# THE EFFECT OF THE DIFFERENTIATED LEARNING-BASED PROJECT BASED LEARNING MODEL ON THE LEARNING OUTCOMES OF SPEECH TEXT WRITING SKILLS OF GRADE VII STUDENTS OF SMP NEGERI 5 TOBADAK

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**Abstract**
This study aims to test the effect of the application of the Project Based Learning (PBL) learning model based on differentiated learning on the speech text writing skills of grade VII students at SMP Negeri 5 Tobadak. This study used an experimental design with a pretest and posttest to measure the improvement of speech writing skills before and after the application of the learning model. The study sample consisted of 22 students who were randomly selected simply, divided into an experimental group and a control group. The results showed that the experimental group that received the differentiated learning-based PBL model treatment experienced a significant improvement in speech text writing skills, with the average posttest score increasing from 59.5 on the pretest to 85.3, or an increase of 25.8 points. Meanwhile, the control group that followed conventional learning only increased by 12.6 points (from 60.5 to 73.1). These results show that the application of the PBL learning model based on differentiated learning is more effective in improving speech text writing skills compared to conventional learning. This learning model is able to accommodate different learning styles, interests, and readiness of students, so that they can improve their comprehension, creativity, and writing skills more optimally. These findings provide empirical evidence that contextual and differentiational learning strategies are effective in improving learning outcomes, especially in speech writing skills at the junior high school level.
**Keywords**: Project Based Learning (PBL), Differentiated Learning, Writing Skills, Speech Text

*Abstrak*
*Penelitian ini bertujuan untuk menguji pengaruh penerapan model pembelajaran Project Based Learning (PBL) berbasis pembelajaran berdiferensiasi terhadap keterampilan menulis teks pidato siswa kelas VII di SMP Negeri 5 Tobadak. Penelitian ini menggunakan desain eksperimen dengan pretest dan posttest untuk mengukur peningkatan keterampilan menulis teks pidato sebelum dan setelah penerapan model pembelajaran. Sampel penelitian terdiri dari 22 siswa yang dipilih secara acak sederhana, terbagi dalam kelompok eksperimen dan kelompok kontrol. Hasil penelitian menunjukkan bahwa kelompok eksperimen yang menerima perlakuan model PBL berbasis pembelajaran berdiferensiasi mengalami peningkatan yang signifikan dalam keterampilan menulis teks pidato, dengan rata-rata nilai posttest meningkat dari 59,5 pada pretest menjadi 85,3, atau peningkatan sebesar 25,8 poin. Sementara itu, kelompok kontrol yang mengikuti pembelajaran konvensional hanya mengalami peningkatan*

*sebesar 12,6 poin (dari 60,5 menjadi 73,1). Hasil ini menunjukkan bahwa penerapan model pembelajaran PBL berbasis pembelajaran berdiferensiasi lebih efektif dalam meningkatkan keterampilan menulis teks pidato dibandingkan dengan pembelajaran konvensional. Model pembelajaran ini mampu mengakomodasi perbedaan gaya belajar, minat, dan kesiapan siswa, sehingga dapat meningkatkan pemahaman, kreativitas, dan keterampilan menulis mereka secara lebih optimal. Temuan ini memberikan bukti empiris bahwa strategi pembelajaran yang kontekstual dan diferensiatif efektif dalam meningkatkan hasil belajar, khususnya pada keterampilan menulis teks pidato di tingkat SMP.*
**Kata Kunci**: *Project Based Learning (PBL), Pembelajaran Berdiferensiasi, Keterampilan Menulis, Teks Pidato*

## INTRODUCTION

The development of industry 4.0 has brought significant changes in various aspects of life, including in the world of education. One of the major impacts of this development is the increasingly rapid digitalization, which opens up great opportunities for more efficient and optimal learning through the use of technology. In Indonesia, education has also undergone a considerable transformation, one of which is with changes in the curriculum which are expected to be able to catch up in literacy and numeracy. The Independent Curriculum, which is currently being implemented, is an effort to improve the education system by providing flexibility for schools and students to learn according to their abilities, so that it is expected to produce more effective learning and in accordance with the needs of the times (Ministry of Education and Culture, 2022).

Along with these changes, one of the important aspects that has also undergone changes is the development of students' communication skills. In today's era of globalization, speaking and writing skills are one of the most important competencies. The ability to write speech texts, for example, is indispensable to be able to convey ideas clearly and in a structured way. Therefore, speech writing skills are one of the focuses in education that cannot be ruled out, especially in preparing students to face an increasingly competitive world (Sutarto, 2021).

However, although speech writing skills are very important, in practice many students still have difficulty in formulating ideas, structuring speeches, and expressing their ideas clearly and effectively. This shows that learning to write speeches in schools still faces many obstacles, both in terms of teaching methods and students' understanding of the material taught. There are many factors that cause this to happen, one of which is the learning approach that tends to be still conventional and less able to meet the diverse needs of students (Suryani, 2020).

In the context of learning Indonesian, writing is one of the most important skills for students to master. Writing is not just an activity of pouring ideas, but also a tool to communicate with others. According to Tarigan (2013), writing is the activity of conveying ideas using written language, which is an important part of daily life, both in the context of education and in the context of non-education. Therefore, the ability to

write speech text is very crucial, considering that speech is a form of structured and effective communication in conveying messages to the audience (Gunawan, 2022).

Speech writing skills require a learning approach that is not only theory-based, but also practical. Therefore, an innovative learning model is needed to improve students' writing skills. One approach that can be applied is Project Based Learning (PBL), which gives students the opportunity to get directly involved in projects that are relevant to their lives. PBL is believed to provide a more comprehensive learning experience and increase students' motivation to learn, especially in the context of speech writing skills that demand mastery of proper structure and language (Rahmawati & Putra, 2021).

Based on observations at SMP Negeri 5 Tobadak, there are many obstacles faced by students in writing speech texts, such as difficulties in formulating ideas, determining appropriate speech structures, and using the right language. This problem shows that the learning model that has been applied so far is still not optimal in overcoming these difficulties. Therefore, the application of a more creative and interactive approach, such as PBL, is very important to help students overcome these problems (Kusumawati, 2022).

One way to overcome the difficulties in writing speeches is to integrate differentiated learning into the learning model. Differentiated learning allows teachers to tailor the material and teaching methods to each student's needs and abilities. This is very important to ensure that each student gets attention that suits their individual learning style, which can ultimately help them master their writing skills more effectively (Wahyuni, 2020).

The application of a combination of PBL and differentiated learning is expected to improve the quality of students' speech text writing skills. PBL provides students with the opportunity to learn in a more contextual and applicative way, while differentiated learning ensures each student has a learning experience that suits their abilities and needs. Thus, these two approaches can complement each other and provide maximum results in improving students' speech writing skills (Yusuf & Nurhayati, 2020). Writing speech text requires not only good sentence writing skills, but also the ability to convey the message in a persuasive and effective way. Public speaking skills, which often don't get enough attention in conventional learning, are also an important part of speech skills. Therefore, it is important for students to be trained not only in writing speeches, but also in speaking in front of the audience, so that the message conveyed can be well received (Setiawan, 2021).

At SMP Negeri 5 Tobadak, the learning of speech writing skills still relies on lecture methods and practice written questions that tend to be monotonous and less interesting for students. This causes students to feel bored and less challenged to develop their writing skills optimally. Therefore, the application of more interactive and project-based learning models, such as PBL based on differentiated learning, is needed to improve student learning outcomes in speech text writing skills (Wahyuni, 2022). Based on the background described above, this study aims to determine the effect of the Project Based Learning learning model based on differentiated learning on the learning outcomes of

students' speech text writing skills at SMP Negeri 5 Tobadak. It is hoped that this research can make a significant contribution to the development of more effective and innovative learning methods, as well as improve students' speech writing skills in the school.

## METHOD

This study uses a type of quantitative research with an experimental approach to test the influence of the differentiated learning-based Project Based Learning (PBL) learning model on students' speech writing skills. This research was designed using pre-test and post-test designs to measure students' writing skills before and after the implementation of the learning model. The pre-test is carried out to measure the level of students' speech writing skills before being given treatment, while the post-test is carried out after learning to find out if there is an improvement in students' skills. The design of this study was carried out on grade VII students at SMP Negeri 5 Tobadak, Tobadak District, Central Mamuju Regency with random sampling. The results of the pre-test and post-test were then analyzed to see if there was a significant change in students' speech text writing skills after PBL-based learning.

The population in this study is all grade VII students at SMP Negeri 5 Tobadak, Tobadak District, Central Mamuju Regency, which totals 45 people. The sample used in this study was taken randomly, by selecting 22 students who would be the object of the research. The selection of samples was carried out to ensure a fair representation of the population and reduce the presence of bias in the study. Selected students will participate in learning with a Project Based Learning model based on differentiated learning, and their pre-test and post-test results will be analyzed to see any changes in their speech writing skills.

This study involved three main variables. The first variable is the Project Based Learning (PBL) learning model, which is designed to improve students' writing skills through a project-based approach. The second variable is differentiated learning, where learning is tailored to each student's needs, interests, and potential. This learning aims for students to develop according to their own pace and way of learning. The third variable is speech text writing skills, which is measured to determine the influence of learning models on students' ability to compose structured and effective speech texts. This writing skill includes aspects such as speech structure, fluency in language, coherence, and creativity in conveying messages.

In this study, data was collected through several complementary methods to obtain complete information about the influence of learning models on students' writing skills. The methods used include tests, observations, interviews, and documentation. The test was carried out in two stages, namely pre-test and post-test, to measure students' speech writing skills before and after the application of the learning model. Observations are carried out to observe the learning process and interactions in the classroom, including student involvement in learning activities. Interviews are conducted to explore students' experiences regarding the learning process, the challenges they face, and the benefits they

feel. Meanwhile, documentation is used to collect evidence in the form of student work, learning notes, and photos of learning activities.

The instruments used in this study consisted of a test of speech text writing skills, observation sheets, interview sheets, assessment rubrics, and documentation. Writing skills tests are used to measure students' ability to compose good and effective speech texts. Observation sheets are used to record student activities during project-based learning and to observe student involvement in classroom activities. Interview sheets are used to obtain qualitative information about students' perceptions of the applied learning model. Assessment rubrics are used to assess the quality of speech texts written by students based on certain criteria, such as text structure, fluency in language, and creativity. Documentation is used to collect supporting data such as student work and learning notes.

**Table 1.** Category KKM

| CATEGORY : CCC | VALUE |
|---|---|
| CONCLUSION | $\geq 75$ |
| INCOMPLETE | $< 75$ |

Source: Junior High School Completion Data Neg. 5 Tubs

The collected data was analyzed using descriptive analysis and inferential statistics. Descriptive analysis is used to describe data quantitatively, such as students' writing skills test results, their involvement in learning, and responses to learning models. Inferential statistical analysis is used to test hypotheses that have been proposed. Normality tests are performed to determine whether the data is normally distributed or not, which is important to choose the right analysis technique. Hypothesis testing using a t-test was used to test whether there was a significant influence between the variables of the PBL learning model and differentiated learning on students' speech writing skills. The results of this statistical analysis will be used to draw conclusions about whether the learning model has a significant influence on improving students' writing skills.

To ensure the validity and reliability of the research instrument, a validity and reliability test is carried out first. The validity of the instrument is measured by consulting the instrument used with experts in the field of education and language to ensure that the instrument used can measure what it should be measured. Meanwhile, the reliability of the instrument was tested using internal consistency analysis techniques, such as by using the Alpha Cronbach formula to find out the extent to which the instrument gave consistent results when used repeatedly on different samples. Instruments that have good validity and reliability will provide more accurate and reliable data in this study.

**RESULTS AND DISCUSSION**

This study involved 22 grade VII students of SMP Negeri 5 Tobadak, Tobadak District, Central Mamuju Regency, who were selected by simple random sampling from a population of 45 students. The sample consisted of 11 male students and 11 female students. This study aims to determine the effect of the application of the Project Based Learning learning model based on differentiated learning on students' speech text writing skills. Prior to the implementation of the learning model, both groups—the experimental group and the control group were given a pretest to measure their initial ability to write speech texts. The results of the pretest showed that the average score of the students of the experimental group was 59.5, while the control group had an average pretest score of 60.5. These results suggest that both groups had almost equal initial abilities in speech text writing skills before being given the treatment.

After the application of the Project Based Learning learning model based on differentiated learning to the experimental group for several weeks, the two groups were again given a posttest to measure the improvement of their speech writing skills. The posttest results showed that the average score of the experimental group increased significantly to 85.3, while the control group that received conventional learning experienced only a small increase, with an average posttest score of 73.1.

A higher improvement in the experimental group compared to the control group showed that the application of the Project Based Learning learning model based on differentiated learning had a positive impact on the learning outcomes of students' speech writing skills. This learning model encourages students to be more active in the learning process, allows them to apply the concepts they have learned in a more real and relevant context, and provides opportunities for students with different levels of ability to learn according to their own pace and learning style. This indicates that this learning model can significantly improve students' speech text writing skills.

The description of the pretest and posttest results data showed significant differences between the experimental group and the control group. The experimental group applied with the Project-Based Learning learning model based on differentiated learning experienced a greater improvement in speech text writing skills, compared to the control group that received conventional learning. These results support the hypothesis that the use of a project-based learning model can improve students' speech text writing skills more effectively.

**Table 2.** Data on Pretest and Posttest Results of the Experimental Group and Control Group

| NO. | CONTROL GROUP | | | EXPERIMENTAL GROUP | | |
|-----|------|---------|----------|------|---------|-----------|
|     | Name | *Pretest* | *Posttest* | Name | *Pretest* | *POST TEST* |
| 1.  | A    | 59      | 72       | A    | 58      | **83**    |
| 2.  | B    | 60      | 73       | B    | 59      | **85**    |

| No. | | Control pretest | Control posttest | | Exp pretest | Exp posttest |
|---|---|---|---|---|---|---|
| 3. | C | 58 | 70 | C | 57 | **84** |
| 4. | D | 60 | 74 | D | 60 | **86** |
| 5. | E | 61 | 75 | E | 59 | **87** |
| 6. | F | 59 | 71 | F | 60 | **88** |
| 7. | G | 62 | 76 | G | 61 | **90** |
| 8. | H | 63 | 78 | H | 62 | **89** |
| 9. | I | 61 | 73 | I | 60 | **85** |
| 10. | J | 58 | 70 | J | 59 | **87** |
| 11. | K | 60 | 75 | K | 58 | **84** |
| 12. | L | 62 | 76 | L | 60 | **88** |
| 13. | M | 61 | 72 | M | 59 | **86** |
| 14. | N | 59 | 71 | N | 58 | **85** |
| 15. | O | 63 | 77 | O | 60 | **90** |
| 17. | P | 62 | 74 | P | 61 | **87** |
| 18. | Q | 60 | 73 | Q | 59 | **86** |
| 19. | R | 61 | 75 | R | 60 | **89** |
| 20. | S | 58 | 70 | S | 59 | **83** |
| 21. | T | 60 | 74 | T | 60 | **85** |
| 22. | U | 62 | 77 | U | 60 | **88** |
| 22. | V | 61 | 72 | V | 59 | **87** |
| **QUANTITY** | | 1,331 | 1,609 | Quantity | 1,309 | **1,877** |
| **AVERAGE** | | **60,5** | **73,1** | **AVERAGE** | **59,5** | **85.3** |

The table above presents the data on the results of the pretest and posttest conducted in two groups, namely the control group taught by conventional methods and the experimental group taught using the Project Based Learning learning model based on differentiated learning. In the control group, the pretest results showed an average score of 60.5 with the lowest score of 58 and the highest score of 63. After receiving the treatment, the control group's average posttest score increased to 73.1, with a low score of 70 and a high of 77. Despite the improvement, these results show that learning with conventional methods has a more limited impact on the learning outcomes of students' speech text writing skills.

Meanwhile, in the experimental group, the average pretest score was 59.5 with a low score of 57 and a high of 62, indicating a similar initial ability to the control group. However, after being treated with the Project Based Learning model based on differentiated learning, the average posttest score of the experimental group increased significantly to 85.3, with the lowest score of 83 and the highest score of 90. This significant improvement suggests that a more interactive and student-centered learning model has a greater positive impact on students' speech text writing skills. Overall, the pretest and posttest results of the experimental group showed a greater improvement compared to the control group, indicating that the application of *the Project Based Learning* learning model based on differentiated learning was more effective in improving students' speech writing skills. This confirms that a learning approach that actively involves students can provide more optimal results in improving their academic abilities.

**CONCLUSION**

Based on the results of research that has been conducted at SMP Negeri 5 Tobadak on grade VII students, it can be concluded that the application of *the Project Based Learning* (*PBL*) learning model based on differentiated learning has a significant influence on the learning outcomes of students' speech writing skills. This can be seen from the increase in the average score of the experimental group from 59.5 at the pretest to 85.3 at the posttest. This increase of 25.8 points shows that the *PBL* model that integrates a project approach with tailored learning based on students' needs is able to improve comprehension, creativity, and writing skills more effectively. On the other hand, the control group that followed conventional learning only experienced an increase in average scores from 60.5 in the pretest to 73.1 in the posttest, or by 12.6 points. The difference in improvement between these two groups shows that differentiated learning makes a real contribution to learning effectiveness because it is able to accommodate differences in students' learning styles, readiness, and interests. With this approach, students are given space to explore their abilities in a more flexible and meaningful learning context. Overall, *the Project Based Learning* learning model based on differentiated learning has been proven to be able to significantly improve the speech writing skills of grade VII students compared to conventional learning. These findings provide empirical evidence that collaborative, contextual, and differentiating learning strategies are effective in improving the learning outcomes of writing skills, especially in Indonesian language learning at the junior high school level. Therefore, this model is recommended as an alternative learning strategy that can be applied in teaching speech text writing to achieve optimal learning outcomes.

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