

PROJECT-BASED LEARNING AS TEACHING MODEL OF CONGRATULATION CARDS: HOW IT IMPROVES WRITING ABILITY

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Abstrak

Pengajaran dan pembelajaran bahasa Inggris yang diajarkan menggunakan model pembelajaran pengalaman modern dan dunia nyata akan memberikan manfaat penting terkait komunikasi tertulis dan lisan. Definisi menulis adalah sarana komunikasi bentuk interpersonal di mana seorang penulis membagikan ide dan pemikirannya kepada pembaca melalui tiruan tekstual. Pendekatan pembelajaran berbasis proyek telah terbukti memiliki kemungkinan untuk meningkatkan kemampuan berpikir kritis siswa, cara berkomunikasi, dan kreativitas dalam kerja tim. Studi ini dilakukan untuk menyelidiki penerapan pembelajaran berbasis proyek guna meningkatkan kemampuan menulis siswa dalam kartu ucapan selamat. Studi ini dilakukan dengan menggunakan metode kuantitatif yang terhubung dengan desain kuasi-eksperimental. Standar desain kuasi adalah penelitian yang menggunakan dua kelas sebagai kelas kontrol dan kelas eksperimen. Kelas kontrol diajarkan menggunakan pembelajaran konvensional dan kelompok eksperimen diajarkan menggunakan Pembelajaran Berbasis Proyek. Temuan tersebut mengungkapkan bahwa siswa di kelas kontrol kurang antusias dalam belajar. Kelas eksperimen yang mengalami aktivitas di dalam kelas dimaksudkan untuk sangat terlibat. Siswa lebih tertarik untuk bekerja dalam kelompok dan kelas yang interaktif. Model pembelajaran berbasis proyek sangat cocok diterapkan di kelas untuk guru dan siswa dalam kelas menulis, terutama yang berkaitan dengan materi kartu ucapan. Pembelajaran berbasis proyek adalah pilihan yang baik jika siswa perlu tugas kelompok, mengasah keterampilan berpikir kritis, kebebasan untuk menghasilkan ide mereka, dan menciptakan suasana kelas yang lebih aktif terutama untuk meningkatkan kemampuan menulis.

Kata Kunci: kartu ucapan selamat; kemampuan menulis; project-based learning

Abstract

The English teaching and learning using modern and real-world experience learning models will provide important benefits related to written and spoken communication. The writing definition is a means of communicating a form of interpersonal as a writer shares his ideas and thinks with reviewers through textual mimicking. The approach of Project-based learning has been demonstrated to have the possibility to enhance students' thinking critically, how communication, and creatively in teamwork. This was study established to investigate the implementation of Project-based learning to improve students' writing ability in congratulation cards. This study was conducted utilizing a method of quantitative connection with the design of quasi-experimental. Standards of design quasi is the study used two classes as the class of control and class of experiment. Class of control was learned using conventional learning and the experiment group was taught using Project-based Learning. The findings revealed that the students in the class of control had less enthusiasm for learning. The experiment class experienced in the classroom activity is intended to be highly involved. The students are more attracted to working in groups and interactive classes. The model of Project-based learning is suitable to apply in the classroom for teachers and students in writing class especially related to the congratulation card material. Project-based learning is a good choice if students need to

group tasks, sharpen critical thinking skills, freedom to generate their ideas, and create a more active classroom atmosphere especially to improve their writing ability.

Keywords: *congratulation card; project-based learning; writing ability*



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INTRODUCTION

Jon et al., (2021), in English learning, studying English literature insights by English teachers in Indonesia has a necessary part in improving students' reading, writing, listening, and speaking skills. The English teaching and learning using modern and real-world experience learning models will provide important benefits related to written and spoken communication.

Writing enhances the logical thinking of the students while enabling them to examine themselves and make improvements (Arochman et al., 2024). However, the standards for competence have not produced the best outcomes, and students still struggle in school to learn how to write (Kurniasih et al., 2023). Alemneh and Gebrie, (2024) added that one of the recent developments ideas that improve the atmosphere for writing instruction and lessons the challenge and monotony of writing instruction is Project-based learning.

The approach of Project-based learning has been demonstrated to have the possibility to enhance students' think critically, how communicated, and creatively in teamwork (Sari et al., 2021). Based on Ariyani, (2024), there is possibility of Project-based learning to increase students' communicative ability, vocabulary, speaking, listening, writing, and reading abilities. It is clear that one talent that can be enhanced by the PJBL method is writing ability (Harbi et al., 2024).

The study contributed the novelty to improve writing abilities, especially in writing congratulation cards involving Project-based learning. Furthermore, rather than being conducted at a secondary school or Senior High School, this study will be done at the Junior High School level. The study focused on four objectives, namely: 1) To investigate the English writing ability of the students who are taught without using Project-based learning; 2) To investigate the English writing ability of the students who are taught using Project-based learning; 3) To find out significant difference on the writing ability between the students who are taught using Project-based learning and those taught without using Project-based learning; 4) To elaborate the challenges faced by the students in the implementation of Project-based learning to improve writing ability.

RESEARCH METHOD

Design a study is the study of composing and carrying out empirical research, including the application of quantitative and qualitative techniques for

both time series and cross-sectional data gathering across environment and time (Mweshi, 2020). Following the objectives, the study prefers to utilize a method quantitative with a design of quasi-experimental design. According to quasi-experimental design, this study used two classes the class of control and the class of experiment. The class of control taught using conventional learning diverse to the class of experiment which was treated using Project-based Learning.

Based on Cohen et al., (2018), the experimental design especially non-equivalent refers to the terms that the experiment and control groups have not been equated by randomization. The number of sample classes must be same. The sample are students eighth grade of SMP NU 06 Kedungsuren Kaliwungu Selatan especially class VIII E and VIII F. The class of control was E class and the class of experiment was F class. In both classes, the number of students are 38 so the total samples reach 76 pupils.

This study established writing tests and distributing questionnaires to collect data. Test of writing includes pre-test and post-test in the form of essay writing congratulation cards. The questionnaire is about students' challenges that faced during application of Project-based learning. It is established in form of closed-questionnaire. The systematic processes to analyze data that has been collected, namely: 1) The data that has been gathered from conducting pre-writing test and post-writing test analyzed statistically using SPSS 30 program. The analysis includes minimum scores, maximum scores, mean scores, and standard deviation. The average scores on test of writing classified into the category level; 2) Project-based learning students' writing abilities differ significantly from those of students who do not receive Project-based learning instruction. It was analyzed using SPSS program. The data analyzed is the results of post-test in class control also in the class of experiment; 3) Questionnaire responses were calculated using the formula of four points Likert-scale and classified based in the interval.

FINDINGS

The research purpose is to identify the application of Project-based learning to increase students' ability to write in the eighth grade of SMP NU 06 Kedungsuren Kaliwungu in the 2024/2025 academic year. The finding of the research covers four of objectives.

The English Writing Ability of the Students who are Taught without using Project-based Learning.

This study used two different learning models. The learning in a class of control was established using conventional learning or not given Project-based learning treatment. Pre-test was established with the aim of determining the extent of students' ability of writing before the learning was conducted. After pre-test was provided, learning was implemented on the material congratulation cards. Then, post-test was given after learning. The post-test was given to determine the learning outcome. Research data obtained from students' writing tests score.

Table 1. Descriptive Statistics of Control Class

Test	N	Minimum	Maximum	Mean	Std. Deviation	Category
Pre-Test Control	38	60	70	64.42	3.202	Inadequate
Post-Test Control	38	65	84	73.32	5.312	Adequate
Valid N (listwise)	38					

As can be observed from table 1, the average score of pre-test in class of control was 64.42. According to score criteria, the pre-test of average was included in inadequate range. Post-test score average was 73.31. According to the score criteria, it was included in adequate range. In accordance with the calculation, the improvement was shown from the score of students. The improvement was seen from average of post-testing one level better than the average of pre-testing. Although not statistically significant, almost every student's score increased. Student's result pre-test scores inferred the extent of their writing ability before conventional learning is inadequate range.

The English Writing Ability of the Students who are Taught using Project-based Learning.

The research on the experiment class is differentiated from class of control. Class of experiment class treated using Project-based learning. In class of experiment, students were also established pre-test before treating treatment to decide the extent of students' abilities in writing. Treatment was given after pre-test; during the treatment, they were taught the material about congratulation cards using the Project-based learning model. Furthermore, a post-test was established to determine whether there were an increased on students' writing abilities.

Table 2. Descriptive Statistics of Experiment Class

Test	N	Minimum	Maximum	Mean	Std. Deviation	Category
Pre-Test Experiment	38	60	71	65.50	3.485	Inadequate
Post-Test Experiment	38	81	91	85.97	3.349	Good
Valid N (listwise)	38					

Table 2 demonstrated average score of students' pre-test was 65.50. Consulted from score criteria in the table of 3.5 average of pre-test score included in inadequate range. Average of students' score post-test was 85.97. Consulted from score criteria in the table of 3.5 the average of post-test score included in good range. According to the computation, students in the experiment class who receive instruction through Project-based learning have increased scores on pre-test to post-test The improvement is the average of

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post-test two levels better than the average of pre-test. Additionally, almost every student's score increased significantly from the pre-testing to the post-testing. The result of the student's pre-test score inferred the extent of the students' ability of writing before implementing Project-based learning is inadequate range.

The Significant Difference on the Writing Ability between the Students who are Taught using Project-based Learning and Those Taught without using Project-based Learning

The research data obtained from both of writing test grades especially post-test were inputted into a table and analyzed using the SPSS program. The outcome is interpreted below.

Table 3. N-Gained Score Percentage

Class	N	Minimum	Maximum	Mean	Std. Deviation
Experiment	38	46.88	74.29	59.2190	9.27644
Control	38	-6.67	56.76	24.4869	16.25069

According to N-Gain score categories table, less than 40% were classified "not effective", 40% to 55% classified "less effective", 56% to 75% classified "effective enough", and percentage more than 76% classified "effective". Following score of N-Gain test computation results, control class's average score of N-Gain is 24.4869, or 24.4%, getting into the "not effective" category. It can be inferred that conventional learning approaches do not work well for enhancing eight-grade students' English writing abilities in congratulation card material. The experiment class's average N-Gain score, as determined from N-Gain score test computation, is 59.2190, or 59.2%, getting into the "effective enough" categories. It was indicated that implementation of Project-based learning is "effective enough" in improving English writing ability in congratulation card material for eighth grade students.

According to Table 4, t-test of paired in SPSS is utilized to ascertain whether means of two paired samples differ. The findings of the two-tailed significance value (Sig.) in the paired t-test control class are 0.000, indicating that the Sig. value should not exceed 0.05. According to these findings, H_a is accepted while the H_o test results are rejected. The average value has increased, following to the test results, although not significantly. It inferred about students' abilities of writing are not impacted significantly by utilizing conventional learning.

The experiment class's paired t-test revealed significance (2-tailed) of 0.000. The test results fulfill Sig. (2-tailed) value standards, which requiring that the significance value must be less than 0.05. Based on these findings, H_a is accepted while H_o is rejected. Project-based learning implemented as learning model significantly raises the average score of students' writing abilities, according to the test results. The mean of two unpaired samples is then compared using the independent t-test to see if there is a difference. The

significance value (2-tailed) is 0.000, according to the independent test results. Since value of Sig (2-tailed) cannot be more than 0.05, a significance value of 0.000 less than 0.05 indicates that it is suitable. In accordance with these results, H_a was accepted and vice versa H_o was rejected.

Table 4. Descriptive Hypothesis

Hypothesis	Test Used	Average	Std. Deviation	Test Statistics Value	Sig. Value	Description
1. There is a significant difference on the writing ability between the students class who are taught using conventional learning.	Paired T-Test	Pre-Test = 64.42 Post-Test = 73.32	Pre-Test = 3.202 Post-Test = 5.312	t = -9.174	0.000	H_a Accepted
2. There is a significant difference on the writing ability between the students class who are taught using Project-based learning.	Paired T-Test	Pre-Test = 65.50 Post-Test = 85.97	Pre-Test = 3.485 Post-Test = 3.349	t = -32.227	0.000	H_a Accepted
3. There is significant difference on the writing ability between the students who are taught using Project-based learning and those taught without using Project-based learning	Independent T-Test	Control = 73.32 Experiment = 85.97	Control = 3.349 Experiment = 5.312	F = 6.090	0.000	H_a Accepted

Therefore, depending on the test results show conclusion that notable significant difference on ability of writing among students who are treated utilizing Project-based learning and those taught without utilizing Project-based learning. The difference is experiment class's score of average was higher than control class's. The implementation of model Project-based learning is more victorious in improving students' abilities of writing than conventional learning.

The Challenges Faced by the Students in the Implementation of Project-based Learning to Improve Writing Ability

This study used a closed questionnaire instrument to elaborate on challenges faced by students during application of Project-based learning to increase ability of writing. The writer used a Likert-scale questionnaire that uses a four-point scale, namely strongly agree, agree, disagree, and strongly disagree. The questionnaire contains ten questions. The questionnaire data were analyzed by calculating the percentage value.

Table 5. Questionnaire Percentages

Q	Percentages				Total (%)	Criteria
	Strongly Agree	Agree	Disagree	Strongly Disagree		
Q1	52.6%	35.5%	0%	0%	88.1%	Strongly Agree
Q2	2.6%	71.1%	1.3%	0%	75%	Strongly Agree
Q3	7.9%	67.1%	1.3%	0%	76.3%	Strongly Agree
Q4	50%	31.6%	3.9%	0%	85.5%	Strongly Agree
Q5	60.5%	29.6%	0%	0%	90.1%	Strongly Agree
Q6	5.2%	65.1%	2.6%	0.7%	73.6%	Agree
Q7	15.8%	59.2%	2.6%	0%	77.6%	Strongly Agree
Q8	63.1%	27.6%	0%	0%	90.7%	Strongly Agree
Q9	5.3%	69.1%	1.3%	0%	75.7%	Strongly Agree
Q10	44.7%	39.5%	1.3%	0%	85.5%	Strongly Agree

In the result interpretation questionnaire percentages table, shown that highest point response is question number eight which ask if Project-based learning approach makes students feel more creative when completing assignments or project for learn. The point reach 90.7% in strongly agree criteria. The lowest score is the question number six which as if students may integrate information from different disciplines into the topic the students is working on. The point reach 73.6% in agree criteria. Therefore, it concluded that, majority of students gave positive responses on implementation of Project-based learning. It is inferred that the students not facing many problem during the learning writing utilizing Project-based learning model.

DISCUSSION

The study investigated students' ability of English writing in the class of control before the conventional learning process. The average score of pre-test result indicated that students English writing ability in control class before conventional learning is in inadequate criteria. After the writer conducted the conventional learning and followed by post-writing test. The writer found there was an increase in student scores from the pre-test 64.42 point to the post-test 73.31 point but was not significant enough. The results of the writer's observations showed that students were less enthusiastic about learning. It is supported by the statement from Hasan et al., (2025), it will be challenging to build social skills, interpersonal interactions, and critical thinking because the expository learning approach employs the lecture technique. Although, the idea that every person has a fundamental personality structure that underlines his or

her dynamic organization and behavioural patterns arise from the individuality of each person as demonstrated by the distinctive styles of conduct and adjustment (Kalhotra, 2015).

The next investigation is about the students' ability of English writing in the class of experiment before applying treatment. Project-based learning is applied to the experiment class. The average score of pre-test shows that, English writing ability of the students in experiment class before treatment is in inadequate criteria. After conducted pre-writing test, the writer carried out the treatment and followed by post- writing test. The test results revealed that there was a significant increase from the pre- writing test 65.50 point to the post-test scores 85.97 point on the experiment class. Therefore, Project-based learning makes students actively involved in learning and in project assignments. This statement is supported by a statement from Fahraini, (2024), through pertinent and meaningful assignments that demand them to apply what student have learned to creative written output, this method actively engages students in the learning process. In this manner, students learn how to apply theory in real-world situations that call for creativity and critical thinking in addition to understanding it. Although, according to Arihastha and Basthomi, (2019), Project-based learning is demanding teaching model that involves students in an actual task that is connected to real-world issue.

The other finding was about discovering the difference on ability of writing in both of sample classes. The independent test shown the significance value is 0.000. It is able conclude that, there is considerable difference on the writing ability between the students who are taught using Project-based learning and those taught without using Project-based learning. The data analysis on SPSS independent test indicates that the atmosphere of Project-based learning is more active, creative, and collaborative. Project-based learning increases students' learning motivation by learning in groups and students can exchange ideas with other students. The freedom to determine project topics opens up students' creative ideas. It can be conclude that Project-based learning is effective in improving students' writing abilities. In line with the statement of Hidayati & Widiati, (2019), Project-based learning works well for enhancing students' writing abilities. This finding also strengthen the research finding of Oroh and Wilar (2022), that the results showing an enhancement by the test for student's writing abilities.

This study also took the data from a questionnaire regarding the challenges faced by the students in Project-based learning activities. Findings of the data analyzed demonstrated that most of the students do not experience many difficulties in learning writing using Project-based learning. Students also agreed that Project-based learning fosters students' interest and motivation to learn. The majority of students responded that Project-based learning improves cooperation and collaboration skills. This statement is supported by (Fahraini, 2024), these projects help students think critically, investigate different concepts, and create papers that are not just grammatically correct but also engaging and significant.

CONCLUSION AND SUGGESTION

From this study a number of inferences can be made. The conclusions are as follows: 1) Prior to conventional learning, the control group's students' English writing ability falling into the category of inadequate; 2) Instead of the introduction of Project-based learning the experiment class's students' English writing ability fell into the category of inadequate criteria; 3) The writing abilities of the students who receive instruction through Project-based learning differ significantly from those of students who do not receive such instruction. The average of post-test score in control class was 73.32 while score in the experiment class was 85.97. The analysis showed a significance (2-tailed) value is 0.000 these results prove that there is difference on the control class and experiment. Given that experiment class t table is more than the t value, it may be inferred that Project-based learning enhances students' writing abilities; 4) The challenges faced by the students in the implementation of Project-based learning. The results of the data calculation of the questionnaire raise many positive responses at each point. These results explain that students eighth grade of SMP NU 06 Kedungsuren Kaliwungu do not faced many troubles or accept well the applying of Project-based learning.

According to the conclusion, Project-based learning can be used as one of the choice of learning model for teachers and students in writing class especially related to the congratulation card material. Project-based learning is a good choice if students need to work in group in learning activities, sharpen critical thinking skills, and create a more active classroom atmosphere. This study is available as reference for the forthcoming studies regarding to the application of Project-based learning. The future study may possible to use different material, other English abilities, or choose a teacher as a sample.

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