

## **THE EFFECT OF PjBL (Project Based Learning) STRATEGY ON STUDENTS WRITING ABILITY IN RECOUNT TEXT BASED ON LEARNING PRODUCT**

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### **Abstract**

The research was conducted at SMA Negeri 1 Meranti, which located on Perk. Sei Balai, Kec. Meranti, Kabupaten Asahan, North Sumatera. The research choose SMA Negeri 1 Meranti. Data collection was be carries out on the population of class XII-IPA students in January to February 2025, in the 2024/2025 Academic Year. The subject of this research are class XII-MIPA 1 and XII- MIPA 2 students of SMA Negeri 1 Meranti. Subject selection is based on the stratified random sampling technique. Each subject are divided into 2 groups, namely, experiment and control class. There are 36 students in each class. In the experience class there were 20 students who were female and 16 students who were male, while in the control class there were 26 students who were female and 10 students who were male. 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) strategy on students writing ability in recount text based learning product. Based on the results of data analysis and discussion in the previous chapter, it shows that the mean post-test score was 70.86, which means there was an increase of 29,8% after implementing the Project Based Learning (PjBL) Model in the experimental class compared to the pre-test mean of 54,58. So. (*Ha*) is accepted and (*Ho*) is rejected, a result, students pay more attention to the learning process and obtain better result. This shows that there is a significant effect before and after using the Project Based Learning (PjBL) strategy on students writing ability in recount text based learning product in class XII SMA Negeri 1 Meranti for 2024/2025 Academic Year.

**Keywords:** Project Based Learning (PjBL) Strategy, Writing Ability

### **INTRODUCTION**

Language is a very important communication tool for every human being in the world. So 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. English language instruction covers four main skills reading, writing, speaking, and listening (Manurung et al., 2024). 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 some aspects of life, especially education, trade, business, etc.

The fact also says that England is the country with the most colonies in the world. Therefore, English is very familiar and more widely used in various countries, especially British colonies. That's why English spreads faster to various parts of the world. The latest developments related to the identity of the working language in ASEAN countries are conditioned that the use of English is used as a lingua franca. Lingua franca is a language used to communicate between people who come from different language backgrounds. Lingua Franca is a language of instruction or a language of association so that each party with different languages understands what is being conveyed. The role of higher education, especially in English language education, is very important and is needed by the community to communicate actively in English, both written and oral in official communication and to communicate with others regionally and internationally regarding the needs of their lives (Shobikah, 2017).

In Indonesia, the primary language or mother tongue that's used is generally territorial dialects. In the mean time, the second dialect talked is Indonesian. In any case, together with the improvement of the globalization period, the moment dialect that's obtained isn't as it were Indonesian but too English. Subsequently, as the times create, we must be required to urge to know outside dialects or English more so that understudies can have the capacity to talk English as a source of get to to information, for illustration, English is utilized as the dialect of instruction, specifically in electronic media such as computers, tablets, scratch pad, Ipad or interface on the Web in arrange to have the capacity to communicate utilizing English to have the opportunity to communicate and set up participation with other nations.

Many students in Indonesia do not master in English language, especially in writing skills some students do not like writing lessons because they think writing is complicated because the learning method is monotonous. Writing skill in learning English have various forms, one of which is writing text. There are various types of functional text in English, namely descriptive, explanation, procedure, report, narrative, recount, exposition, news item text, etc. This shows how basic this writing skill is, because writing starts with a structure adapted to the individual's setting, then it is converted into sentences and then paragraphs. One example of the many types of written text that is opened is recount text. Many students experience difficulties in writing, especially in writing recount text.

A recount text is a social style text that retells events with the intention of informing or amusing others. (Hyland, 2003) According to the definition, a recount text is one that describes past occurrences or things. After learning the recount text, students are expected to extract information from it, as well as identify essential themes and elements of the text. This problem was also found at SMA Negeri 1 Meranti, based on the Integrated School Field Introduction Program (PLPT) at SMA Negeri 1 Meranti, based on the results of observation and interviews with English teacher at the school it was observed that many students had difficulty in

writing recount text the researcher's observation shows that grade XII students have difficulty understanding English materials, especially recount text. According to Mr. Fadli, their English teacher, this is due to the lack of effective learning strategy. This can be seen from the results of the students' daily test assessments in 2024 the test scores that are below the Minimum Completeness Criteria (KKM) the percentage of completion is only 60% of the average value of 85 . The test results for writing recount text tend to get low marks in because students find it difficult to understand the generic structure of the text. For example, the general structure of the recount text, how to write recount text and some student who do not understand the component in writing recount text, how to using past tense, for example: went, woke up, ate, etc. The statement shows that not all students can understand of writing recount text, making it difficult for them to do the assignments given by the English teacher and the use of learning model in schools is not optimal in helping students understand how to write recount texts. Therefore, this research wants to provide a solution to overcome this problem by PjBL learning model, especially implementing the PjBL Strategy on students writing ability in Recount Text Based on Learning Product. This model theoretically has the opportunity to improve students' abilities in recount text.

## **METHOD**

The research design used in this research is quantitative research with a correlation approach. According to Arikunto (2000) in Indra Sakti, correlation research is shown to determine The association between two or more factors. This study used a research design known as quasi-experimental research. According to (Prawirodirjo, 2014), Although Quasi Experimental Design includes a control group, it is unable to fully control extraneous variables that influence experiment implementation. In this experimental study, there was treatment. It was divided into two groups: pre-test and post-test. This research investigation had two variables: the independent variable (represented by "X"), which was use PjBL Strategy, and the dependent variable (represented by "Y"), which was the students' difficulties with writing. There are several steps taken by researchers to get the results in this research, namely:

1. In the first learning process, the researcher was ask a question about the material that was be implemented to collect and analyze the level of difficulties in students' writing (Pre-Test), then after obtaining this information, the researcher was introduce the teaching materials that was be taught to students as a trigger using PPT media/illustrations about the material that was be taught, then if it is felt that students understand the teaching material they was study, the next step is to provide a varied learning method in the form regarding recount text material on the topic of learning product as treatment in the hope that students can understand further.
2. After the treatment the researcher provides an explanation regarding the recount text material, make sure students listen and pay attention to the explanation carefully. Research give example of learning product from there, planning the projects and determine project activity schedules. The students actively discuss

determining project plans and schedules with classmates.

3. After the treatment is carried out, the final step is the student do a (Post-test). Student complete post-test question. This is part of a predetermined project plan. The product of implementing PjBL in students writing that student answer sheets are design in journal form.

**Table 3.3 Research Design**

Classes	Type	Treatment	Type
XII-IPA 1 (Experimental Class)	Pre Test	X	Post Test
XII-IPA 2 (Control Class)	Pre Test	Y	Post Test

1) Pre-Test

Students' writing proficiency was assessed with a pre-test administered prior to the Experiment. Groups have received an initial test, and following the test, their assignments was be evaluated. Preliminary data were test results that are preliminary.

2) Treatment

A pre-test was given before the Experiment was conducted. For this study, two Experimental classes were run. While the Control group receive instruction with Conventional Model, the Experimental group implemented the Project Based Learning (PjBL) Model with the aid of animated videos and picture series media.

3) Post-Test

A post-test was given to assess the pupils' writing abilities after the intervention. The data for the analyzed test results was then extracted. The post-test and test was be identical.

4) Scoring

Once the post-test was give, each response was assessed and given a score.

According to Brown (2004:243) there are five components to asses composing, specifically; substance, organization, lexicon, linguistic use, and technician. This appraisal is utilized by the author to survey the capacity of understudies in composing describe content.

**Table 3.4 The Analytical Score Rubric of Writing Recount**

No.	Categories	Scores	Criteria
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1.	Content	30-27	Excellent to very good: Comprehensive and in-depth understanding of the subject, showing thorough development of a thesis that is relevant to the assigned topic
		26-22	Good to average: Some subject knowledge with a sufficient scope, thesis development that is mainly relevant to the issue but lacks in detail.
		21-17	Fair to poor: The issue is poorly understood, lacks substance, and has not been developed sufficiently.
		16-13	Very poor: Fails to demonstrate any understanding of the subject, non-substantive, and irrelevant.
2.	Organization	20-18	Excellent to very good: Fluent expression with well stated and supported concepts, concise, well-organized, logical sequencing, and coherence.
		17-14	Good to average: Somewhat disorganized with loose organization, but the major ideas are clear. Limited support, with logical but inadequate sequencing.
		13-10	Fair to poor: Lacks coherence, with ideas that are unclear or unconnected, and fails to exhibit logical sequencing and development.
		9-7	Very poor: Ineffective communication and disorganization.
3.	Vocabulary	20-10	Excellent to very good: Shows a sophisticated range with good choice and utilization of words and idioms, demonstrating command of vocabulary and appropriate tone.
		17-14	Good to average: Adequate range, with occasional faults in word or phrase forms, choices, and usage, but the content is not hidden.
		13-10	Fair to poor: a limited set of abilities with frequent errors in word or phrase forms, choices, and usage,

		9-7	resulting in ambiguous or obfuscated meaning. Very poor: mainly dependent on translation, displaying poor mastery of English vocabulary, idioms, and word structures.
4.	Grammar	25-22	Excellent to very good: demonstrates effective and complicated constructions with few errors in agreement, tense, number, word order, function, articles, pronouns, and prepositions.
		21-18	Good to average: has effective yet basic structures, with minimal faults in complex forms; there are various errors in agreement, tense, number, word order, function, articles, pronouns, and prepositions, but the meaning is rarely obfuscated.
		17-11	Fair to poor: Significant flaws exist in both basic and complicated compositions; there are regular errors in negation, agreement, tense, number, word order, function, articles, pronouns, and prepositions, as well as fragments and deletions, resulting in unclear or obscured meaning.
		10-5	Very poor: demonstrates practically no understanding of sentence construction norms, overwhelmed by errors, and unable to properly communicate.
5.	Mechanics	5	Excellent to very good: exhibits a thorough understanding of norms, with few errors in spelling, grammar, capitalization, and paragraphing.
		4	Good to average: there are occasional spelling, punctuation, capitalization, and paragraphing errors, but the message remains clear.
		3	Fair to poor: spelling, punctuation, and paragraphing problems are common, as is bad handwriting and ambiguous meaning.

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Very poor: there is a lack of convention mastery: spelling, grammar, capitalization, and other errors are prevalent.

Sources: Jacobs et al in Hughes (Abbas, 2015)

## RESULTS AND DISCUSSION

This Table below showed the students score in pre- test and post- test in experimental class and pre-test and post-test in control class.

**Table 4.10. The Students Writing Skill Score Pre-test and Post-test in Experimental Class**

No.	Initial students	Pre test experimental	Post test experimental
1.	ASH	54	77
2.	AS	60	80
3.	AM	49	54
4.	BG	53	74
5.	CCIS	64	75
6.	CL	52	62
7.	DA	33	59
8.	DALS	67	70
9.	DZ	65	70
10.	DSK	66	85
11.	ET	69	90
12.	EN	52	65
13.	ELT	59	65
14.	FH	64	70
15.	FWS	52	64
16.	FJS	69	90
17.	GIS	60	74
18.	GJP	43	59
19.	GAB	51	75
20.	IAH	43	62
21.	IV	52	64
22.	IA	66	80
23.	JA	49	59
24.	LS	59	85
25.	MA	66	80
26.	MG	50	77
27.	MA	40	60
28.	MRA	59	77
29.	NH	45	69
30.	ND	45	69

31.	RA	65	85
32.	RFA	50	69
33.	ST	45	69
34.	RAAZ	62	75
35.	TNS	38	60
36	YDS	49	53

**Table 4.11. Descriptive Statistics Students Writing Skill Score in Experimental Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	33	69	54.58	9.566
Posttest	36	53	90	70.86	9.804
Valid N (listwise)	36				

Based on the Table 4.11 over appeared the amount respondents (N) within the test lesson as numerous as 36 respondents. From these 36 respondents, it was it can be seen that the least esteem for pre-test is 33 and 53 for the least score for post-test. The most extreme esteem in pre-test is 69 an for post-test is 90. The cruel of students' score in pre-test was 54,58 an after giving treatment by utilizing Extend Based Learning (PjBL) technique, it was expanded 29,8% until the score cruel was being 70,86 in post-test. The post-test scores are higher than the pre-test esteem or  $54,58 < 70,86$ , showing that utilizing Venture Based Learning (PjBL) methodology incorporates a critical impact on composing ability of Lesson XII-MIPA 1 and XII-MIPA 2 Understudies SMA Negeri 1 Meranti.

**Table 4.12 The Students Writing Skill Score Pre-test and Post-test in Control Class**

No.	Initial students	Pre- test control	Post- test control
1.	A	50	54
2.	APB	42	55
3.	ABL	56	78
4.	BHD	56	72
5.	CES	67	78
6.	CPS	64	74
7.	DS	67	65
8.	DAS	50	75
9.	FH	62	72
10.	FS	40	80
11.	FSS	65	70
12.	FB	50	72



13.	FAUG	40	57
14.	GUR	34	78
15.	HA	42	68
16.	IF	62	60
17.	ISR	47	54
18.	IF	52	55
19.	MS	42	74
20.	NA	45	65
21.	MT	38	68
22.	MR	50	60
23.	RMDS	54	57
24.	SZ	47	53
25.	NN	33	65
26.	LPS	52	68
27.	SA	60	65
28.	SS	45	50
29.	SLR	58	62
30.	SK	54	75
31.	SA	60	62
32.	SNW	60	70
33.	SAK	40	74
34.	SHI	38	72
35.	WS	54	55
36.	WA	64	78

**Table 4.13. Descriptive Statistics Students Writing Skill Score in Control Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	33.00	67.00	51.1111	9.74468
Posttest	36	50.00	80.00	66.3889	8.70887
Valid N (listwise)	36				

After getting recount statistics on the students writing skill values in the control class, then a comparison of the pre-test scores and post-test scores in the control class was carried out in graphic form as shown in the following figure. From table 4.13 above, it can be seen that the number of respondents (N) in the control class is 36 respondents, of these 36 respondents can be seen that the minimum value for control class pre-test was 33 and 50 for the minimum score on the post-test. The maximum score in pre-test is 67 and for post-test is 80. The mean pre-test score in the Control Class was 51.11 while the mean post-test score was 66.38 or 51.11 < 66.38. From the mean pre-test and post-test scores, there was an increase of 23%.

This shows that students' scores increased between the pre-test and post-test, although not significantly.

In any case, when the test lesson and control course were compared, there was a critical distinction within the post-test normal scores. Within the test course the cruel post-test score was 70.86 and the control lesson gotten a post-test score of 66.38, so that an increment of 29,8% may be gotten from the two post scores between the test lesson and control course.

## **CONCLUSION**

This inquire about was conducted utilizing an test plan which points to discover out whether there's a critical impact between the utilized of the Venture Based Learning (PjBL) methodology on understudies composing capacity in relate content based learning item. Based on the comes about of information analysis and dialog within the past chapter, it appears that the cruel post-test score was 70.86, which suggests there was an increment of 29,8ter executing the Venture Based Learning (PjBL) methodology within the test lesson compared to the pre-test cruel of 54,58. So.  $H_a$  is acknowledged and  $H_o$  is rejected. This appears that there's a noteworthy impact some time recently and after using the Project Based Learning (PjBL) strategy on students writing ability in recount text based learning product in class XII SMA Negeri 1 Meranti for 2024/2025 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) strategy was able to improve students writing skill during the learning process. Furthermore, by using a Project Based Learning (PjBL) strategy, students become more interested in learning so that this can increase students' motivation in learning English in class, especially in writing ability in recount text based learning product. As a result, students pay more attention to the learning process and obtain better results.

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