

Development of Project Based Learning (Pbl) Model to Improve Simple Writing Skills for Students of German Language Education Study Program FBS UNIMED

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Abstract: To learn a foreign language, including German we have to focus on these 4 aspects of language, including: Reading, Writing, Listening and Writing. And in the research, the author focuses on researching the skills of writing simple essays in German. Writing has several difficulties, coupled with teaching methods that do not provide a solution to this problem, so they want to develop learning using the Project Based Learning model.

Keywords : Project Based Learning, Essay, German Language

Introduction

Indonesian education does not only revolve around Indonesian language education. By learning various types of languages from other countries will increase the curiosity of the younger generation about the outside world. In particular, German is currently one of the cross-interest foreign language subjects that have been taught at the high school and university level. Studying a foreign language, especially German is very concerned about writing skills, because writing skills are an aspect that is no less important to be taught because writing can express opinions in writing. With these writing skills, of course, a teacher or instructor is needed who can apply a good learning model during the learning process.

(Byrne 1988, Ika Setiawati 2016) categorizes three problems that make writing skills difficult to master, namely 1) linguistic, 2) cognitive, and 3) content problems. The first problem is linguistics. This relates to our shrewdness in writing the correct structure and therefore the sentences formed will be able to blend with each other. The result is that the text that is created can be interpreted well by the reader. The second problem is a cognitive problem related to our mastery of language forms, structures, grammar which are useful for effective communication in writing. The third is the problem of ideas. This relates to what we can put into writing. Often we lose ideas in the middle of the writing process.

In the current curriculum, students are required to be able to write words, phrases and sentences with correct spelling and punctuation, especially in writing simple short essays. And as a prospective German language teacher, you are also required to be able to write words, phrases and sentences with correct spelling and punctuation. There are still many mistakes made by college students in completing this simple essay, as evidenced by the unsatisfactory scores of practice and exams.

In addition, the one-way teaching method, which is done by using the lecture method, makes learning boring. Therefore, learning methods are needed that can increase the activeness of college students in learning to write. And of course this is addressed by improving the way of learning in the classroom which here, researchers take the Project based learning (PBL) model to address this problem. Project based learning itself is a direct learning process that involves students to produce a project. This model also provides many opportunities for students to make decisions in choosing topics and conducting research independently.

And in this study, to improve writing skills, a project-based learning model was used to produce a simple essay as a result of the project.

Theoretical Review

1. Project Based Learning (PBL) Learning Model

Becoming a teacher is not only limited to teaching but also seen from its success. The success of this learning is seen from the approaches, strategies and methods used in the learning process. And here by using the Projects based learning learning model, can it affect the writing learning carried out by the 1st semester college students.

Based on some of the opinions above, it can be concluded that Project Based Learning is a learning model that invites students to learn independently and find out for themselves what they need in learning and find solutions on their own.

The ideal learning is student-oriented learning (student centered), students will try to construct their own knowledge and be actively involved in seeking information (Permendiknas No. 22, 2006). One of the lessons that is expected to be able to overcome these problems is through the Project Based Learning (PBL) approach.

The project based learning (PBL) model is a learning model that provides opportunities for teachers to manage learning in class by involving project work, with this project work students' creativity and motivation will increase (Wena, 2011: 138, Kristanti.et.al, 2016).

Learning Process With Project Based Learning Method

Many things need to be prepared by the trainer from this project based learning model, such as: finding what problems they are facing, compiling a learning wish list so that the learning process is more enjoyable, designing the presentation of the problem and then guiding to find the problems faced, finding a fun time and place allocation, organizing study groups, designing resources, learning environments, and assessment formats.

The steps of learning with the Project Bosed learning method in Delise's opinion (1997:27-35) that there are 6 steps of Project Based Learning as follows: Connecting with the problem, Setting up the structur, Visiting the problem, Revisiting the problem, Producing a product/performance, Evaluating performance and the problem.

Writing Skills

According to Saddhono and Slamet (2012: 96) writing is: "the activity of exploring thoughts and feelings about a subject, choosing things to write about, determining how to write them so that readers can understand them easily and clearly. only give birth to thoughts or feelings, but also to express one's ideas, knowledge, knowledge, and life experiences in written language. Therefore, writing is not a simple activity and does not need to be learned, but rather mastered.

Tarigan (2008: 24) explains that the purpose of writing is "(a) informing or teaching; (b) convincing or urgent; (c) entertaining or pleasing; (d) express/express passionate feelings and emotions".

Essay

Writing is a type of activity to express ideas in writing. According to Syafie'ie (1988:41), writing is essentially a representation of language sounds in a visual form according to a certain orthographic system. Many aspects of spoken language such as tone, voice pressure, commands and several other aspects cannot be presented in writing. Likewise with the physical, such as hand gestures, head, face that accompanies spoken language cannot be realized in writing. Therefore, in expressing ideas in writing, it is necessary to use certain forms in an essay. These forms, as stated by Semi (2003:29) that in general essays can be developed in four forms, namely narration, exposition, description, and argumentation.

From the explanation above, we can draw a brief conclusion that essay is an activity to put ideas or ideas in written form.

Research Method

The data source in this study were UNIMED students batch 2021 who had studied German, especially writing for 2 years. The reason for choosing the research subject of the 2021 German

language education students is to test the extent of their skills, especially their writing skills as prospective German language teachers.

This research was conducted at the Foreign Language Lab, Faculty of Languages and Arts, UNIMED University, which is located at William Iskandar Street, Pasar V Medan Estate, Percut Sei Tuan, Deli Serdang. This research was conducted since January 2022. This research was determined at the time of the campus academic calendar.

The Plomp development consists of 5 phases, namely: 1) preliminary investigation phase, 2) design phase, 3) realization/construction phase, 4) test phase. Evaluation and revision (testing, evaluation and revision) and 5) implementation.. The following is an explanation of the Plomp development model carried out in this study:

1. Initial Investigation Phase
The initial phase of this development is to analyze the problem and define the problem. And here the problem found is the difficulty in writing German essays.
2. Design Phase
In this phase is the problem solving obtained in the initial investigation. That is using Project based learning as the solution design.
3. Realization Phase
The development of project based learning is then realized with Case to Project.
4. Test Phase
According to Masniari Surya, Kurnia Sari Tanti, Aini Inda and Kudriah Siti (2021: 3-24) Case to Project uses 5 steps, including: 1) Orientierung, 2) Case, 3) Project, 4) Die Informationen einsammeln, 5) Die Ergebnisse des Projekts.
5. Implementation phase
After evaluating and receiving the product in the form of a simple German essay that can be implemented in real situations.

Results and Discussion

In this chapter, the results of the Projects based learning model development with the Plomp development model are presented. The continuity of the research consists of several steps which are described in detail. The steps of the investigation and the results are described as follows.

1. Description of Activity Implementation

This research was conducted at Medan State University with the subject of the research, namely female students of German language pedagogy, who participated in a total of 25 female students in class A writing courses. This development research was carried out using the Plomp research and development process. This development takes place in 5 phases, namely: 1) the first investigation phase 2) the design phase, 3) the realization/construction phase, 4) the test, evaluation and revision phase, 5) the implementation phase.

The stages in the implementation of research activities that have been developed can be described as follows:

2. Initial Investigation Phase

The initial phase of this development has 2 analyzes, namely Student Analysis and Material Analysis. Here's the explanation:

- Student Analysis

The initial phase of development is to analyze the problem and define the problem. And here the problem found is the difficulty in writing German essays. In learning German, problems are often encountered in writing German essays, especially this problem is inevitable due to the lack of student curiosity to read various types of essays and also the lack of habit of writing German essays.

- **Material Analysis**

In this phase, the research was carried out by testing the abilities of 25 class C students in Semester 3 of German Language Education by asking to do a Pretest with the theme die Familie which resulted in many female students who still did not understand the points of the Pretest questions given, at least vocabulary, and Grammatical errors.

3. Design Phase

In this phase is the problem solving obtained in the initial investigation. That is using Project based learning as the solution design. By following the procedures contained in the Case to Project book, the learning process is carried out in several stages. Then arrange the instruments needed when learning later.

Before assembling a learning design, it is necessary to first focus on the theme taken, namely die family, identify, detail, and systematically arrange the principles of teaching materials that will be taught at the next research stage.

In addition, in this phase the researcher must design so that learning can be conducive and fun, and the material can be digested properly so as to get the desired results.

4. Realization Phase

In this phase, the activities carried out are designing learning activities that will be carried out during learning. The learning design in question is the steps that will be carried out by educators in the learning process and compiling activity scenarios. To develop a learning design, it must be adjusted to the stages in Project Based Learning using Case to Project as a guide.

By using Plomp development as the basis to be used, and Case to Project as a guide, it is necessary to try entering the classroom. In the research process, 5 face-to-face meetings were conducted, with 2 meetings to conduct Pretest and Posttest. In the 3 core meetings, a time allocation learning meeting of 1×50 minutes was held.

The steps taken in implementing the Project Based Learning model using Case to Project have several stages, namely: Die Orientierung, Case, Project, Die Informationen einsammeln, Project Schreiben. The following are the stages of learning activities that will be described.

- **Die Orientierung**

The initial step taken at the Case to Project stage at Die Orientierung was an introduction to the theme taken, namely Die Familie. Where at this stage the educator invites students to get to know the theme of die Familie well. The purpose of this stage is for students to get an overview of the learning that will take place next. In the first meeting, the introduction of the theme was started by asking students to watch videos from Youtube according to the theme of Die Familie. With a video duration of 2 minutes 57 seconds. For the first round of the video, the aim is to find out to what extent can be understood and known in the videos that have been watched by students by asking "what can you understand from the video?", : What do you want to say after watching the video?". For the second round of the video, the teacher provides a sentence text that corresponds to the video given. Then the lecturers and students will discuss the video text by words, sentences and paragraphs. Also discuss about Synonyms and Antonyms, and also Grammatical (Präsens) contained in the video text.

- **Case**

The next stage in Case to Project is Case, at this stage what will be done is solving problems on the Die Familie theme. At the third meeting, which was held by asking students to work on an essay with the theme of die Familie with points to pay attention to, among others: a) Wast Familie? b) Wie viele Familien haben Sie? c) Was bedeutet Familie fur dich? d) Was sind die Unterschiede zwischen Familien in Deutschland und Indonesia?

By writing an essay with the points mentioned above, students can indirectly solve the problems contained in the Die Familie theme.

- Projekt, Die Informationen einsammeln and Project Schreiben

And the results of the stages in this Case to Project of course produce an essay project. After going through several stages starting from the introduction of the Die Familie theme, it is continued with problem solving at the Case stage. At the stage of making this project previously given many references that tell about the die family. So that students can find an understanding to write this essay project better and more widely.

The written project is in the form of articles written in the Cover, Vorwort, Inhaltsverzeichnis, Einleitung, Hintergrund, Theoretische Grundlage, Der Inhalt oder das Ergebnis des Projekts formats, Der Schluss und Referenz format. After that, the project is discussed in class and randomly discussed by one of the students.

The research develops Case to Project with a more reduced scope that is still in accordance with Project Based Learning. Which is where Project Based Learning generally has the steps mentioned in Chapter 2 previously in Delise's opinion, including: Connecting with the problem, Setting up the structure, Visiting the problem, Revisiting the problem, Producing a product/performance and Evaluating performance and the problem.

Which is where from the steps above we can try to solve the problem, namely the difficulty of students in writing simple German essays. By determining the theme to be discussed and focusing on the topic and then following several steps of solving by answering several questions, and after conducting an evaluation, it produces an essay project with a previously selected theme.

5. Test, Evaluation and Revision Phase

This phase is the last stage that researchers can do from the phases carried out in the development of Plomp. In this phase, there are two stages that need to be carried out, including: expert validation and trial validation.

- Expert Validation

The learning design previously explained in the design and implementation phase is then consulted with the supervisor. Before this learning model is tested directly in the classroom, it naturally requires improvement and confirmation by the supervisor. And, of course, the validation is carried out by one of the German lecturers who master Project Based Learning in order to be able to revise or approve the developed learning design.

- Trial Validation

The trial validation was carried out only in one class, namely in class C semester 3. The trial was carried out only in one class due to time constraints, in addition to getting maximum results, it was focused on one class and also one theme. To make it easier to get input, criticism and suggestions, as well as corrections and improvements from the lecturers, it is also advantageous to try out one class and one theme.

Activities in this trial were carried out in 5 meetings, 2 meetings for Pretest and Posttest. 3 other meetings the implementation of Project Based Learning using Case to Project. Starting from August 24, 2022 until September 29. With a holiday in the third week due to problems with students.

6. Implementation phase

In this phase, the implementation is to be carried out with direct practice in the classroom. That is, to perform a pretest in the first phase of the examination and end with posttest. After the realization from the 4 stages of Plomp, which were designed, then follow the Case to Project Stages of Orientation, Case, Project, The Information Collect and Projects Write. Then it will be known whether there is an increase that will be achieved. Performing assessments is done by assigning different values to each point with the difficulty level.

Conclusion

From the implementation of the above phases, starting with the first investigation phase, design phase, realization phase, evaluation phase and implementation phase. More or less developed. Because this research does not have a broad scope on just one class and one topic, so that the research can proceed smoothly and the students can digest and master the topic of the family.

In the pretest test, the students still had too little vocabulary. And the essay is not even up to 60 words. After conducting the research in the Case to Project phase and writing an essay 2 times during 3 meetings, so that during the Posttest test, the students' vocabulary began to grow and could write an essay.

With the development of Plomp and the implementation of 5 phases as a whole. Researchers can answer the formulation of previous problems that were questioned before the study was conducted. That said, can Projects Based Learning improve students' skills? And from the described implementation results of 25 students, 14 students were able to experience an increase in scores from pretest to posttest.

This answers that with the use of Project Based Learning by following the Case to Project phase, students experience an increase in skills to write simple essays in German. And following the project phase, the researcher also created a teaching material project with means of speech during 5 learning meetings. And of course, by following the compiled stages, students can write a simple essay on German.

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