

INCREASING INTEREST IN WRITING AND ABILITY TO WRITE EXPLANATORY TEXTS THROUGH PROJECT-BASED LEARNING MODELS IN STUDENTS

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Abstract. This study aims to increase interest in writing explanatory texts through a project-based learning model in class XIC students of SMA Negeri 1 Bunyu and improve the ability to write explanatory texts through a project-based learning model in students of class XIC of SMA Negeri 1 Bunyu. The research conducted is a Classroom Action Research (PTK) developed by Kemmis and Taggart. The research design consists of four stages, namely: (a) planning, (b) action, (c) observation, and (d) reflection. The subject of the study was 31 students of class XIC of SMA Negeri 1 Bunyu. The research was carried out in two cycles, each cycle consisted of two meetings. Data collection uses observation sheets, interview guidelines, questionnaires, learning outcome tests, activity documentation, and field notes. Data analysis techniques include the process of classroom actions carried out qualitatively and the results of action analysis in the form of scores and scores quantitatively. The results of this study concluded that after learning using a project-based learning model, students' interest in writing and ability to write explanatory texts increased. The increase in students' interest in writing, the average initial condition was 53.03, which was in the low category. In the first cycle, it increased to 76.22, in the medium category. In the second cycle, it increased to 104.42, which is in the high category. The improvement of students' ability to write explanatory texts from the initial condition averaged 49.52, increased in the first cycle to 71.19 and in the second cycle to 83.39. It is proven that the Project-Based Learning Model is able to increase students' interest in writing and ability to write explanatory texts.

Keywords: Writing Skills; Project Based Learning; Learning

I. INTRODUCTION

Writing skills have a very important role in a person's academic and professional life. This ability not only helps in conveying ideas, information, and arguments effectively (Pateda et al., 2024.; Rochmahwati et al., 2024; Syafruddin et al., 2024; Yunus et al., 2024; Zulyusri et al., 2023), but also plays a role in the development of critical and analytical thinking. In an academic context, writing skills allow students to organize their thoughts, develop strong arguments, and express their ideas clearly and coherently (Wijayanto et al., 2023; Wardani et al., 2020); (Ali et al., 2024.; Edy Nurtamam et al., 2023; Syafruddin et al., 2024) . In addition, good writing skills can also increase students' chances of achieving higher academic achievement, as many assignments and exams require writing essays, reports, and research. Writing skills can support a person's career. Effective written communication is essential in a variety of areas of work, from writing reports, business proposals, to email communications with colleagues and clients (Wang, 2022). These skills help individuals to convey their message clearly and professionally, which in turn can increase

reputation and trust in the work environment. In addition, good writing skills also allow one to influence and convince others, which is crucial in negotiation, marketing, and project management. As such, developing writing skills is an important investment that will provide long-term benefits in various aspects of life (Sulong et al., 2023).

Learning to write often faces various complex challenges both from the side of teachers and students. One of the main challenges is student motivation (Arochman et al., 2024; Litman et al., 2021). Writing requires perseverance and dedication, which is often difficult for students to maintain. Many students find writing to be a tedious and difficult task, especially when they have to express their ideas in a structured and coherent form of writing. In addition, limited vocabulary and grammatical comprehension are often major obstacles (Hariyadi et al., 2023; Oktarina, Santosa, et al., 2021; Oktarina, Suhaimi, et al., 2021; Utomo et al., 2023; Zulyusri et al., 2023). Students who are less accustomed to reading or writing in everyday life may have difficulty developing their ideas into good and logical writing (Irwin, 2020; Akhavan & Walsh, 2020; Mande et al., 2022; Syafruddin et al., 2024)

Furthermore, teachers often have trouble finding effective methods to teach writing skills to students of various backgrounds and ability levels. Writing is not only about grammar and vocabulary, but also about developing arguments, text structure, and appropriate writing styles (Hibbert & Foncha, 2023 ; Pribadi & Susilana, 2021; Husemann, 2023). Traditional approaches that focus too much on grammar rules can make students feel depressed and less creative. In addition, constructive and detailed feedback is essential in writing learning, but it is often difficult for teachers to provide it effectively, especially in a classroom with a large number of students. Thus, a more innovative and personalized approach is needed in overcoming these challenges so that writing learning can be more engaging and effective. One is writing explanatory texts (Tavşanlı & Kara, 2021).

Explanatory texts play an important role in education because they help students understand and explain natural and social phenomena clearly and systematically. Mastering explanatory texts allows students to develop critical and analytical thinking skills, as well as improve their understanding of complex concepts. Explanatory texts teach students how to outline the cause and effect of an event, so that they can convey information in a logical and structured manner. In addition, the skill of writing explanatory texts also enriches students' written communication skills, which is very useful in various subjects and daily life situations. Thus, explanatory texts not only assist students in achieving academic success, but also better prepare them to face future challenges. Therefore, there is a need for a model that is able to encourage students' writing skills, one of which is the project-based learning model (Hariyadi et al., 2023; Zulkifli et al., 2022).

The Project Based Learning (PBL) model is student-centered learning, where students are actively involved in the learning process through real projects that are relevant to their lives. This approach emphasizes the development of critical thinking, collaboration, and problem-solving skills (Yosepha, 2023; Yang et al., 2024). In PBL, students are given the freedom to explore and find solutions to complex problems, allowing them to apply the knowledge and skills they have learned in a more practical context. In addition, PBL encourages students to become more independent and responsible for their own learning, as they must plan, organize, and complete projects with minimal guidance from teachers (Asfihana et al., 2022).

Another advantage of the PBL model is the increased engagement and motivation of students. When students work on projects that interest them and have a real impact, they tend to be more motivated and enthusiastic in the learning process (Rochmahwati et al., 2024; Arochman et al., 2024). PBL also helps students develop communication and collaboration skills, as many projects require teamwork and presentation of the work in front of the class or the wider community. Thus, PBL not only strengthens the cognitive aspect, but also the social and emotional aspects of students. In today's information and technology era, the PBL model is particularly

relevant because it prepares students to become innovative and creative problem solvers, who are better able to face real-world challenges (Lim et al., 2023).

Research conducted by (Posada et al., 2022) shows that students who learn using the PBL model show significant improvements in critical and analytical thinking skills compared to students who learn through conventional methods. The study also found that PBL helps students develop better project management, collaboration, and communication skills. In addition, research by Barron et al. (2022) revealed that PBL can increase students' motivation to learn because relevant and challenging projects make them more engaged and interested in the learning process. research conducted by Bell (2010) found that the PBL model not only improves students' academic skills, but also their social and emotional skills. This study shows that students who engage in PBL have better abilities in teamwork, communicate effectively, and manage their time well. Another study by Grant (2022) shows that PBL allows students to integrate knowledge from different disciplines, which helps them understand complex concepts in more depth. Thus, the findings from various previous studies support the effectiveness of the PBL model in improving various aspects of students' skills and knowledge, making it a valuable approach in the context of modern education. Therefore, this study aims to increase interest in writing explanatory texts through a project-based learning model in class XIC students of SMA Negeri 1 Bunyu and improve the ability to write explanatory texts through a project-based learning model in class XIC students of SMA Negeri 1 Bunyu.

II. RESEARCH METHODS

This research is a Classroom Action Research (PTK) developed by Kemmis and Taggart. The research design consists of four stages, namely: (a) planning, (b) action, (c) observation, and (d) reflection. The subject of the study was 31 students of class XIC of SMA Negeri 1 Bunyu. The research was carried out in two cycles, each cycle consisted of two meetings. Data collection uses observation sheets, interview guidelines, questionnaires, learning outcome tests, activity documentation, and field notes. Data analysis techniques include the process of classroom actions carried out qualitatively and the results of action analysis in the form of scores and grades quantitatively.

III. RESULT AND DISCUSSION

Based on the existing findings, there was a significant increase in student involvement during the learning process in cycle II compared to cycle I. This shows that students are increasingly engaged and eager to participate in the learning process. This improvement is proven not only in terms of increasing student involvement in discussions and classroom activities, but also in improving the quality of learning outcomes can be seen in Table 1.

Table 1. Recapitulation of Cycle I Writing Interest Score

Criteria Score	Frequency	Percentage
Medium ($68,2 \leq X < 86,8$)	2	6,45%
Medium ($68,2 \leq X < 86,8$)	2	6,45%
Very High ($105,5 \leq X \leq 124$)	14	45, 16%

Table 1, results The results of the recapitulation of the writing interest score reflect the evaluation of filling out the questionnaire by students. By considering the students' writing interest questionnaire scores, both high and low, then calculating the average to classify the increase in students' writing interest in class which can be seen in Table 2.

Table 2. Classification Results of Writing Interest Score Grouping Cycle

Category	Ranting		Percentage
	Frequency	Score	
Low	0	31-76	100%

Based on Table 2, the score data shows that the writing interest score of all students has met the high threshold of 100% (31 individuals). Based on the scores obtained, it can be concluded that students' interest in writing has reached the highest level indicated by an average classical score of 100. The results showed that the 31 students had shown progress and achieved the targeted level of proficiency in writing. Explanatory text creation since cycle I. In conclusion, this validates the effectiveness of the implementation of the project-based learning paradigm, because it has shown a significant increase in students' enthusiasm in learning to produce explanatory texts. The students' explanatory text writing examination showed a noteworthy improvement in their writing skills. The average score of students in the first cycle was 71.19, then increased to 83.39 in the second cycle. This improvement indicates that students have seen a substantial increase in their capacity to compose explanatory texts, which includes improvements in structural organization and utilization of language component. Furthermore, the Exposure of the Average Writing Score of Each Cycle II Writing Criterion can be seen in Table 3.

Table 3. Exposure of Average Writing Score for Each Writing Criteria Cycle II

Criterion	Average Score
Interpretation of Contents (30)	25,06
Organization (10)	8,74
Kosakata (25)	18,06
Use of Language (20)	18,26
Mecanic (15)	13,26

Based on Table 3, it can be seen that the writing value of each component has consistently increased compared to the previous cycle, namely cycle I. This increase includes several basic elements in writing. As an illustration, there was a substantial increase from 21.19 in the first cycle to 25.06 in

the second cycle. Likewise, in terms of organization, there was a slight increase from 8.55 in the first cycle to 8.74 in the second cycle. In addition, there was a significant increase in vocabulary, with the score increasing from 14.68 to 18.06. In the Grammar element, there was an increase from 14.68 in the first cycle to 18.26 in the second cycle. In the mechanical component, there was an increase from 12.10 to 13.26. The findings from cycle II show good progress in the learning process. It can be seen that the quality of learning and interest in writing are getting better. Students show an improvement in time adherence in completing tasks, with higher focus and seriousness. Students also showed more active involvement in learning, with focused attention on writing activities in class. In addition, there was also an improvement in students' cognitive abilities, which was reflected in the evaluation results at the end of the second cycle of learning. The recapitulation of grades in detail shows encouraging progress in students' abilities. This indicates that the learning efforts made by teachers have had a positive impact on student development academically and emotionally. The application of the PBL model has a positive impact on students' interest and writing ability. This can be seen from the increase in student involvement in the learning process and the results of writing more structured and quality explanatory texts. The PBL model places students as the center of learning, where they must actively seek information, discuss, and complete predetermined projects (Irdalisa et al., 2024). In the context of writing explanatory texts, students are involved in projects that are relevant to everyday life, such as explaining natural phenomena or technological processes. This approach makes learning more interesting and meaningful for students, thereby increasing their interest in writing activities (Dillon, 2023).

During the learning process, students work in groups to complete projects, which involve activities such as research, discussions, and presentations. This in-group interaction helps students develop collaborative and communication skills, which also contributes to improving the quality of their writing (Nilsook et al., 2021; Wanglang & Chatwattana, 2023). Students learn to convey ideas more clearly and structured, and get input from their peers to improve their writing. The results showed that students who learned with the PBL model showed a significant improvement in the ability to write explanatory texts. They are able to structure the text well, explain the process or phenomenon in detail, and use appropriate language. In addition, students are also more creative in presenting information, as the projects they work on often require innovative approaches and problem-solving (Tian et al., 2023);

In addition to improving writing skills, the PBL model also increases students' interest in writing activities. Students report that they feel more motivated and enthusiastic about writing because the projects they work on are interesting and relevant to their lives. This shows that the PBL model is not only effective in improving cognitive skills, but also the affective aspects of students, namely learning interest and motivation (Sari et al., 2023; Sirisrimangkorn, 2021). The

application of the PBL model at SMA Negeri 1 Bunyu has proven to be effective in increasing students' interest and ability to write explanatory texts. Interactive and relevant learning makes students more engaged and motivated, while group work and real projects help them develop better writing skills (Alemu, 2020). Thus, the PBL model can be considered an effective strategy to improve the quality of writing learning in schools.

IV. CONCLUSIONS

From the results of this study, it can be concluded that after learning using a project-based learning model, students' interest in writing and ability to write explanatory texts has increased. The increase in students' interest in writing, the average initial condition was 53.03, which was in the low category. In the first cycle, it increased to 76.22, in the medium category. In the second cycle, it increased to 104.42, which is in the high category. The improvement of students' ability to write explanatory texts from the initial condition averaged 49.52, increased in the first cycle to 71.19 and in the second cycle to 83.39. It is proven that the Project-Based Learning Model is able to increase students' interest in writing and ability to write explanatory texts.

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