

Project-based Learning Model to Increase the Writing Skill Toward German Language

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Abstract – Foreign language is a language that is not used by people in a country in their daily lives, so that it becomes a second language besides the national language of the country, and becomes a communication tool and integrates with the outside world. At this time foreign language learning really needs to be used and studied to face the MEA in the fields of economics and tourism. In Senior High Schools and Vocational High Schools, Foreign language lessons have begun to be taught including German language. In German, there are still many students who feel difficulties in writing skills, because they think German is difficult in learning to write. Then in class there are still students who make mistakes in learning to write German sentences. The mistake often made by students when writing German sentences lies in the verb locator, specifying capital letters in nouns (*nomen*) and verb conjugations. The mistake often made by students when writing German sentences lies in the verb locator, specifying capital letters in nouns (*nomen*) and verb conjugations. Problems above the teacher should design effective learning by paying attention to the characteristics of the learning material taught. The things that teachers need to consider in designing learning by choosing approaches, strategies, methods, and learning techniques. This study used project-based learning model that hopefully could give the easier learning process for the students.

Keyword: Learning model, project-based learning model, writing

I. INTRODUCTION

There were many foreign languages that were already taught in the school. One of them was German language that was taught at Senior High School, Vocational School and Islamic Boarding School. It contained of four language skills such as *Hörverstehen* 'listening skill', *Sprechfertigkeit* 'speaking skill', *Leseverstehen* 'reading skill' dan *Schreibfertigkeit* 'writing skill'.

Therefore, the writing skill in the schools that was done was not productive enough. Generally, the teachers only explained the materials about the theories of writing. Meanwhile, the writing practices was not really done or given, such as using of punctuation in the text, combining the sentences, and uniting the paragraphs into one complete text. All of them did not get much attentions. The observation was done by the researcher in SMA 2 Klaten by interviewing the German language teacher at January 2017, and there were some problems that caused the lack of students' writing skill such as the students' difficulties to develop their ideas and opinions into the text, the lack of students' interest toward the learning of writing since they thought that learning writing was bored and very difficult. Besides, there was the lack of time to be allocated for learning writing, and it was proved that the students could not done their writing to write the text completely. They only produced some sentences in their paper.

There were some students that made some errors in writing German sentences. The errors that were usually done by them were focused on using of verbal, using of capital letters in noun (*Nomen*) words, and using of conjunction. These things were caused by the location of verbal in German language that was usually placed in second position or after the subject. Moreover, there were the standard rules to decide the *Endungen* or suffixes for the verbal that were adjusted with the subject. Besides, in German language structure the using of capital letters were used in front of some cases such as in front of the sentences, nominal words and certain pronominal words, for example the sentence "*Meine Mutter versorgt die Blumen im Garten*", some students would write it with "*meine mutter im Garten die blumen versorgen*".

Therefore, to achieve the learning goals, it was needed the development of learning model that could give and achieve a new paradigm. It was a learning model that guided into the writing activity such as writing story that could produce the product to hone the students' creativity in German language teaching and learning process. In this case, the researcher developed the PJBL (*Project based Learning*) learning model.

The steps of PJBL were 1) the teacher gave a case or problem, 2) the teacher divided the students into some groups, 3) the teacher explained the project that must be done to solve the problem by paying attention to the basic curriculum and local resources, 4) the teacher guided them to dig up the information to solve the problem, 5) the students formulated the project results, and 6) they presented the project result in front of other groups.

This learning model had some advantages that could increase the students' activities and learning outcomes. According to Bielefeldt and Underwood (in Ngalimun, 2014: 197) stated that the advantaged of project based learning were: a) increasing the

students' learning motivation; b) learning in project was more interesting than other activities as the curriculum component; c) increasing the problem solving skills; d) increasing the collaborative learning since the importance of working in groups in project asked the students to develop and practice their communicative skills; e) increasing the skills to analyze the data resources; and f) giving the experiences to the students about the learning and practice in organizing the project and making the time allocation and other sources such as the instruments to finishing the task.

II. LITERATURE REVIEW

A. Project based learning model

Project based learning model was done to deepen the knowledge and skills that were gotten by making a work or project related to the learning materials and competences that were hoped were had by the students. Barli Bram (2002:7), in principle, to write means to try to produce or reproduce written message. The project based learning was an innovative learning model or approach that focused on the contextual learning through the complex activities. Moreover, Thomas et.al. (in Wena, 2008: 144) stated that project based learning was a learning model that gave the change to the teachers to arrange the learning activity in the classroom by involving the project work. The teachers or instructors did not actively and directly train the students in project work, but they become the facilitator to understand the learning thought.

The steps of project based learning were based on the *George Lucas Educational Foundation (2003:9)*, as follows.

1. Start with the essential question. The learning activity starts with the essential questions such as the question that can explore the students' background knowledge. These questions can involve them actively in solving the problems gotten.
2. Design a plan for the project. It focuses on planning the project that is done collaboratively between the teacher and the students in deciding the rules of doing the project. In this step, the teacher guides the students to decide the title that is suitable with the materials and problems.
3. Create a schedule. This step was the step where the teacher and the students arrange the activities schedule in doing the project. The activities that are done in this step such as making the timeline in finishing the project, making the deadline in finishing the project, and helping the students to arranging the time.
4. Monitor the students and the progress of the project. In this step, the teacher is responsible in monitoring and controlling the students' development during the project. To make it easier, the teacher must make the rubric to evaluate the group work and the results of the project.
5. Assess the outcome. It is done to give the evaluation toward the result of the students' final project. The evaluation is aimed to help the teacher to measure the standard achievement and the learning objectives. The evaluation can also help the teacher to arrange the next learning strategies to be more effective.
6. Evaluate the experience. In this last step, the teacher and the students do an evaluation or reflection toward the activities and the final product from the project done.

The steps of project based learning were based on *Educational Technology Division Ministry of Education*, as follows.

1. Preparation

In preparation, it begins with an educator's explanation of the material being studied which is followed by project assignment instructions that are supplemented with certain requirements, including time requirements.

2. Implementation

Complete the project by facilitating and monitoring educators, namely finding or collecting data / material and then processing it to compile / realize part by part until the final product is produced.

3. Evaluation

Evaluate the process and results of the project, which is reviewing the project implementation process and assessing the products produced to determine the achievement of the project objectives.

Based (Diffily & Sassman, 2002) The project based learning model is a learning approach, which takes student as the center, is related with the real life, rests upon research, requires research of a lot of resources, is pursued in a long time period, and results in products. The project based learning model was used to train the students to analyze the problem faced, to explore it, to collect the information, to interpretate, and to evaluate the process of the project relating to the problem faced. This learning model made the students possible to develop their creativity to arrange and make the project that could be used to solve the problems. Project based learning model was based on the constructivism theory, and it was an active learning for the students.

B. Writing Skill

One of the aspects in language skills was the writing skill. Writing did not only copy the information into written form but it also expressed the ideas, thoughts, opinions of the individual and put them into the written form that could be understood by the readers. Based on Byrne (1990: 1) that "When we write, we use graphic Symbols: that is letter or combination Letter which relate to the sounds we make when speech". Besides, according to Gie (2002: 3) that "writing skill is the skill of making letter, number, name, or punctuation with the written tools into the certain page."

Many people pursued the things that related to the written form since every author had certain purpose, and this purpose that became the basic of the author to develop the existent idea. Some of the writing purposes were, as follows.

1. To deliver the information to the readers.
2. To give the understanding to the readers well.
3. To motivate the readers.

The writing skill was one of the skills that was very important to be mastered by the students to be able for them to express the ideas, thoughts, and opinions into the written form. Based on Tarrigan (2008: 3) the writing skill was one of the language skills that was productive and expressive that could be used to communicate indirectly, it was not a face to face way. Besides, according to Brown (2001:335) the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. The writing skill is not as easy as other skills. The writing skill needed special skills because, in writing skill, the words that were used must be appropriate, contained the good sentence, and be able to link one paragraph with other paragraphs. Moreover, the writing skill was one of the language skill that was productive and expressive to be used to communicate indirectly with the suitable words.

III. METHOD

The design that was used in this research was quasi experiment by using control group pre-test and post-test design. This research used data analysis techniques of T-test. The using of T-test technique aimed to find out the differences between experiment class that already got the treatment of project based learning and the control class where the learning process did not get any treatments in the learning writing of German language. The homogeneity test by using F (Fisher) test was used to know the homogeneity of the data. The purpose of this study was to determine the influence of Project based learning model on Indonesian writing skills.

IV. RESULT AND DISCUSSION

a. Data Description of the Post-test Score toward the Writing story skill of the Experiment class

The experiment class was the class that used the project based learning model in the learning process to arrange the text of German story. Based on the score that was gotten from the post-test of the tenth graders of SMA N 1 Prambanan as the experiment class, the mean score of the 40 students was 84.19 (the highest score was 97 and the lowest score was 77).

Table 1. The Frequency and percentage distribution of the post-test score in the experiment class of the tenth graders of SMA N 1 Prambanan

No	Interval Score	Frequency	Percentage (%)
1	97-100	3	5
2	93-96	3	5
3	89-92	5	16
4	85-88	5	16
5	81-84	10	21
6	77-80	14	37
	Total Score	40	100

Based on the table above, it could be concluded that, from 40 students, there were three students (5%) got the highest score in the interval score of 97-100 whereas 14 students (37 %) got the lowest score in the interval score of 77-80. Based on the first result score that was given to the students, it could be concluded that the level of the students' writing skill of German simple sentences in doing post-test was 84.19%.

b. Data Description of the Pos-test Score toward the Writing story skill of the Control class

The control class was the class that was not given the treatment of project based learning model in the learning process of writing story in German language. Based on the score that was gotten from the pre-test of the tenth graders of SMA N 1 Jogonalan as the control class, the mean score of the 40 students was 56.50 (the highest score was 68 and the lowest score was 50).

Table 2. The Frequency and percentage distribution of the pre-test score in the control class of the tenth graders of SMA N 1 Jogonalan

No	Interval Score	Frequency	Percentage (%)
1	75-78	1	2
2	71-75	3	6
3	68-70	2	4
4	66-68	20	50
5	63-65	10	27
6	60-62	4	8
Total Score		40	100

Based on the table above, it could be concluded that, from 40 students, there were 1 students (2%) got the highest score in the interval score of 75-78 whereas 4 students (8%) got the lowest score in the interval score of 60-62. Based on the first result score that was given to the students, it could be concluded that the level of the students' writing skill of German simple sentences in doing pre-test was 66,93%.

c. T-test Result of the Control Class

Based on the T-test result in the table below, it showed that T-arithmetic was 7.175, and *df* score was 35. The *p* score got 0.000, so *p* score < 0.05 that meant as significant result. Besides, T-test also showed that there was the difference of the students' skill of writing story in the control class before and after getting the materials from the teacher.

Data	T _{arithmetic}	df	<i>p</i>	Conclusion
Control class	7,175	35	0,000	<i>p</i> < 0,05 with the significant result = significant.

d. T-test Result of the Experiment Class

Based on the T-test result in the table below, it showed that T-arithmetic was 9,125, and *df* score was 40. The *p* score got 0.000, so *p* score < 0.05 that meant as significant result. Besides, T-test also showed that there was the difference of the students' skill of writing story in the experiment class before and after getting the treatment from the teacher.

Data	T _{arithmetic}	df	<i>p</i>	Conclusion
Experiment class	9,125	40	0,000	<i>p</i> < 0,05 with the significant result = significant.

The project based learning model was the learning model that used the project or activity as the media that was focused on the students' activity to do the exploration, evaluation, interpretation, synthesis, and utilization of the information to get the result of the learning outcome (Kemendikbud, 2013: 42). The effectiveness of project based learning model could be seen from the experiment class. When the treatment was being done in the experiment class, the students were more active in teaching and learning process. The information that was gotten from the experiment students' texts was more specific than that in control class. The specific texts made them easier to make explanation sentences in developing the German story. The activity made the learning of arranging the story was more interesting and not monotonous. The objective of working in groups was helping the students to discuss and cooperate in deciding the character that would be the object. Besides, the project and project schedule made the students easily to arrange the text. They could understand the characteristics of the characters in the story that they wrote. The project desain also ensured the students to be able to finish on time in collecting the data and arranging the story. Moreover, the teachers also had the role in the learning process since they took the responsibility to monitor the students' activities during the project. One of the ways to be done was the students presented their planning and its implementation in front of the class. The teacher, however, did the evaluation about the standard achievement and evaluated the progress of the students. This model made the change for the students to increase their cognitive skill independently.

V. CONCLUSION

There was the significant difference of the writing story skill in German language between the experiment class that got the treatment of project based learning model and the control class that did not get that treatment (using writing process model).

The difference of writing story skill in German language could be found out by seeing the T-test final result between the experiment class and the control class. The result got T-arithmetic was 9,125, and *df* score was 40. The *p* score got 0.000, so *p* score < 0.05 that meant as significant result. It was significant score.

From the observation that was done by the researcher toward the experiment and control class it got the result that the implementation of Project based learning model in the experiment class could make the students actively participate into the teaching and learning process.

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