

IMPROVING ADVERTISING TEXT WRITING ABILITIES WITH THE PROJECT BASED LEARNING METHOD ON STUDENTS OF CLASS VIII C OF DWIJENDRA MIDDLE SCHOOL, DENPASAR ACADEMIC YEAR 2024/2025

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ABSTRACT

The development of writing skills, including writing advertising texts, needs serious attention from the most basic level of education, because writing skills are not formed automatically. The low skills of students in writing advertising texts are caused by the lack of interest in reading so that their knowledge and vocabulary are limited and cause students to be less able to express their thoughts through writing. Departing from these problems, researchers try to offer other learning methods to improve students' abilities in writing advertising texts. One of the learning methods that can stimulate student creativity is the Project Based Learning (PjBL) learning method. PjBL is an innovative method in student-centered learning because the teacher only acts as a motivator and facilitator. The purpose of this study is to determine whether the Project Based Learning (PjBL) learning method can improve the skills of writing advertising texts of class VIII C students of Dwijendra Middle School. Writing is a language skill used to communicate indirectly, not face-to-face, with others (Tarigan, 2013). Advertising text is an important foundation in understanding how persuasive messages can be created and delivered to audiences effectively. The data collection methods used in this study were tests and observations. The type of test used was a student learning outcome test. This study was a Classroom Action Research (CAR). The approach used was a quantitative approach. The research design consisted of planning, observation, implementation, and reflection, which were carried out through two cycles. The data analysis technique used in this study was descriptive statistical analysis, and informal and formal techniques were used to present the results of the data analysis. The results of this study indicate that the average value of the skills of writing advertising texts using the Project Based Learning (PjBL) method of class VIII C students of Dwijendra Middle School, in the pre-cycle was 66.4 and cycle I was 71.8 and in cycle II it became 75.9. The number of students who completed the pre-cycle was 6 people with a percentage of 21%, cycle I was 11 people with a percentage of 39% and those who had not completed were 17 with a percentage of 61% while in cycle II students who completed were 24 students with a percentage of 86% and those who had not completed were 4 with a percentage of 14%. By looking at the average value obtained, it is hoped that learning about writing advertising texts can be improved again so that it can provide maximum results.

Keywords: *Writing Skills, Ad Text, Method Project Based Learning(PjBL).*

INTRODUCTION

The goal of Indonesian language learning at the junior high school level is to guide students in using language as a learning medium, expressing ideas clearly

and fluently, and communicating effectively. Indonesian language learning includes a topic that can help students express their learning: writing advertising texts.

Advertising material is very important to teach in addition to reminding, it will also function as assessment material during entrepreneurial activities in grade IX. Students will receive material about entrepreneurship and in it there is an advertisement which will be a final semester practical exam through an interview with an Indonesian teacher in grade VIII. According to the results of the interview with the Indonesian language teacher of Class VIII C of Dwijendra Middle School, Denpasar on September 26, 2022, it was found that for the abilities of class VIII C students of Dwijendra Middle School, Denpasar in the 2024/2025 academic year, it was found that a total of 22 students out of 28 students in class VIII C had ability scores below the Minimum Completion Criteria (KKM) score, namely 78 set by the school. Based on the results of observations, researchers know that in school learning activities, one of the factors that causes students' grades to decline can be seen from the methods that teachers apply to teaching in the classroom.

Based on observations of learning activities in class VIII C, an Indonesian language teacher used a question-and-answer method to teach the material. The author considers this method inappropriate because it not only requires increasing knowledge but also fosters student activity and creativity.

Based on this phenomenon, the Indonesian language teacher for class VIII together with the researcher will use an innovative learning method to be applied during learning activities for the material on writing advertising texts, namely the method Project Based Learning is a learning that uses projects or activities as a learning tool to achieve competency in attitudes, knowledge, and skills. Based on the results of observations of learning activities carried out in class VIII C. An Indonesian language teacher uses a question and answer method in teaching a material. The author considers this to be inappropriate because it is not only necessary to increase knowledge but also the activeness and creativity of students also need to be increased.

Based on this phenomenon, the Indonesian language teacher for class VIII together with the researcher will use an innovative learning method to be applied during learning activities for the material on writing advertising texts, namely the method Project Based Learning is learning that uses projects or activities as a learning tool to achieve competency in attitudes, knowledge and skills.

Learning methods project based learning is an innovative learning that is centered on students (student centered) and positioning teachers as motivators and facilitators, where students are given the opportunity to work autonomously to construct their learning (Trianto, 2014:42). The existence of advertising materials using the method Project Based Learning, it is hoped that it can make students delve into the problems that exist in the material on writing advertising texts, make students determine a solution to the problem, namely completing the KKM above 78, the evaluation process is carried out continuously, students will be evaluated qualitatively and quantitatively. For the method project based learning has a big influence in writing advertising text so that students can build broad thoughts in the material for writing advertising text, also trains students to think creatively. With the new method, researchers become more confident in conducting the research.

This research is also interesting in terms of its process, particularly observing students exchanging information with the aim of improving their knowledge and skills through project implementation or learning activities. Therefore, the researcher is interested in conducting Classroom Action Research with the title "Improving Advertising Text Writing Skills by Using metode Project

Based Learning in class VIII C of Dwijendra Middle School, Denpasar, 2024/2025 Academic Year. Based on observations made at Dwijendra Middle School, Denpasar, researchers saw a lack of concern from students in Indonesian language learning activities, students showed a lack of interest in following the learning process. Here are some of the problems encountered: 1. Students are more engrossed in their own learning process 2. More interested in chatting with their deskmates than listening to the teacher who is explaining 3. Students are less active in asking questions to the subject teacher and there is less response from students when the teacher is asking questions to students. Seeing this problem, researchers assume that students' lack of interest in participating in Indonesian language learning is due to students feeling bored during the learning process. This is inseparable from the role of the teacher who manages the class and the way the Indonesian language learning is packaged and delivered. Therefore, learning carried out in the classroom is expected to motivate students. Student motivation can be achieved, among other things, by using methods and media that can support and increase student interest in learning. This model can be considered successful if students are directly emotionally and intellectually engaged in the learning process, enabling them to effectively acquire information through various learning activities. In this learning process, where mutual support exists between teachers and students, the desired goals are achieved. However, achieving these goals is not always easy without conflict. Learning activities will be successful if students are enthusiastic about continuing to learn, full of curiosity, and have a desire to continually expand their knowledge. The learning process is the key to achieving better educational goals. The success of the learning process is influenced by several components, including teachers, students, teaching modules, methods, evaluation objectives, the learning environment, and others. However, the most important component in the learning process is the effort of students and teachers.

DISCUSSION

The location of this research was carried out at SMP Dwijendra Denpasar Jln.Kamboja no.17 Denpasar in class VIII C students in semester I of the 2024/2025 academic year. This research uses a Classroom Action Research (CAR) design, in the form of the influence of the Project Based Learning (PjBL) learning method on student learning achievement in Indonesian subjects. This research aims to improve student achievement and learning outcomes in Indonesian language learning in class VIII C SMP Dwijendra Denpasar. Classroom Action Research techniques are carried out collaboratively between subject teachers and researchers. The implementation of the action is carried out directly by researchers and assisted by Indonesian language teachers. This research is designed through stages, namely carried out with an initial orientation by conducting interviews with the PPKn subject teacher of SMP Dwijendra Denpasar, namely Mrs. Ni Nyoman Arisanthi, S.Pd. From the results of the interview, it appears that Indonesian language learning in class VIII C experiences problems in improving student achievement and learning outcomes.

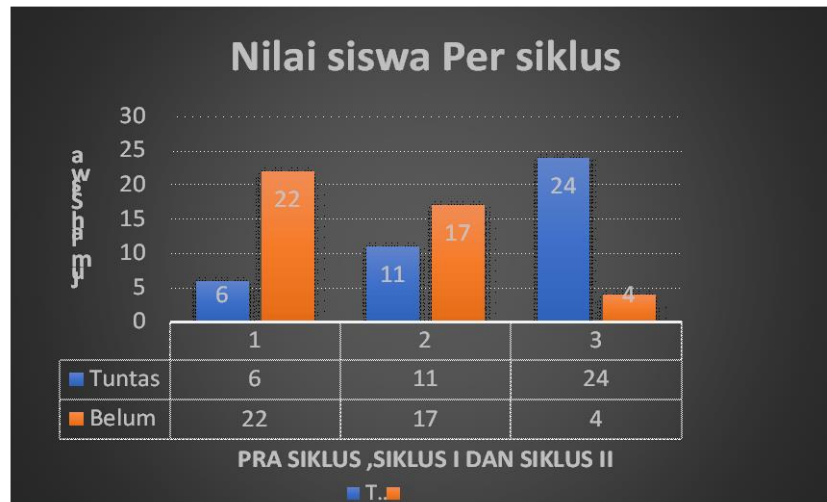
Table 1 List of student grades per cycle

No	Nama	Pra Siklus	Siklus I	Siklus II
1	Alice Ariesta Utami	67	78	84
2	Anak Agung Bagus W	64	70	76
3	Gede Putra Ardi W	70	70	79
4	I Dewa Gede Agung	62	70	80
5	I Dewa Komang P	65	70	79

6	I Gede Ngurah Laksana	70	77	79
7	I Gusti Agung Ayu Ratih	60	78	79
8	I Kade Sukertayasa	60	62	75
9	I Ketut Arta Chandra	60	85	86
10	Ida Ayu Intan Suar Dewi	60	89	89
11	Ida Ayu Putu Laksmi	79	85	85
12	Komang Nabila Ratu Z	60	75	79
13	Komang Shinta Triyanti	79	89	89
14	Ni Kadek Meikaori G	60	89	89
15	Ni Kadek Novi Agustina	65	77	79
16	Ni Komang Dharmayanti	79	75	79
17	Ni Komang Nopita Sari	69	75	79
18	Ni Luh Made Suantari	68	70	79
19	Ni Made Evi Widyasari	60	74	79
20	Ni Made Ginaztya S	60	78	79
21	Ni Putu Diana Dewi	60	74	78
22	Ni putu Icha Yunita M	79	90	90
23	Ni Putu Jeni Purnama L	63	79	79
24	Ni Putu Jia Divani M	79	89	89
25	Ni Putu Vanessa Ika P	60	85	85
26	Ni Wayan Diandra P	62	79	79
27	Ni Putu Naswa Eka Ayu	62	85	85
28	Putu Surya Wibawa	79	74	76
	Jumlah	1861	2191	2283
	Rata -rata	66,464286	78,25	81,53571
	Tuntas	6	11	24
	Belum	22	17	4

Table 1 shows list of student grades per cycle of the 30 students who participated in the learning activities of cycle II "Narrative Text Writing Skills Test", 24 students were declared complete with a maximum score of 91, while 3 students were still declared complete, meaning a minimum score of 75. The average class score from Cycle I to Cycle II also increased. Of the 28 students who participated in the learning activities of the advertising text writing skills test in cycle II, 24 students were declared complete with the highest score of 90 while 3 students were still declared incomplete, namely with the lowest score of 75. The average class score from cycle I to cycle II also increased by 33, namely from 78.2 to 81.5.

The results of these calculations can be seen in the bar chart and pie chart comparing narrative text writing skills using the following method.



Source: Results of processing data from the 2024 research test results.

Based on Figure above, it can be seen that the results of student completion in cycle I were 6 (21.42%) students and 22 (78.57%) students had not completed, with the average results of students in the pre-cycle being 66.46 and the highest pre-cycle score being 79 and the lowest score being 60 and the average in cycle I being 78.25 with the highest score being 90 and the lowest being 62, while in cycle II the number of students who completed increased by 24 (85.7%) students and 4 (14.2%) students had not completed, with the average results in cycle II being 78.25 with the highest score being 90 and the lowest being 75.

CLOSURE

This classroom action research was conducted in two cycles, each consisting of two meetings. The first cycle was conducted on Monday, February 12, 2024, and Friday, February 16, 2024. The second cycle was conducted on Friday, February 19, 2024, and Monday, February 23, 2024. Prior to conducting the classroom action research, the researcher first observed the students' learning process. After conducting observations, the researcher began providing learning to write advertising texts using the method Project Based Learning (PjBL) on students of class VIII C of Dwijendra Middle School, Denpasar, 2024/2025 Academic Year on February 6, 2023. This was done to determine the extent of students' narrative text writing skills in the initial conditions before being given the action. The research results obtained during the implementation of the action.

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