THE IMPLEMENTATION OF PROJECT BASED LEARNING STRATEGY ASSISTED BY CARD SORT TO TEACH WRITING OF DESCRIPTIVE TEXT

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan masalah yang dihadapi siswa dalam pembelajaran menulis Teks Deskripsi dan untuk mendeskripsikan bagaimana penerapan strategi Pembelajaran Berbasis Proyek dibantu dengan media Penyortiran Kartu dalam pembelajaran menulis Teks Deskripsi di SMK Ma'arif Nu Kajen. Peneliti menggunakan metode penelitian deskriptif kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data dalam penelitian ini menggunakan tes, tugas proyek dan wawancara. Teknik analisis data dalam penelitian ini berupa reduksi data, penyajian data dan penarikan kesimpulan. Dari penelitian yang telah dilakukan, menunjukan bahwa Penerapan Strategi Pembelajaran Berbasis Proyek dibantu dengan Penyortiran Kartu dalam Mengajar Menulis Teks Deskripsi di SMK Ma'arif Nu Kajen mendapatkan hasil yang baik. Hal ini dapat dilihat dari nilai siswa dalam aspek kognitif/pemahaman teori terkait Teks Deskripsi mendapatkan nilai rata- rata 87,94 atau memperoleh hasil kategori B (Baik), yang berarti siswa mencapai kemampuan memahami materi Teks Deskripsi dengan baik. Selanjutnya, keterampilan siswa dalam proyek menulis Teks Deskripsi mencapai skor rata-rata 83,34 atau memperoleh hasil kategori B (Baik), yang berarti siswa mencapai kemampuan menulis Teks Deskripsi yang baik dalam enam aspek (isi, struktur, tata bahasa, kosa kata, mekanik). Oleh karena itu, kombinasi Pembelajaran Berbasis Proyek sebagai strategi pengajaran dan Penyortiran Kartu sebagai media pengajaran dapat menjadi salah satu cara alternatif dalam pengajaran menulis Teks Deskripsi.

Kata Kunci: Pembelajaran Berbasis Proyek , Penyortiran Kartu, Pembelajaran Menulis, Teks Deskripsi

ABSTRACT

This study was aimed to describe the problems were faced by students in learning writing of Descriptive Text at SMK Ma'arif Nu Kajen and to describe how is the implementation of Projects Based Learning strategy assisted by Card Sort in teach writing of Descriptive Text at SMK Ma'arif Nu Kajen. The researchers used a descriptive qualitative research method with a case study approach. The data collection techniques in this study were test, project assignment and interview. The techniques of data analysis in this study were data reduction, data display and data conclusion. From the research that had been done, the implementation of Projects Based Learning strategy assisted by Card Sort to teach writing of Descriptive Text at SMK Ma'arif Nu Kajen got good results. It can be seen from the students score in terms of cognitive/theoretical understanding related to Descriptive Text gets an average score of 87.94 or obtain category B (Good) results, which meant the students achieved the ability to understand Descriptive Text material well. Furthermore, the students skills in writing Descriptive Text projects reach an average score of 83.34 or obtain category B (Good) results, which meant the students achieved the ability to writing good Descriptive Text in six aspects (content, organization, grammar, vocabulary, mechanics). Therefore, that the combination of Project Based Learning as a teaching strategy and Card Sort as a teaching media can be an alternative way in teaching writing Descriptive Text.

Key Words: *Project Based Learning, Card Sort, Teaching Writing, Descriptive Text*

INTRODUCTION

English language is one of material in Indonesia senior high school or vocational school. According to Indonesia government instruments (2021) number 57th an article 35th paragraph 1st indicate that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The government instrument in article 4th states that there are courses that students need such as religion, nationalism, languages, mathematics, sciences, social sciences, art and cultures, sport, skills or majoring, and local majoring. That's why students' knowledge of English is very basic. However, knowledge of English is one of the subjects that is difficult for students to learn, and one of the skills that is difficult for students to understand is writing Descriptive Text. Therefore, in teaching process need a proper teaching strategy and teaching media for gets good results. An alternative way of teaching descriptive text writing is a combination of Project Based Learning as a teaching strategy and Card Sort as a teaching media.

Writing

Writing is an activity or process of producing text in written form so that people can read, perform or use it. According to Lubis (2014:1) writing is an activity for producing and expressing; it is producing the words and sentences then it is expresses with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific. Moreover, according to Mayers (2005:2) writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them. It means that writing can be used to express ideas or thougts on a paper. Based on some of the understandings of the experts above, it can be stated that writing skills are skills in expressing ideas, argument, feelings in the form of written language so that other people who read can understand the contents of the writing properly.

Descriptive Text

Based on merdeka curriculum English book, Description text is text that explains and describe person, place, or thing. Descriptive Text use adjectives and adverbs. This it consists of identification and description of people, places, or things. According to Gerot & Wignel in Noprianto (2017: 67) Descriptive Text is a type of text used by a writer or speaker to describe a particular object, person, animal, place, or event to a reader or listener. It reveals its characteristics, starting with names, categories, properties, behaviors, functions, etc., so that the reader or listener can pay attention to what the author has written. According to Noprianto (2017: 68) The purpose of Descriptive Text is to describe or describe an object in detail. These objects can be people, animals, things, or places. For example a Descriptive Text about an animal. The text can contain various information about physical descriptions, food, habitat, origin, breeding, to related unique facts. According to Gerot & Wignel in Noprianto (2017: 67) DescriptiveText has a structure or stages. The schematic structure of Descriptive Text is called identification (aims to introduce and identify certain participants such as people, objects, places, animals and or events) and descriptions (to describe the participant's characteristics, appearance, personality, and habits or qualities). Based on some of the understandings of the experts above, it can be stated that Descriptive Text is a text that explains or describes people, animals or an object in terms of its shape, characteristics, quantity and so on. Descriptive Text provides a detailed explanation so that readers understand the object of information.

Project Based Learning

Project Based Learning is a teaching strategy that provides opportunities for students to deepen their knowledge while developing skills through various activities. According to Fathurrohman (2016: 119) Project Based Learning is a teaching strategy that uses projects/activities as learning tools to achieve attitude, knowledge and skill competencies. This learning is a substitute for learning that is still teacher-centered. The emphasis of this learning lies on the activities of students who at the end of learning can produce products that can be meaningful and useful.

Furthermore, according to Daryanto and Rahardjo (2012: 162) in implementing Project Based Learning strategy, it is not only students who are required to be active in carrying out this learning process. Educators are also required to be creative and have extensive knowledge to be able to direct students to understand this learning model and to achieve maximum results in all aspects, both knowledge, attitudes and skills. Based on some of the understandings of the experts above, it can be concluded that the Project Based Learning is a student centered learning model that departs from a background problem, which is then

followed up with investigations so that students gain new experiences from real activities in the learning process and can produce a projects to achieve aspective, cognitive, and psychomotor competencies. The end result of the project work is a product which includes written or oral reports, presentations or recommendations.

Card Sort

In a teaching process, a media is needed to help convey the material being taught, one of which is using a card sort. Card Sort is one of the active learning methods. Active learning media with the CardSort model is learning that suppresses student activity, where in this learning each student is given an index card containing information about the material to be studied, then students group according to the index card they have. According to Silberman (2005: 153) Card Sort media is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or review information. Card Sort is a teaching media when active team based strategy that can be used to teach a concept, classification characteristics, or product knowledge or information review. The physical movements displayed can help energize a tired group.

According to Herwin, et al (2021: 3) the Card Sort is a collaborative activity that can be used to prohibit concepts, characteristics, classifications, facts about objects, or assessing information using pieces of paper shaped like cards. With a combination of Project Based Learning as teaching strategy and Card Sort as teaching media, learning English can make it easier for students not to feel bored in the learning process and make learning English more fun.

RESEARCH METHOD

This study took place at SMK Ma'arif NU Kajen, X Grade of institutional financial accounting. The objects of the study were 36 tudents. The researchers used a descriptive qualitative research method with a case study approach. According to Sugiono (2016: 35) descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. The data collection techniques in this study were test (individual tests in the form of multiple choice with 10 questions to measure student knowledge cognitively regarding the material), project assignment (in the form of written text results of Descriptive Texts that had been made by students for assessing students' skills in writing by assessing them from four aspects namely content, organization, grammar, vocabulary, and mechanics) and interview (with English teacher). The techniques of data analysis in this study were data reduction, data display and data conclusion.

FINDINGS AND DISCUSSION

The Problems Were Faced by Students in Learning Writing of Descriptive Text

During the process of analyzing and describing the problems faced by students in learning writing of Descriptive Text at SMK Ma'arif Nu Kajen, researchers collected data in the form of direct observation and conducted interviews with English teachers who teach at SMK Ma'arif Nu Kajen. The results showed that the problems faced by students in learning writing of Descriptive Text at SMK Ma'arif Nu Kajen were that students do not master vocabulary or broader sentences and do not understand how to write descriptive texts. Students had difficulty determining content, organizational structure, constructing sentences and students also look bored with conventional learning. This makes teaching strategies and teaching media need to be applied in accordance with the conditions of the students being taught and the material presented. By applying a combination of appropriate teaching strategies and teaching media, it can

overcome the problems faced by students in the learning process.

The Implementation of Projects Based Learning Strategy Assisted by Card Sort in Teaching Writing of Descriptive Text at SMK Ma'arif NU Kajen

The Implementation of Projects Based Learning strategy assisted by Card Sort in teaching writing of Descriptive Text at SMK Ma'arif Nu Kajen begins with made preparations in the form of teaching arrangements and research instruments. The preparation of this teaching arrangement consisted of preparing lesson plan, material to be taught and teaching media using Card Sort. The research instrument consisted of tests, projects assignment and interviews with English teachers atSMK Maarif NU Kajen.

The implementation of teaching writing of Descriptive Text with Project Based Learning as teaching strategy assisted by Card Sort as teaching media were carried out in accordance with thelesson plan that had been made for research. The observation results show that were found differences in student responses during the 1st meeting and 2nd meeting learning process. In the 1st meeting when used conventional strategy and media, the students had less response and less enthusiasm for learning and in 2nd meeting when used Project Based Learning as teaching strategy assisted by Card Sort as teaching media, the students had a response more enthusiastic and interactive.

The next process in Implementation of Projects Based Learning Strategy Assisted by Card Sort in Teaching Writing of Descriptive Text at SMK Ma'arif Nu Kajen were to provide and analyzeresearch instruments consisting of tests, project assignments and interviews with English teachers at SMK Maarif NU Kajen School. However, the research data was collected in the form of the resultof the test as a cognitive assessment and the result of project assignment as an assessment of students' ability to writing Descriptive Text, categorized by grouping the scores obtained into several predicates with reference to interval scores determined in SMK Ma'arif NU Kajen. In the learning process that has been implemented, students' abilities were categorized as "A" (very good) if the students achieved a score of 90-100, which has the ability to understand very well Descriptive Textmaterial and has the ability to write very well Descriptive Text in six aspects such as the topic is complete and clear and the details were relating to the topic, identification is complete and descriptions were arranged with proper connectives, very few grammatical inaccuracies, effective choice of words and word forms, used correct spelling, punctuation, and capitalization.

The students' abilities were categorized as "B" (good) if the students achieved a score of 80-89, which has the ability to understand the Descriptive Text material well and have the ability to writing good Descriptive Text in six aspects such as the topic is complete and clear but the details ware almost relating to the topic, identification is almost complete and descriptions were arranged with almost proper connectives, few grammatical inaccuracies but not affect on meaning, few misuse of vocabularies, word form, but not change the meaning, it had occasional errors of spelling, punctuation, and capitalization.

The students' abilities were categorized as "C" (enough) if the students achieved a score of 70-79, which has the ability to understand the Descriptive Text material quite good and have the ability to writing quite good Descriptive Text in six aspects such as the topic is complete and clear but the details were not relating to the topic, identification is not complete and descriptions were arranged with few misuses connectives, numerous grammatical inaccuracies, limited range confusing words and word form, it had frequent errors of spelling, punctuation, and capitalization.

The students' abilities were categorized as "D" (not enough) if the students got score of <70,which has the students fail achieve the ability to understand the Descriptive Text material and not had the ability to

writing Descriptive Text in six aspects such as the topic is not clear and the detailsare not relating to the topic, identification is not complete and descriptions were arranged with misuses connectives, frequent grammatical inaccuracies, very poor knowledge of word, word forms,and not understandable, dominated by errors of spelling, punctuation, and capitalization.

The Implementation of Projects Based Learning strategy assisted by Card Sort in teaching writing of Descriptive Text at SMK Ma'arif Nu Kajen had been found some results of the data wereas follows:
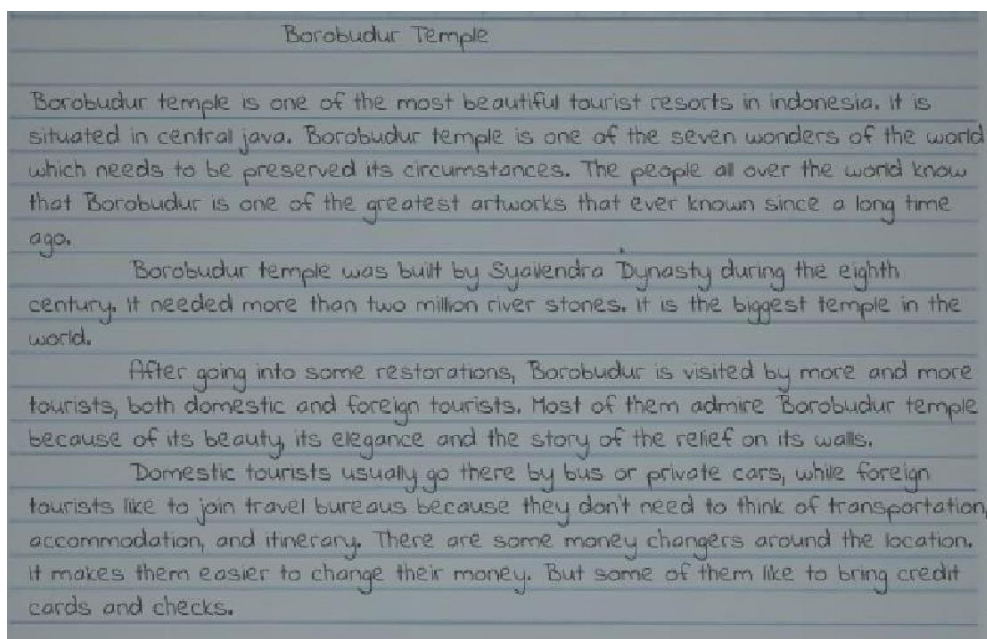
Data Result of The Test

This test served to measure student learning outcomes on the cognitive aspect. In this research, researchers used individual tests in the form of multiple choice questions to measure student knowledge regarding the material that the teacher had taught. The number of questions given were 10 questions with each question worth 10 points, therefore that each student will get a score on a scale of 0-100. From the test that were carried out on 34 students obtained an average score of 87.94 or were included in the B (Good) category, which meant the students achieved the ability to understand Descriptive Text material well. The data details were 10 students got a score of 100, 10 students got a score of 90, 8 students got a score of 80, and 5 students got a score of 70. This shows that the application of the Project Based Learning strategy assisted by Card Sort in teaching writing Descriptive Text at SMK Ma'arif Nu Kajen obtained positive results related to students' understanding of cognitive aspects. Therefore, Project Based Learning as a teaching strategy and combined with Card Sort as a teaching media can be used as the new way of teachingwriting Descriptive Text especially in theoretical understanding of the material being taught.

The Result of Project Assignment

The project assignments aim to measure student learning outcomes in writing Descriptive Text with Project Based Learning as teaching strategy assisted by Card Sort as teaching media. Inthis study, researchers used project assignments in the form of written text results related to Descriptive Text that had been made by students. In assessing project assignments, researchers are based on the assessment instruments that hade been made. The researcher adapted the writingassessment guidelines from Brown (2007: 246), but with adjustments to the assessment instruments according to writing Descriptive Text material. From the test that were carried out on 34 students obtained an average score of 83.34 or obtain category B (Good) results, which meant the students achieved the ability to writing good Descriptive Text in six aspects (content, organization, grammar,vocabulary, mechanics). This shows that the application of the Project Based Learning strategy assisted by Card Sort in teaching writing Descriptive Text at SMK Ma'arif Nu Kajen obtained positiveresults related to students' understanding of writing/producing text. Therefore, Project BasedLearning as a teaching strategy and combined with Card Sort as a teaching media can be used as a new way of teaching writing Descriptive Text, especially in skill of writing/producing written text ofDescriptive Text.

The data above were obtained from an analysis of texts that had been made by students in project assignments. This good result can be seen from the projects made by the majority of studentsachieving good assessment criteria. For example :

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest artworks that ever known since a long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureaus because they don't need to think of transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

From the project assignment analysis that had been carried out by adapting the writing assessment guidelines from Brown (2007: 246) it can be seen that for Descriptive Text of the student, the content aspect obtained a score of 4 which means that the topic is completed and clear, the details were related to the topic. Then for the aspect of organization also obtained a score of 4 which means that identification is completed and descriptions were arranged with proper connectives. Grammar aspect also displays a good score of 4 which means that this text had very few grammatical inaccuracies. The vocabulary aspect also displays a good score of 4 which meansthat this text is effective for choice of words and word forms. Meanwhile, in the mechanics aspect, itgot a score of 3 because this text has occasional errors of spelling, punctuation, and capitalization.This can be seen in writing the sentences ".....central java" were not written using capital letters prefix even though they should use capital letters because is a place name. Therefore it can be calculated with the assessment instruments of writing Descriptive Text of student obtains a total score of:

$$SCORE = \frac{(3 \times C)+(2 \times O)+(2,5 \times G)+(2 \times V)+(0,5 \times M)}{10} \times X$$

$$= \frac{(3 \times 4)+(2 \times 4)+(2,5 \times 4)+(2 \times 4)+(0,5 \times 3)}{4} \times 10$$

$$= 98,75$$

The Result of Interviews

From interviews that were conducted with English teachers at SMK Maarif NU Kajen, it werefound that teachers who teach in class X financial accounting for institutions 3 at SMK Ma'arif NU Kajen have used Project-Based Learning as a teaching strategy. However, teachers were still rare in terms of combining Project Based Learning as a teaching strategy and Sort Cards as teaching media in classroom. In the opinion of the teacher who teaches class X Institutional Financial Accounting Class 3 at SMK Ma'arif NU

Kajen, Project Based Learning combined with Card Sort media is effectively applied in learning to write Descriptive Text. This is because Card Sort is quite easy to make and the implementation process is also simple, besides that it can also overcome boredom during the conventional learning process. The student responses in the teaching-learningprocess with Project Based Learning as a teaching strategy and Card Sort as teaching media werethe student look more active and enthusiastic in participating in the teaching-learning process.

CONCLUSION

The problems were faced by students in learning writing of Descriptive Text at SMK Ma'arif Nu Kajen is the students do not master the broader vocabulary or sentences and do not understand how towrite descriptive text. The students have difficulty determining content, organizational structure, composing sentences and students also seem to feel bored with conventional learning. This makes the teaching strategies and teaching media need to be applied in accordance with the conditions of the students being taught and the material being delivered. By implementing a combination of appropriate teaching strategies and teaching media, it can overcome the problems faced by students in the learningprocess. Through the implementation of the right combination this will make a teaching process achieve thedesired results. One of these combinations is a combination of Project Based Learning as a teaching strategy and Card Sort as a teaching media. From the research that had been done, the implementationof Projects Based Learning strategy assisted by Card Sort to teach writing of Descriptive Text at SMK Ma'arif Nu Kajen got good results. It can be seen from the students score in terms of cognitive/theoretical understanding related to Descriptive Text gets an average score of 87.94 or obtain category B (Good) results, which meant the students achieved the ability to understand Descriptive Text material well. Furthermore, the students skills in writing Descriptive Text projects reach an average score of 83.34 or obtain category B (Good) results, which meant the students achieved the ability to writing good Descriptive Text in six aspects (content, organization, grammar, vocabulary, mechanics). Therefore, that the combination of Project Based Learning as a teaching strategy and Card Sort as a teaching media can be an alternative way in teaching writing Descriptive Text.

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