

Improving Students' Writing Skill of Narrative Text Through Project Based Learning at SMKN 8 Surabaya

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Abstract

Writing is a crucial skill. It provides a potent means of self-expression and encouragement for continued education and development. The study's goals were to improve student's writing skills through Project Based Learning (PJBL) and to know how Project Based Learning (PJBL) can improve students' writing skills. The research methodology employed is Classroom Action Research (CAR). This study focuses on selecting the tenth-grade Culinary 4 class at SMKN 8 Surabaya for the academic year 2022/2023, consisting of 32 students (4 males and 28 females). Each cycle consists of four discrete phases: planning, acting, observing, and reflecting. The assessment procedure consisted of two distinct components, the test, and observation. The conclusion was that Project-Based Learning (PJBL) could assist students in writing narrative texts more effectively. The improvement was reflected in the increase in the mean writing score of the students, which increased from 59.65 or 9.09% to 69.31 or 36% in the first cycle to 79.73 or 36%. The classroom environment fosters a positive learning environment during the teaching and learning process. It encourages students to be creative in generating ideas, creating narrative text accurately using Canva technology, improving The four components of 21st-century skills, and enhancing their writing skills.

Keywords: *Writing Skills, Narrative Text, Project Based Learning (PJBL).*

1. INTRODUCTION

The government regulation of the Republic of Indonesia No. 29 of 1990 directing secondary education, chapter I general provisions, article 1 (3), specifies that vocational education should focus on developing students' talents in specific fields. Article 3 (2) explicitly states that vocational education shall give importance to Preparing Vocational High School students to enter the job and develop professional behavior. (JDIH BPK RI, 2003) In addition, the act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 declares that Vocational High School is a secondary school program for preparing learners for convinced employment. In addition, the act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 declares that Vocational High School is a secondary school program for preparing learners for convinced employment. Those regulations, as mentioned earlier declarations clearly understand that education in Vocational High School should equip the students with specialized talents or, in other words, promote them to have professional abilities in a given field so that they are qualified to compete in today's workplace.

The curriculum has been designed to provide students with the necessary set of skills. The Indonesian government is actively pursuing breakthroughs in various methods, such as curriculum reform, student character development, teacher-classroom engagement, and teaching-learning innovations. The objective of curriculum reform is to enhance the educational system (Thoyyibah et al., 2019). In Indonesia, schools have implemented certain forms of curricula. Raharjo states that there are Curricula of 1947, 1952, 1964, 1975, 1984, 1994, and 2004 or KBK (Competency-Based Curriculum), 2006 or KTSP (School-Based Curriculum), 2013, and Merdeka Curriculum, which is the most recent (Raharjo, 2020). Merdeka curriculum is a curriculum with learning diverse intra-curricular where content will be raised so that students have sufficient opportunity to investigate the topic and build competency (Kemdikbud, 2022). Consequently, the Indonesian educational system has encountered a loss of learning. As a result, the government has undertaken numerous initiatives as a form of recovery. One of them is to allow each educational unit the freedom to select the curriculum implemented in schools based on the requirements of school residents, particularly students.

The English lesson is very essential that taught in Vocational High School. In accordance to the National Professional Certification Agency (BNSP), the purpose of teaching and learning English is to foster communicative competence in students. To attain this competency, students must comprehend and generate language. The mastery of these four language skills—listening, reading, speaking, and writing—is necessary for effective communication. In Indonesian Vocational High School, English is taught as a subject within the category of science and technology, which aims at utilizing science and technology to develop working-related competency, skills, and competence. This implies that the English lesson should emphasize the students' talent, knowledge, and attitude to prepare them for the workforce. Students in Vocational High School are taught to become experts who can compete on a global scale, and for this aim, fluency in English is essential (R. Dewi, 2021).

Writing is a highly vital skill. It offers a potent means of self-expression and support for further education and growth. In addition, most students are disinterested in writing classes because conveying their thoughts through writing is more complex than people assume (Tricia Hedge, 1988). Writing is a task that is frequently required of us, perhaps due to specific situations. Not only does this have a psychological effect, but it can also lead to difficulties in terms of content—what to say. When required to write, most of us are familiar with the experience of losing our train of thought. In addition, several aspects of writing must be considered, including orthography, capitalization, word choice, grammar, and the coherence of written discourse. Before generating quality writing, students must master most of the components mentioned above. In writing skills, the student must comprehend vocabulary and know how to use grammar in constructing texts or sentences. This is an essential skill, as it will be

utilized in numerous aspects of life. People are expected to be able to communicate their concepts through writing. Text is one of the many methods to express oneself through writing. This is also related to the need of the students in 21st century, the students should have The 4 C's of 21st Century Skills are 1) Critical thinking: Finding solutions to problems, 2) Creativity: Thinking outside the box, 3) Collaboration: Working with others, 4) Communication: Talking to others. Writing has also become more critical for communicative language teaching, as teaching-learning writing not only studies subjects in the classroom, such as supporting and reinforcing patterns of oral language use, grammar, and vocabulary but also studies preparing students for the future, as teaching language as a system of communication is a worthwhile enterprise in and of itself. For example, students would have had a fantastic job in an excellent company; in turn, they need to be able to write a business letter effectively.

In the Merdeka Curriculum have the English Learning Outcome or the *Capaian Pembelajaran (CP)*. Based on the findings of the CP analysis, after the tenth grade (Phase E), students use spoken and written English texts, as well as visuals, to communicate with the situation, purpose, and audience or reader. Multiple varieties of texts, including narration, description, procedure, exposition, recount, and report, as well as authentic texts, become the primary references for English study at this stage. Students in this phase use English to express desires or emotions and discuss topics relevant to their daily lives or current circumstances. They peruse a text to gain knowledge or obtain information. In English, implicit inference abilities for information comprehension started to develop. Students create texts that include a greater diversity of writing and visuals and an understanding of the purpose and intended audience (Y. P. Dewi, 2023).

There are six common categories of writing: the recount, the procedure, the report, the explanation, the argumentative, and the narrative texts (Jeffrey, n.d.). Each type of text serves a distinct purpose in its writing, and several kinds may be included in one piece of writing. The type of text researched is narrative because it is so close to the world of students and because its story-telling style can encourage students to write. In addition, narratives and stories can amuse, instruct, explain, and persuade. In addition, the narrative illustrates how the universe and its inhabitants' function and how events transpire. Clouse stated, "A history textbook tells the story of our past to help us comprehend the present." (Barbara Fine Clouse, 2006).

Based on the writer's experience, writing is the most challenging skill to learn in the tenth-grade Culinary 4 Class at SMKN 8 Surabaya. The writer has observed during Independent Learning Practices for the Pre-Occupational Field Experience Practice (PPL) II Teacher Professional Education (PPG) in March 2023. Students face some difficulties; first, they do not have the idea to write.

Second, they are still confused about organizing the writing. Third, they often make some mistakes with a lack of vocabulary knowledge.

Furthermore, the student was unable to produce narrative material at the time. It might be demonstrated by the difficulty they had in composing narrative text. For example, they were tired of writing and needed to learn to write the orientation, complication, resolution, and reorientation well. Some things can have an impact on these issues. Students' poor writing reveals their difficulty with composing compelling compositions. Most students failed to address the designated topics, repeated ideas, wrote text without a topic sentence, lacked sufficient evidence, lacked transitions between sentences, and could not effectively develop and express their views.

The students also felt less motivation. The teacher prioritized teaching grammar. The teacher gave her full attention to the learners who were attentive. A few students dominated the classroom. The teacher only assigned doing and question-answering duties and rarely gave students the opportunity to create texts. In addition, almost all students struggle with refining their writing, which was an important problem.

Accordance to the George Lucas Educational Foundation, Project-Based Learning (PJBL) is one of the learning models that can help students develop critical thinking, problem-solving, and interpersonal skills, as well as assist in the investigation that leads to the resolution of real-world issues (The George Lucas Educational Foundation, 2005). The writer considered that these problems appear to be caused by methodology in teaching writing because some teachers taught writing just supplied explanations and exercises. It pushes students to be less grasped, less interested in writing, and more bored. In addition, most students could not participate in class activities, limiting their class participation. They appeared so uninterested in the lesson. It can be said that the way of teaching employed by the teacher was unsuccessful in inspiring students to learn. These occurrences were caused by poor practice or a tedious learning method. The instructional way can impact a student's success or failure in a subject. These issues must be addressed if students understand the writing subject better, believe that writing is an engaging ability, and intend to continue studying English. According to the earlier explanation, project-based learning (PJBL) can enhance students' learning, particularly in writing activities. In this study, therefore, the researcher underlines the use of Project-Based Learning. Therefore, the researcher establishes to conduct this research.

Based on the previous description, the researcher must make efforts in the English teaching and learning process by identifying and implementing any actions to improve the writing-learning process. She intended to improve the English teaching and learning process by employing action research, particularly in enhancing the writing skills of the tenth-grade Culinary 4 students at SMKN 8 Surabaya through Project-Based Learning (PJBL). This study needs to answer this research question in order to accomplish its goals:

“Can Project Based Learning (PJBL) improve the students’ Writing Skill of Narrative text at SMKN 8 Surabaya?”. The objective of the present research differs from that of the earlier research. The objective of this study diverges from previous study projects as it focuses specifically on students' writing proficiency. The second is to improve students’ writing skills in Narrative text through Project Based Learning (PJBL). As stated in the details presented above regarding the background of the study, these are the goals of the study: “To improve students’ writing skill through Project Based Learning (PJBL) and to know how Project Based Learning (PJBL) can improve students’ writing skill”

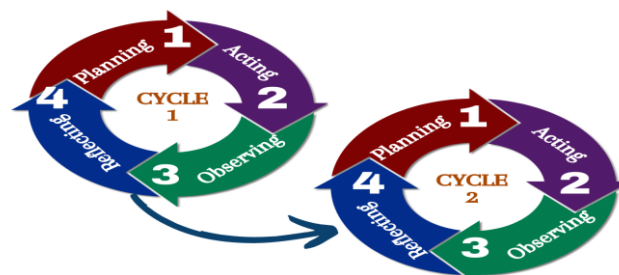
2. RESEARCH METHODOLOGY

The methodology employed in the research is Classroom Action Research (CAR). Action research refers to methodical research carried out by educators, school administrators, counsellors, or other relevant parties within the educational setting to collect data on the functioning of their respective schools, instructional practices, and their students' academic progress (Geoffrey E. Mills, 2011). This statement suggests that Classroom Action Research (CAR) is designed to address and resolve issues.

According to Kember who stated that action research has several major characteristics; (1) Action research is concerned with social practice, which involves direct interaction of teacher and group of students (2) Action research is aimed towards improvement (3) The cyclical process of action research entails a series of phases that include planning, acting, observing, and reflecting. (4) Systematic inquiry is a key feature of action research. (5) Participation is a fundamental aspect of action research (Kember, 2000).

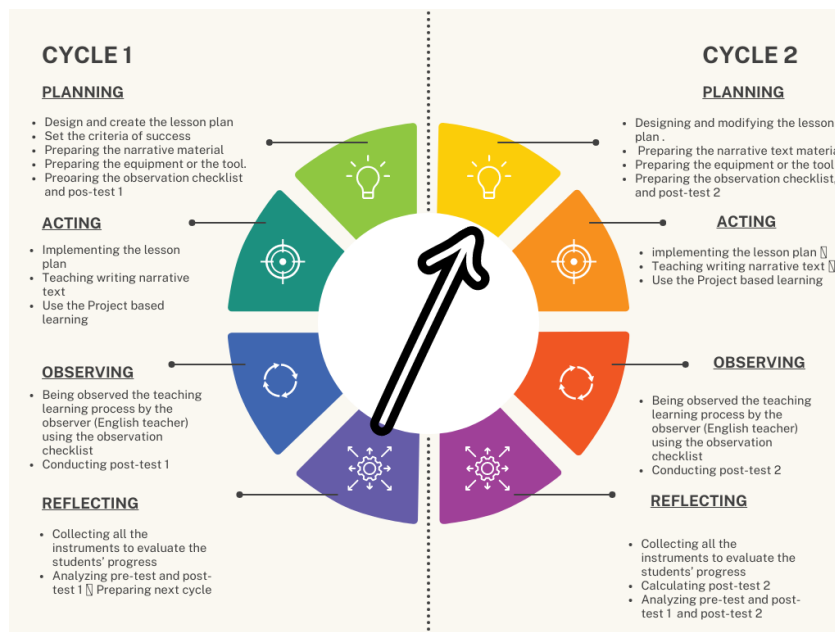
The subject of this research pertains to selecting the tenth-grade Culinary 4 class at SMKN 8 Surabaya in the academic year 2022/2023, comprising a total of 32 students such as 4 males and 28 females. The school locates at Kamboja Street, specifically at Number 18, in the Ketabang area of Genteng, Surabaya, located in the province of East Java. The researcher employed Kurt Lewin's model design in the course of the study. The process is comprised of two distinct cycles, each of which encompasses four distinct phases: planning, acting, observing, and reflecting.

Figure 01. Kurt Lewin’s Classroom Action Research Design



The writer elaborated upon the steps involved in conducting classroom action research using Kurt Lewin's design, detailing the process from inception to completion utilizing a model.

Figure 02. Modified Kurt Lewin's Design by the Writer



If the initial cycle has been completed yet issues persist, it is imperative to proceed with a second cycle utilizing the same fundamental principles as the first. The four key components are planning, acting, observing, and reflecting. Before embarking on the classroom action research cycle, the author undertakes a preliminary study. Mills suggests that engaging in preliminary information gathering involves taking the time to introspect and comprehend the nature and context of one's general ideas and personal beliefs.

In order to collect data from the research participants, a research instrument was required. The present study utilized two different instruments, namely a test and a non-test, in order to gather data. The assessment protocol comprised two distinct components, the pre-test and post-test, while the non-assessment procedure encompassed using an observation checklist that guide by the collaborator. The author employed a writing score rubric derived from Weigle's framework. Based on Weigle, as follows:

Table 01. Writing Score Rubric of Sara Cushing Adapted from Jacobs

Components of Writing	Scores	Indicators
Content	4	Relevant to the topic and easy to

Components of Writing	Scores	Indicators
		understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but not quite easy to understand
	1	Quite relevant to the topic but it is not quite easy to understand
Organization	4	Some sentences are related to the main idea.
	3	Most of the sentences are related to the main idea
	2	Few sentences are related to the main ide.
	1	The sentences are unrelated to the main idea.
Vocabulary & Mechanic	4	A few errors in the choice of words, spelling, and punctuation
	3	Occasional errors in the choice of words, spelling, and punctuation
	2	Some errors in the choice of words, spelling, and punctuation
	1	Frequent errors in the choice of words, spelling, and punctuation
Grammar	4	A few grammatical accuracies
	3	Some grammatical inaccuracy
	2	Numerous grammatical inaccuracy
	1	Frequent grammatical inaccuracy

The observation sheet that has been marked based on its categories; very good, good, adequate, and insufficient by the observer and reflect with the collaborator on the Forum Group Discussion (FGD), was used by the writer to find the result of writer's performance and the students' responses in the teaching learning process during Classroom Action Research (CAR) implementation.

The writer used the writing scoring rubric that is adapted from Weigle's book. Then, to get the mean score of students' writing skill within one cycle, the formula used is:

$$Mx = \frac{\sum x}{N}$$

Explanation:

M: Mean

X: Individual score

N: Number of students

To get the class percentage which passes the minimum mastery criteria-Kriteria Ketuntasan Minimal (KKM) 70 (seventy), the writer uses the formula:

$$P = \frac{F}{N} \times 100\%$$

The explanation:

P : the class percentage

F : total percentage score

N : number of students

In analyzing students' scores of writing from pre-test up to post-test score in cycle 1 and cycle 2, the writer uses formula:

$$P = \frac{y-y1}{y} \times 100\%$$

The explanation:

P : Percentage of Students' Improvement

y : Pre- test Result

y1 : Post-test 1

$$P = \frac{y2-y}{y} \times 100\%$$

The explanation:

P : Percentage of Students' Improvement

y : Pre- test Result

y2 : Post-test 2

The efficacy of Classroom Action Research (CAR) is contingent upon its ability to meet predetermined criteria. Should it fall short of these standards,

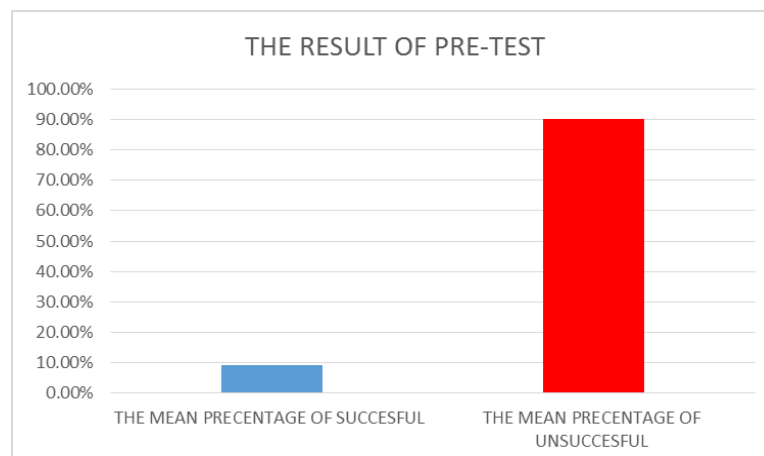
it is deemed unsuccessful. The present investigation establishes that students must meet a Minimum Mastery Criteria (KKM) of 70%. The Key Performance Indicator (KKM) for the English lesson, as stipulated by the policy of SMKN 8 Surabaya, is 70. After attaining the success criterion for an action, the subsequent research action shall be terminated. However, if the success criterion still needs to be met, it is imperative to undertake the next step in the next cycle.

3. RESULT AND DISCUSSION

The outcome of the students' writing skills immediately before the actualization of Project-based Learning (PJBL).

The pretest had done before the Classroom Action Research (CAR). The students assigned to write narrative text with the clear structure. The teacher gives the student 30 minutes to make a writing of Narrative text, and the result was follow this chart:

Figure 03. The result of Pre-test



Based on the result of the pre test, the data showed that the mean score of pretest was 59.65. There were only three students who derived the score above the Minimum Mastery Criterion - Kriteria Ketuntasan Minimal (KKM) meanwhile the other 29 students were below that criterion. The lowest achievement gained score 43.75. From that analyzing, it could be seen that almost of the 29 students' writing skill was still very low.

The initial observation revealed an issue with the educational exercises. The instructional methods employed in the class needed to be improved in stimulating activities that fostered student engagement and motivation towards learning. The teaching and learning process needed more diversity in its activities. The instructor solely adhered to the activities prescribed in the course textbook. The pedagogical approach lacked variety, resulting in

tedium among most students who were disinterested in the learning experience.

Furthermore, the teaching and learning process emphasised developing writing skills less than other skills. The instructor placed a greater emphasis on the instruction of reading and grammar. Reading activities were the predominant focus during teaching and learning English. Frequently, educators request that pupils peruse designated literature and respond to related inquiries rather than tasking them with generating written content. The students from the teacher observed more provision of opportunities for frequent writing practice. As per the instructor's statement, it is a time-consuming and gradual process to enable students to generate a written composition. The speaker expressed the need to instruct the various components of writing sequentially. Due to limited time constraints, the teacher should have noticed the instruction of writing skills to the pupils.

The outcome of the students' writing skills in the first cycle.

During this phase, a comprehensive plan is formulated utilizing the Project Based Learning (PJBL) instructional approach. The teacher engaged in preparatory measures for the lesson plan, encompassing learning activities, assessment, and instructional materials. Additionally, the teacher utilized multimedia tools such as PowerPoint slides and video lessons to enhance student engagement. The current cycle comprises a third meeting, wherein the learning process is implemented through the application of Project Based Learning (PJBL) syntax, as developed by The George Lucas Educational Foundation:

Table 02. The table syntax and activities of the first cycles

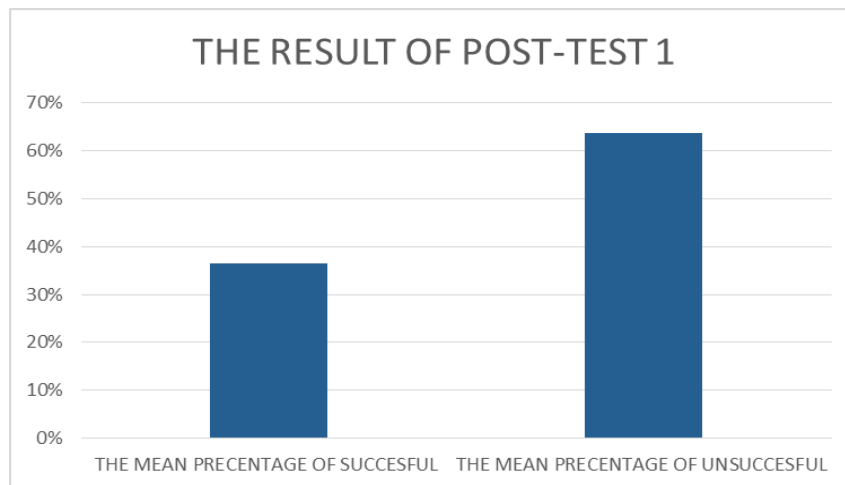
	Syntax	Activities
1	Start with the Essential Question.	<ul style="list-style-type: none"> - The teacher gives the questions to the student related to the materials. - The students answer the question and elaborate the material about the Narrative text. - The teacher facilitates the student to ask about the preparation of a theme project to make the correct Narrative text. - The students ask question about the theme of the project to be created.

2	Design a plan for the project.	<ul style="list-style-type: none"> - The teacher explain to the students a plan the steps of project to make the writing of the Narrative text and about the presentation. - Students plan steps to complete the project.
3	Create a schedule	<ul style="list-style-type: none"> - The teacher <i>scaffold</i> the students to plan all the activities. - The students make the plan activities to make the Narrative text.
4	Monitor the Students and the Progress of the Project	<ul style="list-style-type: none"> - The teacher facilitates and monitoring the students to during the time to make the project. - The students are doing their plan.
5	Assess the outcome	<ul style="list-style-type: none"> - The teacher facilitates the student to prepare a report and present and publish the work results. - The students prepare reports and then present and publish the results of their work about their Narrative text writing.
6	Evaluate the experience	<ul style="list-style-type: none"> - Theeachers and students reflect on the activities and results of the project tasks

Concerning the students' reaction, a subset of the student body exhibited a lack of attentiveness towards the teacher's instructions, leading them to socialise with their peers during task assignments. Subsequently, individuals may relinquish their efforts and exhibit indolence if they cannot conceive a notion for their composition. The students are still confused about the language features and the generic structure, and design it on Canva, so they are still difficult to write the Narrative text.

In that part, the researcher aims to present the outcomes of the students' writing during the initial cycle. The chart presented below displays the score:

Figure 04. The result of Post-test 1



According to the above chart, 32 students enrolled in the class and improved their writing skills by implementing Project-based learning (PJBL). This resulted in a significant increase in the overall amount by 2287.5 and a corresponding rise in the mean score to 69.1. A total of 12 students have successfully met the Minimum Mastery Criterion, also known as *Kriteria Ketuntasan Minimal (KKM)*, with a minimum score of 70. In contrast, the remaining 21 students needed to meet the previously stated criterion.

The outcome of the first post-test revealed that only 36% of students were able to meet the Minimum Mastery Criterion (KKM). The observation revealed that the teaching and learning activities were executed effectively, however with some issues that require resolution. During the reflective phase, it is imperative to allocate additional efforts towards enhancing the writing skills of students through Project Based Learning (PJBL). Additional improvements needed to be made in the subsequent the cycle.

The outcome of the students' writing skills in the second cycle.

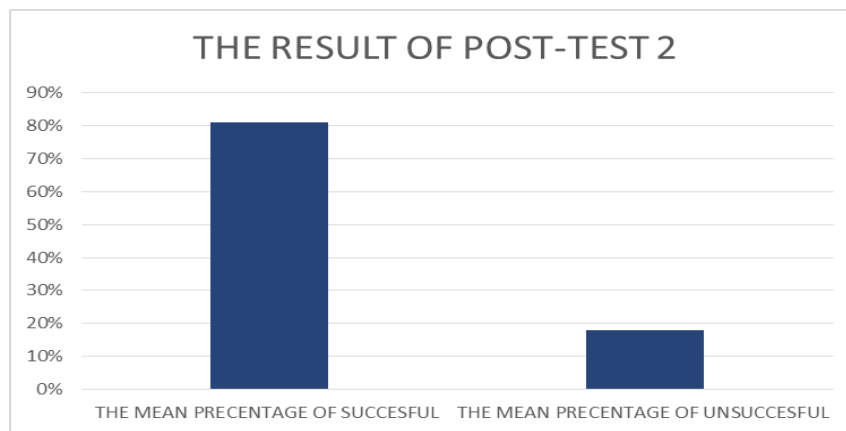
The planning phase of the second cycle was implemented into a lesson plan. In this case, the writer modified the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan which was used still related to Project Based Learning (PJBL) in learning writing. There were not significant differences with the previous lesson plan. The material still related to Narrative text but it is improve the schedule and planning of product with make an outline and discuss the feedback together. However, there were some modifications in the second cycle; that was the teacher needed to give interesting explanation by using Power Point, explain the objectives of the learning, making an aoutline to the topic to the students in the class, and pay attention and active during the class activities.

The action of the second cycle was done April 17th 2023. In the first meeting, the writer introduce a new topic about Narrative text with the syntax of Project Based Learning, give full of the chance and support to the students to engage during the learning process, explain the learning objectives and make sure the students understand it, make the clear schedule. The second meeting, the students make the outline with choose free genre of Narrative text with clear social function, language feature, and generic structure, discuss the outline, then elaborate the outline with write creativity, during that activities the teacher give the example of product, schedule, explain the step to doing the task, and give full of attention, support, and feedback, then after the students complete their writing, they design the writing of Narrative text on the Canva application, and sent it to the teacher by Whatsapp before the third meeting. In the last, the student very enjoy and active participate on the presentation in the last meeting, give the reflection with each other, and the students very grateful doing this process.

During the second cycle, it was observed that the learning environment improved compared to the preceding cycle. The academic observation suggests that the students who demonstrated attentiveness toward the teacher's instructions and actively participated in the writing lesson exhibited greater enjoyment while completing the exercises. Subsequently, the majority of the participants exhibited eagerness in selecting their preferred genre of narrative text and working collectively to accomplish the task. They demonstrated critical thinking skills and creativity in developing their written components while ensuring all necessary corrections were made. Furthermore, they effectively communicated their ideas through their presentations. Regarding the teacher's performance, she demonstrated mastery of the instructional model and the course content provided. The individual in question is proficiently executing the syntax of Project Based Learning (PJBL) by adequately preparing for the process, closely monitoring students throughout, providing them the opportunity to make mistakes, and consistently engaging in reflective practices during the last activities of each meeting. The teacher's proficiency in elucidating the schedule, providing product examples, and utilizing media were interesting. This was evidenced by the students' ease in comprehending the subject matter, as the teacher's explanation could have been more complex. Implementing this approach resulted in positive feedback from students, who could communicate their ideas effectively and received guidance from the teacher in developing their writing skills.

During the second phase of the cycle, the teacher's performance was evaluated based on the results of post-test 2, which assessed the student's ability to write narrative texts. The following chart clarifies the outcomes of post-test 2:

Figure 05. The result of Post-test 2

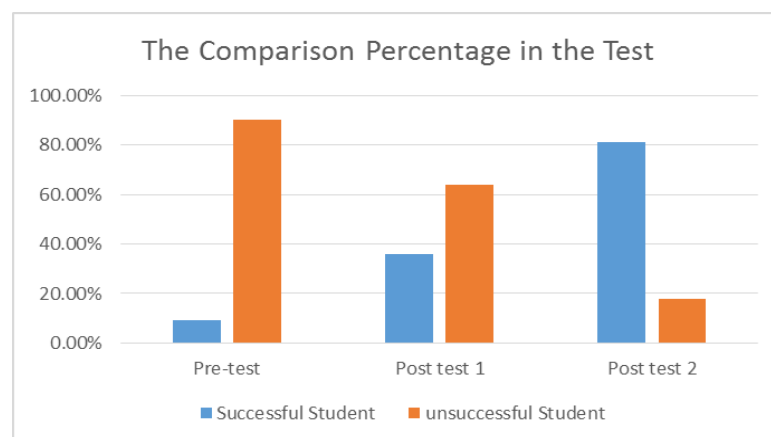


According to the findings of post-test 2, the average score obtained by the class in the writing assessment was 79.7. Out of the total number of students, 27 achieved the Minimum Mastery Criterion (KKM) of 70 in that test. The mean percentage of successful students in this post-test 2 is 81%. The criterion for success has been achieved as per the requirement that a minimum of 70% of students must attain a score above the Minimum Mastery Criterion (KKM). Thus, the decision was made by the researcher, collaborative teacher, and lecturer to discontinue the Classroom Action Research (CAR) due to its successful completion.

Based on the evaluation of the researcher as the teacher, collaborative teacher, and lecturer, it can be inferred that the implementation of Classroom Action Research to enhance the writing skills of students through Project Based Learning was consistent with the pre-established plan between the writer and the teacher. In this instance, each action was meticulously planned to optimize the execution of writing tasks.

The students' improvement in the writing skill from the preliminary study to the second cycle was recapped in Figure below:

Figure 06. The Comparison Percentage in the writing Test



The preliminary study revealed that the average score obtained by students on a writing test before conducting Classroom Action Research (CAR) was 59.65. The information above pertains to students' writing skills before they engage with Project Based Learning (PBL). In the intervening time, the proportion of students who have met the Minimum Mastery Criterion (KKM) stands at 9.09%. The data indicates that only three students achieved the Minimum Mastery Criterion (KKM) of 70%, while 30 students still need to catch up to the target. Additionally, the average score obtained in the second assessment of the first cycle is 69.31. In the period between tests, the percentage of students who achieved the Mastery Criterion (KKM) in post-test 1 was 36%. The data indicates that 12 students fulfilled the Mastery Criterion-Kriteria Ketuntasan Minimal (KKM), while 21 students have yet to attain a score that meets this standard.

Nevertheless, further enhancements are required as the success criterion for Classroom Action Research (CAR) necessitates achieving a minimum of 70% of the class percentage. Hence, the author and the educator proceed to the subsequent phase. Subsequently, the average score obtained in the second cycle's post-test is 79.73. The data indicates a significant rise in the students' improvement score, specifically a 4.42 point increase (from 69.31 to 79.73), as observed in post-test 1. This translates to a 36% improvement in score percentage from the preliminary study. In the interim, the proportion of students who have met the Mastery Criterion, also known as the Kriteria Ketuntasan Minimal (KKM), stands at 81%. The data indicates that 27 students have achieved the Mastery Criterion-Kriteria Ketuntasan Minimal (KKM), while 6 students still need to catch up to the mentioned criterion. The data indicate an increase in class percentage from the preliminary study (9.09%) or post-test 1 (36%) to 81%.

The second cycle's post-test has successfully achieved the Classroom Action Research (CAR) objective, with over 70% of students meeting the Mastery Criterion (KKM). It can be posited that the Classroom Action Research (CAR) is deemed successful upon completion of the research cycle.

The learning process of writing proficiency resulted in a favorable result. The researcher observed alterations in the academic achievements of the students. The table above illustrates the utilization of Project-based learning (PJBL) in enhancing the teaching and learning process of writing.

Table 03. The table of contents of the enhancement in the process of learning.

No	Types of enhancement.	Before the beginning of taking part in Action Research.	After the beginning of taking part in Action Research.
1.	The score of students writing.	The first phase (pre-test) resulted in a mean score of 59.65, with a Mastery Criterion attainment rate of 9.09%.	The average score obtained in the first post-test was 69.31, while in the second post-test, it was 79.73. The proportion of students who attained the minimum mastery level (KKM) in the first post-test was 36%, while it increased to 81% in the second post-test. The findings indicate that the interventions implemented during the study have proven to be efficacious.
2.	The student's capacity for writing narrative texts	<ol style="list-style-type: none"> 1) The students are experiencing difficulties in generating ideas, utilising language features, exhibiting a limited vocabulary, and composing a coherent generic structure. 2) The students had poor writing skills. 	<ol style="list-style-type: none"> 1) The student could locate the idea using the outline for choosing the free genre or type of narrative text, comprehending the language feature used in narrative texts, applying generic structures

No	Types of enhancement.	Before the beginning of taking part in Action Research.	After the beginning of taking part in Action Research.
			<p>accurately, and increasing their vocabulary.</p> <p>2) Students' writing skills were increased.</p>
3.	The classroom's environment	<p>1) The students could have had a more enjoyable time in class.</p> <p>2) The students required proper writing skills.</p> <p>3) The students were not interested in collaboration, technological creativity, critical thinking, or the communication of their ideas.</p> <p>4) The class must become more teacher-focused and uninterested.</p> <p>5) (The classroom environment could have been more attentive and controlled.</p>	<p>1) Students could find the teaching-learning process enjoyable.</p> <p>2) Students are better able to compose narrative texts accurately.</p> <p>3) The student collaborates by using Canva to design their writing creatively, elaborating their outline with more critical thought, and delivering a presentation to enhance their communication skills.</p> <p>4) The students were more engaged, and the class was more active.</p> <p>5) As a result of the adoption of student-</p>

No	Types of enhancement.	Before the beginning of taking part in Action Research.	After the beginning of taking part in Action Research.
			centered learning, the chance of success for the learner increases.

According to the table above, the researcher discovered that project-based learning could enhance student writing skills and the teaching-learning process. As per certain scholars, project-based learning is a learning model that facilitates active student engagement in the classroom through collaborative group projects to enhance English language proficiency. As previously studied by Aprilia Dewi with the title "Improving The Writing Skill of Narrative Text Through Project-Based Learning for Grade VII Students of SMPN 11 Magelang In The Academic Year 2014/2015", the result of the studied was the students' writing skills improved due to the incorporation of Project-Based Learning (PJBL) into the English teaching and learning process. Students' motivation to acquire a language can increase through Project-based learning (A. Dewi, 2015). In addition, it gave them feedback. Students could better comprehend the lesson due to the numerous activities utilized in Project-Based Learning (PJBL). The group work conducted during the implementation of Project-Based Learning (PJBL) had a positive effect on student participation and engagement. Project-Based Learning (PJBL) is an activity within the teaching and learning method that encourages student engagement and innovation. Therefore, the learning process will require the student's active participation, particularly in writing activities.

Based on the previously mentioned results, the researcher has concluded that Project-based learning is a viable approach for imparting English writing skills in the classroom. The individual expresses a sense of curiosity regarding the potential implementation of Project-Based Learning (PJBL) to instruct tenth-grade students in composing narrative texts within the Culinary 4 program at SMKN 8 Surabaya. The utilization of the Project-Based Learning (PJBL) approach presents new possibilities for teachers to teach writing skills. Significantly, this approach has not been integrated into teaching narrative text at the tenth-grade Culinary 4 of SMKN 8 Surabaya.

4. CONCLUSION

Implementing Project-Based Learning (PJBL) in Culinary 4 at SMKN 8 Surabaya in the academic year 2022/2023 has led to the conclusion that Project-Based Learning (PJBL) can help students write narrative texts more effectively. This fact can be used to demonstrate it. First, the improvement was evident in the rise in the mean writing score of the students, which went from 59.65 or 9.09% of the class percentages passing the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the preliminary study to 69.31 or 36% of the class percentages passing the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the first cycle to 79.73 or 36% of the class percentage Second, from the observation of the learning process, it was demonstrated that the classroom environment during the teaching and learning process fosters a positive learning environment and encourages students to be creative in coming up with ideas, creating narrative text accurately using Canva technology, and improving The four components of 21st-century skills are communication, collaboration, creativity, and critical thinking. Project-Based Learning (PJBL), an alternative learning model, might be used to teach writing.

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