

THE IMPLEMENTATION OF PROJECT-BASED LEARNING MODEL WITH FILM MEDIA TO IMPROVE THE ABILITY TO WRITE FANTASY STORY TEXT IN VII A GRADE SMP DWIJENDRA DENPASAR IN THE ACADEMIC YEAR 2023/2024

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ABSTRACT

The ability to write fantasy story text was one of the important skills that needed to be possessed by junior high school students. However, in reality, there were still many students who have difficulty in writing fantasy story texts. This was due to several factors, the lack of students' understanding of the structure and elements of fantasy stories, as well as the lack of interesting and creative learning media. Therefore, efforts need to be made to improve students' ability to write fantasy story texts. One of the efforts made is by applying a project-based learning model. The purpose of this study was to determine whether the project-based learning model can improve the ability to write fantasy story texts in class VII A students of Dwijendra Denpasar Junior High School in the 2023/2024 academic year. The theory used in this research is fantasy story text. This research was conducted in VII A grade SMP Dwijendra Denpasar. The subjects of this research were 32 people. This research procedure was conducted with 2 cycles.

The model used in this study was a project-based learning model, where the project-based learning model was a learning model that focuses on students and gives them the freedom to plan, implement, and complete the project they will work on. Researchers used project-based learning because this model can provide opportunities for students to develop their abilities and knowledge, as well as increase their motivation and learning outcomes. The data used in this research was quantitative data, and the data analysis technique was to use descriptive statistics and to present the results of data analysis using formal techniques. The data collection methods used in this research were test and observation methods. The type of test used was the student's learning outcomes test. This research was a class action research. This research design consisted of planning, observation, implementation and reflection.

The results of this study showed that the average value of the ability to write fantasy story text in the pre-cycle was 68.18, while in cycle I the average value was 76 and cycle II the average value was 83.25. It can also be seen that the number of completeness from the pre-cycle was 8 people with a percentage of 25%, in cycle I the completeness was 20 people with a percentage of 62%, while in cycle II there were 31 people with a percentage of 97% and those who were not complete were 1 person with a percentage of 3%. Therefore, after being given a project-based learning model, students' abilities have increased in learning to write fantasy story texts.

Keywords: Writing Ability, Fantasy Story Text, Project Based Learning Model

1. INTRODUCTION

In the independent curriculum, learning Indonesian in writing is the ability to convey ideas, responses and feelings in written form fluently, accurately, responsibly and/or convey feelings according to context. Components that can be developed in writing include the use of spelling, vocabulary, sentences, paragraphs, language structure, meaning and metacognition in various types of text. One of the texts in the independent curriculum is a fantasy story text. This text is a form of application of learning writing skills. This fantasy story text is one of the many texts taught in Indonesian language lessons which is important for training creativity (Kemendikbud, 2016). Based on factors found in the field, to implement learning to write fantasy stories by paying attention to structure, use of language, or other writing aspects, researchers use a learning model that can trigger students' level of creativity in producing a fantasy story text.

The model that researchers use as research material is a model Project Based Learning, namely where students are given a problem first to determine their level of intelligence by watching a fantasy film. After watching, students are expected to be able to create a written work, namely by writing a simple fantasy story text. According to Lestari (2015:68) there are six project-based learning syntaxes. Learning model syntax project based learning are preparing questions, designing the project, managing scheduling, observing project progress, assessing project results, Evaluating project results. Every syntax implemented by the teacher is to achieve learning objectives. According to Abidin (2007: 170), project based learning has advantages and disadvantages. Model advantages project based learning namely having an integrated nature with the curriculum so that it does not require any additions in its implementation, students are involved in real world activities and practice authentic strategies in a disciplined manner, students work collaboratively to solve problems that are important to them, technology is integrated as a tool for discovery, collaboration and communication in achieving important learning goals in new ways, increasing collaboration with educators in designing and implementing projects that cross geographic boundaries or even time zones. Lack of models project based learning requires quite a long time and costs, requires a lot of media and learning reference sources, requires educators and students who are willing to learn and develop, and there are concerns that students will only master one particular topic being worked on.

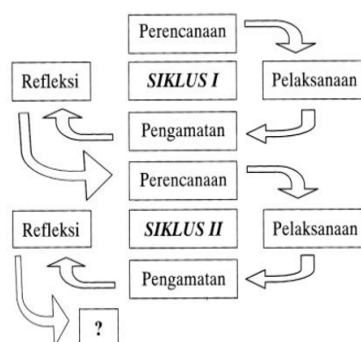
Fantasy stories are stories in the form of fantasy or genre, the author expresses his ideas in the form of a story. Stories can be developed by writers which can be assembled into a work. Fantasy stories are a type of narrative text. Fantasy stories are imaginative, something that cannot be ordinary. A fantasy story can be said to be a fantasy story text if it has several characteristics, there is a magic that creates mystery, it uses diverse settings in places and times, it has unique characters, it has fictional characteristics, and it uses language. The structure of a fantasy story text has three parts, namely the first is orientation where the author introduces the characters, characters, setting, atmosphere and time, second is the complication on the part of the author who presents the problems that will become the core of the story. The problems raised by the author will be developed into the core of the story which leads to a cause and effect relationship until it reaches the climax of the story, the third resolution is the final part of the fantasy story text. The linguistic elements of fantasy story texts are the use of pronouns and names of people such as the words I, they, he, the use of pronouns that refer to the setting of place, atmosphere and time, the use of conjunctions as markers of the order in which time occurs, as conjunctions to mark the sequence of time such as the words, then, meanwhile, when, before etc. When teaching, a teacher must be able to create a fun and varied learning atmosphere for his students. Therefore, the material that has been delivered can be useful to students which can influence the successful delivery of the material

and student learning outcomes. Teachers must also be skilled in using learning methods, strategies, models and approaches in learning. This research is useful for improving students' abilities and can be used as a reference point for teachers in choosing learning models. Apart from that, this research is useful for the performance and role of teachers in improving the quality of learning in schools

2. RESEARCH METODOLOGY

The location of this research was carried out at Dwijendra Dwijendra Denpasar Middle School, Jln.Kamboja No.17 Denpasar. The subjects in this research were class VII A students at Dwijendra Denpasar Middle School, the number of students was 32, with details of 20 males and 12 females. This research was carried out in the 2023/2024 academic year. The object of this research is the application of a learning-based model project based learning with film media to improve the ability to write fantasy story texts for class VII A students at Dwijendra Middle School, Denpasar. This research was carried out for 3 weeks from 8 to 26 February 2024.

Research requires planning and design so that the research can run smoothly and systematically. Research design can be interpreted as a strategy for arranging the research setting so that the research can obtain accurate (valid) data according to the characteristics of the variables and research objectives. In this research, a cycle was carried out according to the characteristics of classroom action research (PTK). The research implementation procedure consists of 2 cycles. The research procedure is as follows. According to Arikunto (2013:17) explains that a cycle consists of four steps, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.



(Source: Arikunto, 2013:17)

The data collection method is a research stage that aims to collect the required data. The data sought is data used to answer the problems studied in the research. Data collection was carried out using the assignment method and observation method. Data were analyzed using quantitative descriptive methods. The steps for implementing this method begin with giving a score to students' ability to write fantasy story texts. Grading uses the following formula. Illustration of figures and tables must be given identity numbers and information. The illustration must be referred to by the text section. Information is written at the bottom of the picture while information for the table is written at the top. Information is written using Arial 8pt [Center-justified] with sufficient space between the text and the illustration.

$$M = \Sigma X / N$$

Ket:

M : rata-rata(mean)
 Σx : jumlah nila dari seluruh siswa
 N : jumlah siswa

Tabel 1 Kriteria pemberian nilai pada siswa

Presentase %	Kategori
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81-100	Sangat baik
61-80	Baik
41-60	Cukup
0-40	Kurang

Suharsimi Arikunto (2005:75)

3. RESULTS AND DISCUSSION

In this section, we will describe the results of learning to write fantasy story texts for class VII A, Dwijendra Denpasar Middle School. Starting with analyzing the ability to write fantasy story texts in class VII A students at Dwijendra Middle School, Denpasar. The following is a bar chart of the ability to write fantasy story texts per cycle.

Figure 1. Comparison of Grades Per Cycle for Class VII A Students



3.1. Pre Cycle

Pre-cycle is the learning stage before the learning model is implemented project based learning to students regarding the ability to write fantasy story texts in class VII A students at Dwijendra Middle School, Denpasar.

On February 8, 2024, the initial stage of research subjects was assigned pretest to find out the extent of students' initial abilities in understanding writing fantasy story texts before applying the learning model project based learning. The results of the pretest are presented below. Based on Figure 1, only 8 (25%) students completed it out of 32 students and 24 (75%) students did not complete it. The low score of students' completeness in learning the ability to write fantasy story texts. Seeing that the student's completion score in the pre-cycle is still very low, learning must be improved through cycle I and cycle II using the learning model. project based learning.

3.2. Cycle I

The implementation of classroom action research in learning the ability to write fantasy story texts in cycle I was carried out in two meetings. Each meeting lasts 2x45 minutes. A description of the research results is presented in accordance with classroom action research procedures.

1. Cycle I Planning

The data obtained can be used as a reference in carrying out actions in cycle I. This aims to obtain an increase in the ability to write fantasy story texts in Indonesian language subjects. At this planning stage, the researcher prepared the following plan.

- a. Researchers determine learning materials.
- b. Develop learning modules according to basic competencies, as a guide for teachers in carrying out learning activities.
- c. Preparing media, namely by providing learning models project based learning by using film media according to the material and themes that will be used in learning.
- d. Train teachers in using media project based learning with film media in learning to write fantasy story texts in class VII A and. Designing an instrument as a guide and evaluation in the implementation of learning to write fantasy story texts.

2. Implementation of Cycle I

Cycle I actions were carried out in 2 meetings with a time allocation of 2x45 minutes. The first cycle meeting was held on Monday, February 12 2024 and Thursday, February 15 2024. The first meeting was attended by 32 students. This meeting discusses the complete structure of fantasy story texts (orientation, complication, and resolution in fantasy story texts), sentence structure, diction/word choice, spelling, and neatness, by applying a learning model project based learning according to the learning module. At the second meeting, students were invited to write fantasy story texts using a learning model project based learning with film media provided by the researcher.

3. Reflex Cycle I

Based on bar diagram image 1, the students who were said to have completed learning to write fantasy story texts in cycle I were 20 students (62%). The number of students who were said to have completed learning to write fantasy story texts increased from 8 (25%) and in the first cycle to 20 students (62%). This means that the application of the project based learning model can improve students' writing skills in learning to write fantasy story texts, even though the results of the analysis show that there is an increase in students in writing fantasy story texts in learning fantasy story texts, the process is not yet complete because the completion of writing fantasy story texts is below 80%.

3.3. Cycle II

The implementation of classroom action research in learning the ability to write fantasy story texts in cycle II was carried out in two meetings. Each meeting lasts 2x45 minutes. A description of the research results is presented in accordance with classroom action research procedures.

1. Cycle II Planning

The researcher designed actions to be taken to improve the ability to write fantasy story texts for class VII A students at Dwijendra Middle School, Denpasar, with the following preparations.

- a. Teachers are directed to be more interactive in delivering material, namely by conducting questions and answers with students
- b. Motivate students to be more active in the learning process.
- c. Create a model device project based learning which is even better. In this way, students better understand the object of the story in this lesson.
- d. Teachers are directed to be more active in attracting students' attention. Teachers can optimize the use of models project based learning, so that students pay more attention and understand the teacher's explanation.

2. Implementation of Actions

Implementation of actions in cycle II was carried out on Monday, 19 February 2024 and Senis, 26 February 2024. 32 students attended. Learning activities are carried out according to the division of the cycle II fantasy story text teaching modules. The first meeting discussed the ability to write fantasy story texts using film media according to learning project based learning by paying attention to the complete structure of the fantasy story text, sentence structure, diction/word choice, spelling, and neatness. In the second meeting, students composed a fantasy story text using a film with the theme of a magic pencil. After that, the researcher will assess the results of the students' writing assignments according to the assessment rubric.

3. Cycle II Reflection

After the learning process is complete. The teacher evaluates students' abilities in writing fantasy story texts. Based on bar diagram image 1. Students' ability to write fantasy story texts has increased very significantly. Of the 32 students, 31 (97%) students completed. Only 1 (3%) is incomplete. It can be said that the model project based learning can improve students' abilities in writing fantasy story texts. In designing this prototype made using the hardware the minimal with Arduino master and a compact power source sourced from solar panels (fig 2). The connected Arduino Uno peer to peer as a data taker from the planted sensor and data from the Arduino Uno sent to the server Arduino master central control of all existing programs.

4. CONCLUSION

Based on the results of the study carried out, it can be concluded that the learning model project based learning can improve students' ability to write fantasy story texts in class VII A students at Dwijendra Middle School, Denpasar. This can be proven by an increase in students' abilities after implementing the model project based learning. Only 8 (25%) of the 32 students completed the pre-cycle. In the first cycle, the number of students who completed learning fantasy story texts was 20 (62%) and 12 (38%) students did not complete. After making improvements in cycle II, 31 (97%) students completed and 1 (3%) did not complete.

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