
Project Based Learning Model Digital Media Assistance in Learning Persuasive Speech Text in SMP/MTs

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Abstract: The purpose of this research is to explain the design of project-based learning model with the help of digital media in teaching persuasive speech texts in SMP/MTs. The method used is descriptive qualitative method. This study uses a qualitative approach with the ADDIE model development method. Data collection was in the form of teacher and student activities in every aspect of learning model design, speech text assessment instrument, viewing instrument sheets and presentation of speech text products. The form of data in this study is in the form of pretest and posttest scores for speech text assessment sheets. From the results of the research and discussion, it can be concluded that the ability to write speech texts in the pretest and posttest obtained an average score of 68,70 in pretest and 86,24 in the posttest, including in the good category. The result of the analysis of the N-gain score are 0,5635 in the range $0.3 \leq g \leq 0.7$ in the medium category. From user/educator data on the implementation of the digital media-assisted learning model design used with interpretation criteria an average of 89% is included in the very feasible category. That is, the design of a project-based learning model assisted by digital media is able to improve students' abilities in making speech texts. Which illustrates an increase in effectiveness and value scores after using the project-based learning model. The design of the Digital Media Assisted Project-Based Learning Model in Persuasive Speech Text Learning is a combination of Project Based Learning and Digital media, so the design of this model is very much needed by teachers in persuasive speech text learning. From the implementation of the use of the digital media-assisted Project based Learning model, it can be concluded that the developed digital media-assisted project-based learning model in learning persuasive speech texts in SMP/MTs is very feasible for teachers and students to use in learning.

Keywords: Project Based Learning, Digital Media, N-gain, Persuasive Speech Text

1. Introduction

In the digital era and the development of technology, it encourages educators to improve the quality and quality of education. The educational process must be able to produce students who can compete and are able to live dynamically in the environment of society and society between nations with full of worldly happiness and here after Educators are also expected to be able to follow the development of Science and Technology (IPTEK). [1]

Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) No. 56 of 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery (Independent Curriculum) as a guideline for

implementing the new curriculum. Providing opportunities for teachers to continue to learn and develop their competencies wherever and whenever. [7]

This independent curriculum is a way to overcome the learning crisis (learning loss). Freedom to learn means that teachers and students have the freedom to innovate and learn independently and creatively. So that the learning process carried out runs more flexibly and pleasantly. Teachers are required to be able to educate students according to the potential that exists in them. So teachers must be able to create and develop innovative, interactive, and effective learning models for students.

That way students are able to develop their abilities, talents, and interests. Because the learning process is no longer a

transfer of knowledge from teacher to student but also a process of cooperation between teachers and students in achieving the competency goals that have been compiled in the curriculum. In the digital era, teachers must be able to integrate internet technology which gives birth to many applications that can be used for learning. Learning or school exams have led to paperless (without using paper materials), almost all utilizing digital technology can be with YouTube, PDF, Canva, e-mail and other online sources. Teachers who have been figures as centers in learning still cannot be replaced when teachers are still able to keep up with technological developments in the form of mastery of digital media. So a learning model is needed that is able to produce products with the help of digital media. To facilitate the learning process in achieving learning objectives. [4]

The Project-Based Learning Model is the hallmark of the Independent Curriculum. To support character development in accordance with the profile of Pancasila students. In the prototype curriculum, schools are given the flexibility and independence to provide learning projects that are relevant and close to the school environment. Project-based learning is considered important for developing student character because it provides opportunities for students to learn through experience (experiential learning). [6]

The Project-based Learning Model is a solution to overcome learning boredom that is still widely applied by teachers with the lecture method and make themselves the center of attention, especially if it is done repeatedly. Thus causing students to lack critical power because it lasts one way. So such a phenomenon makes the project-based learning model a learning model that is able to make students active and creative. According to Yanti Rosinda in her book *Project-based learning models: one of the learning models that can be an alternative in developing an innovative learning process is the Project-Based Learning model (PBP: 2)*. Goodman and Stieves define Project Based Learning (PBL) as a teaching approach built on learning activities and real tasks that provide challenges for learners related to daily life to solve in groups. According to Padiya (2008) The Project-Based learning model is a learning model that in its implementation can teach students to master process skills and their application in everyday life so as to make the learning process meaningful. [12]

Because the rapid development of technology has forced teachers to switch from conventional learning to the use of learning with Digital media. These various kinds of learning media also serve to attract students to follow the learning process well. However, the large number of digital learning media has not been utilized optimally. This is caused by various things, one of which is the lack of knowledge from educators to take advantage of these various learning media. [2]

One type of learning media that can be used is digital media. This Learning Media focuses the senses of sight and hearing during the process teaching and learning. This can be done by utilizing various kinds of technology, can be with projectors, smart TVs, cellphones and others. The advantage of this digital learning media is that it can attract attention, clarify presentations, ideas and describe main ideas that are

easy to remember. In addition, the teaching and learning process using digital media can also be digested well by students. So that it becomes one of the fun media. Ilyas Ismail (2020: 5) Learning technology was originally seen as equipment technology, which is related to the use of equipment, media and means to achieve educational goals or in other words teaching assisted with tools. [15]

In this study, researchers chose aspects of speech text learning design with a project-based learning model assisted by digital media, because according to researchers the learning model is an aspect that is closely related between teachers and students. Strengthened from research interactive multimedia development using the lecture inspire application in learning to write poetry for class X high school students (N Nurwena, S. Subadiyono (2018) that Indonesian learning in Senior High School (SMA) in which there are poetry writing skills is a productive-creativ learning activity.

The learning process is a process in which there are interaction activities between teachers and students and mutual communication that takes place in educational situations to achieve learning goals. In the learning process, teachers and students are inseparable components between the two components, there must be interactions that support each other so that student learning outcomes can be achieved optimally. [10]

2. Literature Reviews

2.1. Learning Model Criteria

The design of an effective learning model is very helpful in making it easier to achieve learning objectives and can provide useful information for students in the learning process.

According to there are 5 criteria in the selection of learning models, namely:

- (1). Learning achievement is an expression of educational objectives that embodies a statement about what students expect, know, understand, and can do.
- (2). The study material contains relevant facts / concepts / principles and procedures and is written in the form of items that are in accordance with those formulated in learning outcomes
- (3). Students, namely targets who receive knowledge teaching.
- (4). Student ability or pedagogic competence, namely the ability or skill of a teacher who can manage a learning process or teaching and learning interaction with students.
- (5). Facilities and infrastructure, namely facilities available materials or aids and other facilities to be used to increase the effectiveness of teaching. [5]

So it can be concluded that the learning model is one of the components that also determines the quality of the learning output because the right learning model will refer to the criteria of a good and effective learning model, namely by, 1) arousing curiosity, 2) generating positive optimism in the

learner, 3) fostering the creativity of the learner and 4) can be implemented effectively.

2.2. Definition of Project Based Learning (PJBL)

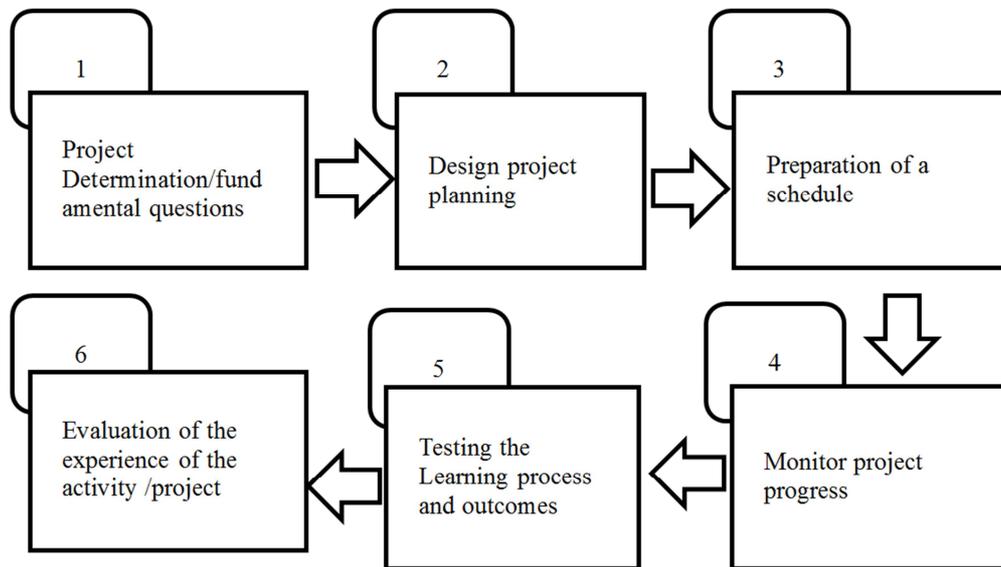
Project Based Learning (PjBL) or Project Based Learning (PBP) are complex tasks, which are based on challenging questions or problems involving students in design, problem solving, decision making, or investigative activities, giving students the opportunity to work autonomously over a long period of time and eventually produce tangible products or presentations that use level of thought processes high in thinking.

So it can be concluded that the project-based learning model is a learning model that is centered on students to be able to solve problems with the steps of the scientific method so that students are able to produce products from the learning process. The project-based learning model has characteristics that are different from other learning models, namely:

- 1) Completion of tasks is carried out independently starting from the planning stage, preparation, to product exposure.
- 2) Students are fully responsible for the project to be produced.
- 3) The project involves the role of peers, teachers, parents, and even the community.
- 4) Train creative thinking skills.
- 5) The class situation is very tolerant of the shortcomings and development of ideas.

2.3. Design of Project-Based Learning Model

Learning design is the design or planning, development, application and evaluation of teaching. Learning model design refers to ways of planning a particular learning environment system after establishing learning strategies with regard to general patterns and general procedures in the process of learning activities.



Source: Saefuddin (2016: 56)

Figure 1. Project-Based Learning Model Design.

The steps of teacher and student activity activities in PJBL can be described in the table as follows:

Table 1. Steps for teacher and student activities in PJBL.

Work Steps	Teacher Activities	Student Activities
Determination fundamental or essential question	The teacher conveys the topic and asks questions how to solve the problem	Ask basic questions what students should do about the topic/problem solving
Design project planning	The teacher ensures that each student in the group chooses and knows the procedure for making the project/product that will be produced	Students discuss preparing a plan for making a problem solving project including the division of tasks, preparation of tools, media materials, sources needed
Schedule	The teacher and students make an agreement about the schedule for making the project (steps and collection)	Students compile a project completion schedule by paying attention to the time limit that has been determined together
Monitor Project Progress	The teacher monitors the activeness of students while carrying out the project, monitors the realization of progress and guides when experiencing difficulties	Students carry out the project according to schedule, record each stage, discuss problems that arise during project completion with the teacher
Testing learning processes and outcomes	Teachers discuss project prototypes, monitor student involvement, measure standard achievement	Discuss the feasibility of projects that have been made and make product/work reports to be presented to others
Evaluate the experience of carrying out activities or projects	The teacher guides the process of project exposure, responds to the result. Furthermore, teachers and learners reflect/conclude	Each learner presents a report, the other learner gives a response, and together with the teacher concludes the results of the project

2.4. Digital Media

a. Definition of Digital Media.

According to Bastian et al, (2019: 29) media is everything that is used to transmit a message from the sender to the recipient. He said "DE Mascita" [4] in his presentation suggests that media is any material, tool, or event that makes students to receive knowledge, skills, and attitudes. With this definition it is concluded that the media includes intermediaries, means, tools, and communication channels.

(Hamdan: 3, quote Fauzan: 2020: 345). [15] Devices that can access, produce, and work with digital data are usually referred to as digital devices or digital media.

Based on this understanding, what is meant by digital learning media is learning media that works with digital data or can produce a digital image that can be processed, accessed, and distributed using digital tools.

b. Forms of Digital Media.

The forms of digital learning media include: digital photo files, digital posters, digital comics, digital audio and video files, and other digital documents used for the effectiveness of the learning process.

c. Benefits of Digital Learning Media.

The benefits of Digital Learning Media include:

- a) Improving the Ability of Educators.
- b) Educators can learn from a variety of disciplines using a variety of information contained in media and learning resources.
- c) Through digital learning media to facilitate the delivery of information.
- d) Improving the quality of learning.
- e) The use of digital media affects the quality of learning, because digital media can be used to activate various types of student sensory tools in the learning process.

2.5. Definition of Learning

According to Tri Arif Prabowo (2018: 7) [14] Learning is a process of interaction between educators and students and learning resources in the learning environment so that students experience a process of mastering knowledge, proficiency, forming attitudes and self-confidence.

According to Gagne et al, learning is a planned and oriented series of events to achieve learning outcomes (Gagne et al, 2005: 1-2). Learning is two-way communication, teaching learners to learn skills and knowledge about subject matter. teaching students using educational principles and learning theories and is the main determinant of educational success.. Meaningful learning is in accordance with the needs and interests of students, and is as closely as possible connected with reality and its usefulness in life (meaningfull learning).

2.6. Characteristics of the Text of Speech

Writing a persuasive writing certainly has characteristics that need to be considered.

Damayanti and Indrayanti (2015: 136) in Tinenti Y. R [13]

said of the stated the characteristics of persuasion, namely:

- 1) Persuasion comes from the establishment that the human mind can be changed.
- 2) Must elicit the trust of its readers.
- 3) Persuasion must be able to create agreement or adjustment through trust between the author and the reader.
- 4) Persuasion wherever possible avoids conflict so that trust is not lost and so that an agreement of his opinion is reached.
- 5) Persuasion requires facts and data.

2.7. Text Structure of Speech

Unveiling

The opening text of the speech consists of 3 parts, namely the opening greeting, the greeting, and also the thanksgiving.

Speech Content

The content is a core part of the speech. Opinions, ideas, reasons, various supporting data, and messages in the form of exhortations or invitations are conveyed by the orator in this section. The orator explains in detail about the things related to the opinion, idea, or message to be conveyed.

Closing Speech

The closing of the speech is the final part of a speech.

3. Research Methods

This study aims to produce a design design of a project-based learning model assisted by digital media in learning persuasive speech texts. A systematic but flexible methodology that aims to improve educational practice through repetitive analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leads to context-sensitive design principles and theories that can produce research products, then the appropriate research method is to use the ADDIE Model development method (Analysis), Design, Develop, Implement, and Evaluate.

ADDIE Model Concept, Branch 2009: 2.

To determine the sample to be used in this study, researchers used sampling techniques or sampling techniques through simple random sampling which is part of probability sampling. Sugiyono (2019: 120-121) explained that probability sampling is a sampling technique that provides equal opportunities for elements (members) of the population to be selected as members of the sample. As for being called simple, because the sampling of members of a population is carried out randomly without regard to the strata that exist in that population. That's because populations are considered homogeneous.

The researchers chose this sampling technique, because the samples to be taken came from a homogeneous population, namely students of class IX MTs Ma'had Al-Zaytun, MTs N 5 Indramayu, SMP N 1 Gantar, and SMP PUI Haurgeulis. From each school, one class was taken from the number of existing IX classes, so the number sampled was 117 students.

The students have evenly distributed abilities or do not have significant differences in competence, whether affective, cognitive, or psychomotor competencies. So this simple random sampling technique is appropriate to use in this study.

From this selected sample, researchers will get the data needed in this study through test instruments (pretest and postes), interviews and questionnaires (open / closed questionnaires).

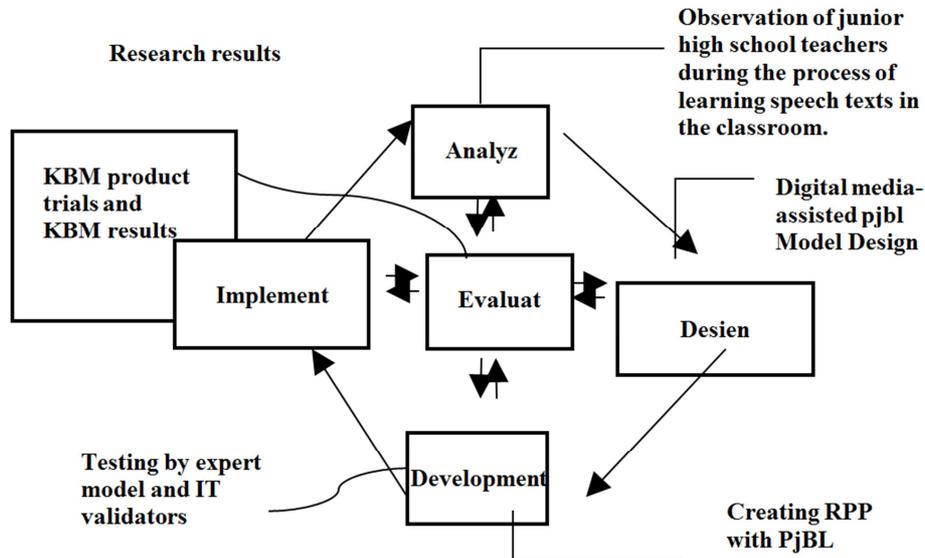


Figure 2. Pjbl Model Development.

After the data is calculated using the likert scale, it will be analyzed using the following formula:

$$\text{Percentage (\%)} = \frac{\text{Number of Scores}}{\text{Maximum Score}} \times 100\%$$

Number of scores: The total number of scores obtained from all respondents.

Maximum score: The highest score from the validation questionnaire multiplied by the number of respondents.

Table 2. Eligibility Interpretation Criteria.

Percentage (%)	Criterion
0% - 20%	Very unworthy
21% - 40%	Not worth it
41% - 60%	Decent enough
61% - 80%	worthy
81% - 100%	Very worth

Source: Sugiyono (2022: 95) [8]

Data Analysis Observation of the assessment of the results of student speech text products in the form of pretests and posttests using model product designs. That is to find out the research subject of each research class given pretest and posttest questions. Researchers adopt pretest questions given before the product design is given. Pretest and posttest score data are obtained from the questions given to students and calculate N-Gain. N-Gain is a comparison of the gain score obtained by students with the highest gain score that students may get (Sugiyono: 2015).

The g-factor formula (N-Gain) according to Meltzer is:

$$g = \frac{\text{Skor postest} - \text{Skor pretest}}{\text{Skor ideal} - \text{Skor pretes}}$$

Table 3. Categories of Gain Score.

Percentage (%)	Interpretation
< 40	Ineffective
40 - 55	Less effective
56 - 75	Quite effective
> 76	Effective

Table 4. Categories of Interpretation of N-Gain effectiveness.

N-Gain Value	Category
$g > 0,7$	high
$0,3 \leq g \leq 0,7$	medium
$g < 0,3$	Low

Source: Hake, R. R, 1999

4. Data, Data Analysis, and Discussion

4.1. Teacher and Student Activities

Based on the results of the model development research that has been described, the development of speech text learning devices is carried out with a project-based learning model assisted by digital media carried out on grade IX junior high school students and MTs. It has been carried out effectively and efficiently. An effective and efficient learning model must meet four basic criteria, namely; (1) it can generate positive optimism in oneself or in the learner, (2) arouse student curiosity, (3) foster student creativity, (4) it can be applied effectively. (Steven: 2).

The teacher begins learning by conditioning the students on a good, comfortable and pleasant situation. By providing motivation and enthusiasm for learning and explaining the objectives of speech text learning using a project-based

model, where students are directly involved in this learning by being introduced to several well-known figures who have succeeded with good abilities in conveying ideas, good ideas by making speeches that are able to invite many people to follow what is conveyed in the content of their speeches. Students are introduced to the understanding of projects that are carried out together to produce speech texts that will be used as their products.

The teacher prepares the tools and materials that will be used as his digital media. Namely a laptop that can be connected to the internet and an LCD / projector to display video slides from model development product designs. The ability to speak is very necessary today for communication tools in inviting many people. From here there have begun to be questions from students related to great figures who have the ability to influence many people through speech orations.

In the learning activity, this stage the teacher divides the students into 5 groups to facilitate supervision, and the arrangement of students based on seating so that there is not much movement in the classroom. And students are more comfortable in groups with their closest friends. Next, the teacher opens the learning.

After all sat together with their respective groups, a video taken from YouTube that had been made by researchers was shown, according to Edgar Dale (2020: 4) a person's learning experience in a cone is described as determined by 75%, 13 ears and 12% of others. Meanwhile, according to George Wilson (2020: 5) a person's learning experience is determined by 82% of the eyes, 12% of the ears and the other 6 percent. According to Magnesen (2019: 6) the learning experience with reading 10%, hearing 20%, seeing 30%, seeing and hearing 50%, saying 70%, saying while doing 90%. So it takes a tool and a medium to be able to see, hear, work so as to be able to say the results of what is done.

After students have obtained the results of the design product in the form of digital media, the teacher stimulates the student with questions related to the content of the video being shown. There are several stages of project-based learning design in speech text learning delivered in the video as follows:

1) Project Determination

Teachers divide learners into 5 groups to facilitate supervision and arrangement based on student seating. The teacher gives an apperception in advance and explains the material in advance. Then show a video slide shown from YouTube about learning persuasive speech texts. From the video shown students were asked to watch some examples of speeches. So the question arises, namely who is the figure who delivered the speech. Students analyze the problems presented by teachers based on the basic competencies being studied and real-world realities.

2) Develop project planning

Students and their groups make plans regarding the work steps that will be carried out to complete the project. Learners and their groups divide roles and tasks to each of

their members to obtain data and information on the issue. It is hoped that with the preparation of the project students are expected to feel ownership of the results of the project they completed.

From the video slides that were shown, there were several themes that students in their groups could choose to be used as titles in making speech texts. After learning from some of the speeches featured in the video. https://youtu.be/RuYG3_FPwoM.

After watching, the group also answered the questions given through a video assisted by observation sheets in the form of LKPD 1 and 2.

According to Tri Arif Prabowo (2018: 7) [14] Learning is a process of interaction between educators and students and learning resources in the learning environment so that students experience a process of mastering knowledge, proficiency, forming attitudes and self-confidence.

3) Drawing up a schedule

Learners collaboratively draw up a schedule of activities in completing a speech text project. Students contribute to each other in their groups for their efforts by testing each other's theme members before the project is presented to the front of the class. Collaboratively teachers and students arrange the completion of the project by planning the time of its completion. The schedule of activities that have been agreed upon together, between students and teachers is made with the aim of controlling student learning progress and project work.

4) Project completion

Students check their own work, according to the stage of development of the project, allowing them to continue to make improvements and finally obtain a project that is in accordance with the assignment criteria Educators are responsible for monitoring student activities while completing the project.

5) Preparation of reports and presentations

Students make presentations of the results of speech projects / texts that have been carried out Students from other groups provide input on the shortcomings and advantages of the speech projects / texts they produce. So at the final stage of the activity, reporting and presentations are carried out which are assessed by other groups and teachers provide assessments based on the assessment instruments that have been prepared.

6) Evaluation of project processes and results

Educators and Students reflect on the activities and results of speech projects / texts that have been carried out. Learners are asked to express their feelings of experience during the completion and presentation of speech text projects, the process of reflection is carried out both individually and in groups.

Reflection activities and follow-up plans can be carried out in learning practice showing that the digital media used is able to invite students to reflect on learning outcomes with a project-based model.

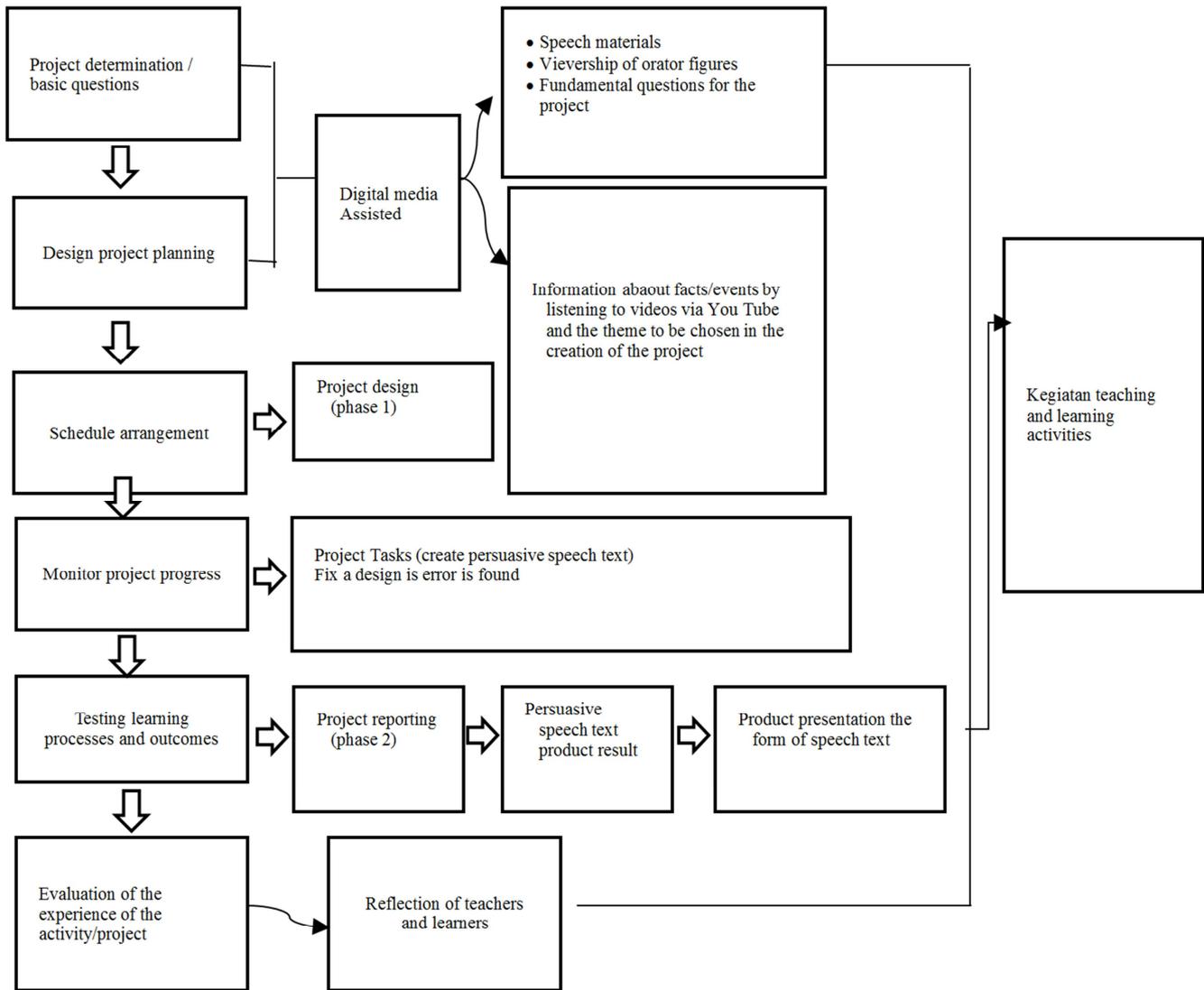


Figure 3. Product Design of Digital Media-Assisted Project-Based Learning Model.

4.2. Data Analysis

a. Observation Results of Teacher Activities.

From the results of observations on the implementation of product results carried out by teachers to find out how to design a project-based learning model about persuasive speech texts using digital media in class IX in odd semesters. During the implementation is observed by 4 observers. This

is done to find out how this digital media-assisted PjBl model is able to achieve the expected learning goals. By conditioning students to participate in learning in the classroom. The implementation of learning activities was carried out twice in meetings. And the learners seemed very enthusiastic by viewing the video slides that were shown. the following are the results of the assessment of teacher instruments in the PjBL model.

Table 5. Results of Teacher Activity Observations.

No. question	Assessment Aspects	Observation Score			
		P1	P2	P3	P4
1	The ability of the learning model to create a pleasant atmosphere for students in the learning process	5	4	5	5
2	The suitability of the learning steps listed in the learning model with their implementation in the classroom	4	4	5	4
3	The learning media listed in the rpp can be utilized effectively and efficiently in the learning process	4	5	5	4
4	The ability of digital learning media can be operationalized, able to provide understanding and an interesting impression for students	4	5	4	4
5	Involvement of students in the use of media in the learning process	4	5	5	4
6	The ability of learning models to create meaningful learning for the lives of students	4	4	5	5
7	Effectiveness of utilizing learning resources listed on the learning model by students in the learning process	4	5	4	4
8	The ability of the learning model to bring out various life skills (personal, social, academic, and vocational)	4	4	4	5

No. question	Assessment Aspects	Observation Score			
		P1	P2	P3	P4
	in learning				
9	The suitability of media in the model with the formulation of learning objectives in the learning model	4	5	5	5
10	The ability of learning models in the ability of students to make and make speeches in the learning process	4	4	5	5
11	Variations of digital media can be used in the learning process	4	5	4	5
12	The ability of the learning model to make the learners critical and creative in learning	4	5	4	5
13	The ability of the learning model to make the learners critical and creative in learning	4	4	4	4
14	The ability of the learning model in achieving learning objectives after the learning process is completed	4	4	5	5
15	Assessment instruments can be used in the assessment of learning processes and outcomes	4	5	5	4
16	Compatibility of the time provided with the overall learning process carried out	4	5	5	5
17	The ability of the learning model to engage learners	4	4	5	4
18	Ability of learning models to explore and investigate by students	4	4	5	5
19	The ability of the learning model in developing positive habits of students in the learning process	4	5	4	4
20	Reflection activities and follow-up plans can be carried out in learning practice	4	4	5	5
Sum		81	90	93	90
Average		4,05	4,5	4,65	4,5
Score Presentation		81%	90%	93%	90%
Average Presentation Score		89%			
Score Range		81%-100%			
Category		very decent			

From this data, the average percentage is 89%, so the Development of a Digital Media Assisted Project-Based Learning Model according to educators or users is in the range of 81%-100%. After calculating the percentage of eligibility, it is interpreted using the eligibility criteria to fall into the category of highly feasible. So that the project-based learning model design product using digital media made by researchers, has been considered very feasible to be used.

b. Observation Results of Student Activities.

The activities of the students can be seen from the results of work done in groups even though the observations are intended for individuals. In the activities of students, it can be seen from them that they can show product results in the form of persuasive speech texts which are then presented to the front of the class. The following are the results of the assessment of student instruments.

Table 6. Observations of Student Activities.

No	Statement	sum	Average	Percentage	Criterion
1	I am interested in Subjects Indonesian	448	3,8	76,6	good
2	I understand the lesson delivered by the teacher on Digital Media-assisted Speech Text Learning	427	3,6	73,0	good
3	I feel happy when the teacher gives a speech assignment so that I am able to speak in front of a large number of people	428	3,7	73,2	good
4	How to teach teachers in persuasive speech text learning with a project-based learning model is very enjoyable for me	429	3,7	73,3	good
5	I feel happy when there are group learning activities.	503	4,3	86,0	Excellent
6	I can write the text of a persuasive speech because it follows the steps that the teacher conveys	446	3,8	76,2	good
7	I feel happy if the teacher provides a learning model that produces products / works	460	3,9	78,6	good
8	I read another Indonesian book, which has never been delivered by the teacher to increase my knowledge	399	3,4	68,2	good
9	I think Indonesian useful lessons for life, let alone learning to make speeches	466	4,0	79,7	good
10	I am confident that I will succeed in this learning, therefore I study earnestly	449	3,8	76,8	good
11	I know about the structure and linguistic features in Speech texts	416	3,6	71,1	good
12	I love being able to write the text of Persuasive Speech	426	3,6	72,8	good
13	I love being able to perform in presenting the text of my speech	438	3,7	74,9	good
14	I followed the steps in making the text of the speech persuasive according to the instructions of my teacher	462	3,9	79,0	good
15	I want to be able to speak in front of so many people	484	4,1	82,7	Excellent
16	I am skilled in proper word selection (diction)	390	3,3	66,7	good
17	I can identify the orator's ideas, thoughts, and views in the text of a speech or speech delivered by another person	406	3,5	69,4	good
18	I am able to understand the message in the form of an invitation, persuasion or invitation of the orator in the text of the speech	455	3,9	77,8	good
19	Speaking skills are in demand in this day and age	482	4,1	82,4	Excellent
20	I am happy to discuss to jointly finalize the product	497	4,2	85,0	Excellent
Average		76,16			
Percentage score		76,62%			
Category		good			

The average number of score percentage is 76.62%, so the Development of a Digital Media Assisted Project-Based Learning Model for students is in the range of 61% - 80%. After calculating the percentage of Interpretation Criteria for students' abilities in the design of the Learning model, it falls into the good category. So that the project-based learning model design product using digital media created by researchers, has been considered good for students / respondents.

In the instrument statement of happy group learning, happy to speak in front of many people, that the ability to speak is needed in the future and happy in discussions getting an average score in the range of 81%-100% this shows in essence that they feel happy if they have the ability to speak and work together in group work.

Meanwhile, in other instruments, it is about interest in Indonesian subjects, assignments from teachers, writing speech texts, presentations in the future, understanding the messages contained in speeches, following the steps of implementing assignments, getting an average score in the range of 61%-80%. Belongs to the good category.

In skilled instruments in word selection (diction) correctly

got the lowest score of 66.7 although it still falls into the good category.

c. Analysis of Persuasive Speech Text Instruments

Data Analysis Observation of the assessment of the results of student speech text products in the form of pretest and posttest in the use of model product design which includes creativity, collapse, flow structure, word / diction selection and spelling selection. To find out the research subjects, each research class is given pretest and posttest questions. Researchers adopt the pretest questions given before the product design is given and provide the same questions that cover creativity, collapse, flow structure, word / diction selection and spelling selection, then found pretest and posttest score data obtained from the questions given to students by calculating N-Gain. N-Gain is a comparison of the gain score obtained by students with the highest gain score that students may get (Sugiyono: 2021). [9]

The score data obtained are described in the form of a table 7 results of evaluation of writing speech texts from students based on aspects of writing. After that, the percentage number obtained is categorized based on the N-gain formula as follows.

Table 7. Results of speech text product pretest and posttest recapitulation.

No	Assessed aspects	Number of scores		Average Score		Percentage	
		Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1	Creativeness	1373	2110	11,74	18,03	58,7	90,2
2	Collapse	1567	2011	13,39	17,19	67,0	85,9
3	Pipeline Structure	1699	2023	14,52	17,29	72,6	86,5
4	Word/diction selection	1713	2019	14,64	17,26	73,2	86,3
5	Spelling selection	1686	1927	14,41	16,47	72,1	82,4
	Total score					68,70	86,24
	Maximum score	2340		20		100	

Source: Burhan Nurgiyantoro (2016: 524). [3]

Then obtained N-gain:

$$g = \frac{86,24 - 68,70}{100 - 68,70} = 0,5635$$

The results of the N-Gain analysis showed that the learning outcomes with pretest and posttest using a project-based learning model assisted by Digital media were 0.5635. Thus, it can be concluded that the Project-based learning model assisted by digital media in speech text learning has an influence on student learning activities. So it can be said that there is a meaningful difference between before and after the provision of a project-based learning model.

For the results of the assessment of pretest scores and posttest of speech text learning. From the N-gain value obtained, the Gain score category is 0.5635 in the range of $0.3 \leq g \leq 0.7$ so that it is included in the medium category.

The score data obtained are described in the form of a table 7 the results of the evaluation of persuasive speech text products with project-based learning models before and after the provision of digital media-assisted learning model designs about creativity, collapse, flow structure, word selection / diction and spelling selection. After that, the

percentage figure obtained by the average value of 84.13 is categorized based on the scale as in the range of 81-100, entering the good category.

And for the category of interpretation of effectiveness N – Gain in the pretest and posttest assessments taken from student data a total of 117 With the acquisition of a score of 84.13, it is included in the category of effectiveness interpretation is included in the effective category.

These differences in learning outcomes can be described due to pleasant learning conditions with clear steps depicted in the project-based learning model. It's also more challenging, more interesting, and Susana's more lively classes help learners be more comfortable so that the level of products produced is better. In addition, watching students are more appreciated because they are given the opportunity to have an opinion in making decisions. This has an impact on the ability to produce the best work.

Kusmana, Suherli (2022: 3) defines learning outcomes as essentially changes in behavior as learning outcomes in a broader sense covering the cognitive, affective, and psychomotor fields. [11]

From the results of the average score of all respondents,

student creativity before using the model obtained the number 58.7 and increased to 90.2 after using the model. The collapse of language usage before using the model gained a value of 67.0 after using the model to 85.9. The language flow structure in the speech text obtained a value of 72.6 after using the model to be 86.5. The selection of words/diction used in the text of the seblum speech using the model obtained a value of 73.2 after using the model to be 86.3. Spelling selection before using the model gains a value of 72.1 to 82.4 after using the model.

The score data obtained are described in the form of a table 8 evaluation results of persuasive speech videos with a

pryek-based learning model in the development of KD 3.3 about knowledge of identifying ideas, understanding the message conveyed in the speech delivered by the orator figures, understanding how to deliver speeches, being able to provide responses from the content of the speech and understanding and getting to know the orator figures in the speech presented. After that, the percentage figure obtained by the average value of 84.13 is categorized by scale, in the range of 81-100, in the good category.

Meanwhile, a recap of the assessment of the results of the evaluation of persuasive speech memirsra is depicted in the following table:

Table 8. Results of recap of assessment instruments for speech with digital media.

No	Assesed Aspects	Number of scores	Average score	Percentage	Category
1	Idea Identification	1996	17,1	85,30	Very Good
2	Massage Conveyed	2051	17,5	87,65	Very Good
3	How to Deliver	1819	15,5	77,74	Good
4	Speech Content responses	1847	15,8	78,93	Good
5	Characterization	2130	18,2	91,03	Very Good
Average Percentage				84,13	Good

Source: Burhan Nurgiyantoro (2016: 524). [3]

The results of the product evaluation include speech videos with a project-based learning model using a digital media-assisted learning model design. From the results of the average value of all respondents, the number 84.13 was obtained including in the good category.

The ability of students to identify ideas from speeches delivered by orators in digital media learning models obtained an average score of 85.30 and entered the very good category. The ability of students to understand the message conveyed by the orator in the learning model obtained an average score of 87.65 and entered the very good category. The ability of students to explain how to deliver in speech obtained an average score of 77, 74, entering the good category. The ability of learners to respond to the content of other people's speeches in the model got an average score of 78.93 in the good category. And the ability of students to name figures in the speech model reached an average score of 91.03 and was in the very good category.

e. Analysis of Persuasive Speech Text Presentation Instruments.

According to Syaiful Sagala (2013: 32) [12] speech is a speech with a good order to be delivered to the crowd, a good speech will give a good impression to people who listen and even be able to appreciate others. By expressing it to the front of the class, students are expected to have a sense of self-awareness, the ability to speak in front of many people. And being able to influence others. The resulting product in addition to the speech text is also how students are able to make speeches to the speech text that has been made.

The score data obtained are described in the form of table 9 the results of the evaluation of persuasive speech presentations with a project-based learning model about the aspects assessed, namely readiness in speech, clarity of intonation, conformity with the content of the speech and theme, the volume of the voice must be loud, the position of the body and the contact of the gaze that is fixed to the audience. The percentage number obtained by the average value of 82.85 is categorized by scale, in the range of 81-100, in the good category.

Table 9. Recap Results of Speech text presentation assessment.

No	Assessed aspects	Number of scores	Average Score	Percentage	Category
1	Readiness	2060	17,61	88,03	Very good
2	Clarity	1962	16,77	83,85	good
3	Speech Content	2022	17,28	86,41	Very good
4	Sound volume	1805	15,43	77,14	good
5	Body position and viewing contact	1845	15,77	78,85	good
Average percentage				82,85	good

Source: Burhan Nurgiyantoro (2016: 524). [3]

The results of the evaluation of persuasive speech text presentations are the product results of a project-based learning model using a digital media-assisted learning model design. From the results of the average score of all

respondents, about readiness to make speeches in front of others, getting an average score of 88.03 is in the very good category. The results of the assessment of clarity in the delivery of speeches got an average score of 83.85 in the

good category. The suitability of the content of the speech delivered with the text of the speech made by the students got a score of 86.41 in the very good category. The use of sound volume when delivering speeches in front of the class got a score of 77, 14 in the good category. And the attitude of body position with contact of the audience at the time of speech got a score of 78.85 in the good category.

5. Conclusions and Suggestions

5.1. Conclusion

Based on the results and discussions that the researcher has explained, it can be concluded:

- 1) The design of a digital media-assisted project-based learning model in persuasive speech text learning in junior high schools/MTs used with an average interpretation criterion of 89% is included in the very feasible category. This means that with the design of a project-based learning model assisted by digital media, it is able to improve the ability of students to make speech texts. There is an increase in effectiveness and value scores after the use of project-based learning models. The design of the Digital Media Assisted Project-Based Learning Model in Persuasive Speech Text Learning is a combination of Project Based Learning and Digital Media, so this model design is needed by teachers in learning persuasive Speech texts.
- 2) Implementation of digital media-assisted project-based learning model product design in Teaching and Learning Activities for persuasive speech text learning in junior high schools /MTs, from the results of research data that has been carried out through instrument sheets, researchers describe the design of developing project-based model products assisted by digital media can cause positive changes in students. The change can be seen from the results of the pretest and posttest of the assessment of the speech text by calculating the N-Gain.

The results of the N-Gain analysis showed that learning outcomes with pretest and posttest using a project-based learning model assisted by Digital media of 0.5635 were included in the N-gain score category of $0.3 \leq g \leq 0.7$, then entered the medium category gain score. With a percentage of the average value of 84.13 categorized by scale as a range between 81-100, it is in the good category. Meanwhile, the N-Gain effectiveness interpretation category is included in the fairly effective category.

The implementation of the project-based model development design assisted by digital media in identifying ideas, understanding the message of the speech, as well as the ability to respond to the content of the speech obtained an average score of 84.13 with good categories. The score data in the presentation of the results of the speech text product obtained are described with a percentage of 82.85 and belong to the good category. The implementation of the use of the digital media-assisted Project based Learning model can be concluded that the Digital Media-Assisted Project-Based

Learning Model in Persuasive Speech Text Learning in SMP/MTS developed is very feasible for teachers and students to use in learning.

5.2. Suggestions

Based on the conclusions above, several things can be suggested as follows:

- 1) Teachers should Indonesian have a learning model that is able to attract interest and stimulate students to be able to express ideas, ideas well so that students can play an active role and be able to explore themselves through learning. Teachers can learn independently to be able to develop and use learning models with digital media.
- 2) Students' abilities can be improved by the use of project-based learning models with digital media, this shows that the role of the teacher is very necessary for student development in honing and improving learning achievement.
- 3) Speech text learning activities with the use of a project-based learning model must focus on students (student center) student-centered learning, so that students play more of a role than the teacher.
- 4) In teaching and training students to make speech texts, teachers should consider more time allocation to be used.

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