Collaborative Project Based Learning Model in English Learning

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A R T I C L E   I N F O

A B S T R A K

Dalam penulisan berita terdapat permasalahan keterampilan menulis yang sering dijumpai dalam dunia pendidikan nasional. Model pembelajaran kolaboratif berbasis proyek terbukti bermanfaat untuk belajar bahasa Inggris dan menulis berita. Oleh karena itu penelitian pengembangan ini bertujuan untuk membuat model produk pembelajaran berbasis proyek. Prosedur pengembangan Borg & Gall diikuti dalam proses penelitian ini. Mahasiswa dan instruktur program studi Bahasa Inggris dijadikan sebagai subjek penelitian. Metode pengembangan ini menghasilkan produk model pembelajaran berbasis proyek yang reliabel, usable, dan efisien untuk pembelajaran menulis berita. Untuk mengumpulkan data penelitian ini, kuesioner diberikan kepada dua ahli materi dan dua ahli media. Berikut temuan dari penelitian yang melihat kelayakan pengembangan model pembelajaran produk pembelajaran berbasis proyek pembelajaran menulis berita dengan menggunakan skala Likert dengan rentang skor 1 sampai dengan 5. Hasil validasi ahli materi diperoleh skor 81,54%, menempatkan mereka pada kategori "sangat layak". Hasil validasi ahli media memperoleh skor 78,4% dengan kategori "sesuai". Dapat ditarik kesimpulan bahwa keluaran model pembelajaran berbasis proyek layak digunakan dalam pembelajaran menulis berita berdasarkan temuan studi kelayakan.

A B S T R A C T

In news writing, there are problems with writing skills that are often found in the world of national education. Collaborative, project-based learning models have proven useful for learning English and writing news. Therefore this development research aims to create a project-based learning product model. The Borg & Gall development procedure is followed in this research process. Students and instructors of English study program served as the research subjects. This development method results in reliable, usable, and efficient project-based learning model products for learning to write news stories. In order to collect data for this study, a questionnaire was presented to two material specialists and two media experts. The following are the findings from a study that looked at the viability of developing a project-based learning product learning model for learning how to write news using a Likert scale with a score range of 1 to 5. The results of material experts' validation received a score of 81.54%, placing them in the "very feasible" category. The results of media experts' validation received a score of 78.4%, placing them in the "suitable" category. It is possible to draw the conclusion that the project-based learning model's output is suitable for use in teaching news writing based on the findings of the feasibility study.

1. INTRODUCTION

Since writing is today regarded as one of the most difficult talents for most English language learners to learn and one of the fundamental business skills, it plays a significant part in a person's professional life. Without a doubt, the creation and expression of ideas through writing is a difficult process. Even more challenging and potentially time-and effort consuming is learning to write in a foreign language English writing instruction plays a significant role in foreign language education because creating an accurate and fluent paragraph has been regarded as one of the most crucial communicative skills in English language teaching and is by no means an easy task for EFL learners (Darmawati et al., 2020; Javadi-Safa, 2018). As a result, writing-related research has been gaining popularity.

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Pair work has increased over time in second language environments as a result of interest in a more communicative approach to language training. Pair and small group work has been highlighted from a pedagogical standpoint because of the many benefits it offers. When two or more language learners work together on specific objectives, pair work gives them the chance to interact in collaborative settings. However, for collaborative learning to occur, the learners must be roughly at the same competency level and working together to create and sustain a common picture of a problem (Biria & Jafari, 2013; Taylor & Wigglesworth, 2009).Comparing learner-centered, collaborative learning environments to individualistic and competitive learning environments, it has been suggested that pupils learn more effectively in the latter. Students who cooperate with one another can help one another develop their verbal skills(Ibrahim et al., 2015; Yavuz & Arslan, 2018). The sociocultural theory which views learning as a social process and believes that learning happens as a result of human interaction in social milieu, forms the basis of collaborative writing (Osman et al., 2011; Storch, 2013). Learning assignment in which students in small groups design and produce a text collectively. The product of this shared document is commonly referred to as scaffolding. Many researchers have shown that scaffolding occurs in a group work where the role of the expert is shared with other learners. Scaffolding activities in classrooms enable the students to discuss ideas, mechanics, word choice, grammatical form, and by discussing all these elements, they develop a language to talk about writing. The collaborative writing process is thus referred to as a collective scaffolding (Bagon et al., 2018; Li & Swanson, 2014).

Collaborative writing assignments not only assist students in completing a task but also motivate them to engage in more meaningful communication. In collaborative writing exercises, students help one another to determine the best way to convey their intended meaning by offering and accepting support as they interact with one another and work toward the same assignment goal. Also, they contribute by combining their skills and resources to solve issues and make decisions together (Storch, 2013; Wismath & Orr, 2015). Also, typical classrooms are transformed through collaborative writing from being teacher-centered to student-centered (Ghufron & Ermawati, 2018; Zhou et al., 2019). Students should have to chance to think, propose ideas, discuss them, and then begin writing collaboratively during group projects. They so have fruitful conversations to generate fresh concepts and efficient planning. They converse with one another while writing, which will aid in their comprehension of the task at hand. Also, according to other studies, participation and debate among students in collaborative writing exercises foster self-directed learning (SDL) also known as autonomy which is essential for more efficient learning (Deveci, 2018; Zeki & Tanyeli, 2016).

The depiction of language symbols into written media is the beginning of writing activities. Writing activities are not just a symbol depiction along with an increase in the level of learning. Pouring ideas, ideas, or the results of one's thoughts into written discourse so that it is understood or conveyed to others which is the existence of writing skills. Students as students who formally participate in teaching and learning activities make writing learning increasingly important to be well mastered. Writing is one of the language skills and is an activity that has a relationship with thought processes and expression skills in written form (Darmawan et al., 2021; Khairullah et al., 2019). Productive activities is a continuous process and produce products. The importance of writing activities for students is to practice understanding in language science and constitute. In addition, writing makes a person able to think creatively, take initiative, and increase academic intelligence (Boesman et al., 2015; Wardiani, R. &Mulyaningsih, 2015). Cooperation between all the senses and the mind to produce correct information is an activity needed in writing. Especially in writing news, there are rules that must be obeyed so that the writing that is made has news value, including the 5W + 1H elements.

The ability to write news can be honed and developed based on experience (Husnul & Rohilah, 2019; Javed & Juan, 2013; Masitoh & Suprijadi, 2015). It takes practice to be able to write, for example, starting with writing a simple journal based on the experience gained which is then communicated back in written language so that it becomes news. This learning model is proven to be more fun because it can provideactual experience for students rather than learning in the classroom (Bergström, A., 2018; Habibi et al., 2017). To enable students to build knowledge and skills as well as values and attitudes through direct experience, this learning model is a learning model where the learning process is directed. Therefore, the researcher chose a model that can accommodate deficiencies in the implementation of learning to write news texts, namely the use of a project-based learning model (Project Based Learning). Previous study explain that the process learning model is a learning model based on many problems that require authentic investigation, namely investigations that require real solutions to real problems, this is what is meant by a project-based learning model (Project Based Learning) (Alias et al., 2014). Students think about completing a task then followed by communicating the results of their thoughts, and finally through discussion, students can rewrite the results of their thinking(Khatimah, 2018; Resendy, 2016). This learning generally

begins with how. With this active involvement, it is hoped that it will be able to provide separate motivation for students in writing activities so that the ability to write news texts becomes more developed.

However previous study mention that fun, meaningful, and cooperative learning activities for students are offered by a project-based learning model (Bergström, A., 2018). Compared to the learning model that has been implemented students' minds will be fresher and can take parts from nature and their experiences in the field about both natural and social phenomena to be used as sources or ideas in writing news texts, students to be more expressive in learning activities. On the other side there is study that explains that writing productive language skills training is the essence of learning to write news texts (Boesman et al., 2015). Previous study adds that students learn to express their ideas in writing using Indonesian (Swandhana et al., 2016). Students learn in real terms because in life in their environment they are always faced with various events that are intentionally or will not be disclosed again for various purposes. Therefore students need to practice writing news proportionally, as it is.

The development of a project-based learning model needs to be carried out based on the problems raised in learning to write news. Presenting material in a systematic and obedient to the rules is certainly very much needed by students. This learning model is expected to be an alternative that can help students understand learning to write news. The objectives this development research intends to create a project-based learning product model for students of the English studyprogramme in Palembang PGRI University.

2. METHOD

The research design model for this development is "Research and Development" Research and Development/(R & D) developed (Gall et al., 2007). This model was chosen with the consideration that this model is to produce certain products and test the effectiveness of the products produced. This development research procedure consists of ten activities, namely: (1) research and information collecting/preliminary study, (2) research planning/planning, (3) develop preliminary form of product/initial product development, (4) preliminary field testing/ initial (limited) field trials, (5) main product revision/revision, (6) main field testing/wider field testing, (7) operational product revision/revision of field test results, (8) operational field testing/feasibility testing, (9) final product revision/revision of due diligence results, and (10) dissemination and implementation of the final product. This study adapted the development procedure proposed by Borg and Gall by simplifying the ten steps into four steps, namely: (1) preliminary study, (2) development design, (3) pilot testing, and (4) dissemination.

The feasibility of the product being developed includes the following stages: (l) expert/practitioner test, (2) limited (class) test as a product user; (3) field testing (field testing) on a wider group. To find out, product trials were carried out. The trial shows three things, namely the feasibility test, the practicality test, and the effectiveness test. the validation process by experts/experts/practitioners to determine feasibility, is carried out. To find out practicality, it is carried out through a trial process on users, including students and lecturers. To find out the effectiveness was carried out through a field trial process using a pretest-posttest control group design experiment with one class of student subjects as the control group and one class of students as the experimental group. The subjects of this research product development trial are: 1) Trial The limited number of students is the English study program Faculty of Languages and Arts, University of PGRI Semarang with a sample size of 16 students. 2) The expanded tryout includes students of the English study program Faculty of Languages and Arts, University of PGRI Semarang with a sample size of 16 students and a sample size of 64 students.

The research data consists of qualitative and quantitative data. Qualitative data in the form of criticisms, suggestions, and comments written on model files or assessment instrument sheets is conveyed orally in discussion activities. The data is used to analyze, revise, and refine the project-based learning model in learning to write news. Quantitative data in the form of students' writing ability scores were obtained based on the pretest and posttest in the control group treated with conventional strategies and the experimental group treated with project-based learning models (Project Based Learning). The data is used to determine the product effectiveness of project-based learning models (Project Based Learning).

The data analysis technique used in this research is qualitative analysis and descriptive statistical analysis and t-test. Qualitative analysis is used to analyze qualitative data in the form of numerical assessment obtained from questionnaires and interviews in the process of expert testing and practitioner, small group test, and large group test. Descriptive statistical analysis and t-test were used to analyze quantitative data in the form of scores on the learning outcomes of writing news. The t-test is used to determine the effectiveness of using project-based learning model. Development products in learning write news including indicators as show in Table 1.

Table 1. Development Products in Learning to Write News

No.	Indicators
1.	Research and information collecting/preliminary study
2.	Research planning
3.	Develop preliminary form of product/initial product development
4.	Preliminary field testing/ initial (limited) field trials
5.	Main product revision/revision
6.	Main field testing/wider field testing
7.	Operational product revision/revision of field test results
8.	Operational field testing/feasibility testing
9.	Final product revision/revision of due diligence results
10.	Dissemination and implementation of the final product.

3. RESULT AND DISCUSSION

Result

Identification of Student Needs

Student analysis was carried out to find out the characteristics, background, experience, environment, and attitudes of students towards learning to write news which was an initial analysis carried out to find out the problems faced by interviewing lecturers and students. Content structure analysis was carried out by analyzing Core Competencies (KI) and Basic Competency (KD) in learning to write news. Learning objectives and indicators are based on the curriculum used in the campus where this analysis pilot aims to establish. Concept analysis aims to identify, detail, and systematize the main components of the module to be designed.

Based on the initial analysis, the following information was obtained. First, students quite understand the news. Even so, follow-up from the lecturer such as explaining the context or intent of the news is still needed. Second, there are still many students who are not skilled at writing news. Although in the curriculum what is required is not writing the news as a whole but rewriting the news with a different presentation pattern, the explanation regarding the presentation pattern must be explained in more detail. Third, students are quite enthusiastic in learning news because it is a real event that occurs in everyday life. This causes the provision of examples that can be used as a model less. In addition, lecturers also ask students to search for information via the internet. Nevertheless,

Based on the results of the analysis, the learning model is developed based on the concept of news knowledge includes understanding, structure, language features, and patterns of presenting news. The concept of re-creating news skills includes the steps to re-creating news with different presentation patterns and compiling news based on daily events. After carrying out the definition stage, the next step is to design a learning model (design). The design stage is carried out through the following steps: First, develop a learning model framework. The activity of compiling a learning model framework is carried out with the following steps. (a) formulate indicators and learning objectives from the defined Core Competencies and Basic Competencies, (b) identify the main subject matter according to the indicators, and (c) organize and organize the subject matter in a logical sequence. Second, drafting a learning model. The activity of drafting a learning model is carried out by designing all the elements of the module in the introduction, learning activities, and complete evaluation.

News Writing Learning Model Development Products

The end product of the implementation of the development process is a set of learning models for project-based news writing (Project Based Learning). These development products are ready to be implemented in the learning process by all interested parties with the improvement of students' news writing skills, process quality, and quality of learning outcomes. The following briefly describes the final product of the process of developing a news writing learning model. The learning model for writing news based on the project (Project Based Learning) was developed based on the results of collaboration with the supervisor lecturers, the results of thoughts with the supervisor lecturers, examples of learning models for writing news, the ease of implementation in the learning process, and consideration of student learning needs. It is intended that the learning model for writing news as a result of the development can be implemented in the learning process.

The learning model for writing project-based news (Project Based Learning) as a result of this development consists of six important components, namely: (a) introduction, (b) the concept of project-based learning (Project Based Learning), (c) the advantages of project-based learning (Project Based Learning), (d) the learning objectives of project-based news writing (Project Based Learning), (e) the

characteristics of project-based learning (Project Based Learning), and (f) implementation of project-based news writing skills learning (Project Based Learning) which consists of: (i) preparation, (ii) general explanation, (iii) technical explanation, and (iv) implementation of learning.

To obtain good development results and in accordance with standards, product validation was carried out for the development of a learning model for project-based news writing (Project Based Learning) by 2 material experts and 2 media experts as validators using a questionnaire. Validation by material experts and media experts uses a Likert scale which has 5 levels of answers. Based on the validation that has been carried out, the following is the final validation result from 2 media experts and 2 material experts as show in Table 2.

Table 2. Final Results of Material Expert and Media Expert Assessments

	Validators 1	**Validators 2**	**Final Score**
Material Expert	80.18%	82.91%	81.54%
Media Expert	84%	72.8%	78.4%

Based on the Table 2, the results of the validation of the material experts received a final score of 81.54% which was included in the very feasible category, and the results of the validation of media experts received a final score of 78.4% which was included in the appropriate category. The suggestions given by material experts after being validated include: (1) Check the suitability of the material; (2) Write down the reference source; (3) Added how to use the Harry King nomogram. The suggestions given by media experts after being validated include: (1) The need to add instructions for use/Learning Guide; (2) Decorative graphics that do not match the content are minimized; (3) Provide information about courses in RPKPS; (4) Provide a description of the material; (5) Made per material topic to per tab.

Observation of student activity is carried out during the learning process. The student activities observed consisted of ten aspects, namely studying the project-based learning model of writing news (Project Based Learning) in accordance with the instructions given, building their own knowledge, finding their own learning concepts based on the illustrations provided, utilizing text models as an easy step to writing news, dare to raise questions or responses, be active in the learning community, formulate conclusions, reflect, assess one's own work and take the tests given.

Based on the analysis carried out, it was obtained information that students who carried out activities according to the specified time were 89.22%. The activity that most students do according to the allotted time is studying the learning model of project-based news writing (Project Based Learning) with the instructions given and working on the text according to the allotted time with a percentage of 100% while the student activity that is at least in accordance with the allotted time determined is active in society with a percentage of 78.13%.

Product Development Effectiveness Test

To obtain information about the effectiveness of this development product, it is necessary to test the effectiveness of the product development intended when it is implemented in the process of learning to write news in the field. The effectiveness test is carried out by conducting different tests on student achievement before and after the learning process using product development. Achievement in learning to write student news is manifested in the form of a score.

The design used was a single group pretest and posttest design. There is a difference between pretest scores and posttest scores in the process of learning to write news that utilizes product development statistical test results obtained that information. The average score for writing papers was 71.23 and the average post-test score was 88.24. The difference in scores from product development utilization is 17.01. The results of the sample t test show a significant (sign-2) $p = 0.000 < \alpha = 0.005$.

Utilization of development products in the process of learning to write news has a significantly positive effect on learning achievement writing student news that there is a significant difference between pretest scores and posttest scores, that there is an increase in learning achievement writing student news significantly between before the learning process and after the learning process based on t test calculation results.

Discussion

Writing project-based news was declared valid by experts. The practicality of the learning model for writing project-based news is viewed from three points, namely the practicality of the learning model for writing project-based news by lecturers, the practicality of learning models for writing project-based news by students, and learning activities student. The practicality of the learning model for writing project-based news by lecturers is seen from two things, namely the ease of using E-Learning learning media and

the time used. Based on the practicality questionnaire analysis for ease of use of the project-based news writing learning model, information was obtained that the learning model of project-based news writing was designed to make it easier for lecturers to achieve their learning objectives. In addition, the exercises contained in the project-based news writing learning model make it easier for lecturers to know student abilities and the project-based news writing learning model can be used as a practical learning solution related to learning to write news.

Based on the practicality analysis for the time used, information is obtained that the learning model for writing news is project-based which is designed to help students use their study time more effectively. In addition, learning using the learning model of project-based news writing helps students master learning in a relatively short time. Therefore, the lecturer gave a value of 91.67% for the time aspect used. Overall the practicality value of the project-based news writing learning model by lecturers is 94.27%. In accordance with the opinion of previous study practicality with a value range of 81-100 is categorized as very practical (Riduwan, 2012).

The practicality of the project-based news writing learning model (Project Based Learning) by students in terms of two things, namely the ease of using the learning model and the time used. Based on the practicality questionnaire analysis for ease of use of the learning model for writing project-based news, information is obtained that the learning model for writing news is project-based which is designed to make it easier for students to understand learning news and help students build news material concepts correctly and easy. Besides that, the exercises contained in the Project Based Learning learning model also make it easier for students to accurately know their abilities. Project based learning model is equipped with answer keys that students can use to measure their abilities independently. Because of this, students gave a score of 87.10% for the aspect of ease of use of the learning model for project-based news writing (Project Based Learning).

Based on the practicality analysis for the time used, information is obtained that learning with a project-based news writing learning model helps students save time to understand the news. In addition, the time given to do the exercises and evaluations is quite efficient. Therefore, students give a value of 86.72% for aspect of time used. Overall the practicality value of the learning model for project-based news writing by students is 86.91%. In accordance with the opinion practicality with a value range of 81-100 is categorized as very practical (Sefriani & Wijaya, 2018; Wulandari et al., 2020). This means that the learning model for writing news based on a project (Project Based Learning) designed for Students of the English study programme Study Program is very practical to use by students in learning to write news.

Based on the above analysis, it can be concluded that the development of a project-based learning model in learning writing news is effective in improving news writing skills for students of the English study program. This statement complements research conducted which states that the use of learning models has an effect on students' ability to be independent and survive in society because learning models ask and direct students to do something (Yulastri et al., 2017). In addition, previous study revealed that there was a significant difference in scores between before using and after using the project-based learning model (Project Based Learning) (Alias et al., 2014). This indicates that the achievement of student scores increases after using the developed learning model. In addition to the use of learning models,

The implications of this study provide information related to learning model for writing project-based news (Project Based Learning) is very suitable for use in learning because it provides many benefits both in terms of learning outcomes in the form of test scores and critical thinking skills. The limitations of this research lie in the research subjects which only involve one educational institution. Therefore, it is hoped that future research will be able to conduct research by deepening and expanding similar research.

4. CONCLUSION

This development research based on the analysis of the needs of lecturers and students produces a product in the form of a project-based learning model in learning to write news. The feasibility of the project-based learning model in learning to write news is good and feasible to be applied in learning based on material experts and media experts based on the feasibility of content, presentation, language and graphics. Therefore, the module can be tested and the learning model designed has been declared practical. The practicality assessment is divided into two, namely the ease of use of the model and the time used. This assessment is carried out by lecturers and students after using the designed model. The project-based learning model in learning to write news is practical and effective in improving the ability to write news for students of the English study programme Study Program. Assessment of the effectiveness of the model is designed on two assessments, namely the assessment of activities and learning outcomes.

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