

# Speech Performance Project in Teaching Descriptive Writing to Junior High School Students

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## Abstract

This study was conducted among seventh-grade students at State Junior High School 01 Simpang, a government-administered lower secondary educational institution located in Ogan Komering Ulu Selatan Regency, South Sumatra Province, Indonesia. Preliminary observations revealed that many students had difficulty composing descriptive paragraphs, particularly in clearly describing objects and in applying correct spelling and punctuation. This problem indicates a gap in students' descriptive writing competence and highlights the need for effective instructional strategies. Therefore, this study aimed to examine the effectiveness of the Speech Performance Project learning model in improving students' descriptive paragraph writing skills. This study employed a quantitative, pre-experimental design with a one-group pretest–posttest. The population consisted of 191 students, and a sample of 32 students was selected as research participants. Data were collected through descriptive paragraph writing tests administered before and after the intervention and analyzed using a paired-sample t-test. The results showed that the mean pretest score was 66.67, which increased to 78.13 after the intervention. The t-test analysis indicated a statistically significant difference between pretest and posttest scores, as the calculated t-value (6.48) exceeded the critical value (2.06) at the 5% significance level. These findings demonstrate that the Speech Performance Project learning model effectively improves students' descriptive paragraph writing skills and provides empirical support for performance-based instructional approaches in language education.

**Keywords:** Descriptive Paragraph, Writing, Speech Performance Project

## INTRODUCTION

Writing is one of the essential language skills and plays a strategic role in the development of students' literacy competence. In the context of modern education, writing ability not only serves as a means of indirect communication but also indicates critical, reflective, and structured thinking skills (Trawoco, 2016; Dewi & Saputra, 2025). Globally, writing skills are among the key competencies that students must master to support academic success and participation in a knowledge-based society (Harmizah, 2015; Zubaidah, 2016). Through writing activities, students not only convey information but also construct meaning, organize ideas, and develop higher-order thinking skills. Therefore, mastery of writing skills is an important component of language learning, including Indonesian language learning at the junior secondary school level (Dewi & Amir, 2025).

However, compared with other language skills such as listening, speaking, and reading, writing is often considered the most complex and difficult skill for students to master (Tarigan, Cipta, & Rokmanah, 2023; Dalimunthe & Ikawati, 2025). This complexity arises from the need to integrate components such as grammar mastery, vocabulary, sentence structure, text organization, and the ability to develop and communicate ideas clearly and coherently. In addition, writing activities involve higher-order cognitive

processes, including planning, organizing, drafting, and revising (Hadi, Yulandari & Suryadi, 2024). Limitations in any of these components can affect the overall quality of students' writing. Consequently, many students experience difficulties in producing effective, well-structured texts that conform to established linguistic conventions.

In Indonesian language education, descriptive writing is one of the fundamental competencies that seventh-grade students must master according to the 2013 Curriculum. Descriptive text aims to describe an object, place, or event in detail so that readers can clearly visualize the subject being described (Widhiyanto, Zulaeha, & Wagiran, 2024; Idamansari, Hamsa & Idawati, 2025). The ability to write descriptive paragraphs serves as a crucial foundation for the development of more advanced writing skills, as it trains students to organize ideas, use appropriate vocabulary, and apply correct language structures. However, various studies indicate that students still encounter difficulties in writing descriptive texts, particularly in developing ideas, selecting appropriate vocabulary, and applying correct spelling and punctuation (Mahbub, 2024; Arjuni, Nursapitri & Nurlisa, 2026). These challenges suggest that students' descriptive writing skills have not yet developed optimally.

Previous studies have also shown that one of the factors contributing to students' low writing proficiency is the use of instructional models that do not actively engage students in the learning process (Ratnasari, & Adiwijaya, 2023; Ratnawati, Kusnadi, & Salasa, 2025). Teacher-centered instructional approaches tend to limit students' opportunities to develop ideas independently and construct knowledge through direct experience. In contrast, performance-based and project-based learning approaches have been shown to significantly enhance students' engagement, learning motivation, and language skills (Syafila & A'yun, 2024; Pratami, 2024). Performance-based learning emphasizes active student participation in meaningful, context-rich activities, enabling students to develop language skills more effectively through direct practice.

Nevertheless, most previous studies have focused on improving general writing skills and have not specifically examined the effectiveness of performance-based instructional models, such as the Speech Performance Project learning model, in improving descriptive paragraph writing skills at the junior secondary school level. Furthermore, empirical studies examining the integration of speaking performance activities with writing instruction as a strategy to improve students' writing quality remain limited, particularly within the context of Indonesian language education. This gap highlights the need for systematic research examining the effectiveness of innovative instructional models that integrate speaking and writing activities to support the holistic development of students' literacy competence.

The Speech Performance Project learning model is a performance-based instructional approach that emphasizes students' active involvement in structured oral communication activities as part of the language learning process. Theoretically, this model is grounded in constructivist theory, which posits that learning is an active process in which students construct knowledge through experience and interaction (Maruanaya, 2023; Amalia, 2024). Through speech performance activities, students are given opportunities to develop ideas orally before expressing them in writing, which can improve the clarity, organization, and overall quality of their writing. This approach is also consistent with the view that speaking and writing skills are interrelated and mutually supportive in the development of language competence (Mulyati, 2015; Nuraeni, Hamzah, & Wajdi, 2024; Meiarni, 2025).

Based on preliminary observations among seventh-grade students at State Junior High School 01 Simpang, Ogan Komering Ulu Selatan Regency, South Sumatra Province, it was found that students' ability to write descriptive paragraphs remained relatively low. This was indicated by an average student score of 64.29, which fell below the school's minimum mastery criterion. Students experienced difficulties in

systematically developing ideas, using appropriate vocabulary, and applying correct spelling and punctuation. This condition indicates the need for instructional innovation to effectively improve students' writing skills.

Based on the above considerations, this study aims to examine the effectiveness of the Speech Performance Project learning model in improving seventh-grade students' descriptive paragraph writing skills. This study is expected to provide empirical contributions to the development of innovative instructional models in Indonesian language education, particularly in improving students' writing skills through performance-based approaches. Furthermore, the findings of this study are expected to serve as a reference for educators in implementing more effective instructional strategies to enhance students' literacy competence.

## METHODS

This study employed a quantitative approach using a pre-experimental, one-group pretest–posttest design, a commonly used method to examine the effectiveness of an instructional intervention by comparing participants' performance before and after treatment (Sugiyono, 2019; Haka, Nisa, & Masya, 2022). This design enables the researcher to identify changes in students' descriptive paragraph writing skills resulting from the implementation of the Speech Performance Project learning model. The research design is represented as:

$$O_1 - X - O_2$$

Where:

$O_1$  = refers to the pretest

$X$  = represents the instructional treatment using the Speech Performance Project learning model, and

$O_2$  = represents the posttest.

This design was selected because it provides a systematic and practical approach to evaluating instructional effectiveness in authentic classroom settings where control group implementation is limited. The study was conducted at State Junior High School 01 Simpang, located in Ogan Komering Ulu Selatan Regency, South Sumatra Province, Indonesia. The population consisted of 191 seventh-grade students enrolled in the 2020/2021 academic year. A sample of 32 students was selected using purposive sampling to ensure the participants were representative and accessible for the implementation of the instructional intervention. This sampling technique was considered appropriate for classroom-based experimental research that focuses on instructional effectiveness within a specific educational context.

Data collection was conducted through descriptive paragraph writing tests administered in two stages: a pretest and a posttest, to measure students' writing skills before and after the instructional intervention. The writing test required students to compose descriptive paragraphs based on assigned topics relevant to their learning context. Students' writing performance was assessed using an analytic scoring rubric adapted from established writing assessment criteria (Ismawati, 2025), which evaluated five components: content, organization, vocabulary, language use, and mechanics. These components were selected to ensure a comprehensive evaluation of students' descriptive writing ability. The instrument was developed in accordance with the Indonesian language curriculum to ensure content validity and alignment with instructional objectives.

The research procedure was conducted in three stages. First, the pretest was administered to assess students' initial descriptive paragraph writing skills. Second, the instructional treatment was implemented using the Speech Performance Project learning model. This instructional approach involved structured speaking performance activities designed to help students generate ideas, organize information, and develop

descriptive content before writing. The treatment was conducted during regular classroom sessions to ensure ecological validity and alignment with authentic teaching conditions. Third, the posttest was administered after the instructional intervention to measure students' descriptive paragraph writing skills.

The collected data were analyzed using inferential statistical analysis to determine the effectiveness of the instructional intervention. Specifically, a paired-sample t-test was employed to compare pretest and posttest scores obtained from the same participants (Anggriani et al., 2025; Wijayanti & Adi, 2025). The significance level was set at  $\alpha = 0.05$ . The t-test was used to determine whether the observed difference between pretest and posttest scores was statistically significant. The formula used in the analysis is as follows:

$$t = Md / (Sd / \sqrt{N})$$

Where:

$Md$  = represents the mean difference between pretest and posttest scores,

$Sd$  = represents the standard deviation of the difference scores, and

$N$  = represents the number of participants.

The results of the analysis were interpreted to determine whether the Speech Performance Project learning model effectively improved students' descriptive paragraph writing skills in addition, to contextualize this study within existing scholarly literature, a manual review was conducted of 24 Physical Education (PE) journals indexed in the Science and Technology Index (SINTA) an official Indonesian government-managed database of accredited academic journals as of December 2023, by examining each journal's online archive for articles containing the keyword "Problem-Based Learning (PBL)" in the title, abstract, or keywords, excluding articles that mentioned PBL without substantive discussion of its implementation or evaluation, resulting in the identification of 13 articles that met the inclusion criteria by demonstrating meaningful engagement with PBL in the context of Physical Education.

Table 1. Pretest and Posttest Assessment Criteria for Descriptive Paragraph Writing

Assessed Component	Description	Score
Vocabulary	Demonstrates excellent word choice and accurate word formation in writing descriptive paragraphs.	4
	Demonstrates minor inaccuracies in word choice and word formation in writing descriptive paragraphs.	3
	Demonstrates limited accuracy in word choice and word formation in writing descriptive paragraphs.	2
	Fails to demonstrate appropriate word choice and word formation in writing descriptive paragraphs.	1
Sentence Structure	Demonstrates no errors in sentence structure in writing descriptive paragraphs.	4
	Demonstrates minor errors in sentence structure when writing descriptive paragraphs.	3
	Demonstrates frequent errors in sentence structure when writing descriptive paragraphs.	2
	Demonstrates no correct sentence structures in writing descriptive paragraphs.	1
Spelling	Demonstrates no spelling errors in writing descriptive paragraphs.	4
	Demonstrates minor spelling errors in writing descriptive paragraphs.	3
	Demonstrates frequent spelling errors in writing descriptive paragraphs.	2
	Demonstrates no correct spelling in writing descriptive paragraphs.	1

Source: Nurgiyantoro (2011:121–122).

## RESULTS AND DISCUSSION

### Results

This study was conducted at SMPN 01 Simpang OKU Selatan and involved 32 seventh-grade students as research participants. As the survey was conducted during the COVID-19 pandemic, its implementation complied with government regulations on social restrictions. Consequently, only approximately half of the class, namely 16 students per session, were allowed to participate in face-to-face activities. The study was conducted over six sessions: one pretest administered on May 24, 2021; four treatment sessions conducted on May 25, 27, 28, and 29, 2021; and one posttest administered on June 2, 2021.

The pretest was administered on May 24, 2021, in class VII.1 at SMPN 01 Simpang OKU Selatan to assess students' initial descriptive writing skills before the implementation of the Proyek Unjuk Tuter learning model. The treatment sessions were subsequently conducted in the same class on May 25, 27, 28, and 29, 2021. These sessions aimed to enhance students' ability to write descriptive paragraphs by applying the Proyek Unjuk Tuter learning model.

Finally, the posttest was administered on June 2, 2021, in class VII.1 at SMPN 01 Simpang OKU Selatan to evaluate students' descriptive paragraph writing skills after the implementation of the Proyek Unjuk Tuter learning model.

#### 1. Pre-Test

The test was conducted at SMPN 01 Simpang OKU Selatan and involved 16 students from class VII.1 as research participants. The reduced number of participants was due to government-imposed social restrictions implemented in response to the COVID-19 pandemic. Data collection began with a pretest administered on Monday, May 24, 2021, before the treatment. The following presents the results of students' descriptive paragraph writing performance before the implementation of the Proyek Unjuk Tuter learning model (pretest) in class VII.1 at SMPN 01 Simpang OKU Selatan.

Table 2. Pre-test Results for Paragraph Writing Description

No	Sample Code	Score NA	Category
1	A	66,67	Fair
2	AIP	58,33	Poor
3	BZ	66,67	Fair
4	CD	66,67	Fair
5	DIK	58,33	Poor
6	E	66,67	Fair
7	H	66,67	Fair
8	IM	66,67	Fair
9	JA	58,33	Poor
10	KCDS	66,67	Fair
11	LL	66,67	Fair
12	M	66,67	Fair
13	NR	75,00	Good
14	P	75,00	Good
15	RR	66,67	Fair
16	S	75,00	Good
<b>Total</b>		<b>1066,67</b>	
<b>Mean</b>		<b>66,67</b>	

Based on the table above, the pretest results indicate that students in class VII.1 at SMPN 01 Simpang OKU Selatan had relatively high descriptive paragraph writing proficiency prior to the implementation of the Proyek Unjuk Tuter learning model.

## 2. Post-Test

The posttest was conducted at SMPN 01 Simpang OKU Selatan and involved 16 students from class VII.1 as research participants. Due to government-imposed social restrictions during the COVID-19 pandemic, only 16 students, representing 50% of the total class enrollment, were permitted to participate. Data collection was conducted through a posttest administered on June 2, 2021, following the treatment. The results of the analysis of students' descriptive paragraph writing after applying the Proyek Unjuk Tuter learning model (posttest) are presented in the table below.

Table 3. Post-test Results Writing Descriptive Paragraphs

No	Sample Code	Score 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
<b>Total</b>		<b>1250,00</b>	
<b>Mean</b>		<b>78,13</b>	

Based on the table above, students' posttest scores showed a statistically significant improvement. The mean score indicates that students in class VII.1 at SMPN 01 Simpang OKU Selatan achieved a satisfactory level of proficiency in writing descriptive paragraphs following the implementation of the Proyek Unjuk Tuter learning model.

## Discussion

Based on a study of students' writing proficiency in class VII.1 at SMPN 01 Simpang OKU Selatan before the implementation of the Proyek Unjuk Tuter learning model, none of the students (0%) achieved scores in the 80–100 range. Three students (18%) obtained scores between 70 and 79, ten students (62.5%) scored between 60 and 69, and three students (18%) scored below 60. Further details are presented in the table below.

Table 4. Assessment Categories Before Using the Project-Based Learning Model of Oral Expression

No	Score Range	Frequency	Percentage (%)	Performance Category
1	80-100	0	0	Very Good

2	70-79	3	18,75	Good
3	60-69	10	62,5	Fair
4	< 60	3	18,75	Poor
<b>Jumlah</b>		<b>16</b>	<b>100</b>	

Based on the table above, it can be inferred that before the implementation of the Proyek Unjuk Tuter learning model, no students were classified as "very good." Three students were categorized as "good" because they composed descriptive paragraphs despite minor inaccuracies in sentence structure. 10 students fell into the "fair" category, indicating that although they could write descriptive paragraphs, their work still contained substantial errors in sentence structure and spelling. The remaining three students were classified as "poor" due to frequent mistakes in vocabulary use, sentence structure, and spelling.

Following the implementation of the Proyek Unjuk Tuter learning model, the distribution of posttest scores among students in class VII.1 at SMPN 01 Simpang OKU Selatan showed marked improvement. Six students (37.5%) achieved scores in the 80–100 range, ten students (62.5%) obtained scores between 70 and 79, and no students scored within the 60–69 range or below 60 (0%). Further details are presented in the table below.

Table 5. Assessment Categories After Using the Project-Based Learning Model of Oral Expression

No	Score Range	Frequency	Percentage (%)	Performance Category
1	80-100	6	37,5	Very Good
2	70-79	10	62,5	Good
3	60-69	0	0	Fair
4	< 60	0	0	Poor
<b>Jumlah</b>		<b>16</b>	<b>100</b>	

Based on the table above, six students (37.5%) were classified in the "outstanding" category, as they demonstrated mastery of descriptive paragraph writing and produced compositions consistent with the intended content. 10 students (62.5%) were categorized as "good," indicating they could compose descriptive paragraphs adequately, although minor spelling errors remained. No students fell within the "fair" category (60–69), and none were classified as "poor" (below 60).

The findings further indicate that students in class VII.1 at SMPN 01 Simpang OKU Selatan experienced substantial improvement in their descriptive paragraph writing following the implementation of the Proyek Unjuk Tuter learning model. The mean score increased from 66.67 on the pretest to 78.13 on the posttest. The lowest score improved from 58.33 to 83.33, demonstrating a marked enhancement in students' performance.

The following figure shows the mean scores for the three assessment criteria: spelling, sentence structure, and vocabulary.

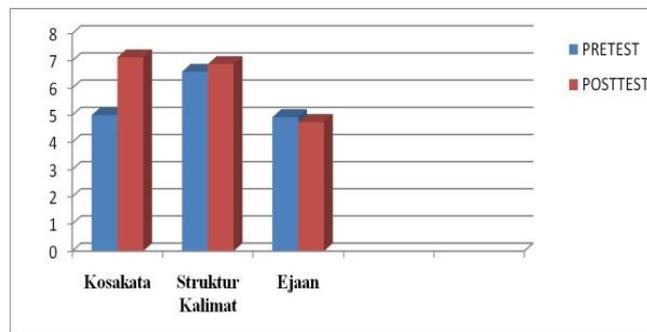


Figure 1. Mean Score Distribution of Pretest and Posttest

Based on the graph above, the analysis used three assessment criteria: spelling, sentence structure, and vocabulary. The results indicate that the mean vocabulary score increased from 5.00 in the pretest to 7.13 in the posttest. For sentence structure, the mean score improved from 6.60 in the pretest to 6.88 in the posttest. In contrast, the mean spelling score decreased slightly from 4.93 in the pretest to 4.75 in the posttest.

The t-test results demonstrate a statistically significant difference between the pretest and posttest means. The calculated t-value (11) exceeded the critical t-value (2.13) at the 5% significance level ( $11 > 2.13$ ). These findings indicate that the Proyek Unjuk Tuter learning model is efficacious in improving students' descriptive paragraph writing skills in class VII.1 at SMPN 01 Simpang OKU Selatan. The mean score increased from 66.67 on the pretest to 78.13 on the posttest, reflecting an improvement of 11.46 points. This increase confirms that students' writing performance improved following the implementation of the learning model.

During the study, differences were observed in both the instructional process and students' learning outcomes. These differences are reflected in the comparison between the pretest and posttest results. The observed improvement suggests that implementing the Proyek Unjuk Tuter learning model had a positive impact on students' ability to write descriptive paragraphs in class VII.1 at SMPN 01 Simpang OKU Selatan.

The application of the Proyek Unjuk Tuter learning model in teaching descriptive paragraphs offers an alternative instructional strategy to improve students' writing skills. Given that this model may not yet be widely implemented, its use allows teachers to compare it with conventional instructional approaches and adopt more effective strategies to enhance students' descriptive writing proficiency.

## CONCLUSIONS

The following conclusions can be drawn from this study's findings. Before the implementation of the Proyek Unjuk Tuter learning model, the descriptive paragraph-writing ability of seventh-grade students at SMPN 01 Simpang OKU Selatan was not satisfactory. The results of the pretest analysis indicated that the highest score was 75.00 and the lowest was 58.33, with a mean of 66.67. Based on the performance categories, no students (0%) were classified as "very good," three students (18.75%) were categorized as "good," ten students (62.5%) were classified as "fair," and three students (18.75%) fell into the "poor" category. Following the implementation of the Proyek Unjuk Tuter learning model in class VII.1 at SMPN 01 Simpang OKU Selatan over four treatment sessions, differences were observed in both the instructional process and student learning outcomes. The posttest results demonstrated improvement, with the highest score of 83.33 and the lowest of 75.00, yielding a mean score of 78.13. According to the performance categories, six students (37.5%) were classified as "very good," and ten students (62.5%) were categorized as "good." No students fell into the "fair" or "poor" categories. The t-test results further indicated a statistically significant difference between the

pretest and posttest mean scores. The calculated t-value (11) exceeded the critical t-value (2.13) at the 5% significance level ( $11 > 2.13$ ), confirming a significant improvement in students' descriptive paragraph writing ability. Therefore, it can be concluded that the Proyek Unjuk Tuter learning model is highly effective in improving the descriptive paragraph writing skills of seventh-grade students at SMPN 01 Simpang OKU Selatan.

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#### AUTHOR CONTRIBUTIONS STATEMENT

SA was responsible for conceptualization, research design, methodology development, data collection, data analysis, and interpretation of results. The author also prepared the original manuscript draft, conducted critical revisions, and approved the final version for publication.

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