



Premise: Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj. v14i2.12260

THE EFFECTIVENESS OF USING PROJECT-BASED LEARNING (PBL) MODELS ON STUDENTS' WRITING ABILITY IN SENIOR HIGH SCHOOL

by

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(Article History: Received:12-03-,2025; Review1:23-03:2025; Reviewed2:10-04-2025; Accepted:17-04-2025; Publihsed;01-06-2025).

Abstract:

The Project-Based Learning (PBL) model is still rarely employed in teaching students to write recount texts, despite its significant potential to enhance students' writing skills. Therefore, this research focuses on enhancing students' recount text writing skills through the use of Project-Based Learning (PBL) models. It aims to assess how effectively the PBL models can improve students' ability to write a Recount Text for tenth-grade students at SMA Negeri 21 Bandung. This research employs a quantitative approach, utilizing a survey design. The data collection technique for this research employs a questionnaire, utilizing a five-point Likert scale, with descriptive statistics analysis. Based on the survey, the findings of this research indicate that using PBL models can effectively improve students' ability to write recount texts. The survey results showed an average score of 3.74, with 7.4% of respondents strongly agreeing, 61.1% agreeing, 29.6% neutral, and 1.9% disagreeing. Additionally, student perceptions indicate that this model facilitates learning, enhances motivation, and increases engagement. The survey revealed that students felt more motivated to write a Recount Text after participating in PBL. The data showed that 5.6% of respondents strongly agreed, 55.6% agreed, and 37.0% respondents were neutral. The study also found that PBL models involved students more in learning activities than other models, with an average score of 3.65. The implications of this research indicate that PBL enhances students' ability to write recount texts by engaging them in projects, offering constructive feedback, and promoting increased activity, motivation, and creativity.

Keywords: Project-Based Learning (PBL), Recount text, Writing skills, High School

Abstrak:

Model Project-Based Learning (PBL) masih jarang digunakan dalam belajar menulis teks recount, meskipun memiliki potensi yang signifikan untuk meningkatkan kemampuan menulis siswa. Oleh karena itu, penelitian ini berfokus pada peningkatan kemampuan menulis teks recount siswa menggunakan model Project-Based Learning (PBL). Hal ini bertujuan untuk melihat seberapa efektif model PBL dapat meningkatkan kemampuan siswa dalam menulis Teks Recount untuk siswa kelas sepuluh SMA Negeri 21 Bandung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei. Teknik pengumpulan

How to cite this article:

Auliya, S. N. R., Ruswandi, R., & Gaffar, M. A. (2025). The effectiveness of using project-based learning (PBL) models on students' writing ability in senior high school. *Premise : Journal of English Education and Applied Linguistics*, 14(2), 556–582. <https://doi.org/10.24127/pj.v14i2/12260>

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data untuk penelitian ini menggunakan kuesioner dengan penerapan skala Likert lima titik dengan analisis statistik deskriptif. Berdasarkan survei tersebut, temuan penelitian ini menunjukkan bahwa menggunakan model PBL dapat secara efektif meningkatkan kemampuan siswa dalam menulis teks recount. Hasil survei menunjukkan skor rata-rata 3,74, dengan 7,4% responden sangat setuju, 61,1% setuju, 29,6% netral, dan 1,9% tidak setuju. Selain itu, persepsi siswa menyatakan bahwa model ini membantu belajar dan meningkatkan Motivasi dan keterlibatan. Survei mengungkapkan bahwa siswa merasa lebih termotivasi untuk menulis Recount Text setelah mengikuti PBL. Data menunjukkan bahwa 5,6% responden sangat setuju, 55,6% setuju, dan 37,0% responden netral. Studi ini juga menemukan bahwa model PBL melibatkan siswa lebih banyak dalam kegiatan pembelajaran daripada model lain, dengan skor rata-rata 3,65. Implikasi dari penelitian ini menunjukkan bahwa PBL meningkatkan kemampuan siswa dalam menulis teks bercerita dengan melibatkan mereka dalam proyek, memberikan umpan balik yang konstruktif, dan meningkatkan aktivitas, Motivasi, dan kreativitas.

Kata Kunci: Pembelajaran Berbasis Proyek (PBL), Menceritakan Teks Ulang, Keterampilan Menulis, Sekolah Menengah Atas

INTRODUCTION

English is a widely spoken and widely used language globally, making it a crucial and universally recognized language (Ilyosovna, 2020). In the context of language learning, effective teaching methods are crucial for enhancing students' writing abilities. However, few studies have reported this issue, and thus, the current study fills the gaps in recent research.

Recent studies suggest that implementing Project-Based Learning (PBL) can significantly improve students' writing skills, particularly in the creation of recount texts. Chadafi and Fatwa Syarifudin's (2021) research indicates that the implementation of PBL in vocational schools can significantly enhance students' recount writing performance. Then, Poedji & Harsiati (2019) discovered that combining PBL with field trips can enhance student engagement and writing outcomes, despite facing technical challenges. Moreover, Agustina (2021) utilized scrapbook media in a junior high school PBL project, resulting in high learning motivation and above-standard scores among students. Sudadi et al. (2021) found consistent increases in students' writing scores, particularly in vocabulary use, grammatical accuracy, and organization of ideas. Pramesti and Nawawi (2024) found that PBL in the *Merdeka Curriculum* encourages two-way communication, active student participation, and improved recount writing skills despite technical obstacles. Nevertheless, previous research has not fully explored several components, so further study is needed.

Previous studies have focused more on writing skills in general or on one type of text, such as narrative/ descriptive, so there is still a lack of research that specifically tests the effectiveness of PBL models in enhancing recount text Writing abilities (Rahmalia & Utari,

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2021; R. Ruswandi et al., 2024). In addition, some previous studies have relied only on qualitative approaches, which may lack a comprehensive picture of the effectiveness of PBL models (Haniah et al., 2021; Farich & Syafi, 2022). Therefore, this study makes a significant contribution to the existing literature in several ways. One of them is conducting an in-depth analysis of the effectiveness of using the PBL model in improving the ability to write recount texts. It also employs a quantitative approach with statistical analysis, which enables the provision of a comprehensive picture and more accurate data.

Therefore, his study is crucial to enhancing students' recount text Writing skills using the PBL model. Many students struggle to express their ideas due to poor reading skills, vocabulary, and a lack of understanding of Writing structures (Rinawati, 2020). The PBL model serves as a solution to improve Writing skills. It enables students to learn through real projects, enhancing their motivation and involvement (Arochman et al., 2024). Moreover, its learning model enhances students' Writing skills through collaborative projects focusing on the learning process (Ruswandi et al., 2024). This statement highlights the relevance of PBL as a model that helps students improve collaborative and communication skills through group work and social interaction to solve problems (Haniah et al., 2021). In addition, this approach aligns with scaffolding theory, which posits that social interaction within a project group facilitates the understanding of complex concepts, allowing students to learn from and support one another (Vygotsky, 1981).

Furthermore, PBL is an effective model that creates meaningful and contextual learning experiences, enabling students to connect their learning with real-life situations and thus increasing motivation and engagement in the learning process (Bell, 2010; Harisma et al., 2019). Then, the PBL approach is a collaborative and research-based method that promotes active student engagement and comparative learning (Almulla, 2020). Furthermore, PBL focuses on developing students' language and learning skills by allowing them to create and participate in the learning process through creative thinking (Winarni, 2023). Thomas's theory suggests that PBL aims to facilitate students' acquisition of knowledge, skills, and attitudes, serving as a foundation for teacher evaluation (Ruswandi et al., 2024). Moreover, PBL is a task-based learning strategy in which students actively create a project as part of their learning

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process (Irwayu & Gaffar, 2023). Additionally, PBL is a learning model that fosters student collaboration on projects that enhance their writing skills (Ruswandi et al., 2024).

Therefore, this research aims to see how effectively the PBL model can improve students' ability to write a Recount Text for tenth-grade students at SMA Negeri 21 Bandung. Namely, to identify understanding, learning processes, and student learning outcomes in writing recount texts using the PBL model. This research can also make theoretical contributions by integrating PBL theory and expanding the understanding of English language learning, particularly in students' recount text writing skills. Furthermore, it also provides practical contributions to teachers, such as applying the PBL model in students' recount text writing skills, thereby making it effective. Educators can use it as a reference for developing curricula for schools.

Thus, this research offers theoretical benefits for teachers, students, and future researchers. It promotes a deeper understanding of the PBL model in writing Recount Text and the ability to adapt teaching models that meet students' needs. This research also provides practical benefits for teachers, improving students' Recount Text writing skills using the PBL model to create effective teaching. The students are exposed to improving problem-solving and analytical thinking skills directly. Furthermore, this research inspires future researchers to explore innovative teaching approaches using the PBL model.

Brown's theory (2007) suggests that English language teaching research and practice have primarily emphasized listening, speaking, reading, and writing as basic skills over the past fifty years (Agustiawati, 2018). One of the essential proficiencies that learners should possess is writing ability (Winarni, 2023). Writing is a complex activity that involves thought processes, requiring writers to consider their text from the reader's point of view so that the outcome matches the intended message (Marsen, 2020). Moreover, writing is also a complex skill because to be successful in writing, students must master complex grammar, sentence structure, vocabulary, paragraph organization, spelling, and punctuation to effectively convey their ideas (R. Ruswandi et al., 2024). One of the text types in Phase E is the recount text (Kemendikbudristek BSKAP, 2022). A recount text is a narrative about past experiences or activities, often involving events (Hasanah, 2022). The PBL model is one of the learning models that serves to enhance students' writing abilities. PBL provides learners with an

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innovative and interactive educational experience enabling them plan, design, and implement scientific research projects to make the learning process more meaningful (Tinenti, 2018).

Therefore, this research aims to fill the existing gaps by answering the following questions.

1. How do students understand their ability to write recount texts using the Project-Based Learning model?
2. What is the learning process for students to write a recount text using the Project-Based Learning model?
3. What are the student learning outcomes after using the Project-Based Learning model?

METHOD

Design

This study uses a quantitative approach with a survey design to measure the effectiveness of students' ability to write recount texts using the PBL model based on a scholar's model (Fraenkel et al., 2012). The study address three variables; students' understanding, learning process and learning outcomes in the framework of PBL implementation.

Participant

The sample in this research consisted of 54 tenth-grade students at SMA Negeri 21 Bandung by purposive sampling. They were selected based on inclusion criteria: students who have used the PBL model in their Recount text writing skills. Table 1 is presented to tabulate the characteristics of the respondents in this study.

Table 1. Respondent characteristics (n=54)

<i>Respondent Characteristics</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Gender</i>	<i>Female</i>	29	53,7
	<i>Male</i>	25	46,3
<i>Age</i>	15	23	42,6
	16	27	50,0
	17	4	7,4

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The purposive sampling involves researchers using personal judgment to select a sample based on their knowledge of a population and the research purpose, if this knowledge will determine the sample's representativeness (Fraenkel et al., 2012).

Instrument

The instrument in this study was a questionnaire which involves multiple-choice, true-false, matching, or interpretive-exercise questions, and supply items like short-answer or essay questions (Fraenkel et al., 2012). This questionnaire addresses variables related to three main topics: identifying understanding, learning processes, and student learning outcomes in writing recount texts using the PBL model.

The questionnaire consisted of thirteen statements from three sub-questions, each in the form of a five-point Likert scale, with five indicating 'strongly agree', four indicating 'agree', three indicating 'neutral', two indicating 'disagree', and one indicating 'strongly disagree'. A Likert scale is a self-reporting tool to measure attitude by providing statements for real or hypothetical situations, with responses ranging from "strongly disagree" to "agree strongly" (Schrum et al., 2020; Abdullah et al., 2022).

This questionnaire underwent validity and reliability tests with 30 respondents (see Tables 3.1, 3.2, and 3.3 in the Appendices). The results of the validity and reliability test indicate that Cronbach's Alpha value is 0.895, which suggests a good level of reliability. Henceforth, the instrument was fine to take targeted data.

Data collection technique

The study employs data collection through a structured questionnaire to collect students' perceptions of the PBL model. It involved distributing an online questionnaire to all 54 participants over one week (seven days) through the Google Forms platform. After obtaining permission and distributing the questionnaire, the researchers continued to remind respondents so that all the necessary data could be collected. The questionnaire was distributed to two classes of 70 students. However, only 54 students completed the questionnaire. After reviewing the process of checking the completeness and consistency of the answers from the 54 participants, they were deemed valid in their entirety. Thus, the total data used for the final analysis amounted to 54 responses that met the eligibility criteria.

Data analysis technique

The data analysis involves recording and summarizing survey responses to conclude from the results (Fraenkel et al., 2012; R. Ruswandi et al., 2024). The analysis technique used in this study is descriptive statistics, using SPSS software version 27.0.1.0. This analysis includes *frequency distribution, percentage, meaning, and perception level data*. Descriptive statistics present figures from instrument processing data, making the information more understandable and informative (Abdullah et al., 2022). Moreover, descriptive statistics offer a significant advantage by allowing researchers to summarize information from numerous scores using indices such as the mean and median (Fraenkel et al., 2012).

Descriptive statistics involve calculation and interpretation to provide researchers with insights into the question or hypothesis they are investigating, using measures such as polygons and averages (Fraenkel et al., 2012). Perception is the process of recognizing, organizing, and making stimuli in our environment, with two main theories emphasizing the roles of sensation and higher cognitive processes (Jumiaty & Kuswoyo, 2023). The following is a parameter of interpretation that affects student perception questionnaire scores (Table 3.4.)

Table 3.4 Mean interpretation of student perception

Mean Range	Level of Perceived
0,1 - 1,0	Very Low
1,1 - 2,0	Low
2,1 - 3,0	Moderate
3,1 - 4,0	High
4,1 - 5,0	Very High

RESULT AND DISCUSSION

Result

This section presents quantitative data (from the questionnaire) based on the research objectives, namely, to examine students' comprehension of using the PBL model for writing recount texts, the learning process, and the outcomes after using the PBL model. The result is presented in Table 1. The full descriptive statistics is accessible in Table 3.5. in the appendices.

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Table 1. Students' perception of the effectiveness of using PBL models on the ability to write a recount text

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
<i>PBL is an effective model for improving the ability to write Recount Texts.</i>	4	7,4	33	61,1	16	29,6	1	1,9	0	0,00	3,74	High
<i>The structure of the Recount Text is easier to understand after participating in PBL.</i>	7	13,0	25	46,3	22	40,7	0	0,00	0	0,00	3,72	High
<i>PBL models can help identify key elements in the Recount Text (orientation, events, and reorientations).</i>	6	11,1	32	59,3	15	27,8	1	1,9	0	0,00	3,80	High
<i>PBL motivates us to be more active in the learning process.</i>	5	9,3	29	53,7	20	37,0	0	0,00	0	0,00	3,72	High
<i>Group work on a project can help to understand the material more deeply.</i>	8	14,8	21	38,9	21	38,9	4	7,4	0	0,00	3,61	High
<i>This learning opportunity allows you to explore creativity in writing.</i>	9	16,7	36	66,7	9	16,7	0	0,00	0	0,00	4,00	High
<i>Instructions and guidance from teachers during the PBL process are evident and helpful.</i>	11	20,4	30	55,6	13	24,1	0	0,00	0	0,00	3,96	High
<i>After PBL, the ability to compose a Recount Text improved significantly.</i>	3	5,6	25	46,3	26	48,1	0	0,00	0	0,00	3,57	High
<i>Students can use more advanced vocabulary and grammar when writing Recount Texts.</i>	4	7,4	29	53,7	21	38,9	0	0,00	0	0,00	3,69	High
<i>This learning can help structure the Recount Text with a more logical and structured flow.</i>	4	7,4	31	57,4	19	35,2	0	0,00	0	0,00	3,72	High
<i>Students' motivation to write a Recount Text increases after participating in PBL.</i>	3	5,6	30	55,6	20	37,0	1	1,9	0	0,00	3,65	High
<i>This model increases engagement in learning activities compared to other models.</i>	4	7,4	24	44,4	25	46,3	1	1,9	0	0,00	3,57	High
<i>This learning model is relevant to the need to improve writing skills.</i>	5	9,3	32	59,3	16	29,3	1	1,9	0	0,00	3,76	High

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Students understand the ability to write a recount text using the project-based learning model.

The survey results in Table 1 explain that the level of students' perception of the PBL model can enhance students' capacity to write a Recount Text. 7.4% of respondents strongly agree, 61.1% agree, 29.6% neutral, 1.9% disagree, and 1.9% strongly disagree, with an average score of 3.74. Then, PBL models can also enhance students' comprehension of the structure of the Recount Text. As many as 13.0% of respondents strongly agree, and 46.3% agree.

Meanwhile, 40.7% of respondents were neutral, with none disagreeing or strongly disagreeing, and an average score of 3.72. Moreover, students' perception of PBL models can help identify key elements in the Recount Text (orientation, events, and reorientation). 11.1% of respondents strongly agree, 59.3% agree, and 27.8% were neutral. Only 1.9% of respondents disagreed, and no respondents strongly disagreed, with an average score of 3.80. The full descriptive statistics is accessible in Table 3.5. in the appendices.

The learning process on students' ability to write a recount text using the project-based learning model

Furthermore, the survey results on PBL encourage students to participate in classroom activities, with 9.3% of respondents actively stating that they strongly agree, 53.7% stating that they agree, 37.0% being neutral, and none stating that they disagree or strongly disagree, yielding an average score of 3.72. Then, group work on the project can help students gain a deeper understanding of the material. 14.8% of respondents strongly agree, 38.9% agree, and 38.9% were neutral.

However, 7.4% of respondents stated that they disagreed, and no respondents strongly disagreed, with an average score of 3.61. Additionally, PBL can offer opportunities to explore creativity in writing. A total of 16.7% of respondents strongly agreed, and 66.7% agreed. Concurrently, 16.7% of respondents were neutral, and none expressed strong disagreement, with an average score of 4.00.

Furthermore, the instructions and guidance from teachers during the PBL process are evident and helpful. 20.4% of respondents strongly agree, 55.6% agree, and 24.1% are

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neutral. None of the respondents expressed disagreement or strongly disagreed, with an average score of 3.96.

Student learning outcomes after using the project-based learning model

The survey results showed that after participating in PBL, students' ability to compose Recount Texts increased significantly. According to the data, 5.6% of respondents strongly agreed, 46.3% agreed, and 48.1% were neutral. None of the respondents expressed disagreement or strongly disagreed, with an average score of 3.57. In addition, the learning results after using the PBL model showed that students could use better vocabulary and grammar when writing a Recount Text. 7.4% of respondents stated that they strongly agreed, 53.7% agreed, and 38.9% were neutral, with no respondents expressing disagreement or strongly disagreeing, resulting in an average score of 3.69.

Moreover, PBL helps students compile a Recount Text with a more logical and structured flow. As many as 7.4% of respondents strongly agreed, 57.4% agreed, and 35.2% were neutral. No respondents expressed disagreement or strongly disagreed, with an average score of 3.72. Thus, the survey results indicated that students felt more motivated to write a Recount Text after participating in PBL.

According to the data, 5.6% of respondents strongly agree, 55.6% agree, and 37.0% are neutral. However, 1.9% of respondents stated that they disagreed, and no respondents strongly disagreed, with an average score of 3.65. Then, PBL models can make students more involved in learning activities than other models. 7.4% of respondents strongly agreed, 44.4% agreed, and 46.3% were neutral. 1.9% of respondents disagreed, and not strongly disagreed, with an average score of 3.57.

Finally, the survey results indicated that students believed the PBL model was effective in improving their writing skills. According to the data obtained, 9.3% strongly agree, 59.3% agree, and 29.3% of respondents are neutral. There were also 1.9% of respondents who disagreed, and no respondents strongly disagreed, with an average score of 3.76. Therefore, based on the results of a student perception survey on the Effectiveness of using PBL models in improving students' Writing Ability in Senior High School, the level is considered "High."

Discussion

Students' understanding of the ability to write a recount text using the project-based learning model

The Project-Based Learning (PBL) model has been shown to enhance students' proficiency in writing Recount Text. Based on the data obtained, students' perception of PBL is that it is an effective model to enhance their proficiency in writing a Recount Text. The PBL model is adequate because it emphasizes contextual learning through authentic projects relevant to students' lives (Bell, 2010). In this model, students build their knowledge base, enabling them to retain more information while learning.

This statement aligns with Dewey's philosophy, which emphasizes the importance of high-quality and continuous experiences in learning through hands-on activities, making PBL models a practical approach to enriched learning (Bell, 2010). Furthermore, PBL is an interesting and compelling approach, allowing students to collaborate with their group members (Irwayu & Gaffar, 2023). Therefore, the PBL model enhances students' Recount Text writing skills and fosters a meaningful, collaborative, and sustainable learning experience, proving its effectiveness and relevance in English learning, particularly in writing skills.

Furthermore, it can improve learners' comprehension of the structural elements in the Recount Texts. This model requires students to apply the structure of the text, provide repetitive feedback, and use examples relevant to students' lives (Hyland, 2004). Additionally, this model suggests that students learn the theory and apply it in authentic tasks to make the abstract concept concrete (Dewey, 1938). Moreover, PBL is a student-centered teaching model emphasizing the teaching process or effort (Farich & Syafi, 2022). Student projects demonstrated significant improvements in writing aspects like content, language, vocabulary, design, and mechanics, aligning with the claim that using PBL models in teaching and learning leads to significant enhancements in content, organization, language use, mechanics, and vocabulary (Harisma et al., 2019; R. Ruswandi et al., 2024). Teachers expect students to comprehend and write simple oral and written recount texts based on social function, text structure, and language features in context (Farich & Syafi, 2022). Thus, the implementation

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of the PBL model significantly enhances students' understanding and implementation of the Recount Text structure through a contextual, collaborative, and project-oriented learning process. This approach not only improves writing skills but also deepens their understanding of linguistic elements and text structure, making it an effective learning strategy for teaching writing skills.

As discussed, the PBL model can help students identify important elements in Text Recount. This model helps students identify recount text elements through the analysis and revision stages of the project, making it easier for students to distinguish orientation, sequence of events, and reorientation (Larmer & Mergendoller, 2010). Providing a feedback and revision process in a project can enhance learning by emphasizing the importance of producing quality products (Larmer & Mergendoller, 2010). This explanation aligns with scaffolding theory, which posits that social interaction within a project group facilitates the understanding of complex concepts (Vygotsky, 1981).

Furthermore, the PBL model is a collaborative process that involves feedback and revision that can help students identify important aspects of the task and improve their understanding through repeated exercises (Thomas et al., 2000). Therefore, the PBL model is effective in helping students identify key elements in the Recount Text through continuous analysis, feedback, and revision. This collaborative approach enhances understanding of the text's structure. It develops critical thinking skills, making it an ideal method for improving the overall quality of learning in writing the Recount Text.

These findings found positive correlations between various items and have similarities with many previous studies that the PBL is an effective model for improving students' Recount Text writing skills because it emphasizes meaningful and contextual learning through authentic projects that are relevant to students' lives and group collaboration (Bell, 2010; Irwayu & Gaffar, 2023; Thomas et al., 2000). Additionally, the PBL model can enhance understanding of the Recount Text structure by applying the text's structure, providing feedback, and using examples relevant to students' lives (Hyland, 2004). This student-centered model emphasizes the teaching process, significantly improving content, organization, language use, mechanics, and vocabulary (Harisma et al., 2019; R. Ruswandi et al., 2024).

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Furthermore, this model can also help students identify important elements in a recount text. The PBL model helps students identify important elements in Text Recount through analysis and revision stages, thereby enhancing learning by emphasizing the quality of products (Larmer & Mergendoller, 2010). This collaborative process, aligned with scaffolding theory, encourages social interaction within a project group, thereby enhancing the understanding of complex concepts (Vygotsky, 1981). Thus, these findings reinforce the evidence that PBL effectively improves Writing skills, creates a collaborative learning environment, and supports holistic student development.

The learning process on students' ability to write a recount text using the project-based learning model

The use of learning models can improve students' Writing skills. Learning models have a significant impact on the student learning process (Latri et al., 2020). Applying a PBL model provides an excellent opportunity to produce an enjoyable and meaningful learning experience for students. Therefore, if students participate in a research project as part of the learning process, the process will be more meaningful because students have complete freedom in planning, designing, and implementing scientific research projects (Tinenti, 2018). The PBL model is perceived as motivating students to participate in their learning process actively. This model also builds on Piaget's theory, which emphasizes the crucial role of student activity in their learning success. Thus, the PBL model can help students control and apply process skills in daily life (Tinenti, 2018). Therefore, the PBL model enhances students' writing skills and provides a fun, meaningful, and empowering learning experience. It motivates, develops scientific thinking, and fosters independent, reflective learning characters.

The PBL model is a learning method that encourages students to engage in active, authentic, and open problem-solving (Haniah et al., 2021). Furthermore, in its implementation, PBL can motivate students to conduct investigations, collaborate, and create projects that utilize their knowledge of new things, technological proficiency, and problem-solving skills (Ruswandi et al., 2024). Additionally, the PBL model fosters a learning environment that encourages students to take initiative and assume responsibility for their own learning (Thomas et al., 2000). PBL in English language learning can increase students' motivation and interest by allowing them to work in groups and actively participate in

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activities (Irwayu & Gaffar, 2023). In writing recount texts, students follow the teacher's instructions and participate in planning, researching, and compiling texts for a project, thus increasing their intrinsic motivation as they feel in control of their learning process (Bell, 2010). Thus, the PBL model fosters active problem-solving and intrinsic motivation in students by promoting independence, responsibility, and a high interest in learning, particularly in recount text writing skills.

Additionally, group work on projects can help students gain a deeper understanding of the material. PBL is a contextual learning model that enables students to explore real-world problems and enhance their comprehension of a teaching topic through a comprehensive teaching approach (Tinenti, 2018). Moreover, Vygotsky's theory posits that learning occurs through social interaction with peers, as it fosters the development of new ideas and intellectual growth in individuals (Tinenti, 2018).

Furthermore, group work allows students to share ideas, clarify concepts, and solve problems together (Johnson & Johnson, 2002). Additionally, PBL allows students to comprehend the material, plan structured projects, schedule, and improve their understanding and preparation for upcoming projects (R. Ruswandi et al., 2024). This model also aids students in developing their collaborative and communication skills through group work and social interaction, thereby enhancing their problem-solving abilities (Haniah et al., 2021). Moreover, group discussions enable students to engage in active debate, provide constructive criticism, and offer valuable suggestions, fostering the exchange of information and a more profound understanding (Irwayu & Gaffar, 2023). Group work enables students to provide feedback, correct mistakes, and enhance their ideas while learning to write a recount text. This model not only helps students understand the structure and components of recount text but also helps them develop communication and social skills.

PBL also provides an opportunity to explore creativity in writing. In high school in Indonesia, students must communicate ideas effectively, express creativity, and create written texts that are both easy to understand and engaging, with the proper organizational structure and linguistic elements (Ruswandi et al., 2024). PBL is an effective model to improve critical thinking and creativity skills (Winarni, 2023). In addition, this model employs a task-based learning strategy, where students actively create a project as the outcome of their learning

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process (Irwayu & Gaffar, 2023). When starting a project, students can improve their critical thinking and creativity through brainstorming (Haniah et al., 2021). Additionally, PBL helps students improve their writing skills by allowing them to learn and express themselves creatively (Ruswandi et al., 2024).

Furthermore, this model allows students to engage in creative project creation and learning by participating directly in the learning process (Winarni, 2023). The PBL model caters to students' interest in learning creative writing by allowing them to plan, define, and execute projects (Winarni, 2023). Additionally, this model enhances creative Writing skills by improving mastery of themes, diction, and imagination, both simultaneously and partially (Winarni, 2023). Furthermore, PBL is a suitable model for improving students' Writing skills by encouraging creative thinking and practice (Zubaidi et al., 2023). Thus, the PBL model encourages students to explore creativity in writing, develop critical thinking skills, and organize ideas in an imaginative and linguistically appropriate manner, thereby effectively improving their writing skills.

The instructions and guidance from the teacher during the PBL process are evident and helpful. Teachers play a crucial role as facilitators and motivators in creating an engaging and innovative learning environment by utilizing technological resources to help students comprehend the subject matter and achieve their learning objectives (Ruswandi et al., 2024). Teachers can improve social relationships and cooperation between students by implementing PBL in the classroom (Irwayu & Gaffar, 2023). The PBL-focused approach instills responsibility in students, requiring them to take the initiative while teachers provide guidance and support (Morrison et al., 2021). Additionally, teachers play a crucial role in encouraging effective learning by interacting directly with students and providing practical strategies for their success (Ruswandi et al., 2024).

Furthermore, effective teaching in content material is influenced by the teacher's involvement in the inquiry experience, witnessing the inquiry teaching model, and receiving hands-on instruction (Yang et al., 2021). Moreover, effective student-teacher relationships foster close communication, ensuring teachers respond to individual student needs, provide relevant instruction, and create well-organized classrooms (Morrison et al., 2021). Additionally, teachers offer personalized and responsive guidance and advice to students as

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they work (Morrison et al., 2021). Therefore, teachers' involvement in PBL fosters a supportive learning environment, promoting clear guidance, responsive interactions, and technical support, enhancing the quality of learning and fostering social relationships.

The survey and analysis results show several correlations between the use of PBL and improvements in students' text recount Writing skills. First, a positive correlation shows that students are more motivated because they have the support to plan, organize, and complete their projects. This statement aligns with Piaget's theory of student activities in learning effectiveness (Tinenti, 2018). Second, a correlation that shows a stronger relationship between group work and material understanding. Vygotsky's theory supports the explanation that social interaction and collaboration allow students to generate ideas, understand concepts, and solve problems together (Tinenti, 2018; Johnson & Johnson, 2002). Third, PBL also helps students explore their creativity in writing, improving their understanding of themes, ideas, and thoughts. Brainstorming activities encourage critical and creative thinking (R. Ruswandi et al., 2024; Winarni, 2023).

Finally, the correlation indicates that teacher instruction and guidance play a crucial role in student success in PBL. Teachers act as facilitators and motivators who help students throughout the learning process (Ruswandi et al., 2024). Overall, this correlation shows that PBL can improve students' Writing skills, increasing motivation, collaboration, and creativity in the learning process.

Student learning outcomes after using the project-based learning model

Student perception of PBL models significantly enhances learning outcomes, particularly in composing Recount Text, indicating a positive impact on their learning. These learning approaches and models can improve the ability to write recount texts (Hapsari et al., 2024). Furthermore, this model can improve students' Writing skills by involving them in creating a project (Rahmalia & Utari, 2021). Additionally, PBL can significantly enhance learners' knowledge and skills (Guo et al., 2020). In addition, Teachers expect students to understand and write simple oral and written recount texts based on social function, text structure, and linguistic characteristics in context (Farich & Syafi, 2022). Therefore, student projects in the PBL model approach improved Writing content, language, vocabulary, design,

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and mechanics (Harisma et al., 2019; R. Ruswandi et al., 2024). Thus, the PBL model significantly enhances students' writing competence, particularly in writing recount texts, by involving them in the project and thereby enhancing their understanding of text structure and social function.

PBL is a learning model that motivates students and encourages creativity in problem-solving (Yang et al., 2021). Studies have shown that this model can enhance students' knowledge, skills, and academic motivation, although it presents challenges (Guo et al., 2020). Furthermore, PBL motivates students to investigate, collaborate, and create projects that leverage their knowledge of novelties, technological proficiency, and problem-solving skills (R. Ruswandi et al., 2024). Additionally, the PBL approach is a collaborative and research-based method that promotes active student participation and comparative learning (Almulla, 2020). Additionally, this model can enhance student motivation, engagement, and enjoyment by tailoring projects to their context and interests, and integrating technological and information developments to improve learning (Irwayu & Gaffar, 2023). Then, involving students in stimulating projects will increase their knowledge and skill retention, encouraging higher-order thinking rather than memorizing facts in isolation without real-world application (Harisma et al., 2019).

Apart from that, PBL helps students improve their Writing skills by allowing them to learn and express themselves creatively (Ruswandi et al., 2024). Furthermore, this learning model significantly improves creative Writing skills by increasing mastery of themes, diction, and imagination simultaneously and partially (Winarni, 2023). Therefore, PBL is suitable for improving students' Writing skills by encouraging creative thinking and practice (Zubaidi et al., 2023). Consequently, PBL enhances students' motivation, writing, and critical thinking skills through a collaborative, real-life learning process, making it an effective 21st-century learning strategy.

Based on the analysis of the survey results, these findings align with many previous studies that highlight the effectiveness of PBL in improving student learning outcomes. The PBL model can enhance students' Writing abilities by involving them in project creation and increasing Motivation (Hapsari et al., 2024; Rahmalia & Utari, 2021). Additionally, students can understand and write simple recount texts based on their social function, text structure,

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and linguistic characteristics. Projects in the PBL model approach have improved writing content, language, vocabulary, design, and mechanics (Farich & Syafi, 2022; Harisma et al., 2019; R. Ruswandi et al., 2024). The PBL model also enhances motivation and learning outcomes by fostering creativity and problem-solving skills. It improves knowledge, skills, and academic motivation. Therefore, the success of PBL relies on students' motivation, active participation, and maximum project output (Yang et al., 2021; Guo et al., 2020; R. Ruswandi et al., 2024).

Furthermore, the PBL approach is a collaborative, research-based method that enhances student motivation, engagement, and enjoyment by tailoring projects to their context and interests, and integrating technological advancements (Almulla, 2020; Irwayu & Gaffar, 2023). Therefore, PBL can enhance students' Writing skills by encouraging creative expression and mastery of themes, diction, and imagination, making it a suitable model for enhancing creative thinking and practice (R. Ruswandi et al., 2024; Winarni, 2023; Zubaidi et al., 2023). Thus, the PBL model has been proven to significantly enhance student learning outcomes, particularly in recount text writing skills. It encourages active participation, motivation, creativity, critical thinking, and mastery of linguistic elements, ensuring its success depends on student participation and quality.

The study analysed demographic data, including age and gender, to determine the frequency of respondents who utilized a PBL approach in student learning (Almulla, 2020). Based on the respondents' demographic criteria presentation, the use of PBL models significantly enhanced students' ability to write text recounts. The use of this model, judging from the gender criteria of the respondents, is that although the frequency between males and females is not much different, females dominate. There are 53.7% female respondents with a frequency of 29. In a sense, using PBL models with female students in grade X of SMAN 21 Bandung is effective.

Additionally, there was a significant improvement in students' ability to write text recounts using a PBL model, based on the age criteria of the respondents. There are 50% of respondents who are 16 years old, with a frequency of 27. Very clearly, using PBL models is also effective in terms of the criteria as perceived by respondents who are 16 years old.

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In another study, the statement mentioned that the frequency of respondents was 33 students aged 19-23 years, comprising 22 females and 11 males, who were recruited based on their native language, English language proficiency, and participation in PBL (Haniah et al., 2021). In the sense that female respondents dominate. Additionally, another study reported that the sample size consisted of 36 respondents, comprising 15 males and 21 females (Hapsari et al., 2024). Female respondents dominate as well. A study presented a difference in demographics, outlining that the respondents involved 124 questionnaires, comprising 65 male respondents (52.4%) and 59 female respondents (47.6%). This finding indicated that male respondents were more dominant (Almulla, 2020). Therefore, studies show that females dominate participation in PBL, demonstrating the model's flexibility in diverse learning contexts. This diversity in demographics, gender, age, and language ability demonstrates the model's adaptability in various learning settings.

CONCLUSION AND SUGGESTION

Conclusion

The study presents that the PBL model effectively improves students' proficiency in writing text recounts. The results are based on the following aspects: First, students' understanding of the structure and elements of the text recount is assessed. Through PBL, students can express theories, understand concepts, and identify elements of the text, such as orientation, direction, and reorientation. Second, the learning process with the PBL model creates a collaborative and interactive learning environment. Students actively participate in all stages of the learning process, from planning and project execution to the presentation of results. Teachers serve as facilitators according to students' needs. Furthermore, students' learning experience after using the PBL model improves their ability to write texts with clear structure, relevant vocabulary, and appropriate language. PBL also increases motivation, active participation, and communication skills.

In conclusion, the PBL model is a practical learning approach that enhances students' ability to write text recounts, particularly in terms of comprehensibility, communication, creativity, and problem-solving.

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Limitation

While this study has several strengths, including high instrument reliability and systematic statistical analysis that yield objective results, it also has limitations. The study's generalizability may be limited due to its small sample size of 54 students from a single school. The study relies on self-reported data, which introduces the possibility of response bias. Additionally, it did not include other data collection methods, such as field observations or interviews, which could have provided a deeper understanding of PBL's impact on student learning. The research design also does not account for the long-term effects of PBL on student learning, which could be addressed through a longitudinal study. Acknowledging these limitations enables a more balanced interpretation of the results. It suggests directions for future research to address these gaps effectively.

Implication

Future research should increase sample sizes and employ various data collection techniques to enhance data validity and deepen the understanding of the effectiveness of Project-Based Learning (PBL) models. They should also explore the effectiveness of PBL on diverse types of texts, such as narrative, descriptive, or report texts, to provide a broader perspective on how PBL can improve student learning outcomes. Factors such as teacher roles, student motivation, and the learning environment should also be considered to understand the success of PBL in different contexts. Additionally, researchers should clearly define their study parameters and limitations to avoid overgeneralizing findings and enhance the credibility and applicability of the results.

ACKNOWLEDGEMENT

The researchers would like to express their deepest gratitude to the Supervisor and the English Education Lecturer who always helped in every process that the author went through. Also, to SMA Negeri 21 Bandung and the Students who have participated in this research. Do not forget to thank all parties involved in this research process. Contribution and participation from all parties are significant in the success of this research.

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Appendices

Table 3.1 Case processing summary

		N	%
Cases	Valid	54	100,0
	Excluded	0	0,0
	Total	54	100,0

Table 3.2 Reliability Statistics

Cronbach's Alpha	N of Items
.895	13

Table 3.3 Item-total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	44,78	26,704	0,706	0,883
Item_2	44,80	26,920	0,595	0,888
Item_3	44,72	27,789	0,491	0,893
Item_4	44,80	27,863	0,507	0,892
Item_5	44,91	27,218	0,425	0,899
Item_6	44,52	27,764	0,571	0,889
Item_7	44,56	26,252	0,713	0,882
Item_8	44,94	26,657	0,739	0,881
Item_9	44,83	27,500	0,586	0,888
Item_10	44,80	26,995	0,688	0,884
Item_11	44,87	27,172	0,629	0,886
Item_12	44,94	26,808	0,637	0,886
Item_13	44,76	27,582	0,536	0,890

Note: Item_1 = PBL is an effective model for improving the ability to write Recount Text. Item_2 = The structure of the Recount Text is easier to understand after participating in PBL. Item_3 = PBL models can help identify key elements in the Recount Text (orientation, events, and reorientations). Item 4 = PBL motivates students to be more active in the learning process. Item_5 = Group work on a project can help to understand the material more deeply. Item_6 = This learning provides an opportunity to explore creativity in writing. Item_7 =

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Instructions and guidance from teachers during the PBL process are evident and helpful. Item_8 = After PBL, the ability to compose a Recount Text improved significantly. Item_9 = Better vocabulary and grammar can be used in writing the Recount Text. Item_10 = This learning can help structure the Recount Text with a more logical and structured flow. Item_11 = motivation to write the Recount Text increased after participating in PBL. Item_12 = This model increases engagement in learning activities compared to other models. Item_13 = This learning model is relevant to improving writing skills.

Table 3.5. Statistics (Mean, Median, Mode, Minimum, Maximum)

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13
N	Valid	54	54	54	54	54	54	54	54	54	54	54	54	54
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3,74	3,72	3,80	3,72	3,61	4,00	3,96	3,57	3,69	3,72	3,65	3,57	3,76
Median		4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Mode		4	4	4	4	3 ^a	4	4	3	4	4	4	3	4
Minimum		2	3	2	3	2	3	3	3	3	3	2	2	2
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	5

a. Multiple modes exist. The smallest value is shown