



AN ANALYSIS OF LECTURER LEARNING ADVISORY USING PROJECT-BASED LEARNING MODEL ON WRITING SKILL

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Abstract

This study explores how lecturer learning advisors using project-based learning improve second-semester English education students' writing skills at Muhammadiyah University Pringsewu Lampung. Employing descriptive qualitative methods including observations, documentation, and interviews, the research reveals that students initially struggle with expository text structures. However, lecturer learning advisors play a crucial role by raising awareness of their roles as writers and motivating them to excel. This support significantly enhances students' writing skills. The study highlights the lecturer's effective fulfillment of their roles within the project-based learning framework, promoting active student engagement, creativity, and critical thinking

Keywords: Advisory, Learning, Project-Based Learning Model

INTRODUCTION

Effective writing skills are essential for English students, demanding a strong grasp of grammatical structures and language proficiency. At the University of Muhammadiyah Pringsewu, students in the writing skills course often face challenges, particularly in recount and expository text writing. Learning advisory plays a crucial role in aiding students to grasp the study material effectively. Its primary purpose is to support students in understanding and staying focused during the learning process. Within this context, students are encouraged to ask questions about any aspects of the project or materials they find challenging. As Sukardi (2013) points out, learning advisory serves as a means of assistance to individuals facing learning difficulties. It assists them in overcoming these challenges, ultimately enabling them to achieve optimal learning outcomes after undergoing preparation and adjustments in their learning approach. Syamsidar (2013) focused on the application of Learning Strategies Advisory Groups to enhance the learning outcomes of fifth-grade students in Social Sciences. This research aimed to improve student performance through a carefully



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planned cycle of actions. The findings indicated notable progress in student learning outcomes.

Ahmadi, A., & Widodo, S. (2004) state that learning advisory has objectives including; Look for efficient and effective ways of learning for students; demonstrate appropriate ways of learning and the functions of using textbooks; provide information the roles of suggestions and instructions for those who use the library; make school assignments and prepare for tests and exams; choose a field of study according to talents, interests, intelligence, ideals, and conditions physical or health; demonstrate ways to deal with difficulties in a particular field of study; determine the division of time and study schedule planning; and choose additional lessons both related to lessons at school and for future talent and career development.

In the context of 21st-century education, there's a focus on project and group learning to enhance both soft and hard skills, aligning with national higher education standards (Permendikbud, No. 3 of 2020). Juuti, K., Lavonen, J., Salonen, V., Salmela-Aro, K., Schneider, B., & Krajcik, J. (2021) says that Project Based Learning aims to equip students with diverse competencies, preparing them for the evolving demands of the modern world. One transformative method is Project-Based Learning, which fosters active, independent, and critical thinking among students. It aligns with the government's initiative to encourage independent learning through project-based methods. This approach includes individual and team-based projects with tangible outcomes. Lecturers, in this model, become facilitators, providing guidance, motivation, and materials. They encourage problem-solving and maintain an engaging learning environment, as highlighted by (Permendikbud, 2020).

Lecturer learning advisory using project-based learning model is a learning activity in which the lecturer provides direction and motivates students to use a project-based learning model. With this model, students are expected to be able to think critically, and creatively and also be innovative in writing skill where the output of this model is a product that is presented in front of other people. Students are said to be able to think critically when they can develop their thoughts with a deeper view. This research seeks to deliver deeper into how lecturer learning advisors use the Project-Based Learning model to support writing skills, an area with limited prior exploration. The study aims to contribute novelty in terms of method, sample, and research focus.

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In brief, the research question are; what are the roles of lecturer learning advisory in the teaching and process of learning writing skill using Project-Based Learning Model? and what is the contribution of lecturer learning advisory at Project-Based learning model to students' writing skill?

RESEARCH METHOD

This study employs a qualitative research approach, specifically descriptive analysis research. It aims to investigate how lecturers use the Project-Based Learning model to enhance writing skills. Qualitative descriptive research seeks to describe and summarize various social phenomena. It aims to portray a particular state or situation. Research informants are individuals who provide essential information to researchers. They possess an understanding of the research topic. In this study, informants are second-semester English students at Muhammadiyah University of Pringsewu, Lampung, enrolled in the Writing Skill course taught by lecturer Fitri Wulandari M.Pd. Data collection in qualitative research includes observation, interviews, documentation, questionnaires, or a combination of these methods. Observations were made in Writing Skill classes utilizing the Project-Based Learning model to document classroom activities. Interviews with students were conducted to understand the contributions of lecturer learning advisory during classes. Video recordings and pictures from class sessions were used as supporting evidence. Data analysis follows the Spradley model, comprising three steps: Summarizing and focusing on essential information, identifying themes and patterns, and transcribing collected data. Presenting data through descriptions, pictures, and transcripts. Drawing conclusions based on analyzed data, ensuring the validity of results. The study was conducted at Muhammadiyah University of Pringsewu, Lampung, specifically among second-semester English students. It concentrates on the lecturer learning advisory's role using the Project-Based Learning model in the Writing Skill course.

FINDINGS AND DISCUSSION

Finding

In the realm of learning advisory, several key roles must be performed by the lecturer. These encompass raising awareness of the learning process, guiding students,

aiding them in goal identification, recommending suitable materials and strategies, providing motivation, supporting independent learning, and fostering self-evaluation and reflection.

Roles of Learning Advisory in Writing Skill using Project-Based Learning Model (Team-Based Project)

Throughout the observation of learning sessions employing the Project-Based Learning model (specifically, team-based projects), the following findings emerged regarding the roles of the lecturer in enhancing writing skills:

Raising Students' Awareness as Writers

During the initial class meeting, the lecturer offered guidance and explanations about the discussed material within each group. The lecturer emphasized the role of a writer in shaping opinions, aiming to prevent inaccuracies in the information presented to readers.

Assisting in Goal Identification

The lecturer aided students in identifying learning objectives to ensure they adhered to agreed-upon themes without deviating off-topic.

Recommending Suitable Materials

The lecturer suggested suitable materials to help students develop ideas that would be integrated into their writings, ensuring they could focus on developing opinions without the burden of selecting group themes.

Suggesting Suitable Strategies

Within the Project-Based Learning model, students were encouraged to choose strategies that best suited them. The lecturer emphasized the importance of independent decision-making to foster critical thinking.

Facilitating Problem Discussion

During a class session when the lecturer was absent, students engaged in independent learning, discussing topics and supporting their opinions with expert input. They demonstrated their ability to articulate ideas and opinions even in the lecturer's absence.

Actively Listening to Learners

During group presentations, the lecturer attentively listened to each group's opinions. This allowed the lecturer to offer reviews, input, and suggestions for improvement, promoting constructive criticism among students.

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Assisting in Discovering Optimal Learning Methods

During group draft presentations, the lecturer guided students in identifying their most effective learning approach. By focusing on one core idea, students honed their thinking skills, ensuring clarity and coherence in their writing.

Promoting Self-Evaluation and Reflection

The editing process, occurring after group presentations and input, allowed the lecturer to assist students in addressing difficulties. The lecturer's role was to facilitate revisions and corrections, enhancing the quality of students' work.

Contribution of Lecturer Learning Advisory in the Project-Based Learning Model to Students' Writing Skills

Interviews conducted with students in the class revealed the significant contributions of lecturer learning advisory within the Project-Based Learning model to their writing skills:

Increased Understanding

Students reported a clearer understanding of writing principles and structures, particularly regarding the thesis, general statement, and topic sentences.

Motivation and Support

The lecturer's guidance motivated students to actively participate in class and undertake assignments. They felt supported throughout the learning process.

Focused Learning

The Project-Based Learning model's student-centered approach ensured students focused on the project's objectives, fostering critical thinking and autonomy.

Effective Guidance

The lecturer's active role in monitoring project progress and offering revision assistance proved invaluable to students, enabling them to produce higher-quality work.

Discussion

This study has presented data related to the roles of learning advisory used by the lecturer in learning writing skill using Project-Based Learning Model with the contributions of lecturer learning advisory at Project-Based Learning Model to students' writing skill. As for the findings obtained from the data described above, there are several roles carried out by the lecturer during class learning, namely: increasing awareness of the learning process, guiding students, helping students identify goals,

suggesting suitable materials, suggesting suitable strategies, motivating, supporting and encouraging independent learning, helping students to self-evaluate and reflect. This is in line with Carson & Myrand's theory. The purpose of advising in language learning is to assist learners to think more deeply almost the dialect learning prepares in arrange to ended up more autonomous language learners (Carson & Mynard, 2012). The following are roles of learning advisory by lecturer, including:

- a) Raising awareness of the language learning process
- b) Guiding learners
- c) Helping learners to identify goals
- d) Suggesting suitable materials by offering choices (rather than prescribing activities)
- e) Suggesting suitable strategies by offering choices
- f) Motivating, supporting and encouraging self-directed learners
- g) Helping learners to self-evaluate and reflect
- h) Assisting students in discovering how they best learn
- i) Actively listening to learners
- j) Helping learners to talk through their own problems.

What are the roles of learning advisory used by the lecturer in learning writing skill using Project-Based Learning Model.

The first finding is increasing awareness of the learning process. Lecturers help students to increase awareness in the learning process. This is done so that students know the importance of a writer in being accountable for the results of his writing because basically what is written by a writer has a big influence on readers.

The role of the lecturer in the class is also to guide students, this is done by the lecturer so that students do not feel confused about what they have to learn during class learning. Then the role of the lecturer is also not spared from helping to identify goals, so that students can be well-directed when they are going to write a piece of writing from the development of their ideas. Lecturer also help suggest suitable materials, suggest suitable strategies, motivate, support and encourage independent learning, and help students to self-evaluate and reflect.

And from some of the data findings above, it can be concluded that lecturer tutoring greatly influences students' writing abilities, with the roles carried out by lecturers during the learning process being able to have a positive impact on students as

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is the case when students experience difficulties about how to compose a text and when students do not understand which part is a thesis, general structure and others, the lecturer gives directions, explanations so that students can understand. Besides that, the lecturer's study guidance is also in line with the principle of project-based learning itself where in project-based learning students are required to be active, able to think critically and be able to produce a project that can be presented to others. Situational engagement is a useful concept for science teaching because teachers can foster it by choosing pedagogical techniques that constitutes optimal learning moments—namely situations where student experience high interests, skill and challenge. PBL is a pedagogical approach with the potential to trigger and maintain students' interest and balance the challenges of domain-specific learning tasks with the skills required to complete them. In the learning process using the Project-Based Learning model, students are trained to be able to solve problems that occur; this can help students to train to think creatively.

Then apart from that also seeing the existing conditions makes the lecturer prepare many plans that are used during the learning process, to be able to foster awareness of writing in students, the lecturer provides motivation and also occasional support during class learning this is because writing has not yet become a culture among students, especially students second Semester English Language Education. Lecturer help students who were originally blind to the structure of the text to understand little by little. And with the explanations given by the lecturers at each meeting, students continue to carry out discussions and complete what must be completed even if the lecturer is not present in class.

The step-by-step implementation of project-based learning in this study can also be said to be going well and the lecturers also hope that students can enjoy writing so that in the future they can develop projects that are even more real. Furthermore, this research has also found things related to the contribution of lecturer tutoring in the project-based learning model for students' writing abilities.

The contribution of lecturer learning advisory at Project-Based Learning Model to students' writing skill

During the learning process in class, students felt a real contribution to their writing abilities, students who initially had difficulty understanding what parts needed

to be described in the text with study guidance from the lecturer made them understand and this was very beneficial for their continuity in writing information. Ahmadi, A., & Widodo, S. (2004) state that the purpose of learning advisory in general is to help students get good adjustments in learning situations, so that each student can learn efficiently according to their abilities, achieving ideal development. In addition, Project-based learning is a student-center where students are the center and focus of learning, students are required to be active and able to develop the ideas they have into writing that can be useful for readers, and with the contribution of tutoring students students are also able to solve their own problems and with this, it is said that students are very influential on their ability, which originally depended on existing answers, to have to think critically so that the ideas they have can become valuable and useful writing.

Mulyadi (2010) says that advisory is the process of providing assistance to students in solving difficulties related to learning problems. With the findings above, the researcher has answered research questions related to the role of lecturer tutoring in writing skills by using a project-based learning model and also the contribution of lecturers' tutoring to project-based learning models for students' writing skills. This research uncovered the roles of the lecturer in facilitating writing skills using the Project-Based Learning model and highlighted the contributions of lecturer learning advisory to students' writing abilities. The roles identified align with the principle of project-based learning, which encourages active student engagement, critical thinking, and autonomous learning. The lecturer's multifaceted guidance, from goal identification to strategy selection and self-evaluation, supports students in developing writing proficiency.

The findings indicate that lecturer learning advisory significantly enhances students' writing skills within the Project-Based Learning model. Students appreciate the increased clarity in writing concepts, the motivation and support provided, and the opportunities for focused learning. The lecturer's active involvement in monitoring projects and assisting with revisions contributes to improved writing quality. In conclusion, this research has addressed the roles and contributions of lecturer learning advisory in enhancing writing skills through the Project-Based Learning model. It emphasizes the importance of student-centered learning and demonstrates how effective guidance can nurture students' writing capabilities and critical thinking.

CONCLUSION

The research on lecturer learning advisory using a project-based learning model was conducted in the writing skills class for second-semester students of English Language Education at Muhammadiyah University Pringsewu, Lampung, during the 2022/2023 academic year. The roles of lecturer learning advisory using a project-based learning model encompass all categories of learning advisory roles. These roles greatly benefit students during the learning process, including guiding, revising, listening to students, and providing encouragement. Lecturer learning advisory within the Project-Based Learning Model significantly contributes to students' writing skills. It assists students in structuring texts, generating writing ideas, and revising their work to produce high-quality writing. Students who initially struggled found valuable assistance, enabling them to complete their projects successfully.

The research underscores the importance of the lecturer's role in determining the effectiveness of learning models. Maximizing the lecturer's role, especially in guiding and implementing the project-based learning model, is crucial for achieving learning objectives. The project-based learning model aligns with the demands of the 21st century, fostering not only passive learning but also students' development of creative and innovative ideas and critical thinking skills.

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