

## **THE EFFECT OF PROJECT-BASED LEARNING (PJBL) MODEL ON SEVENTH GRADERS' NEWS TEXT WRITING ABILITY**

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### **Abstract**

This study aims to determine the effectiveness of using the Project-Based Learning (PjBL) model in teaching news text writing. The research was conducted in a Grade VII junior high school class. This study used a quantitative method with a sample of 39 students. Data collection techniques included tests and observations. The test data were analyzed using simple quantitative analysis by describing the average scores of students' writing skills after the treatment. Meanwhile, observation data were analyzed qualitatively to describe the project-based learning process in the classroom. The study was conducted in six stages based on the Project-Based Learning model, and students' writing was assessed based on five indicators: Completeness of news content, Relevance of news content, Systematic structure, Use of spelling and punctuation, and Accuracy of sentence construction in news writing. The results showed that 70.1% of Grade VII students achieved good to excellent scores in news text writing, with an average score of 79.87, while 31.6% were in the "fair" category. Overall, the Project-Based Learning (PjBL) model helped students improve their news text writing skills effectively.

**Keywords:** *Project based learning; news text writing; news text writing ability*

### **INTRODUCTION**

Language skills consist of four abilities: listening skills, speaking skills, reading skills, and writing skills. These four skills are interrelated and cannot be separated in the language learning process (Tarigan, 2008). In learning the Indonesian language, besides understanding a text, students are also expected to be proficient in producing a text. This can be achieved through one of the language skills—writing. Writing is one of the productive and expressive language skills. Writing is the activity of expressing ideas, thoughts, feelings, and information in the form of written language symbols that can be understood by others (Nurgiyantoro, 2010).

Writing is one of the language skills that plays a crucial role in the development of culture, creativity, emotional expression, and human will. Writing is a language skill used in indirect communication with others (Sylvi Tri Andani & Dewi Anggraini, 2023). In line with this, (Disi Triamanda & Hafriison, 2023) state in their research that writing is a language skill for expressing ideas or thoughts in written form and is a form of indirect communication.

This study focuses on the news text writing skills of seventh-grade students, which are still not considered proficient. This is influenced by the lack of mastery in writing proper and correct news texts. This aligns with the research conducted by (Antrisna Putri et al., 2022) on eighth-grade students at SMP Negeri 1 Tanjung Batu. News texts require students to convey facts accurately, clearly, and objectively according to the standard structure, which includes the 5W + 1H elements. However, in practice, many students face difficulties in writing news texts that conform to the correct structure and conventions. Research by (Lestari, 2018) at SMP Ahmad Yani revealed that students struggle to develop ideas and form sentence structures into well-written news texts.

Another issue that contributes to the low quality of student writing is the lack of mastery of linguistic conventions in news texts. Students often do not understand the use of direct and indirect speech. This is consistent with the findings of (Dewi & Afrita, 2019), which show that students face difficulties in writing the structure of news texts, including the use of direct and indirect speech. These difficulties indicate that students do not yet fully understand the structure and linguistic rules involved in news text writing.

A **learning model** is a form of presentation used by teachers in the teaching and learning process to help students achieve learning objectives (Sudjana, 2021). One of the learning approaches that can be used is the **Project-Based Learning (PjBL) model**. Project-Based Learning is a student-centered learning model that involves students in working on real-world projects that are relevant to everyday life. In this model, students actively gather information and use it to produce something useful for themselves and others, while remaining aligned with curriculum standards and competencies (Nakada et al., 2018).

According to (Nurhadiyati et al., 2020), the Project-Based Learning (PjBL) model is an innovative method that encourages students to actively build knowledge through interaction with peers in groups to complete projects designed by the teacher. One of its advantages is that the project-based learning model is excellent in developing various basic skills such as thinking skills, decision-making skills, creativity, problem-solving abilities, and is also considered effective in fostering student confidence and self-management (Trinaldi et al., 2022). Furthermore, Ambarsari et al., (2023) show that the use of the Project-Based Learning model significantly improves the news text writing skills of eighth-grade students at SMP Negeri 2 Cibeber. Statistical analysis results show a significant improvement in students' writing after the implementation of the Project-Based Learning model.

This study focuses on the use of the Project-Based Learning (PjBL) model in improving the news text writing skills of seventh-grade students. The aim of this research is to explore the effectiveness of this model in enhancing students' writing abilities in news text materials. Through the application of this learning model, students are expected to gain a more dynamic and in-depth learning experience, as well as to improve their creative writing skills.

## **METHOD**

This study employed a **descriptive quantitative research** method, as defined by Sugiyono (2017) in his book *Quantitative, Qualitative, and R&D Research Methods*. Descriptive quantitative research aims to describe or illustrate the characteristics of a phenomenon or foundation systematically through numbers, tables, or statistics, without conducting hypothesis testing. It typically measures the degree of a single variable in a population or sample, whereas correlational or associative research examines the relationship between two or more variables.



The purpose of this research is to determine the extent of the influence of the **Project-Based Learning (PjBL)** model on the news text writing skills of seventh-grade students in junior high school (SMP). The results of this **descriptive quantitative approach** will be generalized. Therefore, the study does not explore the subject in great depth, but rather seeks to verify findings through **data and numerical evidence**.

The subjects of this study were **39 seventh-grade students** at a junior high school. Data collection techniques included **tests and observation**.

- The **news text writing test** was designed based on several assessment indicators, which included:
  - Completeness of news content,
  - Relevance of the content,
  - Structure and organization,
  - Use of correct spelling and punctuation,
  - Appropriateness of sentence usage in news writing.
- The **observation technique** was used to monitor the implementation of the **Project-Based Learning (PjBL)** model in the classroom, including students' active participation during each stage of the project.

The data obtained from the writing tests were analyzed using **simple quantitative analysis** by describing the **average scores** of students' writing skills after the treatment. Meanwhile, the observation data were analyzed **qualitatively** to describe the classroom implementation of the project-based learning process.

During the project implementation, students were guided to write news texts based on **actual events** in their surroundings, both at school and in the community. This project was designed to facilitate **meaningful learning experiences**, aligning with **constructivist principles**, which emphasize that effective learning occurs when learners actively construct knowledge based on their own experiences.

## RESULTS AND DISCUSSIONS

The test was conducted over two class periods with seventh-grade junior high school students. Students were assigned to write a news text based on an actual event observed in their surrounding environment—either in school or in the community—within a 60-minute time frame. The objective of this test was to assess the students' skills in writing news texts. Students were instructed to compose their news text based on factual and current events they had previously observed.

Once the performance-based writing test results were collected, the students' work was scored using predetermined indicators:

1. Completeness of content,
2. Relevance of content,
3. Organization and structure,
4. Spelling and punctuation usage,
5. Accuracy of sentence usage in news writing.

## Learning Activities Using the Project-Based Learning Model

This study shows that the news text writing activity was conducted using the **Project-Based Learning (PjBL)** model. Students completed a project in which they wrote a news article, choosing their own titles based on observations of actual and factual events around them. The project task was part of a **teaching module** designed by the teacher before the learning activity began. When designing the project, the teacher aligned it with **learning outcomes** and **instructional objectives** related to news text writing.

### Learning Objective

Students were expected to write ideas, thoughts, viewpoints, directions, or written messages for various purposes logically, critically, and creatively.

### Instructional Goal

Students were expected to write news texts in accordance with the correct structure, elements, and language features of news writing.

### Implementation of PjBL in Six Stages

Based on the classroom observation, the learning activities followed six key stages of the PjBL model:

1. **Starting with Essential Questions:**

The teacher posed essential, thought-provoking questions before the lesson began, such as:

*“Have you read or observed an important event in your environment? Why do you think that news should be known by many people?”*

This helped stimulate students’ curiosity. The teacher then explained the main material—writing news texts—and introduced the correct steps.

2. **Designing the Project Plan:**

Students were informed about their task—writing a news text. They were allowed to collaborate in planning the task, supported by the teacher. Planning included identifying tools and resources and dividing tasks and responsibilities.

3. **Developing a Schedule:**

A clear schedule was provided to help students manage time, avoid delays, and develop discipline. Students were given 3 days:

- **Day 1:** Collect information and take notes using the 5W+1H framework.
- **Day 2:** Write the first draft and begin editing.
- **Day 3:** Finalize and submit the news article.

4. **Monitoring Student Progress:**

The teacher observed progress and offered guidance. The teacher asked students about challenges they faced—such as difficulty in writing headlines or structuring the body of the article—and helped find solutions. The teacher also reminded students to check the structure using 5W+1H.

5. **Assessing the Outcome:**

Students submitted their news texts. The teacher appreciated those who completed their projects on time.

#### 6. Evaluating the Experience and Reflection:

At the end of the process, the teacher summarized the lesson and asked students to reflect on their experiences writing the news texts. The reflection was carried out successfully.

**Table 1. Student Scores in News Text Writing**

Student Name	Score	Content	Relevance	Structure	Spelling & Punctuation	Sentence Use
AA	80	16	16	16	16	16
AKA	90	18	18	18	18	18
ARA	90	18	18	18	18	18
AND	80	16	16	16	16	16
AR	85	17	17	17	17	17
ASR	85	17	17	17	17	17
APK	80	16	16	16	16	16
AAS	85	17	17	17	17	17
CP	70	70	14	14	14	14
DF	90	18	18	18	18	18
DI	70	14	14	14	14	14
FRA	70	14	14	14	14	14
FZR	80	16	16	16	16	16
FA	80	16	16	16	16	16
GAS	90	18	18	18	18	18
HDN	70	14	14	14	14	14
IM	70	14	14	14	14	14
JMK	80	16	16	16	16	16
KTLA	70	14	14	14	14	14
KA	80	16	16	16	16	16
KF	80	16	16	16	16	16
LIR	90	18	18	18	18	18
MPM	70	14	14	14	14	14
MF	90	18	18	18	18	18
MDA	85	17	17	17	17	17
MRP	70	14	14	14	14	14
NZA	70	14	14	14	14	14



NAM	80	16	16	16	16	16
NAP	89	16	16	16	16	16
NSZ	80	16	16	16	16	16
PAN	70	14	14	14	14	14
RFL	70	14	14	14	14	14
RAW	70	14	14	14	14	14
RNK	90	18	18	18	18	18
RAK	90	18	18	18	18	18
SBFR	80	16	16	16	16	16
SAL	90	18	18	18	18	18
VOA	80	16	16	16	16	16
ZL	85	17	17	17	17	17

### Scoring Categories and Analysis

Students were grouped into four categories based on their final scores:

- **Very Good (90):** 9 students (23.7%) — Demonstrated complete, systematic, and grammatically accurate news writing skills.
- **Good (80–85):** 18 students (46.4%) — Generally understood structure, but minor issues in content development and grammar were present.
- **Fair (70):** 12 students (31.6%) — Struggled with systematic structure, effective sentence use, and relevant information accuracy.

**Table 2. Score Distribution Percentage – Grade VII**

Score Range	Number of Student	Percentage
90	9	23,7%
85	5	13,2%
80	13	34,2%
70	12	31,6%
Total	39	100%

### Average Score Calculation

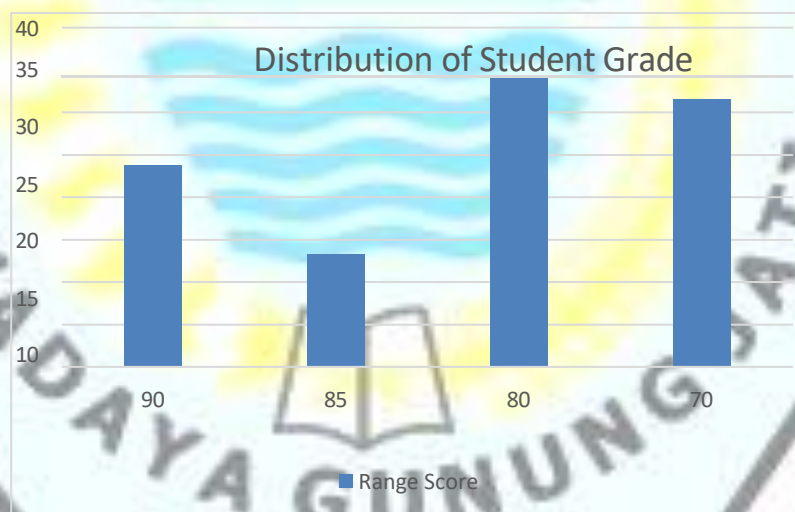
The average score of **79.87** indicates that most students fall into the “good” category. Overall, **70.1%** of students achieved “good” to “very good” performance, demonstrating that the PjBL model is quite effective in improving news text writing skills, though additional support is still needed for students scoring in the “fair” category.

### Further Indicator-Based Analysis

- Students in the “very good” category showed excellent mastery of the 5W+1H components, provided relevant and structured content, and wrote news texts with clear organization from headline to conclusion.
- Students scoring “good” mostly understood the structure and content requirements, though some still struggled with transitions, effective sentence use, and minor punctuation/spelling errors.
- Students in the “fair” category had foundational understanding but struggled with organizing information clearly and writing grammatically appropriate content. These findings are consistent with Duha (2024), who noted that students at SMP Negeri 2 Teluk Dalam often made capitalization and punctuation errors that, while not hindering comprehension, suggest the need for further instruction in writing conventions.

### The Role and Impact of PjBL in Writing Instruction

Project-Based Learning (PjBL) is an instructional model that uses real-world projects as a core learning experience. According to Sulistiyani (2018), students actively collect and apply information to produce something meaningful while aligning with curriculum standards. Nurhadiyati et al. (2020) emphasize that PjBL is an innovative method that fosters peer interaction and collaborative problem-solving. Alawiyah & Sopandi (2016) highlight that PjBL encourages conceptual understanding through product-based inquiry, while Sari et al. (2018) stress its open-ended, student-centered problem-solving approach that leads to authentic outcomes.



**Picture 1:** Bar Chart of Student Grade Distribution

Although most students demonstrated solid writing abilities, about **31.6%** still require more intensive guidance, especially in organizing information and mastering news elements. With more structured support, these students can progress to higher performance levels. Continuous reflection and feedback are essential to maximizing the effectiveness of PjBL.

### CONCLUSION

The use of the Project-Based Learning (PjBL) model has proven effective in improving the news text writing skills of seventh-grade junior high school students. This is evidenced by 70.1% of students achieving the "good" category and an average score of 79.87. However,

a portion of the students—31.6%—still faced difficulties in organizing text structure, conveying information, using effective sentences, and fully understanding language conventions.

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