# Enhancing 7th-Grade Writing Skills in Jambi City with Project-Based Learning and Animated Video Assistance

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*Authors' contributions*

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

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## ABSTRACT

Learning effectiveness influences interrelated components: teachers, students, objectives, methods, models, materials, learning tools (media), and evaluation. This research aims to determine the effectiveness of learning to write fantasy texts for class VII students at SMP Negeri 10 Jambi City using the PjBL model assisted by animated videos. This research was carried out at SMP Negeri 10 Jambi City. The type of research used in this research is Quasi-Experimental research with a non-equivalent control group design. The population in this study were all class VII students of SMP Negeri 10 Jambi City. The sample in this study was class VII E, the experimental class, and class VII B, the control class, with 25 participants in each class. The technique used is a simple random sampling technique. The analysis results in this study show that learning to write fantasy texts is effective using the PjBL model assisted by animated videos. It is based on the average data obtained by students in class VII E (experimental class) who were treated using the

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PjBL model assisted by animated videos; the number was 69.44, while in class VII B (control class) who were treated with the conventional model, the number was 54.40. In addition, carrying out the t-test produces t $_{count}$ ≥ t $_{table}$ (5,087 ≥ 2,956). Based on the data above, it can be concluded that using the project-based learning model assisted by animated videos is effectively applied in learning to write fantasy texts for class VII students at SMP Negeri 10 Jambi City. The research has implications for changing teachers' approaches, methods, and strategies in implementing Indonesian language learning, especially in writing fantasy texts.

## 1. INTRODUCTION

Effectiveness in learning is achieved by implementing education and a curriculum appropriate to current conditions. Points in learning will significantly impact students' achievements in understanding a subject. The sizeable Indonesian dictionary states that effectiveness comes from the word adequate, which means having an effect, influence, and consequence, and practical can also be interpreted as providing satisfactory results [1].

Effectiveness is a success that shows the ability to achieve goals, which can be measured in terms of quality, quantity, and time, depending on the plans to be completed. Learning effectiveness also influences interrelated components: teachers, students, objectives, methods, models, materials, learning tools (media), and evaluation [2,3]. In this case, the role of learning evaluation is very much needed because it can be used to assess the extent of effectiveness generated and the achievements produced by several educational institutions in several schools [3]. These components are needed in an independent curriculum which requires students to be active in learning activities.

Rohmawati [4] stated that learning effectiveness is one of the quality standards of education and is often measured by achieving goals, or can also be interpreted as accuracy in managing a situation and doing the right things. Thus, the effectiveness of learning is determined by four indicators, namely: (1) the quality of learning, which can be seen from the achievement of a learning objective as seen in the indicators and abilities of students after implementing the learning; (2) suitability of the level of learning, this is adjusted through the success indicators contained in the syllabus. Alternatively, annual programs that the teacher has planned; (3) incentives, looking at how the teacher motivates, which can be seen from students' responses and interest in the learning process; and (4) time efficiency during learning activities.

Apart from that, learning activities are said to be effective if they meet the criteria. Eysenck [3] and Ayadat et al. [5] explain that effectiveness is related to the implementation of tasks, achievement of goals, time, and the active role of the people involved in carrying out the task. In general, the criteria for effectiveness include (1) overall effectiveness, the extent to which individuals or groups have completed all the main tasks assigned; (2) productivity, especially the quantity of products and services that individuals or groups have produced; (3) efficiency, a measure of the success of an activity assessed as coming from the resources to achieve a goal. Results: (4) stability, maintaining structure, function, and resources, especially during difficult times, and (5) assessment of external parties, an assessment of individuals or groups carried out by other parties within the same scope within the individual or group environment. Prawiro, [6].

The independent curriculum demands changes in learning in schools, one of which is learning Indonesian. It is in line with Lukmanati's [7] opinion that Indonesian language subjects have significantly impacted the independent curriculum. In the previous curriculum, the domain of language skills included listening, speaking, reading, and writing. Now, the independent curriculum adds the skills of listening, reading and viewing, speaking and presenting, and finally, writing. This curriculum requires students to be able to produce a text through writing skills. According to Musaba [8] writing expresses thoughts, experiences, and feelings through symbols (paper). These abilities are basic things that can be used when writing well. Writing fantasy texts is one part of learning to write that junior high school students must master.

One of the texts taught to junior high school students in the curriculum is writing fantasy stories. This text is the result of the author's imagination and imagination Balqis et al., [9]. According to Supriadi [10] and Glinka et al. [11] writing fantasy texts requires creativity, either from an object or the result of imagination developed by the writer using words that attract readers according to their skills.

Learning materials for writing fantasy texts in junior high schools, especially in class VII in the independent curriculum, Indonesian language subjects emphasize students to be more creative and active in learning activities. In classroom learning, students can express and describe things around them, such as objects, animals, events, or humans. Therefore, learning to write fantasy texts in junior high school is very important in honing students' abilities so they can be more creative in depicting fantasies and imaginations through writing.

In fact, in the process of learning fantasy text-writing skills, teachers currently give too much theory to students, so they are given few opportunities to express their ideas in writing. As a result, students are less enthusiastic, and writing activities are less popular. It is in line with the opinion of Trismanto [12] that, based on the results of surveys conducted in general, the aspect of language that students least like is writing or composing. Even though writing fantasy should be a fun learning activity, students are allowed to express their thoughts through text.

To overcome students' low interest and ability to write a work, a better model is needed to present learning. The choice of learning model must also be adjusted to the characteristics of the students. Each student has a different character, including their ability level. Students with high ability have better writing skills in fantasy texts, while students with low power are thought to produce poor writing.

Fantasy story texts contain the development of incidents or events like the author's imagination, wishful thinking, and imagination. According to Ulstein [13] and Stephan [14] it is clear that in fantasy text stories, unnatural things can be imagined as becoming reality. This story is full of extraordinary creativity and intellectual development from the author, Harsiati [15]. Stephan (2016) also states that this literary work has strange magical things that we often do not find in real life. Harsiati [15] says that the structure of a fantasy story text includes (1) Orientation, in this section, the author introduces the characters as well as their characterization, story setting, and the beginning of the conflict; (2) complication; this section the author tries to prepare the conflict at the core of the story, in this section the author connects cause and effect to the peak of the problem, (3) resolution, in this section the author provides a solution to the problem of the conflict that arose previously.

An effective learning model is required based on the problems students face and the character of the material being taught. One learning model that can be applied and implemented is the project-based learning model known as PJBL. PJBL has characteristics that involve students in designing projects and experiences that provide time for students to work independently. According to Fathurrohman [16] an implementation must use product-oriented projects or activities as a learning tool to achieve competency in attitudes, knowledge, and skills students acquire. According to Kosasih [17] PJBL is a learning model that uses projects as goals. PJBL focuses on students' actual activities in the form of collecting information, challenging problems that need to be solved, and using it to produce something beneficial for students' lives but related to learning outcomes in the curriculum.

In line with these two opinions, Gai Mali [18] and Saefudin [19] stated that PJBL is a learning method that uses problems as the first step in collecting and integrating new knowledge based on their experiences with actual activities in life. According to Markula & Aksela [20]. PJBL has the following characteristics: (1) students as decision makers, (2) there are problems whose solutions are not determined beforehand, (3) students as designers of processes to achieve results, (4) students are responsible for obtaining and managing the information collected, (5) carrying out continuous evaluations, (6) students regularly reviewing what they have done, (7) the final result is a product and its quality is evaluated, and (7) the class have an atmosphere that tolerates mistakes and change.

Practically, according to Eckardt et al. [21]. PJBL learning can be carried out with the following steps: (1) determining the project, learning begins with questions that allow students to complete activities, students are allowed to choose or determine the project to be worked on,

(2) planning project, project planning is carried out jointly between students and teachers and is adjusted to mutual agreement in implementing learning activities, (3) making a schedule, students scheduling with the teacher regarding the activities they have designed, (4) completing the project.

PJBL model learning applied in the classroom can collaborate with animated videos to stimulate and interest students in daily learning activities. Lestari [22] said that using media can increase students' curiosity, interest, and motivation in understanding the learning material provided. It can also be an exciting variation to improve students' cognitive abilities and skills. In this research, researchers used animated videos to help the learning process when implementing the PJBL model in the classroom. The animated video is related to fantasy text material, where images and sounds are displayed. Researchers use animated videos from YouTube because, basically, there are lots of applications that produce exciting learning materials..

Apart from that, the PJBL model can also collaborate with learning media, such as the need for assistance from animated videos, so that students are more interested and enthusiastic in participating in the learning process. The product that students will produce in PJBL is in the form of writing, which is then presented individually. From these descriptions and thoughts, researchers conducted research entitled "Effectiveness of Learning to Write Fantasy Texts for Class VII Students of SMPN 10 Jambi City with the PJBL Model based on Animation Videos".

## 2. METHODS

This research uses quasi-experimental research with a non-equivalent control group design. According to Marrone [23] and Sugiyono [24] the quasi-experimental design is almost the same as the pretest-posttest control group design, only in this design, the experimental group and control group are not chosen randomly. The experimental group implemented the treatment using the PJBL model assisted by animated videos, while the control group implemented the treatment using conventional learning. Both groups were given the same tests before and after treatment.

### 2.1 Research Subjects and Objects

According to Sahir [25] the population is all studied subjects. In line with this, Sugiyono [24] explains that a population is a generalized area of objects and subjects with specific quantities and characteristics that researchers apply. The people in this study were all class VII of SMP Negeri 10 Jambi City. The sample was obtained through a random sampling technique. Random sampling is a sampling technique from a population carried out randomly without paying attention to the stars in the people, and each population has the same opportunity to be sampled Sugiyono, [24]. The results of this random sampling technique resulted in two classes being selected to be tested in this study, namely classes VIII B and VII E. The two classes were the control class (VII B) and the experimental class (VII E).

### 2.2 Research Variable

In this research, there are two variables, namely, the independent variable and the dependent variable. Autonomous or independent variables influence, cause changes, or the emergence of dependent variables Sugiyono, [24]. In this study, the independent variable (X) is the PJBL model assisted by animated videos. A dependent variable or dependent variable is a variable that is influenced or becomes a consequence because of the existence of an independent variable Sugiyono, [24]. In this study, the dependent variable (Y) used resulted from the ability to write fantasy texts.

### 2.3 Data Collection Technique

Data collection techniques are methods used by researchers to collect data originating from research samples. To collect data in this research, several ways were used as follows:

#### 2.3.1 Test

Data was collected by measuring the ability of students who were the research samples to write fantasy texts. In this study, a written test was used. The test was conducted twice before the initial test treatment (pretest) and after the final examination (posttest). The initial test is used to see students' initial abilities, while the final test is used to see students' final abilities in writing fantasy texts. These two tests were carried out on the experimental and control groups and then assessed using the assessment rubric guidelines that had been prepared. The data generated from both tests are used to confirm the hypotheses that have been made previously.

### 2.3.2 Observation

Researchers used direct observation techniques to determine students' conditions during the learning process. During the observation, the researcher paid close attention to the activities of the students and teacher and then noted important things related to the activity of writing the fantasy text. The data from this observation is used to strengthen the argumentation of the research results. Observations were made when students wrote fantasy texts and were treated using the PJBL model, assisted by animated videos in the experimental and control classes using the conventional model as usual.

### 2.3.3 Documentation

Documentation includes data collection techniques in the form of paper or digital documents. Research paper documents include student test results and expert validation sheets. As previously mentioned, the instrument used in this research is an instrument that has been validated by experts so that the data produced is accurate. Meanwhile, digital documents are in the form of photography when the research is implemented. Apart from that, the documentation used in this research is the results of student learning in Indonesian language subjects, especially the theme of writing fantasy texts. Documentation of learning outcomes is used as a comparison (secondary data) for the results of this research. However, the leading data used in this research is primary data, namely test results. According to Sugiyono [24] research results in the form of observations, interviews, tests, and questionnaires are more credible or more trustworthy if they are supported by documentation.

## 2.4 Research Instrument

Instruments are measuring tools used to obtain data. The instrument used in this research is a performance test to measure students' ability to write fantasy texts. The performance test measures students' ability to express a problem related to a given topic using written language in fantasy text. The score for assessing students' ability to write fantasy texts includes (1) title, (2) orientation, (3) conflict/complication, (4) resolution, and (5) mechanics. A team of experts has validated all instruments used in the research.

## 2.5 Data Analysis Technique

This research uses the technique of analyzing data with the t-test. The t-test is carried out after going through the test requirements, namely the normality test, homogeneity test, and hypothesis test. The data used results from learning abilities during the pretest and posttest. Effectiveness decision-making uses the N-gain score, as in Table 1.

## 3. RESULTS AND DISCUSSION

In this study, two tests, namely the initial test (pretest), were carried out before the students received treatment. As a result of data management using SPSS version 25 for Windows software, inferential analysis was obtained from the experimental class, which was studied using the PJBL model assisted by animated videos, and the control class, which used conventional learning.

**Table 1. Categories of N-Gain Effectiveness Interpretations**

| Percentage (%) | Interpretation |
|---|---|
| < 40 | Ineffective |
| 40-55 | Less effective |
| 56-75 | Effective enough |
| > 76 | Effective |

**Table 2. Descriptive statistical data for the experimental class and control class**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pretest Experiment | 25 | 16 | 56 | 30,56 | 10,320 |
| Posttest Experiment | 25 | 52 | 96 | 69,44 | 12,376 |
| Control Pretest | 25 | 20 | 48 | 33,28 | 7,368 |
| Control Posttest | 25 | 40 | 68 | 54,40 | 8,083 |
| Valid N (list-wise) | 25 | | | | |

The calculation results in Table 2 above show that in the posttest, the minimum score was 52, and the maximum score was 96, with an average of 65.44. Meanwhile, in the posttest, a minimum score of 40 was obtained and a maximum score of 68, with an average of 58.40. In the next test, the data normality test resulted in a pretest score for the experimental class of 0.119, more significant than 0.05. The experimental class posttest results obtained a result of 0.051, which was greater than 0.05. Meanwhile, for the control class pretest, the result was 0.358, more significant than 0.05, and the control class posttest result was 0.302, more significant than 0.05. Therefore, from all these results, all variables are normally distributed and can be continued in further analysis tests.

Based on Table 3 above, it can be seen that the significance value (Sig.) Based on the mean of students' ability to write fantasy text stories is 0.049, which is greater than 0.05. It shows that the data obtained in this study is homogeneous. Hypothesis testing in this research uses the t-test. The t-test was carried out to see whether there was effectiveness of learning using the PJBL model assisted by animated videos in classes VII E and VII B of SMP N 10 Jambi City. Suppose there are significant differences in the results of the analysis. In that case, using the PJBL model assisted by animated videos can affect or influence students' writing abilities. The research can be significant if $t_{count} > t_{table}$ and the sig value. < 0.05.

The results of the N-Gain score test calculation above show that the average N-gain score for the experimental class (PJBL model assisted by animated videos) is 57.6397, including the quite effective category. Meanwhile, the average N-Gain score for the control class (conventional learning model) is 31.9709, considered ineffective.

Next, to determine whether the difference in effectiveness between the PJBL model assisted by animated videos (experimental class) and the conventional model (control class) is significant, it is necessary to carry out an independent sample t-test. The results of the T-test using SPSS 25 can be seen in Table 5.

The value of the hypothesis test or t-test can be seen. The calculated T gets a value of 5,087. For the t table at a significance level of 0.05, we get 2.956. So T count > T table, 5,087 > 2,956. In the experimental class, the use of the assisted PJBL

model significantly influenced the ability to write imaginative story texts for class VII students at SMP N 10 Jambi City.

Based on the hypothesis testing that has been carried out, the posttest scores taught using the PJBL model assisted by animated videos are higher than the students' scores when using the conventional model. When learning using the PJBL model assisted by animated videos, students appear to be more active and enthusiastic in learning activities compared to the conventional model. These results align with previous research that shows that learning using videos encourages increased student learning activities [26].

Apart from that, the results of this research also prove that using the PjBL learning model effectively improves students' ability to write fantasy texts. It means that the PjBL learning model can provide thinking stimulation so that you are more active in learning. In line with this, Anggraini and Wulandari [27] said that project-based learning can influence increasing student activity in learning and supporting students to understand the material presented more deeply. Therefore, using the PjBL model is highly recommended to improve students' abilities in writing fantasy texts.

According to Mohammad [28] the characteristics of fantasy story texts are (a) there is magic, strangeness, or mystery, (b) the story idea is open, (c) it uses various settings, (d) the characters are unique and have supernatural powers, (e ) is fictional, (f) the use of synonymous language with solid and varied emotions. Using the PjBL learning model with the help of animated videos in research can increase students' thinking power in creating fantasy stories, whether mysterious or open-ended, using specific settings, character descriptions, and their imagination. Thinking fantasy or fiction is also part of high-level thinking abilities: analysis, synthesis, and evaluation Suwandi et al., [29]. Therefore, using video-based PjBL in learning to write fantasy texts also means improving students' high-level thinking abilities [30,31].

Referring to the opinion of Rohmawati [4] effective learning is learning that provides students with the opportunity to learn on their own or carry out as many activities as possible for students to learn. Providing opportunities for independent study and activities as widely as

possible is expected to help students understand the concepts being studied. Thus, the research results prove that using the PjBL learning model assisted by animated videos has been proven to allow students to study independently or carry out activities as widely as possible to learn through projects provided by the teacher. Apart from that, the animated videos have also provided encouragement to help students understand the studied concepts [32,33].

In the context of Indonesian language learning, especially in the independent curriculum, it is stated that the Indonesian language subject requires students to produce a text through writing skills. It means that every student must be able to write well by the demands and standards of writing. Thus, the increase in learning outcomes (writing ability) in this research proves that the efforts made by teachers by using the PjBL learning model with the help of animated videos have been proven to effectively encourage the achievement of Indonesian language learning objectives while also achieving the demands of the Merdeka curriculum [34,35].

### Tabel 3. Test of homogeneity of variance

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Kemampuan Menulis Siswa | Based on Mean | 4,073 | 1 | 48 | ,049 |
| | Based on Median | 2,998 | 1 | 48 | ,090 |
| | Based on the Median and with adjusted df | 2,998 | 1 | 39,736 | ,091 |
| | Based on trimmed mean | 3,690 | 1 | 48 | ,061 |

### Table 4. N-Gain test

| | Class | | | Statistic | Std. Error |
|---|---|---|---|---|---|
| N-Gain Percentage | Experiment | **Mean** | | **57,6397** | **2,76545** |
| | | 95% Confidence Interval for Mean | Lower Bound | 51,9321 | |
| | | | Upper Bound | 63,3473 | |
| | | 5% Trimmed Mean | | 56,7691 | |
| | | Median | | 52,3810 | |
| | | Variance | | 191,193 | |
| | | Std. Deviation | | 13,82726 | |
| | | Minimum | | 40,00 | |
| | | Maximum | | 90,91 | |
| | | Range | | 50,91 | |
| | | Interquartile Range | | 13,89 | |
| | | Skewness | | 1,152 | ,464 |
| | | Kurtosis | | ,411 | ,902 |
| | Control | **Mean** | | **31,9709** | **1,37491** |
| | | 95% Confidence Interval for Mean | Lower Bound | 29,1332 | |
| | | | Upper Bound | 34,8086 | |
| | | 5% Trimmed Mean | | 31,8680 | |
| | | Median | | 33,3333 | |
| | | Variance | | 47,259 | |
| | | Std. Deviation | | 6,87455 | |
| | | Minimum | | 22,22 | |
| | | Maximum | | 43,75 | |
| | | Range | | 21,53 | |
| | | Interquartile Range | | 13,68 | |
| | | Skewness | | ,081 | ,464 |
| | | Kurtosis | | -1,212 | ,902 |

**Table 5. T-test results**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Student Writing Ability | Equal variances assumed | 4,073 | 0,049 | 5,087 | 48 | 0,000 | 15,040 | 2,956 | 9,096 | 20,984 |
| | Equal variances are not assumed. | | | 5,087 | 41,322 | 0,000 | 15,040 | 2,956 | 9,071 | 21,009 |

The research has implications for changing teachers' approaches, methods, and strategies in implementing Indonesian language learning, especially in writing fantasy texts. In this case, teachers must take creative action by using models, approaches, and strategies to stimulate students' thinking abilities. Teachers must use a learning model that provides ample opportunities for students to explore their interests and talents, especially in writing fantasy texts. The PjBL learning model, with the help of animated videos, which has been empirically proven to be effective in improving students' ability to write fantasy texts, can be used as an alternative [36,37].

A study has its weaknesses, including current research. There are six processes or stages in implementing researchers using the PjBL model. Some of the six stages still need to be implemented in this research, namely preparing reports and assessing project results. Where the assessment is not communicated to students and is only assessed by researchers. The researcher suggests to future researchers that what needs to be added in the current research can be refined and the research results more complete.

## 5. CONCLUSION

Based on the research results, it can be concluded that the project-based learning model assisted by animated videos is "quite effective" in learning to write fantasy stories for class VII SMP Negeri 10 Jambi City. It is evident from the achievement of learning outcomes in students' writing skills, which is strengthened by the N-Gain score test, showing the average N-gain score for the experimental class (PJBL model assisted by animated videos), which is 57.6397 and the average N-Gain score for control class (conventional learning model) which is 31.9709. It was further confirmed by the t-test, which showed that the t count was 5.087 while the t table was 2.956 (t count > t table), which means that the t count was greater than the t table. Therefore, H0 is rejected, and Ha is accepted.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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