THE EFFECTIVENESS OF PROJECT BASED LEARNING MODELS ON LEARNING TO WRITE SHORT STORY TEXTS

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Abstract. The specific purpose of this study is to explain the effectiveness of the project-based learning model on learning to write short story texts. The long-term goal of this research is to increase knowledge, especially in knowing the effectiveness of project-based learning models in learning to write short story texts. This study uses a quasi-experimental design method. This research was conducted for three years. The results of the first year of research were (1) the average score of the pretest of writing short story texts using the project-based learning model was 68.25, (2) the average score of the posttest of writing short story texts using the project-based learning model was 80.33, (3) there was an increase in scores of 12.08 after using the project-based learning model for writing short story texts, (4) the use of the project-based learning model to write short story texts was effective used because the average value after treatment has increased.

Keywords: effectiveness, writing short story text, project based learning model

A. Introduction

Writing is the act of translating thoughts, ideas, and emotions into written form. It is a complex activity involving the articulation of ideas and emotions into words intended for reader comprehension (1). According to Wonglakorn and Deerajviset (2023), writing is considered the most challenging skill. It serves as a tool for self-expression, a measure of success in educational contexts, a primary communication medium, and a fundamental language skill (3). Writing is an expression of individual feelings, thoughts, desires, and events using specific symbols and rules (Yıldırım, 2022; Polat & Dedeoğlu, 2024). It involves discovering what to say and crafting meaningful and communicative sentences (Cho et al., 2021; Tahira et al., 2022; Talebi, 2024).

In the Indonesian Language Education Program at FIB Unsoed, the short story writing course aims to help students develop ideas and vocabulary. However, students often face difficulties in idea development and resort to plagiarism, with inadequate vocabulary impacting their confidence.

To address these issues, an effective model is needed to enhance student understanding and engagement in short story writing. The project-based learning model, which emphasizes active student participation and knowledge construction based on experience, could be an ideal solution. This model fosters creativity and variation in short story writing and aims to overcome monotonous teaching processes. Previous research has explored effectiveness extensively, but this study introduces a novelty of the project-based learning model.

A learning model is a simplified representation of real-world phenomena (9). According to Octavia (2020), a learning model is a conceptual framework that systematically organizes learning activities to achieve educational goals. It is a design for effective and engaging learning experiences, in line to meet the needs of students (11). Learning models involve pre, during, and post-implementation phases (Afriani et al., 2023) and should align with character education to develop human resources (Santi, 2023;Syaharuddin et al., 2021).

The project-based learning model is an instructional approach that directly engages students in the learning process by involving them in working on and completing specific learning projects. This model remains widely utilized due to its perceived advantages over other teaching methods. One of its key strengths is its effectiveness in developing various fundamental skills such as critical thinking, decision-making, creativity, problem-solving, and enhancing students' self-confidence and self-management abilities (Afriani et al., 2023).

The Project-Based Learning (PjBL) model is a research-based, constructive learning approach that is relevant to real-life contexts. PjBL encourages students to complete tasks based on real-life experiences (16). According to Prasetiyo et al. (2023), the project-based learning model is a strategy aimed at fostering mastery of learning materials, community involvement, self-creation, and critical thinking. The discovery learning model is intentionally designed using an inquiry-based approach. Students are encouraged or prompted to engage in experimental activities to discover anticipated outcomes (18). In alignment with Marlinda, Akihary et al. (2023) state that the discovery learning model is designed to allow students to pursue their interests in achieving competence, with lecturers guiding students to solve problems rather than providing direct answers. PjBL provides a profound learning experience and contextualization for learners (20). It represents a learning management process focused on allowing students to practice independently (21). Project-based learning fosters collaboration between students, with the teacher acting only as a facilitator during the project (22). PjBL is an instructional strategy that assumes the involvement of all participants in addressing real and authentic problems of common interest to those engaged in the project (23). Project-Based Learning or PjBL aims to focus students on complex issues requiring investigation and understanding of lessons through inquiry (24). This approach centers on students, structuring learning around projects that promote high-level thinking and active collaboration (25). Project-based learning (PjBL) is a management process that encourages students to take action and engage in every step of learning, from exploration, lesson planning, and design, to the creation and application of knowledge, and evaluation (26).

Writing instruction involves lecturers assisting students in expressing ideas, opinions, and emotions through written language (27). It is the process of articulating one's ideas linked to everyday imagination (28). Writing instruction is about the methods of self-expression and the formulation of ideas, thoughts, and experiences into written form (29). It is a series of processes conducted by lecturers to help students develop their thinking and speaking abilities (30). Writing instruction aims to explain the process of a phenomenon coherently, adhering to appropriate linguistic rules (31). It is a complex learning process that enables writers to explore thoughts and ideas, making them visible and concrete (32).

Short stories are a genre of literary work characterized by prose fiction that addresses life issues and contains a single event or incident that is compelling to narrate (33). A short story is a form of literature that briefly depicts human experiences and life (34). Short stories represent a genre of fiction that involves the art of presenting a narrative with a limited scope—such as plot, characters, and setting—converging into a coherent whole, including conflicts among

characters or within a character, and the story's setting and plot (35). A short story is a fictional narrative focusing on a single character in a specific situation at a particular time, delivering a unified impression of the central conflict (36). This literary form is defined by its brevity and tightly woven narrative structure (37). A short story is a medium for transmitting ideas or experiences through well-crafted written language that can be read in approximately 10-30 minutes (38). It is a brief and imaginative narrative that reveals a dominant event and a main character, with a plot that is richly detailed and carefully organized to create a singular impact (39). A short story is a literary work that tells a story or narrative focusing on a character's life, described concisely with an emphasis on social issues arising from that life (40).

The general objective of this study is to explain the implementation of writing instruction for short stories using the project-based learning model in the Indonesian Language Education Program at FIB Unsoed and to assess the effectiveness of this approach. Specifically, the study aims to enhance knowledge regarding the effectiveness of project-based learning models in teaching short story writing.

The hypothesis of this study is that employing the project-based learning model will make short story writing instruction in the Indonesian Language Education Program at FIB Unsoed more effective and lead to improved outcomes.

B. Methods

This research is conducted using a Research and Development (R&D) design, which is understood as research and development. The R&D method can be defined as a scientific approach to researching, designing, producing, and testing the validity of the products that have been developed (41). This research is designed to create a product in the form of poetry teaching materials for students and lecturers of the Indonesian Language Education Program, Faculty of Humanities, Universitas Jenderal Soedirman (Unsoed). At this stage, the researcher focuses on the development of a prototype of the poetry teaching materials, and the validation of these materials is conducted through expert or specialist evaluation.

This study involves third-semester students from the Indonesian Language Education Program at FIB Unsoed, totaling 24 participants. The research employs a Quasi-Experimental design or a quasi-experiment with a one-group pretest-posttest design, which involves measuring with a pretest before the intervention and a posttest after the intervention. This allows for more accurate assessment of the intervention's impact. Quasi-experimental designs have long been used in language education to examine causal relationships between various factors related to language learning and teaching (42). Such designs are recommended in educational field research for ethical, practical, and legal reasons (43). Quasi-experimental methods enable researchers to gather data from multiple sources and synthesize it, providing a deeper and more comprehensive understanding (44). The hypothesis tested in this study involves comparing the average writing ability scores of students before and after the intervention (45). Quasi-experimental designs are preferred due to the non-random assignment of participants, ensuring internal validity (46).

Table 1 One Group Pretest-Posttest Design Scheme

Pretest	Treatment	Posttest
T1	X	T2

Notes:

T1: Initial test before the treatment

X: Treatment

T2: Final test after the treatment

Quantitative data is analyzed using SPSS software. Qualitative data analysis is conducted in three stages: organizing data, summarizing data, and relating/interpreting (25). The pretest-posttest design is commonly used in single-group experiments where the group is monitored before and after the treatment. To evaluate effectiveness, pretest and posttest results are compared and analyzed using descriptive surveys (47). To assess students' skills in writing short stories, a writing skill test is implemented. In this test, students are asked to compose a short story. This test is conducted twice: before and after the treatment. Generally, the study is divided into three stages: preparation, implementation, and conclusion (48). Tests are implemented to students by using Google Forms.

Scoring Steps for Pretest and Posttest Data

*Content***:** Scoring categories are very good (27-30), good (22-26), fair (17-21), and poor (13-16).

Organization: Scoring categories are very good (18-20), good (14-17), fair (10-13), and poor (7-9).

Vocabulary: Scoring categories are very good (18-20), good (14-17), fair (10-13), and poor (7-9).

*Sentence***:** Scoring categories are very good (18-20), good (14-17), fair (10-13), and poor (7-9).

Mechanics: Scoring categories are very good (10), good (6), fair (4), and poor (2).

C. Results And Discussion

1. Result

This chapter presents the results of the pretest and posttest, including the data presentation for both.

Table 2. Pretest Scores for Writing Assessment of Short Stories

	Scoring Aspect				Total Average
Content	Organization	Vocabulary	Sentence	Mechanics	
20,88	16,25	13,25	14,46	3,42	68,25

Table 2 shows that the pretest scores for short story writing assessment are as follows: Content received a score of 20.88, Organization 16.25, Vocabulary 13.25, Sentences 14.46, and Mechanics 3.42. The total average pretest score for short story writing is 68.25.

Table 3. Posttest Scores for Short Story Writing Assessment Using Project-Based Learning

Scoring Aspect					Total Average
Content	Organization	Vocabulary	Sentences	Mechanics	
25,5	17,67	15,88	16,04	5,25	80,33

Table 3 shows that the posttest scores for short story writing assessment using project-based learning are as follows: Content received a score of 25.50, Organization 17.67, Vocabulary 15.88, Sentences 16.04, and Mechanics 5.25. The total average posttest score for short story writing using project-based learning is 80.33.
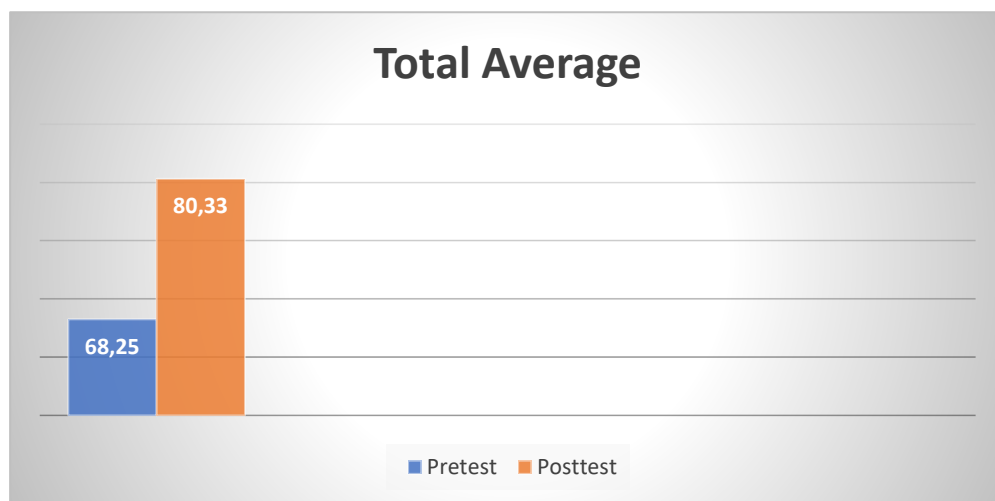

Figure 1. Average Scores of Pretest and Posttest for Short Story Writing Using Project-Based Learning

Figure 1 indicates that the average posttest score for the group using project-based learning in short story writing is 80.33. This is higher compared to the pretest score of 68.25. There is an improvement of 12.08 in the total average score after employing the project-based learning model for short story writing material.

2. Discussion

Short story writing instruction using the project-based learning model in the Indonesian Language Education Program at FIB Unsoed was well-prepared with a robust lesson plan. This preparation included designing a syllabus that aligns with the material. The project-based learning model was selected as it focuses students on complex issues essential for investigation and understanding through inquiry (Saripah et al., 2022). The steps in project-based learning for writing short stories include:

a. Starting with Essential Questions

Choose topics relevant to real-world issues and initiate in-depth investigation. Essential questions stimulate students' knowledge, responses, critiques, and ideas regarding the project theme.

b. *Planning Project Guidelines*

Includes establishing rules, selecting activities to address essential questions, integrating various subjects, and identifying accessible tools and materials.

c. Creating an Activity Schedule

Faculty and students collaboratively develop a schedule to determine the time required to complete the project.

d. *Monitoring Student Progress*

Faculty are responsible for monitoring student activities during the project, facilitating students through each process.

e. *Assessing Student Work*

Evaluations help measure standards achievement, track individual progress, provide feedback on students' understanding, and assist in planning future lessons.

f. *Evaluating Student Learning Experience*

At the end of the learning process, both lecturer and students reflect on the project's activities and outcomes, individually and collectively. Students are encouraged to express their feelings and experiences.

The lecturer's role is to provide only sufficient assistance, with the aim of enabling students to complete their assignments/projects. Consequently, the creativity and the cognitive approaches of students in tackling a project assigned by the instructor will significantly contribute to the students' own intellectual development. The ultimate goal of project-based learning is that through self-directed learning, students can refine their skills and engage in multi-intelligence learning to enhance their academic performance.

Based on the research findings, the effectiveness of writing short stories using a project-based learning model is examined. The researcher utilized a t-test to determine the differences before and after the intervention, as well as to compare the average final scores. The hypotheses for the t-test are formulated as follows:

H_0: $\mu_1 = \mu_2$ (the mean pretest and posttest scores are the same)
H_1: $\mu_1 \neq \mu_2$ (the mean pretest and posttest scores differ)

A two-tailed test with a significance level of 5% is referred to as the Paired Samples Test. H0 is accepted if the Sig. (2-tailed) value is greater than 5% = 0.05.

Table 4. t-Test for Short Story Writing Using Project-Based Learning

Data	df	Sig. (2tailed)	
Pretest dan posttest short story writing group using project-based learning	23	0,000	Sig. (2tailed) 0,000 < 0,05 hence significant

Based on Table 4, the t-test result shows Sig. (2-tailed) = 0.000 < 0.05, leading to the rejection of H0 and acceptance of Ha. Accepting Ha implies that the mean pretest and posttest scores are significantly different.

Table 5. Average Scores for the Short Story Writing Group Using Project-Based Learning

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Score	68,25	24	6.648	1.357
	Posttest Score	80,33	24	5.223	1.066

Based on Table 5, the average pretest score is 68.25 and the average posttest score is 80.33. This indicates that the use of the project-based learning model for writing short stories is effective, as the average score improved following the treatment.

D. Conclusion

The research findings indicate that (1) the average pretest score for short story writing was 68.25, (2) the average posttest score using project-based learning was 80.33, (3) there was a score increase of 12.08 after applying the project-based learning model, (4) the model proved effective as the average score improved post-treatment.

E. Acknowledgement

F. References

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