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# THE EFFECT OF PROJECT BASED LEARNING MODEL (PJBL) IN STUDENTS' ABILITY IN WRITING RECOUNT TEXT

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**Abstract**

The aim of this research is to assess whether the project-based learning model has an impact on ability of students to write recount texts in grade X at SMK N 1 Sei Kepayang Pusat Keunggulan in 2024/2025 academic year. This research employs quasi experimental design, which includes two groups: a control group and an experimental group. The population consists of all grade X students, divided into five classes. The sample for this research includes two classes (X RPL and X TSM 1), selected through simple random sampling. X RPL serves as the experimental group, that is taught using project-based learning model, while X TSM 1 is the control group, taught using conventional model. After completing the learning process, a post-test is administered, revealing an average score of 84.34 for the experimental group and 77.17 for the control group. The t-test result shows T = 3.19, which is greater than the critical value of T-table = 2.02, thus confirming that Ha is accepted. Consequently, it is concluded that the project-based learning model has a significant effect on students' ability to write recount texts in grade X at SMK N 1 Sei Kepayang Pusat Keunggulan.

***Key words:*** *Project Based Leaning Model, Recount Text, Effect.*

## INTRODUCTION

English is considered one of the global languages. According to Siahaan (2008:214), English consists of four essential skills: listening, speaking, reading, and writing. For students to succeed in learning English, they must master all four skills. To help students enhance their English proficiency, teachers must be creative in developing new techniques, methods, models, and media. By improving their English skills, students are expected to find it easier to benefit from learning English. Additionally, English is a main subject in secondary schools, and Students are expected to possess a strong proficiency in English (Beno et al., 2022).

The research focuses on writing ability. Writing is the most difficult task and complex language skill that almost all students, at every level, must learn in process of the teaching and learning English (Ade Fitria et al., 2022). Sari et al (2014:213) in (Harefa et al., 2024) mentioned that writing is not just simple to put ideas in grammatical correctly. Instead, writing is critical thinking that needs to be modified

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for use in many fields and genres. Furthermore, due to its challenges, students must consistently engage in practice to improve (Hakim & Syafrizal, 2024). Teaching writing to students can enhance language learning, as it encourages them to begin by organizing their thoughts into written form. The aim of teaching writing is to help students enhance their writing abilities in order to express their ideas clearly.

A Recount text describes some events that happened in the past. Before being written, the story can be formed based on an action or activity. The goal of this text is to inform the reader about an event or to offer entertainment. There are three primary ways to organize a text that recounts past events. (Ariwibowo et al., 2023). By learning recount text, Students are expected to demonstrate the ability to write short stories based on a past experience, demonstrating correct grammar and the proper structure of a recount text.

However, according to Pengenalan Lingkungan Persekolahan (PLP) Activity the research has found some problems. The students of SMK N 1 Sei Kepayang do not like writing activity because they were lack of vocabularies and sometimes, they confused by the grammar they should use, such as they still confused using simple past tense. Besides that, there are some internal and external factors, Such as low motivation, use of less attractive models or methods. These issues are important to resolve to help students develop a deeper understanding of writing.

To solve the problems above, the learning model can be applied. One of the learning models that can be applied to teach writing recount text is by using this learning model. PjBL is a learning model that focuses on students, aimed at encouraging greater independence in them. This model offers students the chance to organize learning activities independently within project work. Project-based learning enables students to plan their activities, work together on projects, and create tangible outcomes (Ida Ayu Made Sri Widiastuti, 2023) . Project-based learning is an effective and appropriate approach to teach writing to EFL students (Firdaus, 2023) in (Jelita Purnamasari, 2024)

Based on the elaboration above, this research is inspired to conduct research entitled "The Effect of Project Based Learning Model (PjBL) on Students' Ability in Writing Recount Text at Grade X of SMK N 1 Sei Kepayang Pusat Keunggulan in 2024/2025 Academic Year".

## METHOD

This research applied quantitative research. (Kasiram, 2008: 149) in (Arifin, 2018). (Creswell, 2012) in (Suryadi & Taufik, 2023) The quantitative method is a research approach that involves statistical analysis of data, usually in numerical form.

And the specific research method is experimental quantitative method. Sugiyono (2013:6) said that the experimental method is a research approach employed to assess the impact of a particular treatment on another under controlled conditions. By utilizing an experimental quantitative design, this research seeks to explore the relationship by applying the project-based learning model, the

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relationship between the independent and dependent variables is established to enhance students' ability in composing recount texts. In this research, the independent variable is project based learning model, while students' ability to write recount texts is dependent variable. (Ummah, 2019).

In experimental quantitative research, the process involves a pre-test, treatment and a post-test were conducted. The samples were divided into two groups; they are the experimental group and control group. The experimental group was given instruction using the Project-Based Learning model, while the control group is taught using a conventional model. The effect of the model was assessed by analysing the significant differences in students' performance before and after being taught with the project-based learning model.

**Table 1 Two Groups Pre-test Post-test**

| Group | Pre-test | Experiment | Post-test |
|---|---|---|---|
| Experimental class | ✓ | X | ✓ |
| Control class | ✓ | Y | ✓ |

**Note:**

X : Using Project Based Learning Model (PjBL)

Y : Using Conventional Model

The research was collected the data by using the following procedures :

a. The research asks permission from the institute.

b. The research makes observation.

c. The research makes research instrument.

d. The research collects the data for knowing population at X grade of SMK N 1 Sei Kepayang.

e. The research chooses X RPL class by random sampling technique for using PJBL Model and X TSM 1 class for using conventional model.

f. The research is administered two class a pre-test.

g. The research is applied PJBL Model to the treatment in experimental class.

h. The research gives two class a post-test the students.

i. Students answer the test.

j. Scoring the test.

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## RESULTS AND DISCUSSION

The students' assessment results are displayed in the following list of scores.

**Table 2. Findings from of Pre Test and Post Test in Control Group**

| No | Students' Initial | Pre-test (X) | Post-test (Y) | $X^2$ | $Y^2$ | X.Y |
|---|---|---|---|---|---|---|
| **1** | AA | 50 | 70 | 2500 | 4900 | 3500 |
| **2** | AP | 65 | 80 | 4225 | 6400 | 5200 |
| **3** | AD | 60 | 75 | 3600 | 5625 | 4500 |
| **4** | AL | 55 | 70 | 3025 | 4900 | 3850 |
| **5** | AZ | 60 | 80 | 3600 | 6400 | 4800 |
| **6** | B | 60 | 75 | 3600 | 5625 | 4500 |
| **7** | DS | 65 | 80 | 4225 | 6400 | 5200 |
| **8** | FS | 70 | 85 | 4900 | 7225 | 5950 |
| **9** | I | 65 | 70 | 4225 | 4900 | 4550 |
| **10** | JY | 60 | 80 | 3600 | 6400 | 4800 |
| **11** | MF | 65 | 85 | 4225 | 7225 | 5525 |
| **12** | MRP | 55 | 70 | 3025 | 4900 | 3850 |
| **13** | MS | 70 | 80 | 4900 | 6400 | 5600 |
| **14** | MPH | 65 | 85 | 4225 | 7225 | 5525 |
| **15** | MRS | 50 | 70 | 2500 | 4900 | 3500 |
| **16** | MRT | 65 | 80 | 4225 | 6400 | 5200 |
| **17** | MS | 65 | 70 | 4225 | 4900 | 4550 |
| **18** | RA | 65 | 85 | 4225 | 7225 | 5525 |
| **19** | RAS | 65 | 80 | 4225 | 6400 | 5200 |
| **20** | RW | 55 | 75 | 3025 | 5625 | 4125 |
| **21** | R | 60 | 70 | 3600 | 4900 | 4200 |
| **22** | S | 55 | 75 | 3025 | 5625 | 4125 |
| **23** | SDA | 65 | 85 | 4225 | 7225 | 5525 |
| | **Total** | $\sum X$=1410 | $\sum Y$= 1775 | $\sum X^2$ = 87150 | $\sum^Y$ = 137725 | $\sum X.Y$ = 109300 |

The data above shows both the highest and lowest results in the pre-test. Furthermore, this information can be displayed in the chart below.

**Figure 1. The scores of pre-tests in control group**

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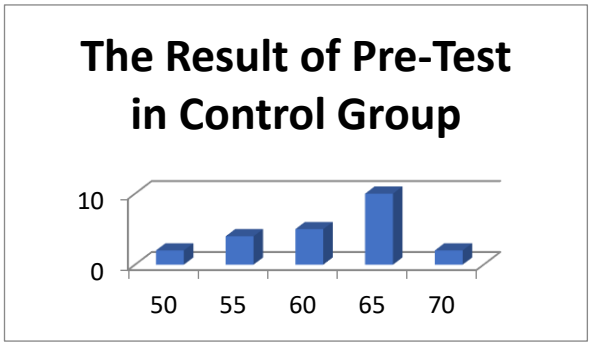
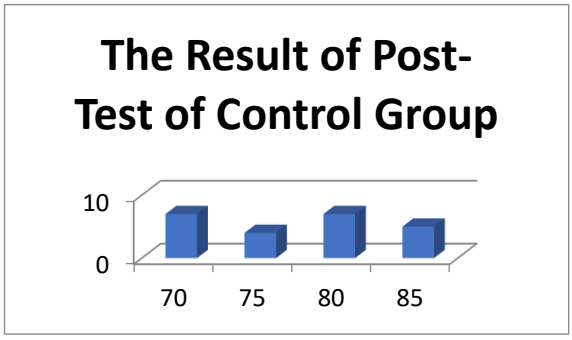



The data from the figure above shows that many students received low scores in each of the indicators presented. Specifically, two students scored 50, four students scored 55, five students scored 60, ten students scored 65, and two students scored 70. This illustrates a distribution of scores that is generally low, indicating a need for improvement or enhancement in students' performance on these indicators.

The data above shows both the highest and lowest scores in the pre-test. Furthermore, this data can be represented in the chart below.

**Figure 2. The result of post-test in control group**




From the figure above, the data indicated that many students it could be illustrated the lower score in each indicator. The students' result in mid-point 70 were seven students, in-point 75 were four students, in mid-point 80 seven students, in mid-point 85 were five students.

The data indicates that students' pre-test scores were lower than their post-test scores, with an average pre-test score of 61.30, and after receiving instruction using the Conventional Model, the score increased by 25.8%, with the average score rising to 77.17 in the post-test.

**Table 3. The Result of Pre-Test and Post-Test in Experimental Group**

| No | Students' Initial | Pre-test (X) | Post-test (Y) | $X^2$ | $Y^2$ | X.Y |
|---|---|---|---|---|---|---|

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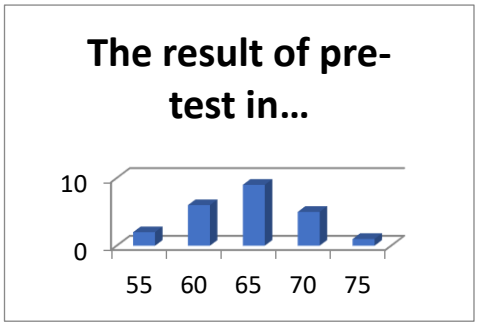
| | | | | | | |
|---|---|---|---|---|---|---|
| **1** | AVES | 60 | 80 | 3600 | 6400 | 4800 |
| **2** | AS | 60 | 85 | 3600 | 7225 | 5100 |
| **3** | DS | 55 | 75 | 3025 | 5625 | 4125 |
| **4** | DA | 65 | 90 | 4225 | 8100 | 5850 |
| **5** | HN | 55 | 75 | 3025 | 5625 | 4125 |
| **6** | IK | 70 | 90 | 4900 | 8100 | 6300 |
| **7** | IA | 70 | 95 | 4900 | 9025 | 6650 |
| **8** | IL | 65 | 80 | 4225 | 6400 | 5200 |
| **9** | KT | 65 | 75 | 4225 | 5625 | 4875 |
| **10** | KA | 60 | 85 | 3600 | 7225 | 5100 |
| **11** | KK | 65 | 85 | 4225 | 7225 | 5525 |
| **12** | LC | 60 | 75 | 3600 | 5625 | 4500 |
| **13** | MP | 65 | 90 | 4225 | 8100 | 5850 |
| **14** | MA | 70 | 95 | 4900 | 9025 | 6650 |
| **15** | NS | 65 | 85 | 4225 | 7225 | 5525 |
| **16** | NSS | 70 | 90 | 4900 | 8100 | 6300 |
| **17** | RK | 70 | 95 | 4900 | 9025 | 6650 |
| **18** | S | 60 | 75 | 3600 | 5625 | 4500 |
| **19** | SNM | 65 | 80 | 4225 | 6400 | 5200 |
| **20** | SR | 75 | 95 | 5625 | 9025 | 7125 |
| **21** | SS | 65 | 85 | 4225 | 7225 | 5525 |
| **22** | UM | 60 | 75 | 3600 | 5625 | 4500 |
| **23** | YH | 65 | 85 | 4225 | 7225 | 5525 |
| | **Total** | $\sum X=$ 1480 | $\sum Y=$ 1940 | $\sum X^2=$ 95800 | $\sum Y^2=$ 164800 | $\sum X.Y=$ 125500 |

Based on the data presented above, it is evident that the highest and lowest scores in the pre-test were:

**Figure 3. The Result of Pre-Test in Experimental Group**




The data from the figure above indicates that many students had relatively low scores across each indicator. Specifically, two students scored 55, six students had scored 60, nine students got 65, five student got 70, and one student got 75. This pattern reflects a distribution where most students scored within the lower to mid-range, highlighting a potential area for improvement in their performance.

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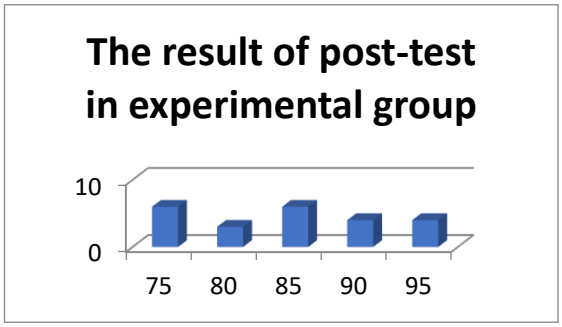
**Figure 4. The Result of Pre-Test in Experimental Group**




The information in the figure above reveals that a substantial number of students had lower scores in each indicator. Specifically, Six students scored 75, three students scored 80, six students scored 85, four students scored 90, and four students scored 95.

The data shows that students' scores in the pre-test were lower compared to the post-test. The average score in the pre-test was 64.34. After applying this Learning Model, the scores improved by 31.08%, with the average score increasing to 84.34 in the post-test. The minimum competency standard for learning at SMK N 1 Sei Kepayang is 75.

## CONCLUSION

From the data analysis results presented earlier, the researcher determined that the project-based learning (PjBL) model is effective for teaching the writing of recount texts. The implementation of the PjBL model showed positive outcomes in this regard, teachers can create an engaging teaching and learning environment in the classroom, as students become actively involved in the process and remain engaged without getting bored.

The average post-test score of the experimental group students are 83.43, which is higher score than the control group of 77.17. This indicates that teaching recount text using project-based learning model (PjBL) is more effective than using a non-project-based learning model. The t-test calculation shows a value of 3.19, while the t-table value at the 5% level is 2.02. Since the t-test value exceeds the t-table value. (3.19 > 2.02), The null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. Therefore, this indicates that the project-based learning model (PjBL) has a significant influence on students' ability in writing recount texts.

Based on the data analysis, it has some benefits:

1. The Project-Based Learning model makes it easier for students to understand Recount texts.

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2. Students become more capable of writing recount texts and can easily understand writing related to the text
3. By using this learning model (PjBL), students become more active in improving their writing ability.

## THANK-YOU NOTE

Firstly, let us praise and deepest gratitude to Allah SWT for His blessings, opportunities, good health, and mercy which have allowed me to complete this skripsi. And then Sholawat and salam are always sent to our Prophet Muhammad SAW, may peace and blessings be upon him. Throughout the process of writing this skripsi, I have received motivation, advice, support, and valuable feedback from many people. On this occasion, I wish to present my sincere thanks and appreciation to my advisor, Lis Supiatman, for her guidance, assistance, time, and support in helping me complete my thesis. I would also like to convey my gratitude to everyone around me who has imparted valuable life lessons.

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