

**LEARNING TO CREATE ANECDOTAL TEXTS USING THE PROJECT
BASE LEARNING (PjBL) LEARNING MODEL IN CLASS X ODD
SEMESTER STUDENTS OF SMKN 1 SETU BEKASI REGENCY
THE ACADEMIC YEAR 2021/2022**

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Abstract (Indonesia)

Latar Belakang: Teks anekdot digunakan untuk menyampaikan kritik, tetapi tidak dengan cara yang kasar dan menyakiti. Model pembelajaran *Project Base Learning* (PjBL) merupakan model pembelajaran yang menitik beratkan pada pemecahan masalah.

Tujuan: Penelitian ini bertujuan untuk mengetahui proses pembelajaran membuat teks anekdot dengan menggunakan model pembelajaran *Project Base Learning* (PjBL) pada peserta didik kelas X semester ganjil di SMKN 1 Setu Kabupaten Bekasi tahun pelajaran 2021/2022.

Metode: Metode penelitian yang digunakan adalah metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data menggunakan teknik observasi dan dokumentasi.

Hasil: Hasil penelitian menunjukkan pelaksanaan pembelajaran menulis anekdot di kelas X SMKN 1 Setu di Kabupaten Bekasi telah terlaksana sesuai langkah-langkah model pembelajaran *Project Based Learning* (PjBL). Sedangkan hubungan antara model pembelajaran *Project Based Learning* (PjBL) dan teks anekdot adalah saling berkaitan.

Kesimpulan: Berdasarkan penelitian yang dilakukan dapat disimpulkan bahwa pelaksanaan pembelajaran menulis anekdot di kelas X SMKN 1 Setu di Kabupaten Bekasi telah terlaksana sesuai langkah-langkah model pembelajaran *Project Based Learning* (PjBL).

Kata kunci: teks anekdot, model pembelajaran, *Project Base Learning* (PjBL)

Abstract (English)

Background: Anecdotal text is used to convey criticism, but not in a crude and hurtful way. The project Base Learning (PjBL) learning model is a learning model that focuses on problem-solving

Objective: This study aims to determine the learning process of making anecdotal texts using the Project Base Learning (PjBL) learning model for class X odd semester students at SMKN 1 Setu, Bekasi Regency for the 2021/2022 academic year.

Method: The research method used is a descriptive method with a qualitative approach. Data collection techniques use observation and documentation techniques.

Results: The results of the study show that the implementation of anecdotal writing learning in class X of SMKN 1 Setu in Bekasi Regency has been carried out according to the steps of the Project Based Learning (PJBL) learning model. Meanwhile, the relationship between the Project Based Learning (PJBL) learning model and anecdotal texts is interrelated.

Conclusion: Based on the research conducted, it can be concluded that the implementation of anecdotal writing learning in class X of SMKN 1 Setu in Bekasi Regency has been carried out according to the steps of the Project Based Learning (PJBL) learning model.

Keywords: anecdotal text, learning model, Project Base Learning (PjBL)

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INTRODUCTION

(Syahputra, 2014) states that writing as a language skill is a process of reasoning. Writing is one of the language skills needed to improve the quality of learning. In addition, writing is an active activity that requires logical thinking, resulting in good writing. It is said to be able to write well and correctly if you are able to express ideas and ideas in the form of writing neatly and clearly, so as to achieve the purpose and objectives of the writing to the readers. As one of the language skills that are difficult to master, writing activities are also less attractive to students because of the complexity of the difficulties, even though there are many benefits that can be taken from writing learning, including (1) fostering students' interest in reading, (2) broadening students' horizons through reading activities,

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(3) training students to express ideas in writing, (4) training students to think critically and creatively (Yuniarti et al., 2021).

In the 2013 curriculum, the *Project Based Learning* (PJBL) learning model is one of the recommended learning models for educators to implement. Project-based learning model as a first step to gaining new knowledge and experience. The *Project Based Learning* (PJBL) learning model is one of the effective and alternative models that can be used during the current new normal learning period. The characteristic of the *Project Based Learning* (PJBL) model is to involve students in an actively collaborative, student-centered learning process, which develops problem-solving skills and independent learning abilities needed to face challenges in life, in today's increasingly complex environment (Rohdiana et al., 2022).

The *Project Based Learning* (PJBL) model is a learning model that aims to achieve competence in attitudes, knowledge, and skills by involving students in designing, creating, and displaying products to overcome real-world problems faced by them through a job or activity that has a firm completion time (Asih et al., 2016).

Through project-based learning, learners will explore, assess, interpret, synthesize, and information to produce various forms of learning outcomes. Project-based learning is applied to motivate students to be more active and take the initiative to acquire the things they want in terms of knowledge, understanding, and skills (Octora, 2020).

Basically, anecdotal texts are born because of problems that occur and develop in society so if they do not know the problems that occur, a student will not be able to develop them into anecdotal texts. The second information obtained is that after students find a problem that will be developed into an anecdotal text, they have difficulty in compiling their ideas to then be developed into a complete and solid anecdotal text.

The *problem-based learning* model was chosen as a learning model to recreate anecdotal texts because they are considered appropriate to the problems faced by the student, including finding appropriate problems to develop and compiling the ideas obtained from these problems into anecdotal texts that are in accordance with the established structure and language (Apriyani & Nugraha, 2020).

The results of observations at SMKN 1 Setu, Bekasi Regency, have used the *Project Based Learning* (PJBL) learning model in Indonesian learning according to the 2013 Curriculum. Based on the results of observations, researchers are interested in conducting a study entitled "*Learning to Make Anecdotal Texts using the Project Base Learning (Pjbl) Learning Model in Class X Odd Semester Students of SMKN 1 Setu, Bekasi Regency, Academic Year 2021/2022*".

RESEARCH METHODS

The method used in this study is a qualitative descriptive method. Descriptive qualitative is a term used in qualitative research for a descriptive study (Yuliani, 2018). Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources and carried out in a natural setting (Fadli, 2021).

This research will describe or describe the learning of writing anecdotal texts using the *Project Based Learning* (PJBL) learning model in class X of SMKN 1 Setu, Bekasi Regency. The data of this study is the implementation of teachers in applying the *Project Based Learning* (PJBL) learning model, while the data sources are teachers' Indonesian and learning tools (Textbooks Indonesian).

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Data collection techniques in this study are observation techniques, and documentation. Data collection techniques are a way that can be used to collect data and answer the problems raised by researchers, the problems raised are (1) The implementation of teachers in applying the Project Based Learning (PJBL) learning model to anecdotal text material in class X SMKN 1 Setu, Bekasi Regency, and (2) The relationship between the *Project Based Learning* learning model (PJBL) and anecdotal texts. Furthermore, the data is analyzed by interpreting the data obtained in words.

RESULTS AND DISCUSSION

The Process of Implementing Learning Using the *Project-Based Learning* (PJBL) Learning Model in Anecdotal Text Material

Anecdotal texts in the syllabus of class X Indonesian lessons there are several Basic Competencies (KD) that are attributed, namely 3.1 Understanding the structure and linguistic rules of anecdotal texts both verbally and in writing, 4.1 Interpreting the meaning of anecdotal texts both orally and in writing, 3.3 Analyzing anecdotal texts both orally and in writing, 4.3 Recreating anecdotal texts according to linguistic structures and rules. The four Basic Competencies (KD) that the author focuses on are KD 4.3 and recreating anecdotal texts according to the structure and linguistic rules of the text correctly.

1. Stage 1 Learning (Introduction)

The research was conducted in class X of SMKN 1 Setu, Bekasi Regency. At the time of the study, there were 29 students present. The preliminary activity begins with the class leader preparing all students before learning begins. Next, prayers are carried out and all students say hello to the teacher. Students pay attention when the teacher checks their attendance of students.

All Participants educate listening and listen when the teacher gives motivation before Learning. After delivering motivation, Participants educate the visible listening teacher to Deliver material Learning that will be Learned. The teacher ask about Learning previously. Material Learning that will Learned be Advanced from meeting previously is material about understanding, norms, and linguistics text anecdotes. Before Learning, the teacher request Participants educate to get explain the returned material that was already Learned at the meeting previously. Participants educate and teachers do ask for answers about the material Sunday before continuing Learning. After Activities ask answer teachers and students About the material at the meeting previously.

During the precursor stage, learning has been carried out optimally. Students are active when teachers ask questions, although they are still assisted in answering and expressing opinions. In expressing opinions, students already have confidence in their own abilities to give rise to self-confidence in students. During learning activities, students are always involved in activities, such as answering questions and responding optimally.

It is inseparable from the role of teachers who always facilitate and provide opportunities for students to be directly involved in every learning activity. During the learning process, the classroom atmosphere looks more serious. Because the class is a good class in the learning process. As long as the teacher explains, the students have been seen listening seriously. Students are quick to respond when receiving any instruction from the teacher.

2. Stage 2 Learning (Core Activities)

This core activity contains the steps of the *Project Based Learning* (PjBL) learning model. The core activities of the PjBL learning model consist of 6 stages: 1) Determining fundamental questions, 2) Designing planning, 3) Drawing up a schedule, 4) Monitoring students and project progress, 5) Assessing results, and 6) Evaluating experiences.

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a. *Star With the Essential Question*

Learning begins with essential questions, which are questions that can assign learners to an activity. It takes a topic that corresponds to real-world reality and begins with an in-depth investigation. Teachers strive to make the topics raised relevant for students (Nirmala, 2019).

b. *Design a Plan for The Project*

The drafting of the project design is collaborative. That is cooperation between teachers and learners. This design contains a number of points, for example, the rules of the game, activities, and presentations (Sereliciouz, 2022).

c. *Preparation of a project implementation schedule (Create a Schedule)*

Teachers and students collaboratively schedule activities to complete projects. Activities at this stage include: (1) creating a timeline to complete the project, (2) creating a deadline for project completion, (3) bringing students to plan a new way, (4) guiding students when they create ways that are not related to the project, and (5) asking students to make explanations (reasons) about choosing a way (Passakanawang, 2022).

d. *Project completion with facilities and teacher monitoring (Monitor The Student and Progress for The Project)*

At this stage, the teacher tests the results of the project that has been produced by the students. The activities that students need to do at this stage are: collecting information, analyzing, writing, consulting, making reports, preparing presentations, presentations, and recording comments.

In all these activities are carried out to help teachers in (Hemananis, 2022)

- 1) Measuring the achievement of competency standards.
 - 2) Play a role in evaluating the progress of each student.
 - 3) Provide feedback on the level of understanding that students have reached.
 - 4) Assist educators in strategizing their next learning.
- e. *Publication and assessment of outcomes (Assess the outcome)*

The assessment is carried out to assist educators in measuring the achievement of standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that has been achieved by students, and assist educators in developing the next learning strategy.

f. *Evaluate the process and project results (Evaluate the Experience)*

At the end of the learning process, educators and students reflect on the activities and results of projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage, learners are asked to express their feelings and experiences during the completion of the project (Marzuki et al., 2021).

3. Stage 3 Learning (Concluding Activity)

At the closing activity, teachers tell the results of their work. All learners listen to the teacher when the announcement the group that gets the best grade. Then, learners are asked to conclude the learning assisted by the teacher. Two students were asked to conclude, one female student and one male student. Then other students followed up by collecting answers, all students said the material that had been studied. Finally, the lesson is closed by saying hello to the teacher.

At the end of the lesson, the teacher gives an evaluation of the learning. The teacher makes the learners conclude the learning from beginning to end. So that it can be seen that students still remember and understand the learners who have been taught. Evaluation is a series of processes in determining the level of achievement of student learning outcomes. In the evaluation of Project Based Learning (PjBL) learning in anecdotal texts, it was found that the influence of the implementation of the Project Based Learning (PjBL) learning model on learning to write anecdotal texts lies in how students understand and understand the material taught.

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Relationship of Project-Based Learning (PJBL) Learning Model with Anecdotal Text

The Group Project Based Learning (PJBL) learning model can increase student collaboration in the learning process.

In writing competence, students can increase through the application of *the Problem-based learning model*, students can improve their competence of writing anecdotal texts which include aspects of content, text structure, vocabulary, sentences, and spelling after learning. This shows that the *Problem Based Learning* model shows a significant improvement in improving the competence of writing anecdotal texts for students.

Increasing the competence of students in writing anecdotal texts is an implication of the application of the problem-based learning model that is applied. This shows that the teacher has a very important role in the delivery and selection of learning models that are appropriate to the material to be taught. The influence of the competence of a teacher who has good language experience and competence has an impact on student learning outcomes so that in the process of delivering learning, students are more responsive to the material taught (Agus, 2015).

In accordance with research conducted by Simanungkalit which states that the application of the (Simanungkalit et al., 2017)*Problem Based Learning (PJBL)* model can improve the skills of writing anecdotal texts of class X students.

CONCLUSION

Based on the research conducted, it can be concluded that the implementation of anecdotal writing learning in class X of SMKN 1 Setu in Bekasi Regency has been carried out according to the steps of the *Project Based Learning (PJBL)* learning model. While the relationship between the Project Based Learning (PJBL) learning model and anecdotal texts is interrelated, the *Project Based Learning (PJBL)* learning model can be applied to the learning of anecdotal text material because it is in accordance with achievement indicators.

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