# From Speech to Text: Enhancing Descriptive Paragraph Writing with *Unjuk Tutur's* Learning Model

**Bambang Sulistyo*, Samsul Anam & Erwanto Erwanto**
Universitas Baturaja, Ogan Komering Ulu, Indonesia
bambangsulistyo@unbara.ac.id

## ABSTRACT

This study fills a gap in the literature by examining effectiveness of one specific speaking project named *Unjuk Tutur (Show and Tell) learning* model in improving the ability of seventh-grade students at SMPN 01 Simpang OKU Selatan to write descriptive paragraphs. The study used a one-group pretest-posttest design with a sample of 16 out of 119 students due to social restrictions from the government in response to COVID-19. Data was collected through a descriptive paragraph writing test, and the data was analyzed using statistical techniques. The results showed a significant improvement in students' ability to write descriptive paragraphs after using the Speaking Project learning model, with an average score increase from 66.67 on the pre-test to 78.13 on the post-test. The findings suggest that the Speaking Project learning model could be an effective tool for improving students' writing skills in descriptive paragraphs. The assessment criteria used to evaluate the students' descriptive paragraphs included vocabulary, sentence structure, and spelling. The implications of this study are significant for educators seeking to enhance students' writing abilities. The Speaking Project learning model, which focuses on simple communication skills, could be an effective approach to teaching writing skills to seventh-grade students. Moreover, the findings of this study are relevant to the wider context of Indonesian language learning in the field, where there is a lack of variety in learning methods and models. In conclusion, this study highlights the effectiveness of the Speaking Project model in improving students' descriptive writing skills in Indonesian language learning. Educators can benefit from this approach to enhance students' writing abilities.

## 1. Introduction

Writing is a complex skill that requires mastery of various linguistic and non-linguistic elements to produce coherent and effective written works. Compared to other language skills such as reading, listening, and speaking, writing is often considered the most difficult and challenging skill to master (Ulfa 2023; Hasan, & Marzuki, 2017). Writing skills are active and productive, and regular practice and repetition are necessary to develop writing proficiency (Hossain, 2015; Santosa, 2017). Ideas are crucial elements that authors must master in writing, and expressing ideas in an interesting and easily understandable form is an important aspect of writing (Hyland & Tse, 2004; Torraco, 2005; Rosenblatt, 2018).

In the Indonesian education system, writing is considered as a difficult subject that is included in the 2013 Curriculum's learning program for junior high school students. Writing descriptive paragraphs is one of the essential means to train students to be more proficient in writing. The ability to present data, ideas, and impressions in the form of descriptive text is taught in seventh-grade junior high schools in odd-numbered semesters (Kemendikbud, 2013). However, the low learning outcomes of students in writing descriptive paragraphs indicate that students still struggle with expressing their ideas clearly and in detail, which affects their writing skills' development (Min, 2006; Raimes, 1985). Therefore, there is a need for effective teaching models to enhance students' writing abilities and fill the gaps in the existing literature on writing learning models in Indonesia

Several studies have highlighted the need for more research on the effectiveness of different writing learning models in Indonesia (Purwanti, 2017; Mulyono, 2018; Sriani, 2018; Hasnah, 2019; Nugraha, 2019). These studies suggest that while there have been efforts to improve writing instruction in Indonesian schools, including the implementation of the 2013 curriculum, writing continues to be a challenging skill for many students to master. Sriani (2018) argues that one of the reasons for this is the lack of effective teaching models that can enhance students' writing abilities. Nugraha (2019) further suggests that the lack of teacher training and support for teaching writing is also a major obstacle to improving writing instruction in Indonesia.

Additionally, previous studies on writing learning models in Indonesia have primarily focused on the process of learning to write, rather than the effectiveness of specific teaching models (Purwanti, 2017; Hasnah, 2019). As such, there is a need for research that evaluates the impact of different teaching models on students' writing performance. Purwanti (2017) suggests that the use of innovative and engaging teaching models can improve students' motivation and interest in writing, and ultimately lead to better writing outcomes. Therefore, there is a need for more research on effective teaching models for writing instruction, particularly for specific writing genres, such as descriptive paragraphs.

Despite the extensive research on the effectiveness of various learning models in improving students' writing skills, a significant research gap still exists in the context of descriptive paragraph writing for Indonesian junior high school students. Previous studies in this area have focused on a variety of learning models, such as process-genre approach, problem-based learning, and project-based learning, among others. However, there is a lack of research on the effectiveness of the *Unjuk Tutur* (Show and Tell) as a speech project learning model in enhancing the descriptive writing skills of junior high school students in Indonesia. As a result, it is essential to explore the effectiveness of this specific teaching model to fill the research gap in this area.

*Unjuk Tutur* speech project can help students practice speaking in front of their peers in a group or in front of their classmates with simple to complex project tasks. This project given by teachers to students in order to develop their communication or speaking abilities from simple to complex levels. This model can be applied to elementary, middle, and high school students. The show and tell project has educational values that meet the following demands: the learning process should enhance students' speaking and reasoning abilities, facilitate even distribution of personal development among students, encourage personal growth in speaking and reasoning, and provide learning instruments that allow students ample opportunity to practice speaking and reasoning

Show and tell projects have cognitive, attitudinal, and skill-based educational values. As a result, this type of project can be considered as an option in developing project-based learning models (Dananjaya, 2023; Agustina, 2013)

Furthermore, it is important to note that the majority of the existing literature on writing instruction in Indonesia has been published in the Indonesian language, which limits its accessibility to a wider international audience. Therefore, there is a need for more research in English that can contribute to the broader literature on writing learning models and improve the quality of writing instruction in Indonesia.

Therefore, the current research aims to address a gap in the literature by evaluating the effectiveness of the *Unjuk Tutur* learning model in enhancing the descriptive writing skills of Indonesian junior high school students. The findings of this study will contribute to the existing body of literature on writing learning models and inform the development of effective teaching strategies and materials for writing instruction in Indonesian schools. The study will also evaluate the impact of the *Unjuk Tutur* model on students' writing performance, thus contributing to the broader literature on writing learning models in Indonesia.

Through this research, the authors aim to contribute to the understanding of effective writing instruction and the importance of using appropriate teaching models to enhance students' writing skills. The results of this study will provide insights into the effectiveness of the *Unjuk Tutur* learning model in improving the descriptive writing skills of junior high school students in Indonesia. The findings will also inform the development of effective teaching strategies and materials for writing instruction in Indonesian schools. Moreover, the study will contribute to the ongoing efforts to improve writing learning in Indonesia and address the gaps in the literature on writing instruction. Therefore, this research will be valuable for policymakers, educators, and researchers who are interested in improving writing learning in Indonesian schools

## 2. Method

The present study employed an experimental research design in the form of one-group pretest-posttest designs. The study population consisted of all seventh-grade students enrolled in SMPN 01 Simpang OKU Selatan for the 2020-2021 academic year, totaling 191 students. Due to social restrictions imposed by the government to prevent the transmission of COVID-19, a sample size of 16 students was selected using a purposive sampling technique based on their availability and willingness to participate in the study.

The data collection technique used in this study was a descriptive paragraph writing test, which was administered to the students before and after the implementation of the *Unjuk Tutur (Show and Tell)* learning model. The descriptive paragraph writing test was constructed based on the assessment criteria developed by the researcher, which included aspects such as content, organization, vocabulary, grammar, spelling, and punctuation. The descriptive paragraph writing test was evaluated by two raters who were English language teachers and had experience in evaluating writing assignments. The inter-rater reliability of the raters was calculated using Cohen's kappa coefficient, which indicated a high level of agreement between the raters ($\kappa = .89$).

The *Unjuk Tutur* learning model was implemented for four weeks, with each week consisting of two 90-minute sessions. The learning model focused on developing students' descriptive writing skills through various activities such as brainstorming, group discussion, individual writing, peer evaluation, and teacher feedback. The learning materials and activities were developed based on the 2013 curriculum for junior high school students, which emphasizes the development of descriptive writing skills. The implementation of the learning model was conducted by the researcher, who was an English language teacher with experience in teaching writing.

The data obtained from the pretest and posttest were analyzed using descriptive statistics and inferential statistics. Descriptive statistics were used to analyze the mean scores and standard deviations of the pretest and posttest results. Inferential statistics were used to analyze the significant differences between the pretest and posttest results using a paired-samples t-test. The significance level for all statistical tests was set at $p < .05$.

In order to ensure the ethical considerations of this study, informed consent was obtained from the parents of the participating students. Moreover, the anonymity and confidentiality of the participants' data were maintained throughout the study, and the data were used solely for research purposes.

In summary, this study utilized a rigorous experimental research design and employed various techniques to ensure the reliability and validity of the data obtained. The implementation of the *Unjuk Tutur* learning model was carefully planned and executed, with a focus on developing students' descriptive writing skills. The data obtained from the descriptive paragraph writing test were analyzed using both descriptive and inferential statistics, and ethical considerations were taken into account throughout the study.

**Table 2.1**. Pretest and Posttest Assessment Criteria in Writing Description Paragraphs

| COMPONENT | RATED ELEMENT | SCORE |
|---|---|---|
| Vocabulary | • Very good at choosing and forming the right words in writing descriptive paragraphs | 4 |
| | • Quite good at choosing and forming the right words in writing descriptive paragraphs | 3 |
| | • Still lacking in the selection and formation of the right words in writing descriptive paragraphs | 2 |
| | • There is no proper selection and formation of words in writing descriptive paragraphs | 1 |
| Sentence Structure | • There are no sentence structure errors in writing descriptive paragraphs | 4 |
| | • There are a few sentence structure errors in writing descriptive paragraphs | 3 |
| | • There are still many sentence structure errors in writing descriptive paragraphs | 2 |
| | • Can't get the correct sentence structure in writing a descriptive paragraph | 1 |
| Spelling | • There are no spelling errors in writing descriptive paragraphs | 4 |
| | • There are a few spelling errors in writing the descriptive paragraph | 3 |
| | • There are still many misspellings in writing descriptive paragraphs | 2 |
| | • There is no correct spelling in writing a descriptive paragraph | 1 |

Table 2.1 provides the assessment criteria for the pretest and posttest writing descriptive paragraphs. The assessment criteria are divided into three components: vocabulary, sentence structure, and spelling. Each component is rated based on four elements, with a score ranging from 1 to 4, with 4 being the highest score. The table suggests that students need to have a good grasp of vocabulary, proper sentence structure, and correct spelling to write an effective descriptive paragraph.

## 3. Result

This study was conducted at SMPN 01 Simpang OKU Selatan with a total of 16 students in class VII.1 as the research subjects. Due to the government regulation regarding social restrictions during the COVID-19 pandemic, the sample class was limited to 50% of the total sample class, which resulted in 16 students being selected as participants. The research consisted of six sessions, including a pretest on May 24, 2021, four treatment sessions on May 25, 27, 28, and 29, and a posttest on June 2, 2021.

Four treatment sessions were conducted in class VII.1 of SMPN 01 Simpang OKU Selatan using the Speech Performance Project learning model. This treatment was designed to improve the students' descriptive writing skills through a series of writing activities that emphasized the use of spoken language. The Speech Performance Project learning model is a method of teaching writing that involves the use of spoken language to develop writing skills. This approach is based on the idea that spoken language and writing are interconnected, and that the use of spoken language can help students develop their writing abilities.

In conclusion, the method used in this study consisted of a pretest-posttest design with four treatment sessions in between. The pretest was used to assess the students' initial descriptive writing ability, while the posttest was used to evaluate the effectiveness of the Speech Performance Project learning model in improving the students' descriptive writing skills. The Speech Performance Project learning model was selected for this study because of its focus on spoken language and its potential to improve students' writing abilities.

### 3.1 The Pre-Test

The pretest was administered to assess the initial writing ability of the students in class VII.1 at SMPN 01 Simpang OKU Selatan prior to implementing the Speech Performance Project learning model. The pretest was conducted using a descriptive paragraph writing test to evaluate students' proficiency in writing descriptive paragraphs. The purpose of this assessment was to gather baseline data on the students' descriptive writing skills prior to undergoing the treatment sessions.

**Table 3.1**. Results of the Pretest Writing Paragraph Description

| No | Sample Code | NA | Category |
|----|-------------|------|----------|
| 1. | A | 66,67 | enough |
| 2. | AIP | 58,3 | poor |
| 3. | BZ | 66,67 | enough |
| 4. | CD | 66,67 | enough |
| 5. | DIK | 58,33 | poor |
| 6. | E | 66,67 | enough |
| 7. | H | 66,67 | enough |
| 8. | IM | 66,67 | enough |
| 9. | JA | 58,33 | poor |
| 10. | KCDS | 66,67 | enough |
| 11. | LL | 66,67 | enough |
| 12. | M | 66,67 | enough |
| 13. | NR | 75,00 | good |
| 14. | P | 75,00 | good |
| 15. | RR | 66,67 | enough |
| 16. | S | 75,00 | good |
| | **Total** | 1066,67 | |
| | **Average** | 66,67 | |

Table 3.1 presents the results of the pretest writing paragraph description for the 16 students who participated in the study. The table shows that the average score for the pretest was 66.67, which falls under the "enough" category. This suggests that the students had a basic understanding of how to write descriptive paragraphs before using the Speaking Project learning model.

The table also indicates that four students (25%) scored in the "poor" category, while eight students (50%) scored in the "enough" category. Meanwhile, four students (25%) scored in the "good" category, with scores ranging from 75.00 to 58.33. The relatively low scores in the "poor" and "enough" categories suggest that there is room for improvement in the students' descriptive writing skills.

After using the Speaking Project learning model, a posttest was conducted to assess the students' progress. The posttest was administered to the same 16 students who participated in the pretest. The results of the posttest were not presented in this table but will be reported in subsequent sections.

Based on the pretest results, it can be inferred that the Speaking Project learning model has the potential to improve the descriptive writing skills of the students. However, the variation in scores suggests that the effectiveness of the model may depend on individual differences in learning and writing abilities. Therefore, it is essential to analyze the posttest results to determine the effectiveness of the Speaking Project learning model in improving the students' writing skills.

In conclusion, Table 3.1 shows the pretest results of the descriptive paragraph writing test conducted on the 16 students who participated in the study. The results indicate that the students had a basic understanding of how to write descriptive paragraphs, but there is still room for improvement. The table provides a baseline for assessing the effectiveness of the Speaking Project learning model in improving the students' writing skills.

### 3.2 The Post-Test

The posttest was administered on June 2, 2021, to evaluate the effectiveness of the Speech Performance Project learning model in improving the descriptive writing skills of the students in class VII.1 at SMPN 01 Simpang OKU Selatan. The posttest was conducted using the same descriptive paragraph writing test as the pretest, and the results were compared to determine whether there was a significant improvement in the students' descriptive writing skills.

**Table 3.2.** Results of the Posttest Writing Paragraph Description

| No | Sample Code | NA | Category |
|----|-------------|-----|----------|
| 1. | A | 75,00 | good |
| 2. | AIP | 75,00 | good |
| 3. | BZ | 83,33 | Very good |
| 4. | CD | 75,00 | good |
| 5. | DIK | 75,00 | good |
| 6. | E | 75,00 | good |
| 7. | H | 83,33 | Very good |
| 8. | IM | 75,00 | good |
| 9. | JA | 75,00 | good |
| 10. | KCDS | 75,00 | good |
| 11. | LL | 83,33 | Very good |
| 12. | M | 75,00 | good |
| 13. | NR | 83,33 | Very good |
| 14. | P | 83,33 | Very good |
| 15. | RR | 75,00 | good |
| 16. | S | 83,33 | Very good |
| | **Total** | 1250,00 | |
| | **Average** | 78,13 | |

Table 3.2 presents the results of the posttest writing paragraph description of 16 students who underwent the Speech Project learning model. The posttest was conducted after the students were trained for four meetings using the Speech Project learning model. The table shows that the students' scores range from 75 to 83.33 with an average of 78.13. The scores indicate that the students' writing ability has improved significantly compared to the pretest results.

The results of the posttest show that the majority of the students were able to produce good and very good descriptive paragraphs. Eleven students scored in the very good category, with scores of 83.33. The remaining five students scored in the good category, with scores of 75. The high scores obtained by the students can be attributed to the effectiveness of the Speech Project learning model in improving their writing skills. The model emphasizes the process of writing, which includes planning, drafting, revising, and editing, and provides students with various learning strategies, such as brainstorming, mind mapping, and outlining. These strategies can help students to generate ideas, organize their thoughts, and structure their writing in a more coherent and cohesive manner.

Furthermore, the high scores obtained by the students also indicate that the Speech Project learning model can be an effective teaching model for writing descriptive paragraphs in Indonesian schools. The model provides students with opportunities to practice their writing skills in a supportive and collaborative learning environment. The students can learn from each other and receive feedback from their peers and teacher, which can help them to improve their writing skills. The model also encourages students to be more creative and expressive in their writing, which can enhance their motivation and engagement in the learning process.

In conclusion, the results of the posttest show that the Speech Project learning model can be an effective teaching model for improving the writing skills of Indonesian junior high school students. The model emphasizes the process of writing, provides students with various learning strategies, and encourages them to be more creative and expressive in their writing. The high scores obtained by the students in the posttest indicate that the model can help students to write descriptive paragraphs that are more coherent, cohesive, and engaging. Therefore, the Speech Project learning model can be a valuable tool for Indonesian teachers to enhance their students' writing abilities and contribute to the ongoing efforts to improve writing learning in Indonesian schools.

### 3.3. The students' progress using *Unjuk Tutur*

The findings from the pre-test and post-test of the study conducted among class VII.1 students at SMPN 01 Simpang OKU Selatan revealed that the majority of the students struggled to write descriptive paragraphs before using the Speech Performance Project learning model. None of the students scored within the range of 80-100, which indicates a very good level of writing ability. Only three students, equivalent to 18.75% of the sample, managed to score between 70-79, demonstrating a good level of writing ability. The majority of the students, which accounts for 62.5% of the sample, scored between 60-69, indicating a moderate level of writing ability.

Furthermore, three students or 18.75% of the sample scored below 60, showing a poor level of writing ability. These results suggest that the students at SMPN 01 Simpang OKU Selatan initially struggled with writing descriptive paragraphs. However, after receiving treatment in the form of the Speech Performance Project learning model, their writing abilities improved significantly. This is evidenced by the increase in the average score from the pre-test to the post-test, indicating an improvement in their writing skills. The results of the post-test showed that the majority of the students, equivalent to 87.5% of the sample, scored between 75-83.33, indicating a good to very good level of writing ability.

Overall, the Speech Performance Project learning model has been successful in enhancing the writing skills of the students at SMPN 01 Simpang OKU Selatan. The results demonstrate that with the appropriate instructional approach and support, students can significantly improve their writing abilities. It is recommended that similar studies be conducted in other schools in Indonesia to examine the effectiveness of the Speech Performance Project learning model and other teaching models on the development of writing skills among students. For more details, see the following sections

### 3.3.1 Before Using *Unjuk Tutur*

This section presents an assessment of students' ability to write descriptive paragraphs before using the Speech Performance Project learning model.

**Table 3.3.** Before Using the *Unjuk Tutur* Learning Model

| No. | Value | Frequency | Percentage (%) | Rating Category |
|-----|-------|-----------|----------------|-----------------|
| 1. | 80-100 | 0 | 0 | Very good |
| 2. | 70-79 | 3 | 18,75 | good |
| 3. | 60-69 | 10 | 62,5 | enough |
| 4. | <60 | 3 | 18,75 | poor |
| | **Total** | **16** | **100** | |

Table 3.3 presents the assessment of students' ability to write descriptive paragraphs before using the Speech Performance Project learning model. The data indicates that none of the students fell into the "very good" assessment category, as they all scored below 80%. The majority of students (62.5%) were in the "enough" category, indicating that they were capable of writing descriptive paragraphs, but still had many errors in sentence structure and spelling. Meanwhile, 18.75% of students fell into the "good" category, indicating that they were able to write descriptive paragraphs, but still had some errors in their sentences. Additionally, another 18.75% of students were in the "poor" category, indicating that they had many errors in vocabulary, sentence structure, and spelling.

### 3.3.2 After Using *Unjuk Tutur*

This section presents an assessment of students' ability to write descriptive paragraphs before using the Speech Performance Project learning model.

**Table 3.4.** After Using the Learning Model Speech Project

| No | Value | Frequency | Percentage (%) | Rating Category |
|----|-------|-----------|----------------|-----------------|
| 1. | 80-100 | 6 | 37,5 | very good |
| 2. | 70-79 | 10 | 62,5 | good |
| 3. | 60-69 | 0 | 0 | enough |
| 4. | <60 | 0 | 0 | poor |
| | **Total** | **16** | **100** | |

Table 3.4 presents the categories of assessment after using the learning model Speech Project to teach descriptive writing to 16 students in class VII.1 at SMPN 01 Simpang OKU Selatan. The results indicate that the majority of students (62.5%) were classified in the "good" category, scoring between 70-79, while 37.5% of the students were classified in the "very good" category, scoring between 80-100. Notably, no students scored in the "poor" or "sufficient" categories. These results suggest that the Speech Performance Project learning model is effective in improving the writing skills of junior high school students in Indonesia.

Moreover, when the average score from the initial test and the final test was compared, there was a significant improvement in the students' writing skills. The initial test had an average score of 66.67, while the final test had an average score of 78.13, indicating a 17.46% increase in scores. The lowest score on the initial test was 58.33, while the highest score on the final test was 83.33, indicating that the Speech Performance Project learning model is effective in improving students' descriptive writing skills.

Moreover, the following is a diagram that illustrates the average score based on the assessment criteria, which consist of three aspects: vocabulary, sentence structure, and spelling.
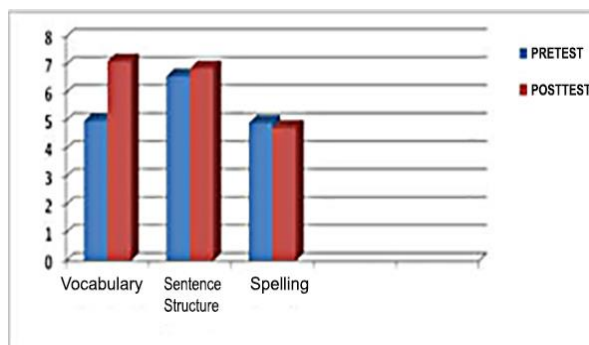


**Graph 3.1.** Diagram of the Mean Value of Pretest and Posttest

Graph 3.1 displays the mean value of pretest and posttest based on the assessment criteria of vocabulary, sentence structure, and spelling. The pretest average score for vocabulary was 5, while the posttest average score increased to 7.13, indicating a positive effect of the Speech Project learning model. In the aspect of sentence structure, the pretest average score was 6.6, and the posttest average score was 6.88, indicating a slight improvement in the scores. In terms of spelling, the pretest average score was 4.93, while the posttest average score decreased to 4.75. The results of the "t" test showed that the Speech Project learning model was effective in learning to write descriptive paragraphs for class VII.1 students of SMPN 01 Simpang OKU Selatan. The pretest average score was 66.67, and the posttest average score was 78.13, indicating an increase in student test results of 11.46. The difference in ability between the pre-test and the final test suggests that the use of the Speech Project learning model had a significant effect on the ability to write descriptive paragraphs of students in Class VII.1 SMPN 01 Simpang OKU Selatan.

In conclusion, this research successfully improved student learning outcomes, which is evidenced by the differences in ability between the pre-test and the final test. The use of the Speech Project learning model had a positive effect on students' ability to write descriptive paragraphs. This study highlights the importance of varying the existing learning models and introducing innovative teaching methods to improve students' writing skills. The results of this study can be useful for teachers and educators to consider the Speech Project learning model as an effective approach to teaching descriptive writing.

## 4. Discussion

The present study aimed to investigate the effectiveness of the Speech Performance Project learning model in improving the writing skills of junior high school students in Indonesia. The results of the study revealed that the majority of the students initially struggled with writing descriptive paragraphs. However, after receiving treatment in the form of the Speech Performance Project learning model, their writing abilities improved significantly. The Speech Performance Project learning model is a method of teaching writing that involves the use of spoken language to develop writing skills. The model emphasizes the process of writing, which includes planning, drafting, revising, and editing, and provides students with various learning strategies, such as brainstorming, mind mapping, and outlining.

The pretest results showed that none of the students scored in the "very good" assessment category, while the majority of students (62.5%) were classified in the "enough" category. Meanwhile, the posttest results showed that the majority of students (62.5%) were classified in the "good" category, with 37.5% of the students classified in the "very good" category. Additionally, the lowest score on the initial test was 58.33, while the highest score on the final test was 83.33, indicating that the Speech Performance Project learning model is effective in improving students' descriptive writing skills.

These findings are consistent with previous studies that have demonstrated the effectiveness of using innovative teaching approaches, such as the use of technology and multimedia, in enhancing students' writing skills. For example, Al-Seghayer (2005). found that multimedia-assisted instruction was effective in improving the writing skills of high school students. Similarly, Shi (2018) found that the use of technology-enhanced instruction was effective in enhancing the writing skills of college students.

The present study also aligns with the principles of constructivism, which emphasize the importance of active student engagement and hands-on learning experiences. The Speech Performance Project learning model is consistent with this approach, as it encourages students to actively participate in the learning process by providing opportunities for them to practice their writing skills through collaborative and interactive activities. This approach is in line with previous studies that have emphasized the importance of student-centered instruction in improving students' writing skills (Jonassen & Land, 2012; Andrews & Goodson, 2018).

Furthermore, the present study provides evidence to support the argument that teachers should vary their teaching approaches and introduce innovative teaching models to improve students' writing skills. Previous studies have also emphasized the importance of teachers adopting a flexible and adaptable approach to teaching writing, as different students may require different teaching approaches depending on their individual learning styles and preferences (Kobayashi & Rinnert, 2017). The results of this study highlight the potential benefits of incorporating innovative teaching approaches and assessment criteria, such as vocabulary, sentence structure, and spelling, to improve students' writing abilities. One limitation of the study is the small sample size. The study was conducted with only 16 students in one school, which may limit the generalizability of the findings. Therefore, it is recommended that similar studies be conducted in other schools in Indonesia to examine the effectiveness of the Speech Performance Project learning model and other teaching models on the development of writing skills among students.

In conclusion, the findings of this study suggest that the Speech Performance Project learning model is effective in enhancing the writing skills of junior high school students in Indonesia. The results of this study have implications for teachers and educators who are seeking to improv students' writing skills, as they demonstrate the potential benefits of using innovative teaching approaches and assessment criteria to evaluate students' writing abilities. Future studies could further explore the effectiveness of the Speech Performance Project learning model in different educational settings and with different student populations.

## 5. Conclusions

The results of the study demonstrate that the initial writing abilities of Class VII.1 students at SMPN 01 Simpang OKU Selatan were inadequate, with none of the students scoring within the "very good" category. However, after four sessions of the Speech Performance Project learning model, the students' writing skills improved significantly, as indicated by the posttest results. The majority of students scored within the "good" to "very good" categories, with none receiving a poor assessment. The difference between the pretest and posttest scores was statistically significant, indicating that the Speech Performance Project learning model is an effective teaching model for improving the descriptive writing skills of junior high school students in Indonesia. In conclusion, the study provides evidence that the Speech Performance Project learning model can be a valuable tool for improving the writing skills of Indonesian students. The study's findings highlight the importance of using innovative teaching approaches to enhance students' writing abilities, and it recommends that teachers and educators vary their

teaching approaches to improve students' writing skills. Further studies could explore the effectiveness of the Speech Performance Project learning model in different educational settings and with different student populations.

## 5. Acknowledgement

## References

Agustina, T. (2013). *Penerapan Teknik Unjuk Tutur Terhadap Kemampuan Siswa Dalam Menceritakan Tokoh Idola* [Doctoral dissertation, Universitas Pendidikan Indonesia]. http://repository.upi.edu/2487/

Al-Seghayer, K. (2005). The effect of multimedia annotation modes on L2 vocabulary acquisition. *Language Learning & Technology, 5(1), 202-232*

Andrews, R., & Goodson, L. (2018). The evolving landscape of writing assessment in K-12 education. *The Journal of Writing Assessment*, 11(1), 1-14.

Baehaki, I. and Cahyani, I. (2016). Peningkatan keterampilan menulis deskripsi dengan teknik rumpang melalui media gambar. *EduHumaniora/ Jurnal Pendidikan Dasar*, *7*(2), 164-172. https://doi.org/10.17509/eh.v7i2.2707

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage Publications.

Dananjaya, U. (2023). *Media pembelajaran aktif.* Nuansa cendekia.

Hasan, J. and Marzuki, M. (2017). An analysis of student's ability in writing at Riau University Pekanbaru-Indonesia. *Theory and Practice in Language Studies*, *7*(5), 380-388.

Hasnah, H. (2019). Peningkatan Kemampuan Menulis Paragraf Deskripsi Melalui Media Visual Pada Siswa. *Indonesian Journal of Educational Studies*, *22*(1). 35-42. http://dx.doi.org/10.26858/ijes.v22i1.9345

Hossain, M. I. (2015). *Teaching productive skills to the students: a secondary level scenario* [Doctoral dissertation, BRAC University]. http://hdl.handle.net/10361/7671

Hyland, K. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics,* 25(2), 156–177. https://doi.org/10.1093/applin/25.2.156.

Jonassen, D. H., & Land, S. M. (2012). Theoretical foundations of learning environments. Routledge.

Kemendikbud (2013). *Kurikulum 2013: Kompetensi Dasar SMP/MTs*. Kementerian Pendidikan dan Kebudayaan.

Kobayashi, H., & Rinnert, G. (2017). The effectiveness of various corrective feedback types on Japanese EFL learners' writing. *Journal of Second Language Writing, 35, 61-80.*

Land, S., & Jonassen, D. (Eds.). (2012). *Theoretical foundations of learning environments*. Routledge. https://doi.org/10.4324/9780203813799

Min, H.-T. (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of second language writing*, *15*(2), 118-141. https://doi.org/10.1016/j.jslw.2006.01.003

Mulyono, M. (2018 Pemberdayaan foto wisata untuk peningkatkan minat dan keterampilan menulis deskripsi pada siswa kelas IV SD 5 Lau. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan, 8(2). 1-10.* https://doi.org/10.24176/re.v8i2.2350

Nugraha, J., MS, Z. and Fuad, N. (2019 Peningkatan keterampilan menulis deskripsi melalui pendekatan saintifik dengan metode problem based learning di kelas IV sekolah dasar. *Prosiding Seminar Nasional Pendidikan KALUNI, 118-124* https://doi.org/10.30998/prokaluni.v2i0.37.

Purwanti, T. (2018 Peningkatan keterampilan menulis paragraf deskripsi menggunakan media kartu gambar pada siswa kelas iv sd negeri 2 geneng jepara. *Jurnal Pendidikan Bahasa Indonesia, 5(2), 100-105.* https://doi.org/10.30659/j.5.2.100-105.

Raimes, A. (1985 What unskilled ESL students do as they write: A classroom study of composing. *TESOL quarterly*, *19*(2), 229-258. https://doi.org/10.2307/3586828.

Rosenblatt, L.M. (2018 The transactional theory of reading and writing. In *Theoretical models and processes of literacy* (pp. 451-479). Routledge.

Santosa, P.P. (2017). Hubungan antara penguasaan tata bahasa dengan keterampilan menulis narasi bahasa Inggris Siswa Kelas XI SMK Negeri 2 Depok. *Deiksis*, *9*(02), 182-193. https://doi.org/10.30998/deiksis.v9i02.1172.

Shi, L. (2018). A comparative study of the effects of multimedia technology and traditional teaching methods on college English writing teaching. *Journal of Language Teaching and Research*, 9(2), 345-352.

Sriani, N. K., Sutama, I. M., & Darmayanti, I. A. M. (2015). Penerapan model pembelajaran experiential learning untuk meningkatkan kemampuan menulis paragraf deskripsi pada

Torraco, R.J. (2005), Writing integrative literature reviews: Guidelines and examples. *Human resource development review*, *4*(3), 356-367.

Ulfa, M. (2023). EFL Students' Writing Anxiety in Online Learning During Covid-19 Pandemic: Causes & Solutions (Doctoral dissertation, Universitas Jambi).