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DESIGNING STUDENTS' BOOK FOR WRITING IN EFL CLASSROOM: A PROJECT-BASED LEARNING ACTIVITIES

by

Fitri Wulandari*

English Education Study Program, University of Muhammadiyah Pringsewu Lampung
fitriwulandari@umpri.ac.id

Yeyen Bungakasih

English Education Study Program, University of Muhammadiyah Pringsewu Lampung
yeyen.17050008@student.umpri.ac.id

Novita Eka Tristiana

English Education Study Program, University of Muhammadiyah Pringsewu Lampung
novita.tristiana@umpri.ac.id

Kurniati

English Education Study Program, University of Muhammadiyah Pringsewu Lampung
kurniati@umpri.ac.id

*Corresponding author

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Abstract:

The aims of this research are as follows: first, to know the students' need for the teaching material for the writing process; second, to develop the students' book for writing with project-based learning. This research and development are based on the model Borg and Gall (2003) development. The subjects of this research are the Grade IX students at the Junior High School of Muhammadiyah Pringsewu. The results of this research are as follows: first, the steps of developing a student's book for writing using PjBL at ninth grade JHS of Muhammadiyah Pringsewu research and information are collecting, the planning of the product, and development of students' book. Second, the results of Expert Judgment, English teachers, and student responses showed that overall, students' book obtained an average score of 3.5 with "good" categorized and was declared "feasible" to be used in the writing process. Third, the student book is effective in supporting students' autonomous learning. This research implies that students and teachers can use this book to support the teaching and learning process, especially in teaching writing skills.

Keywords: Writing Skills, Development, Students' Book, Project-Based Learning

Abstrak:

Tujuan dari penelitian ini adalah sebagai berikut: pertama, untuk mengetahui kebutuhan siswa akan bahan ajar untuk proses menulis; kedua, untuk mengembangkan buku siswa untuk menulis dengan pembelajaran berbasis proyek. Riset penelitian dan pengembangan ini didasarkan pada model pengembangan Borg and Gall (2003). Subjek penelitian ini adalah siswa kelas IX SMP Muhammadiyah Pringsewu. Hasil penelitian ini adalah sebagai berikut: pertama, langkah-langkah pengembangan buku siswa untuk menulis menggunakan PjBL di kelas sembilan SMP penelitian dan informasi Muhammadiyah Pringsewu adalah *pengumpulan, perencanaan produk, dan pengembangan buku siswa*. Kedua, hasil Expert Judgment, guru bahasa Inggris, dan respon siswa menunjukkan bahwa

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secara keseluruhan, buku siswa memperoleh nilai rata-rata 3,5 dengan kategori "baik" dan dinyatakan "layak" untuk digunakan dalam proses penulisan. Ketiga, buku siswa efektif dalam mendukung pembelajaran mandiri siswa. Penelitian ini menyiratkan bahwa siswa dan guru dapat menggunakan buku ini untuk mendukung proses belajar mengajar, terutama dalam keterampilan mengajar menulis.

Kata kunci: Keterampilan Menulis, Pengembangan, Buku Siswa, Pembelajaran Berbasis Proyek

INTRODUCTION

The students' book for writing skills, which refers to project-based activity at secondary schools, is less discussed. Many recent studies focus on other variables or attributes, such as the instructional design and implementation of project-based learning in writing skills (Aliyu, 2019; Dian Andanty, 2020; Indrasari, 2016; Kelsen, 2018; Lee, 2005; Marina et al., 2022; Mujtaba et al., 2016; Nanni & Allan, 2020; Park & Lee, 2019). In higher education, scholars developed "writing" studies in a different direction, such as "Essay writing material for university students (Turmudi & Baihaqi, 2019), systematic steps to compose writing (Turmudi, 2021), and providing a website to foster writing (Turmudi, 2020). Realizing the opportunity, researchers are interested in filling the gaps as a contribution to the body of knowledge. Therefore, these research objectives are formulated as follows: first, to know the students' need for the teaching material for the writing process; second, to develop the students' book for writing with project-based learning.

Based on the results of preliminary research conducted at the Junior High School of Muhammadiyah Pringsewu Lampung, many students were not interested. They were motivated to write in the English subject, so the learning activity of writing was not running well. It happened because many students had difficulty developing the ideas or topics served by the teacher. They also got confused about the writing process. Moreover, teachers also had difficulty finding appropriate references to complement teaching materials. In addition, teachers also had difficulty using or implementing specific strategies to support learning. Based on these phenomena, the researchers are interested in doing a need analysis to investigate the students' need for writing activities in the classroom. Further, the needs analysis of ninth-grade students of SMP Muhammadiyah Pringsewu showed that 92% of

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students need innovation in teaching materials to support writing learning, and 90% want learning resources to use to facilitate or guide the steps of the writing process for the student.

Related to the result of the need analysis, this research seeks to design the development of textbooks that apply specific strategies and contain one particular skill, namely writing skills. In this case, the researchers are interested in developing the Project Based Learning Model (PjBL). The PjBL employs projects or activities as media focusing on student activities to explore, assess, interpret, synthesize, and utilize information. It is also to produce various learning outcomes (Kemendikbud 2013,p.42). Based on this reality, developing learning resources for writing using the project-based learning (PjBL) model is essential (Graves & Xu, 2000).

This students' book is expected to be used as a companion to writing learning activities, especially for ninth-grade students of the Junior High School of Muhammadiyah Pringsewu. The purpose of using Project Based Learning is so that the quality of the writing produced and students are not only writing but also able to produce products from that one project (Talitha, 2020). The learning process and the sufficiently clear and systematic steps will make it easier for students to understand and apply them. Through this book, students' writing skills can be maximally developed.

This student book is expected to contribute knowledge to the world of education at the junior high school level. It can increase motivation and interest in learning and improve student learning outcomes. Some researchers have investigated the using PjBL in teaching writing (Akahane-Yamada & Tajima, 2001; Aliyu, 2019; Argawati & Suryani, 2020; Gatot Sutapa Yuliana & Sada, 2021; Indriyani, 2017; Kokotsaki et al., 2016; Praba' et al., 2018; Roessingh & Chambers, 2011). Those studies prove that PjBL is practical and suitable for improving students' writing skills. Writing tends to be the most challenging skill for students to learn and master. According to Aljawi (Rahmazatullaili et al., 2017), writing is a system for thinking processes and interpersonal communication put on paper using visible signs or graphic symbols on a flat surface such as paper, cloth, or even stone slabs.

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The reasons for choosing the PjBL model for developing the students' book for writing are as follows. First, many studies have proven that project-based learning is effective in learning and can increase students' knowledge and creativity. Based on the results of research by (Praba' et al., 2018), it is explained that project-based learning (PjBL) has the potential to encourage critical thinking, communication, and student creativity through collaborative work. This is evidenced by the interaction of student and teacher questions and answers. In addition, students have the opportunity to interact with other students in honing their skills in making a product. Second, Project based learning (PjBL) is the right approach to learning to become the main model of teaching in the future, and educators are strongly encouraged to join this innovative approach to teaching (Bender, 2012).

In addition, student books for writing based on certain learning strategies or models, especially Project-Based Learning, have not been developed much. In this research, the product developed was a students' book for writing at the Junior High School of Muhammadiyah Pringsewu, class IX. The learning model in this book uses the Project Based Learning (PjBL) learning model. The PjBL involves students designing, creating, and displaying products in solving problems contextually.

Upon all, we seek answers to the following questions:

1. What material do the students need for the writing process?
2. How to develop the students' book for writing with project-based learning?

METHOD

Design

This research aims to develop a model of English teaching materials suitable for fourth-ninth-year junior high school students. With this aim, this research is classified into Research and Development (R&D), where this research is used to design new products and procedures, which are then implemented systematically until the product meets the specified criteria (Borg and Gale) cited in a published article (Salam & Mudinillah, 2021).

Participant

The subjects of this research are the Grade IX students at the Junior High School of Muhammadiyah Pringsewu. Each class consists of 30 students. All of the student's dominant are female and male. The research subjects were limited to only one class. The researcher took the research in Class IX.4, which comprised 29 students. The data and source of data were taken from the students and teacher.

Data collecting technique

In this research, the procedure has been adapted by the researcher by adjusting it so that it meets the research conditions. The chart describing the development procedure is based on the model in Borg and Gall. This model includes ten steps, but the researcher only took nine steps because of limited time and funds in this research. The research procedure follows the model of Borg and Gall (Gall et al., 2003) as described. The following is a chart of research and development (R&D) steps that Borg and Gall have adopted:

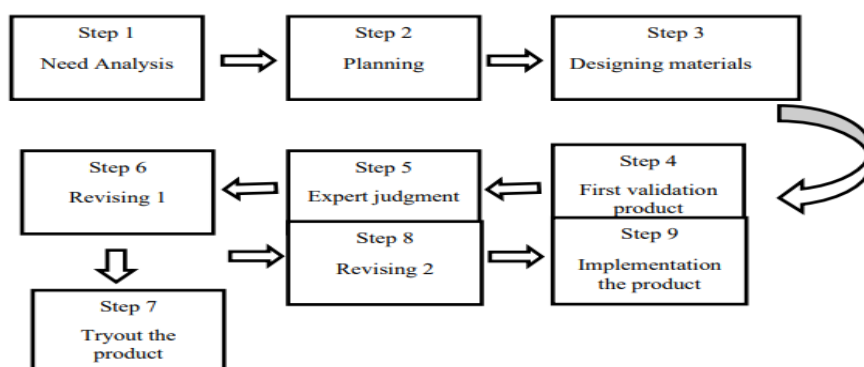


Figure 3.1 the organization of the research procedure

Data analysis technique

The whole step resulted in various data types. There are two types of data, namely quantitative data and qualitative data. Quantitative data are presented in numbers. Quantitative data in numbers comes from analyzing needs data(Shukla, 2017). Meanwhile, qualitative data is presented in the form of sentences. The needs analysis questionnaire data will be analyzed using frequency and percentage. The highest percentage of answers to each question will be

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considered to represent student needs. The percentage calculation is done by dividing the frequency by the number of respondents, and then the result is multiplied by 100%. The data will be analyzed manually using the following formula:

$$\text{Percentage (100)} = \frac{f \times 100 \%}{N}$$

Where:

f : Frequency

N : total number of the students

100 : fixed number

RESULT AND DISCUSSION

Result

The students need learning material for the writing process

The needs analysis was carried out by distributing questionnaires to 26 ninth-grade students at the junior high school of Muhammadiyah on February 25, 2021. The needs analysis was carried out to obtain information about the target students' learning needs which would later be related to the design of materials for them. Target needs cover several important distinctions, including necessities, lacks, and wants (Hutchinson and Waters 1987,p.54).

The following table represents the students' need for learning material for writing.

Table 1.1 The Students' necessities

The students' necessities	Items	N	F	Percentage
	a. Students need innovative learning models that focus on contextual learning through complex activities.	26	2192	84%
	b. The reason the students need an English writing learning model is that encourages applying skills.			
	c. Students need other			

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	resources to learn to write English, representing the learning activities in the classroom.
d.	Students need a learning resource in which pictures for each step accompany an explanation.
e.	Students need a learning model that can be carried out in groups (collaborating) or individually.
f.	Students need learning resources in which there is a topic as a reference in doing English writing assignments.

Based on the table above, the researchers found 26 students of class IX Junior High School Muhammadiyah Pringsewu scored 3-5 in the analysis questionnaire. It means that 84% of students needed learning sources containing one discussion topic to make it easier for students to understand the material. In addition, students also need innovative learning models that focus on contextual learning.

Table 1.2 The students' lack of learning writing

The students' lack of learning writing	Items	N	F	Percentage
	a. Students are having difficulty learning to write.	26	2273	87%
	b. Students are confused about how to make a good and correct outline (initial activity) for writing activities.			

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c.	Students struggle to develop the main idea and understand the organizational structure in writing English according to the studied material.
d.	Students have difficulty in assembling texts that are by grammar.
e.	Students have difficulty writing proses because of the lack of learning resources.
f.	Students have difficulty understanding how to write good and correct English with unsystematic learning methods.

Based on the table, From 26 respondents, the researchers found the general frequency of getting a score of 2273, meaning that they lacked writing skills (87%).

Table 1.3 The students want to learn writing

The students want to learn writing	Items	N	F	Percentage
a.	Students want a writing learning process that begins with planning a project.	26	2346	90%
b.	Students want practical learning resources (students' books) to facilitate the writing-learning process.			
c.	Students want to learn resources to write, which contain simple material, and there are instructions or pictures about the steps of the writing process.			
d.	Students like writing learning			

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	models that use their skills so they are not bored.
e.	Students want learning resources that can be used flexibly.
f.	Students like colorful learning resources, and the explanations are simple but equipped with examples.

From the results above, it can be concluded that students' desire to master the writing process is high (90 %).

To sum up, based on the need analysis that was conducted at the Junior High School of Muhammadiyah Pringsewu, it can conclude that the necessities for innovative learning material that focuses on contextual learning through complex activities were 84%, the difficulty in developing the main idea and understanding the organizational structure in writing English according to the material being studied was 87%. Their learning wants toward learning sources in the writing process which contain simple material and instructions or pictures about the steps of the writing process, was 90%.

The result of trying out the product

The result of trying out the product showed that the material in students' books for writing with project-based learning was appropriate for learning writing; moreover, its feasibility was good.

On the other hand, researchers had to revise some aspects, such as adding an Indonesian translation and sample images related to the material. This statement was supported by the students' responses to the expert judgment, teacher, and students in the questionnaire. All responses are accommodated to revise the product. The following table represents those data.

Wulandari et al (2023)**Table 2.1** The average score of the tryout product

No	Indicator	Score	Category
1	The appropriate the content	3,8	Very Good
2	The appropriate of the material presentation	3,7	Very Good
3	The appropriate of the language	3,5	Very Good
4	The appropriate of the graphic	3,7	Very Good
Total		14,7	
Mean (x)		3,68	Very Good

The result of the implementation of the student's book for writing with PjBL

Based on the results of student assessments, the overall students' book development was good. The content aspect was rated well by the students. The material presented is coherent and easy to understand. Aspects of presentation, language, and graphics are also considered exemplary. The language used is quite communicative and easy to understand. The cover and design of the content presented are attractive. This student's book helps to carry out tasks independently and motivates students to be active and creative in learning.

The following data shows the average score of student responses to the students' book for writing using project-based learning.

Table 3.1 Average student response result score

No	Indicator	Score	Category
1	The appropriate the content	3,6	Very Good
2	The appropriate the presentation	3,6	Very Good
3	The appropriate the language	3,5	Good

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4	The appropriate the graphic	3,7	Very Good
Total		14,4	
Mean (<i>x</i>)		3,60	Very Good

Based on table 4.16 above, it can be seen that from the results of student responses, an average score of 3.60 was obtained in the "outstanding" category. Score from aspect The appropriate content, presentation, and graphic are also in the "very good" category. The appropriate language is in the "good" category.

The following are the validation test results from material experts' judgment, English teachers, and student responses.

Table 3.2 Average data score, validation test results, material experts' judgment, teachers' english, and student response

No	Indicator	Expert Judgment	Teacher	Student	Total	Mean (<i>x</i>)	Category
1	The appropriate the content	3,6	3,7	3,6	10,9	3,6	Very Good
2	The appropriate the presentation	3	3,8	3,6	10,4	3,5	Good
3	The appropriate the language	3	3,9	3,5	10,4	3,5	Good
4	The appropriate the graphic	3	3,8	3,7	10,5	3,5	Good
Total						14,1	
Mean (<i>x</i>)						3,5	Good

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Based on table 4.17, the average of all aspects is "good" category with a score of 3,5. Score from aspect The appropriate presentation, language, and graphics are also in the "good" category, and the appropriateness of content is in the "outstanding" category.

Based on the result of expert judgment, interview with the students, and classroom observation when the product was implemented in the writing process, the researchers found that students' book for writing with project-based learning was helpful. The response supported this result from expert judgment (mrs, 'S'):

"The material (Words/Pictures) is relevant to the vocabulary of the learning topic, provide new trend and self-innovation, and the material developed by project-based learning procedures can be beneficial for students' life skills. For points 1,2,5,8,9, the Expert scores 4, which means "Very Good." It is about the relevant material to be applied in learning the writing process in class IX SMP according to the topic of discussion, facilitating students in the writing process, and directing students to understand the function of the Student Book as a medium for the writing process. So the mean value of the content appropriateness of the materials is 3,6. The point is categorized as "Very Good" due to its position in the interval of $3.24 < X \leq 4$."

Moreover, the result of interviews with the students after they experienced getting writing process using students' books for writing with PjBL, most of the students said that it was helpful for them in the writing process, "This book guided us for doing writing activity step by step, so we can comprehend what we should write."

Discussion

The need analysis resulted in some information about students' need for learning sources in a writing activity. The topic discussed in the writing process should be focused and real-world, innovative learning models that focus on contextual learning and complex activities. Almost all students respond similarly to their need for learning sources for writing activities, including contextual material and complex activities. This finding confirms previous findings (Aliyu, 2019). That is why the researcher developed the students' book for

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writing with project-based learning that includes those needs. This finding also confirms previous studies (Gatot & Sada, C., 2021). It is also in line with the research conducted by (Wardani et al., 2021), which found that project-Based Learning also revealed potentially promotes students' critical thinking, creativity, and collaborative work and enhances teachers' satisfaction in teaching. The other research on PjBL, as conducted by (Argawati & Suryani, 2020; Fatmawati, 2021; Ramadhani et al., 2020), also found the advantages of PjBL in enhancing students' writing ability.

The data analysis also confirmed that students' book for writing with project-based learning was good. The content aspect was rated well by the students. The material presented is coherent and easy to understand. Aspects of presentation, language, and graphics are also considered exemplary. The language used is quite communicative and easy to understand. The cover and design of the content presented are attractive. This student's book helps to carry out tasks independently and motivates students to be active and creative in learning. (Salsabila, 2018). The students' book for writing is developed writing process in students' book is divided into several stages. The stages of the material development include essential questions, designing the project and making a schedule, making a draft, assessing the final project, publishing, and reflecting. The writing learning materials developed can encourage student activity, motivating students to dig up information from various sources. These are marked by completing assignment activities to answer questions and conclude a video at the essential question stage.

As a final discussion, the current study differs from previous studies in development procedures, focus, and subject level. The current study track Borg & Gall (2003) model, while the previous ones employed various procedures as reported (Turmudi & Baihaqi, 2019); (Aliyu, 2019; Dian Andanty, 2020; Indrasari, 2016; Kelsen, 2018; Lee, 2005; Marina et al., 2022; Mujtaba et al., 2016; Nanni & Allan, 2020; Park & Lee, 2019). The current study fills writing at the junior high school level, whereas the previous one provided the university level. Lastly, the current study happens in the EFL context, while the previous studies comprise

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both EFL and ESL contexts. In conclusion, the current study complements the prior studies for better learners' learning outcomes.

CONCLUSION AND IMPLICATION

Conclusion

Based on the aims of this research, first, to know the students' need for the teaching material for the writing process; second, to develop the students' book for writing with project-based learning. The research results found that developing a project-based learning model based on the students' needs is essential for students to learn writing skills effectively. After conducting research and product development in the ninth grade of SMP Muhammadiyah Pringsewu, the students' book effectively supports students' autonomous learning with evidence that students can independently follow the steps of the writing process in the students' book for writing.

Limitation

Further study based on a project-based learning model on writing skills is still needed, especially on the student's writing performance. This research has found that this model effectively supports the students' autonomous learning.

Implication

This research gives the contribution to the term Project-based learning model. Moreover, the teacher and students can implement this model in teaching and learning. Last but not least, it also gives insight for the researchers researching project-based learning models in different language skills or components

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BIO-PROFILE:

Fitri Wulandari. She got her master's degree from Universitas Sebelas Maret Surakarta. Since 2012 she has taught in the English Education Study Program of Universitas Muhammadiyah Pringsewu Lampung (UMPRI). Her teaching concerns writing skills, listening skills, micro-teaching, and language assessment. Her research interest is English Language Teaching, Language assessment, and lesson study.

Yeyen Bunga Kasih. She got her undergraduate degree from Universitas Muhammadiyah Pringsewu. Her research interest is English language teaching.

Novita Eka Tristiana graduated with a bachelor's degree in STKIP PGRI Bandar Lampung and a master's in Universitas Muhammadiyah Prof. DR. Hamka Jakarta. She has been studying for a doctoral degree at Universitas Semarang since 2021. She has taught in the English Education Department of Universitas Muhammadiyah Pringsewu since 2009. Her expertise is in teaching English as a foreign language, English for a specific purpose, English language teaching management, and English instructional technology. Corresponding email: novita.tristiana@umpri.ac.id.

Kurniati graduated from UHAMKA University. She has taught English in the English Education Department of Muhammadiyah University Pringsewu for eight years. Her teaching interests are English for young learners, curriculum material development, and Teaching English as a foreign language.

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