Students' Self-Reflection on Project-Based Learning in Caption Text Writing

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Article Info

ABSTRACT

Project-based learning (PjBL) has been shown to increase a variety of abilities in students. This study presents students' self-reflection on jPBL practices in writing caption text. To acquire data, a qualitative method was used through a questionnaire, interview, and classroom observation. Thirty-five students in the twelfth grade of science at SMA PGRI Cipanas participated in the study. Based on the questionnaire, the average of students' self-reflection was 51.8% in pre-implementation, 47.7% during the implementation period and 42.3% in post-implementation of PjBL in learning caption text. The results of the interview showed that the students responded positively to caption text writing using project-based learning. The implementation of PjBL in caption text writing can improve students' writing skills yet most students still made minor mistakes based on the scoring rubrics of simple present tense. They showed positive progress with an average score of 5 or excellent. It is recommended to consider the students' self-reflection in the teaching-learning process in order to determine their competence based on themselves, particularly in their writing skills, and there is a possibility for other researchers to conduct many studies about the students' self-reflection in other skills such as speaking, reading, listening, and other forms such as messages, videos, contents, and so on that can be found in social media.

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1. INTRODUCTION

A caption text is one of the basic competencies expected of 12th-grade high school students in the 2013 Curriculum Standards, which expects students to be able to explain and differentiate its social function, the structure of the text, its language feature, to understand the meaning contextually, to give and ask information related to the image/photo/graph/table, and to create the captions text. Captions are used to assist readers in understanding information that is not contained in the text.

Nilasari, et.al. (2018) argued that people in semiotics use visual signs whenever they communicate each other both verbally and non-verbally. Thus, captions and signs are interrelated. Captions as a type of text can improve students' English skills including writing, especially in using

vocabulary and simple present tense. Writing might be a tedious and difficult task for students when it comes to English learning. Wenas, et.al. (2022: 193) argued that wriring is "one of the language skills that have a very significant part in the world of teaching". Writing skill is gained by having the ability to present ideas, thoughts, messages and feelings in written form (Yovie, 2019). In the 2013 content standards, high school students are expected to be able to explain and differentiate its social function, the structure of the text, its language feature, understand the meaning contextually, give and ask for information related to the image, photo, graph, or table, and create the caption text.

Captions, as a type of writing, highlight students' abilities. Captions help pupils develop their cognitive competency in language aspects such as vocabulary and the basic present tense. They can be more creative and talented in terms of psychomotor competence, and they can construct and write captions in line with the situation of the image or photo as language and the simple present tense. They can be more creative and talented in terms of psychomotor competence, and they can design and write captions that correspond to the situation of the image or photo. In terms of affective competence, they can be more responsible, empathetic, aware of others, and take care of them, for example, by thinking twice before uploading their captions so that they do not hurt someone's feelings.

Furthermore, because captions exhibit images, phrases, photos, signs, emojis, emoticons, music, and other kinds of communication, the study of semiotics (Murti, 2013), as referenced in Murtaisah (2020), becomes relevant. In semiotics, humans utilise visual signs for communication, both verbal and nonverbal (Nilasari, et.al., 2018). Indeed, in semiotics, the link between captions and signals is intertwined.

Project-based learning photography assignments are interactive strategies. Project-based learning can help students improve their skills in creating caption text and comprehending the implicit meaning of the caption. Some specialists (such as Brown, 2005; Zecevic et al, 2010; Garcia et al., 2010; Facione, 2011; and Killion, 2021) also recommend the technique. Similarly, research suggests that students who are given time to reflect on their learning process improve their self-awareness and value the learning process more (Chuprina and Zaher, 2011). Syahida, et.al. (2002: 194) indicated that "PjBL connected students with the real world with the task of providing tips on what to do after graduating from high school that are relevant to students' lives".

Walter et al. (2012) conducted a study using web sharing and photographic projects. It was discovered that the students' reflective reactions to images show that they are more aware of the social and environmental determinants of health in their homes and communities. Citra (2020) used a project-based learning strategy to improve students' critical thinking in interpreting the inferred meaning of the caption text. The findings indicated that the caption text was already appropriate for the teaching of reading in the 2013 curriculum and might encourage students to think critically. Herlina and Ramasari (2018) conducted a qualitative study to evaluate students' capacity to compose basic present-tense sentences. Many students still struggled to produce sentences in the simple present tense, particularly with verbs in the third person singular as the subject pronoun. Murtaisah (2020) used Peirce's triangular elements of signs to undertake a semiotic analysis of memes in the Instagram account @9gaggirly, which has 510 adverts from 72 brands. Her investigation uncovered 27 emblems and 39 symbols containing satire and a message for women in general.

2.   METHOD

Mixed approaches were utilised in this study. Creswell (2014) defines mixed methods technique as mixing, collecting, analysing, interpreting, and reporting both qualitative and quantitative data. Rahmawati, et.al. (2023: 85) mentioned that in mixed methods "both quantitative and qualitative data collection and analysis had been incorporated for gaining a more complete

insight into the research". This study was conducted on 12th-grade students at SMA PGRI Cipanas in the academic year 2021-2022 to reflect on the implementation of project-based learning and their writing skill development to write caption text using the present tense relating to the form, verb, and time signal and interpreting it.

The purpose of this study was to discuss the students' self-reflection on adopting project-based learning in generating caption text. Moreover. It investigated students' self-reflection regarding the growth of their writing skills in creating caption text in the present tense linked to the form, verb, and time signal and interpreting it. The questionnaire, interview, and observation were the tools employed. To approve the instrument, the questionnaire and interview were validated for validity and reliability before being used in this study. The author sought professional validation on the instrument question. Dr. Andang Saehu, M.Pd., CHS., the chosen expert, has accepted the rebellion of this inquiry regarding some time lately given to the students' self-reflection on project-based learning implementation and caption text writing development. In the academic year 2022-2023, it was held in the 12th grade at SMA PGRI Cipanas. This study used convenience sampling when needed, and because data from the sample was easily accessible, the 35 students in the 12th grade who participated in this study were chosen as respondents.

In this study, closed-ended questionnaires were utilised to assess students' self-reflection on project-based learning implementation as well as their competency in creating caption text connected to using the present tense. The questionnaires were distributed to the 35 students that participated in this study. The questionnaire was adapted from Rafiah et al. (2020), Kamal & Nikmatul (2020), and Pentury et al. (2020) to stimulate self-reflection. The questionnaire was designed in the form of a Likert scale, with responses categorised into four levels of agreement: strongly agree, agree, disagree, and strongly disagree. Meanwhile, the researcher used a semi-structured interview to guarantee that candidates had equal opportunities to submit information and were evaluated accurately and consistently. Five students from a class of 35 were interviewed to gather information. The researcher then employed an MP4 (audio-recording) device to record the interview process in this investigation. Academic Skill Development Centre, Yasin (2018) and A Short Guide to Reflective Writing (2017). This study also employed visual observation as the research subject to look for and gather data from the students' captions by reading and recognising, signing, grouping the signs, analysing, and interpreting the data required by utilising Peirce's sign theory, namely icon, index, and symbol. The observation seeks to interpret the visual characteristics of caption text that would be the meanings through a semiotic analysis.

3.   RESULTS AND DISCUSSION

The findings focused on the students' self-reflection on PjBL application in learning caption text, their caption text writing development relating to the form of present tense, verb, time signal, and visual aspect interpretation in their caption text. Conclusions might be formed based on data analysis of students' self-reflection on project-based learning implementation and their development in creating caption text: Students first obtained moderate reflection. This was revealed by the questionnaire results, which showed an average score of 51.8% for PjBl pre-implementation, 47.7% for PjBl implementation, and 42.3% for PjBl post-implementation in learning caption text. According to the data shown above, most students sufficiently followed and appreciated the PjBL procedures. Meanwhile, based on the interview, students gave a good or positive reflection on PjBL's implementation in learning caption text.

Second, students displayed positive improvement and feedback on simple present tense competence. The questionnaire and interview results revealed that: 61.4% understood simple present

tense forms, 56.5% understood verbs, and 70.6% understood simple present tense time signals. According to the data shown above, the majority of students could recognise and write the simple present tense correctly. Even though the majority of pupils were still making minor errors, they demonstrated exceptional improvement with an average score of 5, or excellent, based on the scoring and classification of simple present tense and vocabulary. Meanwhile, according to the categories of grammar, most the pupils' simple present-tense phrases belong to descriptive grammar. Furthermore, pupils made significant progress in interpreting the visual features of the caption text. It was proved in their caption text using a questionnaire and visual aspect interpretation, with findings of 61.5% on pre-writing caption text, 58% on writing caption text, and 50% on post-writing caption text. The findings showed above show that the majority of students were motivated, capable of creating caption text, and aware of the benefits of writing reflection. Furthermore, based on the interpretation of visual aspects in their caption text, which had twenty-seven indications, they were able to understand an issue from a fresh perspective and had grown in their spiritual and social attitudes. Thus, project-based learning is excellent for teaching pupils caption text.

However, this study has limitations. First, students' reflections during PjBL implementation in the step of creating a project timeline, students found it difficult to manage time according to the schedule when creating a project timeline because some groups relied on each other and did not create a project timeline sheet as instructed by the teacher. Only a few groups completed the project and presented it to the teacher; only a few projects were updated in this situation. The second limitation of this study was that students had difficulty converting the active sentence into the passive sentence and vice versa, in terms of changing the verb from verb 1 to verb 3 (or present to participle), because the students were unable to recognise and memorise the verb 2 (past) and verb 3 (present) (past participle). However, it is the teacher's job to strengthen students' capacity to notice the changing of verbs for the following session on active and passive sentences.

3.1.1 The Students' Self-Reflection on PjBL Implementation

According to the research findings, the researcher determined from the questionnaire that all 35 students have a moderate reflection on the benefits of self-reflection in correcting their study shortcomings, as well as being engaged and motivated in learning caption text through PjBL implementation. The results were provided in tables 4.1.1, 4.1.2, and 4.1.3, with an average score of 51.8% on pre-implementation of PjBl, 47.7% during implementation of PjBl, and 42.3% on post-implementation of PjBl.

On the contrary, all five students gave good or favourable comments in the interview segment, according to Table 4.4.1. In other words, the student's reflection on the pre-implementation of PjBL revealed that their teacher had incisively taught the steps of PjBL in writing caption text because they understood the steps of writing caption text, the materials required for writing caption text, the various types of caption text, and its samples. Students were separated into seven groups and instructed to memorise caption text. In this context, these findings are pertinent to Baş (2011), who discovered that students taught using the PjBL technique were more successful in learning and had good views towards the class. Furthermore, Salsabila (2020) discovered that the PjBL technique increased students' writing and critical thinking skills.

Furthermore, student views on PjBL implementation demonstrated that students responded positively to every step of PjBL as described in the learning caption language taken from the HOTS-Oriented Module of Project-Based Learning (2020). Students select topics that are more familiar to them because they are more familiar with them. Students learnt well about the definition of caption text, its types, its social roles, and its linguistic elements, such as terminology connected to news

through captions and the simple tense employed in caption text, in terms of pre-communicating the issue. Meanwhile, students were able to answer important questions from the teacher based on the topics of their captions. In terms of project planning, students worked together to discuss and write about their topic.

Students, on the other hand, found it challenging to manage time according to the timetable when developing a project timeline since some groups relied on one another and did not complete the project timeline sheet as requested by the teacher. Only a few groups completed the project and presented it to the teacher; in this situation, only a few projects were altered. In terms of project evaluation, each group presented their projects in class, which were subsequently rated using a rubric based on caption text. The teacher provided feedback on all of the groups' efforts, delivered reflections, and requested all students to contribute and write their reflections throughout the caption text learning process. It is consistent with Sholihah's (2017) observation that PjBL adoption necessitates some forethought, particularly in developing the project to meet the needs of the students and curriculum.

Meanwhile, the PjBL post-implementation reflection revealed that PjBL increased students' participation in the class and sufficiently enhanced students' writing capability. PjBL was found to be entertaining and appropriate for caption text learners since it improved their writing, communication, and delivery skills, both verbal and written. According to Citra (2020), project-based learning was relevant to the teaching of reading in the 2013 curriculum because it can enable students to think critically in this scenario.

3.1.2 Students' Self-Reflection on Simple Present Tense

According to data from the questionnaire, interview, and students' caption texts, there was a good growth. It can be observed in tables 4.2.1 and 4.4.3, which are classed as good, with an average score of 61.4% on simple present tense forms, 56.5% on simple present tense verbs, and 70.6% on simple present tense time signals.

The pupils that participated displayed growth by scoring and categorising simple present tense and vocabulary with an average of 5 or outstanding. In other words, the student's progress in utilising the present tense is highly rewarding since they can write the phrase, utilise the verb form of the basic present tense, or V1, and appropriately employ the time signals. Caption text aids in their comprehension, recognition, and differentiation of verbs and temporal signals in the simple present tense. They also said that learning and creating caption text considerably increased their vocabulary.

These findings were consistent with those of Harmer (2007). Using the simple present tense, according to Herlina and Ramasari (2018), is one technique to increase students' grammar knowledge. This discovery is also pertinent to Wahyuni's (2018) study, which revealed that pupils improve their vocabulary by using the simple present tense.

In their research, Herlina and Ramasari (2018) discovered that many students still struggle to generate sentences in the simple present tense, especially with the verb in third person singular as the subject pronoun. It differs from this finding in that the student had difficulty changing the verb from verb 1 to verb 3 (or present to participle) because the student was unable to recognise and memorise the verb 2 (past) and verb 3 (present) (past participle). However, it is the teacher's job to increase students' ability to recognise verb changes for the following session on active and passive sentences.

3.1.3 Students' Self-Reflection on Interpreting the Visual Aspects in Their Caption Text

According to the questionnaire evidences presented in table 4.3.1, students' reflection in indicating their visual features on pre-writing caption text was good or positive, with a score of 61.5%

on average. Meanwhile, it did well on writing caption text, with an average score of 58%, and on post-writing caption text, with an average score of 50%.

The photography assignment done at their school, in addition to the kids' images, proved that they were able to perceive an issue from a new perspective and that it also aided in the development of their spiritual and social attitudes. Walter et al. (2012) discovered that employing photography in classroom assignments provided a creative solution to address two independent issues: knowledge of social problems or health determinants and critical thinking involvement. Furthermore, Citra (2020) discovered in her research that reading captions not only affected students' capacity to comprehend and read the caption's implicit meaning but also motivated them to be more aware of and engaged in their surroundings.

This part reports the findings of your study based on the methods you used to gather meaningful information about your research topic. This part should present the research findings in a logical order, with no biased interpretation. The discussion will always be linked to the introduction through the research questions you submitted and the theories or literature you studied. Remember that the discussion should not merely repeat or rearrange the introduction, but it should always describe how your study has relocated the readers' understanding of the research issues or difficulties from where you left them at the end of the introduction section.

4.   CONCLUSION

This study indicated that other English teachers examine their students' learning strengths and weaknesses and work with them to improve their writing skills. They should also implement and design a pre-, during, and post-PjBL activity to get students accustomed to learning and working together. Furthermore, it can assist kids to develop their writing skills, comprehend the suggested meaning of the caption, and raise their awareness and concern about how to use social media responsibly. Make a compact dictionary of the verb forms 1 and practise having students compose sentences using verbs in the simple present tense.

Other future researchers who will perform comparable studies should first have a complete comprehension of PjBL, which may need diverse English skills such as listening, reading, or speaking. It can also be done for other English components such as grammar, pronunciation, syntax, and so on. Additional research should be conducted to determine whether students' writing skills can be improved in order to explore their creativity and ability to write other types of texts, to investigate students' written text reflections in order to determine how to improve their reflections and learning achievement, and to use semiotic analysis to explore the meanings of messages, videos, and other content displayed on students' social media accounts.

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Upen, BA (Honours). (2018, July 11). Difference Between Descriptive and Prescriptive Grammar. Retrieved from: https://pediaa.com/difference-between-descriptive-and-prescriptive-grammar/).The purpose of the conclusion section is to let the reader realize why your study is worth after reading your article. As such, a conclusion is not only a summary of the major themes addressed or a repetition of your research issue; rather, it is a synthesis of significant ideas and, if relevant, a section in which you suggest new possibilities for future study. In most circumstances, one well-developed paragraph is adequate for a study's conclusion, but in certain instances, two or three paragraphs may be necessary.

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