

JUNIOR HIGH SCHOOL STUDENTS' RESPONSES TOWARD THE PROCESS OF TEACHING WRITING NARRATIVE TEXT USING PROJECT-BASED APPROACH

Novi¹, Euis Rina Mulyani²

IKIP Siliwangi, Indonesia

¹ novi16@student.ikipsiliwangi.ac.id, ² euisrinamulyani24@gmail.com

Abstract

This study aims to identify students' responses to the use of a project-based approach in teaching writing narrative text. This research was conducted in a junior high school in Cimahi involving 23 students of grade VIII as the research subjects. The method used was qualitative research with a data collection technique through the questionnaire. The data were analyzed both qualitatively using Miles & Huberman (1992) data analysis framework and quantitatively only in sum and percentage. The results showed that the use of a project-based approach was positive toward students' motivation and involvement in the writing learning process. Students feel more motivated and challenged to write because they can work collaboratively in groups and have the opportunity to develop their creative ideas. Meanwhile, students' negative responses to the use of the project-based approach were that they were still confused about the demands and steps to be taken in completing the project. This caused them to feel less confident in completing the project well. The data from the questionnaire shows that using project-based learning in teaching writing provides benefits in learning English writing skills. Therefore, using project-based learning in teaching narrative text writing can improve students' writing ability.

Keywords: Narrative Text; Project-Based Approach; Students' Responses; Writing

INTRODUCTION

At various levels of education, teaching narrative text writing has become an important component of the Indonesian language curriculum. The importance of teaching narrative text writing to students is so that students have language skills, communicate, express themselves, and convey information properly and correctly to others. This is stipulated by the Indonesian curriculum as cited in Dian (2015), the purpose of writing is to express feelings, provide information, influence readers, and provide entertainment, for secondary school students. Therefore, research on teaching narrative text writing to students is important.

However, in reality, Indonesian students often lose ideas and lack the vocabulary to express their thoughts on narrative text writing, this is a challenge for English teachers to teach the skill interestingly and creatively and attract student's attention. According to John Dewey, teachers must be creative and develop learning strategies so that active learning follows the desired results and engages students in critical thinking (Supriati & Rabbani, 2021).

In this regard, a strategy is needed to overcome these challenges and obstacles, one of which is by using the project-based approach. The project-based approach - which offers a student-centered framework and allows students to learn concepts in the context of challenging and meaningful projects - has emerged as an attractive and effective alternative to address such issues, model Project-based learning emphasizes learning activities that may be very long in duration, holistic-interdisciplinary, student-targeted, and integrated with real-world practices and problems Fiktoyana et al. (2018).

In learning using project-based learning students are asked to create a product, project-based learning focuses on creating a product or artifact by using problem-based learning and inquiry-based learning depending on the depth of the prompting questions (Lamb & Johnson, 2007). this can improve students' understanding of writing narrative text to be active in the process of searching, decision-making, and improving the ability in thinking skills, Nurhidayah (J I, 2021). The project-based approach has a very promising potential to be used in teaching narrative texts. Therefore, in this article, we will review the literature on the use of the Project-Based Approach in narrative text teaching to gain a better understanding of this model in narrative text teaching. There have been some studies related to the present study for example Lu (2021), Setyorini (2019), Syarifah & Emiliasari 2019, and Giawa 2022,. They examined the teaching of writing narrative text using project-based learning by using image puzzle media that can improve the process and learning outcomes of students' writing, creating storylines and designing story illustrations, measuring students' project-based learning by conducting experiments and using posters as student products.

The purpose of writing a narrative text is to give meaning to an event or series of events by telling a story involving characters, setting, conflict, and resolution. Anderson (1998:8) in Wahyuni (2016), says that narrative text is a text that tells a story and thus entertains and informs the reader or listener. In writing narrative text, students must use the linguistic features of narrative text to build an interesting and coherent story. According to Anjani (2020), the language features of narrative text are noun phrases, time connectives & conjunctions, adverbs & adverbial phrases, action verbs, and saying & thinking verbs. A noun phrase, is a phrase or combination of two or more words to describe a noun, for example: a poor fisherman & a beautiful woman etc. Time connectives & conjunction: A conjunction of time is a word used to connect words such as and, or, but, etc. A conjunction is a grammatical term used to describe a device for connecting words or sentences. Adverbs and adverbial phrases: are groups of words that function as adverbs to clarify the meaning of the sentence as a whole. This phrase usually explains a verb, adjective, clause, sentence, or even another adverb, for example, one upon a time, years passed, one day, etc. Action verb: a verb that shows the action performed by the subject for example: lived, left, saw, etc. Saying and thinking verbs: saying verbs are actions that we usually use to report what someone says and thinking verb shows the activity of thought for example: said, asked, explained, etc.

According to Mukarto *et al.* (2007) cited in Marzona & Ikhsan (2019), the generic structure of a narrative text consists of orientation, complication, resolution, and re-orientation. However, re-orientation is usually not necessary. Three main components usually comprise a narrative text: orientation, complication, and resolution. Orientation: tells the setting of time, place, and characters. Complication: tells the problems that the characters have to solve. Resolution: describes the solution to the complications and give the ending of the story.

The narrative text is very effective in communication because it not only conveys events or experiences but also captures the feelings and perspectives of characters. Authors can engage audiences, foster empathy, and interestingly convey complex concepts through storytelling. In addition, narrative texts often contain elements such as plot, setting, characters, and conflict (Nurdin, 2009). These elements make the story richer and more in-depth. Therefore, the purpose of this study is to find out the students' responses to teaching in writing narrative text using a project-based approach.

METHOD

Since the aim of this research is to identify students' responses toward the use of a project-based approach to teaching writing narrative text in an English classroom, this research uses a descriptive qualitative method that presents the result of the analysis by explaining descriptively

which is based on the data. According to Bogdan and Taylor (Nugrahani, 2018), qualitative research is a research procedure that includes descriptive data in the form of written or spoken words from people and observed behavior. In collecting data, researchers used an open-ended questionnaire. Previously, they were taught to write narrative text using the project-based approach in 5 meetings (twice a week), which were distributed to 23 students of eighth grade at a Muslimin junior high school. The researcher used techniques data from Miles & Huberman (1992), Data collection, which includes selecting, focusing, simplifying, abstracting, and transforming data found in transcriptions or written field notes, is known as data reduction. In the process of data reduction, the researcher should look for valid information. The process of sorting data into a particular concept is known as data reduction. This process involves processing the rough data obtained in the field to make simple concepts from something that is not visible to visible (abstract). Data presentation is a systematic arrangement of information in the description of the researcher's conclusions. In presenting the data, is presented in an organized manner by displaying data relationships and describing the situation that occurs, thus making it easier to make a correct conclusion. The presentation of research data is generally displayed with descriptions in the form of logical and systematic narrative text so that the data can be understood. To make conclusions from the research, the researcher verified that the researcher obtained relevant and accurate data by reviewing the data repeatedly to ensure that the results were correct.

RESULTS AND DISCUSSION

Results

This study uses data analysis based on the questionnaire. The data were collected using a questionnaire to investigate students' responses to learning writing narrative text using project-based approach. The researcher created 4 (four) open-ended questions regarding students' responses to the use of a project-based approach model in teaching writing narrative text. 23 students answered the questionnaire. This study aims to present the results of a questionnaire that reflects students' responses based on their ability to write using a project-based approach. This table makes it easy for us to see the students' tendencies in writing narrative text and the way they respond to the use of the project-based approach. The following is the result of the student response table.

Table 1. The Result of the Questionnaire

No	Questions	Answer
1.	Are you interested in learning narrative text?	100% (23 students) are interested in learning narrative text because they can get to know the narrative text better, it makes it easier to imagine and create, and the material is easy to understand.
2.	Does using project-based learning encourage you to learn?	96% (22 students) answered that the use of a project-based approach is beneficial for them because it is very interesting, not boring, and the material becomes easier to understand. Meanwhile, 4% (1 student) still confused with the demands and steps in making a project

3.	Do you think you understand how to write narrative text using a project-based approach after the class?	100% (23 students) answered that they understood it because it was easy to understand, there were pictures that made them interested and made them not bored.
4.	Does working in groups encourage you to think creatively?	92% (21 students) stated that they like group work because it helps them to think creatively, and can discuss to exchange ideas. And 8% (2 students) stated that they did not like group learning because it disturbed their concentration while studying.

A total of 23 students have filled in the questionnaire questions. There are 4 questions in the questionnaire, which aims to find out students' responses when using the project-based approach in writing narrative text. The results revealed some findings that will be discussed further.

Question 1: Are you interested in learning narrative text?

From the first question, 100% (23 students) are interested in learning narrative text. It was evidenced by excerpts from the students (S1 & S11).

S1 said: *"Ya, karena mudah dimengerti"*

(Yes, because it is interesting and easy to understand)

S11 said: *"Tertarik, karena saya bisa mengetahui lebih banyak tentang teks naratif"*

(Interested, because I can get to know more about narrative text)

From the data above, the students responded that they were interested in learning narrative text because the narrative text was easy to understand and they could learn more about narrative text.

Question 2: Does using project-based learning encourage you to learn?

From the second question, 96% (22 students) answered that the use of a project-based approach is beneficial for them. It was evidenced by excerpts from the student (S7 & S9) below.

S7: *"Ya, karena mudah dimengerti"*

(Yes, because it is easy to understand)

S9: *"Tidak, karena masih bingung dalam membuat proyek"*

(No, because I was still confused in making the project)

From the data above, the students responded that the use of the project-based approach had encouraged them to learn because using the project-based approach had made the material easy to understand. Meanwhile, the student (S9) the use of the project-based approach were that they were still confused about the demands and steps to be taken in completing the project.

Question 3: Do you think you understand how to write narrative text using a project-based approach after the class?

From the third question, 100% (23 students) answered that they understood. It was evidenced by the excerpts the students (S7 & S11) below.

S11: *"Ya, materi menjadi lebih mudah dipahami"*

(Yes, the material became easier to understand)

S7: *"Ya, karena pembacaannya menjadi lebih jelas dan pemahaman cerita menjadi lebih baik"*

(Yes, because the reading becomes clearer and the understanding of the story becomes better)

From the data above, it could be concluded that the use of project-based approach to write narrative texts, had made the students better understand the material and improved their skills in writing narrative texts.

Question 4: Does working in groups encourage you to think creatively?

From the fourth question, 92% (21 students) stated that they like group work. It was evidenced by the excerpt from the student (S7) below.

S7: “Ya, karena dengan bekerja secara berkelompok kita dapat berdiskusi dengan teman kelompok yang dapat membuat kita berpikir kreatif”

(Yes, because working in groups we can discuss with group friends can make us think creatively)

From the data above, it could be concluded that the student responses indicated that working in groups while studying made students more creative because they could discuss with friends and lighten the task.

Based on the data above, it was found that the use of project-based approach in teaching narrative text writing received positive responses from the students. As seen from the largest percentage, which showed positive data for the questions asked. According to the students, the use of project-based learning was fun for them, because it was easier for them to understand the content of the reading, which helped them in the learning process. Therefore, they were motivated to learn, especially in writing skills.

Discussion

Based on the data, the use of project-based approach in teaching writing narrative text got positive responses from the students. The researcher found four responses from students towards the process of teaching writing narrative text using project-based approach below.

- a. The first result showed that the students were interested in learning narrative text because narrative text was easy to understand and they could learn more about narrative text. This is supported by a statement from Ryan and Deci (2019). In their study on Self-Determination Theory (SDT), they found that when students feel able to understand narrative texts because of their ease, this increases their motivation to continue learning. Narrative texts that usually have a clear and interesting structure make students feel more comfortable and motivated to learn more.
- b. The second result showed that the use of a project-based approach encouraged the students to learn because using the project-based approach made the material easy to understand. This is aligned with previous research from Kokotsaki, Menzies, and Wiggins (2016), who found that a project-based approach increased student motivation and understanding of the material. They explained that projects provide a meaningful context for students, which makes it easier for them to understand and remember information. The project-based approach also allows students to learn in a more interactive and collaborative way, which increases their engagement and understanding.
- c. The first result showed that the use of a project-based approach to writing narrative text made the students better to understand the material and improved their skill in writing narrative text. This is aligned with previous research from Hmelo-Silver, Duncan, and Chinn (2007) in Whitaker (2019), in their research on project-based learning emphasized that the project-based approach supports deep learning through exploration and reflection. When students write narrative texts in projects, they engage in a creative process that

promotes a better understanding of narrative structure and writing techniques, ultimately improving their writing skills.

- d. The last result showed that the students indicated that working in groups in learning to write narrative text using a project-based approach made the students more creative because they could discuss with friends and lighten the task. This is aligned with previous research from Gillies (2023), in his journal entitled “Using Cooperative Learning to Enhance Students Learning and Engagement during Inquiry-Based Science”. Gillies stated that group work in PBL can improve students' social and academic skills. Students who work together in groups to write narrative texts can support each other, share the workload, and discuss creative ideas, all of which contribute to increased creativity and efficiency in completing the task.

CONCLUSION

Students showed good responses when using the project-based approach model in teaching writing narrative text. As they feel more engaged and motivated to participate in interesting and relevant projects, students show greater interest in writing. In addition, they have the opportunity to put theory into practice, work in groups, and receive useful feedback from peers and teachers, which results in the improvement of their writing skills. Projects in learning enhance creativity, critical thinking skills, and teamwork ability. Having learned how to better plan, organize, and complete tasks, students gained a greater sense of confidence and independence. Overall, the use of a project-based approach model in teaching narrative text writing not only improves students' writing ability but also fosters a positive attitude towards learning and increases students' engagement in the teaching-learning process.

ACKNOWLEDGMENTS

Thank to Allah SWT for all the blessings so that the writer can finish this journal. The writer would like to express their genuine gratitude to Mrs. Euis Rina Mulyani as a lecturer has been guided to help correct my journal to be better.

REFERENCES

- Anjani, A. F. (2020). *Improving Students' writing Narrative Text Through Silent Movie “Larva” (A Classroom Action Research at The Students of Tenth Grade of Ma Daarul Hikmah In Academic Year 2019/2020)* (Bachelor's Thesis, Jakarta: Fitk Uin Syarif Hidayatullah Jakarta).
- Defrioka, A. (2014). Retelling: An Alternative Strategy In Teaching Reading Narrative Text. *Proceedings of Iselt Fbs Universitas Negeri Padang*, 2, 46-52.
- Dian, S. (2015). *Improving Students Mastery Through Problem Based Learning Method To The Eleventh Year Students of SMK N 1 Klaten in Academic Year of 2016/2017* (Doctoral Dissertation, Universitas Widya Dharma).
- Fiktoyana, I. N. H., Arsa, P. S., & Adiarta, A. (2018). Penerapan Model Project Based Learning Untuk Meningkatkan Hasil Belajar Dasar Dan Pengukuran Listrik Siswa Kelas X-Tiptl 3, Smkn 3 Singaraja. *Jurnal Pendidikan Teknik Elektro Undiksha*, 7(3), 90-101.
- Giawa, I. (2022). The Effect Of Project-Based Learning And Problem-Based Learning In Writing Narrative Text. *International Journal of Educational Research Excellence (Ijere)*, 1(1), 34-38.
- Gillies, R. M. (2023). Using Cooperative Learning To Enhance Students' Learning and Engagement During Inquiry-Based Science. *Education Sciences*, 13(12), 1242.

- Husnunisa, I. A. (2024). Narrative Text Dan Definisi Generic Structure. English Academy, 05(01).
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-Based Learning: A Review of The Literature. *Improving Schools*, 19(3), 267-277.
- Lamb, A., & Johnson, L. (2007). An Information Skills Workout: Wikis And Collaborative Writing.
- Lu, Q. (2021). A New Project-Based Learning In English Writing. *International Journal of Emerging Technologies In Learning*, 15(5).
- Marzona, Y., & Ikhsan, M. (2019). An Analysis Of Students' Reading Comprehension In Narrative Text In Second Grade At SMAN 1 Talamau. *Jurnal Ilmiah Pendidikan Scholastic*, 3(1), 35-41.
- Miles, Matthew B. Dan A. Michael Huberman. 1992. *Qualitative Data Analysis: A Sourcebook Of New Method*. Jakarta: Universitas Indonesia (Ui-Press). (T.T.).
- Mudlofir, A., & Rusydiyah, E. F. (2017). *Desain Pembelajaran Inovativ*: Jakarta. *Rajawali Pers*.
- Nuridin, R. A. (2009). *Teachers' Strategies In Teaching Reading Comprehension At SMP IT Al-Ghofar During Covid-19* (Doctoral Dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Nurhidayah, I. J., Wibowo, F. C., & Astra, I. M. (2021, October). Project Based Learning (Pjbl) Learning Model In Science Learning: Literature Review. In *Journal of Physics: Conference Series* (Vol. 2019, No. 1, P. 012043). Iop Publishing.
- Ryan, R. M., & Deci, E. L. (2019). Supporting Autonomy, Competence, And Relatedness: The Coaching Process From A Self-Determination Theory Perspective.
- Setyorini, D. W. (2019). The Implementation of Project-Based Learning In Teaching Writing Recount Text To The Eighth-Grade Students of Smp Khadijah 2 Surabaya. *Jurnal Pendidikan Inklusi*, 7(1), 18-29.
- Supriati, A., & Rabbani, S. (2021). Pembelajaran Pemecahan Masalah Penjumlahan Dengan Teknik Menyimpan Pada Siswa Kelas 2 Dengan Menggunakan Metode Problem Solving. *Collase (Creative of Learning Students Elementary Education)*, 4(2), 179-186.
- Syarifah, E. F., & Emiliasari, R. N. (2019). Project-Based Learning To Develop Students' Ability And Creativity In Writing Narrative Stories. *Indonesian EFL Journal*, 5(1), 85-94.
- Wahyuni, S. (2016). The Effect of Animated Film on Students' Ability To Write Narrative Text At Class X Mia 5 of SMAN 9 Kendari. *Journal of Teaching of English*, 1(2), 2.
- Wati, S. H., & Sudigdo, A. (2019, April). Keterampilan Menulis Karangan Narasi Sejarah Melalui Model Pembelajaran Mind Mapping Bagi Siswa Sekolah Dasar. In *Prosiding Seminar Nasional Pgsd Ust* (Vol. 1).
- Whitaker, S. C. (2019). *Middle School Teachers' Perceptions of Project-Based Learning As It Impacts First Year Implementation* (Doctoral Dissertation, University of South Carolina).