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THE EFFECT OF PROJECT BASED LEARNING (PJBL) MODEL ON WRITING DESCRIPTIVE TEXT ASSISTED WITH CANVA APPLICATION AT GRADE X SMA NEGERI 1 AIR BATU 2024/2025 ACADEMIC YEAR

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Abstract

This research aims to determine the significant Effect of Project Based Learning (PJBL) Model on Writing Descriptive Text Assisted with Canva Application. This research was Quantitative used a Quasi Experimental design. This research was conducted at SMA Negeri 1 Air Batu. The research population was all class X students' of SMA Negeri 1 Air Batu for the 2024/2025 Academic Year. The sampling technique used random sampling with a total sample of 56 students, namely Experiment Class using PJBL Model assisted with Canva Application and Control Class using conventional media. Data collection instruments include Test, Treatment, and Observations. Before being given treatment, the mean pre-test score in the Experiment class was 60.6 and the Control class mean pre-test score was 52.7. After being given treatment, the mean post-test score for the Experiment class increased by 31.18% to 80.1, while in the Control class it increased by 20.8% to 63.7. The result of the analysis showed that t-score was higher than t-table 5.3 > 1.673 at the level of significance 0.05 with the degree of freedom (df) 54. It means that Ha is accepted and H0 is rejected. Thus, there was an Effect of Project Based Learning (PJBL) Model on Writing Descriptive Text Assisted with Canva Application at Grade X of SMA Negeri 1 Air Batu

Keywords: Project Based Learning, Writing, Canva Application

INTRODUCTION

Language is part of human ability to communicate orally. Language is also a tool or a system for humans to understand other humans (Suparlan, 2021). Therefore, language is often referred to as a bridge between worlds that helps humans in interacting. There are so many languages throughout the world that we have to determine one language that can be used officially. One of the languages that has become a communication tool for the world community is English.

English is an international language that plays an important role in connecting one country with other countries. Language is also a universal communication tool. Which we know as lingua franca(Science & Outlook, 2020).

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English is also considered as one of the skills that supports a better career path. Not only that, a Test of English as a Foreign Language (TOEFL) certificate is a requirement provided by several agencies for prospective new employees. Therefore, realize how important English is. The Indonesian government has determined that English is one of the languages that must be taught in schools.

Learning English at school basically focuses on four basic abilities. Namely; listening, speaking, reading and writing. These four basic skills are very crucial in learning English. Writing is a process of conveying ideas or thoughts that have meaning and produce a product called writing. Writing is also an express language communication activity (Agustin, 2020).

In the writing process, students must be able to express their ideas about something by putting it in written form that can be understood by readers (Sari et al., 2021). The writing process can be influenced by certain events or situations that trigger it. Not only that, the type of text also plays an important role in producing writing. Text is a tool for students to understand the four basic skills in English. Text itself has several types, one of which is descriptive text. Descriptive text is writing that describes things. Be it people, objects, or places. This descriptive text functions to provide information to each reader (JASMINE, 2014).

Based on observations of class X students of SMA Negeri 1 Air Batu. There are several factors that influence the ability of students in writing descriptive text. Students have minimal variety of vocabulary, lack of understanding of structural descriptive text, unable to develop ideas and students are not yet able to write descriptive text. The problem can be solved with the implementation of learning models. One of the learning models that can be used to overcome the problem is Project Based Learning (PJBL).

PJBL is a learning model that emphasizes a student-centered learning process by involving students in real projects. Through PJBL, students can develop various skills, including critical thinking skills, problem solving, communication, and of course writing skills. By using this technique, after the teacher explains, students are asked to create descriptive text with their own ideas. One theory that supports this learning model is the Experiential Learning Theory put forward by Kolb (1984), that the most effective learning occurs through direct experience which includes a learning cycle (experiencing, reflecting, thinking and acting). In PJBL, students learn through project activities that provide real experience.

Besides the learning model, the learning media can also solve the problem. For example, the use of technology in learning like Canva application. The Canva application is a popular graphic design tool. This application can be used to support the writing learning process. Canva allows teachers to create various designs, such as presentations, posters and infographics, which can be used to convey material in an attractive package.

Based on the elaboration above, this research will take the title The Effect of Project Based Learning (PJBL) Model on Writing Descriptive Text Assisted with Canva Application at Grade X Of SMA Negeri 1 Air Batu 2024/2025 Academic Year.

METHOD

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This research used quasi-experimental research methods. the research design used is Non-equivalent Control Group Design. Where the experimental group and control group were not randomly selected. The experimental and control groups will be conducted an initial test. Both groups get different treatments, where the experimental group uses project-based learning models and the control group uses conventional learning models. control group using conventional learning model and then conducting a final test for each group.

Table 3.3 The procedure of experimental and control group

Group	Types	Treatment	Types
Experimental Group	Pre-Test	X	Post-Test
Control Group	Pre-Test	Y	Post-Test

Where:
X: Treatment using Project-Based Learning.
Y: Using conventional way (only focusing on presenting the material)

This research data was collected using tests. Arikunto (2006.223) defines tests as instruments for measuring abilities and achievements. There are two tests carried out in this research; pre-test, treatment and post-test are explained as follows:

1. Pre-test

   The pre-test will be given first before the author applies the treatment to the experimental class and control class. A pre-test will be given to determine students' reading comprehension before applying this method.

2. Treatment

   Treatment will be given before the post-test. The students will be given treatment by the author based on their group. The group will be divided into two groups, namely the experimental group and the control group. The experimental group will be treated using a project-based learning model, and the control group will be treated using conventional methods.

3. Post-test

   given last time as a final test after the author carries out the treatment. This is used to determine students' progress in learning to write descriptive text after implementing the project-based learning model and whether or not learning to write descriptive text is effective for class X students at SMA Negeri 1 Air Batu.

Scoring Guide

Aspect	Score	Performance Description
Content	20	Topic are complete and clear, as well as detailed and interconnected.
	15	The topic is complete and clear, but the details are almost related to the topic.
	10	The topic is complete and clear, but the details are not related to the topic.

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	5	The topic is incomplete and unclear, but the details are not related to the topic.
Organization	20	Identification is complete and description are arranged with proper connection.
	15	Identification is almost complete and description are arranged with almost proper connection.
	10	Identification is not complete and description are arranged with misuse proper connection.
	5	Identification is not complete and description are not arranged with proper connection.
Grammar	20	Very few grammatical or agreement inaccuracies.
	15	Few grammatical or agreement inaccuracies.
	10	Numerous grammatical or agreement inaccuracies.
	5	Frequent grammatical or agreement inaccuracies.
Vocabulary	20	Effective choice of words and forms.
	15	Few misuse of vocabularies, word forms, but not change the meaning.
	10	Limited range confusing words, word forms.
	5	Very poor knowladge of words, word forms, and not understandable.
Mechanics	20	It uses correct spelling, punctuation and capitalization.
	15	It has occasional errors of spelling, punctuation and capitalization.
	10	It has frequent errors of spelling, punctuation and capitalization.
	5	It has dominated by errors of spelling, punctuation and capitalization.

Assessing writing ability in language teaching involves the use of grading scales, which are essential to provide clear criteria and descriptions of levels of performance. These scoring guides help evaluate student work, provide specific feedback, and allow students to track their own progress over time.

Validity test is an instrument's level of validity or validity is determined by its level of validity. In (Arikanto, 2018), Scarvia B. Anderson noted that a test is considered valid if it accurately measures the variable that it was designed to measure. The validity of the measurement is examined in this study using the application of a statistical technique known as the product moment.

$$r_{xy} = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N \Sigma x^2\}\{N \Sigma y^2 - (\Sigma y)^2\}}}$$

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And to conclude that reliability relates to the consistency of measurement by focusing on a test accuracy as a measuring tool. A reliability measure, according to Scarvia B. Anderson in (Arikunto 2018) is one that gives a reliable and consistent indication of the characteristic of study.

$$ri = \frac{2rxy}{1 + rxy}$$

RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

Table 3. The Sore of Pre-test and Post-test in Experimental Group

No	Student's Initial	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY
1	AM	75	85	5625	7225	6375
2	SMS	65	85	4225	7225	5525
3	FJMS	50	75	2500	5625	3750
4	ANP	60	75	3600	5625	4500
5	NK	70	80	2025	5625	3375
6	TPS	70	80	4900	6400	5600
7	KA	50	75	2500	5625	3750
8	MRAS	40	70	1600	4900	2800
9	NRA	60	80	3600	6400	4800
10	NAA	30	70	900	4900	2100
11	RI	55	75	3025	5625	4125
12	UA	30	75	900	5625	2250
13	RS	70	85	4900	7225	5950
14	IRS	70	80	4900	6400	5600
15	NA	65	80	4225	6400	5200
16	ANIPN	65	80	4225	6400	5200
17	S	80	90	6400	8100	7200
18	NS	60	85	3600	7225	5100
19	JS	50	85	2500	7225	4250
20	SA	75	85	5625	7225	6375
21	RMP	55	85	3025	7225	4675
22	KA	65	80	4225	6400	5200
23	SSA	65	75	4225	5625	4875
24	SA	75	85	5625	7225	6375
25	JN	55	75	3025	5625	4125

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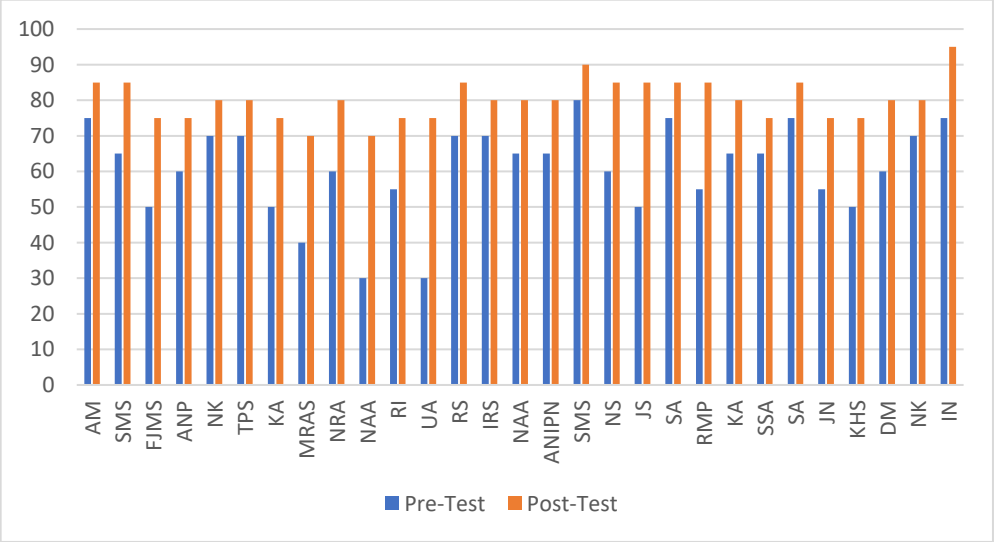
26	KHS	50	75	2500	5625	3750
27	DM	60	80	3600	6400	4800
28	NK	70	80	4900	6400	5600
29	IN	75	95	5625	9025	7125
N=29		$\sum x$ =1760	$\sum y$ =2325	$\sum X^2$ =111400	$\sum Y^2$ =187325	$\sum XY$ =142575

From the data above, it showed that the highest and the lowest score in the pre-test. Additionally, the data can be displayed in the chart below.

Figure 1. The score of pre-test and post-test in eksperimental group



From the data above, it showed that the highest and the lowest score in pre-test was:

1. There were two students who got 30 scores.
2. There was one student who got 40 score.
3. There were four students who got 50 scores.
4. There were three students who got 55 score.
5. There were four students who got 60 score.
6. There were five students who got 65 score.
7. There were five students who got 70 score.
8. There were four students who got 75 score.
9. There was one student who got 80 score.

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From the data above, it showed that the highest and lowest score in post-test was:

1. There were two students who got 70 score.
2. There were eight students who got 75 score.
3. There were nine students who got 80 score.
4. There were eight students who got 85 score.
5. There was one student who got a score of 90.
6. There was one student who got a score of 95.

From the data above, it showed that student's score in pre-test was lower than post-test in experimental class. The mean of student's score in pre-test was 60.6 and after giving the material by using PJBL model assisted with Canva application, the mean score was 80.1 in post-test, it increased 32.18%.

Table 4. The Sore of Pre-test and Post-test in Control Group

No	Student's Initial	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY
1	FSS	40	40	1600	1600	1600
2	RSN	45	50	2025	2500	2250
3	RF	40	50	2025	2500	2000
4	ABA	65	70	4225	4900	4550
5	SP	55	60	3025	3600	3300
6	S	50	60	3025	3600	2400
7	RA	50	65	4225	4225	2600
8	S	65	70	4225	4900	4550
9	GAN	50	55	3025	3025	2200
10	ST	60	75	3600	5625	4500
11	S	50	60	2500	3600	3000
12	ZMI	55	60	3025	3600	3300
13	SMA	75	80	5625	6400	6000
14	SAM	50	70	2500	4900	2800
15	A	55	70	3025	4900	2800
16	TSN	40	50	1600	2500	2000
17	SF	60	65	3600	4225	3900
18	FA	65	75	4225	5625	4875
19	YS	40	70	1600	4900	2800
20	GAN	55	65	3025	4225	3575
21	RMS	40	60	1600	3600	2400
22	AK	65	80	4225	6400	5200

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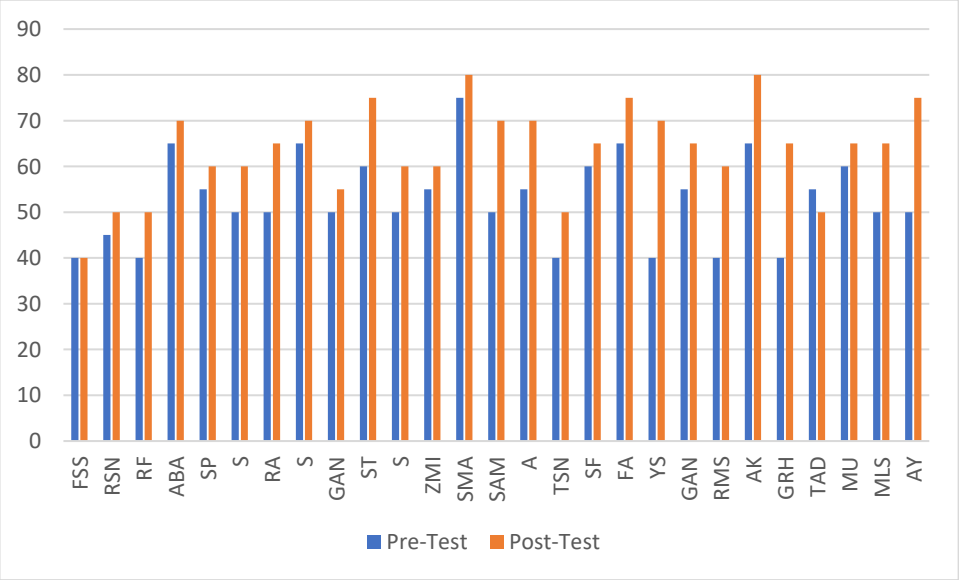
23	GRH	40	65	1600	4225	2600
24	TAD	55	50	3025	2500	2750
25	MU	60	65	3600	4225	3900
26	MLS	50	65	2500	4225	3250
27	AY	50	75	2500	5625	3750
N=27		$\sum x$ =1425	$\sum y$ =1720	$\sum X^2$ =77575	$\sum Y^2$ =112150	$\sum XY$ =92400

From the data above, it shown that the highest dan the lowest score in the pre-test, in addition, the data could be presented at the chart below.

Figure 3. The score of pre-test and post-test in control group



From the data above, it showed that the highest and the lowest score in pre-test was:

1. There were six students who got 40 scores.
2. There was one student who got 45 score.
3. There were seven students who got 50 scores.
4. There were five students who got 55 score.
5. There were three students who got 60 score.
6. There were four students who got 65 score.
7. There was one student who got a score of 75.

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From the data above, it showed that the highest and lowest score in post-test was:

1. There was one student who got 40 score.
2. There were four students who got 50 score.
3. There was one student who got a score of 55.
4. There were five students who got 60 score.
5. There were six students who got 65 score.
6. There were five students who got 70 score.
7. There were three students who got 75 score.
8. There were two students who got 80 score.

From the data above, it showed that student's score in pre-test was lower than post-test in the control class. The mean of student's score in pre-test was 52.7 and after giving the material by using conventional learning the mean score of student's score in post-test was 63.7. It increased 20.8%.

CONCLUSION

This research uses quantitative methods with random sampling techniques to determine the sample, namely class X students of SMA Negeri 1 Air Batu in 2024/2025 academic year. The data in this study was collected in three stages, namely pre-test, treatment and post-test. The instrument used is a writing test, which is designed to measure the extent to which students understand descriptive texts. PJBL Model assisted with Canva Application was helping students to practice the students' writing skills in descriptive text, one of the reasons was because this learning model revealed the students to acquire new information before doing the project, so the students became more active in learning.

Based on the data analysis presented in the previous chapter, the results show that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. This proves that the application of the PJBL Model has a significant effect on increasing students' writing abilities in descriptive texts. Thus, students' background knowledge becomes an important factor in supporting the development of their writing skills.

Furthermore, by using PJBL Model the students become interested and have different environments which increase the students' motivation in learning English, especially in writing descriptive text. As a result, the students were given attention to the learning process and got a better result.

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