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The Application of Project Based Learning to Improve Students' Ability in Analyzing Narrative Texts of English for SMA

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Abstract
The purpose of this study was to improve English learning achievement through the application of the Problem Based Learning for grade XII of class IPA.1 students at SMA Negeri 1 Mlonggo. This research is a collaborative classroom action research, assigning 30 students of class IPA-1 of SMA Negeri 1 Mlonggo as the research participants. Data were collected through observation and test. This research has two cycles. Each implements four stages, namely planning, implementation, observation and evaluation, analysis and reflection. Each cycle is carried out in three meetings with 2x45 minutes each. Results show that the increase of respective cycles is as follows: (1) of 36 students, 20 (57%) achieved the mastery learning in the pre-cycle, (2) in the first cycle, 26 (74%) students completed the mastery learning, and (3) in the second cycle, 34 (97%) finished the minimum learning mastery. In average, the achievement in pre-cycle 72.86 increase into 79.00 (8%) in cycle I, and into 84.29 (16%) in cycle II.

Keywords: Project Based Learning, narrative texts, folk legends.

1. INTRODUCTION

As one of the English teachers at SMA Negeri 1 Mlonggo, the researcher has taught for 16 years, it is not guarantee that researcher has not the problem or trouble in a class he taught. As known theoretically and practically known, a teacher's success depends on the success of his/her students to master knowledge and skills taught by the teacher. When students succeed then the teacher is successful.

In the English language learning covers four aspects of skill or expertise that is listening, speaking, reading, writing, apparently reading is a skill does not easily mastered by all students both at the level of junior high school, or vocational. It is closely related to many factors, including the level of mastery of vocabulary, mastery of the science of language elements and structure of the language used, as well as the expertise to analyze words or sentences in discourse or text.

At the school where the researcher devoted his/herself as an English teacher also meets this reality where there are many students who have difficulty in analyzing words or sentences in discourse or this text. Their ability to gather information related to the discourse or text taught by the teacher is low. They encountered many difficulties in finding detailed information of a discourse or the text. This is because that the ability to analyze the text is low. Researcher, as the English teacher, has taught English in daily life always starts teaching- learning activity by doing learning stages contained in the

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lesson plans have been made previously by the results of the analysis of core competencies, basic competencies, the graduation standards and infrastructure owned by the school.

In the preliminary activities, the lesson plans further shortened to RPP. Researchers always told all students to start learning activities are taught to pray. It is intended as the planting of good character and positive habitual students. After the researcher asked the students about their condition, are they tired, bored, and so given English lessons may not always be taught in the first hours of the day. By knowing the condition of students both physically and psychologically researcher can motivate students to focus their mind and physical in order to follow the learning process that are immediately implemented in the class. After seeing the enthusiasm of the students began to emerge, then the researcher gave a series of questions that are brainstorming to prepare students learn into themes or basic competencies that are taught (Sukardi, 2008).

Based on the description of the background and the identification of the problem above, the researcher focuses on what learning model is that can be used to enhance students' skills in analyzing narrative texts of folk legend. The researcher comes to the choice a learning of project based learning model to be able to improve the ability of analyzing narrative texts (folk legend) grade XII of IPA.1 class. The formulation of problem is that: "Can the project based learning model improve students' ability to analyze the discourse of narrative texts (folk legend) in class XII IPA.1 at SMAN 1 Mlonggo in academic year 2018/2019?" This is because the students are involved in a direct and tangible in the form of group work in small groups to enhance learning motivation, team work, and skills of collaboration in achieving academic ability level high/taxonomic level of creativity required in the 21st century (Cole & Moses, 2010). They are project works on analyzing the folk legend text within a predetermined time and the results submitted in the form of simple paper and power point slides.

The result of this study are expected to open the insight that learning model of project-based learning can improve students' skills in analyzing narrative texts (folk legend) because they can discuss, cooperate in solving the problems together of narrative texts (folk legends) that they select and set themselves, and then make a presentation in the form of power point slides and present it first in his group before presenting to the class. For researcher, this research can be a guide for improving the quality of learning and motivator for the implementation of further action research. For English teacher, beneficial result of this research to broaden that learning model of project based learning can be used to teach the competence of Narrative text for the event semester the third grade according to the curriculum in KTSP. For school this class action research results can be used to improve the quality of teaching and learning of English students in the school so that the students' ability to learn English, especially in the analysis of narrative texts, especially in the form of folk legends can be increased. Furthermore, in the public schools the students' ability in the class can obtain more positive developments.

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2. LITERATURE REVIEW

2.1 Definition

Project Based Learning (PjBL)is a method of learning around projects based on challenging questions or problems, which involve students in design, problem solving, decision making, or investigative activities, providing opportunities for students to work relatively independently over long periods of time and leading to realistic products or presentations (Jones, Rasmussen & Moffitt, 1997;Thomas, Mergendoller & Michaelson, 1999). PjBL includes original content, authentic assessment, explicit educational goals, cooperative learning, reflection, and incorporation of adult skills (Asan, 2005).

PjBL is an innovative learning method or approach, which emphasizes contextual learning through activities complex, such as giving students freedom to explore, plan learning activities, implement projects collaboratively, and ultimately produce a product (Doppelt, 2003). PjBL is "the instructional strategy of empowering learners to pursue content knowledge on the own and demonstrate their new understandings through a variety of presentation modes" (Johanna & Lasonen, 2000).

PjBL is a learning model that uses projects/activities as a learning tool to achieve competency attitudes, knowledge and skills (Mahanal, 2019). The emphasis of learning lies in student activities to solve problems by applying skills, researching, analyzing, to presenting learning products based on real experience. This learning model introduces students to work independently or in groups of real problems in everyday life.

2.2 Steps in PjBL

The steps in PjBL as developed by The George Lucas Educational Foundation (2003: 9) are as follows:

a. Open the lesson with a challenging question (start with the big question)
   Learning begins with a driving question that can give assignments to students to do an activity. The topic taken should be in accordance with real-world reality and begin with an in-depth investigation.
b. Planning a project (design a plan for the project)
   Planning is done collaboratively between teachers and students. Thus students are expected to feel ownership of the project. Planning contains rules of the game, the selection of activities that can support in answering essential questions by integrating a variety of supporting subjects, and informing tools and materials that can be used to complete projects
c. Arranging activity schedules (create a schedule)
   Teachers and students collaboratively arrange schedules activity in completing a project. The project completion time must be clear, and students are given direction to manage the time available. Let students try to explore something new, but the teacher must also keep reminding if student activities deviate from the project objectives. Projects conducted by students are projects that require a long time in the process, so the teacher asks students to complete the project in

groups outside of school hours. When learning is done during school hours, students simply present their project results in class.

d. Oversee the project (monitor the students and the progress of the project)
The teacher is responsible for monitoring student activities while completing the project. Monitoring is done by facilitating students in each process. In other words, the teacher acts as a mentor for student activities. The teacher teaches students how to work in a group. Each student can choose their respective roles without ignoring the interests of the group.

e. Assessment of the product produced (assess the outcome)
Assessment is carried out to assist teachers in measuring the achievement of standards, play a role in evaluating the progress of each student, provide feedback about the level of understanding that has been achieved by students, and assist teachers in developing learning strategies next. Product evaluation is carried out when each group presents their products in front of other groups in turn.

f. Evaluate (evaluate the experience)
At the end of the learning process, teachers and students reflect on the activities and results of projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage, students are asked to express their feelings and experiences while completing the project.

Table 1 Teacher and Students' Activities in Project Based Learning (PjBL)

Phase	Teacher Activity	Student Activity
Stage I Orientation of students to the problems	Teacher explains the purpose of learning explain the necessary requirements and motivate students to engage in problem solving activities chosen	Students and prepare an inventory of the needs required in the learning process. Students are in predetermined groups
Stage 2 Organizing students for learning	Teacher helps students define and organize learning assignments related to the problem	Students limit the problem to be studied
Stage 3 Guiding individual or group inquiry	Teacher encourages students to gather appropriate information, to get explanation and problem solving	Students do inquiry, investigate, and ask questions to get answers to problems encountered.

Stage 4 Developing and presenting the work	Teacher helps students in planning and preparing reports and helps students for various tasks in their groups	Students compile reports in groups and present them in front of class and discuss in class
Stage 5 Analyzing and evaluating the problem solving process	Teacher helps students to reflect or evaluate their investigation and the processes they use	Students take tests and submit assignments as material for evaluation of the learning process

2.3 Principles of PjBL

As a learning model, PjBL has principles including centralized principle, guiding questions (driving question), investigation of constructive, autonomy and realistic.

a. The principle of centralized
   The principle of centralized confirms that the project work is the essence of the curriculum. This model is the center of learning strategies, where students learn the main concepts of knowledge through project work. Therefore, project work is not an additional practice and practical application of the concept being studied, but rather is central to classroom learning activities.
b. The guiding question principle (driving question)
   The guiding question principle means that project work focuses on questions or problems that can encourage students to struggle to get the main concepts or principles.
c. The principle of constructive investigation
   The principle of constructive investigation is a process that leads to the achievement of objectives, which contains the activities of inquiry, concept development, and resolution. Determination of the type of project must be able to encourage students to construct their own knowledge to solve the problems they face. In this case the teacher must be able to design a project work that is able to foster a sense of wanting to research, a sense of trying to solve problems, and a high level of curiosity.
d. The principle of autonomy
   The principle of autonomy in project-based learning can be interpreted as the independence of students in carrying out the learning process, which is free to make their own choices, work with a minimum of supervision, and be responsible. Therefore, student worksheets, practical work instructions, and the like are not applications of PBL. The teacher only acts as a facilitator and motivator to encourage the growth of student independence.
e. Realistic principle
   Realistic principle means that the project is something real. PBL must be able to provide realistic feelings to students and contain real challenges that focus on

authentic, not made up problems, and the solutions can be implemented in the field.

2.4 Benefits of PjBL

PjBL has several benefits, including:

a. Increasing students' learning motivation to learn, encouraging their ability to do important work, and they need to be appreciated.
b. Increase the ability to solve problems.
c. Make students become more active and successfully solve complex problems.
d. Increase collaboration.
e. Encourage students to develop and practice communication skills.
f. Improve students' skills in managing resources.
g. Provide learning experience for students and practice in organizing projects and making time allocations and other resources such as completeness for completing assignments.
h. Providing learning experiences that involve students in a complex and designed to develop according to the real world.
i. Involving students to learn to take information and demonstrate knowledge possessed, then implemented with the real world.
j. Making the learning atmosphere enjoyable, so students and educators enjoy the learning process.

2.5 Weaknesses of PjBL

PjBL has several weaknesses, including:

a. Requires a lot of time to solve problems
b. Requires quite a lot of costs.
c. Many instructors feel comfortable with conventional methods, where the instructor holds the main role in the class.
d. The amount of equipment that must be provided.
e. Students who have weaknesses in the experiment and information gathering will experience difficulties.
f. There is a possibility that students are less active in group work.
g. When the topics given to each group are different, it is feared that students cannot understand the whole.

3. METHODS

This research design is in the form of classroom action research, which is a research conducted collaboratively between researchers, students, and teachers who support English subjects (Combs, 2015). The subjects of this study were 36 students of class IPA.1 of SMA Negeri 1 Mlonggo. The action was carried out by the researcher who was planned together with a collaborative teacher.

Data sources of this research are informants, places, events and documents. Data collection techniques were observation and test techniques. The type of data in this

study is qualitative and quantitative data. Qualitative data are collected in the form of observations of activities through observation sheets of researchers/teachers and students. Quantitative data are taken from observations about students' cognitive abilities from the results of the evaluation (Sugiyono, 2016).

The research data in the form of student achievement data are taken from the results of the evaluation, the learning process at the time the action is taken with a student observation sheet, reflections and changes that occur in the classroom are taken from the observations and evaluation results, as well as the ability and skills of the researcher/teacher in carrying out teaching and learning activities with applied learning models, using teacher/researcher observation sheets (Pelton, 2010).

The research process is carried out in two cycles because the researcher is the teacher of the subject. Each cycle consists of four stages: action planning, action implementation, observation and evaluation, and analysis and reflection. Each cycle is carried out with three meetings and each meeting 2x45 minutes. The results of the study focused on students' ability to work on learning evaluation questions so that learning achievement and learning completeness can be achieved. The class action research was carried out in 3 months, starting from March to May 2019 in the event semester of academic year 2018/2019 starting from the initial observation, planning, implementation of cycle I, implementation of cycle II, and preparation of reports. This class action research is designed to be carried out in several cycles until it reaches the expected results.

Data collection methods are questionnaire, observation, and test. Questionnaire in the form of student responses to the application of learning models, obtained from student questionnaires. Observation results are used to determine student activities during the learning process, obtained from student observation sheets. The test is in the form of learning achievement value data after learning with a learning model, while the test is in the form of a description item.

Data analysis includes data of students' activity in following the learning process on the results of the evaluation instrument using descriptive techniques through percentages, data on learning achievement by calculating the average value of classical mastery learning, and student interest data to find out student responses in learning through the PjBL model (Sugiyono, 2012).

To find out the success of increasing student learning outcomes on cognitive abilities (learning achievement) by applying PjBL, it can be seen from the indicators of success, namely maximum quality for each question is ten (10). Then the total maximum score of ten (10) questions is one hundred (100).

4. RESULTS

4.1. Initial Description

Before the classroom action research was carried out, the level of students' mastery of English material on the basic competence "Analyzing generic structure of Narrative Text" was still very low. Based on the results of the daily test analysis it can be seen that from a total of 36 students in class XII IPA.1 only 20 people or 56% can

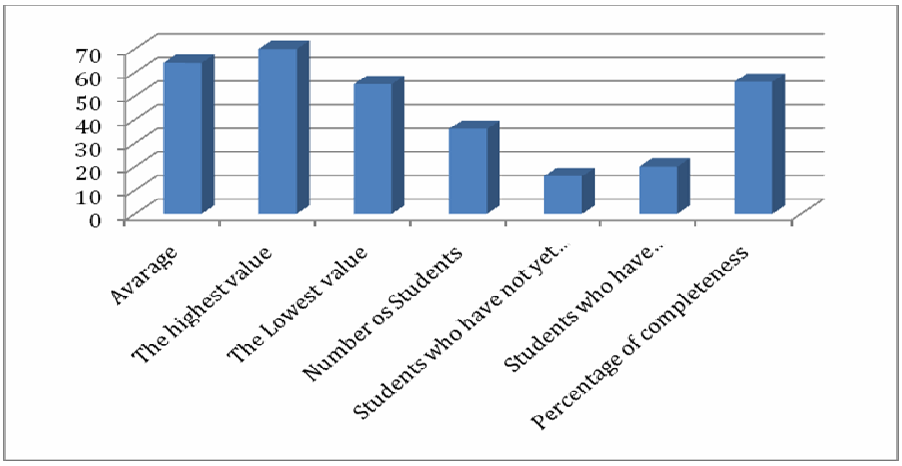
achieve mastery learning. While the remaining 16 people or 44% have not been able to master the learning material well.

Table 2 the results of daily tests 1

No	Explanation	Daily Test 1
1	Avarage	72
2	The highest value	78
3	The Lowest value	55
4	Number os Students	36
5	Students who have not yet completed	16
6	Students who have completed	20
7	Percentage of completeness	56

The students' absorption towards the learning materials is slight low because teachers still use traditional learning models, where teaching and learning activities are still centered on the teacher, while student learning activities are still ignored. In the traditional learning model all information comes from the teacher, whereas students only receive passively. Students only do all the assignments submitted by the teacher. To overcome these problems teachers should make improvements to both the planning and implementation of learning activities that use the Project BasedLearning model. Then provide coaching to students so that they can understand and implement the Project BasedLearning model.

The chart of the results of daily tests 1 can be seen in chart 1 below:



4.1 . Cycle I

First the researcher or teacher prepares the plan by analyzing the curriculum to determine the standards of competence and basic competencies that will be delivered to students. Then understand the steps of the PjBL and make a learning plan using the Project Based Learning model. Make student worksheets and compile learning evaluation tools.

Implementation of learning at the beginning of the first cycle, is not in accordance with the plan. This is because some students are not familiar with the

conditions of group learning. And there are still groups that have not been able to understand and carry out the steps of the PjBL as a whole and as a whole. To overcome the above problems, efforts should be made to give students an understanding of the condition of the group, group collaboration, and student participation in the group. Furthermore, the teacher helps and guides groups that do not understand the steps of PjBL. At the end of the first cycle the teacher concludes that students are getting used to the conditions of group learning, can understand and carry out the steps of PjBL.

The results of the first cycle evaluation relating to students' mastery of learning material have achieved good category with the acquisition of an average score of 71. Where after the results of the second daily test were analyzed only 26 people or 74% who could achieve completeness, while the remaining 10 people or 26% are incomplete. Although the level of mastery learning in the first cycle has not been able to reach 75%, there has begun to be an increase when compared to the results of the 1st daily tests that have not used PjBL.

To improve the implementation of learning in the first cycle, it is necessary to hold reflections and re-planning. The improvement steps should pay attention to the condition of students who are not familiar with the PjBL, so that they still feel unhappy and enthusiastic in learning. Whereas those who have not completed their task on time and cannot present their work need intensive attention and guidance. To correct weaknesses and maintain the success achieved in the first cycle, the second cycle requires the teacher to motivate and guide the group to be more active and able to master the steps of PjBL. For groups that have mastered the PjBL, teachers should give recognition or rewards.

4.2 Description of Cycle II

As in the first cycle the second cycle consists of four stages namely planning, implementation, observation and reflection and re-planning as follows:

a. Planning in the second cycle is based on the first cycle planning, where the teacher motivates the group to be more active in learning activities. Then guide groups that are still experiencing difficulties in discussion activities and give recognition or appreciation to groups who are able to carry out discussion activities.
b. In the implementation of cycle II learning, the learning atmosphere has led to the PjBL. Students are able to work on academic worksheets provided by the teacher well and on time. In addition there are already student activities to help each other in mastering subject matter through discussion activities among groups. Most students feel motivated to ask questions and respond to a presentation from another group so that in turn an effective and pleasant learning atmosphere has been created.
c. The results of the evaluation of student mastery of learning materials in the second cycle through the 3rd daily test are included in both categories namely the ideal score of 100 the average value of the acquisition score is 84. In addition

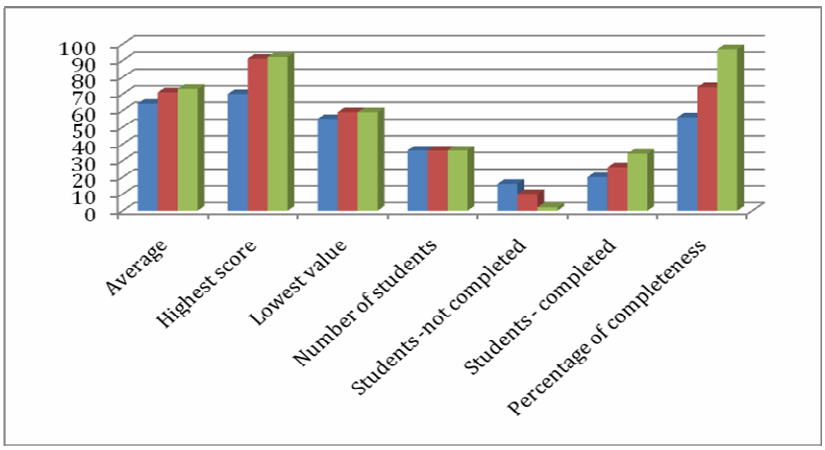
the percentage of mastery learning has increased from 74% in the first cycle to 97% in the second cycle.

d. Reflections on the success obtained in the second cycle because student activities in activities have led to PjBL better. Students are able to build cooperation in groups and participate actively in learning activities, so they can understand the tasks given by the teacher and do it better and on time. The increase in learning activities is because students in themselves have emerged the motivation to learn to obtain better results. This increase in student learning activities and outcomes is driven by the desire of the teacher to maintain an atmosphere of active and enjoyable learning so that in turn students can understand and implement the project based learning model.

Table 3 Description of Cycle II

No	Remarks	Not Using Project Based Learning	Already Using Project Based Learning		
		Daily Test 1	Daily Test 2	Daily Test 3	
1	Average	72	79	84	
2	Highest score	78	91	92	
3	Lowest value	55	59	59	
4	Number of students	36	36	36	
5	Students -not completed	16	10	2	
6	Students - completed	20	26	34	
7	Percentage of completeness	56	74	97	

The description of cycle II can be seen in chart below:



5. DISCUSSION

In the core activities the researcher fully conveyed the material being studied with the benefits obtained by the students after they studied it carefully. After that researcher

began to classify students based on their academic competence, the students are ordered to work together in small groups in order to accomplish a given task within a specified time.

After the students completed the task and submitted the results of its work groups Researchers then conducted assessment or test. These tests are conducted in writing, where students are given a number of questions as much as ten questions in the form of a text based description given. Turning around times are given in 2 hour lesson or 90 minutes. Students are not allowed to cheat, in collaboration with the group of their friends, and see both in print and online dictionaries. It is intended that the students really confident in doing all questions provided by their own abilities.

After being checked, the results of assessment of students in the class were not in accordance with the expectations of the teacher as researcher. Of the 36 students who received grades ninety two (92) only two students remain under sixty (60). This means that the average value (mean) of such tests only fifty-seven (57). While the score 78 of Criteria Complete Minimal or KKM for Basic Competence are taken from the first grade. They are to distinguish social functions, text structure, and linguistic elements some oral and written narrative texts by giving and requesting information related to folk legends, simple, in accordance with the context of their use and basic competence of skills and capturing contextual meaning related to social functions, text structure, and linguistic elements of narrative texts, simple oral and written related to folk legends

After seeing the conditions in which the test results are not satisfactory, then as a teacher, Researcher reflects on himself, learning activities, and the shape of the tests used. The reflection of the results obtained some encouraging results Researchers conducted a study of this class action.

Reflections on student test results performed to identify problems that include the following:

a. From the ten (10) of essay test given to the students there are two questions that come from the two indicators which scored higher than the KKM be determined; those are students can identify the contents of the discourse or text narrative folk legends, and students can explain why the participant A can fail the participant B in efforts for achieving the goal of his life.
b. From the ten (10) there are eight (8) about the indicators derived from five questions that received lower scores than KKM predetermined value; That is the students can explain the social function of the text narrative folk legend is given, students can explain the elements of the language used in the text, students can explain the structure of the language used in the text, students can analyze the characters in the text, students can analyze moral values to be conveyed by the text, and students can rewrite the story in the folk legend narrative texts using their own language.

From reflection to point *b* above, the evaluation shows that 94.28% Class XII IPA.1 having problems in resolving such questions. This is a problem that must be addressed and solved as soon as possible.

A comparison with other classes are also taught directly by its own researcher concludes that inaccessibility of the above problems or indicator for improper use of the learning model. At the beginning of the class researcher used the lecture method with discovery learning model of learning. It turned out that the method that was used in the classroom is not relevant XII IPA.1. They are passive, silent and reluctant to ask. So they do not feel challenged in finding their own specific information relating to the folk legend narrative text. Their diverse abilities did not promote successful learning by discovery learning model.

Therefore the learning model used in the delivery of material Basic Competency taken from the first grade, that is to distinguish social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to folk legends, simple, in accordance with the context of their use to be changed by PjBL.

Application of PjBL is done through action research carried out immediately after the reflection process was implemented. It is intended to improve students' skills in analyzing discourse or text narrative folk legend.

For students learn basic competencies taken from the first grade, that is to distinguish social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to folk legends, simple, in accordance with the context of their use is very beneficial for themselves as a provision of his life in society as citizens , citizens of the world, and the citizens of the business/industry in which many moral values contained in the text is that if it can be found, studied, lived and practiced by the students in his daily life he acquired many virtues and benefits that can be plucked.

6. CONCLUSION

After analyzing the data from the results of action research and discussion, English learning achievement through PjBL for grade XII of class IPA.1 students at SMA Negeri 1 Mlonggo in the event semester in the academic year 2018/2019 has been applied. It can be concluded as follows:

a. There is an increase in students' English learning achievement after following the model of problem based learning, this is indicated by the results of the evaluation in cycle II (increasing) and after in accordance with the established indicators, compared with the results of the evaluation in cycle I.
b. There is an increase in student activity in following the problem based learning model, this is indicated by student activity in cycle II being better (increasing) compared to student activity in cycle I.
c. There is an increase in teacher performance in implementing the problem based learning model. This is indicated by an increase in performance/performance of teachers in the second cycle is better than the first cycle
d. Student responses to the implementation of the problem based learning model, showed a very good response.

7. SUGGESTION

For research purposes, researchers provide the following advice:

a. For science teachers the PjBL can be used as an alternative to improve students' creative thinking skills on other material.
b. For teachers who will use the PjBL, teaching modules and Student Worksheets that are used during learning can be made even better. The case presented should be a recent case or case known to the wider community so that students have no difficulty in finding information.
c. For all parties in SMA Negeri 1 Mlonggo Jepara, it is better to participate in finding innovations and new creations in learning, especially science learning so that students will be more interested in learning.
d. So that the optimal use of the PjBL in the classroom requires mastery of the class and time management so that all stages of the PjBL can be completed on time in accordance with the RPP.

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