

The Effect of Project Based Blended Learning Towards Negotiation Text Writing Ability Moderated by Learning Motivation

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ABSTRACT

This study aims to examine the effect of Project-Based Blended Learning on the ability to write negotiating texts moderated by the role of learning motivation. This experimental study involved 60 students in different classes where 30 people are in the control group and 30 others are in the experimental group. The data in this study are obtained from the results of the pretest and posttest to assess the ability of negotiating texts. The collected data is analyzed using the Anova test. Before being analyzed, the researcher tested the instrument and tested the classical assumptions. The test results show that all instrument items are valid and reliable. All data are known to meet the classical assumption test. The results of hypothesis testing indicate that learning motivation is able to moderate the relationship between project-based blended learning and the ability to write negotiating texts. Teachers are advised to apply project-based blended learning with more intensity to be applied in learning. For further researchers, it is possible to integrate this learning model into learning activities to measure the improvement of other students' abilities.

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1. INTRODUCTION

Writing is an ability that must be possessed by students. This ability is not only used for educational purposes, but also to complete school assignments needed in social life, such as sending letters, filling out formulas, etc. However, in reality, many children have problems with writing. According to Graves, (1978:14), a person is reluctant to write because they do not know what they are writing for, feel that they are not talented at writing, and feels that they do not know how to write. Smith, (1981:28) said that the experience of learning to write felt by students at school cannot be separated from the condition of the teacher. Generally, teachers are not prepared to be skilled at writing and teaching it. Therefore, to cover up the real situation, various myths or erroneous opinions arise about writing and learning.

Reporting from Kompas.com, it is stated that literary literacy in Indonesia is still relatively low for all levels. One of them also has an impact on the ability to write which is still lacking. The lack of writing skills will have an impact on the development of other abilities such as listening, speaking, and reading. This is in accordance with the expression that literature is essentially a unit which is divided into four aspects, namely listening, speaking, reading, and writing. These four aspects are interconnected each other and must be owned by each individual to interact with others. For example, when there is a bargaining activity between a chili seller and a buyer, the activity is called a negotiation activity. In the 2013 curriculum, the bargaining activity can be made into a text called a negotiation text.

The competence of writing negotiating texts is useful for students because with these competencies, students can think about writing the best solution that can be done in a particular activity through discussion. In the Indonesian Curriculum 2013 student text book (Kemendikbud, 2013: 134), it is explained that the negotiation text is a form of social interaction that functions to find a mutual solution between parties who have different interests. The parties try to resolve the differences in a good way without harming one of the parties

In learning to write negotiating texts, students still do not get examples of other texts that they want to learn, even though the examples of these texts are very close to students and it is even said that it happens very often in students' lives. Especially at this time, the rapid development of technology makes negotiations more intense to do as well as the negotiation process is carried out every day by people through media such as whatsapp, messenger, twitter, or other social media.

The skill of producing negotiating texts is still experiencing problems and has not shown results that are in accordance with the minimum completeness criteria (KKM). The low writing skills of students are influenced by external factors, such as (1) the use of conventional learning methods (teachers) so that learning is teacher-centered, and students are less active in the learning process, (2) the learning model or technique used is less innovative, in which teachers do not use learning models that can increase students' interest in learning, (3) the lack of use of innovative learning media, and the length of time for learning Indonesian which is 4X45 minutes in each meeting so that students get bored during learning process.

Responding to these conditions requires an appropriate learning strategy to develop the ability to write negotiating texts, one of which is through the application of a project-based blended learning model. This learning model tries to combine project based learning with blended learning. Project-based learning is used to motivate students to be more proactive and active in achieving the goals to be achieved in terms of knowledge, understanding, and skills (Kokotsaki et al., 2016). In addition, project-based training allows students to find solutions to problems when the project is completed. The existence of this series of processes presents a new challenge to motivate students to learn. High motivation is a strong indicator of learning outcomes. Using PjBL learning templates can help students and make writing easier. According to (Anazifa & Djukri, 2017; Chernikova et al., 2020; Moon et al., 2018; Oh et al., 2020), learning motivation affects the success of project-based learning which also has an impact on student achievement. PjBL is a long-term educational activity that allows students to participate in the design, manufacture, and demonstration of products to solve practical problems. Key features of PjBL focus on key issues, reference processes related to real-world issues, product development, creative research, real-world projects, and student-centered learning (Nurfitriyanti, 2016). Project-based blended learning model seeks to facilitate students to be able to learn and be creative to produce a product without being limited by space and time.

Project-based blended learning model is one solution in the midst of this pandemic condition. The existence of a pandemic condition that has hit all countries has brought Indonesia to a new era of civilization or what is often referred to as the "New Normal", forcing people engaged in education to leave the old learning concept that still relies on 100% face-to-face to move to the use of information technology and communication (ICT) bases. Teachers as facilitators must be able to organize educational learning by utilizing technology and information (IT). This utilization is because the world

of education has started a paradigm shift in 21st century learning where learning is from the traditional era to IT and internet-based learning.

In some research findings, it is known that learning motivation can moderate the relationship between project based learning and learning objectives. Research by Matapere & Nugroho, (2020) and Wardhani & Wahjudi, (2017) shows that learning motivation is able to moderate the relationship between learning outcomes and students' level of understanding. Learning motivation is one of the important factors that can influence and determine the results of the process of student learning activities at school. Learning motivation plays a role in bringing up the spirit of learning in each individual shown by students when participating in the process of teaching and learning activities at school. Students who have a strong drive or desire in themselves will make students eager to carry out learning activities in class. Learning motivation can be used as a driving force or a driving factor to foster student learning enthusiasm in carrying out various learning activities which will later be able to influence student learning conditions.

Research related to negotiation texts has previously been carried out by (Patonah et al., 2018) who found that the PBL model is effective in learning to write negotiating texts. Similar research is also conducted by (Farhan et al., 2019) where the use of the field trip method in learning to write negotiating texts can improve student achievement in writing and the use of this method also gets a positive response from students. In previous studies, researchers still focused on external factors that affect the ability to write negotiating texts, namely the use of certain methods in learning. In this study, researchers tried to involve learning motivation variables which are internal factors that have a significant role in influencing student contributions in learning activities because learning motivation is one of the factors that determine student success in learning activities.

2. METHODS

This research is included in experimental research. Experimental research is research that is intended to determine whether there is a result of "something" imposed on the subject under investigation. The design of this study used a quasi-experimental by involving the control group and the experimental group.

Table 1. Research Design

Variable	Control Class	Experiment Class
Negotiation Text Writing Ability	Conventional	Project-based blended learning model
High Learning Motivation	X1Y1	X2Y1
Low learning motivation	X1Y2	X2Y2

X1Y1: Students who are given conventional learning activities who have high learning motivation

X2Y1: Students who are given a project-based blended learning model treatment who have high learning motivation

X2Y1: Students who are given conventional learning activities have low learning motivation

X2Y2: Students who are given a project-based blended learning model treatment who have low learning motivation

The subjects of this study are students majoring in Social Studies at the Laboratory of Syiah Kuala Darussalam University, Banda Aceh. The sampling technique used in this study is a probability sampling technique with a clustered sampling method. Clustered sampling method is a sampling method in which certain groups that already exist in a population are selected. Therefore, the sample in this study is XI IPS 2 as the control group and XI IPS 3 as the experimental class. The data obtained in this study are analyzed in 3 stages, which are 1) instrument test consisting of validity and reliability

tests, 2) classical assumption test consisting of normality and homogeneity tests, and 3) hypothesis test to determine whether the differences in the control group's writing ability and the experimental group exist.

3. FINDINGS AND DISCUSSION

3.1. Instrument and Classical Assumption Test

Based on the results of the instrument test, it is known that all indicators are valid and reliable with a score of $r\text{-count} > r\text{-table}$. Similar results are also found in the acquisition of the classical assumption test where all data declared to be normally distributed and homogeneous with a significance score greater than 0.05 ($p > 0.05$).

3.2. Hypothesis Test Result

The following presents the results of a two-way ANOVA on the variable of negotiation text writing skills based on learning model factors (conventional PBL and PBL & blended) and motivational factors (high motivation and low motivation).

Table 2. Two-Way ANOVA Test Results on Negotiation Text Writing Skills

Factor		M	SD	F	Sig.	Conclusion
Learning Model	PjBL+Blended Learning	86.71	8.21	9.577	0.000	Significant
	Conventional PBL	68.43	7.32			
Motivation	High	83.09	8.33	7,765	0.000	Significant
	Low	73.54	8.54			
Interaction	PjBL+Blended Learning High Motivation	90.34		6.246	0.000	Significant
	PjBL+Blended Learning Low Motivation	80.76	7.78			
	High Motivation Conventional	81.65	9.54			
	Low Motivation Conventional	58.54	8.76			

3.3. Effect Of Project-Based Blended Learning Strategy on Negotiating Text Writing Ability

Based on the results of testing the first hypothesis, it is found that there is significant difference in the value of the gain in the ability to write negotiating texts using a project-based blended learning strategy with conventional teaching methods is of 86.71; where this score is higher than the mean of the control group who received conventional learning with the average obtained only of 68.43. This difference is reinforced by the acquisition of the results of the Two Way Anova test which shows a Sig score. of 0.00. It can be concluded that there is a difference in the value of the ability to write negotiating texts where the experimental group with project-based blended learning has better negotiating text skills than the control group that receives conventional learning.

Project-based blended learning provides opportunities for students to be creative and learn anywhere without being limited by space and time. The application of Project-based blended learning is one solution that is relevant to today's environmental conditions so that it can support the improvement of students' writing negotiating text skills compared to the application of conventional methods. The implementation of strategy project-based blended learning is a method that places students at the center of the learning process and prepares them for real life by facing real life challenges. Therefore, it can be

said that the learning process will be more effective and efficient when students are given more opportunities to be involved and create work directly. In addition, Ramadhani et al., (2020) stated that project-based blended learning is effectively able to improve students' capabilities in learning.

3.4. Effect of Project-Based Blended Learning Strategy on Negotiating Text Writing Ability Moderated by Learning Motivation

The results of the second hypothesis are known that there is a significant difference between students with high learning motivation and students with low learning motivation on the ability to write negotiating texts. Learning motivation plays an important role in student learning. When the willingness to learn is high, the level of student involvement is also high, because motivation is the driving force that is able to provide energy for students to be involved in learning. The existence of high learning motivation makes students more effective and efficient in completing their project tasks so as to create learning efficiency. In addition, project-based blended learning provides an instructional impact in the form of increasing students' abilities in mastering learning materials, critical thinking skills, creative, and innovative and foster students' productive creativity. Students with high learning motivation will show a high level of productivity. This factor distinguishes the ability to write negotiating texts between students with high learning motivation and low learning motivation.

Project-based blended learning provides opportunities for students to be able to learn independently through systematic instruction so that students are given the freedom to find learning resources and creative and develop their abilities. With high learning motivation, students will look for various sources of information as material to complete their projects.

Project-based blended learning is authentic; thus, indirectly this learning involves learners in constructive investigations. The hope is that through autonomous learning, the responsibility of students can be better and can bring up creative ideas from students because in their project work they will definitely be different in their work from traditional projects or conventional learning, this makes the project a meaningful and challenging task (Ledward & Hirata, 2011). Bie, (2012) added that in project-based learning, students will go through a long process of inquiry, respond to questions from complex problems, or challenges, and honing skills. The existence of good learning motivation will be shown from the responsibility of students to complete projects that have been given by the teacher. Because in this case, project-based blended learning limits face-to-face meetings, allowing students to learn independently and further reducing the role of the teacher. The results of this study are in line with (Kizkap & Bektas, 2017; Moon et al., 2018; Oh et al., 2020) that stated motivation is able to moderate the relationship between project-based blended learning and students' ability to write negotiating texts.

3.5. The Interaction between Learning Motivation and PjBL Strategy on Negotiating Text Writing Ability

The results of the third hypothesis test show that there is a significant effect of the interaction between PjBL strategies based on blended learning with students who have high learning motivation and project-based blended learning with students with low learning motivation. This statement is supported by the Sig score of ($0.000 < 0.05$) which means that there is a significant difference between the two groups. Similar results are also found in the acquisition of negotiating text writing skills with the application of conventional methods between students with high learning motivation and low learning motivation with the acquisition of Sig scores ($0.000 < 0.05$).

In literary learning, the ability to write is one of the abilities that can be proven by the existence of an authentic work. Because writing is a skill not as an understanding as well as listening. Project-based blended learning is one of the right solutions to determine students' writing skills because this method produces a work that can be used by teachers to determine negotiating text writing skills. The application of project-based blended learning is proven to be able to encourage students to be creative in their negotiating texts. Curiosity arises intrinsically which encourages students to exchange experiences

in learning. The application of project-based blended learning is able to show students certain content area skills after taking part in PjBL because they have to complete project assignments. The influence of Project Based Learning demands the same so that the learning atmosphere is more developed. In addition, Kizkap & Bektas, (2017) revealed that the factors in the project-based strategy stage will affect students' motivation and thinking power so that they can have more learning endurance to complete projects. Bahriah et al., (2017) also state that project-based learning allows students to work relatively independently for long periods of time and ends with a real product or demonstration.

If students have strong motivation, they will follow the whole learning process. Besides, Sidik & Sobandi (2018) said that project-based blended learning supported by strong motivation would guide students to actively seek information about the material taught by the teacher, and to use higher cognitive processes to learn and absorb lessons. In project-based blended learning, students are actively involved in problem solving, decision making, investigation, and presentation of work. Project-based blended learning gives students the flexibility to study anywhere and anytime by finding as many learning resources as possible so as to enable their negotiating text writing skills to develop.

4. CONCLUSION

Based on the results of the study, it can be concluded that learning motivation is able to moderate the relationship between project-based blended learning and the ability to write negotiating texts. Innovation in learning activities through the application of project-based blended learning needs to be considered for teachers who want to know the extent of their students' abilities, especially practical abilities. Thus, it is suggested that the application of project-based blended learning can have more intensity to be applied. For further researchers, it is possible to integrate this learning model into learning activities to measure the improvement of other students' abilities.

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