

The Implementation of a Project Based Learning Model Supported by Audiovisual Media to Improve News Writing Skills

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ABSTRACT

Objective: This study aims to describe the implementation of the Project Based Learning (PjBL) model, supported by audiovisual media, in teaching news writing, as well as to improve the writing skills of seventh-grade students at SMP Negeri 2 Singgahan. **Method:** This study employed a Classroom Action Research (CAR) approach conducted over three cycles, with the researcher serving as both the implementer of the actions and the observer. Each cycle consists of four stages: planning, implementation, observation, and reflection. Data collection techniques include both test and non-test methods (observation, interviews, and documentation). Data analysis was conducted using both quantitative and qualitative descriptive methods, with validity ensured through triangulation of sources and time. **Results:** The study showed an improvement in students' news writing skills. In the pre-intervention phase, the average score was 46, with a classical achievement rate of 16%. In Cycle I, the average score increased to 62, with a classical achievement rate of 42%, and in Cycle II, it further increased to an average of 80, with a classical achievement rate of 80%. **Novelty:** This study offers an alternative approach to implementing a Project-Based Learning model supported by audiovisual media in teaching news writing at the junior high school level, which can gradually improve student engagement and learning outcomes.

INTRODUCTION

Writing skills are an essential academic ability because they require the systematic development of ideas to ensure they are easily understood and are related to the ability to communicate ideas in a structured manner [1], [2], [3]. Writing is also the process of conveying ideas in writing using appropriate language [4]. These skills can be classified into several types based on their function and method of presentation.

Writing skills can be categorized into several types based on their purpose and presentation. Dewi classifies them into description, narration, exposition, argumentation, and persuasion [5]. Description portrays an object in detail, narration presents events in a sequential manner, while argumentation and persuasion aim to convince the reader with logical reasoning [6], [7], [8]. Exposition, on the other hand, serves to convey information objectively and systematically, including in the form of news texts [9].

News articles are factual texts that convey current and relevant information based on data and writing conventions [10]. In Indonesian language learning, writing news texts is a productive skill that requires the ability to present events in an informative manner, one of which is through the 3M technique [11]. Additionally, news texts must contain valuable information that can be disseminated through various media [12].

News articles typically follow an inverted pyramid structure, which places the most important information at the beginning so that the essence of the event is quickly

understood [13]. This structure consists of a lead, a body, and a conclusion, and may include a dateline to specify the time and location of the event [14]. Each section is interconnected to form complete and coherent information, thereby supporting the systematic delivery of information [15].

In news writing, there is an important element known as the 5W+1H: what, where, when, who, why, and how [16]. These elements serve to provide comprehensive information so that events are fully depicted and result in clear and informative texts [17], [18]. Their application requires a systematic structure to ensure they are easily understood by readers.

Grammatical rules also play a crucial role in ensuring clarity of information. The use of standard vocabulary, direct and indirect speech, conjunctions, and punctuation aids in conveying information in a coherent manner [19], [20]. Errors in their use can lead to ambiguity [21]. Therefore, understanding linguistic rules is essential for students to be able to write news texts clearly and effectively, and this needs to be further explored through interviews in the learning process.

Based on the initial assessment, the average news writing skill of seventh-grade students remains below the Learning Objective Achievement Criteria (LOAC) (61–80), at 45. This indicates that the majority of students have not yet achieved learning mastery. The main difficulties lie in understanding the structure of news texts, the 5W+1H elements, and linguistic conventions. Furthermore, conventional teaching methods with limited use of media result in students being less active and struggling to develop ideas. This situation leads to low learning outcomes, necessitating a model that more actively engages students, such as Project-Based Learning (PjBL).

Project Based Learning (PjBL) is an approach that actively engages students through projects based on real-world problems, thereby making learning more meaningful [22]. This model also enhances conceptual understanding through product creation and fosters active participation and critical thinking [23], [24]. To achieve these benefits, PjBL is implemented through systematic stages. To achieve these benefits, PjBL is implemented through appropriate stages.

Project Based Learning (PjBL) is a systematic learning approach that guides students through project-based activities [25]. The stages include determining the central question, designing the project, creating a schedule, monitoring, assessing outcomes, and evaluating, carried out sequentially from planning to evaluation to ensure focused and meaningful learning [20], [24].

Project Based Learning (PjBL) offers advantages in enhancing the quality of learning, such as student motivation, problem-solving skills, and collaboration [26]. Furthermore, PjBL fosters creativity and increases student engagement and the appropriate use of learning media [27], [28]. These advantages are further supported by findings from various previous studies.

Previous research has shown that various instructional models and media are effective in improving students' skills. Tarigan demonstrated improvements in news writing through PBL, while Priastari and Devi and Gobel et al. demonstrated

improvements in writing skills through the implementation of media-assisted PjBL. Furthermore, Ansar and Rahmah and Rakhmanda and Pranoto emphasize that the use of media-supported PjBL can improve student learning outcomes, creativity, and collaboration. Thus, the selection of appropriate learning models and media contributes to improving the quality of learning [29], [30], [31].

However, research specifically examining the application of the Project-Based Learning model supported by audiovisual media in teaching news writing at the junior high school level remains limited. Most previous studies have focused on other text types or employed different instructional models. Consequently, there is a research gap characterized by the scarcity of studies integrating Project-Based Learning with audiovisual media in news writing instruction at the junior high school level. Therefore, this study was conducted to examine its application in enhancing students' news writing skills with the support of audiovisual media.

Audiovisual media is a medium that combines sound and images so that information is easier to understand through hearing and sight [32]. This medium enhances understanding because it presents information simultaneously and is more engaging for students [33], [34].

Audiovisual media has the advantage of enhancing learning effectiveness because the material is presented more clearly and engagingly [35]. This medium engages more senses, provides a realistic learning experience, and can be reused [36], as well as helping to explain abstract concepts in a realistic manner [37].

The research questions in this study are: (1) how is the Project-Based Learning model supported by audiovisual media applied in teaching news writing to seventh-grade students in Class VII B at SMP Negeri 2 Singgahan, and (2) how does students' news writing ability improve after the model is implemented. The objectives of this study are to describe the implementation of the Project-Based Learning model supported by audiovisual media and to improve students' news writing skills.

RESEARCH METHOD

This study employed a Classroom Action Research (CAR) approach, which involves direct intervention in the learning process with the researcher acting as an observer [38]. The research subjects were 19 seventh-grade students at SMP Negeri 2 Singgahan. The CAR was conducted in cycles comprising planning, implementation, observation, and reflection, beginning with a pre-intervention phase and continuing through subsequent cycles until the desired outcomes were achieved [39].

The research data consisted of students' news text writing skills scores (structure, news elements, and linguistic rules) before and after the implementation of PjBL supported by audiovisual media. The data were obtained from writing tests administered to seventh-grade students at SMP Negeri 2 Singgahan and supported by non test data through observation, interviews, and documentation. The test results were analyzed using specific formulas.

$$\text{Score} = \frac{\text{Points Earned}}{\text{Total Points}} \times 100\%$$

The data analysis techniques used in this study include quantitative and qualitative analysis. Quantitative analysis was used to process news text writing scores using descriptive statistics, such as the mean, maximum and minimum scores, and the percentage of mastery. Individual achievement refers to the Learning Objective Attainment Criteria (KKTP) (61–80) as an individual indicator, while class achievement is attained if $\geq 76\%$ of students meet the criteria [40]. The results of this analysis are used to assess the effectiveness of implementing PjBL supported by audiovisual media, using the following formula for the percentage of class-level achievement

$$\text{Classical completion rate} = \frac{\text{Total number of students who passed}}{\text{Total number of students}} \times 100\%$$

The magnitude of the improvement in learning outcomes was analyzed using N-gain to assess the effectiveness of instructional interventions in each cycle. The N-gain calculation compares the difference between posttest and pretest scores to the maximum possible score, thereby yielding a more objective measure of improvement [41]. The categories of improvement include high ($g \geq 0.7$), moderate ($0.3 \leq g < 0.7$), and low ($g < 0.3$). The following is the formula for N-gain:

$$g = \frac{\text{Spst} - \text{Spre}}{\text{Smaks} - \text{Spre}} \quad g = \text{Score N-gain}$$

Qualitative data were analyzed using the Miles and Huberman model through data reduction, data presentation, and drawing conclusions [42]. Analysis was conducted at the end of each cycle to serve as a basis for reflection and improvement of the learning process. Data validity was tested using source and temporal triangulation to compare data from students, teachers, and documents and to observe the development of learning outcomes [43], [44].

RESULTS AND DISCUSSION

Results

The implementation of Project-Based Learning (PjBL) supported by audiovisual media aims to describe and gradually improve students' news writing skills. This improvement can be seen in students' learning outcomes in each cycle, which show an increase in both average scores and the rate of mastery. In practice, this learning process is carried out in six stages: determining the fundamental question, designing the project, creating a schedule, monitoring, assessing results, and evaluating.

During the pre-intervention phase, the researcher conducted interviews with subject teachers to determine the students' initial conditions and difficulties in writing news articles. Afterward, the researcher administered a pre-test to the students in the form of a news article writing assignment. This activity aimed to identify existing learning problems while measuring students' initial proficiency in writing news articles.

The results of this stage were then used as a basis for designing appropriate interventions to improve students' writing skills in the subsequent stage.

Based on the pre-intervention test results, the news writing proficiency of seventh-grade students at SMP Negeri 2 Singgahan was still predominantly in the "nearly achieving learning objectives" category. The test scores were as follows:

Table 1. Scores for Writing Skills in Pre-Action News Articles

No	Category	Description	Absolute Frequency	Relative Frequency (%)
1	81-100	Has achieved the learning objectives and needs more challenges	0	0%
2	61-80	Has achieved the learning objektives	3	16%
3	41-60	Almost achieved learning objektives	12	63%
4	21-40	Have not yet achieved learning objektives	4	21%
5	0-20	Have not yet achieved	0	0%
	Total		19	100%

The data indicate that the majority of students have not yet met the learning achievement criteria. Therefore, the results of this pre-intervention serve as the basis for planning interventions in Cycle I and subsequent cycles, as well as a benchmark for assessing improvements in student learning outcomes. Through this comparison, the researcher can evaluate and refine the interventions to optimize the learning process.

In Cycle I, the researcher and the teacher developed an action plan implemented over four sessions with six main stages. Observations were made of student activities, the implementation of instruction, and the written news articles as assessment data. The results were analyzed during the reflection stage to identify challenges and improvements for Cycle II.

In Cycle II, the same stages were implemented with improvements based on reflections from Cycle I, particularly regarding the enhancement of Project-Based Learning (PjBL) supported by audiovisual media. Observations and data collection continued, and reflections were used to evaluate the progress and effectiveness of the interventions. Improvements in students' news writing skills occurred following the implementation of Project-Based Learning (PjBL) supported by audiovisual media.

This is evident from the increase in scores in each cycle. In the pre-intervention phase, students had an average score of 46, with the lowest score being 33 and the highest 67. The classical completion rate was 16%. In Cycle I, student scores improved; the average score was 62, with a lowest score of 44 and a highest score of 89, and the classical completion rate was 42%. In Cycle II, student scores improved; the average score was 80,

with a lowest score of 56 and a highest score of 100. The classical completion rate was 80%. These data are presented in detail in Table 2.

Table 2. Comparison of Writing Skills Scores by Cycle

No	Activity	Lowest Score	Highest Score	Average	Completed	Not Completed
1	Pratindakan	33	67	46	3	16
2	Siklus I	44	89	62	8	11
3	Siklus II	56	100	80	15	4

As shown in the table above, the number of students who met the learning standards also increased, from 3 students in the pre-intervention phase to 8 students in Cycle I, and 15 students in Cycle II. These data indicate a significant improvement in student learning outcomes from the pre-intervention phase through Cycle II.

Discussion

Implementation of the Project-Based Learning (PjBL) Model Using Audiovisual Media to Develop News Writing Skills

The implementation of the Project Based Learning (PjBL) model has been shown to improve students' writing skills. This is evident from the results of their news writing assignments, which showed a significant improvement from the pre-intervention phase through Cycle II. Students who initially received low scores in the early stages demonstrated rapid progress and, by Cycle II, achieved the very good category.

Previous research has shown that the Project-Based Learning (PjBL) model is effective in improving students' writing skills. Saldrak, Rindengan, and Rorimpandey found a significant improvement in narrative writing skills through action research, from 21.42% (pre-intervention) to 78.76% (Cycle II). The similarity with this study lies in the use of PjBL and the goal of improving writing skills, while the difference lies in the grade level and text type [45].

Dewi, Hasanudin, and Sutrimah also demonstrated that PjBL can help improve the ability to write biographical texts through case studies, with differences in research methods and subjects compared to this study [46].

Meanwhile, Widiastuti and Nurhidayah demonstrated that PjBL, implemented as a Classroom Action Research (CAR), can gradually improve students' skills in writing explanatory texts. The similarity with this study lies in the use of PjBL and CAR, while the difference lies in the subject and text type. Overall, these studies confirm that PjBL is effective in improving students' writing skills [47], [48], [49], [50], [51], [52].

The results of the above studies indicate the effectiveness of the research conducted, namely the implementation of the Project Based Learning (PjBL) model through six learning stages, which effectively improved the news writing skills of seventh-grade students at SMP Negeri 2 Singgahan. This aligns with previous research,

which similarly demonstrated the effectiveness of PjBL in developing writing skills, despite differences in text type, subject matter, and context of application.

Improving the Project-Based Learning (PjBL) Model Using Audiovisual Media to Enhance News Writing Skills

Improvements in news writing skills include structure (headline, lead, body, and conclusion), the 5W+1H elements, and linguistic conventions such as standard language, direct speech, conjunctions, mental verbs, and time and place adverbs. These improvements were analyzed through the pre-intervention phase, Cycle I, and Cycle II.

News Text Structure

Headline

The criteria for evaluating news headlines assess students' ability to create headlines that are concise, to the point, and relevant to the news content. This ability improved following the implementation of Project-Based Learning (PjBL) supported by audiovisual media. Through the videos "Wiwitan, a harvest-celebration tradition in Tuban" and "6.4-Magnitude Earthquake Shakes Pacitan, East Java," students gained a better understanding that headlines must reflect the essence of the event. Observation results indicate that students are beginning to create more precise and concise headlines, a finding supported by student interviews, namely

"I now know that news headlines don't need to be long; what's important is that they directly explain the main event."

Thus, the use of news video media can help improve students' skills in determining appropriate and informative headlines in news texts.

Lead

The assessment criteria for the lead paragraph evaluate students' ability to compose an opening section that concisely and clearly conveys the core information, particularly the who, where, and when. This ability improved following the use of audiovisual media, as students could directly observe examples of how information is presented at the beginning of news reports through the videos "Wiwitan, a Harvest Celebration Tradition in Tuban" and "6.4 Magnitude Earthquake Strikes Pacitan, East Java." Based on the observation results, students began to be able to write news leads that focused more on the core of the event. This was reinforced by the results of student interviews, in which they stated,

"I now know that the beginning of a news story must immediately explain the main event."

Thus, audiovisual media helps improve students' skills in composing effective news leads.

Body

The news conclusion criterion assesses students' ability to write a news conclusion containing final or additional information. This skill is enhanced through audiovisual media from the videos "Wiwitan, a harvest-celebration tradition in Tuban" and "6.4-Magnitude Earthquake Strikes Pacitan, East Java." Students better understand that news

conclusions include confirmations and final developments, and are able to compose them accurately.

Conclusion

The assessment criteria for the news conclusion assess students' ability to compose a closing section that includes additional information or the final outcome of an event. This skill improves following the use of audiovisual media. Through the videos "Wiwitan, a harvest celebration tradition in Tuban" and "6.4 Magnitude Earthquake Strikes Pacitan, East Java," students understood that the news conclusion contains a summary and the latest developments.

Based on the observation results, students began to be able to compose news conclusions that were clearer and more relevant to the content. Thus, the use of audiovisual media helps improve students' skills in composing news conclusions appropriately.

Elements of News Text

The assessment criteria for news text elements evaluate students' ability to compose news stories that include the 5Ws and 1H. This ability improved following the implementation of PjBL supported by audiovisual media, as students could observe examples of comprehensive information presentation through the videos "Wiwitan, a harvest-celebration tradition in Tuban" and "6.4-Magnitude Earthquake Strikes Pacitan, East Java." Based on observations, students began to apply these elements in their writing. This is supported by interview results:

"I now understand that a news story must be complete – it must include what, where, when, and why."

Thus, audiovisual media helps improve students' skills in composing news texts in a complete and systematic manner.

Linguistic Conventions in News Texts

The assessment criteria for linguistic conventions evaluate students' ability to use language in accordance with the characteristics of news texts, such as standard language, direct speech, conjunctions, and expressions of time and place. This ability improved following the implementation of PjBL supported by audiovisual media through the videos "Wiwitan, a harvest-celebration tradition in Tuban" and "6.4-Magnitude Earthquake Strikes Pacitan, East Java," which demonstrated the use of formal and coherent language. Based on observations, students began to be able to apply these rules in their writing. This was supported by interview results:

"I now know that when writing news, I have to use formal language and include quotes from sources."

Thus, audiovisual media helped improve students' skills in using language conventions appropriately.

CONCLUSION

Fundamental Finding: This study concludes that the implementation of a Project-Based Learning (PjBL) model supported by audiovisual media is effective in improving students' news writing skills. This improvement is evident in the rise in average scores and class-wide achievement in each cycle, with students meeting the achievement criteria by Cycle II. Furthermore, this model helps students better understand news text structure, the 5W+1H elements, and linguistic conventions through active and contextual learning. **Implications:** The audiovisual media-assisted PjBL model can serve as an effective alternative learning approach to improve writing skills, as it fosters student activity, understanding, and engagement in the learning process. **Limitations:** This study is limited by the relatively small number of subjects and the fact that it was conducted over only two cycles; therefore, the research results cannot yet be widely generalized. **Future Research:** Further research is recommended to examine the application of this model with a broader sample, at different educational levels, or with the development of other learning media to obtain more comprehensive results.

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