

Application of the Project Based Learning Model to Improve Students' Short Story Writing Skills

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Abstract

Writing short stories is one of the materials taught at the high school level, so short story writing skills must be developed using a learning model that supports this. The aim of this study is to improve students' short story writing skills after implementing the PjBL model. The method used in this research is quantitative experimental research pre-experimental design. Sampling using random sampling technique with a sample of 7 class X students of SMA Muhammadiyah Bolo. The data collection instrument used a short story writing skills test which was then processed using an n-gain test to see the improvement. The results of the study showed that there was an increase in short story writing skills in class X students of SMA Muhammadiyah Bolo after the implementation of the PjBL model with a classification of 28.5% of students in the high category, 57.3% in the medium category, and 14.29% in the low category.

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1. INTRODUCTION

Indonesian is an important subject because it has four aspects that must be studied, such as reading, writing, listening and speaking. The ability to write has a very important role in everyday life to shape a person's ability to communicate verbally and in writing. Writing is one way of expressing insight or ideas and even feelings that a person has [1]. Writing is part of the language skills that are important for students to master to communicate [2]. It is important for students to learn writing skills with the aim of improving students' ability to express ideas and concepts using appropriate language and providing influence through writing.

Writing short stories is one of the materials taught at high school level. Short stories are a form of literary work that tells fictional stories with a relatively short length [3]. Writing short stories is an activity that directs students to think creatively [4]. Writing short story texts aims to sharpen students' creative thinking in developing vocabulary into a series of sentences and become useful reading.

Based on the results of interviews, students' interest and ability in writing short stories is still low. This is proven by the pre-test results of students' short story writing skills at SMA Muhammadiyah Bolo with an average of 27 points. The cause of students' low short story writing skills is the teacher's explanation of the material without any writing practice. Meanwhile, writing skills will be of high quality when practiced frequently and repeatedly [5]. This limitation is further exacerbated by the use of learning models that do not support effective writing practice. Students have difficulty recording ideas by paying attention to the structure and linguistic elements of short stories because they do not fully understand these elements. Apart from that, student participation in the learning process is still passive because it is teacher-centered, while the demands of an independent curriculum are that learning must be student-centered.

One of the main problems faced is the teaching strategy which is still teacher-centered so that it does not provide enough space for students to be actively involved in the learning process. In addition, the lack of innovative learning models causes students to have difficulty understanding and applying short story elements effectively. This research focuses on selecting a learning model that is more interactive and participatory, so that students can be more active in the learning process.

Based on the description of the problem above, a learning model is needed that supports short story writing practice and student activity. The Project Based Learning (PjBL) model is a project-based learning model that requires students to actively design and complete projects in a learning material [6 - 7]. The PjBL model not only emphasizes the end result, but also an active and collaborative learning process. The PjBL model is a learning model that can be applied in learning Indonesian, especially towards short story writing skills [8]. The PjBL model has the advantage of training students' skills through creating a project, so that applying the PjBL model with short story writing material can provide space for students to be able to practice short story writing skills repeatedly. The application of the PjBL model can improve the short story writing skills of students at SMP Negeri 1 Tiworo Tengah [9]. PjBL combines theory and practice in a more meaningful learning unit, where students not only learn to write, but also develop short stories based on projects they design themselves. The novelty offered by this research is the combination of the project approach with continuous evaluation, which allows students to continue to hone his writing skills as time goes by.

The application of PjBL in the field of creative writing can have several positive impacts, namely: (1) Improving collaborative and communication skills, students often work in groups to complete projects. This process not only hones writing skills, but also encourages students to work together, discuss, and give each other input. In the context of short story writing, collaboration can encourage the exploration of richer and more diverse ideas. This creates a learning environment where students can learn from each other's experiences. In addition, the presentation skills required when the short story project is completed also hone students' oral communication skills. (2) student-centered learning, students are given the freedom to determine their own approach in completing short story projects, so that students are more involved in learning. (3) consistent project-based repetition, one of the unique things about PjBL is that there is repetition in the learning process through various projects given in stages. (4) use of technology and media, in the context of writing short stories, for example, students can use word processing applications, automatic assessment tools, or share work via digital platforms to get input from peers.

So the aim of this research is to apply the PjBL model in learning Indonesian short story writing material at Muhammadiyah Bolo High School to improve students' short story writing skills.

2. RESEARCH METHOD

This research is quantitative experimental research with a pre-experimental design. This research design only has one group, namely the experimental group, which will be given a pre-test on short story writing skills, then given treatment using the PjBL model and finally given another post-test. short story writing skills.

The population in this study were students of Muhammadiyah Bolo High School, sampling using a random sampling technique, namely that samples were taken randomly based on the needs of the researcher, so that the sample in this study was 7 students in class X of Muhammadiyah Bolo High School.

The data collection technique uses a short story writing skills test. Data were processed using the N-gain test [10].

$$N-Gain = \frac{S_{post} - S_{pre}}{SMI - S_{pre}}$$

Information:

S_{pre} : pretest score

S_{post} : skor posts

SMI : Ideal Maximum Score, namely the maximum score that students will get if they answer

questions perfectly.

High or low N-Gain values are determined based on the following criteria, which can be seen in table 1.

Table 1. N-Gain Value Criteria

Interval (g)	Gain
$N - gain \geq 0,70$	High
$0,30 \leq N - gain < 0,7$	Currently
$N - gain < 0,30$	Low

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Based on the results of the data processing that has been carried out, the results obtained from the N-gain test of short story writing skills are as follows:

Table 2. Classification of Short Story Writing Skills for Class X SMA Muhammadiyah Bolo Students

Criteria	Number of Students
High	2
Currently	4
Low	1

Based on the table above, it can be seen that as many as 28.5% of students entered the criteria for improvement in the high category, 57.3% of students entered the medium category, and as many as 14.29% of students experienced improvement in the low category. The highest increase was in the medium category, namely 4 students. Even though there was 1 student who was still in the low category, all students experienced an improvement in their short story writing skills after implementing the PjBL model.

3.2. Discussion

Based on the results of data analysis, there was an increase in students' short story writing skills after implementing the PjBL model. The application of the PjBL model requires students to be able to prepare and complete a project [11]. In each project, students will compose short stories, compiling short stories based on themes that will be discussed at each meeting, so that students will unconsciously continue to write short stories again and again. Then the students make a presentation in the form of retelling the short story they have written. Apart from compiling short stories in writing, students also have to create a work to display the short stories that have been composed, such as at the first meeting, students are given a theme about "my experience", so that students will compose short stories according to their respective experiences and also display short stories according to the theme. After retelling the story, an evaluation is carried out, the evaluation is carried out by the teacher and also by other students. Evaluation is related to the appearance and relationship between the short story and the product according to the predetermined theme. This learning was repeated over 5 meetings with

different themes, so that students would be trained in writing short stories and also retelling the contents of short stories.

The short story writing stage consists of 4 stages, namely: (1) preparation stage, (2) incubation stage, (3) inspiration stage, and (4) writing stage [1]. On *level of preparation* This is developed in the first step of PjBL, namely the teacher provides a theme as initial feedback for students in developing ideas for writing short stories. *Incubation stage* This is where students already have ideas based on the specified theme and this is trained in the second and third steps of PjBL, namely project preparation and project completion schedules where students already have ideas about the themes that have been given in the first step of PjBL so that it can easily direct students to design projects. what will be done. *Level of inspiration*, students at this stage will get the opportunity to express ideas and this stage is carried out in the fourth step of PjBL, namely the teacher sees the progress of the project prepared by the students. *Level of writing* where at this stage students have started writing short stories that have been conceptualized since the first step of PjBL, and the final stage is evaluated by the teacher and students.

Student involvement in learning, implementing PjBL requires students to be actively involved in learning. Through this model, students not only listen to the teacher's explanation, but are also involved in the short story writing process directly through a series of projects. Each project requires students to go through a creative process, from formulating ideas, developing characters and storylines, to writing and presenting short stories. This process emphasizes the importance of repeated practice, which is considered one of the keys to success in improving writing skills. PjBL also provides opportunities for students to hone reflective skills, because students have to evaluate their own work results and those of other friends through presentations and discussions. Student activity is also supported by the collaboration element inherent in PjBL. In group activities, students can give each other input and ideas, strengthening their understanding of the structure and linguistic elements in short stories. This also increases students' confidence in expressing creative ideas into writing. Students become bolder in experimenting with new ideas and developing more complex stories.

This research highlights that repetition of the short story writing project, carried out over five meetings with different themes, had a significant impact on students' writing abilities. This repetition helps students to become more skilled at every stage of the writing process, from planning, developing ideas, to editing. In conventional learning, emphasis is usually only placed on the final product, but PjBL encourages students to go through the writing process thoroughly. In this way, students have the opportunity to correct mistakes and develop the quality of their short stories over time. This repetitive learning process refers to learning theory which states that mastery of skills can only be achieved through continuous and directed practice. These projects allow students to explore different writing styles, expand their vocabulary, and deepen their understanding of story structure and linguistic elements of short stories.

Consistent evaluation and feedback is also an important factor in project-based learning. In this research, students not only wrote short stories, but also presented short stories in front of classmates and received direct feedback from teachers and peers. This process gives students the opportunity to see the strengths and weaknesses of their writing from the perspective of others, which they often did not realize before. This peer-review evaluation is very useful because it helps students to be more objective in assessing the quality of their own work. Teacher feedback in the PjBL context not only focuses on errors, but also provides encouragement for continuous improvement. This

creates a cycle of constructive evaluation, where students gradually improve writing skills.

This discussion also needs to look at several challenges faced in implementing PjBL. One possible challenge is variation in students' writing abilities. Some students may experience greater difficulty in constructing a coherent story or in understanding the instructions given. In addition, the time required to complete each project can also be an obstacle, especially if learning must be carried out within tight time constraints. However, these challenges can be overcome with appropriate adjustments, such as providing more detailed guidance to struggling students or allowing additional time to complete projects. More intensive support can also be given to students who are in the low category to help them overcome barriers to writing.

The application of PjBL in training students' short story writing skills based on the short story writing stages is easy to do. PjBL has the advantage of supporting the achievement of the desired learning goals [12]. The PjBL model can have a positive influence on activity and can improve students' short story writing skills [13-14, 9].

4. CONCLUSION

Based on the research that has been conducted, it can be concluded that learning using the PjBL model can have a positive effect on student activity and can also improve short story writing skills in class X SMA Muhammadiyah Bolo. Students' short story writing skills have increased with 28.5% of students in the high category, 57.3% in the medium category, and 14.29% in the low category. This research can be used as a reference for learning models and create an effective learning atmosphere.

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