

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted in class X-1 SMA N 1 Long Ikis, Paser Regency, East Kalimantan. The research was conducted for three meetings, namely on October 25th, November 1st, and November 8th, 2022. The findings of this study consist of two parts.

The first was to find out the implementation of project-based learning model for students' critical thinking skills on descriptive text. The second was to find out the influence of project-based learning model for students' critical thinking skills on descriptive text.

1. The Implementation of Project-Based Learning Model for Students' Critical Thinking Skills of Descriptive Text

Data results are based on observations and interviews. This initial survey was conducted at the first meeting on October 25, 2022 from 8:30 am to 10:00 am. This study was conducted in Class X-1, SMA N 1 Long Ikis, Paser Regency, East Kalimantan. Based on observations, there were several stages of teaching and learning activities using project-based learning.

The first dealt with project development, the second with project implementation, and the last with project evaluation. The first stage was to start learning activities in the classroom, the teacher started by greeting and asked how were the student conditions, checked the

student attendance list, and the teacher explained the learning objectives, as well as the tasks to be given. This activity consists of brainstorming and activating students' background knowledge and context.

In the second phase, at the beginning of the project, before class, the teacher asked the students what the description was about. Several students answered the teacher's question, after which the teacher discussed the definition of the exposition.

The teacher then explains that what is meant by descriptive text was a sentence that explains what a person, thing, event, place, etc. is. Descriptive text provides a detailed description that helps readers understand the item of information they are looking for.

In the third phase, the teacher continued to discuss the purpose of the descriptive text with the students, giving them the opportunity to answer and present their arguments.

Next, the teacher explained the social function of the descriptive text. After the teacher confirms by asking students about the descriptive text that has been explained, the teacher gave some brief examples of descriptive text that relate to students. Some examples of short descriptive text given by the teacher were:

1. SMA N 1 Long Ikis is one of the schools in Paser regency it is located in Jl. Negara Km 85. It has 24 classes.
2. Rohim is my classmate. He is a handsome. He has a nice smile.

3. I have a cat, its name is Rusy. My cat is very cute.

After given some of the examples above, the teacher gave examples and explanations about language features and their application in texts. Also, the teacher provided an explanation of the differences in several language features, such as:

1. Certain Participants: There are certain items that are rare and unique (only one). For example: Bandengan Beach, My House, Borobudur Temple, Uncle Jim

2. Using adjectives (of adjectives) to clarify nouns. For example: Beautiful beaches, handsome men, famous places in Jepara and much more.

3. Using a simple present: The sentence pattern used simply exists because it reflects the facts of the object being described.

4. Action verbs: Action verbs (e.g. run, sleep, walk, cut, etc.) The fourth stage was the teacher asked students to analyzed the language features contained in the descriptive text examples that have been written on the whiteboard.

After the teacher make sure that the students can understand the discussion examples of descriptive text, the teacher continues the material, namely the structure of the descriptive text:

1. Identification: (Contains introduction to the person, place, animal, or object being described.).

2. Description: Contains a description of something, such as an animal, object, place, or person, by describing its features, shapes, colors, or anything else related to what the author is describing.

After some questions and answers between the teacher and student about all the material that has been explained, the teacher divided class X-1 students into several groups. There were 6 groups and each group consist of 6-7 people. Each group was distributed several project papers given by the teacher to work on with their respective group mates. Project papers given by the teacher to students identify social functions, text structures and linguistic.

Student activity 1: Read the following text and analyze it:

1. social function
2. generic structure
3. language feature

Text 1

Lembah Pelangi Waterfall

Lemba Pelangi Waterfall sounds unfamiliar to locals and foreigners alike. Lemba Pelangi Waterfall is located in Sukamaju Village, Tangamus District, Ulubelu District, Lampung Province, Indonesia. Lampung's Uru he bell district is remote and hilly, making it very difficult to access this tourist destination.

Lemba Pelangi Falls is his two-tiered, and on the second tier he has two branches. The height of the first waterfall is about 100 meters,

and the height of the second waterfall is about tens of meters. The main attraction of this waterfall, as the name suggests, is the rainbow between the valley and the waterfall.

The murmuring and quietly flowing waterfall is like a song of nature that blows away the fatigue of a long trip. There are several hot water springs under the falls that might be interesting for a swim.

This place presents a panorama of natural beauty that is very interesting for anyone to look at. The rocky hills and green trees are soothing to the eyes.

Student activity 2:

In groups, students wrote down the results of their discussions on the student worksheets provided by the teacher (the entries were written on the whiteboard).

In groups, students discuss some of the things below and write them down on the worksheets that have been given by the teacher:

- a. Social Function
- b. Language feature
- c. Specific participant
- d. Adjective noun
- e. Simple Present Tense
- f. Action verb

Next, students must discuss several things in the descriptive text.

1. Students were guided by the teacher to present the results of their discussion in front of the class.
2. Learners were guided by the teacher to conclude learning material.

The fifth stage was the teacher helped students organize learning assignments related to the projects they were working on. For example, How can each of these groups engage in active discussion to resolve project issues, including division of responsibilities for completing set tasks.

Then, the teacher instructs students to manage time to be efficient in working on the project so that it can be completed on time. Students carry out a discussion of approximately 30 minutes with each group to complete the project. During these 30 minutes, the teacher gave freedom to students to ask questions and discuss with the teacher about the project that had been given.

The teacher also allowed students to use the dictionary to work on the project, so that students can more easily analyzed and differentiate the language features contained in descriptive text.

The sixth stage was after the allotted time was up and the teacher ensures that the project being worked on has been completed. The teacher were asked students to collected the results of each group's work and the teacher asked students to prepare their groups to discuss their project and the results of the project they were working on at the next meeting.

The next research was conducted at the second meeting on November 28, 2022 from 08.30 to 10.00. At this meeting, the teacher gave back student work that has been done in the previous week. The teacher asks the students to sit in groups according to the previous group. The teacher reviewed the learning of writing on descriptive text, the teacher asked the definition, purpose, language features, and social function of the descriptive text to each group. The group representative must answer every question the teacher has given.

The next meeting was students were prepare their groups for came to the front of the class to present the results of the projects they worked on in the previous meeting. Students also divided tasks in turn to present their descriptive text projects. After finishing presenting the descriptive text project, students from other groups gave their commented and response to the group that came to the front of the class, so that students discussed between groups that came to the front of the class and other groups that provide commented and response.

At the final stage, the teacher rated the project, made comments, and evaluated the results of the descriptive group. After all groups presented the results of the descriptive text project, the teacher had to assess the students' performance.

At this stage, not only teachers, but also other groups of friends can give ratings. Each group asked, answered, suggested, and discussed the performance of each participating group.

After that, the teacher analyzed and evaluated the problem-solving processed of each group. The teacher also assessed the process of solving problems through ongoing discussions and the activeness of each student when discussions occur between groups. In addition, the teacher also observed the results of presentations and discussions by giving grades directly.

2. The Influence of Project-Based Learning Model for Students'

Critical Thinking Skills of Descriptive Text

This research was conducted by finding data from interview with students and teachers. Based on the results of interviews conducted by researchers on November 01, 2022 at 09.00 – 10.00 A.M. This research was conducted in class X-1 to teachers and students. The first was the researcher interviewed the teacher about, “what were the teacher’ opinions regarding the project-based learning method applied in learning on descriptive texts”. The teacher said:

“PjBL was very influential in learning, especially in the way students think. Because, at the end of learning students can produce projects. Then in determining the product or project students will go through stages, so students must make preparations, what they will make, set strategies to carry out collaborative projects using a scientific approach. Because students must be able to observe, the process of asking questions and producing products.

Students are asked to work on their projects in groups, so that students can interact to be able to determine the projects they will produce. From group discussions there were various kinds of students, there were smart students, mediocre students, and others.

From group discussions students who were above average can become peer counselors to transfer their knowledge to their friends in the group, so that the other students can have the same perception or

concept of the material that has been taught. Therefore, group discussions were very effective in implementing PjBL in the teaching process.

The implementation of project-based learning has several stages. The first stage was to introduce students about what is descriptive text, introduces the characteristics of descriptive text, students are able to understand the meaning of the descriptive text material as a whole.

In the next stage, students make a descriptive text assignment project the following week. The next stage, students, are asked to present the project assignments that have been given.

After that, the student was able to master the group scale, then students were asked to do individual assignments. So, the scores that will be obtained by students are group scores and individual scores to measure the ability of students” (**Teacher**).

The second was the researcher interviewed the students, “what were the students' opinions regarding the project-based learning method applied to learning to write descriptive texts”. Most of the students said that they agreed if the PjBL method was applied in class activities.

“Learning descriptive text becomes fun and interesting. The media in explaining learning material is equipped with pictures so that it is not boring. The PjBL learning method that is applied in the descriptive text learning process can strengthen friendships because learning is done in groups, we come to respect each other's various opinions, and can make project work easier because it is done together.” (**Student 1**).

Furthermore, they said that in learning by implementing PjBL they were given the freedom to express opinions and share information with friends and teachers.

“Descriptive text learning method with the application of PjBL is effective and efficient. The teacher explains the material in a way that is easily understood by students.” (**Student 2**).

“In my opinion, learning with the project-based learning method and in groups feels more lively and exciting, learning in class is also

more efficient because the teacher gives examples of sentences very well and easy to understand.” (**Students 3**).

Students provide positive feedback during the interview as the researcher can conclude as follows; Helping friends was very fun because students can see the mistakes in their writing even if some were revised by the teacher.

The group discussion was very helpful as it allowed the students to collect many ideas and provided the students with a variety of well-written and easy-to-read reference materials. The group discussion was very helpful as the descriptive text marked as a project allowed the students to decide if the topics discussed were appropriate. This also helps reduce fatal errors.

Students try to listen to other people's ideas, and when other friends make suggestions, they ask others' opinions on the suggestions. Also, if other students are having trouble coming up with ideas, ask their friends in the group about it, and the students will also try to solve other students' problems.

Based on the description above, the application of project-based learning examines the impact of the project-based learning model on students' critical thinking skills in descriptive texts. Other respondents also made positive comments about group learning through PjBL.

Furthermore, students agree that PjBL can affect students' descriptive critical thinking skills.

Students practice more diligently, get accustomed to discussing projects with friends, invite friends to cooperate, and develop different learning methods so that students don't get bored and the learning process becomes more enjoyable. Therefore, applications of project-based learning in writing classes can be developed as teaching methods in the classroom.

B. Discussion

The researcher's problem statement was: "how was the implementation of project-based learning model for students' critical thinking skills on descriptive text?", and "how was the influence of project-based learning model for students' critical thinking skills on descriptive text?" To answer of the question above study problems, researcher have conducted observations, and interviews.

This research discussion consists of two parts to answer research questions. The first study investigated the influence of a project-based learning model on students' critical thinking skills related to descriptive texts. The second was about the impact of project-based learning models on students' critical thinking skills for descriptive texts.

1. The Implementation of Project-Based Learning Model for Students' Critical Thinking Skills of Descriptive Text

The data findings based on observation show that Project-based learning in teaching writing acquires content knowledge and develops

students' critical thinking skills and strategies. The teacher acts as a facilitator and students were responsible for the information that has been taught and learned.

Project-Based Learning (PjBL) provides students with opportunities to develop self-quality and critical thinking, learn more about traditional academic content, and understand how it applies to the real world (Jalinus, Nabawi, & Mardin, 2017). During class observation, students with different skill levels work together to solve the problems they faced during group work to identify descriptive texts that had been taught by the teacher, preparation and completion of descriptive text projects.

The students have been involved in communication that aims to complete the task activities in a real way relevance, students thus have the opportunity to use language relatively naturally context and participate in meaningful activities that require the participation of every member of the group. In classroom observations, students of different skill levels work together to solve problems faced during group work, identify descriptive texts taught by the teacher, and prepare and complete descriptive text projects.

Students engaged in communication aimed at completing assignment activities in a truly appropriate manner. Students therefore use the language relatively naturally in context and have the opportunity to participate in meaningful activities that require the participation of all members of the group.

After that, students understand that was the meaning of descriptive text in general. Writing in this context means learning and practicing grammar through written language practice. Students learn to write sentences with correct grammar (Javed, Juan , & Nazli , 2013). At the next meeting, students have been formed into several groups and the teacher was assess the products of descriptive text.

The resulting product was assessed through the results of presentations from students and individual activities from each group. Students assessed through two staged of assessment, namely group assessment and individual assessment.

The project-based learning in teaching writing of descriptive text ends with a presentation of the results of the project done by the students. The teacher provided solutions and evaluation of the process used in solving the problem of writing descriptive text projects that have been given by the teacher. Therefore, the project-based learning also provides many opportunities for students to work and train students to came up with new ideas that they must develop in learning.

Then the findings of the data based on the results of the observation given to students, show that the implementation of a project-based learning model to students' critical thinking skills in descriptive texts was students were able to build effective teamwork, students get interpersonal skills, such as ability to listen the opinions from other friends.

Students can improve their ability to build relationships in groups with friends, they have a vision and goals in making projects writing on descriptive text, and also they can motivate other friends to improve negotiation skills with teacher and other group members.

The implementation of project-based learning in teaching writing on descriptive text shows that students' self-development, and students feel safe to express their opinions, because the discussion space was free to express opinions from the time of learning.

This result was in line with Choi, Lee, and Kim (2019), in implementation PjBL the teacher initially shares and explains the problems that students need to overcome through the project. It consists of provided background information, explaining the main questions of the project, and provided instructions on specific assignments for students to complete (Choi, Lee, & Kim, 2019).

Furthermore, students developed a plan for the project, which includes brainstorming ideas, gathering facts, assigning different roles and tasks among one another, and organize thoughts and ideas.

Then data findings based on interview also showed that the implementation of a project-based learning model to students' critical thinking skills in descriptive texts.

Based on the results of interviews conducted with teachers and students they agreed to implement project-based learning in teaching writing, because students can directly practice learning material, and also

teachers can control students more comfortably because students were given the freedom to ask questions, discussed, exchanged opinions with the teacher and their classmate. Critical thinking is concerned with determining the meaning and significance of what is observed or expressed, or regarding the conclusions or opinions given, determining whether there is sufficient justification to accept the conclusion as a truth (Adeyemi & Bankole, 2012).

Then, in particular introduces students to several methods for the collection of data necessary for the material write, directing students in a progressive approach to writing, enabling students to read data effectively that supports writing, developing learners in terms of imagination, creativity, self-confidence, being able to organize in groups and skills to build logical scenarios by comparing data to get results from good writing projects.

The implementation of project-based learning model for students' critical thinking skills of descriptive text improve students' writing skills and broaden learned research and argumentative and analytical skills, summarizing what matters in writing, and quoting. Recognize writing as a series of steps that generate ideas and text, draft, revise, and recheck the result of the result of writing.

2. The Influence of Project-Based Learning Model for Students' Critical Thinking Skills of Descriptive Text

The data findings based on observation show that the influence of project-based learning model for students' critical thinking skills on descriptive text, the use of project-based learning in the classroom has various benefits for teachers. Project-based learning is valued by most teachers for the learning opportunities it offers.

Project-based learning can pertain to student skills or general learning, such as group work, social interaction, and problem-solving abilities, in addition to learning how to utilize equipment or acquire subject-matter information. While students' personal learning often defines learning, there are also situations when learning includes both students and teachers.

Students was trained in the process of critical thinking to complete projects when learning was carried out, such as how students make negotiation strategies to make decisions with groups, how students were able to deal with ambiguity in groups, how students were able to assess the talents of friends and conflict management that may occur in group members

The students had the courage to exchange opinions with their classmates in solving problems in their projects, students can also divided up tasks to complete their project on time. Project-based learning is, above all, goal-oriented learning. Specifically, it introduces learners to several ways to collect the data necessary for writing, guides learners to a

progressive approach to writing, and enables learners to effectively read the data that supports their writing (Hasani, Hendrayana, & Senjaya, 2017).

Then, the effect of implementing project-based learning was also in the form of group learning that allows students to help other friends, because in each randomly arranged group will form a group consisting of various levels of intelligence students.

The application of project-based learning by the teacher was a learning objective so that students were able to identify social functions, linguistic elements, and text structures in groups to have a common understanding of the descriptive text and also that students can exchange opinions from the explanations that the teacher has been taught.

Students were able to analyze the implied and explicit meaning conveyed in the descriptive text. Students were able to produce descriptive texts that were appropriate to the context, the purpose of writing and the interests of the readers within the scope of the interests of adolescents by implementation project-based learning in teaching writing.

Then, based on the results of interviews that were conducted with teachers and students, it was found that there were advantages to implementing PjBL in teaching writing. Project-based learning provides many benefits for students such as giving students the opportunity to develop their confidence, increase students' self-esteem, increase interest in learning writing, improve students' cooperation skills in learning, increase

student motivation in writing learning, develop ways to solve problems in a joint project, and improve language skills especially in writing.

The results were the same as Lam (2011). Project-based learning was the process that led to the end product of the job. Projects provide students with the opportunity to develop confidence and autonomy in their learning. Students have increased self-esteem and a positive attitude towards learning (Lam, 2011).

Another advantage of introducing project-based learning in writing classes is that project-based learning assignments are provided in the form of play and presentations. This encourages students to be more creative and apply their skills and knowledge to write more boldly in the English language, improving many aspects of it. Improve students' writing skills such as: Grammar, Vocabulary, Fluency and Comprehension.

The impact of project-based learning models on students' critical thinking skills compared to descriptive texts has many benefits for both students and teachers. Students also create a plan for the project in groups, which includes organizing ideas and data after conducting fact-finding exercises and discussing new ideas. The culmination of the process is the finished product that is shown to the other students (Choi, Lee, & Kim, 2019). Teachers can achieve their learning objectives so that students can theoretically understand explanations and improve their writing skills in English.

Project-based learning in writing classes can be used as an alternative teaching method in schools. Project-based learning requires students to achieve specific goals, work in groups, and determine the outcome of their group work according to a proposed plan and specified schedule.

Thus, it has been shown that students become more responsible and motivated as they learn. In implementing project-based learning (PjBL), teachers keep in mind how students learn and respond immediately to individual student needs. This means that teachers not only impart education and knowledge, but directly guide and guide students during the learning process. Students were also asked to reflect orally or in writing on what they had learned in class so that teachers could quickly assess their learning progress (Choi, Lee, & Kim, 2019). Therefore, we actively guide our students to become independent, active learners, critical, responsible and realistic thinkers.

Students' motivation to learn English as a foreign language goes beyond acquiring practical skills. As the results of this study show, the most important thing was to prepare students with interpersonal and collaborative skills. These skills lead to independent learning, a positive attitude towards learning, and critical thinking.