

Implementing the Project Based Learning Technique on English Narrative Text for 10th Grade Students of Veteran Vocational High School Sukoharjo

Veronika Unun Pratiwi
University of Veteran Bangun Nusantara Sukoharjo
pratiwiunun@yahoo.co.id

Abstract. The learning model used in this study is Project Based Learning. The instruments of data collection are in the form of observation guides, assessment rubrics in presenting the analysis reports and power points, and written tests on narrative texts of folk legend. Data collection techniques use process data and outcome data. The data analysis technique uses qualitative and quantitative data analysis. Qualitative analysis is carried out for process data and quantitative analysis carried out for the results of oral and written products in the form of analysis concept test, slides presentation of discourse analysis reports on folk narrative texts, written test 1, and written test 2. Student learning outcomes generally increase but not significant and did not reach the action success criteria (the minimum student learning outcomes reached the Minimum Completion Criteria set by the school for English subjects, 76). The learning outcomes are indicated by the average value at the meeting 1 cycle I 42.22, meeting 2 cycle I 52.78, meeting 1 cycle II 60.08 and meeting 2 cycle II 70.56. The highest value at the meeting of 2 cycles II is 100, the lowest value is 0, median 75, mode 90. Score XY 0.97 correlation, test reliability 0.97 and standard intersection 2.17.

Keywords: narrative, folk story, students, project based learning, vocabulary

INTRODUCTION

For about a decade the Indonesian nation has greatly improved the quality of its human resources. Various things related to education have become the highlight of the government's attention, one of which is the aspect of curriculum development that continues to experience gradual changes in a better direction. Even now education in Indonesia refers to the 2013 revised curriculum, some of which refer to the revised Kurtilas term. It's just that not all formal education institutions really apply this curriculum. There are a number of schools that still refer to the old curriculum, namely KTSP and in turn replace it with 2013 Curriculum [7], [9].

English is affected by curriculum development in Indonesia. The initial learning model used was the teacher-centered currently evolves into student-centered. As the second language in Indonesia, and compulsory subjects at the level of high school and senior high

school, English plays an important role in the development of education in Indonesia. As the language of instruction in international meetings, as a foreign language that plays an important role in the era of globalization, especially in the millennial era, where everyone is required to be able to communicate in international languages. To prepare students for mastering English as an international language, the role of teachers is needed; teachers should innovate and have interesting ideas in developing English in the world of education. English as an international language for Indonesians, at least we as an advanced and educated nation will greatly need English to communicate both verbally and in writing. The Indonesian government issued a policy that English is a foreign language that we should learn and teach in schools, beginning from kindergarten to college. And in middle school, high school and vocational English is a compulsory subject tested nationally or UAN. Even though English is a compulsory subject, the result obtained from English lesson has not been satisfactory. In fact, many students who have graduated only master English with minimum ability cf. [3],[1].

Students learning outcomes are highly influenced by the teaching strategy carried out by the teacher. The way students learn is closely related to their learning motivation, in addition to the strategies taught by their teachers both cooperatively and in groups. Therefore the teachers are required to direct their students to be fully prepared in receiving English lessons, especially vocabulary lessons. It is undeniable that vocabulary was developed through incidental learning activities such as through continuous exposure, repeated over and over expressed in easily understood languages in the practice of reading, listening, speaking, and writing exercises [5] In learning English, vocabulary plays an important role in four English skills, speaking, reading, listening, and writing as Bellman [2] suggested that "reading is interacting with language that has been coded into print. The product of interacting with the printed language should be comprehension ". Reading ability is closely related to oral language ability. Reading is an active and ongoing process that is individualized interaction with his environment.

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The ability to read is closely related to oral language skills. And reading is an active and continuous process that is influenced by the interaction of someone with their environment. In addition to students mastery of vocabulary, students had difficulty in analyzing the narrative text. Thus, the researcher offered project based learning techniques expected to help students in analyzing reading English text. A project-based learning technique (project based learning) is a learning technique that uses projects (activities) as the core of learning. In this activity, students explore, evaluate, interpret, and synthesize information to obtain various learning outcomes (knowledge, skills, and attitudes) cf. [4]; [10]. On such elaborated fact, the researcher formulated the problem as follows: How effective is the "project based learning techniques" used in analyzing narrative text? This research was conducted with the following objectives: To find out the usefulness of project based learning techniques in analyzing text narrative in research target students. This research is expected to provide several benefits for students and teachers. First students will get better learning outcomes, they will have the ability to analyze text reading in English better than narrative text. Secondly, teachers can also innovate by using other English teaching strategies that are more interesting. The expected output in this study is the ability of 10th grade high school students to analyze narrative text through project based learning techniques.

METHOD

This study was designed with a qualitative-descriptive research model on 10th grade students of Veteran High School of Sukoharjo. The subjects were used as the research samples considering that they are the learners who are quite capable of mastering the English language both in terms of vocabulary and writing skills. The data used in this study is Project Based Learning Technique which 10th grade students of Veteran Vocational high school Sukoharjo as the data source. The research implementation began in January 2019 until the beginning of April 2019. The learning model used in this study was Project Based Learning. The instruments of data collection are in the form of observation guides, assessment rubrics in presenting analysis reports and power points, and written test on narrative folk texts. Data collection techniques use process data and outcome data. Process data in the form of observation sheets accompanied by field notes and student recognition in questionnaires. Data results in the form of students learning outcomes. The technique of checking the validity of the data is done using the triangulation technique. The data analysis technique uses qualitative and quantitative data analysis. Qualitative analysis is carried out for process data and quantitative analysis carried out for the results of oral and written products in the form of analysis concept tests, slide presentation of discourse analysis reports on narrative folk texts, written test 1, and written test 2.

RESULT

In the target school where the researcher conducted the research on English language teachers, they also found a reality where there were still many students who had difficulty analyzing words or sentences in this discourse or text. Their ability to explore information related to discourse or text given by teachers is low. They encounter many difficulties in finding detailed information from a discourse or text. This is because their ability to analyze discourse or text is still lacking. Meanwhile, teachers in their daily teaching English have always started their teaching and learning activities through the learning stages in the previously prepared Learning Implementation Plan which refers to the results of core competency analysis, basic competencies, graduation standards and school infrastructure. In the preliminary activity, on the Learning Implementation Plan (RPP), the researcher would ask all students to start learning activities by praying. This is intended as a process of inculcating good and positive characters. After that, the researcher greeted students' conditions whether they are tired, bored, etc., considering that English lesson has not always been the lessons taught in the first hours of the day. Through understanding students' conditions both physically and psychologically, this enables researchers to be able to motivate students to focus their minds and themselves to follow the learning process that is immediately implemented in the class. After having observed the class situation and students' enthusiasm, the researcher would explore a series of brainstorming questions, which is done to prepare students learning based on the themes or basic competencies being taught.

At the core activities the researcher then completely conveys the material studied along with the benefits obtained by students after studying it carefully. After that, the researcher began to classify students based on their academic ability to work together in small groups to complete the assignments given in the specified time. After students complete group assignments and submit the results of their assignments, the researcher then conducts an assessment or test. This test is done in writing where students are given a number of questions as many as ten questions in the form of a description based on the text given. The processing time is given for 2 hours of lessons or 90 minutes. Students are not allowed to cheat, collaborate with group friends, or view dictionaries both in print and online. This is done with the aim of students really confident in working on all the questions given with their own abilities.

The maximum weight for each question is ten (10). Then the maximum total score for ten (10) of the description questions is one hundred (100). After being examined, the results of student evaluations in the class did not match the expectations of the researcher. Of the 35 students who scored one hundred (100) only two, the rest were under sixty (60). This means that the average value of the test is only fifty-seven (57). While the KKM Minimum Criteria score for Basic Competence 3.8 Distinguishes social functions, text structure, and

linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legend, simple, according to the context of its use and basic skills competency 4.8 Capturing meaning contextual related social functions, text structure, and linguistic elements simple narrative, oral and written texts related to folk legend are 76.

After having observed these conditions where the results of the test remains unsatisfactory, the researcher conducts self-reflection, learning activities, and the form of the test used. From the results of these reflections some results were obtained which prompted the Researchers to carry out this classroom action research. Reflections on student test results are conducted to identify problems that include the following: 1. Of the ten (10) description questions given to students there are two questions that come from two indicators that obtain a value higher than the specified KKM value; that is, students can identify the contents of discourse or narrative folk texts, and students can explain why figure A frustrates the efforts of figure B in achieving his life goals. 2. Out of ten (10) there are eight (8) questions originating from 5 indicators of questions that get a value lower than the specified KKM value; that is, students can explain the social functions of the narrative text of folk legend given, students can explain the elements of language used in the text, students can explain the structure of the language used in the text, students can analyze the characters in the text, students can analyze moral values what the text wants to convey, and students can rewrite the story in the folklore's narrative text using their own language.

From the reflection on point no. 2 the researcher found data 94.28% of students of the 10th grade Veteran high school of Sukoharjo experienced major problems to cope with these problems. This is a problem that must be dealt with and solved as soon as possible. After making comparisons with other classes that were also taught directly by the Researchers, it was concluded that the achievement of the above questions or indicators was not achieved due to the misuse of the learning model. At first in the class the researcher used lecturing method with discovery learning learning models. It turns out that the method is irrelevant to be used in 10th grade students who are passive, quiet, and reluctant to ask. Therefore, they did not feel challenged to find detailed information related to the narrative text of the folk legend. Their diverse abilities do not support the success of learning with discovery learning model.

Therefore the learning model used in the delivery of basic competency material 3.8 distinguishes social functions, text structures, and linguistic elements from several oral and written narrative texts by giving and asking for information related to folk legend, simple, according to the context of its use need to be replaced with a project learning model based learning. The application of the project based learning learning model is done through classroom action research immediately after the reflection process was carried out. This is intended to improve students' abilities in analyzing

discourse or narrative texts of folk legend. For students learning Basic Competence 3.8 Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legend, simple, in the context of its use is very useful for itself as a provision for life in society as citizens, citizens of the world, and citizens of the business / industry where there are so many moral values contained in the text that if they can be found, learned, internalized, and practiced by students in their daily lives, they get a lot of goodness and benefits.

CONCLUSION

Student learning outcomes in general have increased, neither significantly nor they have reached the criteria for success in action (the value of student learning outcomes has been reached by the school for English subjects, 76). The learning outcomes are at the meeting 1 cycle 42.22, meeting 2 cycle I 52.78, meeting 1 cycle II 60.08 and meeting 2 cycle II 70.56. The highest value in meeting 2 cycles II is 100, the lowest value is 0, median 75, mode 90. The correlation score is XY 0.97, the reliability of the test is 0.97 and the standard deviation is 2.17. So by implementing this technique, the students' writing narrative text enhance.

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