

Learning Innovation Letter Text Writing Skills Pjbl Based (Project Based Lesson) Seventh Grade Students of SMPN 25 Padang

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ABSTRACT

This study aims to apply innovation in learning to write letter texts based on PjBL (Project Based Learning). The use of strategies in learning to write is an important role to improve student learning outcomes and creativity. The theory used in this research is learning innovation, PjBL (Project Based Learning) model, and letter text. This type of research is quantitative research using experimental methods. The subjects of this study were students of class VII.7 SMPN 25 Padang, totaling 29 people. Research data consists of qualitative and quantitative data. The results of this study indicate that project-based learning for learning to write letter texts is significant. This research data was collected through interviews with Indonesian language teachers and students of SMPN 25 Padang, as well as school trials. Based on the results of interviews and field trials, it is necessary to implement project based learning in writing letter text.

Keywords: Innovations, Letter text, Project based learning.

1. INTRODUCTION

Learning innovation is needed to improve the quality of education. Innovation is often defined as anything new. Innovation is also used to express invention. Innovation is often associated with modernization because both are related to renewal efforts [17]. Innovation can be the application and improvement of new knowledge, ideas, methods, processes, and tools that lead to new and better products, services and processes. Learning innovation will make the teaching and learning process more interesting and meaningful for students [3]. One form of learning innovation is the application of project-based learning models in learning writing skills.

Learning Indonesian in the 2013 Curriculum is text-based learning. The 2013 curriculum focuses on the activity of producing texts. Text is a path to understanding language. Texts can be in the language spoken or written, or in other forms of means used to convey thoughts [13].

The ability to produce a text cannot be separated from writing skills. Writing skills are important to master because by mastering writing skills students are expected to be able to communicate well in writing.

Writing must pay attention to certain rules such as language, clarity, meaning, writing, and others [6].

Writing is one of the language skills used to communicate, done indirectly or not face to face with other people. Writing is a productive and expressive activity. In writing activities, writers must be skilled in utilizing graphology, language structure, and vocabulary [4]. Writing is complex, in the sense that it involves a variety of knowledge and experience as well as skills in processing ideas and reasoning so that what the author conveys can be conveyed to the reader [24].

Based on the description above, it is concluded that writing has a purpose to convey opinions, ideas, thoughts and ideas through writing. In addition, writing can provide information to readers.

In communicating, humans not only use communication tools such as mobile phones, but also use letters for communication purposes in government, private, organizational, and educational institutions. Letter is a piece of paper that contains information, messages, questions, and responses that are in accordance with the wishes of the letter writer. Letters are still used today because letters have advantages compared to other means of communication [8].

Letter text has many functions. The main function of a letter text is as a communication tool. Another

function of the letter text, namely (1) as a written communication tool, (2) as a written evidence, (3) as a reminder, (4) as an ambassador/representative of the organization, (5) as a guide to act for someone, (6) as a security statement, and (7) as documentation [5].

Letters have many forms, types, names, and attributes. In this study, the text of the letter that will be discussed in more depth is official letter and personal letter. Official letter is a letter that is presented officially. Official letters are made on behalf of agencies, government or private and are addressed to other agencies or individuals. Therefore, in the official letter there is a letter head and letter number. The contents of official letters are related to official topics [2][9][11][18].

In the last decade, PjBL (Project Based Learning) has been used and adopted by various educational institutions around the world. In higher education, PjBL is used in engineering. PjBL is also used in various disciplines such as Business Studies, Geography, Environmental Science, Information Technology, Education, and so on [7].

Project based learning has been tested by several previous researchers. Kizapan and Bektas conducted a study to determine whether there was a significant effect of the project-based learning approach on the seventh grade students' academic achievement in the structure and nature of the material. Based on the results, there was no significant difference between the scores of the experimental group and the control group [10].

Novita et al developed PjBL based worksheets in triangular learning in seventh grade. PjBL based worksheets have a potential effect on learning outcomes, as many as 33 students are included in the complete category (82.5%) and 7 students have not completed (17.5%), with a KKM of 75 [15].

Rose and Prasetya examined the effectiveness of a module-assisted project based learning strategy on the chemistry learning outcomes of class XI students. The results showed that the implementation of project-based learning strategies assisted by modules was effective in improving student learning outcomes [16].

Wibowo et al. Conduct classroom action research by applying PjBL to improve descriptive text writing skills. This study proves that there is an increase in learning outcomes of descriptive writing skills in fifth grade students of SDN Pajang II Surakarta in the 2014/2015 academic year [21].

Based on the success of PjBL in several previous studies, it is necessary to develop project-based letter text writing innovations. By using PjBL, students can better understand the material being taught. Students can also work together in groups to create a product.

Project Based Learning is an individual or group project given to students to investigate problems. This learning model provides active learning opportunities for students in the process of asking questions, investigating, explaining, and interacting with problems. Next, students are asked to produce a product from the results of the investigation and present it [22].

PjBL was developed by three experts, namely Lucas, Doppelt, and Laboy-Rush. Lucas and Laboy-Rush did not explain specifically the steps in project design, while Doppelt emphasized alternative problem solving by choosing the main priority in determining the project and generating student creativity. Lucas discusses the project in general. Doppelt links project learning with science and technology, and Laboy-Rush integrates science, technology, engineering, and mathematics in projects [1].

In general, the learning steps in implementing project learning are planning, creation, implementation, and processing. The project learning steps in this research consist of seven steps, namely (1) determining the basic questions, (2) determining the project, (3) preparing a project plan, (4) preparing a project implementation schedule, (5) project implementation with facilitation and teacher monitoring, (6) preparation of reports and presentations, and (7) evaluation of project processes and results [12][20].

2. METHOD

This research is qualitative so that the data analyzed and the results of the analysis are in the form of descriptions. The data in this study were analyzed qualitatively. The data in this study are the results of interviews conducted with one of the Indonesian language teachers and three of seventh grade students of SMPN 25 Padang. The data analysis process begins by reviewing all available data, then the next step is to carry out data reduction which is carried out by making abstractions. The next step is to arrange them in units and then categorized in the next step. The final stage of this analysis is checking the validity of the data. After completing this stage, begin the data interpretation stage to manage interim results.

3. RESULT

Based on the results of the interview, it is known that learning Indonesian at SMPN 25 Padang uses a self-designed learning strategy. Teachers do not try to use strategies that have been developed by experts. For example in learning to write texts. The teacher cuts the parts of the text, then the students arrange the parts into a whole text. Currently, learning to write texts at school

is still a difficult thing for students because it is difficult for students to find ideas and develop their writing.

Learning to write texts should use interesting learning strategies. In learning to write letter texts, students are interested in broadly developing their ideas because letter texts hone students' creativity and ability to communicate. To support student creativity, the PjBL (Project Based Learning) learning model can be an innovation in learning to write letter texts. This learning model can lead students to design and produce a product at the end of the lesson. With the resulting product, students have the integrity of their work. The steps in project-based learning can be done with the following stages.

Determination of Fundamental Questions: learning begins with essential questions, namely questions that can assign students to carry out an activity. The questions are structured by taking topics that are in accordance with real-world realities and starting with an in-depth investigation. The questions that are prepared should not be easy to answer and can lead students to create projects. Such questions are generally open (divergent), provocative, challenging, require high order thinking skills, and are related to student life. The teacher tries to make the topic relevant to the students.

Project determination: the teacher presents a choice of projects that will be done by students. Then, students choose a project that will be done independently or in groups. Project selection aims to provide opportunities for students to develop their creativity.

Project planning: planning is done collaboratively between teachers and students. Thus, students are expected to feel "ownership" of the project. Planning contains the rules of the game, the selection of activities that can support in answering important questions, by integrating various possible materials, and knowing the tools and materials that can be accessed to assist project completion.

Preparation of the project implementation schedule: teachers and students collaboratively develop a schedule of activities in completing the project. Activities at this stage are (1) making a schedule for completing the project, (2) determining the end time of project completion, (3) bringing students to plan new ways, (4) guiding students when they make ways that are not related to the project, and (5) ask students to make an explanation (reason) about how to choose the time. The agreed schedule must be mutually agreed upon so that teachers can monitor learning progress and work on projects outside the classroom.

Project implementation with teacher monitoring: teachers are responsible for monitoring student activities during project completion. Monitoring is done by

facilitating students in each process. In other words, the teacher acts as a mentor for student activities. In order to simplify the monitoring process, a rubric is created that can record all important activities.

Preparation of reports and evaluations: assessments are carried out to assist teachers in measuring the achievement of competency standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that students have achieved, assist teachers in developing the next learning strategy.

Evaluation of project processes and outcomes: at the end of the learning process, teachers and students reflect on the activities and project results that have been carried out. The reflection process is carried out both individually and in groups. At this stage students are asked to express their feelings and experiences while completing the project. Teachers and students develop discussions in order to improve performance during the learning process, so that in the end a new inquiry is found to answer the problems posed in the first stage of learning.

After piloting the project learning steps on students, the results of the analysis show the following. First, there are 17 students who get an A (86-100). Second, there are 12 students who are B (71-85). Furthermore, the overall average value of knowledge obtained by students is 86.03% with a modified value of A. Thus, the results of the analysis of students' letter text writing tests show that the module used by students is proven to be effective in maximizing KD 4.12 very well. This can be seen in the results of the test analysis for each indicator and the average final score that exceeds the standard of prominence. Furthermore, the assessment data for writing letter texts can be seen in the following diagram.

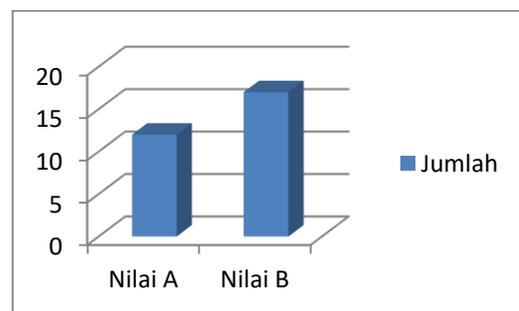


Figure 1. Performance Assessment Diagram Letter Text

4. CONCLUSION

Based on the findings in the school, the project-based learning model in learning to write letter texts can

be an innovation. Students can play an active role in making a project. Based on a mutually agreed schedule, students can become more disciplined in carrying out their responsibilities. With this, students are able to develop ideas and hone their creativity in writing.

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