JEELi
Journal of English Education and Linguistics

Vol. II No. 2, Juli 2024, p. 213 – 223
Available onlinehttp://jurnal.una.ac.id/index.php/jeeli/index

THE EFFECT OF PjBL MODEL ON STUDENTS' WRITING SKILLS GREAT ATHLETES

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Abstract

This research aims to determine the significant effect of Project Based Learning (PjBL) Model on students' writing skills Great Athletes. This research was Quantitative used a True Experimental design. This research was conducted at SMA Negeri 2 Kisaran. The research population was all class X students' of SMA Negeri 2 Kisaran for the 2023/2024 Academic Year. The sampling technique used Stratified Random with a total sample of 74 students, namely class X-1 as an Experimental class which used a Project Based Learning (PjBL) Model while Class X-3 as a Control class that used a Conventional Model. Data collection instruments include Tests, Questionnaires and Observations. Before being given treatment, the mean pre-test score in the Experiment class was 54,51 and the Control class mean pre-test score was 50,68. After being given treatment, the mean post-test score for the Experiment class increased by 30,2% to 70,97, while in the Control class it increased by 31,5% to 66,65. The results of the *t*-test analysis showed that (*Ha*) was accepted with a value of $t_{count} > t_{table}$ or 2,007 > 1,306 and sig. 0,048 < 0,05. Thus, there was a significant effect of the Project Based Learning Model on students' writing skills Great Athletes.

Keywords: Project Based Learning Model, Writing Skill, Great Athletes

INTRODUCTION

Language is a very important communication tool for every human being in the world. This is because language can enable humans to relate to each other, share information, ideas, thoughts and ideas, feelings or emotions as well as share experiences to develop their intellectual capacity. Humans use various languages to communicate, one of which is English. English is one of the most popular languages in the world because it is relatively easy to learn and develops quickly. In the era of Globalization, English is considered very important in aspects of life, especially in the world of education.

English is one of the subjects that must be studied by junior high school and senior high school in Indonesia. There are four language skills that students must master in learning English, namely reading, writing, speaking and listening skills. The four components of language are closely related to each other and are then studied sequentially. Speaking and listening are components of oral language proficiency, whereas writing and reading are components of written language proficiency. Listening and reading are receptive language skills, meanwhile speaking and writing are productive language skills.

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The four language skills, students' skills are weakest in the writing component, especially in English subjects. Writing skills are the peak of skills in all aspects of language. Students are said to be skilled at writing if they are able to explain their thoughts in written form with a series of words and sentences that are easy for other people to understand. Writing skills in learning English have various forms, one of which is writing texts. There are various types of functional text in English, namely Descriptive text, Explanation text, Report text, Recount text, Narrative text, Exposition text, News Item text, Procedure text, etc. Many students experience difficulties in writing, especially in writing descriptive text.

Some students think that writing descriptive text is the most difficult skill in English. Citated of Ice, Trisna Gustin Zega, et al (2023) stated that students' writing difficulties mean that students have limited vocabulary, difficulty expressing their thoughts or ideas. This is also in line with research conducted by Ardiana et al (2023), which states that the majority of students in class still experience problems in using vocabulary and punctuation in writing descriptive texts. Apart from that, they also said that students still had difficulty thinking about and developing their ideas into sentences or paragraphs. Lack of practice and experience in writing descriptive text. Citated of Imanuella Natalia L. (2016) said that the majority of students still have difficulty developing ideas and concepts for writing and the limited vocabulary that students have, this is the main internal factor that becomes an obstacle for students in the class.

From some of the problems described above, this also happened to class X students at SMA Negeri 2 Kisaran. Based on te results of observations and interviews with English teacher at the scholl, many students still have difficulty writing English text especially in Descriptive text material. (For example, students are asked to write descriptive text but there are still some students who do not understand the general structure and components in descriptive material). This is proven by the existence of students test scores that are below the Minimum Completeness Criteria (KKM). Therefore, this research wants to provide a solution to overcome this problem by implementing the PjBL learning model, especially implementing the PjBL Model in teaching writing Great Athlete descriptive texts.

By using a project-based learning model, it is hoped that it can help students to think more creatively about what students do and students are expected to be able to develop their ideas and express these ideas in the form of their own writing, especially in written form write Great Athletes descriptive text. Therefore, this research has the title "THE EFFECT OF PROJECT BASED LEARNING (PjBL) MODEL ON STUDENTS' WRITING SKILLS GREAT ATHLETES AT GRADE TENTH OF SMA NEGERI 2 KISARAN IN ACADEMIC YEARS 2023/2024."

METHOD

This research was conducted at SMA Negeri 2 Kisaran, Jl. Sitarda Nusantara VII, Kel. Kisaran Naga, Kec. Kisaran Timur, Kab. Asahan. This research was carried from February 2024 to March 2024 in the Academic Year 2023/2024. This research used a Quantitative approach. Suharsimi Arikunto (2002) stated that Quantitative research is a methodology that relies heavily on numerical data for various stages of the research process, including data collection, interpretation, and

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presentation of results. The population in this study were all class X students at SMA Negeri 2 Kisaran, totaling 288 students. The population is divided into 8 classes, as shown in the following table.

Table 1. The Population of Grade X at SMA Negeri 2 Kisaran in Academic Year 2023/2024.

NO	CLASS	STUDENTS
1.	X-1	36
2.	X-2	36
3.	X-3	36
4.	X-4	36
5.	X-5	36
6.	X-6	36
7.	X-7	36
8.	X-8	36
	TOTAL	**288**

Source: https://dapo.kemdikbud.go.id/sekolah/736F1207D5D206AEA89D

The sample is proportional or representative of the population to be analyzed, as stated by Arikunto, 2010. In terms of determining the sample, this research uses the Slovin formula technique. The following is Slovin's formula for determining samples, which is as follows:

$$\boldsymbol{n = \frac{N}{1 + Ne^2}}$$

Which:
n: Number of Samples
N: Total Population
e: Error tolerance limit (10 % -20%).

Where in the Slovin formula, there are 2 provisions in the ***e*** value, namely;
e: 0.1 (10%) for large populations.
e: 0.2 (20%) for small populations.

Based on the Slovin formula above, the sample used in this research was 74 students with an allowance for sampling error of 10%. The sample was divided into 2 groups, namely, Experiment Class and Control Class, each class numbering 37 students. In determining the sample, this research used the Stratified Random Sampling technique. Ramadhani Khija, Ludovick Uttoh (2015) stated that Stratified Random Sampling is a probability sampling type sampling technique where samples were first categorized based on strata.

This research used a True Experimental Design. Creswell (2014) stated that a writer will use a True Experimental research design when trying to determine whether there may be a causal relationship between the independent variable and the dependent variable. This research contains 2 variables, namely the use of a

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project-based learning model as the independent variable given the symbol X, and the students' skills to write Great Athlete texts as the dependent variable given the symbol Y. For more complete information can be seen in the following table:

Table 2. The Research Design

GROUP	TYPE	VARIABLE	TYPE
Experiment Group	Pre-Test	X	Post-Test
Control Group	Pre-Test	Y	Post-Test

Which one:

Variable X: Using Project Based Learning (PjBL) Model
Variable Y: Using Conventional Model.

This study gave 2 tests to students, namely a pre-test which was carried out before the treatment was given which aimed to measure the students' writing skills and a post-test which was carried out after the written treatment was given. The aim is to see whether there is an improvement in students' writing skills after being given treatment in the form of the Project Based Learning (PjBL) Model.
The test in this research is a written essay test. where the assessment aspects are based on Heaton's theory, 1998 which contains 5 criteria for writing ability, namely: Content, Organization, Vocabulary, Language Use and Mechanics.

Before giving tests to students', the instrument must be tested for validity and reliability first using the SPSS version 25. Correlation test using *Pearson Correlation*. The r_{count} results can be seen from the *r* product moment value in r_{table} using a significance level of 5% or 0.05. If the r_{count} value > r_{table} or Sig. < 0.05 then the measuring instrument is said to be valid. And if r_count < r_table or Sig. > 0.05 then the measuring instrument tested is declared valid. An instrument can be declared reliable if the Crobanbach's Alpha test value is > 0.6. After the test results are declared valid and reliable, the test can be given to students.

The data analysis technique in this research uses the SPSS version 25. Before carrying out the *t*-test, the data must be tested for normality and homogeneity first. In the Normality and Homogeneity tests using the *Liliefors* formula, with a significance level of 5%. Data can be declared normal and reliable if the *Kolmogorov-Smirnov* test or *Shapiro-Wilk* test value is > 0.05.

After the data is declared normal and reliable, an Independent Sample *t*-test or t test can be carried out. In this research, the *t*-test is used as a hypothesis test to find out whether the alternative hypothesis (*Ha*) is accepted or rejected. The data tested was obtained from students' pre and post test scores, then analyzed to compare the mean score of Experimental class students with the mean score of Control class students before and after being given treatment. This analysis aims to determine the effect of the Project Based Learning (PjBL) Model on research. The *t*-test was carried out using the SPSS version 25.

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RESULTS AND DISCUSSION

This research data aims to determine whether the Project Based Learning (PjBL) Model can have a significant influence on students' skills in writing Descriptive Texts of Great Athletes. This data is the result of applying the Project Based Learning (PjBL) Model and Conventional Methods in the English language teaching and learning process. The table below shows student scores on the pre-test and post-test in the Experiment Class and Control Class.

Table 3. The Students' Writing Score Pre-Test and Post-Test in Experimental Class and Control Class

NO.	Initial Students'	Pre-Test Experiment	Post-Test Experiment	Initial Students'	Pre-Test Control	Post-Test Control
1.	AH	69	90	AAHN	60	78
2.	APKA	60	74	AR	40	55
3.	AHA	43	59	AESP	60	72
4.	AAAL	51	75	AZ	54	74
5.	ASF	43	62	AND	58	70
6.	AKP	52	64	AFA	45	62
7.	CGS	66	80	AND	60	75
8.	CZP	49	59	AHS	52	62
9.	DKP	59	85	AS	33	50
10.	DSD	66	80	AIP	47	65
11.	EF	50	77	DA	54	68
12.	GAR	40	60	DW	50	65
13.	GF	59	77	EAS	38	53
14.	GAES	45	69	GAES	45	57
15.	GN	45	69	HMS	42	60
16.	IYR	65	85	IAH	52	68
17.	IRN	50	69	KA	47	65
18.	KSH	45	69	KAS	62	74
19.	LSD	62	75	MTA	42	55
20.	MASK	38	60	NAS	34	54

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21.	MAP	49	53	PR	40	60
22.	NT	52	64	RAM	50	68
23.	NFL	64	70	RA	65	78
24.	NS	59	65	RS	40	57
25.	NAJ	52	65	R	62	72
26.	OSH	69	90	RASH	50	70
27.	PSA	66	85	RN	67	80
28.	QTH	65	70	SA	64	75
29.	RAAS	67	70	SSM	67	80
30.	SFB	33	59	SNW	56	72
31.	SNA	52	62	SR	56	75
32.	VAPH	64	75	STA	42	65
33.	VA	54	74	MSA	50	74
34.	WS	49	54	AA	38	54
35	WP	60	80	TRU	54	72
36.	ZFE	54	77	TNUZ	64	78
37.	ZAS	51	75	TSAH	35	54

Based on the output results in the Descriptive Statistics table below, it can be seen that the number of respondents (*N*) in the Experiment class and Control class was 37 respondents. Of the 37 respondents, it can be seen that the mean pre-test score for the Experiment Class was 54,51 after being given treatment, which increased by 30,2%. So the mean post-test value is 70,97. Meanwhile, in the Control class, the mean pre-test score was 50,68 and increased by 31,5% after being given treatment. The mean post-test score for the Control class was 66,65.

Table 4. Descriptive Statistics of Pre-Test and Post-Test Scores in the Experimental and Control Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	37	33	69	54,51	9,448
Post-Test Experiment	37	53	90	70,97	9,691
Pre-Test Control	37	33	67	50,68	9,967
Post-Test Control	37	50	80	66,65	8,820

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Valid N (listwise)	37				

Testing the normality of the Pre-Test and Post-Test results in the Experimental and Control Classes in this research used the *Liliefors* formula. Data was normally distributed if the significance value (Sig.) in the *Kolmogorov-Smirnov* column is > 0.05. Based on the table below, in the *Kolmogorov-Smirnov* Sig column. 0.200 > 0.05 in the Experimental and Control Pre-Test Classes. So this data was normally distributed then in the Post-Test column Experimental and Control classes Sig. 0.094 > 0.05 then this data was also normally distributed.

Table 5. The Result of Normality test on pre-test and post-test scores for Experiment class and Control class

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result of Study	Pre-Test Experiment (PjBL)	,118	37	,200*	,957	37	,158
	Post-Test Experiment (PjBL)	,083	37	,200*	,973	37	,496
	Pre-Test Control (Conventional)	,105	37	,200*	,960	37	,196
	Post-Test Control (Conventional)	,133	37	,094	,940	37	,045

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The homogenity test is carried out if the research data is normally distributed. Whether the data is homogeneous or not can be done by comparing the significance values of the columns. If Sig. > 0.05 then it can be said that the data is homogeneous. Then, if Sig. < 0.05 data is not homogeneous. Based on the SPSS output results in the table below, it is known that the homogeneity significance value is 0.724 > 0.05 in the Pre-Test and 0.720 > 0.05 in the Post-Test. So, it can be concluded that the data values for both are homogeneous. The results of data calculations can be seen in the table below.

Table 6. The Result of Homogenity test on pre-test and post-test scores for Experiment class and Control class

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Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Study	Pre-Test Experiment	,126	1	72	,724
	Post-Test Experiment	,130	1	72	,720
	Pre-Test Control	,130	1	70,259	,720
	Post-Test Control	,126	1	72	,724

Hypothesis testing was carried out if all test conditions had been met. Based on the normality and homogeneity tests that had been carried out, it can be seen that the research data was normally distributed and homogeneous, so the hypothesis test that was be used is the Independent Sample *t*-Test with the help of SPSS version 25. The Independent Sample *t*-Test aims to determine the research conclusions and also the hypothesis accepted.

In carrying out this test there are several provisions that must be used as guidelines, if $t_{count} < t_{table}$ or Sig. > 0.05 or 5% then Ho is accepted and Ha is rejected. If $t_{count} > t_{table}$ or Sig. < 0.05 then *Ho* is rejected and *Ha* is accepted. This research used a sample of 37 people. Then the value of degrees of freedom (df) = n - 2, 37 - 2 = 35 and the error rate is 0,05 or5% for Sig. 2-tailed test, it can be seen that the value of t_{table} = 1.306. The results of the hypothesis test calculations can be seen in the following table.

Table 7. The Hypothesis t Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of Study	Equal variances assumed	,126	,724	2,007	72	,048	4,324	2,154	,030	8,619
	Equal variances not assumed			2,007	71,370	,048	4,324	2,154	,029	8,619

The research results show that the mean learning post-test of students who apply the Project Based Learning (PjBL) Model was 70.97. Meanwhile, the mean

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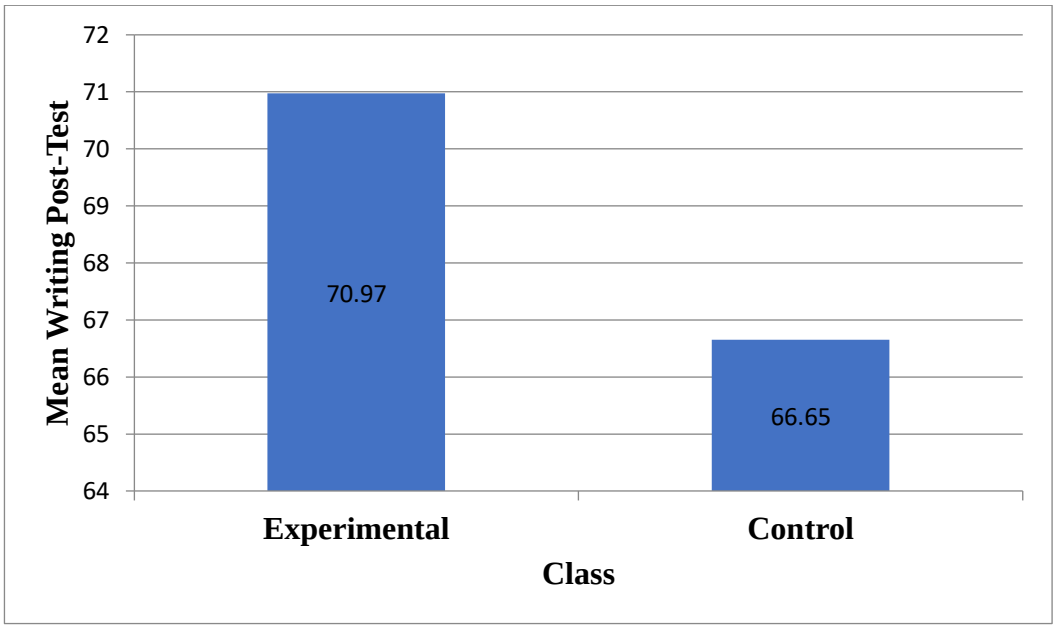
post-test learning post-test for students who applied the Conventional Learning Model was 66.65. The mesn Post-Test learning score proves that the class that applies the Project Based Learning (PjBL) Model is higher than the class that applied the Conventional Learning Model. The table below contains a comparison of the mean post-test scores for the Experimental class and the Control class.

Figure 4.3. The Comparison Graph of Post-Test Mean Scores in the Experimental and Control Classes.



CONCLUSION

This research was conducted using an Experimental design which aims to find out whether there is a significant effect between the used of the Project-Based Learning (PjBL)Model on students' writing skill in material of Great Athletes Descriptive Text. Based on the results of data analysis and discussion in the previous chapter, it shows that the mean Post-Test score was 70.97, which means there was an increase of 30.2% after implementing the Project Based Learning (PjBL) Model in the Experimental Class compared to the Pre-Test mean of 54 .51. So, *Ha* is accepted and *Ho* is rejected. This shows that there is a significant influence before and after using the Project Based Learning (PjBL) Model on students' writing skills on the Great Athlete Descriptive Text material in class X SMA N 2 Kisaran for the 2023/2024 Academic Year.

During the learning process, students responded very well when giving opinions on the results of their friends' writing in presentation activities in front of the class. This can be seen from the way they speak and the confidence of each student's participation. It was found that teaching writing using the Project Based Learning (PjBL) Model was able to improve students' Writing skill during the learning process. Furthermore, by using a Project Based Learning (PjBL) Model, students become more interested in learning so that this can increase students' motivation in learning English in class, especially in writing Great Athlete

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Descriptive Text. As a result, students pay more attention to the learning process and obtain better results.

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