Cycle 2

At the cycle 2 meeting, the average of students' scores rose to 81 once more, and the percentage of students who did not finish dropped to 0. The maximum score in cycle 2 was 100, and the lowest score was 75 due to an increase in the students' composed sentences which adhered to the general structure.

Table 2. Distribution and Frequency of Pre-Cycle Students' English Learning Results

Criteria of Minimum Competency	Information	Frequency	Percentage
≤ 75	Incomplete	0	0%
Amount		35	100%
Average	81		
Maximum	100		
Minimum	75		

With an average formative exam score of 70 and up to 40% of the students not having completed it, the pre-cycle student learning outcomes remained low. Most of the scores fell below the KKM of the 35 students. A rise in average student scores to 78.2 was seen in Cycle I of the study. Students who had finished saw increases of 20% to 80%, while those who had not finished saw decreases of 20% to 20%. In the meantime, every student finished cycle II with an average score of 81.

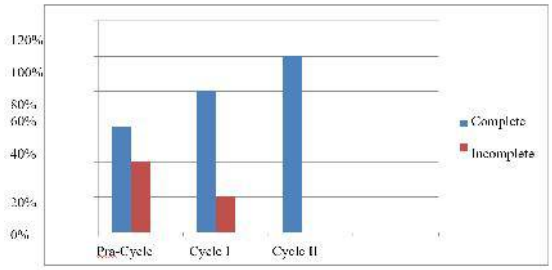

Figure 1. Percentage of Pre-Cycle, Cycle 1, and Cycle 2 learning outcomes

There has been a rise in learning outcomes from pre-cycle to cycle II. According to Umar's (2017) research, the PjBL technique was applied to ecological material with great effectiveness. This is because the approach's stages foster the development of knowledge, attitudes, and abilities that enhance the significance of integrated learning. The findings of this study are in line with those of Na'imah's research, which shows that PjBL improves high school students' chemistry learning competency across all domains.

The research conducted by the researcher in the 11^{th} grade at SMAN 1 Sintang on procedural text material was in accordance with the principles of project-based learning and showed similarities with the research conducted by Siahaan (2024). There was an improvement in student learning outcomes from cycle to cycle. In the pre-cycle, there were some students who did not reach the criteria for completeness. However, in cycles I and II, more students achieved completeness. The average student score increased from the pre-cycle to cycle I, and then to cycle II, reaching the criteria for good. In cycle II, all students (100%) achieved the completeness criteria.

The factors that influenced this included the role of the teacher as a facilitator who guided and assisted students during the learning process, the students' understanding of the stages of writing procedural texts, and the creativity of students in completing project tasks into procedural texts. With guided and continuous learning through PjBL, students increasingly understood the structure and stages of writing procedural texts. Students were encouraged to think creatively to produce procedural texts in the form of projects. There was continuous evaluation of student learning outcomes after each cycle to improve student learning outcomes in the next cycle. The addition of varied learning materials in each cycle helped maintain student interest and motivation.

Due to these findings, it could be concluded that the use of the project-based learning model was successful in improving the learning outcomes of class VIII students in this research. This was reinforced by significant improvements from cycle to cycle until optimal achievement in the last cycle. The implementation of this research was the application of the project-based learning model to improve students' ability to write procedural texts. This learning model aimed to enhance student learning outcomes in writing procedural texts by involving the creation of tangible products as the result of the learning process.

4. CONCLUSION

The study concludes by recommending the use of the project-based learning model to improve students' proficiency in writing procedural texts at the secondary school level. The application of project-based learning demonstrated a considerable improvement in students' writing skills, as seen by the average score rising from 70 in the pre-cycle to 81 in the second cycle. This demonstrates how well the project-based learning model works to raise student learning results when it comes to producing intricate procedural texts. Additionally, a number of earlier studies have demonstrated the beneficial effects of project-based learning models on the general learning outcomes of students. The study's recommendations include using the project-based learning model as a teaching strategy to help students become better writers. In addition, students must overcome the obstacles they encounter when writing to enhance their general skills. Therefore, enhancing student learning outcomes around procedural text writing can be accomplished through the employment of a project-focused learning strategy.

The use of the project-based learning model can be a useful substitute for helping students improve their writing abilities in the current educational setting, where writing is one of the most crucial skills for students to acquire. The project-based learning model can give students a more relevant and

genuine learning experience, which will boost their motivation and learning results. Students will also be more involved in the process of generating real things as their ultimate learning product.

The findings of this study may serve as a foundation for the creation of more creative and successful teaching methods that enhance students' learning results across a range of subject areas. As a result, putting the project-based learning model into practice can be a crucial step in raising the standard of instruction and student learning objectives in secondary schools. It is important to understand that this study should only be conducted using a small sample. In subsequent studies, employ a more extensive sample size to evaluate the efficacy of the project-based learning approach in enhancing students' writing abilities. In addition, use other materials and media to compare the study's results. It should be noted that the results of this study may differ from those of subsequent studies due to differences in the study materials and student characteristics.

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