

THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING WRITING NARRATIVE TEXT

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INTRODUCTION

In line with this idea, language teaching aims to provide experiences that help students develop language skills, both orally and in writing (Manthofani et al., 2024). Writing is an important skill because it is the main means of conveying information in writing. Challenges in writing arise because this activity requires the ability to organize ideas, comply with grammar rules, and choose appropriate vocabulary. Thus, more interesting and meaningful learning strategies are needed to increase students' motivation and participation in the writing process (Harahap & Fahmi, 2024)

Based on what is happening in practice, Project based learning (PjBL) in teaching is increasingly important. Project based learning helps students find ideas, work together, and create narrative texts through a creative process that is centered on them. This approach, according to (Drolia et al., 2020), makes students more active so that writing becomes more interesting and meaningful. PJBL is conducted through the stages of planning, drafting, revising, and completing the text as a project. Educational technology-especially mobile learning-is also increasingly supporting project-based learning because it can diverse learning need of students.

Research shows that PJBL is effective in improving students' creativity, motivation and writing skills. Other studies corroborate that projects can

encourage collaboration, critical thinking, and learning independence.

Pedagogically, PJBL is seen as an approach that can foster students' active engagement and authentic skills (Harahap & Fahmi, 2024). In addition, this model emphasizes solving real problems through research and making products (Sma, 2022). However, studies on the application of PJBL in narrative writing in high school are still limited and need to be expanded.

In the implementation of Project-Based Learning (PJBL), students work in groups to develop a fable text writing project. Each group chooses one fable that they find interesting, then illustrates the story on cardboard paper as a description of the characters and plot. After that, they wrote a short story based on the fable of their choice by paying attention to the story elements. In the final stage, the group presented the results of the illustrations and stories that had been made in front of the class. This activity helps students develop writing skills, creativity, cooperation and speaking skills. Overall, the series of activities illustrates the application of PJBL that encourages students to learn actively, creatively, collaboratively, and responsibly in producing a product in the form of illustrations and narrative text.

This research is expected to make a theoretical contribution by adding to the understanding of the use of PJBL in learning English writing, especially on fable text. From the practical side, the findings of this study can be utilized by teachers as a guideline in designing more effective project-based writing activities that encourage student involvement. This study also benefits schools and other researchers in developing learning strategies.

METHOD

This study was conducted at SMK Pasundan 1 Cimahi using a descriptive qualitative method. The data were collected through documentation, which

involved gathering various learning materials and students' assignments related to the fable writing process. This instrument was used to obtain a comprehensive picture of how the learning activities were carried out and the quality of the students' written products. All collected data were then systematically analyzed to understand the learning process and the students' ability to produce fable texts.

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