

The Effectiveness of Learning to Write Invitation Letters Using Project Based Learning Models and Expository Models for Class V Elementary School Students

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ABSTRACT

The aims of this study were (1) to explain the effectiveness of learning to write invitation letters using a project based learning model for fifth grade elementary school students, (2) to explain the effectiveness of learning to write invitation letters using an expository model for fifth grade elementary school students, (3) to find out differences in the level of the effectiveness of learning to write invitation letters with project based learning models and expository models for fifth grade elementary school students. The research designs used in this study were quasi-experiment designs. The results of this study 1) Learning to write invitation letters with a project based learning model had an effect on increasing learning outcomes in writing invitation letters for fifth grade elementary school students, 2) Learning to write invitation letters with an expository model had an effect on increasing learning outcomes in writing invitation letters at fifth grade elementary school students, 3) learning to write invitation letters with an expository model was better than project based learning model learning in improving learning outcomes to write invitation letters for fifth grade elementary school students.

Keywords: *Learning to write invitation letters, project-based learning models, expository models*

INTRODUCTION

Education is a process in order to influence students to form attitudes and personalities and develop their potential with the aim of making quality as human beings. This is in accordance with Law no. 20 of 2003 concerning the National Education System which states that in developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The learning in the 2013 elementary school curriculum is an integrated learning with a scientific approach. Curriculum 2013 learning is carried out using innovative learning models and methods to train and integrate the 4Cs (Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration), Literacy, HOT, and Strengthening Character Education (Kemendikbud, 2013). Born of the 2013 Curriculum is a government policy in responding to the challenges and demands of the global era. In the 2013 curriculum, increasing competence in the dimensions of affective & social skills and thinking skills is the main goal achieved through learning that uses a scientific approach and models that familiarize

students with critical thinking, skills, and noble character (Zulaeha, 2015).

Bahasa is the language of instruction in learning or ongoing learning then Indonesian has an important position in a learning process, because learning Bahasa in elementary schools aimed to improve students' abilities to be able to communicate effectively, both oral and written communication (Lia & Anggi, 2020). Learning Bahasa is very important as a scientific support in the sense of studying other sciences and Indonesian literature itself, in elementary schools lessons Bahasa are also one of the subjects tested nationally. Thus, Bahasa subjects have a very important role in improving education, both for individuals, communities, as well as the nation and state (Wahyu 2020).

Writing as one of the language skills, needs to get more attention in learning at school. Writing is an activity to express feelings, ideas, ideas, or opinions in writing aimed at other people by paying attention to linguistic rules indirectly (Andira et al, 2017). The writing ability is in the form of an ability about students' creativity in expressing ideas, ideas, feelings and expressions in the form of written language, further other people can easily understand the contents of the writing in the form of clear information (Djuwita, 2017). Writing can be said as an activity of stringing letters into words or sentences to be conveyed to others, so that others can understand them. Dalman (2015: 273) one part of writing skills is writing invitation letters. An invitation letter is a letter sent by a certain person/institution to another institution as a form to fulfill a certain invitation. Invitation letters must follow the rules of correspondence, starting from the structure of the letter, the spelling used and the language of the letter (Fitriani & Kemal, 2013). Given the importance of letters in communication activities, their writing needs serious attention, both in terms of systematics and language. Letter language must use standard language, namely using good and correct language in accordance

with EYD (Enhanced Spelling) rules. In addition, the use of effective sentences must also be a concern so as not to cause double interpretation or misunderstanding of the letter's intent (Andira et al, 2017).

The results of observations, learning in writing informal invitation letters in elementary schools, there was students have difficulty in making invitation letters, especially informal invitation letters, for example, birthday invitation letters. Students still had difficulty in writing invitation letters using effective sentences and correct spelling because teachers often gave assignments in the form of questions only and often used the lecture method which resulted in less activating students in learning, then students were less active in scientific product discovery activities in learning. Through the lecture method and giving questions alone, it is difficult for students to imagine the material being studied and even students could lose concentration, the material presented by the teacher and the books they read were difficult for students to accept. This resulted in the low level of writing invitation letters, so that the learning objectives had not been achieved.

Based on the issue above, a learning process is needed where students are active in exploring their knowledge, students could understand concepts and analyze skills properly and correctly in producing a product or a work. This issue was quite important because this skill must be possessed by students in learning to write invitation letters. Therefore, innovative models, approaches, strategies and methods are needed in the learning process. According to Thomas in (Ademas, 2018) a project-based learning model or project-based learning was a learning model that involves students in problem-solving activities and other meaningful tasks, giving students opportunities to work autonomously, constructing their own learning activities, and producing student work products. Project based learning (PjBL) is one of the ways of learning by

using projects as a step to achieve learning objectives (Susilawati, 2018).

According to (Maria, 2015) conveyed that the advantages of the project based learning model included: (1) increased student learning motivation "Many written reports about projects say that students like to persevere until the deadline, try hard in achieving projects, teachers also reported improvement in attendance and reduced tardiness, students reported that learning in projects was more fun than other components of the curriculum", (2) improved problem-solving skills "Research on the development of students' higher-order cognitive skills emphasized the need for students to engage in tasks problem solving tasks and the need for special learning on how to find and solve problems, many sources describe project-based learning environments make students more active and successfully solve complex problems", (3) increased collaboration "the importance of group work in projects requires student develop and practice communication skills, cooperative group work, student evaluation, exchange of information", (4) improved resource management skills "part of being an independent student is being responsible for completing complex tasks, well implemented providing students with learning and practice in organizing projects and allocate time and other resources such as equipment to complete tasks".

In addition to having advantages, the project-based learning model also has disadvantages. The disadvantage of the project-based learning model according to Sani in (Zulhana, 2017) were : (1) it took a lot of time to solve problems and produce products, (2) required sufficient costs, (3) required skilled and willing teachers to learn, (4) required adequate facilities, equipment, and materials, (5) were not suitable for students who give up easily and do not have the knowledge and skills needed, (6) difficulty involving all students in group work. According to the Ministry of Education and Culture (2014: 34), the steps

for project-based learning can be explained here: Determining basic questions, developing project plans, Preparing project implementation schedules, Monitoring, Assessment of results, Evaluation of experiences.

In addition to using the PJBL model, this research also uses an expository learning model. The expository model is a learning method used by providing information on the definitions, principles and concepts of the subject matter as well as providing examples of problem-solving exercises in the form of lectures, demonstrations, questions and answers and assignments (Wakiyem, 2017). Sanjaya in (Setiawan, 2017) stated expository learning model is a learning model that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.

According to Tuti (2017) the characteristics of the expository model included: (1) the expository strategy is carried out by conveying the main material in carrying out this strategy, therefore people often identify it with the lecture method; (2) usually ready-made material, such as data or facts, certain concepts that must be memorized so that they do not require students to think again; (3) the main purpose of learning is mastery of the subject matter itself, meaning that after learning ends students are expected to understand it properly and correctly by being able to re-express the material that has been described.

According to Afnan (2018) there were several steps in the application of the expository model, namely: preparation, presentation, correlation, concluding, applying.

According to (Gestiana et al, 2020) the expository model had several advantages, including: 1) by using expository learning the teacher can control or check the order and mastery of learning material, thus he can find out to what extent students understand the material, 2) expository learning is considered very

effective in the learning process at school, 3) expository learning besides being effective can also make students listen more to the subject matter, it also makes students able to see or observe the material presented by the teacher. According to (Gestiana et al, 2020) said the expository model has weaknesses, including the following; 1) this learning is not possible to see the overall difference in the learning character of each individual, both differences in abilities, differences in knowledge, interests, and talents, as well as differences in student learning styles, 2) expository learning is mostly given through lectures or teacher explanations, making it difficult to develop abilities students in terms of the ability to socialize interpersonal relationships between students in the environment.

METHOD

The method of this study used a research design that was quasi experimental designs. In this study, there were two independent variables and 1 dependent variable, there were the independent variable (X1) using the project-based learning model, the independent variable (X2) using the expository model, and the dependent variable (Y) learning to write invitation letters. The population of this research was the fifth-grade elementary school students in the 2021/2022 academic year. The sample in this study was the ability to learn to write invitation letters in class V at SDN Gabus 01 and SDN Tanjunganom 02.

The data collection techniques used in this study were tests and observations. The test technique was used to gain scores, both for the experimental group 1 with the project-based learning model and the experimental group 2 with the expository model. Observation techniques used to

determine the activities of students when receiving learning. The instrument validation here used content and construct validity. The data analysis technique used the normality test was used to determine whether the two groups were normally distributed or not, the technique used to test for normality was the One Sample Kolmogorov-Smirnov Test analysis using SPSS. The homogeneity test was carried out to obtain the assumption that the research sample started from the same conditions or homogeneous, which in turn was to determine the t statistic to be used in hypothesis testing. Homogeneity test is done by investigating whether the two samples have the same variance or not. The hypothesis test used to analyze this research is using the t test with the help of the SPSS program. The hypotheses in this study are as follows:

RESULT & DISCUSSION

The results showed that the average value of the initial test for the project based learning class was 54.21, the highest score was 71 and the lowest score was 35. The average value for the expository class was 50.19, the highest score was 63 and the lowest score was 37. The average test score the end of the project based learning class was 80.82 and the average value of the expository class final test was 84.26.

Learning Model	Pre-Test	Pos-Test	Average
Project Based Learning	54.21	80.82	26.61
Expository	50.19	84.26	34.07

Before the data was analyzed, the analysis requirements were first tested, there were the normality test and homogeneity test. The results of the calculation of the normality test of experiment 1 using the Project Based Learning model were:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTestEksperimen1	.166	28	.048	.907	28	.017
PostTestEksperimen1	.150	28	.105	.956	28	.285

Lilliefors Significance Correction

Normality test was performed using the Kolmogorov Smirnov test with a significance level of 5% ($\alpha = 0.05$). If the p value > 0.05 then the data is normally distributed, if $p < 0.05$ then the data is declared not normally distributed. Based on the results of the normality test of the data in experiment 1 above, it can be seen that

the LPL value in the pretest 1 was 10.48 and the 1 posttest was 10.105. Based on the test results, it can be concluded that the two groups of data in experiment 1 were normally distributed.

The results of the calculation of the normality test of experiment 2 using the expository model were:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTestEksperimen2	.195	27	.010	.885	27	.006
PostTestEksperimen2	.168	27	.048	.948	27	.191
Lilliefors Significance Correction						

Based on the results of the normality test of the data in experiment 1 above, it can be seen that the value of LPL in the pretest was 10.10 and at the posttest, it was 10.48.

Based on the test results, it can be concluded that the two groups of data in experiment 2 are normally distributed

Test of Homogeneity of Variances					
Experiment Result		Levene Statistic	df1	df2	Sig.
	Based on Mean	2.589	1	108	.111
	Based on Median	3.378	1	108	.069
	Based on Median and with adjusted df	3.378	1	90.739	.069
	Based on trimmed mean	2.779	1	108	.098

Homogeneity test is a test of whether or not the variances of two or more distributions are equal. The data is declared homogeneous if the value of Sig. > 0.05 . Based on the results of the homogeneity test of experimental data 1 and 2, the p-value is 0.111. This meant that the two data were homogeneously distributed

Based on the results of the data above, then the data were analyzed by t test. The t-test was used to determine the difference in the learning outcomes of writing invitation letters with the Project Based Learning model and the expository model. The following are the results of the t test:

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTestEksperimen1 - PostTestEksperimen1	-26.607	16.685	3.153	-33.077	-20.137	-8.438	27	.000

Because the paired sample t test results show probability (Sig. 2 tailed) = 0.000 < 0.05 , it is decided that H0 is rejected. it can be concluded that there are

differences in the level of learning ability to write invitation letters before and after the application of the project based learning model.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTestEksperimen2 - PostTestEksperimen2	-34.074	11.586	2.230	-38.657	-29.491	-15.282	26	.000

Because the paired sample t test results show probability (Sig. 2 tailed) = 0.000 < 0.05, it decided that H₀ is rejected. With this, it can be concluded that there were differences in the level of ability in learning to write invitation letters before and after the application of the expository model.

The results of calculations with SPSS, learning to write invitation letters with the expository model was more effectively applied to students. This is proved by the results of the t-test obtained a significance value of 0.000 < 0.05. In

addition, it is proven by an average of 84.26 < 80.82.

Improving Learning Outcomes in Writing Invitation Letters

The analysis of the increase in learning outcomes to write invitation letters was carried out to find out how much treatment in the experimental group 1 and in the experimental group 2 was able to improve the results of learning to write invitation letters. The results of the calculation of the increase in learning outcomes to write invitation letters can be seen in the table below.

Table of Improving Learning Outcomes in Writing Invitation Letters

Group	Average value		Enhancement	% Enhancement
	Pre-Test	Pos-Test	Pretest- Posttest	Pretest- Posttest
Experiment 1	54,21	80,82	26,61	49,08%
Experiment 2	50,19	84,26	34,07	67,90%

From the table above, it is obtained information on the percentage increase in learning outcomes to write invitation letters for experimental group 1, namely the group that was given learning to write invitation letters with a project based learning model of 49.08% and the percentage increase in learning outcomes to write invitation letters for experimental group 2 who were given writing lessons. invitation letter with expository model of 67.90%.

CONCLUSION

Based on the results of the research and discussion that had presented, the following conclusions can be shown: 1) Learning to write invitation letters with a project based learning model had an effect on increasing learning outcomes in writing invitation letters for fifth grade elementary school students, 2) Learning to write invitation letters with an expository model had an effect on increasing learning outcomes to write invitation letters for fifth grade elementary school students, 3) learning to write invitation letters with expository models was better than project-based learning model learning in improving learning outcomes of writing invitation

letters for fifth grade elementary school students.

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