ABSTRACT

Indri Khairunnisa (2025): The Use of Project-Based Learning to Improve Students' Writing Skills on Recount Text: A Quasi-Experimental Study at Indonesian Islamic Junior Secondary School.

This study aimed to investigate whether Project-Based Learning (PjBL) significantly improved students' writing skills in recount texts. The research was conducted at Indonesian Islamic Junior Secondary School Bani Ma'sum during the academic year 2025/2025. The study employed a quantitative method with a quasi-experimental design. The participants were eighth-grade students divided into two groups: an experimental group taught through Project-Based Learning (PjBL) and a control group taught using a conventional method.

The data were collected through pre-tests and post-tests using a writing test. Students' writing performance was assessed using an analytical scoring rubric adapted from Jacob et al. (1981), which focused on five aspects: content, organization, vocabulary, language use, and mechanics. Data analysis involved independent samples t-tests and N-Gain calculations.

The findings showed a significant improvement in the writing skills of the experimental group compared to the control group. The results of the Independent Samples t-test showed a significance value of 0.001 ($p < 0.05$), with the assumption of *equal variance not assumed*, indicating a statistically significant difference between the two groups. The N-Gain score for the experimental group was 56.54% (moderate category), while the control group scored 35.01% (low category), indicating greater effectiveness in the Project-Based Learning (PjBL) class.

In conclusion, Project-Based Learning (PjBL) was an effective learning model for improving students' writing skills in recount texts. By encouraging active participation, collaboration, and teamwork, this model fostered a more student-centred learning environment.

Keywords: Project-Based Learning, Writing Skills, Recount Text, Quasi-Experimental Design

DECLARATION OF AUTHENTICITY

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As a result, hereby declare that this research paper titled "**The Use of Project-Based Learning to Improve Students' Writing Skills on Recount Text: A Quasi-Experimental Study at Indonesian Islamic Junior Secondary School"** is my original work. It has not been plagiarized, nor has it been previously submitted to any institution for the award of any academic degree or diploma. All sources used in the writing of this thesis have been cited correctly by the applicable academic writing standards.

This research was conducted as part of the academic requirements for completing a Bachelor's degree in the Department of English Education, Faculty of Tarbiyah and Teacher Training, at Universitas Islam Negeri Sunan Gunung Djati Bandung. I am willing to accept any academic sanctions should it later be proven that this thesis is not my original work as declared.

Bandung, August 2025

Researcher

Indri Khairunnisa

BIOGRAPHY

Indri Khairunnisa was born in Subang, West Java, on October 20, 2002. She completed her secondary education at MAN 1 Sumedang and graduated in 2020. In the same year, she was admitted to the Department of English Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Gunung Djati Bandung. During her undergraduate studies, she demonstrated a strong interest in English language teaching, particularly in developing students' writing skills. This interest led her to research the implementation of Project-Based Learning (PjBL) in English language instruction.

This thesis, entitled **"The Use of Project-Based Learning to Improve Students' Writing Skills on Recount Text: A Quasi-Experimental Study at Indonesian Islamic Junior Secondary School",** was written as one of the requirements for the completion of a Bachelor's degree in English Education.

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PREFACE

All praise is due to Allah, the Exalted. By His mercy and guidance, this thesis entitled *"The Use of Project-Based Learning to Improve Students' Writing Skills on Recount Text: A Quasi-Experimental Study at Indonesian Islamic Junior Secondary School"* has been completed. This thesis is submitted in partial fulfilment of the requirements for the Bachelor's Degree in English Education at the Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung.

This study examines the implementation of Project-Based Learning (PjBL) to improve students' writing skills, particularly in recount texts. It is hoped that the findings will provide insights into the effectiveness of Project-Based Learning (PjBL) in English language instruction at the junior secondary level.

The writer would like to express sincere gratitude to H. Fakry Hamdani, S.S., M.Hum., M.Res., Ph.D., and Dr. H. Sajidin, S.S., M.Pd, for their valuable guidance and support throughout the completion of this thesis. Special appreciation is also extended to the writer's beloved family for their unwavering prayers, support, and motivation, as well as to peers and friends who contributed in various ways during this journey.

The writer is fully aware that this thesis still has limitations. Therefore, constructive feedback and suggestions are highly welcome for further improvement.

Bandung, August 2025

Researcher

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CHAPTER I
INTRODUCTION

This chapter provides an introduction to the research. The following sections outline the study's background, research questions, purpose, significance, framework, hypotheses, and a review of previous studies. The background section begins with a discussion of writing ability, the challenges students face in writing, and the implementation of Project-Based Learning (PjBL) as a solution to address these issues.

A. Background to the Study

Writing is one of the important language skills that English as a Foreign Language (EFL) students need to acquire. It is an instrument to express thoughts, feelings, opinions, and ideas about specific experiences. Harmer (2004) states that writing is a form of communication that enables students to put their feelings and ideas on paper, organize their knowledge and beliefs into persuasive arguments, and convey meaning through well-constructed text. Similarly, Nunan (2003) defines writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Therefore, writing skills are important for students to communicate their ideas clearly and structured in English.

However, compared to other language skills, such as listening, speaking, and reading, writing is often considered the most difficult skill for students to learn. Ahmed and Bidin (2016) demonstrated that the writing skills of Indonesian English as a Foreign Language (EFL) learners were significantly enhanced by Project-Based Learning (PjBL). This model emphasizes student-centred learning, enabling students to engage in real-world projects that require applying writing skills. Similarly, Harmer (2004) described writing as a complex skill. This is because English as a Foreign Language (EFL) students should have accurate information, strong arguments, and a good understanding of writing organization and mechanics before presenting their ideas in writing.

At Indonesian Islamic Junior Secondary School Bani Ma’sum, students encounter writing difficulties, including limited vocabulary, lack of exposure to

correct sentence structure, and difficulty organizing their thoughts into well-structured writing. The difficulties arise from a lack of interest in reading and insufficient educational resources. As a result, students struggle to construct grammatically accurate sentences. The difficulties are intensified by the implementation of the conventional method, which does not adequately address students' needs in developing writing proficiency.

Furthermore, traditional teaching methods often fail to engage students actively, leaving them with limited opportunities to practice and improve their writing skills in a meaningful context. A study by Graham and Perin (2007) found that traditional learning methods, which only focus on memorization and lectures, are less effective in improving students' writing abilities than strategy-based and interactive approaches. Therefore, an innovative teaching model, such as Project-Based Learning (PjBL), is needed to create a more student-centred learning experience that fosters deeper engagement and skill development.

The Project-Based Learning (PjBL) model can effectively improve student learning, particularly in writing skills. Affandi and Sukyadi (2016) found that the use of Project-Based Learning (PjBL) contributed positively to the development of writing competence among Indonesian learners of English as a foreign language. This model emphasizes student-centred learning, enabling students to engage in real-world projects that require applying writing skills. According to Thomas (2000), Project-Based Learning (PjBL) is a model that organizes learning around a project. This model is characterized by a structured sequence of phases that enables students to follow the learning process and enhance their writing abilities. According to The George Lucas Educational Foundation (2005), the model consists of six key steps: (1) identifying an essential question, (2) designing a project plan, (3) setting a schedule, (4) monitoring student progress, (5) assessing outcomes, and (6) evaluating the learning experience. The structured phases ensure that students can generate meaningful texts and comprehend the writing process.

However, limited research has addressed the use of Project-Based Learning (PjBL) in improving students' writing skills in recount texts, particularly at the junior secondary level. Therefore, this study aims to investigate whether Project-

Based Learning (PjBL) significantly influences the improvement of students' writing skills in recount texts at Indonesian Islamic Junior Secondary School Bani Ma'sum. The study uses a quantitative method with a quasi-experimental design.

B. Research Questions

Based on the research background described above, the problem formulation in this study is as follows:

1. What are the results of students' writing skills in recount texts without Project-Based Learning (PjBL)?
2. What are the results of students' writing skills in recount text with Project-Based Learning (PjBL)?
3. What is the significant influence of Project-Based Learning (PjBL) in improving students' writing skills in recount texts?

C. Research Purposes

Based on the formulation of the research problem above, the purpose of this study is formulated as follows:

1. To analyze the results of students' writing skills in recount texts without Project-Based Learning (PjBL).
2. To analyze the results of students' writing skills in recount texts using Project-Based Learning (PjBL).
3. To determine whether Project-Based Learning (PjBL) significantly influences the improvement of students' writing skills in recount texts.

D. Research Significances

This section presents the research's significance for various parties involved in the educational process, including EFL teachers, learners, and researchers.

1. For EFL Students

This study is expected to benefit students, especially EFL learners, by improving their writing skills through implementing Project-Based Learning (PjBL). Students can develop their creativity, collaboration, and motivation to learn English by engaging in real-world projects.

2. For EFL Teachers

This study presents an alternative model for teaching writing, particularly in the context of writing a recount text. Teachers can design and implement a more effective teaching model using Project-Based Learning (PjBL) to foster a more engaging, student-centred learning environment.

3. For Researchers

This study is expected to provide input for other researchers interested in furthering their research on writing skills by implementing the Project-Based Learning (PjBL), especially in writing recount texts.

E. Research Scope

This study is limited to recount text writing and does not cover other writing genres. It investigates the influence of Project-Based Learning (PjBL) on proficiency in various aspects of recount text writing, including content, organization, vocabulary,language use, vocabulary and mechanics. The subjects of this study were 35 eighth-grade students of Indonesian Islamic Junior Secondary School Bani Ma'sum, comprising classes VIII A and VIII B. The research was conducted during the first semester of the academic year 2024/2025. The study employed a quasi-experimental design, with Class VIII A serving as the experimental group and Class VIII B as the control group. The school is located at Cimanggu Street No. 87, Cimanggu Village, Cisalak District, Subang Regency, West Java Province, Indonesia (41283).

F. Theoretical Framework

This research investigates how Project-based learning (PjBL) can improve students' writing skills in recount texts for Indonesian Islamic Junior Secondary School Bani Ma'sum students. In this study, Project-Based Learning (PjBL) serves as the independent variable (X), while students' writing skills in recount texts are the dependent variable (Y).

According to Thomas (2000), Project-Based Learning (PjBL) is a model that organizes learning around projects. This model emphasizes student-centered learning, in which students actively participate in projects to comprehend and enhance their skills. Students exchange ideas and acquire knowledge from each

other through collaborative group activities. The George Lucas Educational Foundation (2005) outlines six essential stages of Project-Based Learning (PjBL) model : (1) starting with the essential question, (2) designing a plan for the project, (3) creating a schedule, (4) monitoring the students and the progress of the project, (5) assessing the outcome, and (6) evaluating the experience. Furthermore, Zhang and Ma (2023) stated that Project-Based Learning (PjBL) significantly improved student learning outcomes and had a positive impact on affective attitudes, cognitive skills, and academic achievement compared to traditional teaching models.

In the context of English as a Foreign Language (EFL), writing is often considered one of the most difficult skills to master Richard and Renandya (2002). Writing is the cognitive process of generating concepts, considering their expression, and arranging them into sentences and paragraphs that are comprehensible to the reader, as defined by Nunan (2003). Considering these challenges, it is important to implement Project-Based Learning (PjBL) to promote active engagement and collaboration in writing tasks by providing a structured and practical framework.

At the junior secondary level, the recount text is one of the texts that is introduced to students. According to Kemendikbudristek (2021), this genre is used to describe past events or personal experiences. Implementing Project-Based Learning (PjBL) in recount text learning aims to improve junior high school students' English as a foreign language (EFL) writing skills by providing them with opportunities to be active, independent, and creative (Cahyono et al., 2024). Students write recount texts utilising Project-Based Learning (PjBL) by outlining, brainstorming, revising, editing, and compiling. Therefore, their writing skills are expected to improve progressively at each stage.

This study employs a quasi-experimental research design to investigate whether the implementation of Project-Based Learning (PjBL) significantly influences the writing ability of recount text of Grade VIII students at Indonesian Islamic Junior Secondary School Bani Ma'sum. The theoretical framework demonstrates that Project-Based Learning (PjBL) facilitates students' ability to

write recount texts through collaborative and contextually relevant learning activities.

Based on the theoretical explanation above, it can be assumed that the use of the Project-Based Learning (PjBL) has a significant effect on students' writing ability, especially in writing recount texts. The learning process, which involves active participation, collaboration, and real-world projects, provides an effective platform for students to develop their writing skills in a structured manner. Therefore, this study assumes that there is a significant influence of Project-Based Learning (PjBL) on students' ability to write a recount text.

G. Hypothesis

The research hypothesis focuses on how Project-Based Learning (PjBL) influences students' writing skills in recount texts. The hypothesis was formulated to investigate the relationship between two variables. According to Creswell (2023), Quantitative hypotheses are predictions the researcher makes about the expected relationships among variables. There are two types of hypotheses, as follows:

1. **Alternative Hypothesis (Ha):** There is a significant influence of Project-Based Learning (PjBL) on improving students' writing skills in recount texts.
2. **Null Hypothesis (H0):** There is no significant influence of Project-Based Learning (PjBL) on improving students' writing skills in recount texts.

H. Previous Studies

The following presents previous research on implementing Project-Based Learning (PjBL) to improve students' writing skills. The first study, conducted by Arochman et al. (2024), examines the impact of Project-Based Learning (PjBL) on Indonesian EFL students' English writing skills and their perspectives. This study of 39 Tidar University English Education majors employed a mixed-methods approach, combining quantitative analysis with a paired sample t-test and descriptive qualitative analysis. The study indicated that writing quality improved from 66.76 to 74.82. Participants reported that the independent learning environment of Project-Based Learning (PjBL) enhanced their critical and creative

thinking, language skills, and writing abilities. Project-Based Learning (PjBL) enhances writing content, grammar, vocabulary, and organization.

The second study, conducted by Endriyanto (2023), employed Project-Based Learning (PjBL) as an approach to enhance students' writing abilities, utilising a quasi-experimental design. The study was conducted at SMPN 1 Murung. This study examines how Project-Based Learning (PjBL) enhances the narrative text-writing skills of grade VIII students at SMPN 1 Murung. The experimental group had an average post-test score of 75.75, while the conventional learning group had an average of 69.5. Project-Based Learning (PjBL) is better than standard procedures because the data analysis resulted in a significance value of 0.000, rejecting H0 and accepting Ha.

The third study, conducted by Chadafi and Fatwa Syarifudin (2021), aimed to examine the effectiveness of the Project-Based Learning (PjBL) model in enhancing the writing skills of tenth-grade students at SMK Ma'arif NU Sunan Giri, particularly in writing recount texts. The study used a pre-experimental design with a single group, including both a pre-test and a post-test. The study involved 36 students and used a writing test as the instrument. The results indicated a significant improvement in students' post-test scores compared to their pre-test scores, with a sig. (2-tailed) value of 0.001 < 0.05, meaning the use of Project-Based Learning (PjBL) had a statistically significant effect on students' writing performance. In addition, the study found that grammar and mechanics were the most frequent problems students faced when producing retell texts, indicating that, despite the benefits of Project-Based Learning (PjBL), certain areas still require instructional attention.

The fourth study, conducted by Amali et al. (2024), aimed to determine the effectiveness of the Project-Based Learning (PjBL) model on improving the ability of grade X students at SMK Al Musyawirin, Cirebon Regency, to write descriptive texts. This study used a quantitative method with a quasi-experimental design. The study was conducted at SMK Al Musyawirin, Cirebon Regency, in the 2023/2024 academic year. The research indicates that the use of Project-Based Learning (PjBL) has a significant impact on enhancing the ability to write descriptive text.

The average score of the experimental class increased from 57.22 to 75.09, while the control class's average score increased from 50.00 to 64.25. The effect size value of 1.003 indicates a strong influence, particularly in aspects of content and writing organization.

The fifth study, conducted by Wulandari and Ahmad (2020), aimed to investigate the effect of the Project-Based Learning (PjBL) method on the writing ability of second-grade students at SMAN 2 Tapung Hilir. The study used a quantitative method and a quasi-experimental design. The results of data analysis using a paired sample t-test showed that the average score of students in the experimental class increased significantly from 50.67 to 79. With a t-value of 8.682 (higher than the t-table value of 0.367 at the 5% significance level), these results prove that the use of the Project-Based Learning (PjBL) has a significant effect on improving students' writing skills.

Although there are similarities in variables and research focus, the previous studies differ in terms of methods, settings, and the academic levels of the students. Most of them were conducted in senior high schools or universities, and only a few focused specifically on recount texts. Therefore, this study aims to fill the gap by explicitly examining the effectiveness of Project-Based Learning (PjBL) in enhancing writing skills, particularly in recount texts, among eighth-grade students at Indonesian Islamic Junior Secondary School Bani Ma'sum. It is expected to offer more contextual insights within the junior secondary school level and the Islamic school setting.

CHAPTER II
LITERATURE REVIEW

This chapter presents a literature review. The following sections discuss the general concept of writing, Project-Based Learning (PjBL), and recount text. Each section is discussed to build the theoretical foundation of the research and to illustrate how these concepts are interconnected within the teaching and learning process.

A. General Concept of Writing

Writing is an important skill in English language learning that enables students to convey ideas, thoughts, and information through written language. A clear understanding of writing is important to help students develop their ability to produce well-structured and coherent texts. This section presents a definition of writing as a basis for further discussion.

1. The Definition of Writing Skills

Writing is one of the four important language skills in English language learning, along with reading, listening, and speaking. According to Clara et al. (2025), writing is a basic language component in education, where writing skills are important for academic success and effective communication. It involves organizing ideas, constructing sentences using words, and connecting them into paragraphs in a structured manner. However, many students perceive writing as more complex than listening and reading, which is often considered a skill they struggle with (Berman and Cheng, 2010).

Scholars have defined writing in various ways, considering it a complex process that involves cognitive activities to express ideas, feelings, and thoughts. Writing serves as a means of communication and also contributes to the development of critical thinking skills, recording ideas, and organizing thoughts logically and systematically (Rambe et al., 2023; Harmer, 2004; Wardani et al., 2021). According to Rambe et al. (2023), writing is the process of expressing thoughts or feelings in words, phrases, and paragraphs. This process not only involves putting ideas into words but also requires an understanding of text structure, coherence between ideas, and the appropriate use of language.

In addition, Harmer (2004) defines writing as a form of communication that allows students to articulate their thoughts and feelings on paper, organize their knowledge and convictions into persuasive arguments, and convey meaning through well-constructed text. Similarly, Lin and Holly (2022) argued that writing forces individuals to think critically about their ideas and express them in a way that others can understand. When learners engage in writing, it helps transform general ideas into specific concepts. As a result, students enhance their critical thinking skills, develop the ability to communicate ideas (Campbell et al. 1993), and gain an understanding of language structure and vocabulary.

Furthermore, Wardani et al. (2021) describe writing as a complex process that involves multiple skills, including generating ideas, organizing thoughts, and coherently conveying them through a text. Similarly, Kane (2000) asserts that a paragraph must satisfy two criteria to be coherent. The first is relevance, where every idea relates to the topic. The second is effective order, where ideas are organized to show logic or importance. Therefore, writing is not a natural skill, as it cannot be acquired automatically and easily. Producing good writing is a continuous effort that requires specific skills and careful attention to detail.

In conclusion, writing is a form of communication and a complex process. It involves combining ideas and considering how to express them effectively in good writing, organizing thoughts, engaging in critical thinking, and conveying meaning through clear and structured composition. Although students often consider writing to be the most difficult language skill, it plays an important role in academic success.

2. Indicator of Writing Skills

To produce effective writing, the writer should be aware of several key aspects. An effective composition should meet the qualities in some terms, adapted from Jacob et al. (1981), below:

a. Content

Content refers to the clarity, relevance, and completeness of the main idea in the writing. It makes it easier for readers to understand and grasp the information

from the message. Writers must express their ideas clearly, supported by sufficient examples or explanations.

b. Organization

Organization enables the writer to arrange and present ideas in a coherent and structured manner through clarity of purpose, logical flow, effective sentence structure, and the right choice of words to convey the message effectively to the reader.

c. Vocabulary

Vocabulary refers to the breadth, accuracy, and appropriateness of the choice of words used by the writer. A good command of vocabulary enables the writer to convey ideas more precisely, avoid repetition, and adapt the language to the context, reader, and purpose of writing.

d. Language Use

The fourth component is language use, which refers to the writer's ability to appropriately apply grammar, sentence structure, and language rules to produce precise, coherent, and accurate writing. This aspect includes the accuracy of subjects and predicates, the appropriate use of singular and plural forms, and the proper selection of regular and irregular verb forms, which significantly contributes to the overall clarity and quality of the writing.

e. Mechanic

Mechanical aspects are important as they enable the reader to understand the intent of the writing. These methods include capitalization, punctuation, and spelling. The details are below:

1) Capitalization

Proper capitalization is used at the beginning of sentences and in proper names, titles, and places, which enables other important writing elements. Incorrect capitalization makes the sentence's meaning ambiguous and confuses the reader. In addition, proper capitalization helps distinguish between sentences and clarify the message the writer wants.

2) Punctuation

Punctuation (e.g., commas, hyphens, semicolons, dashes) improves clarity by showing how words are grouped, separated, or linked. The correct punctuation can convey your intended message clearly to your audience.

3) Spelling

Spelling is the process of forming words correctly using the correct order of letters, which is essential for clear communication in writing.

Based on the explanations above, writing consists of five components: content, organization, vocabulary, language use, and mechanics. Students who want to be good writers must be proficient in all five elements.

3. The Purpose of Writing Skills

In the writing process, writers aim to convey a message to readers. Each type of writing has a different purpose, enabling writers to develop their skills and refine their writing strategies to achieve their goals. According to Harlena (2019), writing enables individuals to communicate with others, even when separated by distance and time. In this context, communication relates to how writers express their thoughts and feelings to readers. Writers seek to inform or explain their ideas through writing.

Similarly, Childs (2020) notes that writing allows students to express themselves, reason, and share their knowledge, which can serve as a form of assessment. Teachers can use writing to evaluate students' understanding of a topic, their ability to develop clear arguments, and their critical thinking skills. Writing is a means of communication and a method for assessing children's cognitive development. In recount text learning, writing helps students reflect on personal experiences and acts as a tool for teachers to measure students' understanding of text structure and thinking skills.

Furthermore, writing serves multiple roles in communication, enabling writers to express ideas, share information, and influence readers. In addition, Grenville (2001) identifies three main purposes of writing.

a. Writing to entertain

Writing to entertain enables writers to express their imagination and creativity, evoking a range of emotions in readers, including happiness, sadness, and others. This kind of writing appears in various forms, including novels, short stories, poems, song lyrics, plays, screenplays, and even memoirs.

b. Writing to inform

Writing to inform is one of the most common purposes of writing. Information must be conveyed completely, clearly, and accurately in writing. Readers usually seek information in newspapers, journals, articles, or reports. Therefore, providing helpful information is the primary focus of writing.

c. Writing to persuade

Writing aims to persuade the reader by presenting logical arguments supported by evidence, not just based on feelings. Personal opinions can be included in this writing, but they must be supported with strong reasons to make them more convincing. Furthermore, no information should be fabricated or falsified because the primary purpose of persuasive writing is to build trust through facts and logic that can be accounted for.

Based on the above explanation, we can conclude that writing has various purposes, including entertainment, information, and persuasion of readers. These purposes guide the writer in selecting the appropriate content, structure, and language to convey the intended message effectively to the reader.

4. Teaching Writing Skills

Writing is a complex activity, and understanding this complexity is important for effective writing instruction. Teaching writing guides students through successive stages, such as planning, drafting, editing, and producing the final version to help them create coherent and compelling texts (Harmer, 2004). According to Qi and Fang (2023), effective writing instruction for English language learners should integrate both content knowledge and language skills to support the development of academic literacy. Furthermore, Kolbe (2025) argued that teaching involves not only delivering knowledge but also fostering understanding,

autonomy, and critical thinking. Therefore, teachers must determine the appropriate learning model following students' needs and objectives.

Various models can be used to develop students' writing skills, including Discovery Learning, Problem-Based Learning (PjBL), Task-Based Learning (TBL), and Project-Based Learning (PjBL), among others, depending on the learning objectives and classroom context. Andargie et al. (2025) argue that Project-Based Learning (PjBL) significantly improves the writing performance of English as a Foreign Language (EFL) learners across different contexts and genres, while enhancing motivation, peer interaction, and collaborative idea generation through real-world projects. Providing appropriate learning media is important to support students' writing comprehension.

Additionally, teachers can use various learning media, including printed materials (e.g., worksheets, flashcards), visual aids (e.g., pictures, posters, mind maps), and digital tools (e.g., Google Docs, Padlet, Canva). According to Komara and Tiarsiwi (2021), integrating appropriate learning media into teaching has positively impacted students' engagement and learning outcomes, helping them better understand complex concepts and retain information for longer periods. Besides using suitable learning media, creating a supportive classroom environment is important to maximize students' writing skills.

The classroom environment has a significant influence on students' learning processes and outcomes, particularly in the context of teaching writing. According to Dzahabiyyah et al. (2024), effective classroom management, including arranging seating to facilitate peer collaboration, establishing clear writing procedures, and scheduling time for planning, drafting, revising, and editing, has a positive impact on students' English writing performance. Similarly, Komara and Tiarsiwi (2021) argued that a neat and organized classroom can help students feel comfortable and focused, while a messy and noisy classroom can disrupt their concentration. Therefore, maintaining a conducive classroom environment is important because students require physical comfort and psychological focus to think critically, generate ideas, and express their thoughts through writing.

In conclusion, writing instruction requires appropriate teaching models, suitable learning media, and effective classroom management strategies tailored to students' needs and learning objectives. One of the models that has proven effective in improving students' writing skills is the Project-Based Learning (PjBL) model.

5. Assessing Writing Skills

Assessment is important for measuring students' writing progress, including their ability to generate ideas, organize their thoughts, and use linguistic features correctly. According to Suskie (2018), assessment is a systematic process of gathering, analyzing, and interpreting evidence to determine the extent to which outcomes meet established expectations. Similarly, Menggo et al. (2023) define assessment as the process of collecting information on students' understanding, knowledge, and skills regarding the learning objectives. A well-designed evaluation will provide students with feedback, enabling them to continue to enhance their writing.

The purpose of evaluating students' writing is to measure students' ability to generate and organize ideas, use appropriate vocabulary and grammar, and produce a coherent piece of written discourse (Weigle, 2002). It helps teachers identify learners' abilities, allowing them to provide appropriate support in areas they find challenging and to appreciate the progress they are making.

Furthermore, analytical scoring is an appropriate method because it assesses aspects of writing separately. According to Jacob et al. (1981), analytic scoring provides a profile of a student's writing across different dimensions, rather than a single overall score. Jacob et al. (1981) provide five main assessment components that enable teachers to evaluate student writing with objectivity and comprehensiveness, including content, organization, vocabulary, language use, and mechanics.

In conclusion, assessment is important to understand students' progress. In the context of writing, an appropriate method to assess students is analytical scoring, as it evaluates each aspect of writing separately, making the assessment more detailed. This method also helps teachers identify which parts of the students' writing are strong and which areas need improvement.

B. Project-Based Learning (PjBL)

Project-based learning (PjBL) is an innovative learning model that centres students' learning activities and has teachers as mentors and facilitators. The model provides students with the opportunity to learn independently, build knowledge, and develop skills by participating in real-world initiatives that are important to the learning material.

1. The Definition of Project-Based Learning (PjBL)

Project-Based Learning (PjBL) is a learning model that utilises projects or activities as the main component of the learning process. According to Thomas (2000), Project-Based Learning (PjBL) is a model that organizes learning around projects. Through Project-Based Learning (PjBL), students will understand their project, which can increase creativity, student learning motivation, and cooperation between students. Similarly, Wardani et al. (2021) assert that this model enables students to design, plan, and execute an extended project that produces a publicly exhibited output, such as a product, publication, or presentation.

Furthermore, Dewi (2022) defines Project-Based Learning (PjBL) as a learner-centred approach grounded in three key principles of constructivism: learners learn specific materials, are actively involved in the learning process, and achieve their goals through social interaction and sharing knowledge and understanding. Similarly, Berhitu et al. (2020) argue that in implementing Project-Based Learning (PjBL), students are exposed to complex, challenging, complete, and realistic projects, with adequate support to ensure they can complete the given task. It means that Project-Based Learning (PjBL) is a model that pushes students to absorb the material and produce something from what they have understood.

In addition, the George Lucas Educational Foundation (2005) describes Project-Based Learning (PjBL) as a dynamic approach that fosters critical thinking, creativity, and collaboration by engaging students in meaningful and contextualised learning experiences. Sumarni (2015) argued that Project-Based Learning (PjBL) does not require students to memorize theories or formulas. However, students must be more analytical and critical in analyzing information to solve problems through projects.

In conclusion, Project-Based Learning (PjBL) is a student-centred learning model that emphasizes active engagement, collaboration, and problem-solving through real-world projects. This model improves students' understanding of the subject matter and develops critical thinking, creativity, and independence.

2. Principle of Project-Based Learning (PjBL)

To implement an efficient Project-Based Learning (PjBL), the principles of this model serve as the main foundation. According to Richards and Schmidt (2010), principle in education is defined as a basic assumption or rule that guides teaching practices and learning strategies. This set of principles helps ensure that the learning process is directed towards achieving specific goals, meaningful, and focused. The following table outlines the core principles of Project-Based Learning (PjBL) as proposed by Larmer and Mergendoller (2010).

Table 2. 1 The Principle of Project-Based Learning (PjBL)

No.	Principle	Description
1	A Need to Know	Build students' curiosity by creating a need to know information relevant to the project.
2	A Driving Question	Using trigger questions as the main focus of the project, which are challenging and relevant to students' real lives.
3	Student Voice and Choice	Gives students the flexibility to make decisions in the project process, encouraging ownership and motivation to learn.
4	21st Century Skills	Integrate essential skills including collaboration, communication, creativity, and problem-solving.
5	Inquiry and Innovation	Encourage inquiry, exploration, and the creation of innovative solutions.
6	Feedback and Revision	Provide students with opportunities to receive feedback and revise their work to improve it.
7	Publicly Presented Product	Presenting project results openly to an audience increases responsibility and quality of work.

In conclusion, the principles of Project-Based Learning (PjBL) offer clear guidance that enables learning that is relevant, student-centred, and goal-oriented through inquiry, collaboration, and application to real-world situations. These concepts form the foundation for effective Project-Based Learning (PjBL) experiences that can be used in the classroom.

3. Stages of Project-Based Learning (PjBL)

The Project-Based Learning (PjBL) model involves more than just following procedures. It entails guiding students through relevant, purposeful, and personalized learning experiences. Several experts have outlined the stages of the Project-Based Learning (PjBL) model. These stages offer educators practical guidance on designing and implementing the Project-Based Learning (PjBL) model. To clarify, the following table summarizes the stages of the Project-Based Learning (PjBL) model proposed by The George Lucas Educational Foundation (2005).

Table 2. 2 The Stages of Project-Based Learning (PjBL)

No	Stages	Description
1	Start with the Essential Question	The learning process begins with an essential question that engages students in a specific task.
2	Design a Plan for the Project	Planning is done collaboratively between teachers and students. During planning, the project's rules, supporting activities, and necessary tools and materials are determined.
3	Create a Schedule	Teachers and students collaboratively develop a structured project implementation schedule. The schedule includes time for discussion, project development, revision, and finalisation of project results.
4	Monitor Students and Progress	Teachers monitor students' progress at each stage of the project to ensure the process is effective and efficient.
5	Assess the Outcome	Assessment of learning outcomes is carried out to measure the achievement of student competencies.
6	Evaluate the Experience	Teachers and students reflect on the overall experience during the project. This evaluation aims to identify strengths and weaknesses for future improvement.

In addition to the model proposed by the George Lucas Educational Foundation (2005), Myers (2019) also presents stages of the Stages of Project-Based Learning (PjBL) that are relevant for language learning contexts. The table below presents the stages of Project-Based Learning (PjBL) as proposed by Myers (2019).

Table 2. 3 The Stages of Project-Based Learning (PjBL)

No	Stages	Description
1	Preparation Cycle	Teachers and students plan the overall project, including determining the theme, topic, final product, and the strategies to be used for collecting and organizing information.
2	Information Gathering Cycle	Students begin to collect relevant data, references, and supporting materials to support their academic writing project.
3	Information Processing Cycle	Students organize, analyze, and filter the information they previously collected in stage 2. The goal is to prepare the information for creating the final project, such as a paper, presentation, or other work.
4	Information Display Cycle	Students present their final project by compiling the information from the previous stages into a written paper, a presentation, or a visual work.
5	Reflection Cycle	This is the final stage, where students and teachers reflect on the entire project experience, rather than the outcomes. The aim is to evaluate the learning that occurred, both in terms of content, language, skills, process, and results achieved.

In conclusion, although both models provide relevant guidance, the stages proposed by the George Lucas Educational Foundation (2005) were chosen in this study due to their simplicity and clarity, which improve the accessibility and manageability of the learning process for both teachers and students within a real classroom setting.

4. The Advantages and Disadvantages of Project-Based Learning (PjBL)

Project-Based Learning (PjBL) has been widely implemented as an innovative model in various educational settings due to its potential to improve students' skills and competencies. However, similar to other models, Project-Based Learning (PjBL) has advantages and disadvantages that educators must consider carefully. These aspects are discussed further below.

a. The Advantages of Project-Based Learning (PjBL) Model

The Project-Based Learning (PjBL) model offers several benefits for student academic development. Several studies have confirmed that Project-Based Learning (PjBL) is effective in improving multiple dimensions of the learning process. Zhang and Ma (2023) found that the Project-Based Learning (PjBL) model significantly improves students' learning outcomes, particularly in academic achievement and higher-order thinking skills. Students gain a deeper understanding

and more active engagement in learning when they are involved in real-world tasks, such as projects that require critical thinking, analysis, and team problem-solving.

Similarly, Nuryati et al. (2020) demonstrated that Project-Based Learning (PjBL) can enhance students' creativity, skills, attitudes, communication, and responsibility. Through this model, students are engaged in tasks and collaboration and must demonstrate responsibility, communicate their ideas clearly, solve problems creatively, and work collaboratively.

Furthermore, the Project-Based Learning (PjBL), according to Elisabet et al. (2019), argued that the Project-Based Learning (PjBL) model enhances students' confidence by facilitating group interaction, project or performance development, and problem-solving activities. This model enables students to take ownership of their learning process, make decisions collaboratively, and observe the tangible results of their efforts. As they actively participate in discussions, contribute ideas, and present their final project, they gradually develop a sense of competence and pride in their abilities.

Based on the explanation above, it can be concluded that the Project-Based Learning (PjBL) model enhances students' academic performance and develops important skills, including creativity, critical thinking, communication, and teamwork. This model also builds confidence and responsibility through active participation in real-life projects.

b. Disadvantages of the Project-Based Learning (PjBL)

Despite its numerous advantages, the Project-Based Learning (PjBL) also presents several disadvantages. According to Hidayah et al. (2021), Project-Based Learning (PjBL) takes longer than traditional learning because it involves investigation, collaboration, and project presentation. Moreover, it often requires facilities, tools, or technology that are not always available in schools, making institutional support and access to resources a key challenge.

Furthermore, Hafeez (2022) notes that assessment within this model remains challenging, especially in ensuring fairness and objectivity in evaluating group work, where student contributions may vary. When teachers lack a clear grading rubric or fail to monitor the roles of individuals within the group, this can lead to

problems. Students who are very active in the group compensate for the performance of less engaged members. As a result, students who do not contribute significantly still get the same grade as the more active group members. This situation has the potential to create dissatisfaction and demotivate students from working together on future group projects.

According to Wurdinger and Qureshi (2015), time management is a significant challenge, particularly when projects exceed the allotted lesson time. This presents an obstacle within the rigid school timetable system, where a limited duration constrains each subject. Teachers often struggle to manage time and instructional strategies to ensure that projects remain on track while simultaneously covering all required curriculum content.

In addition, Nurhidayah et al. (2021) argued that carefully preparing subject teachers before implementing the Project-Based Learning model (PjBL) is an important step. To prepare for project-based learning, a teacher is not only required to prepare projects following the learning material. However, teachers are also required to be mature in preparing student worksheets, tools, and materials used during the Project-Based Learning (PjBL) process.

Based on the results and discussion above, implementing the Project-Based Learning Model (PjBL) presents several disadvantages. These include limitations in technology and school facilities, difficulties conducting fair group work assessments, requiring complex and thorough preparation by teachers, and time limitations. Additionally, a lack of flexibility in time management within the formal learning system can result in unfinished projects or suboptimal learning outcomes.

5. Teaching writing through Project-Based Learning (PjBL)

Project-Based Learning (PjBL) is a learning model focusing on students' active involvement in completing real projects relevant to their world (Ferwati et al., 2023). Project-Based Learning (PjBL) enables students to improve their writing skills through mechanical activities, critical thinking, and processing their personal experiences into written works. Bell (2010) asserts that Project-Based Learning (PjBL) promotes student-centred education, fostering creativity, teamwork, collaboration, and problem-solving skills through significant project assignments.

In addition, the Project-Based Learning (PjBL) model provides opportunities for students to be actively involved in the entire writing process, from planning to preparing the final product in a real-world context. According to Harmer (2004), an effective writing process consists of four main stages: planning, drafting, editing, revising, and producing the final version. This process can be integrated with the stages of Project-Based Learning (PjBL) as outlined by the George Lucas Educational Foundation (2005), which includes (1) starting with the essential question, (2) designing a plan for the project, (3) creating a schedule, (4) monitoring the students and the progress of the project, (5) assessing the outcome, and (6) evaluating the experience.

The first stage of the Project-Based Learning (PjBL) model starts with the essential question. In this stage, students are guided to select a topic from personal experience to be developed into a recount text. This activity aligns with the "planning" stage in the writing process (Harmer, 2004), where students are encouraged to brainstorm ideas and develop a writing framework following the structure of the recount text, which consists of orientation, events, and re-orientation. Additionally, collaborative planning in Project-Based Learning (PjBL) has been demonstrated to considerably enhance students' writing structure and coherence (Lu, 2021).

Next, in the third stage, which involves creating a schedule, students, together with the teacher, set a deadline to complete the draft, make revisions, and finalise the recount text. According to Bell (2010), through well-structured planning and adherence to schedules during the implementation of the Project-Based Learning (PjBL) model, students are encouraged to develop important skills such as responsibility, time management, and independence in their learning process.

The fourth stage involves monitoring the project's progress. Teachers will assess students' writing progress by reviewing drafts and providing feedback. This activity aligns with the "editing and revising" stage of the writing process (Harmer, 2004), where students receive feedback from both teachers and peers. According to Wu and Schunn (2021), engaging students in peer feedback helps them revise their drafts and improves writing quality. Through this process, students are encouraged

to revise their writing to improve clarity, continuity of ideas, and accuracy of language use in the resulting text.

In the fifth stage, outcome assessment, students produce a final version of the recount text as part of their project product. This stage completes the final writing process, described by (Harmer, 2004). The final product can be published through classroom presentations, booklets, or digital media, allowing students to share their work with a broader audience.

Finally, the last stage of Project-Based Learning (PjBL) is evaluating the experience, where students are invited to reflect both individually and in groups. At this stage, students reflect on the learning process, the challenges they faced, and the skills they developed during the project. The two elements complement each other by integrating Project-Based Learning (PjBL) with the writing process. According to Helaluddin et al. (2023), Project-Based Learning (PjBL) has a positive influence on writing performance and critical and creative thinking skills.

In conclusion, implementing the Project-Based Learning (PjBL) model in teaching writing is an effective strategy to enhance students' writing skills. Students are involved in every stage of the writing process, from planning and drafting to revising and presenting the final product.

C. Recount Text

There are many types of texts in writing. Among them are descriptive texts, narrative texts, report texts, procedural texts, anecdotes, expositions, and other types of texts. Recount text is one of the text types taught in junior high school. Therefore, this research will focus specifically on recount text as the primary subject of the research.

1. Definition of recount text

A recount text is a type of text that retells past events or experiences, either personal or factual. A recount text is a type of text that retells events in chronological order to describe past experiences, as described by Knapp and Watkins (1994) and Chandra et al. (2024). Experiences, diaries, letters, biographies, and personal messages are examples of recount texts. In other words, a recount text retells a personal experience or a series of related events. These events are arranged

sequentially and supported by characters, time, and setting. Writing a recount text allows students to recall past events they have experienced, enabling them to explore and articulate meaningful, enjoyable, or unforgettable moments in a structured manner.

According to Ayu (2024), recount texts are structured to narrate past events or experiences, providing learners with a context for practicing the identification of key details, understanding sequences of events, and recognizing textual coherence. Students learn to identify important information, such as who was involved, what happened, when, and where the events occurred, through chronologically arranged recount texts. In addition to writing sentences in the correct sequence, students should follow a standard structure for recount text. This demonstrates that recount texts can be effective learning tools for retelling past events.

Based on the explanation above, it can be concluded that a recount text is a type of text that chronologically retells past experiences or events, focusing on real-life events rather than fictional narratives. Letters, biographies, and diaries are the most common examples used to present this text. Through recount texts, students are encouraged to reflect on their personal experiences and present them systematically.

2. Purpose of Recount Text

Recount text is one of the text types commonly taught in English language learning. According to Maharani (2025) and Kemendikbudristek (2021), the primary purpose of a recount text is to share past experiences by systematically retelling events in a chronological order. Similarly, Martin (2021) argued that recount texts help readers understand the social purpose of a text in a sequential manner. Therefore, writing a recount text enables students to logically retell past experiences through a clear structure of orientation, events, and reorientation. This process teaches students how to construct sentences correctly and critically identify which experiences are worth sharing. The experiences shared can inspire, touch, or entertain others.

According to Gerot and Wignell (1994), the purpose of a recount text is to entertain or inform readers about what happened and when it happened in the past.

Similarly, Chandra et al. (2024) argued that recount texts aim to inform or entertain readers about what happened. A recount text informs the reader about a personal experience that has occurred in real life, and it can attract the reader because the story is about a funny or sad experience.

In conclusion, the purpose of a recount text is to retell past events in order to inform or entertain the reader through stories based on the author's own experiences. By sharing personal moments, recount texts allow readers to connect emotionally and gain insight into the different perspectives and life experiences of others.

3. Structure of Recount Text

A recount text has a specific structure that helps readers understand the shared events. This structure serves as a guide for writers to organize their ideas clearly and systematically. Derewianka (1990) and Kemendikbudristek (2021) both agree that recount texts are a specific kind of story that uses time, location, and people to retell an event in a particular sequence. The process begins with an orientation, followed by the event stage, and ends with the reorientation.

Orientation is the first section that introduces the text by providing background information on an event, including the participants, time, and location. According to Derewianka (1990), a recount text typically begins with a direction or orientation that provides the reader with the necessary background knowledge to understand the narrative (who, where, and when it occurred).

After completing the orientation, the students continued into the next part of the recount text's generic structure, which is the event. According to Derewianka (1990), this section is the core of the text, containing a series of sequential events experienced by the author. At this stage, conjunctions (such as then, after that, and finally) connect events and maintain the plot. Similarly, Ayu (2024) argued that events present a series of occurrences in chronological order. Because this section only outlines the sequence of activities that the students (writers) have experienced, they should not have any trouble drafting the events they will include in their text.

Finally, the last part of the generic structure of a recount text is the reorientation. This section concludes the text with the author's conclusion, message, impression, or feelings about the events experienced. Similarly, Derewianka (1990)

and Gerot and Wignell (1994) argued that re-orientation is an optional closure of events, which may include a personal comment or feelings about what happened.

Based on the explanation above, a recount text consists of three main parts: orientation, events, and reorientation. Orientation gives background information (who, where, when), events describe the sequence of actions in order, and reorientation provides a conclusion or personal comment. These parts must be organized clearly to achieve the purpose of retelling past experiences.

4. Language Feature of Recount Text

In the context of recount texts, language features refer to certain language elements commonly found in this type of text. These include the use of tense, verb types (action verbs, linking verbs), personal pronouns, descriptions, conjunctions, and more. According to Hyland (2004) and Iriana (2018), the standard grammatical features of a recount text are as follows:

a. Simple past tense

The use of the simple past tense indicates that an action or event occurred in the past and was completed. For example, *went, visited, was, took, felt, made, lived, decided, etc.*

b. Action verbs

Action verbs are verbs that show an action performed by the subject in a sentence. For example, *went, climbed, played, watched, helped, etc.*

c. Adverbs / Adverbial Phrases

Adverbs are words or phrases used to provide additional information about when, where, or how events occur. For example, *yesterday, last week, last holiday, in the morning, at night, at home, at school, etc.*

d. Time Connectives / Conjunctions

Time conjunctions, or conjunctions, are words or phrases used to link events in chronological order. For example, *first, then, after that, next, finally, before, at last, etc.*

e. Nouns

A noun is a word used to name a person, place, thing, animal, idea, or feeling. For example, *teacher, school, book, cat, education, anger, etc.*

f. Pronouns

A pronoun is a word used to replace a noun so that it is not repeated in the sentence. For example, *I, you, it, she, he, his, her, them, myself, herself, etc.*

g. Adjective

An adjective is a word used to describe or provide more information about a noun or pronoun. For example, *beautiful, big, happy, sad, cold, fast, angry, tall, new, old, etc.*

5. Example of Recount Text

To provide a clearer understanding of recount texts, the following is an example of a personal recount. This example illustrates the use of the language features commonly found in recount texts, such as the simple past tense, action verbs, time conjunctions, adverbs, nouns, pronouns, and adjectives. The text below recounts a personal experience, as presented in Kemendikbudristek (2021).

Table 2. 4 An Example of Recount Text Titled "The Museum"

Generic Structure	**Text**
Orientation	*Last Friday we went to the Museum. There were four people in my group. We drove to the train station and caught the 8 o'clock train. When we got off the train, it was pouring with rain.*
Events	*First, we met our museum guide. He took us into the dinosaur exhibition. They were only pretend dinosaurs, and the walls were fake, but they looked awesome and made loud, scary, roaring noises.* *Next, Mr Smith took us to where the games were. First, my group played Hidden Tombs. It was easy. All you had to do was follow the clues to get through the pyramid maze. I found the first fomb.* *After that, we went into a room to have lunch while watching a video about mummies. Mrs Assiz gave us a sheet to do. When we finished, we went to see real mummies.*
Reorientation	*When we returned to school, it was time to go home. I loved going to the Museum. It was the best excursion I have ever been on.*

The example above shows the general structure and linguistic features of a personal recount text. The text follows the order of orientation, events, and

reorientation. This text can serve as a model for students to learn how to write recount texts.

D. The Procedure of Teaching Recount Text Using Project-Based Learning

Before implementing the Project-Based Learning (PjBL) stages in teaching recount text, teachers must carefully prepare learning materials, including worksheets that guide students throughout the project (Nurhidayah et al. 2021). Worksheets serve as a structured tool that provides instructions, guiding questions, and guided practice to help students write recount texts step-by-step. In the context of Project-Based Learning (PjBL), worksheets are not merely task sheets, but also function as structured learning guides that help students manage their writing process, collaborate with peers, and stay aligned with the project timeline. Therefore, the preparation of worksheets by the teacher is important to facilitate students' active participation in learning activities and to support them in producing recount texts as the final project.

Teaching recount texts requires not only a focus on language features and text structure, but also enables students to connect the text to their personal experiences. According to Farich and Syafi (2022), Project-Based Learning (PjBL) is an effective instructional strategy for teaching recount text because it engages students in more complex thinking than simply writing a basic text. Through this approach, they collaborate in teams and support one another throughout the project. Similarly, Lesmini (2023) argued that the implementation of the Problem-Based Learning model can increase learning activities, learning motivation, and students' learning outcomes. According to The George Lucas Educational Foundation (2005), the Project-Based Learning (PjBL) model consists of six key steps. In this study, the teaching of recount text was implemented using the Project-Based Learning (PjBL) model over four meetings. The following steps are applied in teaching recount texts through the Project-Based Learning (PjBL) model.

1. Meeting 1 (Start with the Essential Question):

The first "**Start with the Essential Question"** phase aims to provide students with a guiding question that directs them toward the project. First, the teacher asks questions that connect students' personal experiences with the writing assignment,

making it relevant to their previous knowledge and real-life context. For example, the teacher asks, “What is your most memorable experience?” This question helps students connect the learning objectives to their own lives and serves as a strong motivation for writing the recount text. Next, the teacher divides the students into four groups and distributes worksheets prepared for each of the four sessions, providing a brief explanation on how to complete them. The teacher also facilitates group discussions to discuss the content of the worksheets. Finally, the teacher explains the concept of recount text using PowerPoint to reinforce students' understanding.

2. Meeting 2 (Design a Plan for the Project & Create a Schedule):

At the **“Design a Plan for the Project”** phase, students were guided to collaboratively design a recount text project. The teacher encouraged each group to brainstorm topics to choose from, such as vacations, school activities, or memorable personal experiences. Next, each group determined how they would organize their writing. At this stage, each also plans the structure of the recount text, which includes orientation, events, and reorientation, and considers the vocabulary and grammar to be used. After that, the teacher directs each group to divide the tasks evenly among the members. For example, some are responsible for writing the orientation section, others are responsible for compiling events, some are responsible for creating the reorientation, and others are responsible for creating posters to support the project presentation. Third, in the **“Create a Schedule”** phase, each group draws up a schedule for the project. The schedule includes deadlines for brainstorming, drafting, revising, and finalizing the recount text. With a clear schedule and division of tasks, students can manage their time effectively, work collaboratively, and develop a sense of discipline and responsibility in completing the project.

3. Meeting 3 (Monitor the Students and the Progress of the Project):

At the “**Monitor the Students and the Progress of the Project**” phase, teachers monitor student progress and projects by systematically supervising each group's work and providing guidance for necessary revisions and improvements. The teacher instructs students to collaborate within their groups to compose recount

texts based on the previously prepared drafts. Academic feedback is provided with a focus on language use, idea organization, and text coherence. The teacher also encourages each group to review and refine their writing before presenting it. Finally, each group is asked to design appropriate presentation media, such as posters or slideshows, to effectively communicate the outcomes of their projects.

4. Meeting 4 (Assess the Outcome & Evaluate the Experience):

At the **"Assess the Outcome"** phase, the teacher evaluates the results by assessing each group's recount text based on the writing process. Each group is instructed to present their recount texts to the class, share their experiences, and receive constructive feedback from their peers, with an emphasis on both the accuracy of their writing and the effectiveness of their communication.

At the final phase, **"Evaluate the Experience,"** the teacher facilitates a reflection session in which students discuss the challenges they faced, the strategies they applied, and the lessons they learned throughout the project. The teacher guides students to recognize their strengths and weaknesses in writing recount texts and encourages them to improve their writing skills in future assignments. Lastly, the teacher reflects on the overall effectiveness of the project and identifies ways to refine and enhance future learning activities.

In conclusion, teaching recount text using Project-Based Learning (PjBL) provides students with opportunities to practice writing in meaningful ways. By following the six stages proposed by the George Lucas Foundation (2005), teachers can design learning activities that are structured, collaborative, and product-oriented. Therefore, teaching recount text enables students to learn not only the theoretical structure of the text but also to practice writing through projects.

CHAPTER III
RESEARCH METHOD

This chapter presents the methodology for conducting the research. The following sections describe the research method and design, data source, data collecting technique, research instruments and procedures, research site and participants, and data analysis techniques used to obtain and analyze the data in this study.

A. Research Approach and Design

The study used a quantitative method, specifically a quasi-experimental design, to gather the data. According to Creswell (2023), quantitative research is an approach for testing objective theories by examining relationships among variables or comparing groups. These variables can be measured, typically using instruments, allowing for the analysis of numerical data through statistical procedures. The final written report follows a standard structure, comprising an introduction, methods, results, and discussion. In addition, the focus of this study was to determine the influence of Project-Based Learning (PjBL) on improving students' writing skills in recount text. To achieve this goal, a quasi-experimental design was used.

According to Creswell (2012), quasi-experimental research seeks to determine the cause-and-effect relationship between an independent variable and a dependent variable. In this study, the independent variable is Project-Based Learning (PjBL), while the dependent variable is students' writing skills in recount texts. Additionally, according to Creswell and Guetterman (2019), quasi-experimental designs often involve selecting intact groups for comparison, such as existing classes, where one group receives the treatment and the other does not. In this study, the experimental class employed the Project-Based Learning model, while the control class used the conventional method.

Furthermore, the type of quasi-experimental design used in this study is a *Non-Equivalent Control Group Design*, which involves an experimental group (A) and a control group (B) that are selected without random assignment. Consequently, participants are not randomly allocated to groups but are assigned based on pre-existing classes. Both groups take a pre-test and a post-test. Only the experimental

group receives the treatment Creswell (2023). The research design can be illustrated as follows:

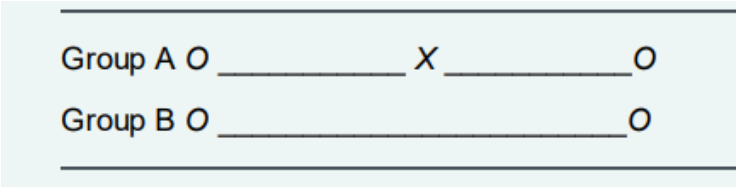

Figure 3. 1 Non-equivalent Control Group Design (Creswell, 2023)

Description:

OA: Pre-test for the experimental group

OB: Post-test for the experimental group

OA: Pre-test for the control group

OB: Post-test for the control group

X: Treatment using the Project-Based Learning (PjBL)

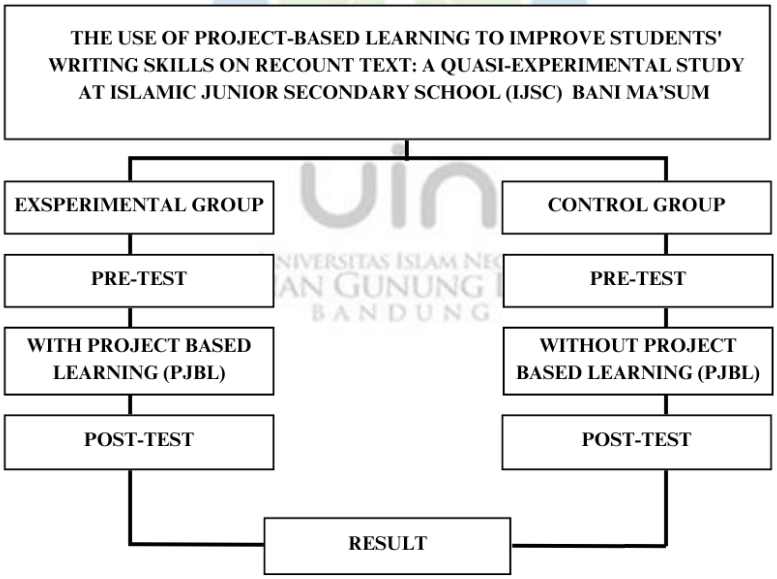

Figure 3. 2 Research Design

Figure 3.2 shows the method's interrelationships with the collection of the results of this study.

B. Data Source

This study included two categories of data: primary and secondary. According to Creswell (2012), primary data refers to the original information that researchers collect directly from individuals using instruments, such as questionnaires, interviews, observations, or tests. However, according to Taherdoost (2021), secondary data refers to information gathered from published sources, meaning that the data has already been collected by someone else for another purpose and can be utilized for research purposes as well.

1. Primary Data

The primary data were obtained from the pre-test and post-test results of eighth-grade students at Indonesian Islamic Junior Secondary School Bani Ma'sum who participated in the study. These results were used to evaluate the influence of using Project-Based Learning (PjBL) on student writing skills.

2. Secondary Data

Secondary data were obtained from relevant books, journals, and previous research related to Project-Based Learning (PjBL) and writing skill development, which supported the analysis.

C. Data Collecting Technique

The data for this study were gathered from the pre-test and post-test results of students at Indonesian Islamic Junior Secondary School Bani Ma'sum. The students were divided into two groups: an experimental group received Project-Based Learning (PjBL), and a control group received the conventional method in the learning process. According to Cohen and Manion (2018), pre-tests and post-tests are widely used in experimental research to measure the effectiveness of instructional interventions. Similarly, Creswell (2012) asserts that collecting data involves identifying and selecting individuals for a study, obtaining their permission to participate, and gathering information by asking questions or observing their behaviours. The data were analyzed to determine whether Project-Based Learning (PjBL) would significantly influence the improvement of students' writing skills in recount texts.

The pre-test and post-test were administered in the form of a writing test to evaluate the students' abilities before and after the treatment. A pre-test was conducted to measure students' initial writing abilities before implementing the treatment. Meanwhile, the post-test was used to assess their writing abilities after the treatment. As stated by Creswell (2012), a pre-test measures a specific attribute or characteristic that is assessed in participants before they receive the treatment in an experiment, whereas a post-test measures some attributes or characteristics assessed by participants in an experiment after they have received a treatment.

D. Research Instrument and Procedure

This section provides an overview of the research design and instruments that were utilized to gather and analyze the data for this study:

1. Research Instrument

a. Test

A test was commonly used in research to measure students' abilities. According to Sugiyono (2019), tests are used as data collection tools to measure basic skills or learning outcomes. In this study, data were collected using writing tests as the primary instrument. The test was conducted twice, as a pre-test and a post-test, to evaluate students' writing skills before and after the implementation of Project-Based Learning (PjBL) in the experimental group and without Project-Based Learning (PjBL) in the control group. The test enables students to write a recount text based on a specific topic relevant to the curriculum.

b. Writing assessment Rubric

An evaluation of the students' writing abilities was conducted using a scoring rubric adapted from Jacob et al. (1981). Five aspects were included in the rubric as follows: content, organisation, vocabulary, language use, and mechanics. To ensure the evaluation was both objective and consistent, each criterion was assigned a score on a scale.

c. Teaching Materials Lesson Plans (RPP)

For the treatment phase, lesson plans and teaching materials were developed following Project-Based Learning (PjBL) principles. These

included project guidelines, student worksheets, and instructional media (e.g., PowerPoint, visual aids) to support the learning process in the experimental group. According to Richards and Bohlke (2011), a lesson plan is a systematic guide for teachers to follow during a class. It outlines the learning objectives, materials to be used, instructional steps, and assessment methods.

d. Validity test

The written test was developed using the learning materials found in the student book (LKS) at the school. The test was aligned with the curriculum and learning objectives to ensure content validity. Roebianto et al. (2023) define content validity as the degree to which an instrument effectively measures a specific concept, consistent with its stated objective. Therefore, the tests are carefully designed to accurately reflect students' writing abilities by the curriculum's objectives.

2. Research Procedure

a. Administering Pre-test

The pre-test used in this study was a writing test of a recount text. Students were asked to write a recount text of 7–10 sentences based on the provided pictures. The text written was expected to include a recount text structure, such as orientation, events, and reorientation. The students were given a list of relevant vocabulary to assist them in writing the text.

The pre-test was administered using the following procedure. The teacher distributed pre-test worksheets that contained instructions for writing a recount text based on the provided pictures and vocabulary. After receiving the worksheets, students took the post-test individually. During the activity, the teacher monitored the process and assisted students who encountered difficulties.

b. Treatment

The treatment was administered to the experimental group through the implementation of Project-Based Learning (PjBL), which consisted of four meetings and comprised six main stages. The following table shows the teaching procedure during the treatment phase:

Table 3. 1 Stages of Project-Based Learning (PjBL)

Meeting	Stage of (PJBL)	Activities	Time Allocation
1	Phase 1: Start with The Essential Question	- The teacher asks essential questions to build students' curiosity - The teacher gives examples of recount texts and explains the structure, purpose, and linguistic elements. - The teacher divides the students into four groups. - The teacher gives the worksheet to be done in groups.	2 x 40 minutes
2	Phase 2: Design a Plan for the Project	- At the beginning of the lesson, the teacher reviews the previous recount text material. - The teacher explains the steps of the project. - Each group determines the topic of the recount text they will create. - The group creates a project plan, including the steps for writing the recount text.	2 x 40 minutes
	Phase 3: Create a Schedule	- Each group creates a timeline for completing the project. - The teacher monitors and checks each group's project plan.	
3	Phase 4: Monitor the Students and the Project	- The teacher checks the progress of each group's project. - The teacher provides guidance for revision and improvement to each group.	2 x 40 minutes

Meeting	Stage of (PJBL)	Activities	Time Allocation
		- Students work in groups to develop their recount texts based on the drafts they have created. - The teacher asked each group to review their writing before presenting it. - The teacher instructs each group to create a presentation poster or slideshow.	
4	Phase 5: Assess the Outcome	- Each group presents their recount text project. - Teacher and peers give feedback and appreciation. - Q and A and feedback session with the teacher and classmates.	2 x 40 minutes
	Phase 6: Evaluate the Experience	- Teacher and students discuss challenges and solutions. - Teacher summarizes the lesson and gives appreciation. - Teacher closes the session with motivation to keep writing.	

c. Administering Post-test

After the pre-test was administered, students completed the post-test. The post-test used in this study was a writing test of a recount text. Students were asked to write a recount text of 7–10 sentences based on the provided pictures. The text written was expected to include a recount text structure, such as orientation, events, and reorientation. The students were given a list of relevant vocabulary to assist them in writing the text.

The post-test was administered using the following procedure. The teacher distributed post-test worksheets that contained instructions for writing a recount text based on the provided pictures and vocabulary. After receiving the

worksheets, students took the post-test individually. During the activity, the teacher monitored the process.

3. Research Timeline

The following table presents the timeline of data collection during the research process:

Table 3.2 The Research Schedule for Collecting Data Process

No	Date	Activities
1	April 28th, 2025	Approval from the Headmaster
2	May 7th, 2025	**Meeting 1:** Pre-Test Implementation for both experimental and control groups.
3	May 8th, 2025	**Meeting 2:** Treatment 1 for the experimental group using Project-Based Learning (PjBL) and the control group without Project-Based Learning (PjBL) in the learning process.
4	May 14th, 2025	**Meeting 3:** Treatment 2 for the experimental group using Project-Based Learning (PjBL) and the control group without Project-Based Learning (PjBL) in the learning process.
5	May 15th, 2025	**Meeting 4:** Treatment 3 for the experimental group using Project-Based Learning (PjBL) and the control group without Project-Based Learning (PjBL) in the learning process.
6	May 21st, 2025	**Meeting 5:** Treatment 4 for the experimental group using Project-Based Learning (PjBL) and the control group without Project-Based Learning (PjBL) in the learning process.
7	May 22nd, 2025	**Meeting 6:** Post-Test Implementation for both experimental and control groups.

E. Data Analysis Technique

The data analysis in this study involved three main components: (1) scoring rubric, (2) descriptive statistics, and (3) inferential statistics.

1. Scoring Rubric

To analyze the results of students' writing performance, this study employed an analytical scoring rubric adapted from Jacob et al. (1981). The rubric evaluated five aspects: content, organization, vocabulary, language use, and mechanics. Each aspect had a different maximum score range because it was adjusted to its level of importance in assessing the overall quality of writing. Additionally, each aspect was categorized into four descriptive levels: Excellent to Very Good, Good to Average, Fair to Poor, and Very Poor. These categories indicated the quality of writing in

each aspect, from the highest to the lowest. Each component had its own score range and descriptive criteria, contributing to a total maximum score of 100 points. The writing assessment evaluated five key aspects: Content (30 points), Organization (20 points), Vocabulary (20 points), Language Use (25 points), and Mechanics (5 points). These categories represented essential elements of writing quality and were designed to ensure that students' performance was assessed objectively and consistently across all relevant dimensions.

Furthermore, although descriptive categories such as Fair to Poor appeared across multiple aspects in Content, Vocabulary, and Language Use, their meanings were not always identical. Each category was analyzed based on specific indicators within its respective area. Additionally, each area had a different maximum score, reflecting its level of significance. For example, Content had a maximum score of 30 points because it covered the core of the writing. In comparison, Mechanics was only worth 5 points because it dealt with technical elements such as spelling and punctuation. These differences emphasized the varying weights of each aspect in the overall assessment.

Table 3. 3 The Writing Assignment Rubric Jacob et al. (1981)

SCORE	LEVEL	CRITERIA
CONTENT	30-27	**EXCELLENT TO VERY GOOD:** knowledgeable, substantive, thorough development of ideas, relevant to assigned topic.
	26-22	**GOOD TO AVERAGE:** Some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	21-17	**FAIR TO POOR:** limited knowledge of subject, little substance, inadequate development of ideas.
	16-13	**VERY POOR:** does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	**EXCELLENT TO VERY GOOD:** fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	**GOOD TO AVERAGE:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	**FAIR TO POOR**: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	**VERY POOR:** does not communicate, no organization, not enough to evaluate.

SCORE	LEVEL	CRITERIA
VOCABULARY	20-18	**EXCELLENT TO VERY GOOD**: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	**GOOD TO AVERAGE:** adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	**FAIR TO POOR:** limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.
	9-7	**VERY POOR:** essentially translation, little knowledge of English vocabulary.
LANGUAGE USE	25-22	**EXCELLENT TO VERY GOOD:** effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.
	21-18	**GOOD TO AVERAGE:** effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	**FAIR TO POOR:** major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	**VERY POOR:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	**EXCELLENT TO VERY GOOD:** demonstrates mastery of convention, few errors of spelling, punctuation, capitalization, and paragraphing.
	4	**GOOD TO AVERAGE:** occasional errors of spelling, punctuation, capitalization, and paragraphing, but meaning obscured.
	3	**FAIR TO POOR:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	**VERY POOR:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

2. Descriptive Statistics

The descriptive analysis was applied to summarize and describe the collected data. According to Creswell and Guetterman (2019), descriptive statistics provide a framework for presenting the basic characteristics of data, such as the mean, median, mode, standard deviation, and range, thereby facilitating comparisons

between groups. Similarly, Fraenkel et al. (2019) argued that descriptive statistics are typically used to describe the general characteristics of data collected from a sample, which may include measures of central tendency (mean, median, mode) and measures of variability (standard deviation, range, variance). These statistical summaries help researchers better interpret data distributions before conducting inferential analysis.

3. Inferential Analysis

Inferential statistical analysis was employed in this study to examine the difference in writing skills between students in the control and experimental classes. This study utilized SPSS (Statistical Package for the Social Sciences) version 23 to conduct statistical analyzes on the research data. The tests included a normality test, a homogeneity of variance test, the Independent Samples t-test, and the N-Gain score. However, if the assumptions were violated, a non-parametric test such as the Wilcoxon signed-rank test was employed instead. The statistical analysis steps are described below:

a. Normality test

A normality test was conducted to assess the distribution of the data for normality. According to Ghozali (2018), the normality test determines whether the data obtained follows a normal distribution, particularly for the pre-test and post-test data of the control and experimental classes. According to Pallant (2020), two normality tests can be used in SPSS: the Kolmogorov-Smirnov test for samples with $n \geq 50$ and the Shapiro-Wilk test for samples with $n \leq 50$. The Shapiro-Wilk test was utilized due to the small sample size (less than 50) in this study.

The criteria for assessing data normality tests are based on the significance value (Sig.) obtained from the normality test. If the significance value is greater than 0.05, it indicates that the research data are normally distributed. Conversely, if the significance value is less than or equal to 0.05, the data are considered not normally distributed.

The result of the normality test determines the choice of statistical analysis. However, if the data are not normally distributed, nonparametric tests are

applied. According to Pallant (2010), nonparametric tests are suitable for small sample sizes or data that do not meet the assumptions of normality, because they are less sensitive to outliers and do not assume a specific data distribution. Therefore, these tests are particularly useful when the assumptions of parametric testing cannot be met.

The normality test was conducted using the Statistical Package for the Social Sciences (SPSS) software, following these steps. After the data were entered into SPSS, the “Analyze” menu was clicked, followed by selecting “Descriptive Statistics,” and then choosing “Explore.” In the Data View, the variables were displayed as shown in the figure below.

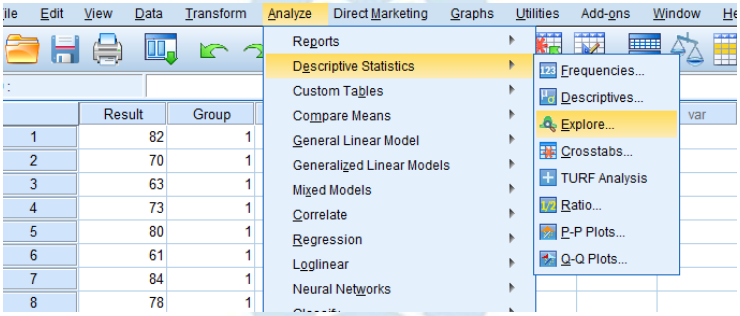

Figure 3. 3 Normality Test Procedure

Next, the “Explore” option was clicked, and a dialog box appeared. The "Dependent List" box had the variable "The result of writing," but the "Factor List" box included the "Group" variable. In the Display section below, the option "Both" was selected, followed by a click on the "Plots" button.

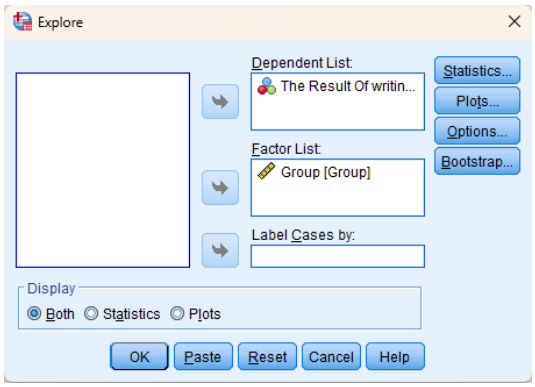

Figure 3. 4 Normality Test Procedure

After that, "Explore: Plots" was selected, and a dialog box appeared. From the available options, the "Normality plots with tests" box was checked, then “Continue” was clicked.

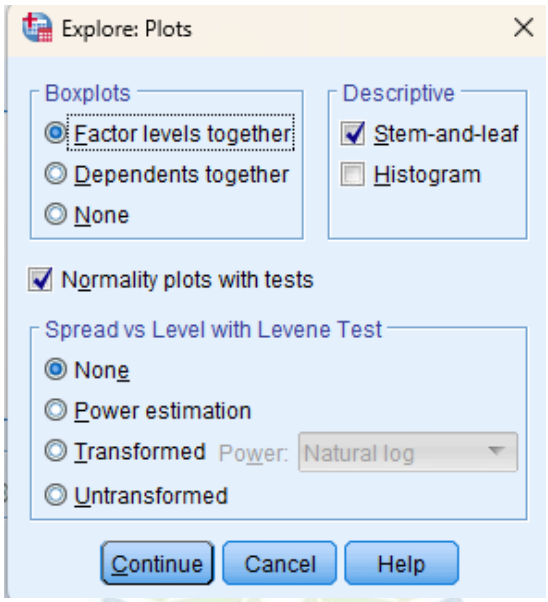

Figure 3. 5 Normality Test Procedure

The final step was to click "Continue" and then "OK." The Statistical Package for the Social Sciences (SPSS) output subsequently appeared. For the normality test using the Shapiro–Wilk technique, reference was made to the "Tests of Normality" output table.

The normality of the data was determined based on the significance value (Sig.). If Sig. > 0.05, the data are normally distributed (H_0 accepted, H_a rejected). If Sig. ≤ 0.05, the data are not normally distributed (H_0 rejected, H_a accepted).

b. Homogeneity of Variance

The homogeneity test was administered to determine whether the variance between the experimental and control groups was homogeneous. According to Ghozali (2018), Levene’s Test was applied to test the assumption of homogeneity of variances between the experimental and control groups. This is one of the requirements in parametric statistical analysis, such as the independent samples t-test or paired sample t-test. According to Pallant, (2020), if the significance value (Sig.) of Levene’s Test is greater than 0.05 (e.g., 0.07 or 0.10),

it indicates that the data is homogeneous. However, if the significance value is less than 0.05 (e.g., 0.01 or 0.001), it indicates that the data is not homogeneous.

The homogeneity test was conducted using the Statistical Package for the Social Sciences (SPSS) software, following these steps. After the data were entered into SPSS, the “Analyze” menu was clicked, followed by selecting “Descriptive Statistics,” and then choosing “One-Way ANOVA.” In the Data View, the variables were displayed as shown in the figure below.

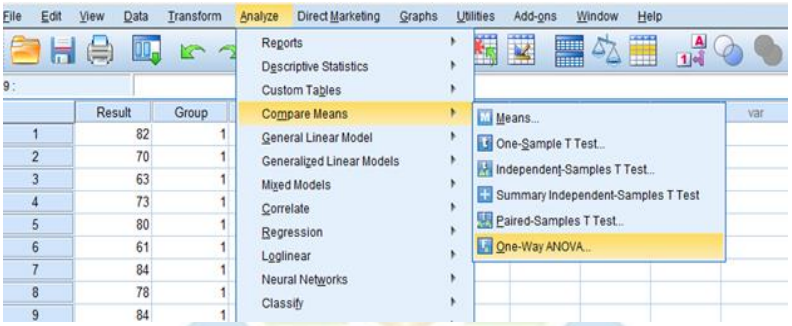

Figure 3. 6 Homogeneity Test Procedure

Next, the variable "the result of writing skills" was inserted into the “Dependent List box”, and the variable "Group" was inserted into the “Factor box”. Then, “Options” was clicked. The output was displayed on the screen.

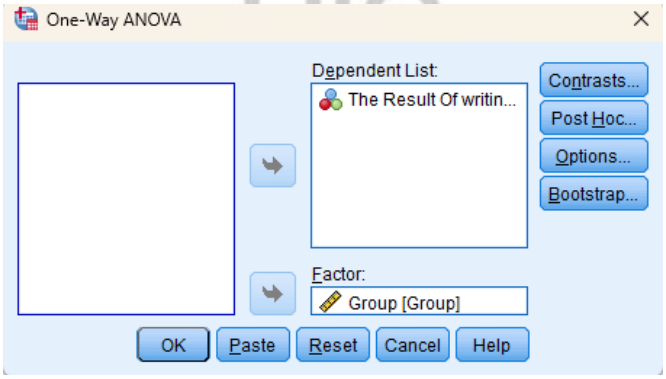

Figure 3. 7 Homogeneity Test Procedure

After that, the “One-Way ANOVA: Options” dialog box appeared. In the “Statistics” section, the box for the Homogeneity of Variance test was checked, then “Continue” was clicked, followed by “OK”. The output is shown in Figure 3.8.

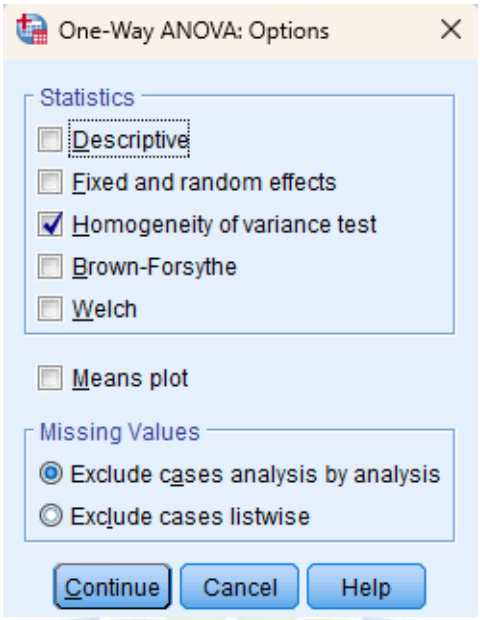

Figure 3. 8 Homogeneity Test Procedure

In the final step, the interpretation of the homogeneity test results was based on the output table labeled "Test of Homogeneity of Variances".

c. Independent Sample T-test

To determine the mean difference between two unpaired groups, statisticians utilize the independent sample t-test. According to Pallant (2020), the independent-sample t-test was used to compare the mean scores of two different groups or conditions. Before the t-test (independent t-test) was conducted, a homogeneity of variance test was performed using Levene's Test. This indicated that if the variances were equal or homogeneous, the *Equal Variances Assumed* option was applied. However, if the variances were different or not homogeneous, the *Equal Variances Not Assumed* option was used.

This section provided two significance values: one for Equal variances assumed and the other for Equal variances not assumed. The appropriate row was chosen based on the result of Levene's Test. If the Sig. (2-tailed) value was equal to or less than 0.05 (e.g., 0.03, 0.01, or 0.001), it indicated a significant difference in the mean scores of the dependent variable between the two groups. However, if the value was greater than 0.05 (e.g., 0.06 or 0.10), it indicated that there was no significant difference between the two groups (Pallant, 2020).

The independent sample t-test was conducted using the Statistical Package for the Social Sciences (SPSS) software, following these steps. After the data were entered into SPSS, the “Analyze” menu was clicked, then “Compare Means” was selected, and finally, “Independent-Samples T Test” was chosen. In the Data View, the variables were displayed as shown in the figure below.

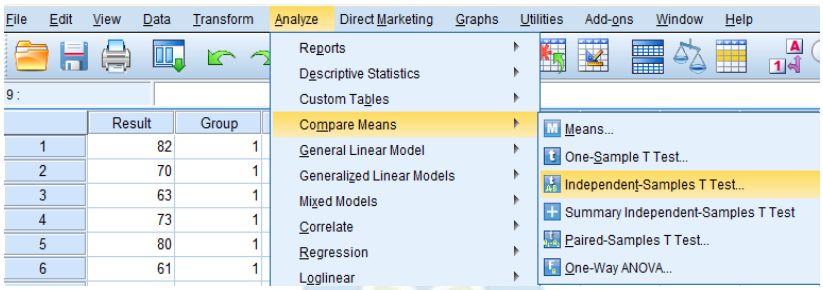

Figure 3. 9 Independent Sample T-test Procedure

Next, the “Result” variable was entered into the Test Variable(s) box, and the “Group” variable was entered into the Grouping Variable box. Then, the groups (1 and 2) were defined.

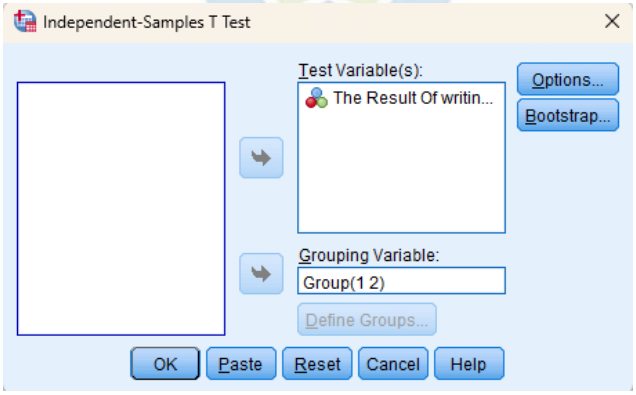

Figure 3. 10 Independent Sample T-test Procedure

At the end of the process, the Statistical Package for the Social Sciences (SPSS) generated an output in the form of a t-test table. The row selected for interpretation was based on the outcome of Levene’s Test for Equality of Variances. If the Sig. value in Levene’s Test was less than 0.05, the "Equal variances not assumed" row was used.

d. N-Gain Test

The N-Gain calculation was administered to determine the extent of improvement in students' writing skills in recount texts after receiving treatment through Project-Based Learning (PjBL). This analysis aimed to measure the effectiveness of the treatment by comparing students' pre-test and post-test scores. According to Hake (1998), the normalized gain (N-Gain) is a measure of instructional effectiveness based on the average improvement in student scores. The N-Gain was calculated using the following formula:

$$Gain\ Ternormalisasi(g) = \frac{skor\ postes - skor\ pretes}{skor\ ideal - skor\ pretes}$$

Figure 3. 11 N-Gain Formula

N-Gain interpretation criteria, according to Hake (1998), can be divided into three categories:

Table 3. 4 N-Gain Score Classification

N-Gain Score	Classification
N-Gain ≥ 0.7	**High**
0.3≤ *N-Gain* <0.7	**Medium**
N-Gain < 0.3	**Low**

To interpret the effectiveness of the N-Gain, the following criteria were applied:

Table 3. 5 N-Gain Effectiveness Criteria

Percent Value	Interpretation
< 40	**Ineffective**
40 – 55	**Less Effective**
56 – 75	**Moderately Effective**
>76	**Effective**

The N-Gain test was administered using the Statistical Package for the Social Sciences (SPSS) software, following these steps. After the data were entered into SPSS, with variable names such as Group, Pre, and Post as shown in the Variable View, the analysis process proceeded as follows:

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	Group	Numeric	8	0	Class	{1, Control}...	None	8	Right	Nominal	Input
2	Pre	Numeric	8	0	Pre Test	None	None	8	Right	Scale	Input
3	Post	Numeric	8	0	Post Test	None	None	8	Right	Scale	Input

Figure 3. 12 N-gain Calculation Procedure

The next step was to click on Data View, then the class category numbers were entered into the "Group" variable column, the pre-test scores into the "Pre" variable column, and the post-test scores into the "Post" variable column.

Group	Pre	Post
1	68	82
1	61	70
1	50	63
1	50	73
1	59	80
1	63	61
1	75	84
1	57	78
1	59	84
1	60	83
1	59	78
1	59	60
1	52	63
1	44	65
1	63	76
1	42	60
1	56	70
2	63	86
2	60	85
2	67	85

Figure 3. 13 N-Gain Calculation Procedure

After that, the difference between the pre-test and post-test scores in both the experimental and control classes was calculated. The "Transform" menu was clicked, followed by selecting "Compute Variable".

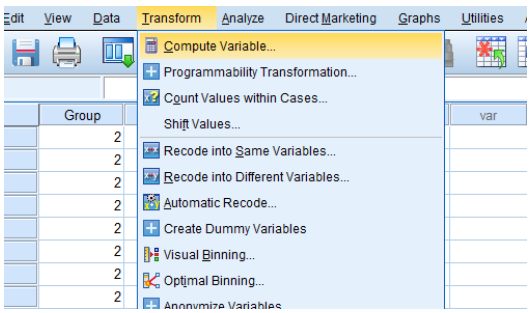

Figure 3. 14 N-Gain Calculation Procedure

Next, a dialog box titled “Compute Variable” appeared. To calculate the N-Gain score, the following steps were taken: In the Target Variable box, the text “Post_Kurang_Pre” was typed. In the Numeric Expression box, “Post - Pre” was entered, then “OK” was clicked.

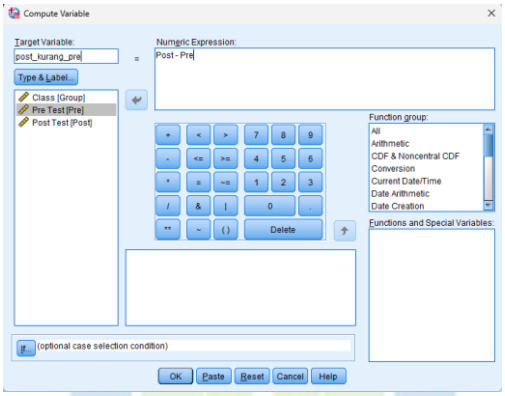

Figure 3. 15 Compute the difference: Post - Pre

Then, the “Compute Variable” dialog was reopened. In the Target Variable box, “Seratus_Kurang_Pre” was typed. In the Numeric Expression box, “100 - Pre” was entered, and then the “OK” was clicked.

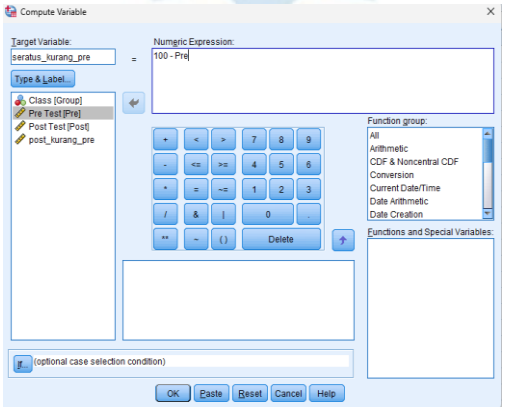

Figure 3. 16 Compute: 100 - Pre

Next, the same dialog was reopened. In the Target Variable box, "N_Gain_Score" was typed. In the Numeric Expression box, "Post_Kurang_Pre / Seratus_Kurang_Pre" was entered, and then “OK” was clicked.

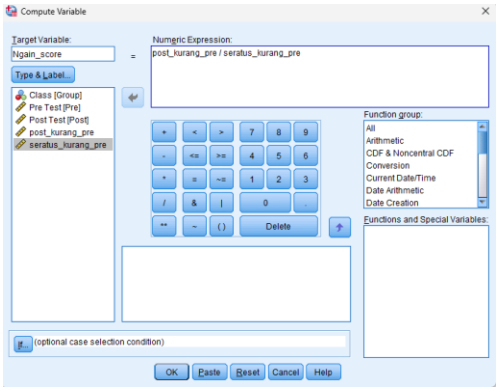

Figure 3. 17 Calculate N-Gain Score

Finally, the "Compute Variable" dialog was reopened. In the Target Variable box, "N_Gain_Persen" was typed. In the Numeric Expression box, "N_Gain_Score * 100" was entered, and then the "OK" button was clicked.

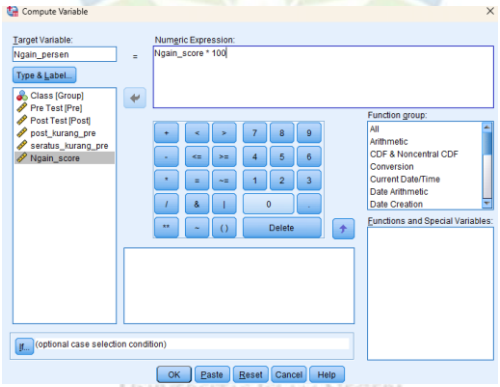

Figure 3. 18 Calculate N-Gain percentage.

Note: When using the Compute Variable feature in SPSS, do not include quotation marks (" ") when typing expressions in the Numeric Expression box.. After each step, the result of the computed variable appeared in the Data View and was displayed on the screen. After performing the calculations using the four N-Gain formulas in SPSS, a new dataset was generated, as presented in the table below.

	Group	Pre	Post	post_kurang_pre	seratus_kurang_pre	Ngain_score	Ngain_persen
1	1	68	82	14.00	32.00	.44	43.75
2	1	61	70	9.00	39.00	.23	23.08
3	1	50	63	13.00	50.00	.26	26.00
4	1	50	73	23.00	50.00	.46	46.00
5	1	59	80	21.00	41.00	.51	51.22
6	1	63	61	-2.00	37.00	-.05	-5.41
7	1	75	84	9.00	25.00	.36	36.00
8	1	57	78	21.00	43.00	.49	48.84
9	1	59	84	25.00	41.00	.61	60.98
10	1	60	83	23.00	40.00	.58	57.50
11	1	59	78	19.00	41.00	.46	46.34
12	1	59	60	1.00	41.00	.02	2.44
13	1	52	63	11.00	48.00	.23	22.92
14	1	44	65	21.00	56.00	.38	37.50
15	1	63	76	13.00	37.00	.35	35.14

Figure 3. 19 The result of N-Gain formulas

Next, to calculate the average N-Gain score in percentage (%), the researcher clicked on the "Analyze" menu, selected "Descriptive Statistics," and then clicked "Explore."

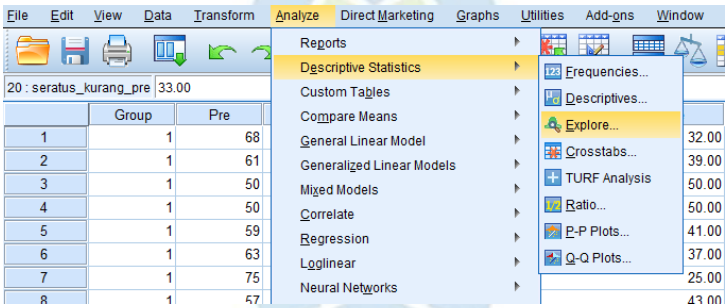

Figure 3. 20 N-Gain calculation

After that, the "Explore" option was clicked, and a dialog box appeared. After that, "N-Gain_Persen" was added to the Dependent List box, and "Class [Group]" was selected for the Factor List box.

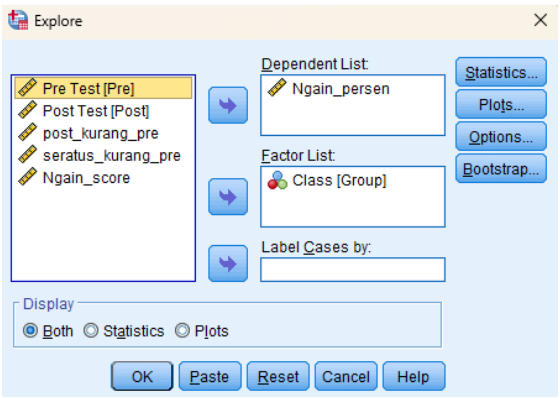

Figure 3. 21 N-Gain calculation

The final step was to click “OK.” The SPSS output titled “Explore” then appeared. In this case, the focus was only on the “Descriptives” output table.

F. Research Site and Participants

This research was conducted at Indonesian Islamic Junior Secondary School Bani Ma’sum, located at Cimanggu Street No. 87, Cimanggu Village, Cisalak District, Subang Regency, West Java Province, Indonesia (41283). Islamic Junior Secondary School Bani Ma’sum was selected as the research site because it was easily accessible to the researcher. Additionally, the selection of this school was based on the availability of students who met the research criteria, specifically those who had difficulty writing English texts, as well as the school’s willingness to participate in this research.

The participants of this study were all students from classes VIII A and VIII B at Indonesian Islamic Junior Secondary School Bani Ma’sum. Since the total number of students was limited and could be fully accessed, the researcher employed a saturated sampling (census) technique, in which the entire population was used as the sample. Sugiyono (2017) defines saturated sampling as a technique in which all members of the population are included as the sample, especially when the population is relatively small or when the researcher intends to minimize sampling error. Similarly, Arikunto (2010) states that if the subject number is less than 100, it is better to include all of them, thereby making the research a population study. In line with this, Creswell (2012) emphasizes that “sometimes researchers study an entire population because the size of the population is small and it is reasonable to include all members.”

1. Population

The population of this study consisted of all eighth-grade students in the school. According to Creswell (2012), the population is a group of individuals with the same characteristics.

2. Sample

The sample was selected using a purposive sampling technique, where two classes, Class 8A (18 students) and Class 8B (17 students), were chosen: Class 8A as the experimental group, which received the Project-Based Learning (PjBL)

treatment, and Class 8B as the control group, which was taught using the conventional method. Creswell (2012) defines the population as a group of individuals who share identical characteristics.

Table 3. 6 Distribution of Population and Sample

No	Class	Group Type	Number of Students
1	8A	Experimental Group	**18**
2	8B	Control Group	**17**
		Total	**35**

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the study's findings, along with their interpretation and discussion. The data were obtained from the results of the pre-test and post-test conducted in both the experimental and control groups. The purpose of this chapter is to analyze and interpret the data in order to answer the research questions and examine the effectiveness of the Project-Based Learning (PjBL) model in improving students' writing skills in recount texts.

A. Findings

This section presents the research findings by addressing the three research questions formulated in this study. The data were collected through pre-tests and post-tests administered to both the control and experimental groups of eighth-grade students at Indonesian Islamic Junior Secondary School Bani Ma'sum. The findings are presented in three main topics. The first topic discussed the results of students' writing skills in recount texts without Project-Based Learning (PjBL). The second topic discussed the results of students' writing skills in recount texts with Project-Based Learning (PjBL). The third discussion focused on the significant impact of implementing Project-Based Learning (PjBL) on enhancing students' writing abilities in recount texts. These findings provided a clear overview of how Project-Based Learning (PjBL) contributed to enhancing students' writing skills in recount texts and served as the basis for further discussion and interpretation in the next section.

1. The result of students' writing skills on recount text without using Project-Based Learning

This section presents the answer to the first research question. In this group, the learning process was conducted without using Project-Based Learning (PjBL). The purpose was to observe the students' progress in writing recount texts without utilizing the Project-Based Learning (PjBL) as a learning strategy.

a. Control Class Description

At Indonesian Islamic Junior Secondary School Bani Ma'sum, a total of seventeen eighth graders served as the control group. There are eight females and nine males. The learning sessions were divided into two phases: a pre-test and a post-test.

Table 4. 1 Research Schedule of the Control Class

NO	DATE	THEME
1	May 7th, 2025	**Pre-test**
2	May 22nd, 2025	**Post-test**

b. Administering Pre-test

On May 7th, 2025, seventeen students from Class VIII B, serving as the control group, completed a pre-test designed to assess their writing proficiency. The test consisted of a recount text writing test, as shown in the figure below.

Figure 4. 1 The Pre-test Process

Figure 4. 2 The Pre-test Process

In the pre-test process, students were asked to write a recount text of 7–10 sentences based on the provided pictures. The text written should include a recount text structure, such as orientation, events, and reorientation. The students received

a vocabulary list containing relevant terms to support them in composing the text. They were allotted 40 minutes to complete the pre-test. The results of the pre-test were presented in the table below.

Table 4. 2 Pre-test Results of the Control Class

No	Name	Aspects of Writing					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Student 1	22	15	15	13	3	68
2	Student 2	20	13	12	13	3	61
3	Student 3	17	10	10	11	2	50
4	Student 4	17	10	10	11	2	50
5	Student 5	18	12	12	15	2	59
6	Student 6	22	14	14	15	3	63
7	Student 7	20	18	16	18	3	75
8	Student 8	17	13	13	11	3	57
9	Student 9	17	13	13	13	3	59
10	Student 10	18	15	10	14	3	60
11	Student 11	20	13	12	11	3	59
12	Student 12	17	14	10	15	3	59
13	Student 13	16	12	10	11	3	52
14	Student 14	13	9	9	10	3	44
15	Student 15	22	13	13	12	3	63
16	Student 16	13	9	9	9	2	42
17	Student 17	17	13	13	11	2	56
Total							977
Mean							57.47

The table above presents the assessment results of seventeen students who wrote recount texts as part of the pre-test in the experimental class. The evaluation was conducted using five aspects: Content, Organization, Vocabulary, Language Use, and Mechanics, based on an analytical scoring rubric adapted from Jacob et al. (1981). However, the analysis in this study focused on the total writing scores as the primary data to measure the overall improvement in students' writing skills. After the data were collected, they were analyzed using SPSS version 23 to determine the minimum and maximum scores, the mean, and the standard deviation for the pre-test. The total sample consisted of 17 participants (N = 17).

Table 4. 3 Pre-Test Statistical Calculation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control	17	42	75	57.47	8.186
Valid N (listwise)	17				

Table 4.3 presents the descriptive analysis results of the pre-test scores of seventeen students in Class VIII B of the control class, as analysed using the Statistical Package for the Social Sciences (SPSS) version 23. Based on Table 4.3, the maximum pre-test score was 75, and the minimum score was 42. Meanwhile, the standard deviation was 8.186, and the average value (mean) was 57.47.

c. Administering Post-test

On May 22nd, 2025, a post-test was administered to seventeen students in Class VIII B to evaluate their proficiency in writing. The test consisted of a writing test in recount text, as shown in the figure below.

Figure 4. 3 The Post-test Process

In the post-test process, students were asked to write a recount text of 7-10 sentences based on the provided pictures. The text written should include a recount text structure, such as orientation, events, and reorientation. The students received a vocabulary list containing relevant terms to support them in composing the text. They were allotted 40 minutes to complete the post-test. The results of the post-test were presented in the table below.

Table 4. 4 Post-test Results of the Control Class

No	Name	Aspects of Writing					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Student 1	26	15	20	19	3	82
2	Student 2	22	14	14	17	3	70
3	Student 3	20	12	13	15	3	63
4	Student 4	22	15	15	18	3	73
5	Student 5	25	18	18	15	4	80
6	Student 6	18	14	13	13	3	61
7	Student 7	27	17	18	17	4	84
8	Student 8	25	16	17	16	3	78
9	Student 9	27	17	19	17	4	84
10	Student 10	26	18	18	18	4	83
11	Student 11	25	16	16	18	3	78
12	Student 12	17	13	13	14	3	60
13	Student 13	19	13	14	14	3	63
14	Student 14	20	14	14	14	3	65
15	Student 15	23	16	16	18	3	76
16	Student 16	17	14	13	13	3	60
17	Student 17	22	14	16	14	3	70
Total							1.230
Mean							72.35

The table above presents the assessment results of seventeen students who wrote recount texts as part of the post-test in the control class. The evaluation was conducted using five aspects: Content, Organization, Vocabulary, Language Use, and Mechanics, based on an analytical scoring rubric adapted from Jacob et al. (1981). However, the analysis in this study focused on the total writing scores as the primary data to measure the overall improvement in students' writing skills. After the data were collected, they were analyzed using SPSS version 23 to determine the minimum and maximum scores, the mean, and the standard deviation for the pre-test. The total sample consisted of 17 participants (N = 17).

Table 4. 5 Post-test Statistics Calculation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Postest Control	17	60	84	72.35	8.972
Valid N (listwise)	17				

Table 4.5 presents the descriptive analysis results of the post-test scores of seventeen students in Class VIII B of the control class, as analysed using the Statistical Package for the Social Sciences (SPSS) version 23. Based on Table 4.5, the maximum post-test score was 84, and the minimum score was 60. The data also indicated a standard deviation of 8.972 and a mean score of 72.35.

2. The results of students' writing skills in recount texts with Project-Based Learning (PjBL).

This section presents the answer to the second research question. In this group, the learning process was conducted using Project-Based Learning (PjBL). The purpose was to observe the influence of using Project-Based Learning (PjBL) as a treatment on improving students' writing skills in recount texts.

a. Experimental Class Description

At Indonesian Islamic Junior Secondary School Bani Ma'sum, a total of eighteen eighth graders served as the experimental group. There are eight males and ten females. The meeting schedule is outlined in the table below.

Table 4. 6 Research Schedule of the Experimental Class

NO	DATE	THEME
1	May 7th, 2025	**Pre-test**
2	May 8th, 2025	**Treatment 1**
3	May 14th, 2025	**Treatment 2**
4	May 15th, 2025	**Treatment 3**
5	May 21st, 2025	**Treatment 4**
6	May 22nd, 2025	**Post-test**

b. Administering Pre-test

On May 7th, 2025, eighteen students from Class VIII A, serving as the experimental group, completed a pre-test designed to assess their writing proficiency. The test consisted of a recount text writing test, as shown in the figure below.

Figure 4. 4 The Pre-test Process

Figure 4. 5 The Pre-test Process

In the pre-test process, students were asked to write a recount text of 7–10 sentences based on the provided pictures. The text they wrote was expected to include a recount text structure, such as orientation, events, and reorientation. The students received a vocabulary list containing relevant terms to support them in composing the text. They were allotted 40 minutes to complete the pre-test. The results of the pre-test were presented in the table below.

Table 4. 7 Pre-test Results of the Experimental Class

No	Name	Aspects of Writing					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Student 1	18	14	14	14	3	63
2	Student 2	18	15	10	14	3	60
3	Student 3	20	15	14	15	3	67
4	Student 4	21	14	13	12	3	63
5	Student 5	18	12	10	11	3	54
6	Student 6	21	13	10	11	2	57
7	Student 7	18	15	14	15	3	65
8	Student 8	20	13	14	15	3	65
9	Student 9	18	15	10	14	3	60

No	Name	Aspects of Writing					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
10	Student 10	20	13	10	11	2	58
11	Student 11	17	11	10	11	2	51
12	Student 12	13	10	9	10	3	45
13	Student 13	18	12	10	11	3	54
14	Student 14	16	12	10	11	2	51
15	Student 15	18	17	14	15	3	67
16	Student 16	17	12	12	11	3	55
17	Student 17	17	12	11	12	3	55
18	Student 18	17	13	13	11	3	57
Total							1.047
Mean							58.17

The table above presents the assessment results of eighteen students who wrote recount texts as part of the pre-test in the experimental class. The evaluation was conducted using five aspects: Content, Organization, Vocabulary, Language Use, and Mechanics, based on an analytical scoring rubric adapted from Jacob et al. (1981). However, the analysis in this study focused on the total writing scores as the primary data to measure the overall improvement in students' writing skills. After the data were collected, they were analyzed using SPSS version 23 to determine the minimum and maximum scores, the mean, and the standard deviation for the pre-test. The total sample consisted of 18 participants (N = 18).

Table 4. 8 Pre-Test Statistical Calculation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	18	45	67	58.17	6.119
Valid N (listwise)	18				

Table 4.8 presents the descriptive analysis results of the pre-test scores of eighteen students in Class VIII A of the experimental class, as analysed using the Statistical Package for the Social Sciences (SPSS) version 23. Based on Table 4.8, the maximum score obtained in the post-test was 67, while the minimum score recorded was 45. The data also indicated a standard deviation of 6.119 and a mean score of 58.17.

c. Implementation of Treatment

The treatment was implemented through three instructional stages: Pre-Activity, While-Activity, and Post-Activity, using the Project-Based Learning (PjBL) model. The Pre-Activity stage served as the introduction, aiming to prepare students for the learning process. The While-Activity stage functioned as the main phase, during which students actively participated in completing the main project tasks. Finally, the Post-Activity stage served as the closing, involving summarization, reflection, and the provision of feedback on students' learning.

1) First Treatment

The first treatment was given on May 8th, 2025, and began with the first stage, Pre-Activity, which served as the opening session. In this stage, the teacher greeted the students and guided them in praying together before the learning activities began. Next, the teacher checked attendance and asked learners about their preparation and emotional state through simple questions, such as, "Are you ready for today's lesson?" After that, the teacher conveyed the objectives and benefits of today's learning, enabling learners to understand the direction and importance of the material they were studying. In this meeting, the teacher divided learners into four groups in preparation for collaborative learning.

Figure 4. 6 The First Treatment

The second stage, While-Activity, was the main activity, which began by applying the first phase of the Project-Based Learning (PjBL) model, namely *"Start with the Essential Question."* The teacher asked a trigger question such as "What is your most memorable experience?" This question aimed to connect the learning material with the learners' personal experiences, thereby increasing their motivation

to engage in the learning process. Then, the teacher provided an example of a recount text and guided the learners to read and identify the structure, purpose, and language features in the text. The material was reinforced through further explanations from the teacher and group discussions aimed at determining the structural elements of the recount text. The use of worksheets as learning aids supported this process and was designed to be used over four meetings, including the current one.

The third stage, Post-Activity, was the closing activity. The teacher provided feedback on the learning process and student engagement. Students were guided to summarize the material together, and then one student was appointed to convey the conclusion. The teacher also provided an overview of the material for the next meeting, and the learning session concluded with a prayer together, as a way to instil spiritual values.

2) Second Treatment

The second treatment was given on May 14th, 2025, and began with the first stage, Pre-Activity, which served as the opening session. In this stage, the teacher greeted the students and guided them in praying together before the learning activities commenced. Next, the teacher checked attendance and asked learners about their preparation and emotional state through simple questions, such as, “Are you ready for today's lesson?” After that, the teacher conveyed the objectives and benefits of the day's learning, enabling learners to understand the direction and importance of the material they were studying.

Figure 4. 7 The Second Treatment.

The second stage, While-Activity, was the main activity, which began by applying the second and third phases of the Project-Based Learning (PjBL) model, namely *"Design a Plan for the Project"* and *"Create a Schedule".* In phase two, *"Design a Plan for the Project,"* the teacher began by reviewing the previous material to remind students of the basic concepts of recount text that they had learned. Next, the teacher explained the project planning. The first step in project planning is to design the content or main ideas to be included in the recount text. At this stage, students determine the events they will include in the story, organize them in chronological order, and select the important and relevant information to be included in the story. Each group was asked to determine the topic of their recount text, which was taken from the real-life experience of one of their group members. After that, they create a paragraph outline based on the structure of a recount text, which consists of an opening section that introduces the setting and characters (orientation), a main section that describes the sequence of events (events), and a closing section that provides a conclusion or final impression (reorientation). Furthermore, each group divided the tasks among its members, such as determining who would write the orientation, event, and reorientation sections, and who would create the presentation media, including posters.

After the plan was developed, the activity continued to Phase three, *"Create a Schedule."* At this stage, each group created a timeline or a work schedule that detailed the implementation time for each stage of writing a recount text, starting from the pre-writing stage to finalization. The creation of this schedule aimed to train time management skills and responsibility in completing the project in stages.

The third stage, Post-Activity, was the closing activity. Each group was asked to record the progress they had made on the project and then submit it to the teacher. The teacher circulated among each group to check the project's progress directly. This stage aimed to identify obstacles or difficulties that students encountered during the project process. After that, the teacher provided feedback on the learning process that had taken place and directed students to continue working on the project at home if task 2 had not been completed.

Next, the teacher guided students to summarize the material they had learned during the day. The teacher also provided an overview of the material to be covered at the next meeting as an introduction and preparation for students. Finally, the learning activity concluded with a prayer together, as a means of instilling spiritual values in the learning process.

3) Third Treatment

The third treatment was given on May 15th, 2025, and began with the first stage, Pre-Activity, which served as the opening session. In this stage, the teacher greeted the students and guided them in praying together before the learning activities began. Next, the teacher checked attendance and asked learners about their preparation and emotional state through simple questions, such as, “Are you ready for today's lesson?” After that, the teacher conveyed the objectives and benefits of the day's learning, enabling learners to understand the direction and importance of the material they were studying.

Figure 4. 8 The Third Treatment

The second stage, While-Activity, was the main activity, which began by applying the fourth phase of the Project-Based Learning (PjBL) model, namely *"Monitor the Students and the Progress of the Project"*. At this stage, the teacher actively monitored and guided the project process carried out by each group. In addition, learners began to work collaboratively to develop the first draft in the form of an outline that they had previously compiled into a complete recount text. The teacher reviewed the progress of each group's project and guided revisions and improvements to their work. After the text was completed, the teacher asked each group to review their writing to ensure it was appropriate in terms of content,

structure, and language use before presenting it. In preparation for the presentation, the teacher also instructed each group to develop presentation media, either in the form of posters (using HVS paper) or digital slideshows.

The third stage, Post-Activity, was the closing activity. Each group was asked to record the progress they had made on the project and then submit it to the teacher. The teacher circulated among each group to check the project's progress directly. This stage aimed to identify obstacles or difficulties that students encountered during the project process. After that, the teacher provided feedback on the learning process that had taken place and directed students to continue working on the project at home if task 3 had not been completed.

Next, the teacher guided students to summarize the material they had learned during the day. The teacher also provided an overview of the material to be covered at the next meeting as an introduction and preparation for students. Finally, the learning activity concluded with a prayer together, as a means of instilling spiritual values in the learning process.

4) Fourth Treatment

The Fourth treatment was given on May 21st, 2025, and began with the first stage, Pre-Activity, which served as the opening session. In this stage, the teacher greeted the students and guided them in praying together before the learning activities began. Next, the teacher checked attendance and asked learners about their preparation and emotional state through simple questions, such as, "Are you ready for today's lesson?" After that, the teacher conveyed the objectives and benefits of the day's learning, enabling learners to understand the direction and importance of the material they were studying.

Figure 4. 9 The Fourth Treatment

The second stage, While-Activity, was the main activity, which began by applying the fifth and sixth phases of the Project-Based Learning (PjBL) model, namely *"Assess the Outcome"* and *"Evaluate the Experience."* In Phase five, *"Assess the Outcome,"* the focus was on assessing the results of the project that the learners had completed. At this stage, each group presented their recount text in the form of a project, such as a poster or slideshow presentation. In the implementation, all groups chose to use posters made on HVS paper. During the presentation session, the teacher reminded students to pay attention and listen to the delivery of other groups. This activity was then followed by a question-and-answer session, during which the teacher asked several questions related to the content of the recount text that had been created. The teacher also allowed other students to ask questions or respond to the work presented by the groups. However, only a few students asked questions.

The learning process then continued to the sixth phase, *"Evaluate the Experience"*. In this phase, the teacher and the students engaged in a discussion about the difficulties they had encountered during the project implementation and the solutions they had discovered. Some of the problems encountered by learners included time management and maintaining coordination between group members. Although the tasks had been divided evenly among members in the previous stage, coordination was still needed to ensure the smooth implementation of the project. In addition, some learners had difficulty translating their ideas into written English and required assistance, either from their groupmates or through tools such as digital dictionaries.

The third stage, Post-Activity, was the closing activity, during which the teacher provided feedback on the learning process and student engagement. Students were guided to summarize the material together, and then one student was appointed to convey the conclusion. The teacher also announced that a post-test would be conducted in the next meeting to evaluate students' understanding. Finally, the learning session concluded with a prayer together, as a way to instil spiritual values.

d. Administering Post-test

On May 22nd, 2025, an experimental class of 18 students in class VIII A completed a post-test to evaluate their proficiency in writing after implementing the treatment using Project-Based Learning (PjBL), which consisted of a writing test of a recount text, as shown in the figure below.

Figure 4. 10 The Post-test Process

Figure 4. 11 The Post-test Process

In the Post-test process, students were asked to write a recount text of 7-10 sentences based on the provided pictures. The text written should include a recount text structure, such as orientation, events, and reorientation. The students received a vocabulary list containing relevant terms to support them in composing the text.

They were allotted 40 minutes to complete the post-test. The results of the post-test were presented in the table below.

Table 4. 9 Post-test Results of the Experimental Class

No	Name	Aspects of Writing					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Student 1	27	18	17	20	4	86
2	Student 2	26	17	18	20	4	85
3	Student 3	27	17	18	19	4	85
4	Student 4	26	18	18	19	4	85
5	Student 5	26	17	17	15	3	78
6	Student 6	25	17	18	19	4	83
7	Student 7	27	19	18	19	4	87
8	Student 8	25	16	18	18	3	80
9	Student 9	27	18	18	19	4	86
10	Student 10	26	16	18	19	4	83
11	Student 11	23	17	18	17	3	78
12	Student 12	24	17	18	19	3	81
13	Student 13	23	15	17	18	3	76
14	Student 14	21	16	17	17	3	74
15	Student 15	24	17	19	18	3	81
16	Student 16	24	17	19	18	4	82
17	Student 17	23	17	18	18	3	79
18	Student 18	27	17	19	19	4	85
Total							1.474
Mean							81.89

The table above presents the assessment results of eighteen students who wrote recount texts as part of the post-test in the experimental class. The evaluation was conducted using five aspects: Content, Organization, Vocabulary, Language Use, and Mechanics, based on an analytical scoring rubric adapted from Jacob et al. (1981). However, the analysis in this study focused on the total writing scores as the primary data to measure the overall improvement in students' writing skills. After the data were collected, they were analyzed using SPSS version 23 to determine the minimum and maximum scores, the mean, and the standard deviation for the pre-test. The total sample consisted of 18 participants (N = 18).

Table 4. 10 Post-Test Statistical Calculation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experimental	18	74	87	81.89	3.771
Valid N (listwise)	18				

Table 4.10 presents the descriptive analysis results of the post-test scores of eighteen students in Class VIII A of the experimental class, as analysed using the Statistical Package for the Social Sciences (SPSS) version 23. Based on Table 4.10, the maximum score obtained in the post-test was 87, while the minimum score recorded was 74. The data also indicated a standard deviation of 3.771 and a mean score of 81.89.

3. The Significant Influence of Project-Based Learning (PjBL) on Students' Writing Skills in Recount Texts

This section presents the answer to the third research question by describing the significant influence of Project-Based Learning (PjBL) on improving students' writing skills in recount texts in the experimental class. The pre-test and post-test results of both the control and experimental classes were analyzed statistically using the Statistical Package for the Social Sciences (SPSS) version 23. The statistical analysis involved parametric tests, including the normality test, homogeneity test, Independent Sample t-test, and N-Gain calculation

a. Normality Test

The normality test was administered to determine whether the data on students' recount text writing scores were normally distributed. According to Ghozali (2018), this test was used to assess whether the collected data followed a normal distribution. In this study, the Shapiro–Wilk test was employed, as the sample size in each group was fewer than 50. The data were considered to have a normal distribution if the significance value of the Shapiro–Wilk test was greater than 0.05. The results of the normality test were presented in the following table below.

Table 4. 11 Test of Normality

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Result Of writing Recount text	Without using PJBL	.147	17	.200*	.896	17	.058
	Using PJBL	.184	18	.108	.939	18	.278

Based on the results of the normality test, the group without using Project-Based Learning (PjBL) obtained a significance value of 0.058, and the group that used Project-Based Learning (PjBL) obtained a significance value of 0.278. Since both significance values were larger than 0.05, it was concluded that both groups of data were normally distributed.

b. Homogeneity Test

The homogeneity of variance test was conducted to determine whether the variances between the two groups were similar. The experimental group received the Project-Based Learning (PjBL) treatment, while the control group did not. This test employed Levene's Test with a significance level of 0.05. If the significance value is higher than 0.05, then the data is considered to have a homogeneous variance. In contrast, if the significance value is less than or equal to 0.05, then the data is considered inhomogeneous (Ghozali, 2018). The results of the Homogeneity test are presented in the following table.

Table 4. 12 Test of Homogeneity of Variance

Test of Homogeneity of Variances

The result of writing recount text

Levene Statistic	df1	df2	Sig.
21.350	1	33	.000

Based on the results of the homogeneity test, the data obtained a significance value of 0.000, which is less than 0.05. This result indicated a statistically significant difference in the variances between the two groups. Therefore, it could be concluded that the assumption of homogeneity of variance was violated. Additionally, hypothesis testing was still conducted using statistical methods that did not assume homogeneity of variance. According to Pallant (2020), if the

variances were different or not homogeneous, the *Equal Variances Not Assumed* option was used.

Similarly, Field (2013) noted that when the assumption of homogeneity of variance was violated, the alternative was to use Welch's t-test, which did not assume equal variances between groups. Welch's t-test was a variation of the Independent Samples t-test used when the assumption of homogeneity of variance was not met. Therefore, in this study, the analysis continued using the Independent Samples t-test, with the assumption of *Equal Variances Not Assumed.*

d. Independent Sample T-test

To examine the effectiveness of Project-Based Learning (PjBL), an independent sample t-test was conducted to evaluate whether there was a significant difference in student writing performance between the experimental group and the control group. This test was selected because, according to Pallant (2020), the independent-sample t-test was used to compare the mean scores of two different groups. The results of the Independent Sample T-test are presented in the following table.

Table 4. 13 Test of Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The result of writing recount text	Equal variances assumed	21.350	.000	4.141	33	.000	9.536	2.303	4.851	14.221
	Equal variances not assumed			4.057	21.229	.001	9.536	2.351	4.651	14.421

Based on the results of the Independent Samples t-test analysis, with the assumption of equal variances not assumed, the significance value (2-tailed) is 0.001 ($p < 0.05$). This demonstrated a significant difference between the results of writing recount texts by students who used the Project-Based Learning (PjBL) and those who did not. The mean difference of 9.536 points, with a 95% confidence interval, falls within the range of 4.651 to 14.421, which does not include zero. This reinforced the conclusion that the use of Project-Based Learning (PjBL) has a significant influence on students' writing skills in recount text. However, to obtain more comprehensive results regarding the improvement in learning outcomes that

occurred in each group, the researcher continued the analysis by calculating the N-Gain Score.

c. N-Gain

To evaluate the improvement in students' writing skills, the N-Gain formula was applied by analyzing and comparing the pre-test and post-test results within each group. The experimental group received treatment using Project-Based Learning (PjBL), while the control group received the conventional method. The N-Gain value was calculated as a percentage (%) and analyzed descriptively to assess the average increase in learning achievement.

Table 4. 14 N-Gain Effectiveness Criteria

Percent Value	Interpretation
< 40	**Ineffective**
40 – 55	**Less Effective**
56 – 75	**Moderately Effective**
>76	**Effective**

The N-gain test was conducted using the Statistical Package for the Social Sciences (SPSS) version 23. The pre-test and post-test scores of both control and experimental classes were used for the analysis. The output of the calculation is presented as follows:

Table 4. 15 N-gain Scores of the Control Class

Control Class	
Name	**Scores**
Student 1	43.75%
Student 2	23.08%
Student 3	26.00%
Student 4	46.00%
Student 5	51.22%
Student 6	-5.41%
Student 7	36.00%
Student 8	48.84%
Student 9	60.98%
Student 10	57.50%
Student 11	46.34%
Student 12	2.44%
Student 13	22.92%
Student 14	37.50%
Student 15	35.14%
Student 16	31.03%
Student 17	31.82%
Minimum	-5.41%

Control Class	
Name	**Scores**
Maximum	60.98%
Mean	35.01%

After analyzing the N-Gain scores of the control class, the results from the experimental class were also examined to determine the influence of Project-Based Learning (PjBL) on students' writing skills in recount texts.

Table 4. 16 N-gain Scores of the Experimental Class

Experimental Class	
Name	**Scores**
Student 1	62.16%
Student 2	62.50%
Student 3	54.55%
Student 4	59.46%
Student 5	52.17%
Student 6	60.47%
Student 7	62.86%
Student 8	42.86%
Student 9	65.00%
Student 10	59.52%
Student 11	55.10%
Student 12	65.45%
Student 13	47.83%
Student 14	46.94%
Student 15	42.42%
Student 16	60.00%
Student 17	53.33%
Student 18	65.12%
Minimum	42.42%
Maximum	65.45%
Mean	56.54%

Next, a descriptive analysis was conducted to describe the N-gain score using the Statistical Package for the Social Sciences (SPSS) version 23. The output of the calculation is presented as follows:

Table 4. 17 Descriptive N-Gain Percent

Descriptives

	Kelas			Statistic	Std. Error
Ngain_Percen	Control	Mean		35.0082	4.31175
		95% Confidence Interval for Mean	Lower Bound	25.8677	
			Upper Bound	44.1487	
		5% Trimmed Mean		35.8107	
		Median		36.0000	
		Variance		316.051	
		Std. Deviation		17.77782	
		Minimum		-5.41	
		Maximum		60.98	
		Range		66.38	
		Interquartile Range		23.05	
		Skewness		-.827	.550
		Kurtosis		.623	1.063
	Experimental	Mean		56.5411	1.77714
		95% Confidence Interval for Mean	Lower Bound	52.7916	
			Upper Bound	60.2905	
		5% Trimmed Mean		56.8302	
		Median		59.4916	
		Variance		56.848	
		Std. Deviation		7.53976	
		Minimum		42.42	
		Maximum		65.45	
		Range		23.03	
		Interquartile Range		11.50	
		Skewness		-.666	.536
		Kurtosis		-.740	1.038

Based on the descriptive analysis of the table above, the average value of N-Gain (in percent) in the control class is 35.01% with a standard deviation of 17.78. This value indicates that the improvement of students' writing skills in the control class falls into the low category, as it is within the range of <40% based on the classification of N-Gain effectiveness (Hake, 1998). The range of N-Gain values was from -5.41% to 60.98%, with a median of 36.00%. This indicates that most students experienced limited improvement, and some even experienced a decrease in scores from the pre-test to the post-test.

Meanwhile, in the experimental class, the average value of N-Gain (in percent) was 56.54% with a standard deviation of 7.54. This value indicates that the improvement of students' writing skills in the experimental class falls into the moderate-to-effective category, as it lies within the range of 56–75% based on the classification of N-Gain effectiveness (Hake, 1998). The range of N-Gain values in the experimental class ranged from 42.42% to 65.45%, with a median of 59.49%.

This suggests that most students experienced an improvement in writing skills after being introduced to Project-Based Learning.

In conclusion, the implementation of Project-Based Learning (PjBL) has a significant influence on improving students' writing skills in recount text. This is demonstrated by the average N-Gain value in the experimental class of 56.54%, which falls within the moderately effective category according to Hake's (1999) classification. This increase indicates that most students demonstrated development in writing skills after participating in Project-Based Learning, whereas students in the control class showed a lower increase in writing skills. Therefore, Project-Based Learning (PjBL) was considered an effective alternative learning strategy to enhance learning outcomes in writing skills.

B. Discussions

This study investigated the influence of implementing Project-Based Learning (PjBL) on the improvement of students' writing skills in recount texts, addressing three research questions based on the data analysis presented in the findings. The population consisted of all eighth-grade students at Indonesian Islamic Junior Secondary School Bani Ma'sum during the 2024/2025 academic year. Two classes were selected using purposive sampling: one as the experimental group and the other as the control group, with a total of 35 students (18 in the experimental group and 17 in the control group). The experimental group was taught using Project-Based Learning (PjBL), while the control group received the conventional method.

The first finding presents the results of students' writing skills in recount texts taught without using Project-Based Learning (PjBL), addressing the first research question. The average score in the control class improved from 57.47 in the pre-test to 72.35 in the post-test, despite not receiving treatment through Project-Based Learning (PjBL). However, the improvement was limited, suggesting that the conventional method may offer limited support in improving students' writing skills compared to project-based approaches.

The second finding demonstrated the results of students' writing skills in recount text using Project-Based Learning (PjBL), addressing the second research

question. During the treatment with Project-Based Learning (PjBL), students were actively engaged in various project-oriented tasks over four meetings, designed to enhance their ability to write recount texts. According to Thomas (2000), Project-Based Learning (PjBL) is a model that organizes learning around a project. The average score in the experimental class increased from 58.17 in the pre-test to 81.89 in the post-test. The results of the analysis showed that the average post-test score was higher than the pre-test score and the post-test score in the control class. Although several students encountered difficulties during the implementation of the model, similar to those observed in the control class.

Furthermore, the overall implementation of Project-Based Learning (PjBL) demonstrated a significant improvement in students' writing skills in recount texts. The model enabled students to practice writing recount texts, developing skills in planning, teamwork, collaboration, and critical thinking throughout the learning process. These findings aligned with previous studies by Elisabet et al. (2019), who highlighted that the implementation of the Project-Based Learning (PjBL) model contributed to increasing students' self-confidence by engaging them in collaborative group work, developing projects or performances, and involving them in problem-solving tasks.

However, several issues arose during the implementation of Project-Based Learning (PjBL). Some students initially struggled to understand the assigned project. The students found time management particularly challenging due to the insufficient assistance they received in completing their projects on time. Moreover, the success of Project-Based Learning (PjBL) was highly dependent on the active role of teachers in guiding, providing direction, and ensuring that each stage of the learning process proceeded effectively in line with the intended objectives.

The last finding addressed the third research question by analyzing the statistical data results to determine whether the implementation of Project-Based Learning (PjBL) had a significant influence on improving students' writing skills in recount texts. To address this question, an Independent Samples t-test was conducted to determine whether there was a significant difference between the experimental and control groups. The purpose of this test was to determine the

following hypotheses: (1) Alternative Hypothesis (Ha): There is a significant influence of Project-Based Learning (PjBL) on improving students' writing skills in recount texts. (2) Null Hypothesis (H_0): There is no significant influence of Project-Based Learning (PjBL) on improving students' writing skills in recount texts.

However, before conducting the Independent Samples t-test, a normality test was first carried out to ensure that the data met the assumption of normal distribution. The result showed that the control group obtained a significance value of 0.058, while the experimental group obtained a significance value of 0.278. Since both significance values were larger than 0.05, it was concluded that both groups of data were normally distributed. Following the normality test, Levene's Test for Equality of Variances was used to examine the assumption of homogeneity. The test produced a significance value of 0.000, which is less than 0.05. This result indicated that the assumption of variance homogeneity was violated.

Therefore, the Independent Samples t-test was administered with the "Equal variances not assumed" option to accommodate the violation of the assumption of homogeneity of variances. The results showed a significance value (two-tailed) of 0.001 ($p < 0.05$), indicating a statistically significant difference between the two groups. The mean difference was 9.536, with a 95% confidence interval ranging from 4.651 to 14.421, which does not include zero. Based on these findings, the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted.

This result was supported by the N-Gain analysis, with an N-Gain of 56.54% in the experimental class, falling within the moderately effective category of 56-75% as classified by Hake (1999). Meanwhile, the control class achieved an average N-Gain of 35.01% which is categorized as low (<40%). Additionally, several students experienced a decrease in scores from the pre-test to the post-test.

In conclusion, the implementation of Project-Based Learning (PjBL) in the experimental class significantly improved students' writing skills in recount texts. This result was confirmed by the Independent Samples t-test, which revealed a significance level of 0.001 ($p < 0.05$) in the post-test comparison between the experimental and control groups. The experimental group also achieved an average

gain score of 56.54%, ranking them in the "moderately effective" category, according to the N-Gain analysis. This finding provides further evidence that the Project-Based Learning (PjBL) model is effective in improving students' writing skills in recount texts.

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the findings and discussions in the previous chapters. The first section summarizes the key conclusions drawn from the study's results. The second section provides recommendations for English teachers, students, and future researchers on how to enhance the teaching and learning of writing skills through the implementation of Project-Based Learning (PjBL).

A. Conclusion

This research aimed to investigate the influence of implementing Project-Based Learning (PjBL) on the improvement of students' writing skills in recount texts. Based on the findings and discussion presented in the previous chapter, the implementation of Project-Based Learning (PjBL) had a significant influence on improving students' writing skills in recount texts among eighth-grade students at Indonesian Islamic Junior Secondary School Bani Ma'sum.

Students in the control class, who did not use Project-Based Learning (PjBL), showed a relatively small increase in writing scores, with the average score increasing from 57.47 in the pre-test to 72.35 in the post-test. Although there was an improvement, the results were still limited. Additionally, the experimental class that received treatment through the implementation of Project-Based Learning (PjBL) demonstrated a more significant improvement in learning outcomes. The students' average score increased from 58.17 in the pre-test to 81.89 in the post-test. During the learning process, students actively participated in collaborative, teamwork, and project-based activities.

Statistical analysis using the Independent Samples t-test demonstrated a significant difference between the post-test results of the experimental and control classes, with a significance value of 0.001 ($p < 0.05$), with the assumption of *equal variance not assumed.* Therefore, the alternative hypothesis (Ha): There is a significant influence of Project-Based Learning (PjBL) on improving students' writing skills in recount texts," was accepted. Meanwhile, the null hypothesis (H_0):

There is no significant influence of Project-Based Learning (PjBL) on improving students' writing skills in recount texts, was rejected. These results reinforce that the implementation of Project-Based Learning (PjBL) has a statistically significant influence on student learning outcomes.

In addition, the N-Gain analysis confirmed this finding. The experimental class obtained an average increase of 56.54%, which is categorized as "moderately effective". In comparison, the control class achieved only 35.01%, which falls within the "low" category. These findings indicate that, although both groups demonstrated improvement, the effectiveness of learning was significantly greater in the class that implemented the Project-Based Learning (PjBL).

In conclusion, Project-Based Learning (PjBL) is an effective learning model for improving students' writing skills, especially in recount texts. This model also encourages active and collaborative participation among students, thereby creating a student-centered learning environment. The statistically significant results showed that Project-Based Learning (PjBL) assists English language learning at Indonesian Islamic Junior Secondary School Bani Ma'sum. These results were reinforced by N-Gain analysis and hypothesis testing. Several factors were identified as influencing the results, including the Project-Based Learning (PjBL) design employed, the relevance of the project task to the students' situation, and the teacher's instructional guidance during the learning process. Therefore, the use of Project-Based Learning (PjBL) to improve students' writing skills in recount texts has a significant influence.

B. Suggestion

Based on the results of this study, the researcher would like to offer several suggestions for improving students' writing skills in recount texts through the use of Project-Based Learning (PjBL):

a. For an EFL teacher

It is suggested that English teachers use Project-Based Learning (PjBL) in teaching writing, particularly for recount texts. The model allows students to be more active, collaborative, and engaged during the learning process. Through this model, students are encouraged to explore, create, and present their work in

meaningful ways. Teachers are advised to carefully plan project activities that are relevant to students' experiences and integrate real-life contexts to increase students' learning motivation. Teachers also need to provide consistent guidance, monitor group progress, and facilitate reflection during each phase of the project to ensure optimal learning outcomes.

b. School Principals

School principals are expected to support the implementation of Project-Based Learning (PjBL) by providing adequate facilities, including learning media, technological tools (e.g., projectors, laptops), and classroom infrastructure. They should also facilitate professional development programs to enhance teachers' competencies in designing and implementing this model effectively.

c. For Future Researchers

The use of Project-Based Learning (PjBL) in other language skills, such as reading, listening, or speaking, may be investigated in future research. Additionally, the implementation of this model in various educational settings may be explored. Additionally, the use of larger sample sizes and longer implementation durations may lead to a deeper understanding of the long-term effects of Project-Based Learning (PjBL).

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APPENDICES

APPENDICES A

A 1 THESIS SUPERVISOR DECISION LETTER

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN SUNAN GUNUNG DJATI BANDUNG
Nomor: **B.069/Un.05/III.2/PP.00.9/01/2025**

Tentang

PEMBIMBING SKRIPSI MAHASISWA STRATA SATU (S-1)

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN

Menimbang
a. Bahwa dalam rangka memperlancar tertibnya pelaksanaan pembuatan skripsi mahasiswa Fakultas Tarbiyah dan keguruan UIN Sunan Gunung Djati Bandung, perlu adanya pengangkatan dosen pembimbing;
b. Bahwa Saudara yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk diangkat menjadi pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan;

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
4. Peraturan Pemerintah Nomor 66 Tahun 2010 tentang Perubahan Atas Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Presiden RI Nomor: 57 Tahun 2005 tentang Perubahan IAIN menjadi UIN Sunan Gunung Djati Bandung;
6. Peraturan Menteri Agama RI Nomor: 77 Tahun 2013 tentang Perubahan Peraturan Menteri Agama RI Nomor: 7 Tahun 2013 tentang Ortaker UIN SGD Bandung;
7. Peraturan Menteri Agama RI Nomor: 1 Tahun 2015 Tentang Perubahan Atas Peraturan Menteri Agama RI Nomor: 11 Tahun 2014 Tentang Pengangkatan dan Pemberhentian Rektor dan Ketua pada Perguruan Tinggi Keagamaan yang diselenggarakan oleh Pemerintah;
8. Keputusan Menteri Agama RI. Nomor: 082525/B.II/3/2023 tanggal 09 Agustus 2023 tentang Pengangkatan Rektor UIN Sunan Gunung Djati Bandung;
9 Surat Keputusan Rektor Nomor: 136/Un.05/I.I/PP.00.9/07/2019 tentang Kurikulum UIN Sunan Gunung Djati Bandung;
10 Surat Keputusan Rektor Nomor 457 Tahun 2019 tentang Pedoman Penyusunan Karya Ilmiah Skripsi, Tesis dan Disertasi;
11 Surat Keputusan Rektor UIN Sunan Gunung Djati Bandung Nomor 325/ Un.05/II.2/Kp.07.6/08/2023 tanggal 22 Agustus 2023 Tentang Pemberhentian dan Pengangkatan Dekan Fakultas Periode 2023-2027 di Lingkungan Sunan Gunung Djati Bandung.

M E M U T U S K A N

Menetapkan
Pertama
1. H. Fakry Hamdani, S.S., M.Hum., M.Res., Ph.D. — Pembimbing I
2. Dr. H. Sajidin, S.S., M.Pd. — Pembimbing II

Dalam pembuatan skripsi mahasiswa :

Nama : **INDRI KHAIRUNNISA**
NIM : 1212040076
Jurusan/Prodi : S1 - PENDIDIKAN BAHASA INGGRIS
Judul Skripsi :

THE USE OF PROJECT-BASED LEARNING TO IMPROVE STUDENTS' WRITING SKILL ON RECOUNT TEXT: A QUASI-EXPERIMENTAL STUDY AT MTS BANI MA'SUM

Kedua
Kepada pembimbing tersebut diberikan honorarium sesuai dengan peraturan yang berlaku.
Ketiga
Surat Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan skripsi mahasiswa tersebut lulus diuji pada sidang (Munaqosyah) dengan ketentuan, apabila terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

SALINAN Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan diindahkan

Ditetapkan di Bandung
Pada Tanggal, 24 Januari 2025
Dekan,

H. Fakry Hamdani, M.Hum., M.Res., Ph.D.
NIP. 198008242009121004

A 2 LETTER OF RESEARCH PERMISSION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI BANDUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Soekarno Hatta Kel. Cimincrang Kec. Gedebage Kota. Bandung 40294
Fax (022) 7803936 email. ftk@uinsgd.ac.id Website: www.ftk.uinsgd.ac.id

Nomor : **B.569** /Un.05/III.2/TL.009/04/ 2025 Bandung, 23 April 2025
Lampiran : -
Perihal : **Mohon Izin Penelitian**

Kepada
Yth.Kepala **MTs Bani Ma'sum**
Kab/Kota. Subang

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Sunan Gunung Djati Bandung dengan ini menerangkan bahwa :

Nama	:	**INDRI KHAIRUNNISA**
NIM	:	1212040076
Jurusan/Prodi	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Alamat Tingggal	:	Jl. Raya Cimanggu No. 87 RT 11/RW 04, Desa Cimanggu, Kec. Cisalak, Kab. Subang, Jawa Barat.

adalah mahasiswa Fakultas Tarbiyah dan Keguruan UIN Sunan Gunung Djati Bandung bermaksud mengadakan penelitian pada Instansi yang Bapak/Ibu/Saudara Pimpin, dalam rangka tugas akhir pembuatan skripsi Program S-1.

Adapun judul penelitian mahasiswa tersebut :

"THE USE OF PROJECT-BASED LEARNING TO IMPROVE STUDENTS' WRITING SKILLS ON RECOUNT TEXT: A QUASI-EXPERIMENTAL STUDY AT ISLAMIC JUNIOR SECONDARY SCHOOL (IJSC) BANI MA'SUM"

Dengan pembimbing :

1. **H. Fakry Hamdani, S.S., M.Hum., M.Res., Ph.D.**
2. **Dr. H. Sajidin, S.S., M.Pd.**

Untuk itu kami mohon agar Bapak/Ibu/Sdr. dapat membantu dalam pelaksanaannya dari tanggal **29 April 2025** s.d selesai.

Demikian, atas perhatian dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan I Bidang Akademik

Dr. Irawan, S.Pd., M.Hum., CESE.
NIP. 197208221999031006

Tembusan:
Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Sunan Gunung Djati Bandung

A 3 LETTER OF RESEARCH ACCEPTANCE

KEMENTERIAN AGAMA KAB. SUBANG
معهد التربية الإسلامية بنى معصوم
MTs BANI MA'SUM
Jl. Raya Cimanggu No. 87 Desa Cimanggu Kec. Cisalak Kab. Subang Prov. Jawa Barat 41283
Telp. (0260) 480308 email: mts.banimasum@gmail.com

Nomor : 022/Skt/MTS/BM/VII/2025
Lampiran : -
Perihal : Persetujuan Izin Penelitian Skripsi

Kepada Yth.
Indri Khairaunnisa
Mahasiswa Pendidikan Bahasa Inggris
Universitas Islam Negeri Sunan Gunung Djati Bandung
Di Tempat

Assalamu'alaikum. Wr. Wb

Menindaklanjuti surat permohonan izin penelitian yang Saudara/i ajukan tertanggal 24 April 2025, bersama ini kami menyampaikan bahwa permohonan tersebut **disetujui** untuk dilaksanakan di MTs Bani Ma'sum dengan ketentuan sebagai berikut:

1. Penelitian dilakukan sesuai dengan waktu yang telah disepakati, yaitu mulai tanggal 29 April 2025 sampai dengan Selesai.
2. Mahasiswa wajib menjaga tata tertib, etika, dan nama baik institusi selama proses penelitian berlangsung.
3. Tidak mengganggu aktivitas operasional dan mengikuti prosedur yang berlaku di instansi.
4. Hasil penelitian dapat dibagikan kepada pihak kami apabila diperlukan.

Berikut data mahasiswa yang bersangkutan:

Nama : Indri Khairunnisa
NIM : 1212040076
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Judul Skripsi : *"THE USE OF PROJECT-BASED LEARNING TO IMPROVE STUDENTS' WRITING SKILLS ON RECOUNT TEXT: A QUASI-EXPERIMENTAL STUDY A ISLAMIC JUNIOR SECONDARY SCHOOL (IJSC) BANI MA'SUM "*

Demikian surat ini kami sampaikan. Semoga penelitian ini berjalan dengan lancar dan memberikan manfaat bagi kedua belah pihak. Atas perhatian dan kerja sama Saudara/i, kami ucapkan terima kasih.

Walaikumsalam. Wr. Wb

Subang, 01 Agustus 2025
Kepala Madrasah
MTs Bani Ma'sum

H. Ihwan Yudiana, S.Pd,. Gr,. M.M

APPENDICES B

B 1 LESSON PLAN

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	INDRI KHAIRUNNISA
Institusi	Mts Bani Ma'sum
Tahun Pelajaran	2025-2026
Mata Pelajaran	Bahasa Inggris
Kelas	VIII
Fase	D
Materi	Recount Text
Elemen	Menulis – Mempresentasikan
Capaian Pembelajaran	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
Alokasi Waktu	4 pertemuan (8 JP) = 320 menit
B. KOMPETENSI AWAL	
1. Siswa mampu mengenali dan memahami kosakata umum serta menyusun kalimat sederhana yang sesuai dengan kaidah bahasa Inggris. 2. Siswa dapat mengenali bagian-bagian teks recount seperti orientasi, rangkaian peristiwa, dan reorientasi. 3. Siswa memahami dan menggunakan bentuk lampau (past tense) dari kata kerja regular dan irregular dalam konteks cerita pengalaman.	

C. PROFIL PELAJAR PANCASILA	
Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam kelompok.
Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran secara individu.
Kreatif	Menyusun *Recount text* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dalam berbagai konteks situasi dalam kehidupan sehari-hari.
Berpikir Kritis	Menyusun *Recount Text* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dalam berbagai konteks situasi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Peserta didik reguler	
E. MODEL PEMBELAJARAN	
Model Pembelajaran: *Project-Based Learning* Fase (PJBL) sebagai berikut : Fase 1: Start With the Essential Question Fase 2: Design a Plan for the Project Fase 3: Create a Schedule Fase 4: Monitor the Students and the Progress of the Project Fase 5: Assess the Outcome Fase 6: Evaluate the Experience Metode : Tanya Jawab, diskusi, presentasi Pendekatan : Saintifik	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
Pertemuan 1 1. Peserta didik mampu menunjukkan Pemahaman awal (C2) tentang recount text melalui pelaksanaan pre-test. **Pertemuan 2** 1. Peserta didik mampu Mengidentifikasi (C1) *Recount Text* beserta struktur dan ciri kebahasaannya secara mandiri. 2. Peserta didik mampu Menjelaskan (C2) tujuan dan fungsi *Recount Text* dalam komunikasi tertulis. **Pertemuan 3** 1. Peserta didik mampu Merancang (C3) proyek penulisan *Recount Text* dengan menentukan topik dan menyusun rencana secara berkelompok.	

2. Peserta didik mampu Mengorganisasikan (C4) langkah-langkah penulisan *Recount Text* berdasarkan struktur yang telah dipelajari.

Pertemuan 4

1. Peserta didik mampu Menyusun (C3) *Recount Text* berdasarkan pengalaman pribadi dengan struktur yang tepat.
2. Peserta didik mampu Merevisi (C5) teks yang telah dibuat berdasarkan masukan dari guru dan teman sebaya.

Pertemuan 5

1. Peserta didik mampu Mempresentasikan (C3) *Recount Text* dalam bentuk proyek secara kelompok.
2. Peserta didik mampu Mengevaluasi (C6) kesulitan dan solusi dalam proses menulis *Recount Text* melalui diskusi kelas.

Pertemuan 6

1. Peserta didik dapat menunjukkan peningkatan Pemahaman (C2) tentang recount text melalui kegiatan post-test.

B. PEMAHAMAN BERMAKNA

Recount Text adalah jenis teks yang bertujuan untuk menceritakan kembali peristiwa atau pengalaman yang telah terjadi di masa lalu. Teks ini disusun secara kronologis dan biasanya mencakup tiga struktur utama, yaitu: orientation (pengenalan situasi/karakter), events (rangkaian peristiwa), dan re-orientation (penutup atau kesimpulan pengalaman). Recount text menggunakan past tense serta dilengkapi dengan keterangan waktu dan konjungsi penghubung peristiwa.

Dengan mempelajari Recount Text, peserta didik memahami bahwa menceritakan kembali pengalaman pribadi bukan hanya sebagai bentuk latihan berbahasa Inggris, tetapi juga sebagai cara untuk merefleksikan pengalaman, berbagi cerita dengan orang lain, dan mempererat hubungan sosial. Peserta didik juga menyadari pentingnya menyampaikan cerita dengan struktur dan bahasa yang jelas agar dapat dipahami oleh pembaca atau pendengar.

C. PERTANYAAN PEMANTIK

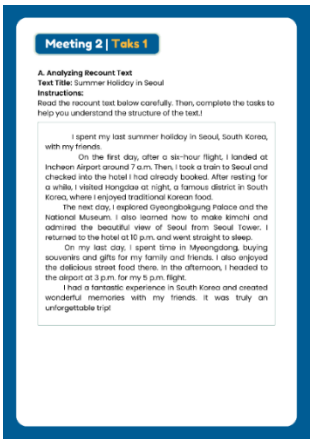
1. What is your most memorable experience?
2. Have you ever written about your personal experience in English?
3. Can you tell a short story about something fun you did last weekend?

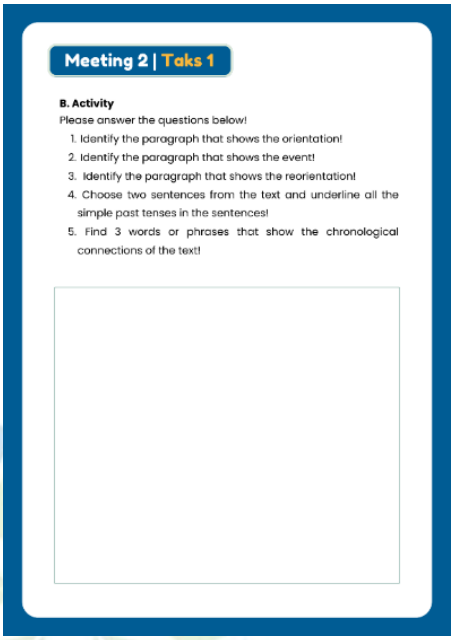
D. PERSIAPAN PEMBELAJARAN

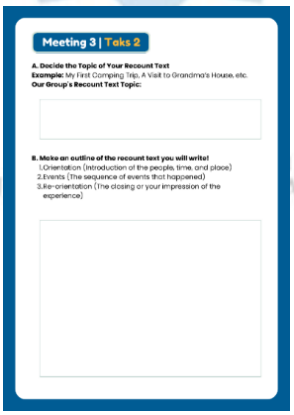
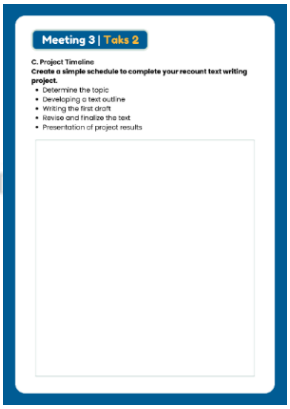
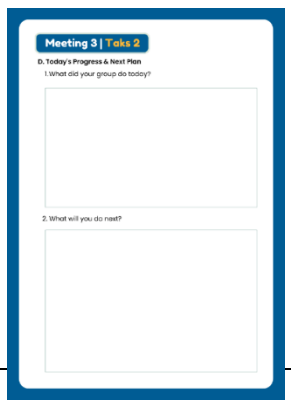
- Guru menyusun Worksheet
- Guru menyusun instrumen assessment yang digunakan
- Guru melakukan diagnostic

E. KEGIATAN PEMBELAJARAN	
PERTEMUAN KE 1	
Kegiatan Pendahuluan	1. Guru mengucapkan salam dan menyapa peserta didik. 2. Guru dan peserta didik bersama-sama berdoa sebelum memulai pembelajaran. 3. Guru melakukan absensi untuk mencatat kehadiran peserta didik. 4. Guru menanyakan kesiapan peserta didik secara non-kognitif, misalnya dengan pertanyaan: • Are you ready for today's lesson? 5. Guru menjelaskan bahwa pertemuan ini akan digunakan untuk mengukur pemahaman awal peserta didik tentang recount text melalui kegiatan pre-test. 6. Guru menyampaikan tujuan pembelajaran secara singkat. 7. Guru memberikan contoh recount text dan menjelaskan secara singkat struktur serta ciri-cirinya sebagai pengantar.
Kegiatan Inti	8. Guru membagikan Lembar Pre-test berisi instruksi untuk menulis recount text sesuai urutan gambar yang telah di sediakan. 9. Peserta didik mengerjakan Pre-test secara individu. 10. Guru berkeliling untuk memantau pelaksanaan dan memberikan bantuan kepada peserta didik yang mengalami kesulitan.

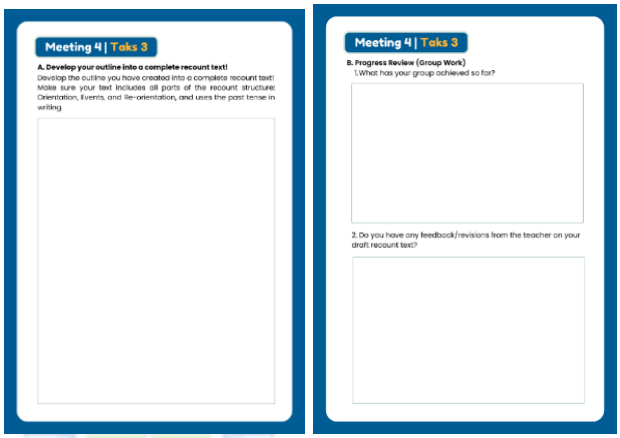
	
Kegiatan Penutup	11. Guru mengumpulkan hasil Pre-test dan memberikan penjelasan singkat bahwa hasil ini akan digunakan sebagai dasar dalam kegiatan pembelajaran selanjutnya. 12. Guru memberikan umpan balik terhadap proses pembelajaran 13. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 14. Peserta didik berdoa untuk mengakhiri pembelajaran.
PERTEMUAN KE 2	
Kegiatan Pendahuluan	1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif:

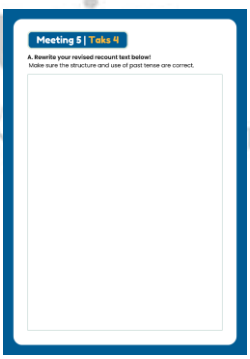
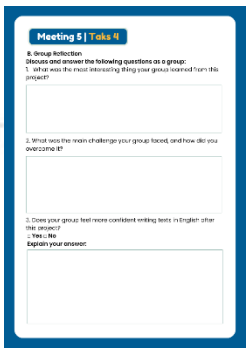
	• Are you ready for today's lesson? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini 6. Guru membagi peserta didik menjadi 4 kelompok 7. Guru memberikan contoh recount text dan mendiskusikan struktur, tujuan serta unsur kebahasaan.
Kegiatan Inti	**Fase 1: Start with The Essential Question** 8. Guru mengajukan pertanyaan esensial untuk membangun rasa ingin tahu siswa, seperti : 9. What is your most memorable experience? 10. Have you ever written a personal experience in English? 11. Guru memberikan contoh recount text dan mendiskusikan struktur, tujuan serta unsur kebahasaan. 12. Peserta didik membaca dan mengidentifikasi struktur recount text. 13. Diskusi kelas tentang pengalaman pribadi yang menarik 14. Guru memperkuat materi recount text dengan menjelaskan materi recount text mengenai, struktur, tujuan, unsur kebahasaan. **Sources : Worksheet**  

	
Kegiatan Penutup	15. Guru memberikan umpan balik terhadap proses pembelajaran 16. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 17. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 18. Peserta didik berdoa untuk mengakhiri pembelajaran
PERTEMUAN KE 3	
Kegiatan Pendahuluan	1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: Are you ready for today's lesson?

	5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini
Kegiatan Inti	**Fase 2: Design a Plan for the Project** 6. Guru mereview materi sebelumnya. 7. Guru menjelaskan tahapan proyek yang akan dilakukan. 8. Setiap kelompok menentukan topik recount text yang akan mereka buat. 9. Setiap Kelompok menyusun rencana proyek, mencakup langkah-langkah dalam menulis recount text. **Fase 3: Create a schedule** 10. Setiap kelompok membuat timeline pengerjaan proyek. 11. Guru berkeliling untuk mengecek rencana proyek masing-masing kelompok. **Sources : Worksheet**  Meeting 3 | Taks 2 A. Decide the Topic of Your Recount Text Example: My First Camping Trip, A Visit to Grandma's House, etc. Our Group's Recount Text Topic: B. Make an outline of the recount text you will write! 1.Orientation (Introduction of the people, time, and place) 2.Events (The sequence of events that happened) 3.Re-orientation (The closing or your impression of the experience)  Meeting 3 | Taks 2 C. Project Timeline Create a simple schedule to complete your recount text writing project. • Determine the topic • Developing a text outline • Writing the first draft • Revise and finalize the text • Presentation of project results  Meeting 3 | Taks 2 D. Today's Progress & Next Plan 1. What did your group do today? 2. What will you do next?

Kegiatan Penutup	12. Setiap kelompok menyampaikan progres proyek mereka. 13. Guru memberikan umpan balik terhadap proses pembelajaran dan mengarahkan siswa untuk melanjutkan proyek di rumah 14. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 15. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 16. Peserta didik berdoa untuk mengakhiri pembelajaran.
PERTEMUAN KE 4	
Pendahuluan	1. Guru mengucapkan salam dan bertegur sapa Pdengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: Are you ready for today's lesson? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini
Kegiatan Inti	**Fase 4: Monitor the Students and the Progress of the Project** 6. Guru memeriksa kemajuan proyek masing-masing kelompok. 7. Guru memberikan arahan untuk revisi dan perbaikan kepada setiap kelompok 8. Peserta didik bekerja dalam kelompok untuk menyusun recount text berdasarkan draft yang telah dibuat. 9. Guru meminta masing – masing kelompok untuk memeriksa kembali tulisan sebelum di presentasikan

	10. Guru meminta setiap kelompok untuk membuat media presentasi (poster atau slideshow). **Sources:** [Worksheet] 
Kegiatan Penutup	11. Setiap kelompok menyampaikan progres proyek mereka. 12. Guru memberikan umpan balik terhadap proses pembelajaran dan mengarahkan siswa untuk melanjutkan proyek di rumah 13. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 14. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 15. Peserta didik berdoa untuk mengakhiri pembelajaran.
PERTEMUAN KE 5	
	1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: Are you ready for today's lesson?

	5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi ini.
	Fase 5: Assess the Outcome 6. Setiap kelompok mempresentasikan recount text mereka dalam bentuk proyek. 7. Guru dan siswa lain memberikan masukan dan apresiasi terhadap proyek yang dipresentasikan. 8. Tanya jawab dan umpan balik dari guru serta siswa lain. **Fase 6: Evaluate the Experience** 9. Guru dan peserta didik berdiskusi tentang kesulitan yang dihadapi dan solusi yang ditemukan. 10. Guru merangkum pembelajaran dan memberikan apresiasi kepada siswa. 11. Guru menutup pembelajaran dengan motivasi untuk terus menulis. **Sources:** Worksheet  
	12. Guru memberikan umpan balik terhadap proses pembelajaran. 13. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 14. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya.

	15. Peserta didik berdoa untuk mengakhiri pembelajaran
PERTEMUAN KE 6	
Kegiatan Pendahuluan	1. Guru mengucapkan salam dan menyapa peserta didik. 2. Guru dan peserta didik bersama-sama berdoa sebelum memulai pembelajaran. 3. Guru melakukan absensi untuk mencatat kehadiran peserta didik. 4. Guru menanyakan kesiapan peserta didik secara non-kognitif, misalnya dengan pertanyaan: • Are you ready for today's lesson? 5. Guru mengulas kembali materi pembelajaran mengenail recount text secara singkat. 6. Guru menjelaskan tujuan kegiatan post-test sebagai bentuk evaluasi akhir pemahaman siswa tentang recount text.
Kegiatan Inti	7. Guru membaginkan lembar Post-test berisi instruksi untuk menulis recount text sesuai urutan gambar yang telah di sediakan. 8. Peserta didik mengerjakan Post-test secara individu. 9. Guru berkeliling kelas untuk memantau pelaksanaan .  POST - TEST Name: _____ Date: _____ Class: _____ Test: _____ Look at the picture below! Write a short recount text (7–10 sentences). Tell what happened to the main character in the correct order. Use simple and clear sentences, past tense verbs, and follow the structure of a recount text: orientation (who, where, when), events (what happened), and reorientation (how it ended or how the character felt). "Holiday to the Beach" • Beach • Sand • Waves • Shell • Swim • Build a sandcastle • Sunshine • Relax • Picnic • Sunset • Tats • Coconut water • Volleyball game • Kite • Running

Kegiatan Penut	10. Guru memberikan apresiasi atas usaha yang telah dilakukan oleh peserta didik selama kegiatan pembelajaran. 11. Guru menyampaikan refleksi singkat mengenai pentingnya kemampuan menuliskan pengalaman pribadi dalam bentuk teks tertulis. 12. Guru mengumpulkan hasil post-test sebagai bahan evaluasi untuk mengetahui tingkat pemahaman peserta didik terhadap materi recount text, serta menjelaskan bahwa hasil tersebut akan menjadi bagian dari penilaian keterampilan menulis. 13. Guru memberikan umpan balik terhadap proses pembelajaran 14. Peserta didik bersama guru menutup pembelajaran dengan berdoa.

F. ASESMEN

a) Non – Kognitif

Informasi yang Ingin Digali	**Pertanyaan**
Kesiapan siswa untuk memulai pembelajaran.	Are you ready for today's lesson?
Pengalaman pribadi siswa yang relevan dengan teks recount.	Do you have a particular experience you want to tell in the form of a recount text? Why is that experience important or interesting to you?

b) Kognitif

Pertanyaan	Materi yang Diuji	Kemungkinan Jawaban	Skor	Rencana Tindak Lanjut
What is a recount text and what is its purpose?	Pemahaman konsep teks recount dan tujuannya.	Recount text adalah teks yang menceritakan kembali kejadian atau pengalaman di masa lalu dengan tujuan untuk menginformasikan atau berbagi cerita.	Betul	Jika jawabannya kurang tepat, beri penjelasan lebih mendalam tentang struktur dan tujuan teks recount.

c) Formatif assessment

- Penilaian harian

G. REFLEKSI PESERTA DIDIK DAN GURU

- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?
- Apakah semua peserta didik nyaman belajar dalam kelompoknya?
- Pada bagian mana dari materi ini peserta didik mudah memahami?
- Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

H. BAHAN BACAAN GURU DAN PESERTA DIDIK

Kementerian Pendidikan dan Kebudayaan. (2022). *Bahasa Inggris: Buku Siswa Kelas VIII SMP/MTs*. Surakarta: PT Margo Mulyo Joyo.

I. GLOSARIUM

Recount Text: Teks yang menceritakan kembali pengalaman atau kejadian masa lalu.
Orientation : Bagian awal yang mengenalkan tokoh, waktu, dan tempat.
Events : Urutan peristiwa yang terjadi secara kronologis.
Re-orientation: Penutup cerita, bisa berisi kesimpulan atau komentar.
Past Tense : Bentuk kata kerja lampau untuk menyatakan kejadian masa lalu.
Adverb of Time: Kata keterangan waktu seperti *yesterday*, *last week*.
Conjunction: Kata penghubung seperti *then*, *after that*, *finally*.

Chronological Order: Urutan waktu terjadinya peristiwa. **Personal Experience:** Pengalaman pribadi yang diceritakan ulang.
J. DAFTAR PUSTAKA
Kementerian Pendidikan dan Kebudayaan. (2022). *Bahasa Inggris: Buku Siswa Kelas VIII SMP/MTs*. Surakarta: PT Margo Mulyo Joyo.

APPENDICES C

C 1 PRE-TEST OF CONTROL AND EXPERIMENTAL CLASS

PRE - TEST

Name: _____ **Date:** _____

Class : _____ **Test :** _____

Look at the picture below!!

Write a short recount text (7–10 sentences). Tell what happened to the main character in the correct order. Use simple and clear sentences, past tense verbs, and follow the structure of a recount text: orientation (who, where, when), events (what happened), and reorientation (how it ended or how the character felt).

"A Trip to the Zoo"

- **Zoo**
- **Animals**
- **Elephant**
- **Giraffe**
- **Rabbit**
- **Cage**
- **Feed**
- **Visitor**
- **Excited**
- **Tickets**
- **Car**
- **Lunch**
- **Souvenir**
- **Carrots**
- **Restaurants**

C 2 POST-TEST OF CONTROL AND EXPERIMENTAL CLASS

POST - TEST

Name: _____ **Date:** _____

Class : _____ **Test :** _____

Look at the picture below!!
Write a short recount text (7–10 sentences). Tell what happened to the main character in the correct order. Use simple and clear sentences, past tense verbs, and follow the structure of a recount text: orientation (who, where, when), events (what happened), and reorientation (how it ended or how the character felt).

"Holiday to the Beach"

- Beach
- Sand
- Waves
- Shell
- Swim

- Build a sandcastle
- Sunshine
- Relax
- Picnic
- Sunset

- Tats
- Coconut water
- Volleyball game
- Kite
- Running

C 3 MATERIAL OF RECOUNT TEXT

Unit 3

My Unforgettable Experience

Kompetensi Inti

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya, terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang); sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar

3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense*)

3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta *informasi* terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.11 Teks *recount*

4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*).

4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Learning Purpose

In this unit, students will be able to understand and comprehend the lessons about:

- Simple Past Tense
- Personal Recount

Time Allocation: (.... subject hour / .... x meetings)

Last week was our holiday. My family and I spent our time by visiting some beautiful beaches. My father booked the hotel three days before we went there. The beaches are very clean and have attractive scenery. We enjoyed the holiday very much.

That holiday was one of my unforgettable experiences. What about you? What was your nicest experience? A text that tells about past experience is called a recount. Did you know what a recount is? In this unit, we are going to talk about recount, especially personal recount. Besides, we also will learn about the simple past tense.

Source: travelanddestinations.com

Picture A beautiful beach

5. Did your father (drink) ..... the coffee yesterday?
6. They (not play) ..... the game last night.
7. He (give) ..... me an orange last week.
8. I (not go) ..... to Semarang last month.
9. She (sing) ..... a song yesterday morning.
10. Mother (make) ..... a rainbow cake last week.

Individual Activity Score .....

Write 8 sentences in the simple past tense (5 sentences with verb and 3 sentences with to be)! Then, make them into negative and interrogative!

Group Activity Score .....

Work in pairs! Make a dialog using the simple past tense! You may choose your own theme! Act it out in front of the class!

HOTS (High Order Thinking Skills) Assignment Application Score .....

Write a paragraph telling about the activities you did yesterday in no more than 150 words! Write in your workbook! Submit it to your teacher?

Kompetensi Dasar: 3.11, 4.11, 4.11.1 dan 4.11.2 | Pertemuan ke-13 dan 14

B. Recount

Recount writing is a style of writing that recalls an event or experience. They're usually based on the experience of the writer, and therefore, they're most often told from the first person, but this isn't always the case, sometimes they're told on behalf of someone else.

A recount is also told in the past tense, because the event or experience has already happened. It is usually told in chronological order. That means the events are described in the order they happened.

The purpose of a recount can vary. Some are written to inform, whereas others are written to entertain. Because of this, there are a few different types of recount writing, they are.

- Personal recount
- Imaginative recount
- Literary recount
- Factual recount
- Procedural recount

In this unit, you are talking more about personal recount. This type of recount writing is all about the writer's recollection of a particular event or experience. It includes things like diary writing.

Most of personal recounts have these features.

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; look, go, change, etc.

The generic structure of recount is.

- Orientation

It is setting of the scene, time, place, atmosphere, introduction of characters

- Events
  It is series of events in chronological order.
- Re-orientation
  It contains a summary or conclusion of all events.

Personal recount can come in different forms. Here are some examples:

- personal letters
- autobiographies
- diary entries

Here is the example of personal recount and the generic structure.

Generic Structure	Paragraphs
Orientation	I spent my last summer holiday in Seoul, South Korea. I went there with my friends.
Events	On the first day, I was landed at Incheon Airport around 7 a.m. after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 p.m. and immediately went to sleep. I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 p.m. because my flight was at 5 p.m.
Re-orientation	I had a fantastic experience in South Korea and made wonderful memory with my friends. Did you know it was a great trip?

Listening

Task 1

Listen and write the missing words!

Barbecue in the Park

Last Sunday, my friend and I (1) ..... the park because David's family (2) ..... us a barbecue party in the park. We lived nearby, so we just (3) ..... there.

When we got to the park, there were not many people. David's family (4) ..... already there. They arrived there early to get best picnic spot with an electronic barbecue grill nearby.

When we (5) ....., they were cleaning the barbecue. After making sure the barbecue was clean, they turned the barbecue on by pushing the button. The electric stove (6) ..... and the metal plate became hot.

David's mother (7) ..... some cooking oil on the metal plate, and after that, she put some sausages, beef steaks, and some onions on the barbecue. Meanwhile, David's father was preparing the bread, butter, and the drinks.

Information

Some tips of writing a great recount texts are:

- Keep the title simple that summarizes the main element of the text.
- Set the scene for the audience in terms of characters, setting and context. Keep everything in chronological order in a recount and use a variety of time transitional terms and phrases so as to keep your audience engaged throughout.
- Use a range of adjectives, try and avoid "And then, and then, and then."

While waiting for the meat to cook, David and I (8) ..... other boys playing football. When we got tired, we stopped and enjoyed the sausages, steaks, and some cold soft drinks. The food was delicious. I think David's mother is one of the best cooks in the world.

Task 2

Answer the following questions!

1. When did the writer and his friend go to the park?
2. Why did David's family have already arrived at the park?
3. What did David's father do during the barbecue party?
4. What did the writer and his friends do while waiting for the barbecue?
5. What is the writer's opinion about David's mother?

Speaking

Task 1

Act out!

Nia : "Where did you go last holiday?"
Farid : "My family and I went to Bali."
Nia : "It's amazing. Could you tell me more about your holiday?"
Farid : "Sure. There were so many places to see in Bali so that my father decided to join the tours to see as much as possible. We stayed in Kuta on arrival. We spent the first three days for swimming and surfing on Kuta Beach. We visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud."
Nia : "What is Singaraja like?"
Farid : "It is a city of about 90 thousand people. It is busy but a quiet town. The streets are lined with trees and there are many old Dutch houses."
Nia : "When did you return to Kuta?"
Farid : "We returned very late in the evening to Kuta."
Nia : "What was your next destination?"
Farid : "It was Ubud. It was a very different tour. We went there not to see the scenery but to see the art and the craft of the island. All our day was spent on the beach. We went sailing or surfboarding every day. We was quiet satisfied."

Task 2

Write true or false!

1. Farid and his family visited Bali. [.....]
2. When the first time arrived in Bali, Farid's family stayed in Sanur. [.....]
3. Farid and his family selected two tours: Singaraja and Kuta Beach. [.....]
4. You can see many old Dutch houses in Singaraja. [.....]
5. In Ubud, we couldn't see the art and the craft of the island. [.....]

Reading

Task 1

Read carefully!

Two days ago I went to the Merapi Mountain. It was the first time I climbed a mountain. I did it with some of my friends. We started climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were profesional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy.

We sang some songs together, shared stories, and got acquainted with people there. After seeing the sunrise, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process.

I really enjoyed this journey of climbing a mountain. It was a very great experience that I ever had. I would surely do this again next time.

Task 2

Answer the following questions!

1. What is the text about?
2. With whom did the writer climb the Merapi Mountain?
3. What was the only equipment used by the writer to get the way to the mountain?
4. How long did the writer take the time to reach the top?
5. What did the writer do while waiting the sun?
6. Why was getting down the mountain easier than the climbing process?
7. Did the writer enjoy the journey?
8. "I just followed <u>their</u> instruction." (paragraph 1)
   What does the underlined word refer to?

Writing

Task

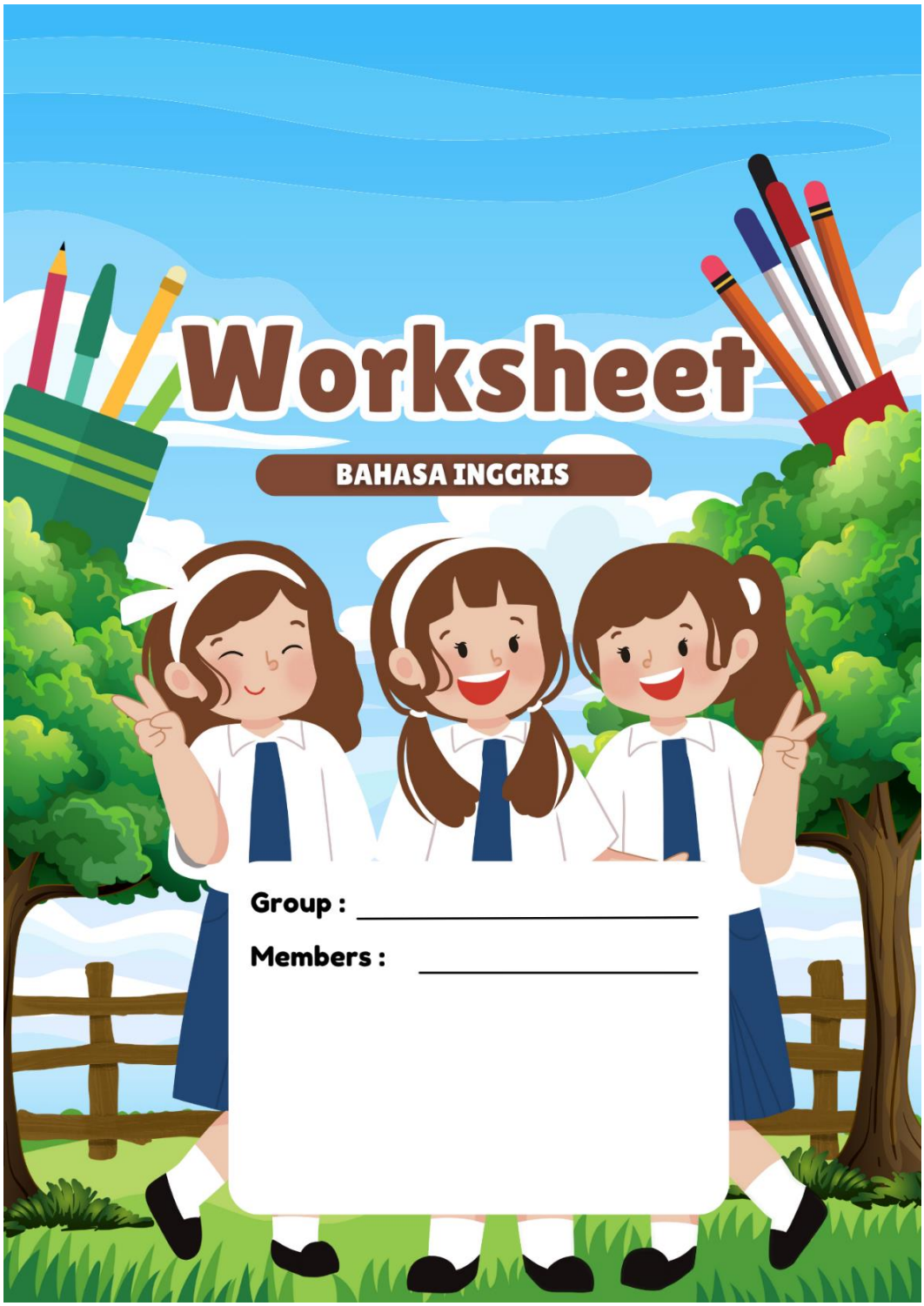
Correct the words in bracket!

Last month SMP Muda Berkarya *(1. enter)* for tug-of-war contest with SMP Cerdas Beriman. Two weeks before the contest the boys of SMP Muda Berkarya *(2. start)* practicing hard. "We must *(3. learn)* to pull the rope together at same time," *(4. say)* Arya, their team leader. "By this way our team will be strong."

On the day of the contest, the team from SMP Cerdas Beriman *(5. arrive)* at SMP Muda Berkarya. Everyone was surprised to *(6. see)* that these boys were much taller and bigger than the boys of SMP Muda Berkarya. "We'll surely lose," said Dono, a member of SMP Muda Berkarya. "Don't give up so easily," said Arya, "we must *(7. try)* out best."

Soon the contest *(8. begin)*. Which team do you think won the contest? It was SMP Muda Berkarya. The SMP Muda Berkarya *(9. lead)* the rope together at the same time. SMP Cerdas Beriman on the other hand, *(10. to be)* not united at all.

C 4 WORKSHEET FOR THE EXPERIMENTAL CLASS (PjBL)



Meeting 2 | Taks 1

A. Analyzing Recount Text
Text Title: Summer Holiday in Seoul
Instructions:
Read the recount text below carefully. Then, complete the tasks to help you understand the structure of the text.!

I spent my last summer holiday in Seoul, South Korea, with my friends.

On the first day, after a six-hour flight, I landed at Incheon Airport around 7 a.m. Then, I took a train to Seoul and checked into the hotel I had already booked. After resting for a while, I visited Hongdae at night, a famous district in South Korea, where I enjoyed traditional Korean food.

The next day, I explored Gyeongbokgung Palace and the National Museum. I also learned how to make kimchi and admired the beautiful view of Seoul from Seoul Tower. I returned to the hotel at 10 p.m. and went straight to sleep.

On my last day, I spent time in Myeongdong, buying souvenirs and gifts for my family and friends. I also enjoyed the delicious street food there. In the afternoon, I headed to the airport at 3 p.m. for my 5 p.m. flight.

I had a fantastic experience in South Korea and created wonderful memories with my friends. It was truly an unforgettable trip!

Meeting 2 | Taks 1

B. Activity

Please answer the questions below!

1. Identify the paragraph that shows the orientation!
2. Identify the paragraph that shows the event!
3. Identify the paragraph that shows the reorientation!
4. Choose two sentences from the text and underline all the simple past tenses in the sentences!
5. Find 3 words or phrases that show the chronological connections of the text!

Meeting 3 | Taks 2

A. Decide the Topic of Your Recount Text
Example: My First Camping Trip, A Visit to Grandma's House, etc.
Our Group's Recount Text Topic:

B. Make an outline of the recount text you will write!

1. Orientation (Introduction of the people, time, and place)
2. Events (The sequence of events that happened)
3. Re-orientation (The closing or your impression of the experience)

Meeting 3 | Taks 2

C. Project Timeline

Create a simple schedule to complete your recount text writing project.

- Determine the topic
- Developing a text outline
- Writing the first draft
- Revise and finalize the text
- Presentation of project results

Meeting 3 | Taks 2

D. Today's Progress & Next Plan

1. What did your group do today?

2. What will you do next?

Meeting 4 | Taks 3

A. Develop your outline into a complete recount text!

Develop the outline you have created into a complete recount text! Make sure your text includes all parts of the recount structure: Orientation, Events, and Re-orientation, and uses the past tense in writing.

Meeting 4 | Taks 3

B. Progress Review (Group Work)

1. What has your group achieved so far?

2. Do you have any feedback/revisions from the teacher on your draft recount text?

Meeting 5 | Taks 4

A. Rewrite your revised recount text below!

Make sure the structure and use of past tense are correct.

Meeting 5 | Taks 4

B. Group Reflection

Discuss and answer the following questions as a group:

1. What was the most interesting thing your group learned from this project?

2. What was the main challenge your group faced, and how did you overcome it?

3. Does your group feel more confident writing texts in English after this project?

□ **Yes** □ **No**

Explain your answer:

C 5 RUBRIC FOR ASSESSING THE WRITING TEST

An evaluation of the students' writing abilities was conducted using a scoring rubric adapted from Jacob et al. (1981). Five aspects were included in the rubric as follows: content, organization, vocabulary, language use, and mechanics.

Table 3. 7 The Writing Assignment Rubric Jacob et al. (1981)

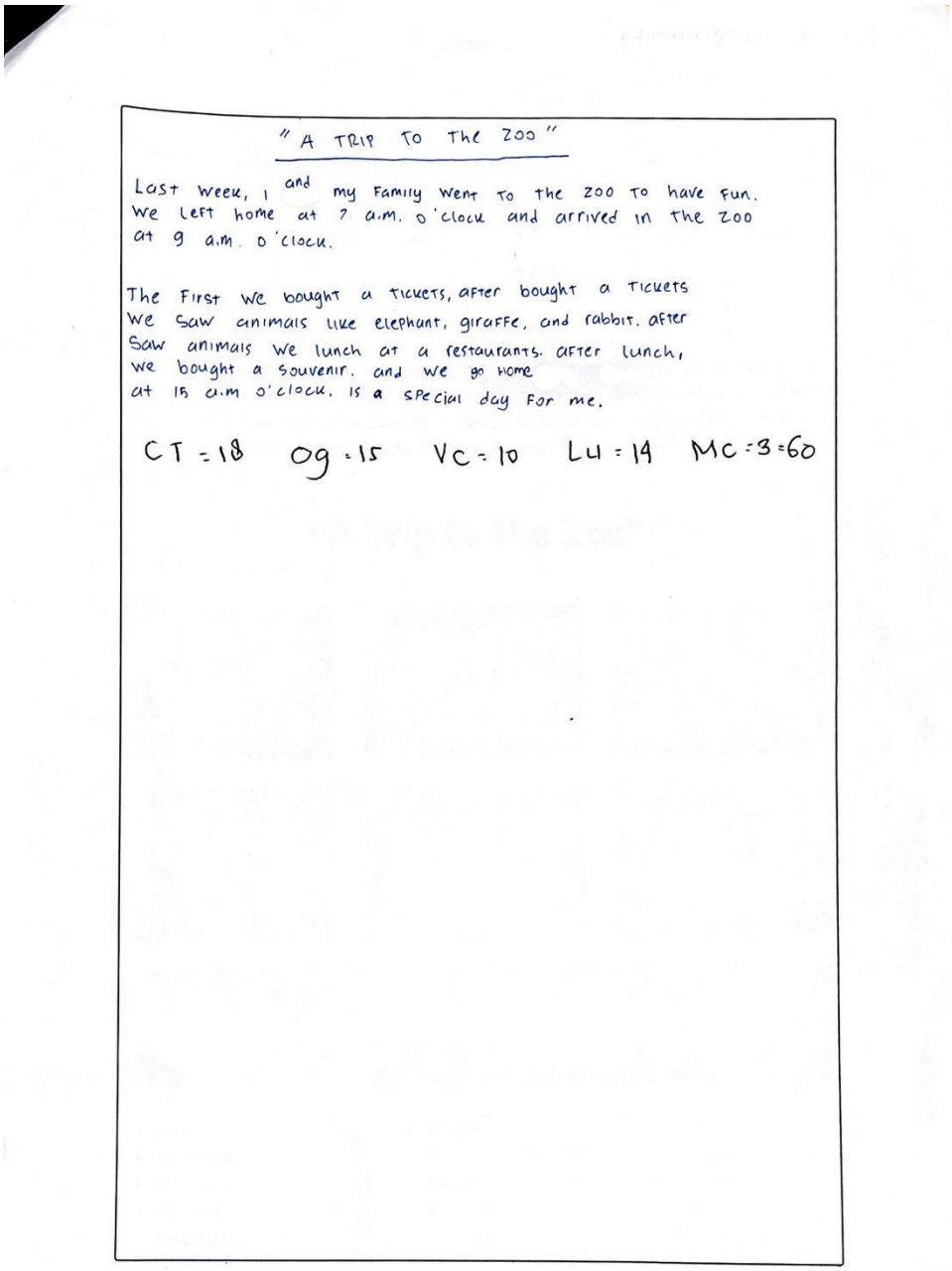
SCORE	LEVEL	CRITERIA
CONTENT	30-27	**EXCELLENT TO VERY GOOD:** knowledgeable, substantive, thorough development of ideas, relevant to assigned topic.
	26-22	**GOOD TO AVERAGE:** Some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	21-17	**FAIR TO POOR:** limited knowledge of subject, little substance, inadequate development of ideas.
	16-13	**VERY POOR:** does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	**EXCELLENT TO VERY GOOD:** fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	**GOOD TO AVERAGE:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	**FAIR TO POOR**: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	**VERY POOR:** does not communicate, no organization, not enough to evaluate.
VOCABULARY	20-18	**EXCELLENT TO VERY GOOD**: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	**GOOD TO AVERAGE:** adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	**FAIR TO POOR:** limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.
	9-7	**VERY POOR:** essentially translation, little knowledge of English vocabulary.
LANGUAGE USE	25-22	**EXCELLENT TO VERY GOOD:** effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	**GOOD TO AVERAGE:** effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	**FAIR TO POOR:** major problems in

		simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run- ons, deletions, meaning confused or obscured.
	10-5	**VERY POOR:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	**EXCELLENT TO VERY GOOD:** demonstrates mastery of convention, few errors of spelling, punctuation, capitalization, and paragraphing.
	4	**GOOD TO AVERAGE:** occasional errors of spelling, punctuation, capitalization, and paragraphing, but meaning obscured.
	3	**FAIR TO POOR:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	**VERY POOR:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

APPENDICES D

D 1 STUDENTS WRITING TEST (PRE-TEST)

a. Students 2 (Experimental Class)



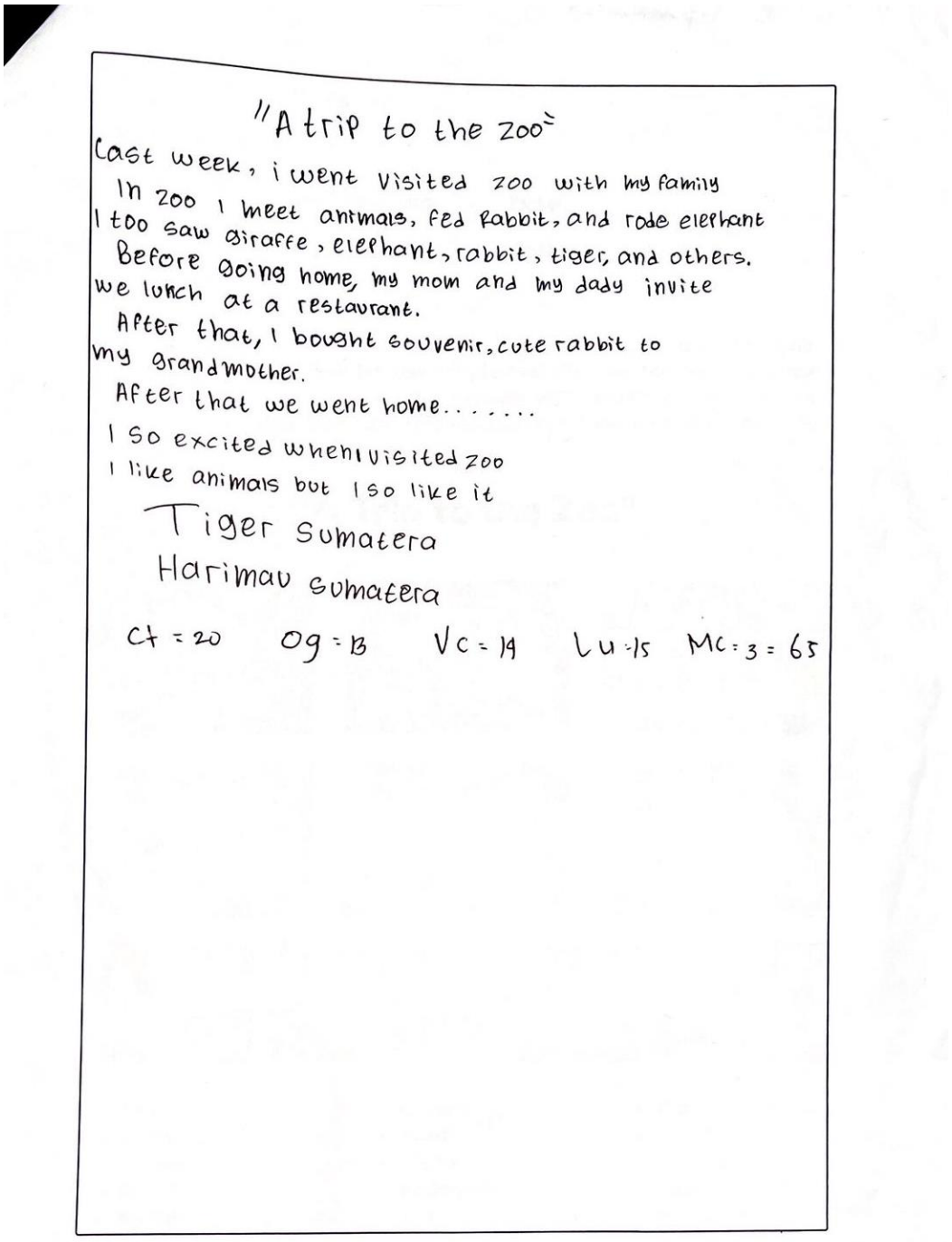
"A TRIP TO THE ZOO"

Last week, I and my family went to the zoo to have fun. We left home at 7 a.m. o'clock and arrived in the zoo at 9 a.m. o'clock.

The first we bought a tickets, after bought a tickets we saw animals like elephant, giraffe, and rabbit. after saw animals we lunch at a restaurants. after lunch, we bought a souvenir. and we go home at 15 a.m o'clock. is a special day for me.

CT = 18 Og = 15 Vc = 10 Lu = 14 Mc = 3 = 60

b. Students 8 (Experimental Class)



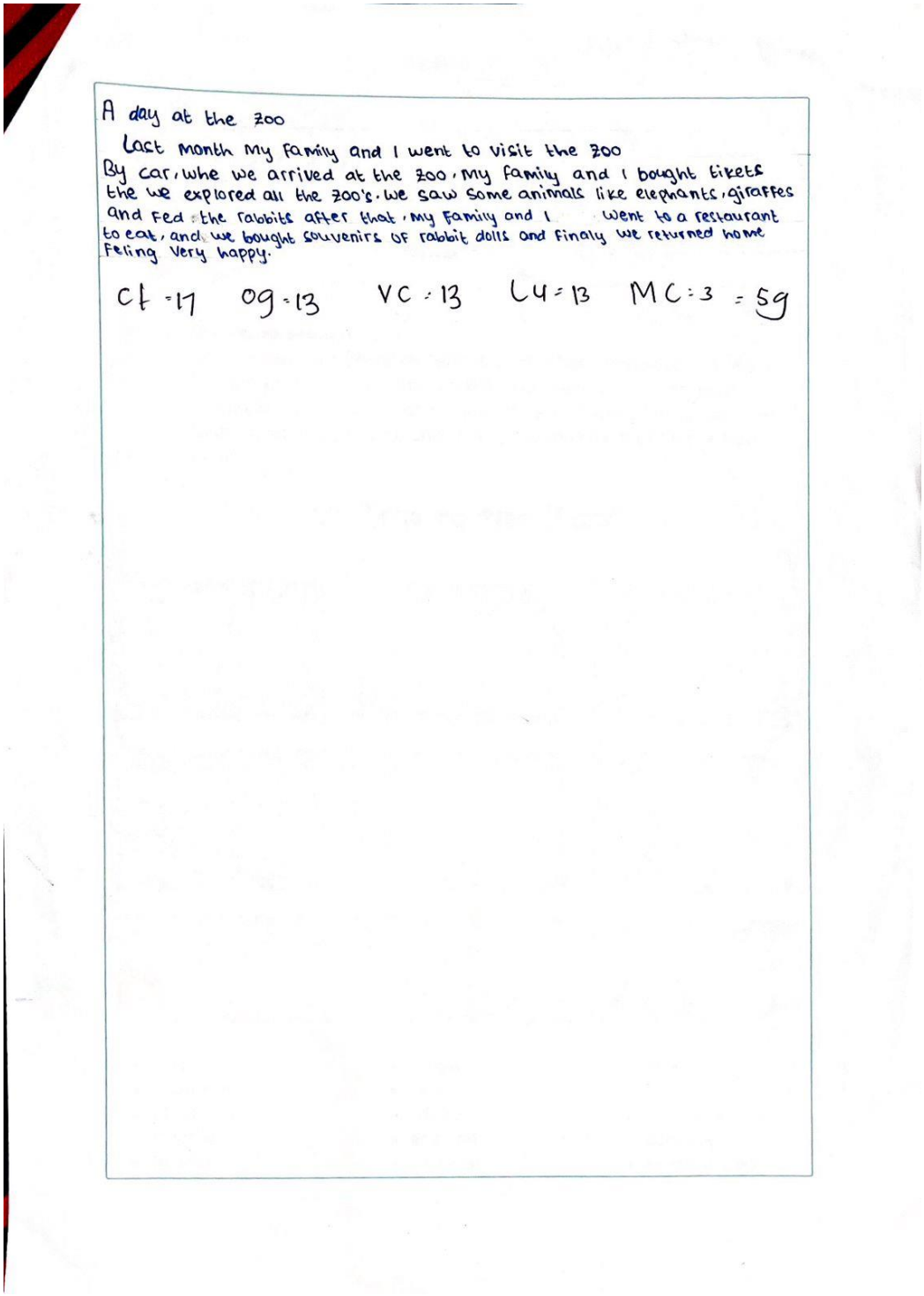
"A trip to the zoo"

Last week, i went visited zoo with my family
In zoo I meet animals, fed Rabbit, and rode elephant
I too saw giraffe, elephant, rabbit, tiger, and others.
Before going home, my mom and my dady invite
we lunch at a restaurant.
After that, I bought souvenir, cute rabbit to
my grandmother.
After that we went home.....
I so excited when I visited zoo
I like animals but I so like it

Tiger Sumatera
Harimau Sumatera

Ct = 20 Og = 13 Vc = 14 Lu = 15 Mc = 3 = 65

c. Students 9 (Control Class)

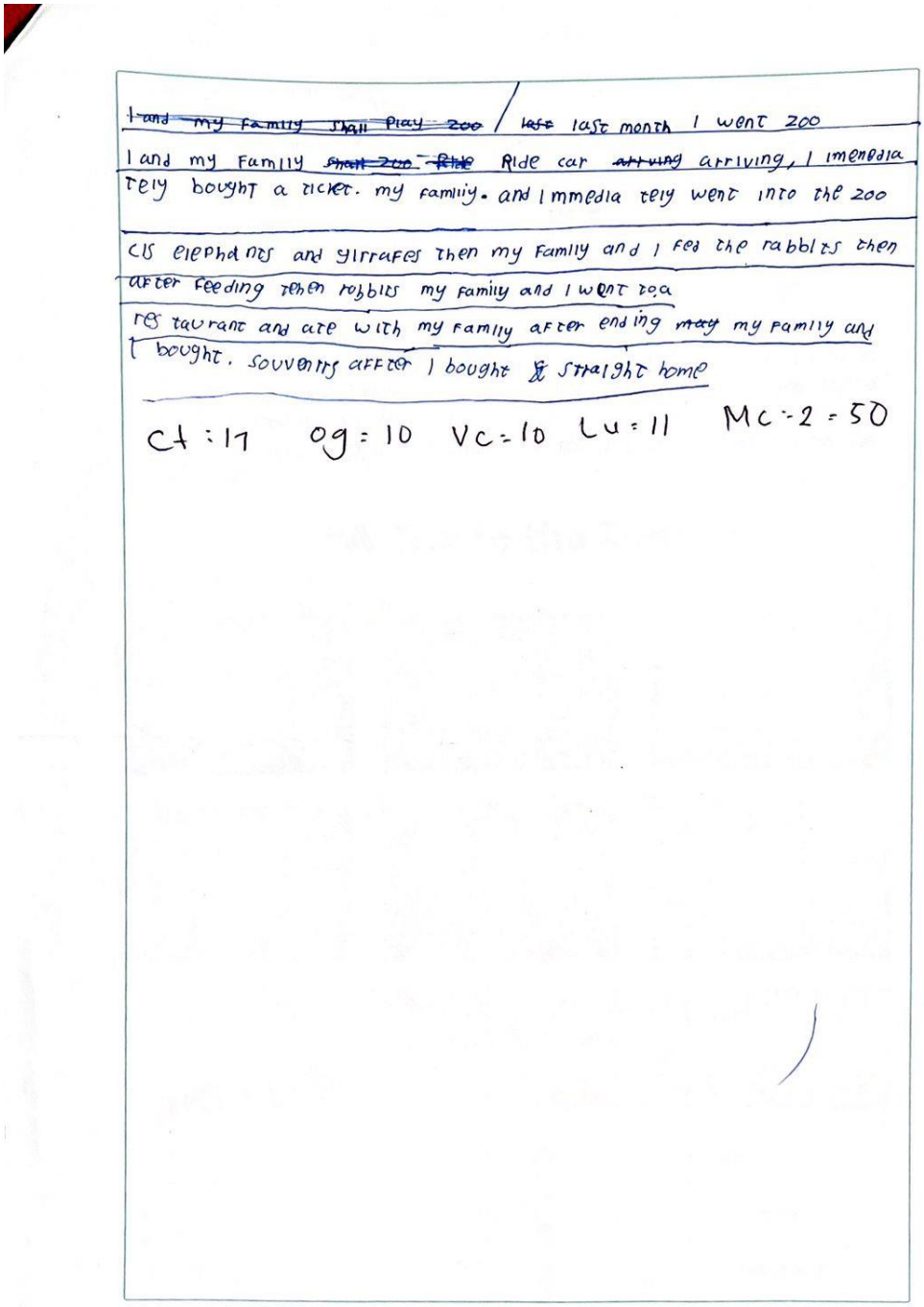


A day at the zoo

Last month my family and I went to visit the zoo By car, whe we arrived at the zoo, My family and I bought tikets the we explored all the zoo's. we saw some animals like elephants, giraffes and fed the rabbits after that, My family and I went to a restaurant to eat, and we bought souvenirs of rabbit dolls and finaly we returned home Feling very happy.

cf = 17 og = 13 VC = 13 L4 = 13 MC = 3 = 59

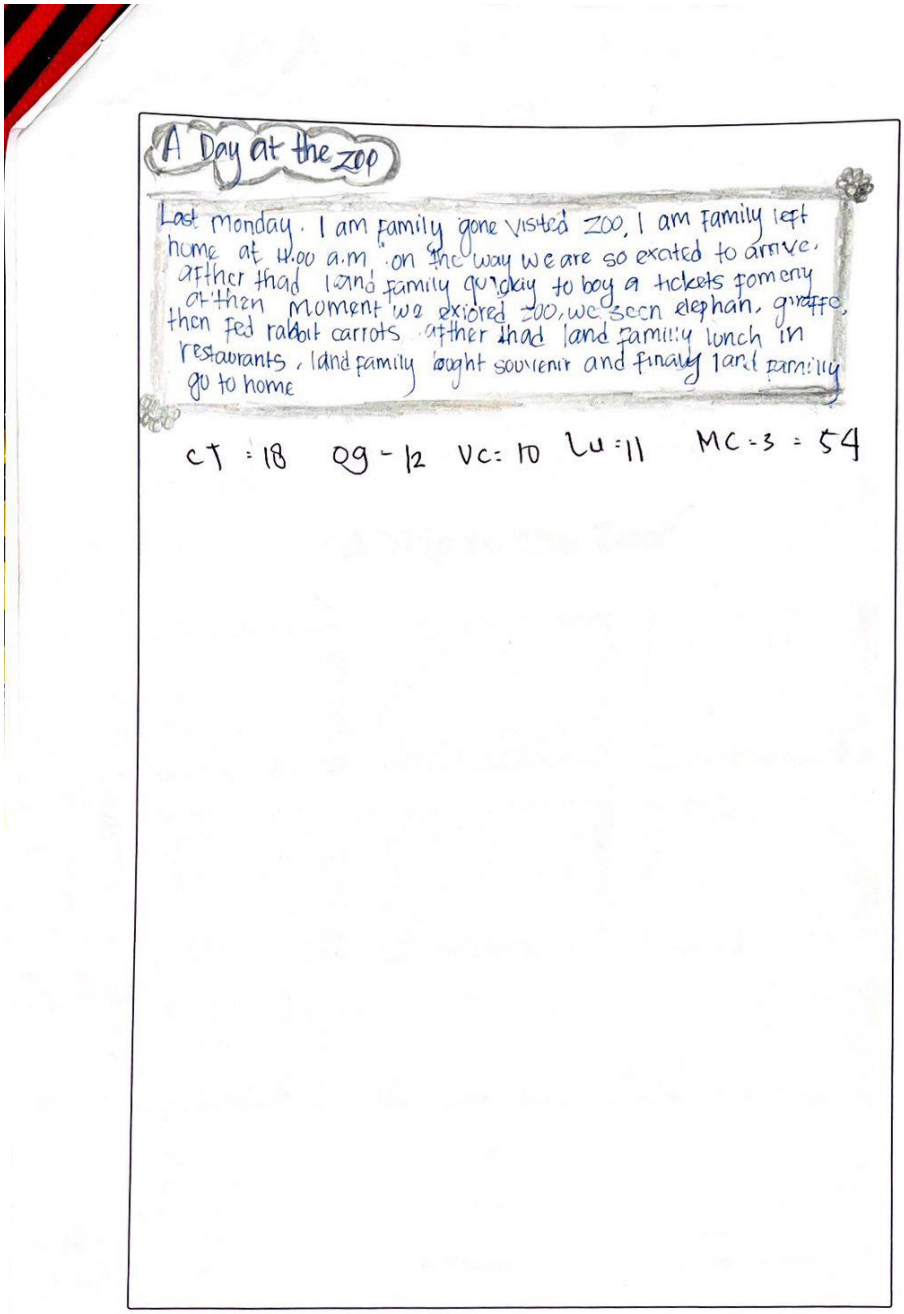
d. Students 3 (Control Class)



I and my family ~~shall play zoo~~ / ~~last~~ last month I went zoo
I and my Family ~~shall zoo~~ ~~ride~~ Ride car ~~arriving~~ arriving, I immedia
tely bought a ticket. my family. and I immedia tely went into the zoo
CIS elephants and girrafes then my family and I fed the rabbits then
after feeding tehen robbits my family and I went to a
restaurant and ate with my family after ending ~~my~~ my family and
I bought. souvenirs after I bought & straight home

Ct : 17 Og : 10 Vc : 10 Lu : 11 Mc : 2 = 50

e. Students 5 (Experimental Class)



A Day at the zoo

Last Monday. I am family gone visited ZOO, I am family left home at 11.00 a.m on the way we are so excited to arrive. afther thad I and family go okay to buy a tickets fomeny at then moment we existed ZOO, we seen elephan, giraffe, then fed rabbit carrots afther thad I and family lunch in restaurants, I and family bought souvenir and finaly I and family go to home

CT = 18 Og - 12 Vc: 10 Lu = 11 MC = 3 = 54

D 2 STUDENTS WRITING TEST (POST-TEST)

a. Students 10 (Control Class)

Holiday to the beach

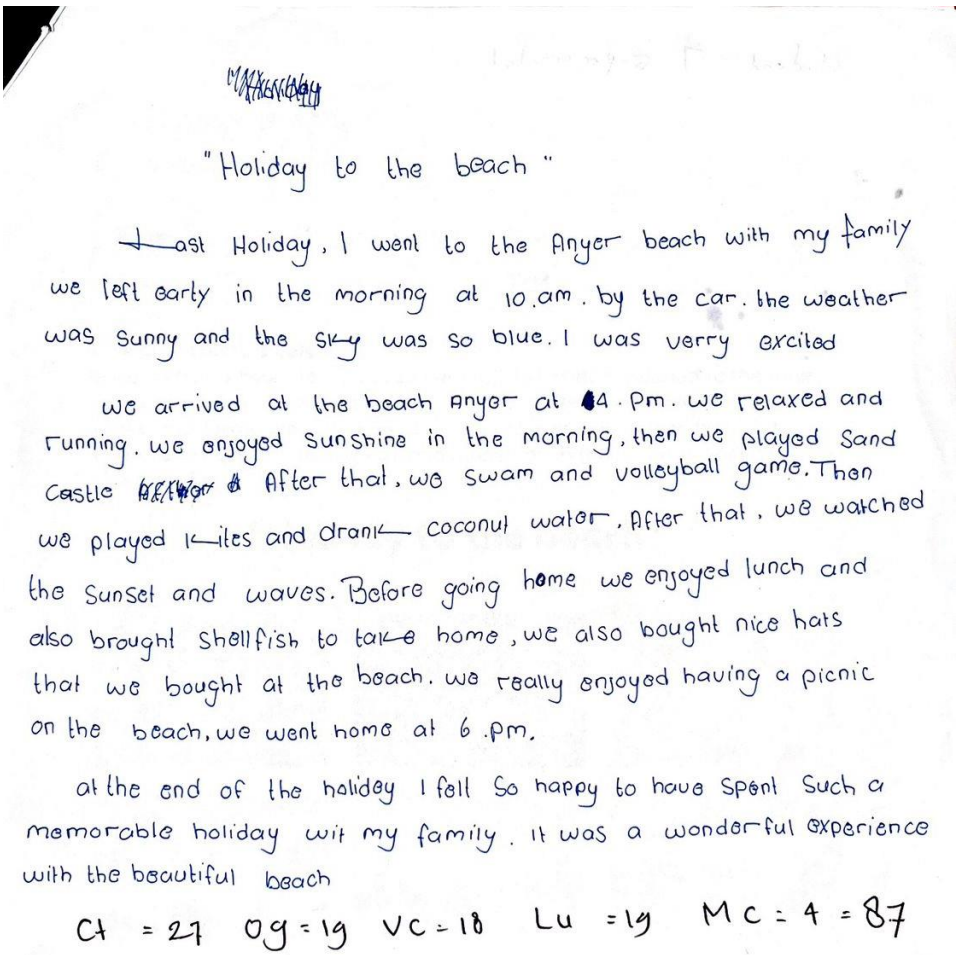
Orientation : During the firs Semester break, my family and I went to Santolo beach. I left using a blue car. I also left at 10:33.

event : During the trip, my family and I were very happy, after arriving at our destination, my family and I looked for comfortable places. to sit, after looking for a comfortable place to sit. my family and I went to play in the sand together while playing in the sand my family and I made a very nice and beatiful castle. after playing in the sand. my family and I went swimming, playing volley ball and flying kites, while enjoying fresh coconut water. after playing kites, my family and I went to eat together. time passed quickly, we got ready to go home then I went home in the blue car,

reorintation : I am very happy to be able to go on holiday to Santolo beach. hopefully I can go on holiday to Santolo again next time.

Ct : 26 Og : 18 Vc : 18 Lu : 18 Mc : 4 : 83

b. Student 7 (Experimental Class)



"Holiday to the beach"

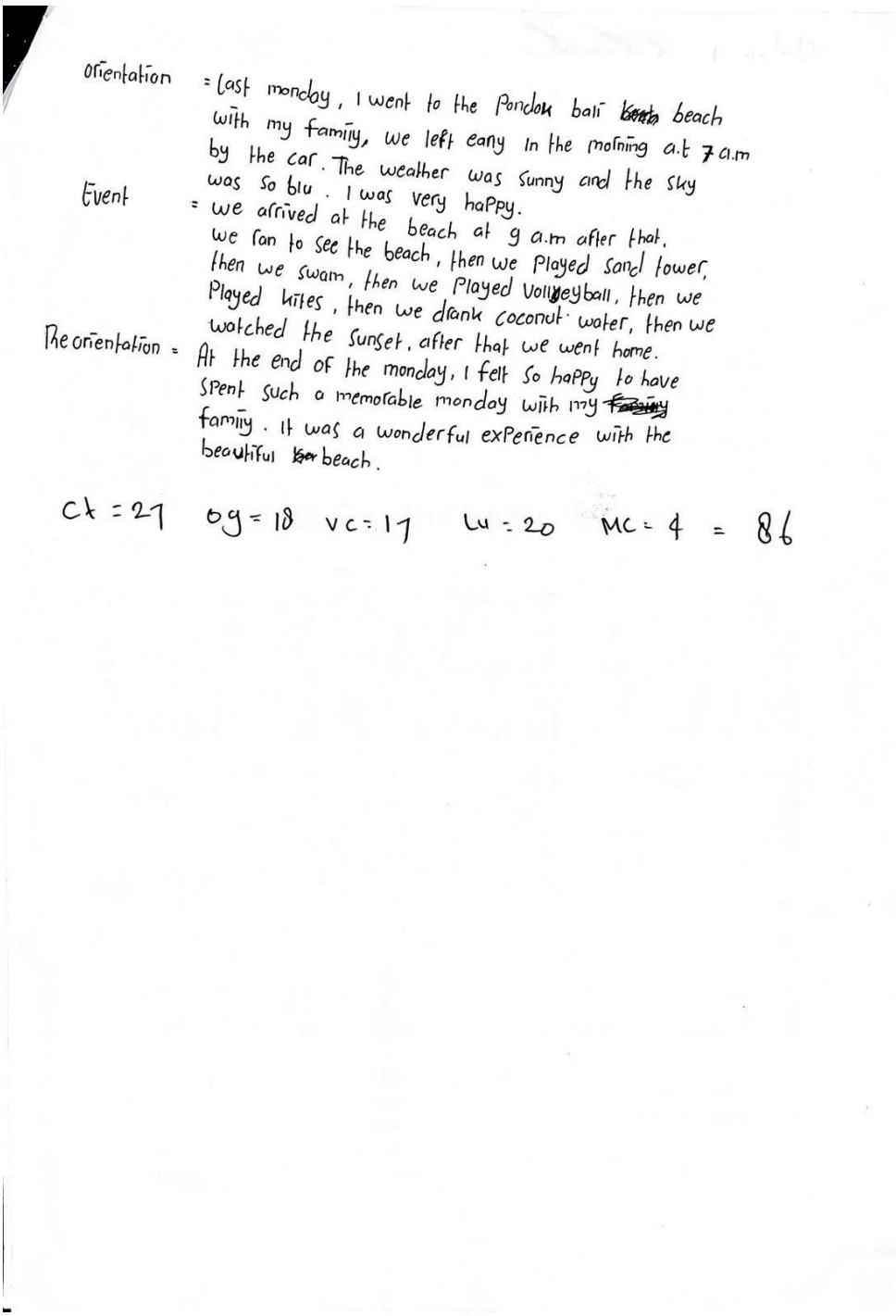
Last Holiday, I went to the Anyer beach with my family we left early in the morning at 10.am. by the car. the weather was sunny and the sky was so blue. I was verry excited

we arrived at the beach Anyer at 4. Pm. we relaxed and running. we enjoyed sunshine in the morning, then we played Sand castle After that, we swam and volleyball game. Then we played kites and drank coconut water. After that, we watched the sunset and waves. Before going home we enjoyed lunch and also brought shellfish to take home, we also bought nice hats that we bought at the beach. we really enjoyed having a picnic on the beach, we went home at 6.pm.

at the end of the holiday I fell so happy to have spent such a memorable holiday wit my family. It was a wonderful experience with the beautiful beach

Ct = 27 Og = 19 Vc = 18 Lu = 19 Mc = 4 = 87

c. Students 1 (Experimental Class)



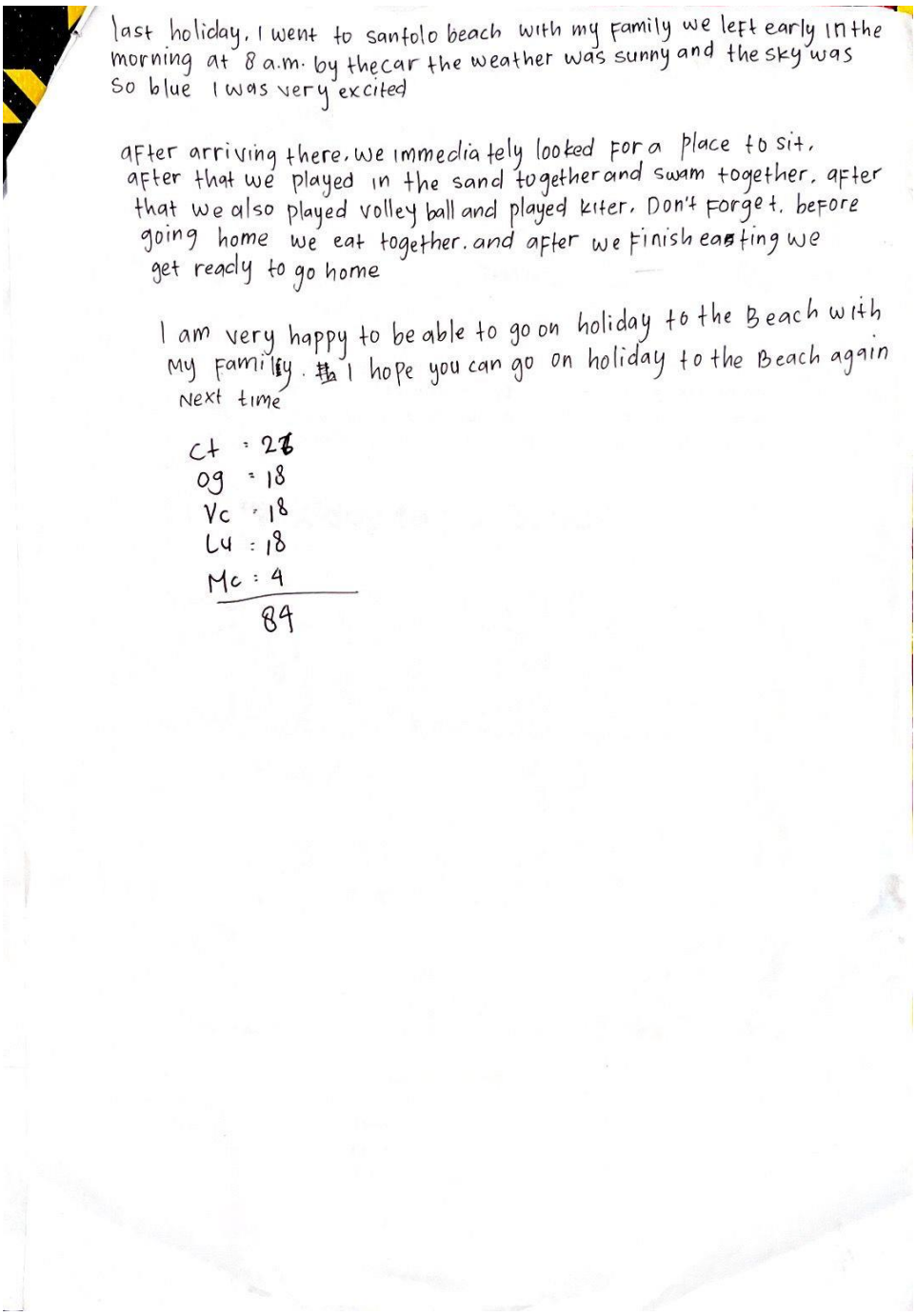
Orientation = Last monday, I went to the Pondok bali ~~kanta~~ beach with my family, we left eany in the morning a.t 7 a.m by the car. The weather was sunny and the sky was so blu. I was very happy.

Event = we arrived at the beach at 9 a.m after that, we ran to see the beach, then we Played sand tower, then we swam, then we Played Volleyball, then we Played kites, then we drank coconut water, then we watched the sunset, after that we went home.

Reorientation = At the end of the monday, I felt so happy to have spent such a memorable monday with my ~~family~~ family. It was a wonderful experience with the beautiful ~~ber~~ beach.

ct = 27 og = 18 vc = 17 lu = 20 MC = 4 = 86

d. Students 9 (Control Class)



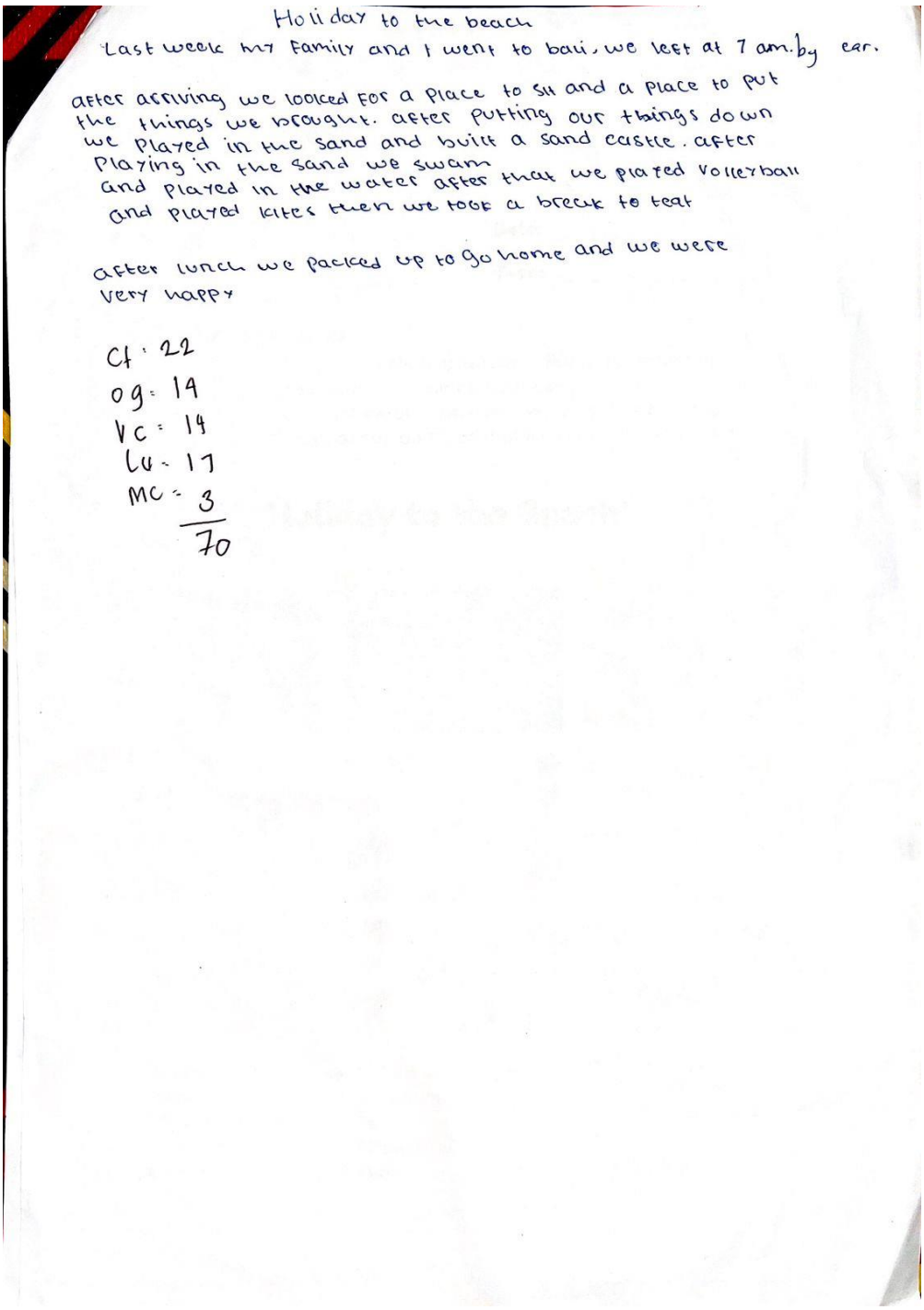
last holiday, I went to santolo beach with my family we left early in the morning at 8 a.m. by the car the weather was sunny and the sky was so blue I was very excited

after arriving there, we immediately looked for a place to sit, after that we played in the sand together and swam together, after that we also played volley ball and played kiter. Don't forget, before going home we eat together. and after we finish eating we get ready to go home

I am very happy to be able to go on holiday to the Beach with my family. I hope you can go on holiday to the Beach again next time

Ct : 28
Og : 18
Vc : 18
Lu : 18
Mc : 4
84

e. Student 2 (Control Class)



Holiday to the beach

Last week my family and I went to bali, we left at 7 am. by car.

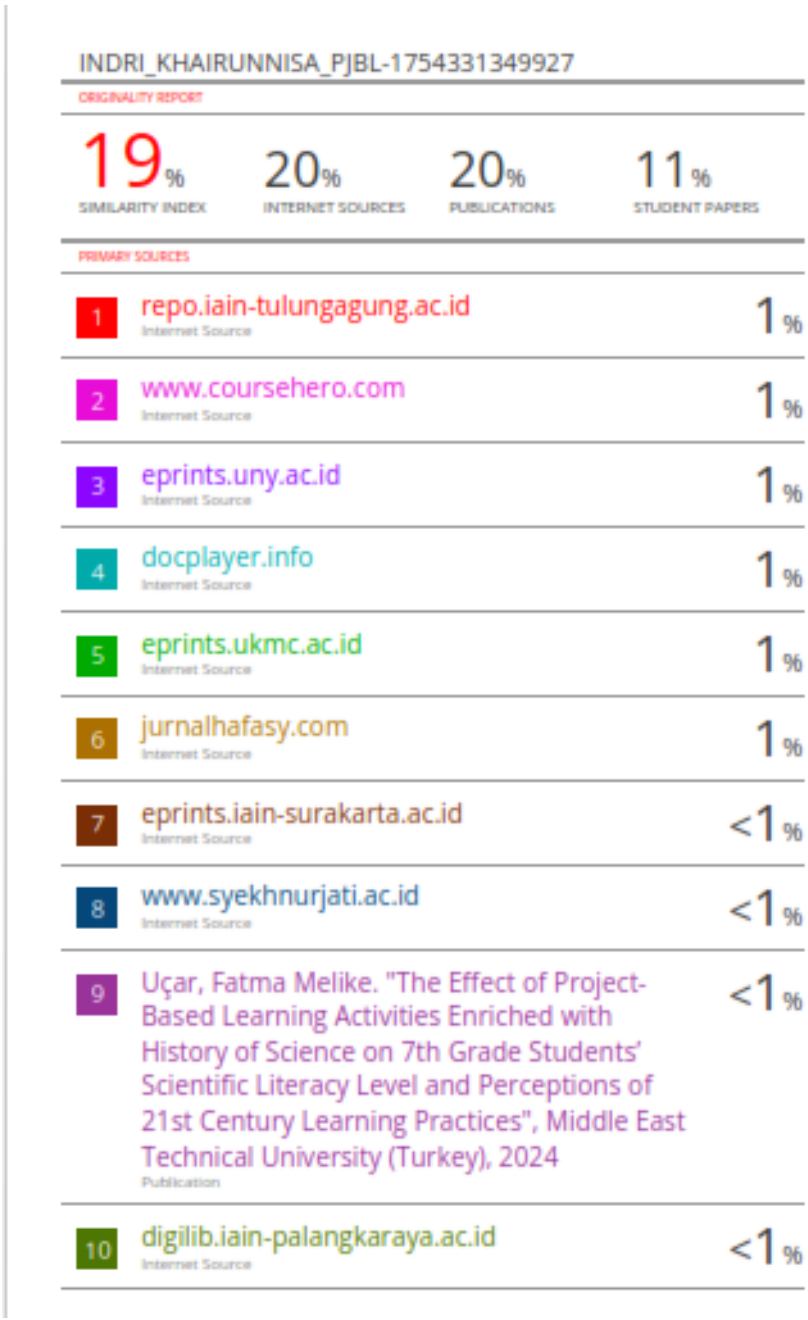
after arriving we looked for a place to sit and a place to put the things we brought. after putting our things down we played in the sand and built a sand castle. after playing in the sand we swam and played in the water after that we played volleyball and played kites then we took a break to eat

after lunch we packed up to go home and we were very happy

Cf : 22
Og : 14
Vc : 14
Lu : 17
MC : 3
70

APPENDICES E

E 1 PLAGIARISM



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