

Effects of Project Based Learning Model Assisted by Picture Media on Advertising Text Writing Skills

Vera Ironita Christiani Sihombing^{✉1}, Prana Dwija Iswara²

^{1,2} Primary Education Study Program, School of Postgraduate Studies, Indonesia University of Education, Indonesia

✉ veraicsihombing@gmail.com¹

Abstract. In the 2013 curriculum implementation module, it is explained that Project Based Learning is a learning model that uses projects/activities as the core of learning. Students explore, judgments, interpretations, synthesis, and information to produce various learning form. This research was conducted to determine the effectiveness of Project Based Learning with the help of picture media on the skills of writing ad text. The scope of this research is writing ad text skills with the help of picture media. This study uses a quantitative approach with a pre-experimental method, one group pre-test post-test design. The population of this study was elementary school students of class V. The sample was determined by simple random sampling technique. The process of collecting data by assigning students to write ad text. The data analysis technique used is the Wilcoxon test. The results of the data analysis showed that there were differences in the writing skills of fifth grade elementary school students using picture media and without using picture media. Then it can be proven that picture media has a higher effect than conventional methods on the ability to write advertising text

Keywords: Project-Based Learning, Picture Media, Text writing skill

How to Cite: Sihombing, V.I.C & Iswara, P.D (2022). Effects of Project Based Learning Model Assisted by Picture Media on Advertising Text Writing Skills. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 874-882.

INTRODUCTION ~ Language learning is one of the processes for building and developing Indonesian as directed. Language must be properly controlled so that communication can run smoothly. Language mastery is important because of the skills that are needed anytime and anywhere, especially in the 21st century (Widyastuti & Andika, 2021). In language learning, students are directed to have good communication skills, both orally and in writing. In Indonesian learning in elementary school, there are four aspects of skills that must be mastered by students. Language skills include listening skills, speaking skills, reading skills, and language writing skills.

Based on these four language skills, writing is the last form of language skills to be mastered by students. It is also in line with the Ministry of Education and

Culture (Kemendikbud) implementing a new curriculum for Indonesian subjects. In the 2013 curriculum, learning Indonesian used as a means to develop reasoning skills and skills. Indonesian learning in the 2013 Curriculum is oriented to text-based learning. Text is related to context. The text can be understood by studying it in relation to context. With reference to SFL theory, text is defined as a functional linguistic unit in context. In other words, text is a unit of language that performs its job in context. Text can be sounds, words, groups or phrases, clauses, complex clauses or sentences, paragraphs, or books (Saragih, 2016). According to (Agustina, 2017) the text in language learning is actually nothing new. It has become part of the integrated language learning component. Language will not be separated from context and text. This text-based learning,

students are required to be able to express themselves through writing (Ratnasari, 2020).

According to (Balci, 2013) writing is a skill that can be acquired through a planned teaching process. The planning of the teaching process consists of various stages such as writing preparation, drafting, paraphrasing, correction, and sharing. Writing is very important when it comes to helping a person express himself easily in language skills. Writing is the process of turning thoughts into meaningful forms of writing. But writing is not like turning both palms. Writing must go through a process or stage (Apriyani & Sanulita, n.d.). According to (Ratnasari, 2020) writing is one of the results of students in the learning process, and this skill falls into the psychomotor realm. Writing is a productive and expressive activity. In this activity, the author must be skilled in utilizing graphology, language structure, and vocabulary. According to (Mulyati, 2017) writing is a form of communication that is actualized through writing in the form of graphic language emblems. By writing one can visualize and express what is seen, what is heard what is felt and what is thought. The ability to write is an important part of communication (Ma'azi & Janfeshan, 2018).

Writing advertising text is one of the first semester teaching materials of class V elementary school in the 2013 curriculum contained in KD 4.4, namely "Re-demonstrating information conveyed by advertising exposure from print or electronic media with oral, written, and visual assistance". Advertising is information whose purpose is to encourage, convey something, persuade

or influence the public or many people to be interested in the goods / services offered. Advertising is an announcement that contains product information and is distributed to the public and promotes something to the reader. Advertising aims to: (1) Inform the public about a product, (2) Influence the public about a product, (3) Advise someone to buy an advertised product, provide information about (4) the product, and (5) Attract a large audience. The reality in the field shows that in ad text writing skills, students still have a lot of difficulties. According to (Mulyati, 2017) learning difficulties in writing can result in writing learning outcomes not in accordance with the goals and results you want to achieve.

Research conducted by (Dokainubun, 2015) revealed that the difficulty of learners in writing advertising text is seen from several problems including, students have difficulty pouring ideas in the form of writing. This is characterized by the development of broad frameworks, sentences used have not been effective and often occurs repetition of sentences, resulting in sentences that have not been integrated, the resulting frameworks produced by students have not been well organized, vocabulary that has not been rich resulting from lack of reading and the use of spelling that is not yet appropriate. In addition, there are still many students who ignore the use of punctuation such as dots, commas and capital letters, and most students are lazy to write. This is also evident from the results of observations and interviews conducted by researchers to the teacher of Indonesian SDS Ananda Bagan Batu. First, there are many errors in the use of capital letters and non-standard words. Second, the sentences used contain less elements

of invitation to the reader, Third, between one sentence and another there is no relationship of meaning. Fourth, students do not yet understand the purpose and purpose of ad writing.

Given these problems, there needs to be solutions and improvements to increase the spirit of students in writing. The effort is done using the right learning model. That is, a learning model that can bring students in an effort to improve writing skills (Baidowi et al., 2015). The learning model refers to the learning approach to be used, including teaching objectives, stages in learning activities, learning environments, and classroom management (Afandi et al., n.d.). Choosing the right learning model is very important so that learning goals can be achieved. Although the learning objectives are well formulated, the selected material is appropriate, if the learning model used is inadequate it may be the expected goal not achieved properly (Alpiansari, 2020).

The learning model that is recommended to be used in the 2013 curriculum is a student-oriented learning model (student centered), one of which is the Project Based Learning learning model. In the 2013 curriculum implementation module it is explained that project based learning is a learning model that uses projects / activities as the core of learning. Learners undertake exploration, assessment, interpretation, synthetic, and information to produce various forms of learning. Project-based learning model or Project Based Learning mentioned by the Minister of Education is one of the learning models that make students active and independent in learning. A project-based learning model is a learning model that can be used to apply

knowledge you already have, practice a variety of thinking skills, attitudes, and concrete skills. While on complex problems, learning is needed through investigation, collaboration and experimentation in making a project, and integrating various subjects (materials) in learning. By applying a project-based learning model is expected to train independence, collaboration and experimentation in students or learners.

According to (Afriana, 2015) project based learning is a student-centered learning model to build and apply the concepts of the resulting project by exploring and solving real-world problems independently. The PjBL stage was developed by two experts, The George Lucas Education Foundation and Dopplet. Project based learning syntax (Kemdikbud, 2014) is: Phase 1: Determination of fundamental questions (start with essential question). Learning begins with an essential question, which is a question that can assign students in doing an activity. Questions are structured by taking topics that correspond to real-world realities and begin with an in-depth investigation. The questions that are prepared should not be easy to answer and can lead students to create a project. Such questions are generally divergent, provocative, challenging, require high-level thinking skills, and are related to student life. Teachers strive to make the topics raised relevant to the students. Phase 2: Planning a project (project design). Planning is done collaboratively between teachers and students. Thus students are expected to feel "possessed" over the project. Planning contains about the rules of the game, the selection of activities that can support in answering important

questions, by integrating various possible materials, as well as knowing the tools and materials that can be accessed to help the completion of the project. Phase 3: Create a schedule. Teachers and students collaboratively draw up a schedule of activities in completing projects. Activities at this stage include: creating a schedule to complete the project, (2) determining the final time of project completion, (3) bringing students to plan a new way, (4) guiding students when they make ways that are not related to the project, and (5) asking students to make explanations (reasons) about how to choose time. The agreed schedule must be mutually agreed so that teachers can monitor the progress of learning and project work outside the classroom. Phase 4: Monitoring students and project progress. The teacher is responsible for monitoring the student's activities during the completion of the project. Monitoring is done by facilitating students in each process. In other words, the teacher acts as a mentor for student activities. In order to facilitate the monitoring process, a rubric is created that can record all important activities. Phase 5: Assessment of outcomes. Assessment is carried out to assist teachers in measuring the achievement of competency standards, play a role in evaluating each student's progress, provide feedback on the level of understanding that students have achieved, assist teachers in devising the next learning strategy. Phase 6: Evaluation of 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 process of reflection is carried out both individually and in groups. At this stage students are asked to express their feelings and experiences during the

completion of the project. Teachers and students develop discussions in order to improve performance during the learning process, so that a new inquiry is finally found to answer the problems posed in the first stage of learning.

In addition to applying the right learning model, teachers also need learning media that can help students understand in absorbing the subject matter. Students will better understand and understand if the teacher in learning uses concrete objects / animations resembling the actual atmosphere (Arianti, 2018). Project based learning in the classroom can be optimized using the help of learning media. Learning media can motivate learners to learn and greatly help the effectiveness of the learning process (Suranti et al., 2017). On this occasion, researchers tried to apply a project based learning model aided by image media.

Project based learning models and image media are proven to improve writing skills based on research that has been done by (Wulandari & Asri, 2020) in his research using based learning models to improve text writing skills procedures. From the results of his research, it was concluded that the use of project based learning models makes students more enthusiastic and active in following learning. Other research is (Putri et al., 2018) This learning model makes students as a learning center so that students are able to be active and solve a problem that has been given by the teacher. The help of image media causes students to be interested and enthusiastic to follow the learning process.

The purpose of this study was to find out the significant difference in the results of

ad text writing skills between groups of students who were taught with project based learning models assisted by image media and groups of students who did not use project based learning models assisted by image media in grade V elementary school students.

METHOD

This type of research is quantitative research. Quantitative research is a study

whose data is processed in the form of numbers, while the data is the score of the results of the ad writing skills test of grade V elementary school students. The method used is the method of pre-experimentation with research design is one-group pretest-posttest design. In this design, pretest (initial test) is given first, then treated, and lastly given posttest (final test) as in the following image:

Figure 1 One-Group Pretest-Posttest Research Model

The One-Group Pretest-Posttest Design		
<i>O</i>	<i>X</i>	<i>O</i>
Pretest	Treatment	Posttest

In One-Group Pretest-Posttest Design bound variables are measured as one group before (pretest) and after (posttest) a treatment is given. After a treatment was given to the group, the values before and after the treatment were compared. The advantage of this experiment is that we can compare the value before and after treatment to the same participants using the same measuring instrument (Fraenkel et al., 2012). This design aims to find out the improvement of ad text writing skills of grade V elementary school students after the implementation of the project based learning model.

In this study involved students of class V SDS Ananda Bagan Batu as many as 15 students who were taken random sampling. This study has two variables. The first variable (X1) is the ad writing skills of class V students before using the project based learning model assisted by image media. The second variable (X2) is the ad writing skills of class V students

after using a project based learning model aided by image media.

The score obtained from the results of the assessment of writing ads through the assessment sheet of writing ads refers to the following indicators, namely: (1) The language written is simple, creative, neat and easy to understand, (2) Advertising is accompanied by many interesting images, (3) It is positive and inviting, (4) The content of the ad is easy to understand, (5) There is a good uniqueness and appeal. The instrument used in the study was a show test, which is advertising writing skills. The data in this study was the score of the results of the class V ad text writing skills test obtained through pretest and posttest results in the form of ad writing exercises given to students. The data analysis technique used is the Wilcoxon test. The wilcoxon signed test is a nonparametric test used to break the difference between two groups of ordinal paired data or intervals but the data is distributed abnormally. This test is also known as the match pair test. The data

analysis process is done through the help of the SPSS 22.0 for Windows program.

Based on the results of the pretest analysis of advertising test writing skills without using project based learning methods assisted by image media in class V obtained values in the following table:

RESULTS

Table 1 Percentage of Students' Writing Ability

No	Observed indicators of student activity	Pretest	Posttest	Average
1	Written language is simple, creative, neat and easy to understand	71.66 %	95.00 %	83.33 %
2	Many ads are accompanied by interesting images.	85.00 %	100.00 %	92.50 %
3	Positive and inviting	70.00 %	90.00 %	80.00 %
4	The content of the ad is easy to understand	70.00 %	80.00 %	75.00 %
5	There is a good uniqueness and appeal.	63.33 %	78.33 %	70.83 %
Rata-rata		72.00 %	88.67 %	80.33 %

In this study, the normality test was conducted as a prerequisite test to find out the ability of purpose in this study.

Here are the normality test results in this study:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Before	.222	15	.045	.875	15	.040
After	.229	15	.034	.910	15	.136

Lilliefors Significance Correction

H₀ rejection criteria

H₀ is accepted if the sig value of both classes is > 0.05. Based on the table above, the value of sig = 0.040 < 0.05 and 0.136 > 0.05 because one of them < 0.05 then H₀ is rejected, meaning that the data is not normally distributed.

Because the data distribution is not normal, the researchers used the Wilcoxon test.

Test Hypothesis

H₀= There is no effect of image-assisted project based learning media model on

the ability to write advertisements for fifth grade elementary school students

H_0 = There is an effect of project based learning model assisted by image media on the ability to write advertisements for fifth grade elementary school students

Ranks

		N	Mean Rank	Sum of Ranks
After - Before	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	15 ^b	8.00	120.00
	Ties	0 ^c		
	Total	15		

- a. After < Before
- b. After > Before
- c. After = Before

Test Statistics^a

	After - Before
Z	-3.437 ^b
Asymp. Sig. (2-tailed)	.001

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Criterion H_0 is accepted if the value of sig > 0.05, based on the table above the value of sig = 0.01 < 0.05 then H_0 is rejected, This means that there is an influence of project based learning models assisted by image media on the ability to write ads of grade V elementary students.

DISCUSSION

Based on the percentage table of student ad text writing skills above can be seen in the pretest, students are able to use language written simple, creative, neat and easy to understand which is 71.66%, after being given treatment and posttest results increased by 95%. In this case, students are already good at understanding writing in a language that is simple, creative, neat and easy to understand. In the second indicator, there are many ads accompanied by interesting

images on the pretest which is 85%, on the posttest 100%. Some students are already able to create ads accompanied by interesting images. The third indicator is, ads are positive and solicitation, in pretest which is 70% in posttest rose to 90%. The fourth indicator is the content of the ad is easy to understand, in the pretest the percentage of this fourth indicator is 70% while the posttest increases to 80%. In the fifth indicator, there is a good uniqueness and appeal, in pretest the percentage reached 63.33% and in posttest increased to 88.67%. In general, of the five stage results of advertising activities, students experience improvements before using the media-assisted project based learning model and after using the media-assisted project based learning model. Based on

the results of the study, the completion rate of student ad writing skills on pre-tests averaged 72%, and post-tests averaged 88.67%. Based on the Wilcoxon test there is an influence of project based learning model assisted image media on the ability to write ads of grade V elementary students. This proves that the use of project based learning models assisted by image media to the teaching skills of ad text of grade V elementary school students is influential and increases student learning outcomes.

CONCLUSION

The results showed that there was an increase or influence of ad text writing skills after the learning process by applying a project based learning model assisted by image media. Based on the results of pretest advertising test writing skills without using project based learning methods assisted by image media in class V obtained an average score of 72%. After using the project based learning method assisted image media obtained the results of writing text ad skills average value of 88.67%. Based on the results of the Wilcoxon test that there is a significant influence in writing advertisements for grade V elementary students using a project based learning model based on image media.

REFERENCES

- Afandi, M., Pd, S., Pd, M., Chamalah, E., Pd, S., Pd, M., Wardani, O. P., Pd, S., & Pd, M. (n.d.). *MODEL DAN METODE PEMBELAJARAN DI SEKOLAH*. 154.
- Afriana, J. (2015). *PROJECT-BASED LEARNING (PjBL)*. <https://doi.org/10.13140/RG.2.1.3338.2486>
- Agustina, E. S. (2017). *Pembelajaran Bahasa Indonesia Berbasis Teks: Representasi Kurikulum 2013*. 18(1), 16.
- Alpiansari, S. (2020). *MODEL PEMBELAJARAN BERBASIS PROJECT BASED LEARNING (PBL) DALAM PEMBELAJARAN SEJARAH* [Preprint]. EdArXiv. <https://doi.org/10.35542/osf.io/yzbvq>
- Apriyani, I., & Sanulita, H. (n.d.). *PENINGKATAN KETERAMPILAN MENULIS TEKS NARASI MENGGUNAKAN METODE PEMODELAN DAN KOOPERATIF TIPE STAD PADA SISWA KELAS VII F*. 15.
- Arianti, S. (2018). Pengaruh Model Project Based Learning Berbantuan Media Animasi terhadap Kompetensi Pengetahuan IPS. *Jurnal Penelitian dan Pengembangan Pendidikan*, 2(1). <https://doi.org/10.23887/jppp.v2i1.15335>
- Baidowi, A., Sumarmi, S., & Amirudin, A. (2015). Pengaruh Model Pembelajaran Berbasis Proyek terhadap Kemampuan Menulis Karya Ilmiah Geografi Siswa SMA. *Jurnal Pendidikan Geografi*, 20(1), 48-58. <https://doi.org/10.17977/um017v20i12015p048>
- Balci, A. (2013). A Study on Correlation between Self-efficacy Perceptions and Writing Skills of Students with Turkish Ancestry and Foreign Students. *The*

- Anthropologist*, 16(3), 539–549.
<https://doi.org/10.1080/09720073.2013.11891380>
- Dokainubun, R. A. W. (2015). *PENINGKATAN KEMAMPUAN MENULIS IKLAN MELALUI PENDEKATAN QUANTUM LEARNING PADA SISWA KELAS V SDN MENTENG ATAS 06 PAGI SETIABUDI JAKARTA SELATAN*.
<https://doi.org/10.30870/unik.v2i1.3549>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed). McGraw-Hill Humanities/Social Sciences/Languages.
- Kemdikbud. (2014). *Materi pelatihan guru implementasi kurikulum 2013 tahun ajaran 2014/2015: Mata pelajaran IPA SMP/MTs*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Ma'azi, H., & Janfeshan, K. (2018). The effect of Edmodo social learning network on Iranian EFL learners writing skill. *Cogent Education*, 5(1), 1536312.
<https://doi.org/10.1080/2331186X.2018.1536312>
- Mulyati, L. (2017). MENGATASI KESULITAN BELAJAR MENULIS (DISGRAFIA) MELALUI METODE BINGKAI BAGI ANAK TUNA GRAHITA KELAS II SDLB DI SKh.MADINA SERANG. *UNIK (Jurnal Ilmiah Pendidikan Luar Biasa)*, 2(1).
- Putri, A. A. A., Swatra, I. W., & Tegeh, I. M. (2018). *PENGARUH MODEL PEMBELAJARAN PBL BERBANTUAN MEDIA GAMBAR TERHADAP HASIL BELAJAR IPA SISWA KELAS III SD*. 23(1), 12.
- Ratnasari, L. (2020). *PENTINGNYA KETERAMPILAN MENULIS DALAM KURIKULUM 2013 PADA PEMBELAJARAN BAHASA INDONESIA DI SEKOLAH* [Preprint]. INA-Rxiv.
<https://doi.org/10.31227/osf.io/zpyhv>
- Saragih, A. (2016). *PEMBELAJARAN BAHASA BERBASIS TEKS DALAM KURIKULUM 2013*. 14(2), 18.
- Widyastuti, W. T., & Andika, Y. (2021). *PENGARUH PROJECT-BASED LEARNING TERHADAP KETERAMPILAN BERPIKIR KRITIS DAN KEAKTIFAN MAHASISWA DALAM PEMBELAJARAN MENULIS BAHASA PRANCIS*. 10.
- Wulandari, E., & Asri, Y. (2020). *PENGARUH MODEL PROJECT BASED LEARNING BERBANTUAN MEDIA GAMBAR BERSERI TERHADAP KETERAMPILAN MENULIS TEKS PROSEDUR SISWA KELAS VII SMP NEGERI 20 PADANG*. *Pendidikan Bahasa Indonesia*, 9(1), 59.
<https://doi.org/10.24036/108264-019883>