



## The Use of Project Based Learning and Storyboard to Teach Writing Recount Text of SMP Negeri 1 Maospati

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### ABSTRACT

This study focuses on the application, strengths, and weaknesses of using project-based and storyboard methods in teaching recount text writing. This study utilized a qualitative descriptive design. Data sources were obtained through observation, interview, and documentation. The participants in this study were VIII grade students at SMP Negeri 1 Maospati. The results of this study are: (1) the use of project-based learning and storyboard to teach recount text writing for eighth grade students of SMP Negeri 1 Maospati can be implemented well and get appropriate results; (2) the strengths found in the use of project-based learning and storyboard to teach recount text writing for eighth grade students of SMP Negeri 1 Maospati, including can be more able to think critically and creatively, make more interested and motivated, and make students easier in creating recount text stories in English; (3) The weaknesses found in the use of project-based learning and storyboard to teach recount text writing for eighth grade students of SMP Negeri 1 Maospati, include the media presented is too small, some students have difficulty with new vocabulary presented in storyboard media, and It takes too much time.



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## 1. INTRODUCTION

English is a foreign language whose existence is important for second language learners. There are several skills in English that EFL students must master, namely writing, reading, listening, and speaking. Writing is one of the most important basic English skills that EFL students must master (Firman, 2022). Furthermore, writing is a form of written communication conveyed from the writer to the reader. Ramadhan et al, (2022) stated that writing skills have an important role in helping students achieve academic success through writing which will later be used as evidence in fulfilling the learning process.

However, many students are less interested in mastering writing skills because they find it too difficult. This is because they have to understand what they are going to write. Such as, mastering vocabulary, grammar, language structure, finding ideas, and so on that they will write into a good sentence. A writing can be said to be good if the meaning contained in the writing is conveyed clearly and fulfills the rules of grammar (Mariana et al., 2018). This means that EFL students must master basic writing skills first, before they write in writing.

In relation to students' difficulties in writing, teachers also have an important role in teaching writing skills to students. Thus, the need for cooperation and feedback between teachers and students to support the smooth teaching process in teaching writing skills in the classroom (Amalia, et. al, 2021). In conclusion, teachers have an important role in managing the classroom, so that the learning objectives in the classroom can be achieved.

There are many types of texts in English learning, including descriptive text, recount text, narrative text, procedure text, exposition text, argumentation text, and others. One of the texts that must be mastered by junior high school students is recount text. Recount text is a text that retells an experience or event that happened in the past (Jamiluddin, 2021; Mustafa, 2021; Sitompul, et. al, 2023). Furthermore, teaching writing recount text is the focus of this research.

There are many advantages of project-based learning and storyboarding to teach writing recount text. Project-based and storyboard learning can make students more creative in developing their writing (Syarifah and Emiliasari, 2019). Project-based and storyboard learning can make students more capable of critical thinking and productive

individuals (Lestari, et. al, 2019). In addition, project-based learning can develop writing skills (Pontjowulan, 2023). Furthermore, by using storyboard media students can imagine with their creative thoughts through media that can be seen visually (Khulsum, et. al). Therefore, using project-based learning and storyboard can facilitate students in creating recount text stories in English.

There are many advantages of project-based learning and storyboarding to teach recount text writing. Project-based and storyboard learning can make students more creative in developing their writing (Syarifah and Emiliasari, 2019). Project-based and storyboard learning can make students more capable of critical thinking and become productive individuals (Lestari, et. al, 2019). In addition, project-based learning can develop writing skills (Pontjowulan, 2023). Furthermore, by using storyboard media, students can imagine with their creative thinking through media that can be seen visually (Khulsum, et. al). Therefore, using project-based learning and storyboard can facilitate students in creating recount text stories in English.

One of them, related to the use of project-based learning methods, if it is not implemented properly in classroom learning, the results will not be maximized (Chadafi and Syarifudin, 2021). This happens because the use of project-based learning requires time management that cannot be said to be short. Therefore, further research conducted by Chadafi and Syarifudin, (2021) suggested collaborating project-based learning methods with other models or media to teach students' writing skills. The reason is that students find it difficult to put their ideas into sentence form, due to their lack of knowledge in constructing sentence structures and vocabulary. To overcome the problem, the researcher examined the use of project-based learning and storyboard as a teacher strategy in teaching writing, based on the steps of using project-based learning from Rezeki, et. al (2019) in classroom learning. Therefore, the researcher hopes that by implementing these methods, it will have a positive impact on teachers and students in learning in the writing classroom.

In summary, the purpose of this study is to describe the use of project-based learning and storyboard methods as teacher strategies in learning writing for VIII grade students of SMP Negeri 1 Maospati, knowing the strengths and weaknesses. The researcher chose writing as the skill under study because it is one of the most difficult and important skills for students. Therefore, by collaborating these methods and media, students will find it more helpful in expressing their thoughts into coherent writing or paragraphs.

## 2. RESEARCH METHOD

The research design used in this research is descriptive qualitative. This research uses a qualitative descriptive research approach. Qualitative research method is an approach used to study a matter in depth that focuses on certain subjects, involving data collection techniques, triangulation, and inductive or qualitative analysis (Sugiyono, 2019). This research focuses on the use of project-based learning and storyboard method to teach writing recount text for the eighth-grade students of SMP Negeri 1 Maospati. In conducting research, researchers use tools to collect data as evidence of research.

The researchers collected data through observation, interview, and documentation. First, when observing the learning process, second, researchers conducted interviews with teachers and some students. Finally, researchers used documentation as a data source, including teaching modules, student data, student assignment results, and photos to support data validity.

In summary, researchers use qualitative research because it requires data and views to support and determine the effectiveness of this research strategy. In addition, researchers benefit from the techniques used in this study. Therefore, researchers hope that the information presented is accurate and does not cause confusion.

## 3. RESULTS AND ANALYSIS

This research data was collected from students of class VIII D SMP Negeri 1 Maopati. The researcher used recount text material for the writing chapter which contains definition, purpose, text type, generic structure, and language features. The findings and analysis are as follows.

### 3.1. The Use of Project Based Learning and Storyboard to Teach Writing Recount Text for The Eighth Grade Students of SMP Negeri 1 Maospati

To collect this data, researchers conducted observations in the learning process, with the following results.

#### 3.1.1. The Observation

##### 1. Pre-teaching activities

The teacher opened the activity by greeting and responded by the students, then the teacher asked about the students' condition by saying, "How are you today?" The students answered, "I am fine, and you?" Next, the teacher checked the students' attendance and asked about the students' readiness to learn English, the students responded positively. Next, the teacher and students discussed the material to be discussed, namely recount text. The teacher asked about the definition,

purpose, type of text, generic structure, and language features, which the students responded actively.

2. Teaching activities

In learning activities, researchers use the stages of project-based learning methods based on previous research, namely Rezeki et. al (2019) which includes six stages, including:

a. Start with question

The teacher asked questions through the video shown in accordance with the recount text material. Then, the teacher explains the recount text material in detail which includes, generic structure, types, and language features of the recount text. Then, the teacher and students continue by analyzing the examples of recount text shown to the students.

b. Design a plan for the project

The teacher begins to introduce and explain how to use storyboard media to students. After the students understand the concept of how to use storyboard media, the teacher explains the students' task which is to create a recount text by using storyboard media.

c. Create a schedule

The teacher and students make an agreement regarding the schedule of activities in completing the project. The project completion time must be clear, students are given directions by the teacher to manage the available time as well as possible.

d. Monitor the students and the progress of the project

The teacher is in charge of supervising students' activities while completing the project. Monitor the extent of their progress and guide them if they are having difficulties.

e. Assess the outcome

The teacher can measure the level of understanding of students in receiving the material presented. Assessment is given when each individual or group takes turns presenting their work in front of the class.

f. Evaluation and reflection

The teacher comments on the students' work. With this, the teacher can find out the extent of students' understanding of the material provided.

3. Post-teaching activities

Teacher and students review together the results of the learning that has been carried out. The teacher also asks the students about their feelings towards the learning activity, "Did you enjoy? Did you feel happy about today's activities?", then students responded, "Yes, I enjoyed it". Then, the teacher wants students to collect the assignments they have done. Before the teacher ended the meeting on that day, the teacher said greetings and the students responded back by saying thank you to the teacher.

### **3.1.2. The Interview**

1. The teacher's interview

Based on the findings of the interviews with teacher, the first question regarding the application of project-based learning method in the classroom during the learning process, the implementation has been applied in various aspects or materials. The teacher also answered the second question, which is about the use of storyboard media in the recount text writing learning activity, namely that the media is very helpful for students because it can be seen visually and makes it easier for students to create a writing outline. The researcher then asked the third question about the difficulties faced during the learning process of writing using storyboard media.

The researcher then asked the fourth question about the weaknesses and strengths of using these methods and media in teaching writing. This is related to the researcher's last question to the teacher regarding the use of these methods and media can bring changes to students in terms of their writing ability. The teacher agreed that the method and media could bring positive changes for students. The teacher believes that project-based learning and storyboard can improve students' writing skills in English, especially in recount text.

2. The student's interview

Based on the results of interviews with several students regarding their interest in writing recount texts using storyboards, all students interviewed stated that they were interested in the

material. The researcher continued to the next question, namely about the difficulties of students when creating the recount text itself. Three out of five students responded that they experienced difficulties because it was new to them and had to be done with other friends. Next, on the third question about the difficulties encountered when writing recount text using storyboard media. The majority of students experienced difficulties when composing sentences, changing verb 1 to verb 2, and there were new vocabulary displayed on the storyboard.

Furthermore, the researcher asked about the students' solutions to overcome their difficulties, namely by opening a dictionary, asking the teacher, or looking for verb changes on Google. Moving on to the fifth question, which is suggestions from students regarding the improvement of storyboard media in the future. Almost all students gave suggestions regarding the improvement of media size and theme variations to make it more interesting. Finally, the researcher asked a question about the use of storyboard media can attract them to improve their writing skills. The majority of students responded that they were interested and could increase their interest in writing recount texts in English.

### **3.1.3. The Documentation**

Researchers used photography to support documentation, which included teaching modules, learning processes and student writing results.

In short, the use of project-based learning and storyboard to teach writing recount text can be implemented well and in accordance with the steps proposed by Rezeki, et. al (2019). These steps include: (1) start with question; (2) design a plan for the project; (3) create schedule; (4) monitor the students and the progress of the project; (5) assess the outcome; (6) evaluate the experience. In addition, the use of project-based learning method and storyboard as a media is maximally used by the teacher in teaching and learning process in writing classes. So, the project-based learning and storyboard is suitable method and media for the teacher to use in writing classes, especially in writing recount text

## **3.2. The Strengths in the Use of Project Based Learning and Storyboard to Teach Writing Rcount Text for the Eighth Grade Students of SMP Negeri 1 Maospati**

### **3.1.1. The Observation**

Observation data was collected during the learning process, when the teacher used the project-based learning method and storyboard media based on the teaching module that had been provided. Students seemed to respond and actively participate during learning. In fact, students looked enthusiastic when the teacher showed the storyboard media at the core of the learning process.

### **3.1.2. The Interview**

#### **1. The teacher's interview**

The teacher explained that the learning process had been carried out well, students could participate actively. The strengths is that learning using project-based learning method can make students more able to think critically and creatively in writing. In addition, the use of storyboard media in writing classes can make students more active, enthusiastic, and interested in participating in writing classes. Furthermore, storyboards can make it easier for students to imagine and put their thoughts into the form of a coherent sentence or paragraph.

#### **2. The student's interview**

Based on the findings of interviews with several students regarding the strengths of using project-based learning and storyboard methods in writing classes, students feel more interested and easier to write recount text stories in English. Thus, students will understand the context better.

### **3.1.3. The Documentation**

The results of students' writing on recount texts and photos are used as research documentation. Each student and their group created a story with the same theme. After using project-based learning and storyboard method in the learning process, the students' writing showed positive results.

In short, the strengths of using project-based learning and storyboard method to teach writing recount text for the eighth-grade students of SMP Negeri 1 Maospati include, students can be more critical and creative, interested and improve in writing skills, and make it easier for students to create recount text stories using English.

## **3.3. The Weaknesses in the Use of Project Based Learning and Storyboard to Teach Writing Rcount Text for the Eighth Grade Students of SMP Negeri 1 Maospati**

### **3.1.1. The Observation**

Observation data was taken during the learning process, when the teacher used the project-based learning method and storyboard media based on the teaching module provided. The weakness of the use of this media is found in the learning activities, namely when the teacher explains about the change of verb tense. In fact, students still lack knowledge of vocabulary. So, the teacher has to give many clues so that students can answer the teacher's questions.

### **3.1.2. The Interview**

#### **1. The teacher's interview**

The teacher explained that the learning process had been carried out well, students could actively participate. The weakness is that learning using project-based learning method requires more time allocation. In addition, the media presented is too small for a relatively large class. Lastly, students have difficulty in converting verb 1 to verb 2 and are weak in vocabulary.

#### **2. The student's interview**

Based on the findings of interviews with several students regarding the weaknesses of using project-based learning and storyboard methods in writing classes, students feel that the media presented is too small, so it still needs to be improved. This is also related to the adjustment of the size of the images presented. In addition, students argue that providing a variety of themes on the storyboard will make the media more interesting.

### **3.1.3. The Documentatation**

The results of students' writing about recount texts and photos are used as research documentation. Each student and his/her group created a story with the same theme. After using project-based learning method and storyboard in the learning process, the students' writing showed positive results. Although, there are still some groups that are the same in writing the sentence structure, but the errors in punctuation, grammar, and vocabulary are relatively few.

In short, the weaknesses of using project-based learning and storyboard method to teach writing recount text for the eighth-grade students of SMP Negeri 1 Maospati include, the storyboard media presented is too small, students have difficulty in new vocabulary presented in the storyboard, and it takes a lot of time to implement this method.

## **4. CONCLUSION**

The findings of this study are based on the results of the use, strengths, and weaknesses of the project-based learning and storyboard methods as teacher strategies in teaching recount text writing in the classroom. Based on the results, the teaching and learning activities can be implemented quite well in the classroom. Furthermore, the strengths of using project-based learning and storyboard method to teach writing recount text for the eighth grade students include making students think more creatively and critically, making students more interested and motivated, and making it easier for students to write recount text in English. However, some of the weaknesses include, the media presented, relatively small, students have difficulty in the new vocabulary presented, and it takes too much time. Thus, the use of project-based learning and storyboard method as a teaching strategy in writing class, especially recount text can give positive results and in accordance with the expected results of the researchers.

This study has limitations that can be used as a reference for future researchers. Future researchers may use other research instruments, such as qualitative data calculation and questionnaires to determine the value of using project-based learning and storyboard method on students' recount text writing skills. In addition, future researchers are expected to use other text types in applying this project-based learning and storyboard method at various levels in the institution.

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