

**THE EFFECT OF PROJECT BASED LEARNING (PjBL) MODEL ON
THE STUDENTS' ABILITY IN WRITING APPLICATION LETTER**

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Abstract

This study examines the impact of the project-based learning model on the ability of grade XII students to write application letters. Utilizing a quantitative research approach, it employs a Quasi-Experimental method. The research population consists of 115 grade XII students at SMK Negeri 1 Sei Kepayang, from which 40 students were randomly selected. Among them, 21 were assigned to the experimental group, while 19 formed the control group. Data collection was carried out through tests, including pre-tests and post-tests, where students were tasked with writing application letters. The analysis involved validating the test instruments, assessing their reliability, and conducting a t-test to compare the results. The findings revealed a significant improvement in the writing skills of students taught using the project-based learning model compared to those who received conventional instruction. The t-test results indicated that the t-count value was 5.54, surpassing the t-table value of 2.03 at a degree of freedom (df) of 38. Based on hypothesis testing criteria, where $t\text{-count} > t\text{-table}$, the null hypothesis (H_0) was rejected, confirming the acceptance of the alternative hypothesis (H_a). These results demonstrate that the project-based learning model has a substantial positive effect on students' ability to write application letters compared to traditional teaching methods. This research highlights the effectiveness of project-based learning in enhancing students' writing skills, particularly for grade XII students at SMK Negeri 1 Sei Kepayang during the 2024/2025 academic year.

Key word: *Project Based Learning, Writing Application Letter, Effect.*

INTRODUCTION

(Radita, Muttaqqin, & Irawan, 2024) in (Karlina & Kusnarti, 2024) in Indonesia, English is considered an essential subject at every level of education. (Gkomptzia, 2024) in the modern era, English has become a fundamental tool in almost every profession for communication. The language includes four primary skills: listening, speaking, reading, and writing. Among these, writing is one of the most common and effective ways to express ideas. Writing allows individuals to clearly communicate their thoughts, ideas, and emotions.

As stated by Saleh Abbas, as referenced in Agustin (2020), writing skills encompass the ability to express ideas, opinions, and emotions through written language. The clarity of these expressions relies on the accurate use of language,

vocabulary, grammar, and spelling. According to (Zum'arini Juni Solechah, 2017) in (Anggreani, 2022) writing involves discovering and organizing ideas, transferring them onto paper, and then revising and refining them. This process emphasizes that writing takes time and cannot be completed in one go. According to (Suryanto & Sari, 2021) in (Terenovix et al., 2023) by participating in writing tasks, students enhance their ability to effectively communicate ideas in writing. Through these activities, students can demonstrate their ability to:

1. Generate relevant and meaningful content,
2. Organize their thoughts logically,
3. Use precise terminology and a varied vocabulary,
4. Follow grammar and sentence structure rules, and
5. Apply correct mechanics, including the proper layout and formatting of the text.

According to Markel (2007) in (Khadafi & Gumelar, 2024) stated it serves as an important first step in the job search process. According to (Suherli, Suryaman, Septiadi, & Istiqomah, 2018) in (Sholikah et al., 2022) an application letter is a form of self-promotion or self-offer addressed to a company or institution. It is written and sent by someone seeking employment at a specific office, company, or agency. According to (Aprlyiana et al., 2023) application letters are classified as formal or official correspondence, which means certain rules must be followed when drafting them.

Students at SMK N 1 Sei Kepayang face several challenges, including a limited vocabulary, which makes it difficult for them to use proper grammar. They also struggle with understanding writing structures and managing their time effectively, often delaying assignments until the last minute, resulting in suboptimal writing quality. Additionally, students show low engagement in lessons. To address these challenges, teachers need to be creative in selecting teaching strategies. Many educators utilize learning models designed to help students quickly absorb and comprehend the material. One popular model is Project-Based Learning, which is widely used to enhance student understanding and engagement.

Given the issues mentioned, Project-Based Learning (PjBL) can be particularly effective. According to (Subandi et al., 2020) in (Nuraeni et al., 2022) this approach aims to create an enjoyable classroom environment while also offering students opportunities to enhance their English language skills. It offers active learning opportunities as students engage in questioning, investigation, explanation, and collaboration with peers. Ultimately, students are tasked with creating a product based on their investigation and presenting their findings (Rasyid & Yumi, 2021).

METHOD

According to (Creswell, 2012) in (Alek, 2020) stated the quantitative method involves gathering and analysing data in numerical form to address specific research questions. Since this research investigates the impact of the Project-Based

Learning Model on students' ability to write application letter, a quasi-experimental design was applied, utilizing both control and experimental group designs. Quasi-experimental research is a quantitative approach used to examine causal relationships by comparing outcomes between an experimental group and a control group. This design incorporates methods such as pretest-post-test designs, interrupted time-series designs, and non-equivalent control group designs. These strategies help evaluate the impact of an independent variable on a dependent variable while considering potential differences between groups. To take the sample of this research used one of sampling technique, it is simple random sampling. The sample for this research consisted of students from XII RPL 1 and XII TSM 1. XII RPL 1 served as the experimental class, while XII TSM 1 functioned as the control class. The research design employed in this study is

Table 1 Two Group Pre-Test and Post-Test

Group	Pre-test	Experiment	Post-test
Experimental Class	•	X	•
Control class	•	Y	•

Note : X : Using PJBL Model
Y : Using Conventional Method

According to Sugiono in (Jamilah, 2024), analysis is employed to explore relationships and concepts within the data, enabling the development and evaluation of hypotheses. The data collection was carried out in line with the use of the research instruments as the follows :

- **Test**

Tests are typically designed to assess various aspects of human behavior, including cognitive (knowledge), affective (attitudes), and psychomotor (skills) domains. According to Arikunto 2016 in (Sarmadi et al., 2022) states a test, therefore, consists of questions aimed at measuring an individual's or a group's skills, knowledge, intelligence, achievements, attitudes, or other abilities. This is consistent with Brown's view that a test is designed to assess an individual's skills or knowledge.

- **Pre-test**

The pre-test was administered to assess the mean scores of both the experimental and control groups. Before implementing the project-based learning model, both groups completed a writing test focused on application letters. The researcher followed several steps, including:

- Distributing the test to students
- Providing instructions on how to complete the test
- Allocating time for completion
- Allowing students to complete the test individually
- Collecting the answer sheets
- Scoring the tests to calculate the mean scores.

- **Treatment**

The research involved providing treatment to the experimental class by teaching students how to write an application letter using the project-based learning model. This process included presenting examples and explaining the text based on a given problem. 4.

- **Post-test**

After the treatment, a post-test was administered on the same topic as the pre-test. The procedure remained unchanged, requiring students to write an application letter. The objective was to assess the effectiveness of the project-based learning model in improving students' ability to compose application letters.

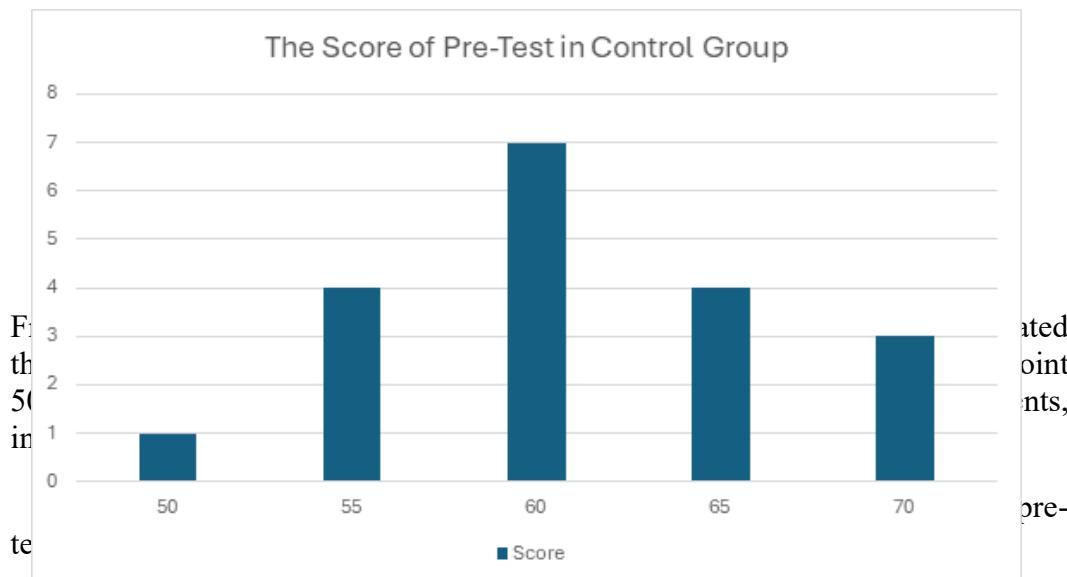
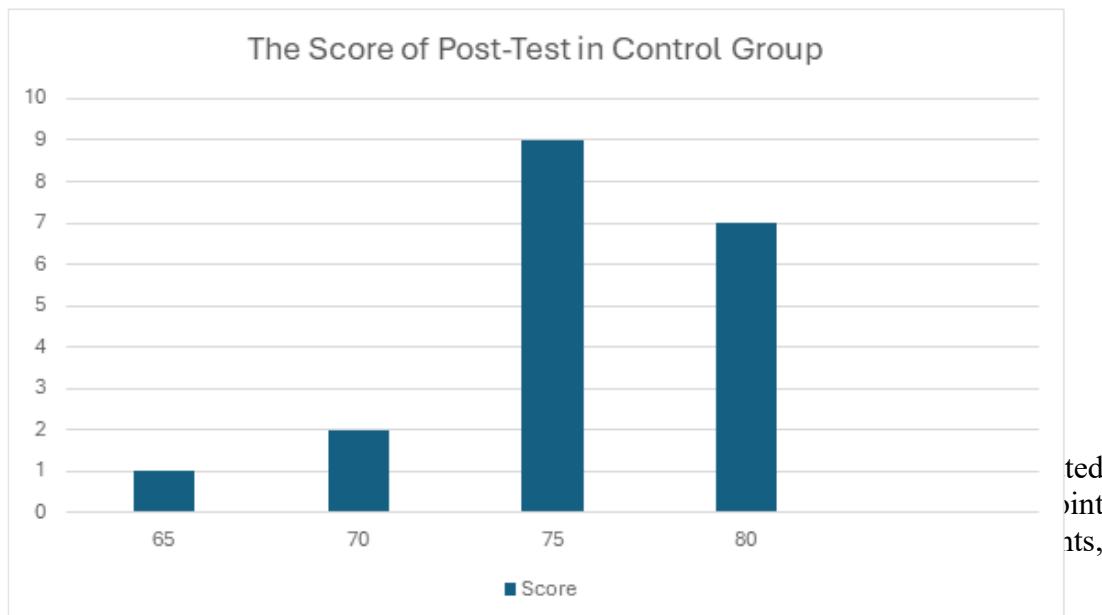
RESULTS AND DISCUSSION

The students' test results are presented in the table below.

Table 2. The Score of Pre-test and Post-test in Control Group

No	Initials' Name	Pre-Test	Post-Test
1	AF	60	75
2	AN	70	80
3	APS	60	80
4	ADR	60	75
5	AM	50	65
6	BS	70	75
7	DP	65	80
8	ES	55	70
9	FSS	55	75
10	H	65	75
11	IG	65	75
12	INS	70	80
13	J	60	75
14	KA	65	80
15	LAS	60	80
16	M	55	70
17	MA	60	75
18	MH	60	80
19	YAP	55	75
Total		$\Sigma x = 1160$	$\Sigma y = 1440$

From the data above, the highest and lowest scores in the pre-test are identified. Additionally, the data is presented in the chart below.

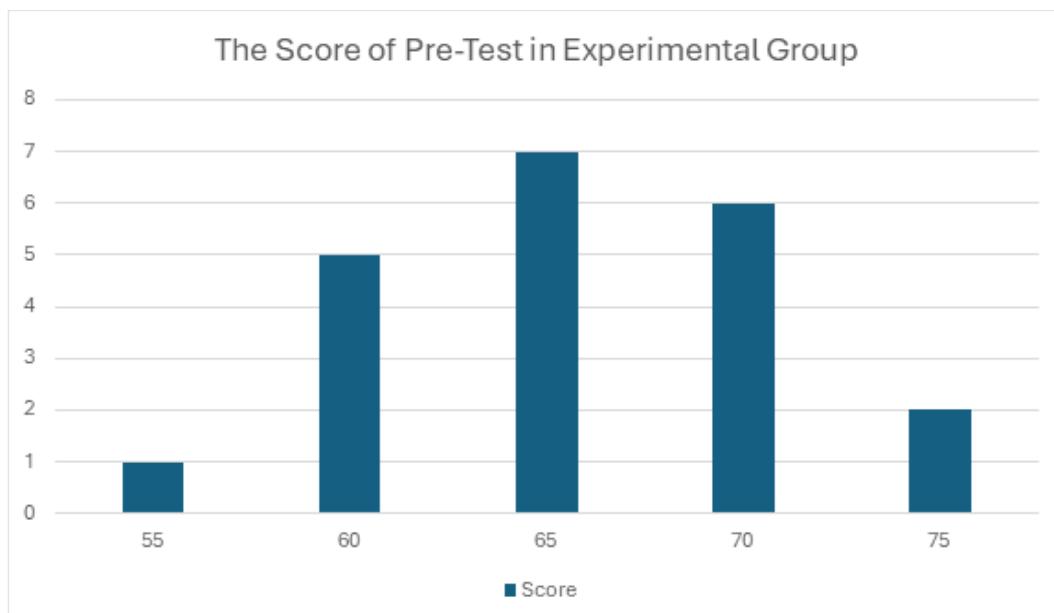
Figure 1. The score of pre-tests in control group**Figure 2. The score of post-test in control group**

The data above indicates that students' scores on the pre-test were lower than on the post-test. The average pre-test score was 61.05. After applying the conventional learning model, the score increased by 24.14%, resulting in an average post-test score of 75.78.

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

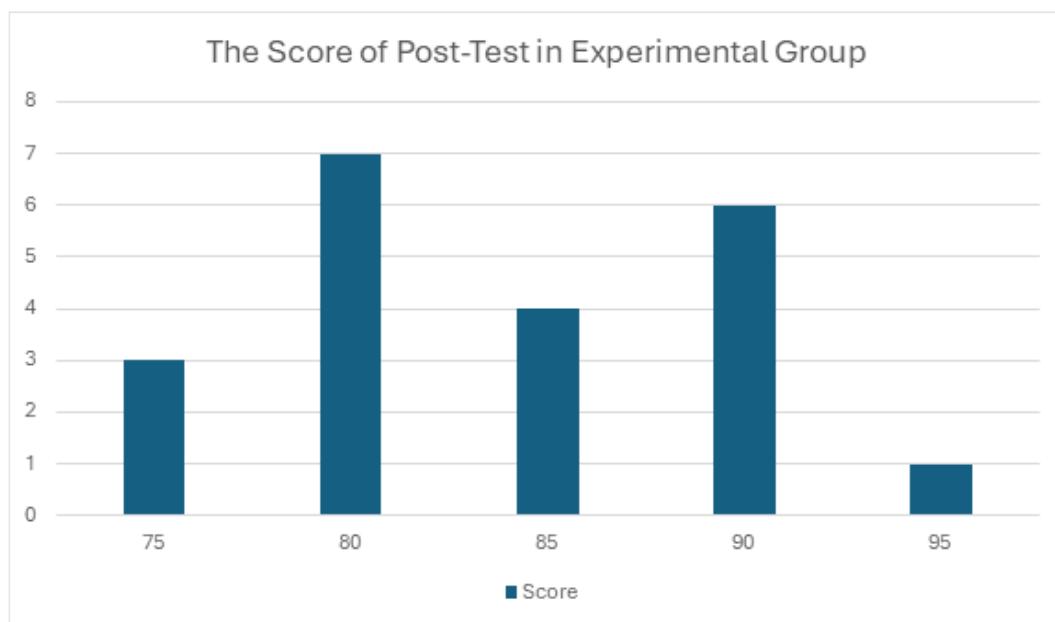
No	Initials' Name	Pre-Test	Post-Test
1	AMS	60	75
2	ALP	65	85
3	AA	55	75
4	BS	75	90
5	DS	60	80
6	DSL	60	80
7	FA	70	90
8	HFP	65	80
9	I	70	90
10	K	65	80
11	LF	65	80
12	LR	75	95
13	MW	60	80
14	M	60	75
15	R	70	85
16	RM	70	90
17	RY	65	85
18	S	65	80
19	SWM	65	85
20	VK	70	90
21	WS	70	90
Total		$\Sigma x=1380$	$\Sigma y=1760$

From the data above, the highest and lowest scores in the pre-test are identified. Additionally, the data is presented in the chart below.

Figure 3. The score of pre-tests in experimental group

From the figure above, the data indicated that many students it could be illustrated the lower score in each indicator. From the figure above, the students' score in point 55 was one student, in-point 60 were five students, in point 65 were seven students, in point 70 were six students, in point 75 were two students.

Figure 4. The score of post-tests in experimental group



CONCLUSION

This study utilized an experimental design, with a sample of 40 grade XII students from SMK Negeri 1 Sei Kepayang in the 2024/2025 academic year, selected through random sampling. Different teaching models were implemented for the experimental and control groups to support the development of teaching materials. As the experimental group was exposed to a new teaching model, their performance differed from that of the control group, as reflected in their test scores. The average post-test score for the experimental group was 83.80, whereas the control group scored 75.78. The research findings were analysed through hypothesis testing. A comparison of the average scores between the experimental and control groups demonstrated that the experimental group outperformed the control group in the post-test. Each test included predictions about the validity of the hypothesis, which were verified through the collection and analysis of observational or experimental data.

THANK-YOU NOTE

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