

# Students' Perception of Writing Procedure Text with Project-Based Learning Model

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## ABSTRACT

Project-based learning is a recommended model by Merdeka (Independent) curriculum for teachers. Consequently, the model includes novel things in learning and is prone to poor execution. This study aimed to (1) measure students' perceptions of learning the skills of writing procedure text with a project-based learning model and (2) identify obstacles to learning to write procedure text through project-based learning. This research is descriptive with a qualitative paradigm. The source of data was the second-grade students of SMP Negeri 1 Ngemplak and SMP Negeri 1 Simo Boyolali, totaling 448 students, of which 256 were taken as samples. Sampling was carried out with purposive sampling, namely classes applying project-based learning methods. Data collection techniques were conducted with questionnaires, observations, and interviews. Testin data validity was performed by triangulating data sources and methods. Data analysis was completed with interactive models. The results suggested that the majority of students stated that the learning procedure text using project-based learning was interesting, as well as motivated, and made students actively involved in learning. The second finding revealed the obstacles arising in the application of the project-based learning model in junior high school, namely: 1) poor adjustment to the teachers in project-based learning model implementation in the classroom; 2) less trained students in working on a project; and 3) longer time or hours of lessons required. The conclusion is that assigning projects accordingly based on the student's environment will minimize future obstacles. This research recommends that school principals provide direction and empowerment to teachers to teach by implementing innovative learning models and one of them is the project-based learning model.

**Keywords:** writing skills, text procedures, project-based learning.

## INTRODUCTION

One learning approach that is highly applicable to the Merdeka curriculum is project-based learning. This learning model is highly recommended to be implemented in teaching and learning with a Merdeka curriculum. The Merdeka curriculum mandates the flexibility of educators to develop excellent lessons. The Merdeka curriculum supports differentiated learning, which can meet the needs of children differently according to their environment (Wahyuningsari et al., 2022: 531). Differentiated instruction will stimulate children to optimize the absorption of information. The children's need for information is well served.

Related to this, teachers are reinforced to use various strategies and innovative learning patterns that will meet the needs of all students (Muhali, 2019: 46).

Innovative learning is oriented toward innovative processes and skills. Innovative learning leads to learning that is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and learner-centered (Nur'aini, Suwandi, and Rohmadi, 2023). Innovative, integrative, and holistic learning is more about humanizing humans (Hijriyani and Machli, 2017: 132). Innovative learning is ideally applied in today's teaching and learning process. Innovative learning creates insightful teachers and develops more creative learning media (Astriani and Alfahnum, 2020: 371). However, the reality on the ground is not practically realized. The learning applied by teachers has been far from innovative; a portion still uses conventional patterns. Learning could not meet the needs of pluralistic, less interactive, poor collaborative, and material-centered students. Some teachers are still entangled in learning that relies on aspects of knowledge and are still poor at developing aspects of skills, let alone attitudes. Learning is still dominated by memorization aspects. The psychomotor is carried out by providing skills to learners, for example, writing procedural texts, plays, poems, and so on. This weakness in affective and psychomotor aspects also occurs in other settings.

Learning that attempts to fulfill the needs of differentiated students has not garnered the proper portion. The teacher's responsibility to optimize learning so that it can balance the needs of each student in the form of knowledge, skills, values, and attitudes remains undesirable. Humanistic innovative learning has not been implemented to its potential. Innovative learning should be humanizing and humanistic, as humans are unique (Sumardi, 2023: 206). Differentiated instructions seek to adapt the learning process in the classroom to satisfy the individual learning needs of students (Herwina, 2021: 175). Differentiated instruction is an innovative learning model. Differentiated instruction can optimize student needs and learning outcomes (Safarati and Zuhra, 2023: 24). This approach can be applied to junior and senior high school education levels as well as other levels of education. This learning will develop all aspects of students comprehensively, including knowledge, skills, values, and attitudes. These three elements should be developed collectively. In practice, however, it is still dominated by the knowledge aspect, and only a portion of the learning process rests on the development of skills, let alone attitudes.

Various methods practiced to sustain this innovative learning model include the jigsaw method, numbered heads together, making a match, team game tournaments, and so on. With this innovative learning, the teacher's ability can be expressed and foster the creativity of students to learn according to their talents and interests (Changwe, 2022: 593). Students can learn at their own pace. The teacher's task is to facilitate students learning according to their abilities. In this case, teachers are facilitators and communicators in teaching and learning activities (Arfandi and Samsudin, 2021: 124).

In learning Indonesian, writing skills materials need to be taught in class. According to Abidin (2012: 181), writing is a process of expressing notions and ideas using the means of writing. This is in line with what was defined by Munirah (2015: 1) with a very simple language: writing is any activity related to writing. Based on these opinions, a common thread can be drawn about the meaning of writing, namely that writing is a process of expressing ideas and opinions expressed in writing. Readers, writers, and written materials are three components related to writing activities. The three elements above are closely related to authorship. Sumarwati (2019: 152) states that students who are less accustomed to writing are deemed to be jumping around, less logical in terms of language reasoning, rather rudimentary in the organization of their writing, and so on.

Writing in the form of text is an essential skill to teach. Yarmi (2017: 1) affirms that understanding the reader requires adequate writing skills. Writing has many purposes, among others: (1) aims to provide assignments; (2) many aspects of usefulness; (3) aims to invite readers; (4) conveys information; (5) promotes self-existence; (6) is creatively innovative; and (7) aims to solve problems. Simarmata (2019: 5)

opines that writing has the purpose of (1) conveying as much information as possible to the reader, (2) providing affordable entertainment, and (3) changing perspective through an essay. Based on this remark, it can be deduced that writing is used to enlighten, solve issues, entertain, and for other objectives as desired by the author.

Writing benefits as a means of self-expression and understanding and helps develop self-satisfaction. Writing can enhance one's intelligence (Nur'aini and Nurrahmah, 2022). Someone accustomed to writing will have an impact on the power of imagination and creativity. Someone who is fond of writing will expand their horizons and breadth of thinking. Wulandari, Suryanto, and Saddhono (2015: 2) state that one's thinking ability can be seen in language proficiency. With a broad horizon of view and thinking, it will have a positive impact on life, including, in this case, writing procedure text. Writing is essential to supporting one's career, as stated by Klimova (2013: 11).

The components of writing skills, according to Hartfield in Haryanti (2013: 52), include content, organization, vocabulary, and language use. Writing skills produce meaningful text, one of its outcomes. The text is interpreted as a meaningful speech or piece of writing, which establishes the whole idea (Priyatni, 2015: 37). The function of language learning is to develop the ability to understand and create texts because communication occurs in the text. Based on this explanation, a common ground is that writing texts is an effort to express creations, ideas, and thoughts in written form at the text level.

Students need to be taught how to write properly. Many writing skills can be conveyed to students, for example, writing procedure text, speech, advertising, and many more. The types of writing skills reviewed in this study are procedural text writing skills. Mahsun (2014: 1) explains that the text is a complete unity of language in terms of the structured thinking used as an expression, both spoken and written. Procedure text is a text comprising exposure about the right steps to do or find something. Writing a procedure text is an activity or writing activity presented through systematic steps or procedures.

Learning writing procedure text to be more optimal and right on target needs to be assisted by relevant learning models. This study provides alternative learning models for project-based learning. The project-based learning model has many advantages. Project-based learning provides opportunities for students to discover for themselves the concepts they have learned. Project-based learning can increase student activity (Anggraini and Wulandari, 2021: 298). Students actively assess what their tasks are. With project-based learning, students are actively involved in working on a project, and learning is more meaningful because students create something that will always be remembered (learning by doing). Project-based learning trains independent students to learn (Devi, Ismanto, and Kristin, 2019: 65).

Project-based learning is very relevant to the material of the writing procedure in Indonesian subjects. Indonesian Language Learning contains materials that instruct students to develop a project and bring forth a work, such as writing procedures, plays, and poems (Nita and Irwandi, 2021: 237). Writing procedural texts, plays, and poems requires a great deal of experience as well as critical thinking and appreciation abilities (Supini, Sudrajad, and Isnaini, 2021: 22). To be able to write a good procedure text, broad insight is needed by exploring problems, finding solutions, and implementing them in writing. Problems explored and studied in project-based learning principally educate students to think, increase the breadth of knowledge and experience horizons, and foster solutions to find answers to the right problems. Project-based learning enables students to improve their creativity and writing skills (Sudiana and Sukmayasa, 2021: 496).

The constraints that arise in the implementation of project-based learning in supporting the writing text of second-grade students at SMP Negeri 1 Ngemplak and SMP Negeri 1 Simo, Boyolali, is that teachers are less accustomed to applying the project-based learning model. Another obstacle is the lack of training for students to work on a project. The third one is the longer time of study needed. Project-based learning has several advantages. The advantages of applying the project-based learning model according to Daryanto

(2014: 25): (1) improving students' learning motivation to encourage their ability to do important tasks, and they need to be rewarded, (2) improving problem-solving abilities, (3) increasing collaboration, (4) improving students' skills in managing learning resources, (5) encouraging students to develop and practice communication skills, (6) providing students with learning and practice experiences in organizing projects and making time allocations, (7) providing learning experiences that involve students in a complex and designed to develop according to the real world, and (8) creating a fun learning atmosphere fun so that students and teachers enjoy the learning process. Project-based learning has the advantages of increasing student cooperation, creativity, and communication skills, improving academic ability, and making the learning environment more enjoyable. According to Sumarni (2015: 478), project-based learning also has several disadvantages, including (1) increasing the burden of tasks and being time-consuming because project-based learning emphasizes the learning process; (2) the emergence of anxiety or difficulty when having to work together with others; and (3) reducing self-confidence when having to work alone (Almulla, 2020: 11). Given the advantages and disadvantages of the project-based learning, this study possibly explores and raises the advantages or advantages that exist and minimizes the emergence of existing weaknesses.

Project-based learning trains children to perform a task with the guidance of the teacher (learning by doing). Project-based learning is more humanistic because students are free to think and be creative in completing tasks so that all the potential that exists can be channeled properly (Saputro and Rahayu, 2020: 192). This learning model is very suitable with an independent curriculum that allows students to learn with their patterns. The presence of a Merdeka curriculum provides a solution to the tight competition in human resources in the 21st century. There are three major competencies in the 21st century: thinking, acting, and living in the world. Thinking competencies include critical, creative, and problem-solving thinking. Acting competencies include communication, collaboration, digital literacy, and technology. The competence of living in the world includes global understanding and social responsibility. Project-based learning can answer the required competencies.

Project-based learning is a student-centered learning model (Sukenti and Syarif, 2021: 201). Project-based learning is a learning model that centers on learners and provides meaningful learning experiences for learners. Students' learning experiences and concepts are established on the products created in the project-based learning process. Project-based learning can be challenging learning for students. Project-based learning model is a learning model that provides an opportunity for educators to manage learning in the classroom by involving project work. Project work contains complex tasks based on questions and problems that are very challenging and lead students to design, solve problems, make decisions, conduct investigative activities, and provide opportunities for learners to work independently.

The various solutions obtained in an attempt to solve a problem become the insights of one's breadth of knowledge. This study aimed to provide flexibility to teachers in creating learning models that provide ample opportunities for students to think and be creative while working on projects. This study was conducted because there are still many learning models that do not provide opportunities for students to think and be creative. Project-based learning can improve students' creativity and learning outcomes (Surya, Relmasira, and Harjuni, 2018: 52). The significance of this research is to show that the project-based learning model will improve students' learning skills. The project-based learning model is very relevant to the Merdeka Curriculum. This learning model is highly recommended to be implemented in teaching and learning with a Merdeka curriculum. For the various reasons above, project-based learning should necessarily be applied to learning the Indonesian language, especially writing procedure text skills.

Some of the problems that arise in this study can be identified as follows: Why do some teachers still use conventional teaching models? What are the factors contributing to conventional learning? Why is the project-based learning model rarely used by teachers? What are the obstacles arising in the application of



the project-based learning model at school? Why do teachers rarely use YouTube media in learning procedure text writing skills? What obstacles are found in procedure text writing skills?

Based on the identification of existing problems, the problems in this study are formulated as follows: First, what are the students' perceptions about writing procedure texts with a project-based learning model? Second, what are the obstacles arising in writing procedure text through project-based learning? Based on the formulation, this study aimed to (1) measure the students' perceptions towards writing procedure text with a project-based learning model and (2) identify obstacles to writing procedure text through project-based learning.

Some of the formulations above require immediate answers. In fact, it is necessary to develop an adequate theoretical framework. To develop the right framework, in addition to being based on existing theories, relevant research is also critical. Relevant research facilitates and guides the subsequent steps. Some relevant studies were selected as follows: Research on The Effect of Project-Based Learning Continuing Learning Innovation on Learning Outcomes of English in Higher Education concludes that the implementation of project-based learning model supported the improvement of learning outcomes (Syakur, Musyarofah, Sulistiyaningsih, and Wike, 2020: 629). Research conducted by Hamidah and Citra (2021: 313) entitled "The Effectiveness of Project-based Learning on the Interests and Learning Outcomes of Students" showed that the Project-based learning model was effectively used to improve student interest and learning outcomes. Research conducted by Marlani and Prawiyogi (2019: 4) on the Implementation of a Project-based Learning Model to improve the skills of writing poetry discovered that the Project-based learning model was able to improve student activities and learning outcomes in writing skills.

## RESEARCH METHODS

### • Location and Time of Research

This study was conducted at SMP Negeri 1 Ngemplak Boyolali at Jalan Manguraya, Ngesrep, Ngemplak, 57375, phone (0271) 780420, E-mail: [smpn1ngemplak@gmail.com](mailto:smpn1ngemplak@gmail.com), Web: <http://www.smpn1ngemplak.sch.id> and SMP Negeri 1 Simo at Jalan Singoproo Raya Street address No. 464 Simo, E-mail: [smp\\_1\\_simo@yahoo.co.id](mailto:smp_1_simo@yahoo.co.id) phone (0276) 3294740, zip code 57377. The research was commenced from January to June 2023.

### • Research Design

This study is descriptive with a qualitative paradigm.

### • Variables and Operational Definitions

The variables observed were the perceptions of students about learning writing procedure text and the constraints in the implementation of learning writing procedure text in junior high school.

### • Population, Sample, and Sampling Techniques

Population is a generalization area that researchers set to draw conclusions (Sugiyono, 2013: 117). Population is universum (Budiyono, 2013: 121). The population in this study is the second-grade students of SMP Negeri 1 Ngemplak in as many as seven classes with 32 students in each class, totaling 224 students, and the students of SMP Negeri 1 Simo in as many as seven classes with 32 students in every class, totaling 224 pupils. The overall population is 448 students. A sample is part of a population in miniature (Arifin, 2014: 215). According to Neolaka (2014: 42), the sample is the object of research. The sample was taken in four classes for each school, so the overall sample was 128 students in each school or 256 students.

Purposive sampling was used in the sampling technique to achieve specific objectives.

- **Data Collection Technique and Research Instruments**

Triyono (2016: 239) states that data collection techniques are means that researchers use to collect data and research results. Data collection techniques carried out observation, interviews, and questionnaires. Research instruments are in the form of observation guidelines, interview guidelines, and questionnaires.

- **Data Analysis Technique**

Data analysis techniques perform interactive analysis in the form of Components of Data Analysis: Interactive Model (Miles, Huberman, and Saldana (2014: 14). Data analysis includes three components: data condensation, data display, and conclusion drawing and verification. The following chart provides clarification on the data analysis method used in this study.

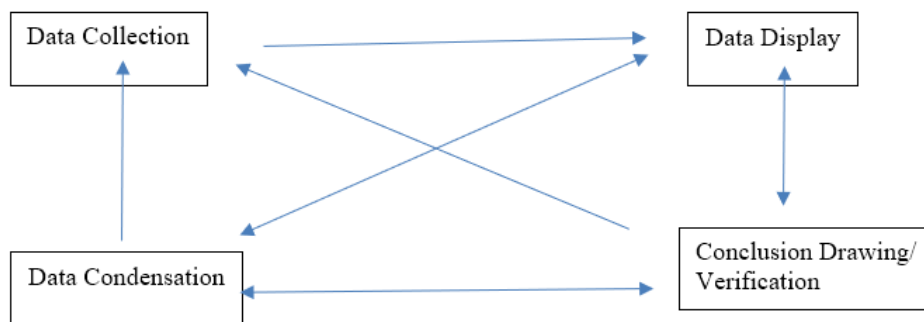


Chart I.1. Interactive Analysis

Source: Miles, Huberman, and Saldana, (2014: 14)

## RESULTS AND DISCUSSION

There was a relationship between student activity and the learning model that the teacher used. The learning outcomes of students—including, in this instance, the ability to write procedural texts—were impacted by teachers who innovated in their teaching methods. The structure of the procedure text includes four parts: purpose, materials, steps, and conclusions. Part one is purpose that is formulated at the beginning of the writing of the procedural text. In this section, the author provides explanations related to the objectives in the preparation of the text of the procedure. It also informs the final result to be achieved. Part two is material that contains what should be prepared and needed for the activities. This part contains information about the tools or materials for activities. Part three is step that describes the process or stages that must be done to get maximum results. The steps are made or arranged systematically or sequentially. Part four is conclusion that describes the conclusion of a procedure. This section is optional; that is, it can be present and may not be in the text of the procedure.

Rules of procedure text are that the sentences used are categorized into three parts. First is the imperative sentence that contains a command characterized by things to be done, referring to the command of the sentence. An exclamation point (!) is used to end a statement. Second is declarative sentence aimed to inform and often called as a statement sentence. The punctuation period (.) is used to close this sentence. Third is interrogative sentence that is used to find information by asking questions. The punctuation used in this sentence is a question mark (?).

Bloom’s taxonomic theory states that learning processes and outcomes must be able to develop three

domains: cognitive, affective, and psychomotor. These three domains—cognitive, affective, and psychomotor—are pivotal to be simultaneously developed for learners (Magdalena, Islami, Rasid, and Diasty, 2020: 138). The cognitive sphere can be developed through knowledge. The affective sphere is through the cultivation of attitudes (Yegon, Mulambula, Kiaritha, 2023: 83). The psychomotor sphere is established through skills, and this sphere is important and indispensable. The cognitive sphere can develop students' skills through knowledge; the affective sphere can be reviewed through moral aspects, which are exhibited through the feelings, values, motivations, and attitudes of learners. Some teachers are incapable of instilling affective and psychomotor aspects and are more of cognitive aspects.

Project-based learning is a learning strategy in which students must build their content knowledge and demonstrate new understanding through various forms of representation (Zakiah, Fatimah, and Sunaryo, 2020: 285). Project-based learning is a learning model that uses problems as the first step in gathering and integrating new knowledge based on their experience in real-life activities. Through project-based learning, the first step is to raise a guiding question and direct students in a collaborative project that integrates various subjects (materials) in the curriculum. Project-based learning is an in-depth investigation of a real-world topic and will be valuable for students' attention and effort (Ministry of Education and Culture, 2014: 33).

Project-based learning is a model that organizes learning around projects. Project-based learning is a learning approach that involves organizing the subject of the project. When the question is answered, students can directly see the various major elements as well as various principles in a discipline that is being studied. Project-based learning is a strategy certain to turn traditional classrooms upside down (Boss and Krauss, 2022: 16). Project-based learning is a strategy to transform traditional classrooms. Given that each learner has a different learning style, project-based learning provides opportunities for learners to explore content (material) in a variety of meaningful ways for themselves, from traditional to innovative.

Project-based learning asks students to investigate issues and topics addressing real-world problems while integrating subjects across the curriculum (Skalet, 2019). Project-based learning is an approach that requires learners to create a "bridge" that connects between various subject matter. In this way, students can perceive knowledge holistically. Moreover, project-based learning is an in-depth investigation of a real-world topic, it will be valuable for learners' attention and effort.

Project-based learning has several characteristics: 1) Students decide a framework; 2) Students are posed to the existence of problems or challenges; 3) Students design a process to determine solutions to problems or challenges posed; 4) Students are collaboratively responsible for accessing and managing information to solve problems; 5) The evaluation process is carried out continuously; 6) Students periodically reflect on activities that have been carried out; 7) The final product of learning activities will be evaluated qualitatively; and 8) Learning situations are very tolerant of mistakes and changes.

Characteristics of appropriate learning materials in the application of project-based learning, namely, are: 1) having basic competencies that emphasize aspects of skills or knowledge at the level of application, analysis, synthesis, and evaluation (modify, try, create, use, operate, produce, reconstruct, demonstrate, create, design, and TEST); 2) producing a product; and 3) having a connection with real problems or everyday life.

Project-based learning model entails challenging learning steps for students. Lestari (2015: 6) suggests the steps of a project-based learning model as follows: First of all, start the session with the big question. Learning begins with a driving question that can assign students to do an activity. The topic should be relevant to real-world realities and begin with an in-depth investigation. Secondly, design a plan for the project. Designing is done collaboratively between teachers and students. Thus, students are expected to experience ownership over the project. Designing includes deciding on the game's rules, choosing exercises

that can help with answering important questions by incorporating a variety of supplementary topics, and identifying the resources and equipment needed to finish the project. Third, create a schedule. Teachers and students collaboratively develop a schedule of activities to complete the project. The project due date should be clear, and students should be given direction on how to manage the time available. Let students try something different, but if the activity veers off course from the project objectives, teachers need to remind them. Projects undertaken by students are projects that require a long time in the process, so teachers ask students to complete their projects in groups outside of school hours. When learning is carried out during school hours, students can present the results of their projects in class. Fourth, monitor the students and the progress of the project. Teachers are responsible for monitoring the activities of students in the completion of the project. Monitoring should be done by facilitating learners in each process. In other words, teachers act as mentors for students. Teachers guide students on how to work in a group. Each student can choose their role by not overriding the interests of the group. Fifth, assess the outcome. Assessments are carried out to help teachers gauge whether standards are being met, to assess each learner's progress, to give feedback on the comprehension level attained by students, and to help teachers create the next instructional strategy. Product assessment is done when each group presents its product in front of other groups in turn. Sixth, evaluate the experience. At the end of the learning process, teachers 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, students are asked to express their feelings and experiences during the completion of the project. According to Wajdi (2017: 86), the steps of project-based learning include, giving questions at the beginning, designing the project, determining the schedule of activities, monitoring the project implementation process, and assessing the project.

Project-based learning is part of an innovative learning model. In the application of this learning method, students are allowed to produce a project that can be done in groups or individually. This study results in two findings as an answer to the formulation of the existing problem.

## **Results**

### **a) Observation**

From the results of observations, it was found that the students were very enthusiastic about implementing the project-based learning model. Students carried out assignments given systematically. When reporting project results, students were observed scrambling to display them. For those in groups who did not do the presentation, they assisted their friends who were presenting their reports. Some students looked enthusiastic to learn about project reports from other groups. Different group members were found asking each other questions and giving answers about the projects the group was working on.

### **b) Interviews**

From the results of interviews with teachers, it was revealed that teaching by applying the project-based learning model required more understanding and preparation. Teachers who were used to applying rather conventional learning would face difficulty in implementing the project-based learning model. According to the informant, it was explained that implementing this model took longer than conventional learning. As a comparison, lesson material presented using the conventional learning model can be completed in a single meeting, but using the project-based learning model requires at least two meetings.

### **c) Questionnaires**

The two findings in question are as follows: students' perception of the implementation of project-based learning in SMP Negeri 1 Ngemplak, Boyolali was very positive. It is shown from the existing data that 96 students out of 128 students (75%) described project-based learning as very interesting and activated



students. As many as 32 students out of 128 (25%) admitted that they were rather invested, and there were no students who stated that they were less interesting or not interesting. Students' perceptions in SMPN 1 Simo show that 98 students out of 128 students (76.56%) found the learning model of project-based learning very interesting and activating. As many as 30 students out of 128 (23.44%) stated that they were quite interesting, and there were no students who stated that they were less interesting or not interesting. Generally, of the 256 junior high school students, as many as 126 (75.78%) expressed that the learning model of project-based learning was very interesting and activating. Meanwhile, 62 students out of 256 (24.22%) asserted that they were quite interesting, and there were no students who stated that they were less interesting or not interesting. Project-based learning is a learning model that is based on a project. Wena (2014: 144) states that project-based learning is a learning model that allows teachers to manage their classes by involving project work.

The development of a project-based learning model can train students to improve their learning skills. Project-based learning can improve creative thinking skills. Project-based learning is a learning approach that pays attention to understanding. Students explore, assess, interpret, and synthesize information in meaningful ways. Based on some definitions of experts, it can be concluded that project-based learning is a student-centered learning model to build and apply concepts from projects produced by exploring and solving real-world problems independently.

The current learning demands are aimed at focusing on project-based learning, which is very relevant to the Merdeka curriculum. Project-based learning is a learning model designed to help students work on a project according to their ability level. In project-based learning, the students are given the task of working on a project that can hone their knowledge, practice skills, and develop and form attitudes. Project-based learning is a learning model that is very suitable for developing high-level thinking or HOTS for students. Higher Order Thinking Skill is the breakdown of the cognitive at levels 4, 5, and 6. Cognitive aspects, as expressed by Bloom, include knowledge, comprehension, application, analysis, synthesis, and evaluation. Levels 1, 2, and 3 include low-level thinking skills, or LOTS levels 4, 5, and 6 include HOTS.

## CONCLUSION

A writing activity is an activity and, consecutively, an integrated skilled practice. In every lesson, there is always a writing activity. Writing is a necessity for learning activities. A person who is skilled at good writing does not necessarily have to be a writer. Skilled communication with spoken language is a valuable asset to being able to write.

To realize the ideas, writing is one aspect to do. Writing is a productive and innovative activity. Writing is a productive and innovative activity. To be productive and innovative, the writer should understand vocabulary and language structure. Every planned and deliberate activity must have a purpose, as well as writing. Writing has many purposes, among others, to provide entertainment, convey information, convey ideas, opinions, and proposals, as well as convey feelings. Of the many purposes and expectations of writing, the most important is to convey information to the reader.

Based on the formulation of the problem and the results of existing research, the study concludes as follows: First, the perception of students towards the implementation of the project-based learning model in SMP Negeri 1 Ngemplak and SMP Negeri 1 Simo, Boyolali, was very positive. It is shown from the existing data that, generally, of the 256 junior high school students, as many as 126 (75.78%) stated that the learning model of project-based learning was very interesting and activating. Meanwhile, 62 students out of 256 (24.22%) stated that they were quite interesting, and no students stated they were less interesting or not interesting. Second, the obstacles arising in the implementation of the project-based learning model in supporting the writing skills of second-grade students of SMP Negeri 1 Ngemplak and SMP Negeri 1 Simo,

Boyalali are less accustomed teachers in implementing the project-based learning model in the classroom. Another obstacle is the lack of training for students to work on a project. The third one is the longer time of study needed. The suggestions are: (1) to familiarize teachers with applying the project-based learning model to improve the skills in writing procedural texts; (2) to provide routine and programmed exercises to students about working on projects; and (3) to increase class hours outside of scheduled class hours.

## RECOMMENDATIONS

Based on these conclusions, the research team provides the following recommendations: First, there should be a change in the learning pattern from a teacher-oriented to a student-oriented pattern. Second, it is recommended that the principal provide direction and encouragement to teachers to always teach by applying innovative learning models and one of them is the learning model of project-based learning. Third, teachers are expected to practice and get used to applying the project-based learning model in the classroom. Fourth, teachers should motivate students to be more enthusiastic and active in learning, especially following the project-based learning model applied by teachers in schools.

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