UBBG

THE EFFECT OF PROJECT-BASED LEARNING MODELS TO IMPROVE STUDENTS ACHIVEMENT OF SIMPLE PAST TENSE USING CANVA AT SMA NEGERI TRUMON TENGAH

Ira Fazira[*1], Syarfuni[2], Intan Kemala Sari[3]
[1,2,3]Universitas Bina Bangsa Getsempena

Abstract

The purpose of this research is to determine the implementation of the Project Based Learning learning model on student learning achievement results in Text Narrative using Canva. The subjects in this research were class X-2 students at Trumon Tengah State High School. This type of research is Pre-Experiment with a One-Group Preetest-Posttest research design. The population in this study was class X students of Central Trumon State High School, totaling 50 students and the sample in this study was class The data collection instrument uses tests to describe data on student learning achievements in understanding narrative text. Student learning outcomes before implementing Project Based Learning and after implementing Project Based Learning can be seen from the group average results. When students do the pretest, there is a difference in scores after the students do the posttest. These results show that there is an influence after students implement the Project Based Learning learning model.
Kata Kunci: *Project Based Learning, Student's Achivement, Narrative Text*

PENDAHULUAN

English is a foreign language taught in elementary schools, middle schools and high schools. However, English is taught more intensively since students are in high school because English is one of the subjects tested in the National Examination. In the Indonesian education curriculum, high school students are taught several types of English texts. Each has unique characteristics that students must understand.

According to Ahmad Rosyidi (2021), in the process of learning English, teachers experience many obstacles, including the difficulty of students understanding the concepts given by the teacher, students being passive, and getting bored quickly when following the lesson. This results in students easily forgetting the material they receive and leads to low student learning outcomes. Even at the high school level, students are required to master various materials in preparation for the National Examination and steps towards a higher level of education. Based on the author's observations while

Irafazira68@gmail.com

carrying out Teaching Assistance (PKL) activities at Trumon Tengah State High School, it was found that there are still many students who experience difficulties in learning English, especially in studying several types of texts, one of which is narrative text. Narrative text is one of the materials that requires students' ability to understand meaning, identify and develop or compose narrative text, where this requires paying attention to linguistic elements and text structures used in Narrative Text (Arianto 2022).

Many students have difficulty understanding narrative texts, they cannot find the main elements of narrative texts including setting, characters, conflict or problem, purpose and resolution in the text based on the author's observations. This may be due to students' previous knowledge of English being minimal and the striking differences between English and Indonesian, especially in the pronunciation of vocabulary and sentence patterns used. This situation causes low student achievement in learning activities. Apart from that, the teaching and learning process of reading comprehension of narrative texts runs conventionally in the classroom. This makes students think English is difficult material to learn.

Other facts found by the author are 1) the application of innovative learning models to support innovative learning is still lacking, 2) the quality of the learning process is still low, 3) teachers have not used learning media that are able to make students interested in the material presented, and 4) the lack of vocabulary mastery by students.

Rosyidi (2021) said that from the results of observations made on subject teachers, teachers only prioritize learning activities that are cognitively oriented, and often leave other domains, namely affective, so that changes in students' maturity after following the learning series are less than optimal. Many students feel bored when participating in learning which is mostly done by teachers, namely by using the lecture method. Apart from lectures, the method that is always used is assignments. As students admit to being bored with assignments that involve writing text translations in Indonesian and only copying grammar formulas and example questions from textbooks (Limarga 2022).

Effective learning can be seen from student activities in reviewing learning material and teachers using varied learning techniques according to learning objectives. To help students solve these problems, a more interesting and innovative learning model is needed in teaching Text Narrative. According to Merisa Rani (2020), narrative text is called story orientation which tells the problems that occur in the story. After that the author tells the sequence of events chronologically. At the end of the story, the story

characters can find solutions to the problems that occur. Not only to entertain readers, narrative texts also provide moral value to readers. Apart from that, there are several steps in creating narrative text that must be considered for better construction. Narrative sounds like an interesting type of text.

According to Sukma (2019), in the world of education teachers must create creative and innovative learning models, so that students are enthusiastic in the learning process. In supporting learning, the learning model used must be appropriate to the needs of students. The learning model that is considered appropriate in supporting the learning process of writing narrative texts, namely the project-based learning model, is a learning activity that emphasizes efforts to carry out special purpose activities and the achievements are planned within a firm time frame (Mahsun, 2020). Learning model The project-based learning model is an innovative learning model that involves project work where students work independently in constructing their learning and culminating it in a real product.

According to Thomas in Made, project-based learning is a learning model that offers teachers the opportunity to direct classroom learning through project work. The explanation in question is a learning model that uses projects as the core of learning. In the teaching and learning process by using the Project Based Learning model, teachers can take advantage of sophisticated technology whose developments also have a big influence on the teaching and learning process. Teachers must be able to create up-to-date, creative and innovative learning by utilizing technological advances in this digital era. Teachers as motivators and facilitators must have learning media that can foster enthusiasm for learning in understanding lessons (Yulianti, 2019)

Learning media is an integral part of the learning system that influences student learning outcomes (Ramli at al., 2018. The teacher's ability to design and implement learning designs is the key to successful, enjoyable learning. To convey messages to students. To create a project requires special expertise. in designing interesting learning media. One application that can be an alternative is Canva. Canva is an online application that we can use to create learning media.

Canva is a visual design application that is very easy to use for users, even beginners. The Canva application provides interesting features for visual content that users want to create, so that users can be as creative as possible (Muhammad, 2022: 6). Apart from increasing students' interest and creativity, the use of the Canva application in

learning English is also intended to equip students with mastery of the use of information technology and at the same time increasing visual literacy in learning English.

In implementing PjBL, researchers chose Canva as the media used in the learning process on Simple Narrative Text material. Canva has a simple but complete appearance. By using Canva students can develop their creativity in designing learning in the form of Projects. Researchers believe this can also make student learning outcomes better and the level of interest in completing assigned projects also increase.

Through the Project Based Learning learning model and the Canva media used, students will play an active role and students' creative thinking processes can be developed, by giving project assignments in the form of designing narrative text material in the form of Mind Mapping. Designing mind maps is an activity that makes it easier for the brain to accept and remember colorful, visually stimulating mind maps, compared to monotonous and boring linear mind maps.

Based on the background of the problem described above, the author is interested in revealing further problems in the research entitled "The Effect Of Project-Based Learning Models (PJBL) To Improve Student Achievement Of Simple Past Tense Based On Canva At Sma Negeri 1 Trumon Tengah"

In Canva, there are many templates available that can be used, namely for infographics, graphics, posters, presentations, brochures, logos, flyers, A4 documents, invitations, photo collages, wallpapers, animations, menus, videos, graphic organizers, and other templates. . According to Limarga (2023), by using Canva media, students become more creative and enthusiastic in producing learning projects because they can express their ideas with various designs.

In implementing PjBL, researchers chose Canva as the media used in the learning process on Simple Narrative Text material. Canva has a simple but complete appearance. By using Canva students can develop their creativity in designing learning in the form of Projects. Researchers believe this can also make student learning outcomes better and the level of interest in completing assigned projects also increase.

Through the Project Based Learning learning model and the Canva media used, students will play an active role and students' creative thinking processes can be developed, by giving project assignments in the form of designing narrative text material in the form of Mind Mapping. Designing mind maps is an activity that makes it easier for
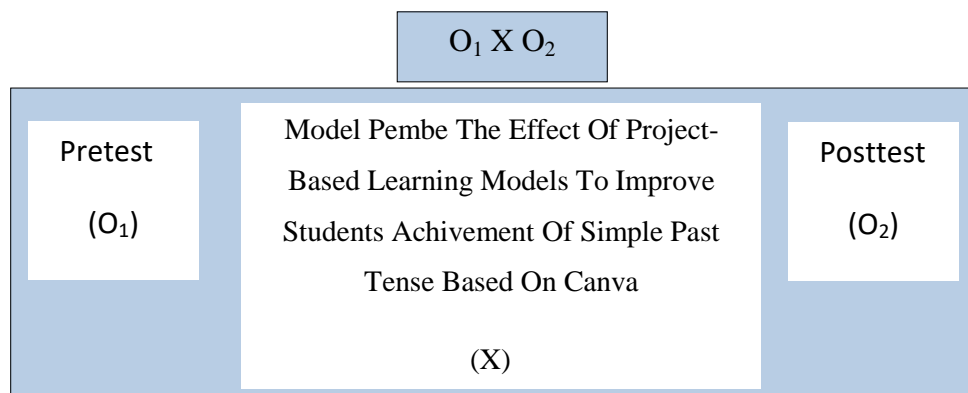
the brain to accept and remember colorful, visually stimulating mind maps, compared to monotonous and boring linear mind maps.

Based on the background of the problem described above, the author is interested in revealing further problems in the research entitled "The Effect Of Project-Based Learning Models (PJBL) To Improve Student Achievement Of Narrative Text Using Canva At Sma Negeri 1 Trumon Tengah".

RESEARCH METHODE

This research was carried out using a quantitative approach because this research uses numerical data which can be processed using statistical methods. The type of research carried out here is Pre-Experimental Design research with the form of a One-Group pretest-posttest design. This type of research design includes a pretest, namely before being treated with the Project Based Learning model and a posttest, namely those who have been treated or have applied the Project Based Learning model.

Tabel 1. One-Group Pretest-Posttest research design

O_1 X O_2		
Pretest (O_1)	Model Pembe The Effect Of Project-Based Learning Models To Improve Students Achivement Of Simple Past Tense Based On Canva (X)	Posttest (O_2)

Information :
O_1 = Pretest (Before being given treatment)
X   = Treatment or treatment given
O_2 = Posttest (After being given treatment)

Population and Sample

In a study, there is an object that is studied to obtain the required data. This object is the population, namely all research objects. In this study, the population was 2 classes of class X students at SMAN Trumon Tengah, namely X-1 AND X-2 with a total of 50 students. Sample can be interpreted as part of the population. This sampling technique

was chosen based on the results of observations, and with certain considerations. The sample in this research was class X-2, totaling 21 students.

Tabel 2. Sample Class X-2 at SMAN Trumon Tengah

No	Jumlah siswa	Laki- laki	Perempuan	Jumlah
1	Siswa	10	14	24

Research Variables

A research variable is an attribute or value of a person, object or activity that has certain variations determined by the researcher to be studied and then conclusions drawn (Sugiyono, 2015: 61).

a) Independent variable

Sugiyono stated that the independent variable (independent variable) is a variable that influences or is the cause or emergence of the dependent dependent variable. The independent variable in this research is the Project Based Learning learning model

a) Dependent Variabble

The dependent variable (dependent variable) is a variable that influences or is a consequence, because of the existence of the independent variable. The dependent variable in this research is the increase in student achievement in narrative text,

Research Instrument

Research instruments are tools used to measure research. Research instruments are used by researchers to collect data so that their work is easier and better, in the sense that it is faster, more complete and systematic so that it is easier to process. Thus, the instrument used in this research aims to obtain data in the research.There are several tools used to collect data in research, namely test questions and documentation. In this research, the tool used to collect data is a test.

Data collection technique

The data collection technique in this research is to give a test in the form of a pretest and posttest. The data collection given in this research is in the form of a written test in the form of objective questions with the same questions.

Data analysis technique

The data analysis technique used in this research is quantitative analysis consisting of descriptive statistical analysis, calculating t-tests, hypothesis testing. The prerequisite tests consist of a normality test and a homogeneity test. After carrying out the prerequisite test, the t test is then carried out as a reference for testing the hypothesis. Data analysis is the most decisive step in a research because data analysis functions to

draw conclusions from the research results. Data collected from test results for students in class The average difference test is used to determine whether there is no effect of implementing the Project Based Learning learning model to improve student achievement in Text Narrative using Canva.

1. Descriptive Statistics Data Analysis

    It is statistics used to analyze data by describing or depicting data that has been collected during the research process and is quantitative in nature. The steps in preparing this analysis are as follows:

    a) Average (Mean)

    $$\bar{x} = \frac{\sum_{t=1}^{n} x_t}{n} \quad \text{(Arif Tiro, 2008: 120)}$$

    b) Percentage (%) average value

    $$P = \frac{f}{N} \times 100\%$$

    Information :

    P = percententage figure

    f   = frequency for which the percentage is sought

    N = the number of sample respondents

2. Normality test

    The normality test is carried out to determine whether the data is good and appropriate to prove whether the data is normally distributed or not. The normality test for the pretest and posttest data results used was Shapiro-Wilk using SPSS 24.00. with the decision criteria in the normality test on SPPS according to Arifin (2017) are:

    a) If the significance value > 0,05, The data is normally distributed.

    b) If the significance value < 0,05 then the data is not normally distributed.

1. Homogeneity Test

    The homogeneity test is carried out to find out whether students in the class have homogeneous variance or not. Test the homogeneity of the two variances on the results of the pretest and posttest data using the Levene test using SPSS 24.00. with the decision criteria in the homogeneity test on SPSS according to Arifin (2017) are:

    a) If the significance value < 0,05 This means that the data is declared not homogeneous.

    b) If the significance value > 0,05 berarti data tersebut dinyatakan homogen

2. Hipothesis Test

Hypothesis testing is carried out to test whether the hypothesis is in accordance with the research results or not. The data results were obtained and analyzed to observe whether or not there was an influence from the use of the Project Based Learning learning model on student learning outcomes.

The hypotheses tested are as follows:

H_o : Ada pengaruh model pembelajaran Project Based learning terhadap hasil belajar siswa pada Text Narrative menggunakan canva di SMA Negeri Trumon tengah.

H_I : There is no influence of the Project Based learning model on student learning outcomes in Text Narrative using Canva at Central Trumon State High School.

a) Calculating Standard Deviation

$$S = \sqrt{\frac{1}{n-1}\left\{\sum D^2 - D^2\frac{(\sum D^{2)})}{n}\right\}} \quad \text{(Sugiyono 2010)}$$

Keterangan :

D   = selisih X1 dan X2 (X1-X2)

N   = Jumlah sampel

Xbar = Rata-rata

S_d = Standar Devisiasidari d

a) Calculating t hitung

$$t = \frac{\bar{X}_D - \mu_0}{S_D / \sqrt{n}}$$

namely : $\bar{X}_D = \frac{\sum D^2}{n}$

Information :

$\bar{X}_D$ = the difference value of X1 and X1 divided by the number of samples

S_D = standard deviation

μ_0 = KKM value

n = number of samples

b) Determine the decision-making rules or criteria that are significant. Significant testing rules:

If t_{Hitung} > t_{Tabel} then H_o is rejected H_1 is accepted, it means that The application of the Project Based Learning model influences the learning outcomes of class X Mia 2 students at Trumon Tengah State High School.

c) If t_{Hitung} > t_{Tabel} then H_o is rejected, it means that the application of the Project based Learning model has no effect on student learning outcomes of class X Mia 2 students at Trumon Tengah Determine the price t_{Tabel} look for t_{Tabel} using the distribution table t with a significant level α = 0.05 and dk = N – 1

d) Make a conclusion whether the effect of the Project Based Learning model is to increase student achievement regarding Canva-based simple past tense in class XI Mia 2 SMAN Trumon Tengah.

HASIL DAN PEMBAHASAN

Based on the results of research conducted by researchers at Central Trumon State High School starting January 3, data was collected through test instruments so that student learning outcomes can be known in the form of grades from class X-2 of Central Trumon State High School.

Description of Pretest Narrative Text Results for Class X-2 Students of Central Trumon State High School before the Project Based Learning Model was implemented

Table 3. Calculation to find the mean (average) pretest score

X	F	F.X
20	3	60
25	1	25
30	1	30
35	1	35
40	3	120
45	1	45
50	3	150
55	1	55
60	5	300
65	1	65
75	2	150
80	1	80
85	1	85
Jumlah	24	1200

From the data above it can be seen that the value of $\sum fx$ = 1200, while the value of N itself is 24. Therefore, the average value (mean) can be obtained as follows

$$M = \frac{\sum x}{\sum y}$$

$$= \frac{1200}{24}$$

$$= 50$$

From the results of the calculations above, the average score obtained for the learning outcomes of class X-2 students at Trumon Tengah State High School before implementing the Project Based Learning learning model is 50.

Description of Learning Results (Posttest) Narrative Text for Class X-2 of Central Trumon State High School after the Based Learning Project was implemented

Table 4. Calculations to find the mean (average) posttest score

X	F	F.X
50	3	150
55	2	110
60	2	120
65	1	65
70	4	280
75	1	75
X	F	F.X
80	2	160
85	4	340
90	1	90
100	4	400
Amount	24	1790

From the post test results data above, it can be seen that the value of $\sum fx = 1790$ and the value of N itself is 24. So the average value (mean) can be obtained as follows:

$$M = \frac{\sum x}{\sum y}$$

$$= \frac{1790}{24}$$

$$= 74{,}58$$

From the results of the calculations above, the average score obtained for the learning outcomes of class X-2 students at Central Trumon State High School is 74.58 from the ideal score of 100.

Analysis of the Effect of Implementing the Project Based Learning Model on class X-2 students at Trumon Tengah State High School

In accordance with the research hypothesis, namely "there is an influence in implementing the project-based learning model on student learning outcomes in narrative text material using Canva class -t.

The level of learning outcomes for students in class Before carrying out the t-test, the students' data results were first tested with prerequisites, namely the normality test and homogeneity test.

Tabel 5. Analysis of pre test and post test scores

No	X1 (pre test)	X2 (post test)	d = x2 – X1	d²
1	65	85	20	400
2	20	50	30	900
3	50	70	20	400
4	85	100	15	225
5	60	85	25	625
6	40	85	45	2025
7	75	75	0	0
8	40	55	15	225
9	80	100	20	400
10	50	70	20	400
11	20	65	45	2025
12	25	60	35	1225
13	55	70	15	225
14	75	85	10	100
15	60	100	40	1600
16	50	50	0	0
17	45	80	45	2025
18	20	50	30	900
19	40	70	30	900
20	60	100	40	1600
21	35	60	25	625
22	60	90	30	900
23	30	55	25	625
24	60	80	20	400
	1200	**1790**	**600**	**18750**

Tabel 6. Output Normalitas Tes

Test of Normality

	Kolmogorov-Smirnov			Sharpiro-Wilk		
	Statistic	df	Sig	Statistic	Df	sig
Pretest	.116	24	.200	.958	24	.394
Posttest	.107	24	.200	.929	24	0.93

*. This is a lower bound of the true significance.

a. Liliefors Significance Correction

Based on calculations using SPSS 24.00, it can be seen that for the pretest data the significant result was 0.394, for the post data the significant result was 0.093. With this, it can be concluded that both pretest and posttest data are Normally distributed with α 0.05. The normality test was carried out using the Shapiro Wilk test, using this test because the number of samples in the study was only as small as 24 people.

Tabel 7. Output Uji Homogenitas
Tests of Homogeneity of Variances

		Levene Statistic	Df1	df2	Sig
Hasil Belajar Siswa	Based on Mean	1.435	6	14	.270
	Based on Median	.433	6	14	.845
	Based on median and with adjusted df	.433	6	14	830
	Based on trimed mean	1.348	6	14	.301

From table 1. it is declared homogeneous if the significance is > 0.05. By comparing the results of the class homogeneity test output table, it can be seen that the significance value is 0.0301. Because the significance value is more than o.05, namely 0.301 > 0.05, the data is declared homogeneous.

1) Hypothesis Testing

   a. Calculate Standard Deviation

$$S = \sqrt{\frac{1}{n-1}\left\{\sum D^2 - D^2\frac{(\sum D^2)}{n}\right\}}$$

$$= \sqrt{\frac{1}{23}\left\{1875 - \frac{36000}{24}\right\}}$$

$$= \sqrt{\frac{1}{23}\{1875 - 15000\}}$$

$$= \sqrt{\frac{1}{23}\{1375\}}$$

$$= \sqrt{59,78} = 7,73$$

   b. Calculate t_{tabel}

$$t = \frac{\bar{X}_D - \mu_0}{S_D/\sqrt{n}}$$

$$t = \frac{\frac{600}{24} - 70}{\frac{7,73}{\sqrt{24}}}$$

$$t = \frac{25}{1,57} = 15,84$$

To search for t_{tabel} researchers use a distribution table with a significance level $\alpha = 0,05$ dan $d.b = N - 1 = 24 - 1 = 23$ then it is obtained $t_{tabel} = 2,07$

Once obtained $t_{hitung} = 15,84$ and $t_{tabel} = 2,07$ then it is obtained $t_{hitung} > t_{tabel}$ or $15,84 > 2,07$.

Once obtained $t_{hitung} = 15,84$ and $t_{tabel} = 2,07$ then it is obtained $t_{hitung} > t_{tabel}$ or $15,84 > 2,07$. So it can be concluded that H_0 is rejected and H_I is accepted. This means that

the influence of implementing the Project Based Learning learning model has an influence on student learning outcomes.

Based on the pre-test results, the average score of 50 students' learning outcomes was categorized as very low, namely 20.8%, low 33.3%, medium 25%, high 16.6%, and very high at a percentage of 4.16%. Looking at the existing percentage results, it can be said that the level of students' ability to understand and master the Text Narrative subject matter before the Project Base Learning Model was implemented was relatively low.

Based on the results of descriptive statistical analysis and inferential statistics obtained as well as the results of observations that have been made, it can be concluded that the application of the Project Based Learning learning model has an influence on Text Narrative learning outcomes in class X-2 students at Trumon Tengah State High School. This is in line with research conducted by Hidayatul Hidayah, with research results that learning using Project Based Learning provides better results compared to not using the Project Based Learning Model. There are differences in the completeness of learning in a class due to the use of the Project Based Learning learning model in the teaching and learning process.

This is also in line with research conducted by Sri Agustina, with the results of the research that after carrying out English learning on Procedure Text material using the Project Based Learning model with the Canva application media, the author found that students' motivation and interest increased better than previous learning.

Therefore, there is an influence of the Project Based Learning learning model on student learning outcomes, so the project based learning learning model is good to use to carry out the learning and teaching process in schools. This is supported by the theory of Yahya Muhammad Muklis, et al. which states that Project Based Learning is a learning model that provides teachers with the opportunity to manage classroom learning by involving project work. So as to produce students who are active in building and organizing their learning and producing students who are creative and innovative.

CONCLUSION

Based on the results of research based on data analysis, the conclusion that can be put forward in this research is that there are differences in the effectiveness of the Project Based Learning learning model in increasing student achievement in Narrative text using Canva at Trumon Tengah State High School.

Based on the data that has been obtained, it can be concluded that in general the Text Narrative learning outcomes of class X-2 students at Trumon Tengah State High School before the Project Based Learning learning model was implemented were categorized as low. This is shown in the percentage of student learning outcomes in the very low category, namely 20.8%, low 33.3%, medium 25%, high 16.6%, and very high at a percentage of 4.16%.

Based on the data obtained, it can be concluded that in general the Project Based Learning learning model influences the Narrative Text learning outcomes of class X-2 students at Trumon Tengah State High School. This is shown in the percentage of student learning outcomes in the very high category of 37.5%, high 33.33%, medium 16.66%, low 12.5%, and very low at a percentage of 0.00%.

Based on the hypothesis test that has been carried out, it can be concluded that the application of the Project Based Learning learning model has an effect on the Text Narrative learning outcomes of students in class obtained $t_{hitung} = 15{,}84$ and $t_{tabel} = 2{,}07$ then it is obtained $t_{hitung} > t_{tabel}$ or $15{,}84 > 2{,}07$.

Based on findings related to research on the influence of the Project Based Learning learning model on student learning outcomes in Text Narrative using Canva at Central Trumon State High School. Educators, especially Central Trumon State High School teachers, are advised to apply the Project Based Learning learning model to arouse students' interest and motivation to learn. It is hoped that researchers will be able to develop this Project Based Learning learning model by applying it to other material to find out whether other material is suitable for this learning method in order to achieve the expected goals. Then prospective researchers will be able to develop and strengthen the Project Based Learning learning model and strengthen research results by reviewing them first and being able to conduct more successful research..

REFERENCE

Arianto, Fajar. 2022. *Pengembangan E-Modul Dengan Pendekatan PQ4R Pada Materi Narrative Text Untuk Kelas X Ipa Di Man 1 Tuban*. e-journal UNESA.

Limarga, Sri Agustina. 2022. *Efektivitas Aplikasi Canva untuk Meningkatkan Motivasi siswa dan Minat Belajar Bahasa Inggris Menggunakan Pembelajaran Project Based Learning* . SMA Negeri 1 Prembun.

Limarga, Sri Agustina. 2022. *Efektivitas Aplikasi Canva untuk Meningkatkan Motivasi siswa dan Minat Belajar Bahasa Inggris Menggunakan Pembelajaran Project Based Learning* . SMA Negeri 1 Prembun.

Mahsun. 2020. *Pembelajaran Bahasa Indonesia Berbasis Teks.* Depok : Raja Grafindo Pustaka.

Rosyidi, Ahmad Zuhri. 2021. *Efektifitas Metode Pbl Dalam Meningkatkan Pemahaman Naratif Text Pada Siswa Sma Kelas X.* 1 (1), 1.

Sugiyono. 2018. *Metode Penelitian Kuantitatif.* Bandung: Alfabeta.

Sukma, E., & Zuardi, R. 2019. *Peningkatan Hasil Belajar Siswa Pada Pembelajaran PKN dengan Menggunakan Model Problem Based Learning (PBL) di Sekolah dasar.* Jurnal Ilmia Pendidikan Dasar. 6 (6). 140-151.

Tiro, Muhammad Arif. 2007. Statistika Terapan. Makassar : Andira Publisher.

Yulianti, Y. 2019. *Contextual Teaching Learning Dalam Pembelajaran Ekonomi.* Pinisi Business Admionistration Review, 1 (2).