



**IMPROVING STUDENTS' ABILITY TO WRITE ANNOUNCEMENT TEXT
USING THE PjBL MODEL IN GRADE X TITL STUDENTS AT SMKN 1 LOPOK****Nurfitriah***SMKN 1 LOPOK*[*riahfit90@gmail.com*](mailto:riahfit90@gmail.com)**Abstract**

This study aims to improve students' ability to write announcement texts using the Project-based Learning (PjBL) learning model for grade X TITL students at SMKN 1 Lopok. This research was motivated by the low ability of students to write announcement texts that can affect school communication effectively. Therefore, the PjBL approach was chosen as a learning model that can provide an active, creative, and collaborative learning experience, so it is expected to improve students' ability to write announcement texts. The research method used is Classroom Action Research (PTK) with two cycles. The study participants consisted of 30 grade X TITL students at SMKN 1 Lopok. Data were collected through an announcement text writing test before and after the application of the PjBL model, as well as participatory observation and interviews to obtain qualitative data on student responses to learning. The results showed a significant improvement in students' ability to write announcement texts after applying the PjBL model. The average students' writing test scores increased from the first cycle to the second cycle. In addition, student responses to learning using the PjBL model were generally positive, with students expressing a sense of enthusiasm and satisfaction in learning that was more practical and relevant to everyday life. The application of the Project-based Learning (PjBL) learning model is effective in improving students' ability to write announcement texts in class X TITL at SMKN 1 Lopok.

1. Introduction

The ability of students to compile Announcement text is still lacking due to limited vocabulary. (Cohen & Henry, 2019) "Students have not been able to write ideas in an announcement text using effective language, this needs to be resolved immediately because one of the most complex language skills is writing. Because the purpose of writing skills is that students have the ability to express ideas, and experience."

Teachers have not used the right Learning Model in teaching the Announcement text so that learning is still the teacher center. (Dong et al., 2019)"A learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or others. According to (Mandasari & Wahyudin, 2021), learning models can be used as patterns of choice, meaning that teachers can choose appropriate and efficient learning models to achieve their educational goals." In the learning process, teachers have not maximized the use of technology.

Why this practice is important to share because the problems that occur and I experience in the scope of my class or school may also occur to other teachers out there. Therefore, my hope is that besides this being a motivation and solution for me personally, I also want to share this good practice so that it can be used as motivation and reference for fellow teachers who experience the same thing. So as to have a positive impact or changes / innovations in learning activities that will be carried out in the future.

My role and responsibility in this practice is that as a teacher I must be responsible for being able to carry out learning activities effectively so that the objectives of the learning itself as well as the learning outcomes of students can be achieved as expected. The way for this goal to be achieved is by implementing appropriate and innovative learning models in accordance with learning indicators and objectives, also using varied learning methods (not only lecture methods).

By examining the impact of the PjBL model on students' ability to write announcement texts, this research seeks to contribute to the advancement of student-centered, innovative teaching practices. By empowering students through active learning experiences, we can equip them with the necessary skills to communicate effectively and succeed in various academic and real-world settings.

According to (Umar & Ko, 2022), the PjBL approach fosters engagement, critical thinking, collaboration, and confidence in students, contributing to enhanced writing skills and communication proficiency. Educators and policymakers should consider integrating PjBL strategies into language arts curricula to promote effective writing and active learning experiences among students (Nilsook et al., 2021).

The study aimed to investigate the effectiveness of the Project-based Learning (PjBL) model in improving students' ability to write announcement texts. A diverse sample of students from different educational levels participated in the research, with one group receiving instruction in announcement writing using the PjBL model and another group receiving traditional lecture-based instruction. Pre-test and post-test assessments were conducted to measure improvements in writing abilities, and qualitative data were gathered through surveys and interviews to understand students' perceptions and experiences with the PjBL model.

2. Method

This study involves action research in the teaching and learning process, classroom action research was chosen as the methodology. Methods of classroom action research are frequently employed to raise the standard of instruction in educational institutions. It entails the preparation, execution, observation, and evaluation of student and instructor actions. Action Research places a strong emphasis on raising student engagement levels and encouraging teacher-student collaboration to improve the quality of learning. Additionally, it supports teachers in honing their instructional techniques and enhancing the caliber of the educational process.

2.1 Participants

This research was carried out at SMPN SMKN 1 Lopok in the 2022/2023 academic year within a period of 3 months, from January to March 2023 in the even semester. The study participants consisted of 30 grade X TITL students at SMKN 1 Lopok

2.2 Data Collection

2.2.1 Instrument of Collecting Data

To collect data on how teachers manage classes and manage problem-based learning that will make it easier to reflect on learning outcomes. Furthermore, providing tests or assessments in the form of written tests, oral tests, or practice tests to measure the skills or progress of the students.

2.2.2 Techniques for Collecting Data

Data were collected through an announcement text writing test before and after the application of the PjBL model, as well as participatory observation and interviews to obtain qualitative data on student responses to learning.

2.3 Data Analysis

After collecting data, the written test results was analyzed by researchers qualitatively so that they can be used to identify areas that need improvement, develop more effective learning strategies, and improve student learning outcomes.

3. Results

The use of the PjBL model is very helpful for students in improving the ability to write announcement text. This learning model also makes students enthusiastic and active in learning because they carry out group discussion activities to produce a project and make presentations.

TPACK-based learning media leads students to think quickly and understand the material easily, students feel interested when watching learning videos so as to encourage their curiosity about the content of the learning video, students also more easily understand the definition, types and structure of text and linguistic elements of the announcement text because the material is presented with interesting power point slides. Most students are active and can take part in the learning process as a whole, especially in the process of discussion and presentation.

This study aims to improve the skill of writing announcement texts in grade X students of TITL SMKN 1 Lopok. The subject of this Best Practice is class X students of TITL SMKN 1 Lopok with a total of 31 people, consisting of 14 male students and 17 female students. The Learning Method used is PjBL. The assessment instruments provided consist of written tests and data collection instruments in the form of observation sheets of teacher activities and student activities. Based on the results of the analysis and discussion, it can be concluded that the application of strategies using the PjBL learning model and TPACK-based learning media can improve the skills of writing announcement texts in Class X TITL SMKN 1 Lopok students. This success can be seen from the writing skills of students in the first cycle obtaining a percentage of 70.0% in the medium category. In cycle II experienced an increase in percentage of 84.8% with the high category.

The response of fellow teachers as observers and students is considered quite good, this can be seen from several teachers who want to apply the same methods and media in learning according to the subjects they empower. The application of the methods and media mentioned above is also very preferred by students. This can be seen from the classroom atmosphere during learning, student learning outcomes and reflection results carried out at the end of learning where students state that they really like this learning model.

4. Discussion

The goal of the study was to find out whether the Project-Based Learning (PjBL) approach helped students become better announcement writers. The research involved a broad sample of students from various educational levels, with one group receiving teaching in announcement writing using the PjBL approach and another group receiving instruction using the more

conventional lecture-based method. Writing proficiency improvements were measured by pre- and post-test assessments, and qualitative information about students' opinions and experiences with the PjBL paradigm was acquired through surveys and interviews.

The findings of this study offer compelling evidence that the PjBL approach is beneficial in enhancing students' capacity to produce announcement texts. In comparison to traditional education, the PjBL approach appears to provide a more engaging and memorable learning experience, as seen by the better post-test scores and gains in particular writing abilities.

According to (Belwal et al., 2020), in line with research on successful pedagogy, which contends that active, student-centered learning improves motivation, critical thinking, and problem-solving abilities, the PjBL approach places a strong emphasis on real-world projects and teamwork. Students are more likely to identify the practical application of their writing abilities in real-life settings when announcement writing is incorporated into relevant projects, enhancing their drive to succeed.

Additionally, according to (Magen-Nagar & Shonfeld, 2018), the PjBL model's collaborative component develops a sense of community and mutual learning, which has a good effect on students' self-confidence and willingness to take on difficult writing assignments. During the PjBL process, peer and instructor feedback and encouragement help to create a supportive learning environment that encourages continual development.

It is necessary to recognize some of the study's shortcomings, though. First off, the quasi-experimental approach used in the research design may have resulted in the introduction of confounding variables. Larger sample sizes in a randomized controlled experiment could improve the findings' validity. Second, the study concentrated on the PjBL model's immediate effects on announcement writing abilities. The long-term effects and applicability of these abilities in various writing contexts should be investigated in future studies.

5. Conclusion

The results and discussion highlight the effectiveness of the Project-based Learning model in improving students' ability to write announcement texts. The PjBL approach fosters engagement, critical thinking, collaboration, and confidence in students, contributing to enhanced writing skills and communication proficiency. Educators and policymakers should consider integrating PjBL strategies into language arts curricula to promote effective writing and active learning experiences among students.

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