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The Implementation of Project Based Learning Model with Answer Board Media In Improving Students' Ability to Write Expository Texts

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ABSTRACT
This study aims to describe the effectiveness of the application of the project-based learning (PjBL) model using answer board media in writing exposition texts based on the structure, linguistic rules, and content of the exposition text. This study was conducted in class X of SMA Negeri 5 Cianjur. This study used a quantitative quasi-experimental design with a pretest-posttest control group design. The population of this study consisted of students from class X of SMA Negeri 5 Cianjur, totaling ten parallel classes. The sample was determined as two parallel classes, namely class X-02 as the treatment group and class X-04 as the control group. Data on the ability to write exposition texts were collected using a test instrument in the form of a performance test. This test met the requirements for content validity because it was compiled using objective and systematic procedures. Data on the ability to write exposition texts were analyzed using a nonparametric inferential statistical procedure, namely the Mann-Whitney test. The original plan was to investigate the data on the ability to write exposition texts using a parametric inferential statistical procedure, namely the independent sample t-test. However, the use of this parametric inferential statistic was canceled because the curve normality requirement was not met. The results of the project-based learning model research using answer board media are proven to be effective in improving the ability to write exposition text for class X students of SMA Negeri 5 Cianjur.

Kata kunci: project-based learning, answer board media, students' ability, expocitory text

Penerapan Model Pembelajaran Berbasis Proyek dengan Media Papan Jawaban dalam Meningkatkan Kemampuan Menulis Teks Ekspositori

ABSRAK
Penelitian ini bertujuan untuk mendeskripsikan efektivitas penerapan model pembelajaran berbasis proyek (PjBL) menggunakan media papan jawaban dalam menulis teks eksposisi berdasarkan struktur, kaidah kebahasaan, dan isi teks eksposisi. Penelitian ini dilakukan di kelas X SMA Negeri 5 Cianjur. Penelitian ini menggunakan desain quasi-eksperimental kuantitatif dengan pretest-posttest control group design. Populasi penelitian ini para siswa kelas X SMA negeri 5 Cianjur yang berjumlah sepuluh kelas paralel. Sampel ditetapkan sebanyak dua kelas paralel yakni kelas X-02 sebagai kelompok perlakuan dan kelas X-04 sebagai kelompok kontrol. Data kemampuan menulis teks eksposisi dikumpulkan menggunakan instrumen tes yang berbentuk tes unjuk kerja. Tes ini memenuhi syarat validitas isi karena disusun menggunakan prosedur ojektif dan sistematis. Data kemampuan menulis teks eksposisi dianalisis menggunakan prosedur statistik inferensial nonparametrik yakni uji Mann-Whitney. Rencana semula data kemampuan menulis teks eksposisi akan dianalisis menggunakan prosedur statistik inferensial parametrik yakni uji t sampel independen. Namun demikian, penggunaan statistik unferensial paramtrik ini batal digunakan syarat normalitas kurva tidak terpenuhi. Uji data postes kemampuan menulis teks eksposisi per kelompok sampel menghasilkan sig. 0,014 < 0,05, uji data pretes dan postes kemampuan menulis teks eksposisi kelompok kontrol menghasilkan sig. 0.012 untuk pretes dan 0.000 untuk postes, dan ji data pretes dan postes kemampuan menulis teks eksposisi kelompok perlakuan menghasil sig. 0.010 untuk pretes dan 0.000 untuk postes. Hasil penelitian model pembelajaran berbasis proyek menggunakan media papan jawaban terbukti efektif untuk meningkatkan kemampuan menulis teks eksposisi bagi siswa kelas X SMA Negeri 5 Cianjur.

Kata kunci: pembelajaran berbasis proyek, media papan jawaban, kemampuan menulis, teks eksposisi

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INTRODUCTION

Education is a conscious and planned effort to develop individual potential into superior, knowledgeable, helpful, and qualified individuals. In Indonesia, education plays a crucial role in creating competent human resources, although improving their quality remains a challenge. This is consistent with Law No. 20 of 2003, Article 3, which states that education aims to develop students' abilities to educate the nation and improve the quality of society. (Anggraini & Wulandari, 2020).

High school education encompasses several subjects, one of which is the Indonesian language, which aims to train students in logical and critical thinking and collaboration skills. (Istiqfarin & Isa, 2023).

Writing skills are crucial in learning because they can enhance students' creativity in their work. As a learning resource, writing should be taught through active practice in a classroom environment that supports the use of written language. This way, the material mastered will be more meaningful and functional for students in communicating in society (Hasanah & Ristiani, 2024). Morsey (in Guntur, 2008) stated that writing serves to convey, inform, and influence. This goal will be achieved well if the writer can organize and express his thoughts. This clarity is influenced by the sharpness of thought, writing organization, word choice, and sentence structure used. Writing is an activity that sharpens the brain and develops imagination Tabroni (in Rosmaya, 2018), while according to Soemarmo (in Erlianda et al., 2019), Writing is a complex activity, it involves many things at once, starting from transforming ideas into symbols and images, to move the arms, hands, fingers, and eyes in a coordinated manner. Aswat et al. (2019) argue that writing is the activity of pouring thoughts, feelings, ideas, thoughts, desires, or information into written form. Based on various views, writing is a productive and creative skill in written form. In addition, writing activities also function as a communication tool through words and sentences to convey information, ideas, and thoughts of other people or the audience.

The primary purpose of writing is to convey various things to others, such as our thoughts, feelings, ideas, messages, or opinions (Pramita, 2017). Meanwhile, according to Dalman (in Lazulfa, 2019), the purposes of writing can be divided into three main categories: learning (study), business (business), and entertainment (pleasure). These writing purposes are diverse and contribute to self-development, communication, creative expression, and social interaction.

As Byrne (in Wantoro, 2021:263) points out, the complexity of writing can be classified into psychological, linguistic, and cognitive issues. This shows that writing is not an innate ability but instead is acquired through continuous effort and practice. As a result, writing is a complex skill and is often more difficult for students to master than they are capable of.

Currently, many students lack interest in writing, considering it uninteresting, including in learning expository texts. Writing is often regarded as tiring and tedious, especially when it involves thinking (Fitriani, 2021).

In learning, students are expected to understand and master how to write expository text correctly, both when speaking and writing. This means they must understand the characteristics of expository text to be able to create it correctly. A study by Aisha et al. (2023) titled "Implementation of the Project-Based Learning Model to Improve Expository Writing Skills in Grade X IPA 7 Students of SMAN 11 Banda Aceh" found that many students still struggled to generate ideas and concepts and develop their writing. Pre-cycle data showed that the average score for students writing expository text was only 48.10%, categorized as "poor." However, the ability to write expository text extends beyond writing; it also opens up research opportunities, conveying ideas, and collaboration, which are essential for developing critical thinking and communication.

To write expository texts well, students need to understand and master the characteristics of the text, both orally and in writing. This is important

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so that their writing complies with the rules of expository text (Wandira et al., 2023). Alwasilah (2005) argues that expository text is a type of writing that has the purpose of clarifying, explaining, educating, or evaluating a problem. Expository text is a text that outlines a problem accompanied by several arguments and facts (Kosasih & Kurniawan, 2019).

Furthermore, Septhin (in Fadil & Ramadhan, 2023) states that expository text is a type of writing that aims to explain or describe a topic or concept in depth and detail while providing clear information. According to Gorys (1981), exposition is a type of writing that functions to explain and elaborate on an idea or concept. Its purpose is to broaden the reader's insight or knowledge. Based on the various previous definitions, expository text is a text that functions to explain or express an idea, information, or view, expressing ideas, messages, and information created by the author based on existing facts realistically and in detail. Of course, a text has specific characteristics and structures, as those outlined by Hikmah (2021), which include main ideas or information aimed at increasing the reader's knowledge without the intention of influencing, supported by analysis and evidence. According to Dalman (in Lazulfa, 2019), the expository text has characteristics that can be studied and understood as follows:

1) Writing that contains opinions, ideas, and beliefs;
2) Explanations require relevant data;
3) To provide a reasonable explanation, we need to analyze and synthesize information;
4) Ideas for this explanation can be obtained from experience, observations, and research results;
5) Explanation of the use of imaginative sources, 6) The language used is informative,
7) The closing of the explanation contains a reaffirmation.

Meanwhile, according to Lewin Fine and Young (in Kristyanawati et al. 2019), there are several characteristics or features in expository text, as follows

1) Description of objects related to the theme
2) A series of interconnected ideas or concepts
3) Has a cause-and-effect relationship
4) Comparisons or differences
5) Problems or solutions

According to Aieny (in Fitriani, 2021), a good expository text must follow a structure. This structure consists of three main parts: thesis (general statement or introduction to the topic), argumentation (explanation and support), and recommendation (reaffirmation or conclusion).

According to Kosasih & Kurniawan (2019), several linguistic rules must be considered when writing expository text: 1) Using specific terms, 2) Using causal conjunctions, 3) Using temporal conjunctions, 4) Using verbs, 5) Using reference words, and 6) Using persuasive language.

An interview with an Indonesian language teacher at MAN 2 Cianjur revealed that 70% of 10th-grade students struggled with writing expository text, particularly in terms of structure, linguistic rules, finding ideas, and demonstrating low interest. This is evidenced by the average student score, which is still below the Minimum Completion Criteria, which is between 70 and 90.

Students' difficulty writing expository texts is caused by a lack of engaging learning methods that don't actively engage them. As a result, students' thinking skills, which should be evident in their writing, are also hampered (Rosmaya, 2018).

A learning model is a learning theory that serves as a broad framework for determining learning approaches, according to Indrawati (in Alfred Sentosa & Norsandi, 2022).

A learning model is a conceptual pattern that details systematic procedures for organizing learning experiences to achieve learning objectives (Djalal, 2017). Meanwhile, Dick et al.(in Rusman, 2011) argue that a learning strategy is a set of materials and procedures or processes applied in

an integrated manner to produce learning outcomes in students.

The PjBL learning model is currently gaining attention in education, particularly in writing instruction. This type of learning model allows students to become the center of learning, where they learn through relevant and real-life projects.

Anam et al.'s (2024) study, "The Application of Contextual Teaching and Learning Methods in Teaching Expository Writing Skills to Grade X Students at SMA Negeri 1 Juwana Pati in the 2020/2021 Academic Year," found that the methods used by teachers lacked variety, hindered teaching and learning, and were ineffective in teaching writing. This impacted students' difficulty in generating ideas and developing critical thinking skills in writing, particularly expository texts.

Similar to previous research, Rahma Fatikha's (2022) study, "The Application of Project-Based Learning (PjBL) Strategies to Expository Writing Skills," described the results of her research, which demonstrated success in improving expository writing skills, with an average score of 86.2. The results of Marlani & Prawiyogi's (2019) research show that their study entitled "Implementation of Project-Based Learning Model to Improve Poetry Writing Skills in Elementary Schools" is very effective. This is evident from the significant increase in student activity, with a percentage of 80.8%. Therefore, there is an increase in learning by using the more effective PJBL learning model. Based on previous research, students involved in project-based learning can be more enthusiastic and active. The application of the PjBL learning model significantly improves student learning outcomes.

The challenges in learning writing require models and media that encourage student participation. This model is expected to make it easier for students to express and develop ideas in writing expository texts. One model that can be applied is the PjBL learning model for writing expository texts. This is supported by Anidar (2023), who believes that PjBL is capable of improving students' critical, creative, collaborative, and communicative thinking skills, which in turn will increase learning motivation. This approach is relevant to the demands of 21st-century education, which involves active, authentic, and inquiry-based learning, as well as the ability to present work through publications or exhibitions.

In the era of Industry 4.0 and the current 21st century, every individual, especially students, is required to possess and develop various competencies, including creativity and innovation, critical thinking, collaboration, and communication skills (Ristiani, 2020). Hmelo-Silver (in Ristiani, 2024) argues that "the learning model is a student-centered PjBL learning model, in which students solve unstructured problems with the help of a facilitator." According to Made Wena (in Santoso, 2017), the project-based learning model is an innovative teaching method that focuses on conveying subject matter concepts through real-life projects. According to the Buck Institute of Education (Edi et al., 2020), PjBL model is student-centered and empowers students to utilize their knowledge, experience, and resources to exchange ideas and solve authentic problems. Through PjBL, students not only master the subject matter but also develop relevant skills for active participation in society (Bistari et al., 2021).

The project-based learning model not only facilitates students' understanding of the subject matter but also develops the skills needed to play an active role in society" (Bistari et al., 2021). Each learning model plays a crucial role in creating an effective and engaging learning process for students. One of them is the elements of learning. According to Joyce and Well (in Asyafah, 2019), there are four elements of the learning model, namely,

1) Syntax, namely the system or steps that must be followed in a learning
2) The social system related to social interactions between students and teachers
3) Principles of reaction, the way or response given by the teacher to the student's response in learning, and

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4) Support system which includes various factors that support the success of the learning model

Furthermore, this learning model offers several benefits for educators and students. According to Rosmiati & Ristiani (2023), the benefits of this learning model for teachers include facilitating learning, providing a means to motivate students, and providing learning control. Benefits for students include facilitating learning, providing flexibility, motivating students, serving as an evaluation tool, and providing space.

Furthermore, according to Hartono & Asiyah (2018), the benefits of PjBL can be applied to students, including

1) Encouraging students to be more motivated in learning through project creation.
2) Helping students become more active and creative in learning and able to solve problems.
3) Improving collaboration or teamwork skills; students work together in groups and create a pleasant atmosphere.
4) Directly developing attitudes such as accuracy, honesty, responsibility, and creativity.

The PjBL learning model has stages or steps for completing assignments or projects, both in groups and individually. As developed by Daryanto (in Septian et al. 2024), several important steps or phases must be followed in using this model.

1) Ask essential questions relevant to real life.
2) Design a collaborative project plan, including rules, activities, and tools.
3) Develop a joint project schedule.
4) Monitor project progress with the teacher as a mentor.
5) Measure student learning outcomes through assessment and feedback.
6) Evaluate the learning experience individually and in groups at the end of the activity.

Hosnan (in Natty et al. 2019) argues that there are several steps in project-based learning, including the following:

1) Determination
2) Determine the project in the form of an assignment directly related to the problem the students must solve.
3) Design the steps to complete the project.
4) Develop the stages or steps of activities to be carried out in completing the assignment or project.
5) Develop a project implementation schedule.
6) Includes a schedule according to the predetermined steps to complete the project.
7) Project completion with the support of facilities and teacher monitoring.

Each learning model certainly has its advantages and disadvantages that need to be considered. According to Moursand (in P. Santoso (2017), the following are:

1) Increasing student learning motivation through e
2) Increasing student engagement in solving real-world problems through topic investigation, group discussions, and presentations.
3) Developing communication skills in group work.
4) Improving students' ability to search for and obtain information efficiently.
5) Providing experience in planning, organizing, negotiating, and making decisions related to assignments.
6) Opportunities for students to develop skills relevant to real-world contexts.
7) Improving thinking skills through problem-solving, information retrieval, collaboration, and application of knowledge to solve problems.
8) Creating a fun learning environment.

In this study, the researchers chose to implement the PjBL learning method using answer boards because it allows students to express their

thoughts and exchange ideas, making it easier for students to develop their ideas or thoughts in writing. This method is almost identical to the method used by previous researcher Puspitorin (2019) in "Improving Expository Writing Skills and Indonesian Language Learning Outcomes of Grade X Pn 1 Students at SMKN 1 Mataram in the Odd Semester of the 2015/2016 Academic Year Through the Application of the Team Games Tournament (TGT) Learning Method.

This method has been proven to increase students' writing creativity, encouraging them to help each other and actively collaborate in the learning process. The difference lies in the use of an answer board, a large piece of paper shaped like a board for creatively expressing ideas and arguments, and the structure of expository text in written form.

The PjBL learning model has been proven to improve students' understanding, motivation, and learning outcomes in writing skills, particularly in finding ideas and developing expository text, through a fun learning environment. In addition to PjBL, other researchers have also tried various approaches to improve expository writing skills.

Based on the explanation above, this study aims to develop students' expository writing skills through the application of the PjBL learning model combined with the use of answer boards. The implementation of the PjBL model will deepen students' understanding of the structure, linguistic rules, and content of expository texts while simultaneously creating a more interactive, efficient, and collaborative learning process, resulting in significant improvements in expository writing skills.

METHOD

This study employed a quantitative experimental method. This method was used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) through experiments, as explained by Sugiyono (2019).

The type of research used was a quasi-experimental one. This type of experiment uses existing groups, such as classes or schools, without creating new classes with similar characteristics.

Meanwhile, the research design used was a pretest-posttest control group design. The study used a pretest-posttest control group design. This study involved two groups.

This study employed a two-group design, randomly selected, with each group given a pretest and a posttest. The purpose of this design was to compare the test results of the experimental group, which received the treatment, and the control group, which did not receive the treatment.

This study was conducted at MAN 2 Cianjur in Indonesian Language classes X-02 and X-04. Data collection took place in two sessions, from March 12 to 19, 2025.

The study population consisted of all tenth-grade students at MAN 2 Cianjur, from grades X-01 to X-10.

The study sample consisted of Class X-02, consisting of 30 students, using a project-based learning model. Class X-04, as the control group, consisted of 30 students using a direct learning model. Class X-02 was selected because it achieved the lowest mean pretest score, while Class X-04 was chosen as the control class because it achieved the highest mean pretest score.“Data for this study were collected using an expository writing test using an answer board. The instrument used was an essay question aimed at assessing students' ability to write expository text, paying attention to structure, linguistic rules, and appropriate and relevant content.

Data were analyzed quantitatively using the statistical data management application SPSS version 26 using normality tests, independent sample tests, or the Mann-Whitney test to compare the two groups.

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RESULT

1. Comparison of Post-Test Data for the Control and Experimental Groups

To observe the differences in pre-test and post-test scores for students in the control and experimental classes, the data will be presented in the following table.

Table 1
Comparison of Pretest and Posttest Data for the Control Group and Experimental Group of Grade X Students at SMA Negeri 2 Cianjur

Control Group				Experiment Group			
Pretest		Post-test		Pretest		Post-test	
75	50	91	66	83	50	91	75
75	50	75	66	66	50	91	75
66	50	75	66	66	50	91	75
66	50	75	66	66	50	91	75
58	50	75	66	66	50	91	75
58	50	75	58	66	50	91	75
58	41	75	58	66	50	83	75
58	41	75	58	58	41	83	75
58	41	75	58	58	41	83	75
58	41	75	58	58	41	83	66
58	33	75	58	58	41	83	66
58	33	75	58	58	33	83	66
50	33	66	50	58	25	83	66
50	33	66	50	50	25	83	66
50	25	66	41	50	25	75	58
mean	50,57	mean	66,37	mean	51,63	mean	78,27

First, for the pretest data of the control group, the mean is 50.57, with the lowest score being 25 and the highest score being 75. Second, for the post-test data of the control group, the mean is 66.37, with the lowest score being 41 and the highest score being 91. Third, for the pretest data of the treatment group, the mean is 51.63, with the lowest score being 25 and the highest score being 83. Fourth, for the post-test data of the treatment group, the mean is 78.27, with the lowest score being 58 and the highest score being 91. This is the descriptive statistical data on the exposition text writing skills of class X students at SMA Negeri 5 Cianjur.

Normality Post-test of the Control Group and the Experimental Group

The curve normality test was performed using SPSS using the Shapiro-Wilk technique. This technique was used because the number of samples per group was <50. The calculated statistic was 0.913 at a significance level of 0.018 for the control group and 0.908 at a significance level of 0.014 for the treatment group (Table 2). Thus, sig. < 0.05 so Ho is rejected. Thus, the post-test data on the ability to write expository text for class X SMA Cianjur 5 for the two research groups were not normally distributed.

Table 2
Results of the Post-test Data Normality Test for Expository Writing Ability

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control Group	0,198	30	0,004	0,913	30	0,018
Experiment Group	0,173	30	0,022	0,908	30	0,014
a. Lilliefors Significance Correction						

The second requirement, the homogeneity test for data on the ability to write expository texts for class X SMA Cianjur 5, was discontinued. This was due to the non-normal distribution of the post-test data on expository writing ability. In other words, even if the homogeneity test proves homogeneous, the use of the independent sample t-test is still unacceptable.

Normality Test for Pre-test and Post-test Results Curves on Expository Writing Ability for the Control Group

The curve normality test was performed using SPSS using the Shapiro-Wilk technique. This technique was used because the number of samples

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per group was <50. The calculated statistic was 0.948 at a significance level of 0.012 for the pretest and post-test in the control group and 0.637 at a significance level of 0.000 for the treatment group (Table 3). Thus, sig. < 0.05, so Ho is rejected. Thus, the pretest and post-test data of the control group in the ability to write expository texts in class X SMA Cianjur were not normally distributed.

Table 3
Normality Test of the Pretest and Posttest Results of the Ability to Write Expository Texts for the Control Group

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Control Group	Statistic	df	Sig.	Statistic	df	Sig.
pretest	0,136	30	0,007	0,948	60	0,012
post-test	0,339	30	0,000	0,637	60	0,000

a. Lilliefors Significance Correction

The second requirement, the homogeneity test for data on the ability to write expository texts for class X SMA Cianjur 5, was discontinued. This was due to the non-normal distribution of the pre--test and post-test data on expository writing ability. In other words, even if the homogeneity test proves homogeneous, the use of the independent sample t-test is still unacceptable.

Normality Test for Pre-test and Post-test Results Curves on Expository Writing Ability for the Experiment Group

The curve normality test was performed using SPSS using the Shapiro-Wilk technique. This technique was used because the number of samples per group was <50. The calculated statistic was 0.946 at a significance level of 0.010 for the pretest and post-test in the experiment group and 0.637 at a significance level of 0.000 for the treatment group (Table 4). Thus, sig. < 0.05, so Ho is rejected. Thus, the pretest and post-test data of the experiment group in the ability to write expository texts in class X SMA Cianjur were not normally distributed.

Table 4
Normality Test of the Curves of the Pretest and Posttest Results of the Ability to Write Expository Texts for the Experimental Group

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest-poss-test	0,132	60	0,011	0,946	60	0,010
Experiment Group	0,339	60	0,000	0,637	60	0,000

a. Lilliefors Significance Correction

1. Mann Whitney Test Data Pre-test and Post-test Results of Expository Text Writing Ability for Control Group

The Z value in the Mann-Whitney test for the pretest and posttest data of the control group is -4.565 at sig. 0.000 (Table 5). Therefore, sig. 0.00 < 0.05. Thus, the null hypothesis is rejected, and the working hypothesis, which states a significant difference in the means of the pretest and posttest scores, is accepted. This means that the mean pre-test and posttest mean in the control group of grade X students of SMA Negeri 5 Cianjur are different. In other words, the mean pretest of the control group of 50.57 is significantly different from the mean posttest of the control group of 66.37.

Table 5
Mann-Whitney Test Results: Pretest and Posttest Data for the Control Group of Grade X Students at SMA Negeri 5 Cianjur

Test Statistics[a]

	control
Mann-Whitney U	147,000
Wilcoxon W	612,000
Z	-4,565
Asymp. Sig. (2-tailed)	0,000

a. Grouping Variable: pretest-posttest

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2. Mann Whitney Test Data Pre-test and Post-test Results of Expository Text Writing Ability for Experiment Group

The Z value in the Mann-Whitney test for the pretest and posttest data of the control group is -6.064 at sig. 0.000 (Table 6). Therefore, sig. 0.00 < 0.05. Thus, the null hypothesis is rejected so that the working hypothesis is accepted. This means that the mean pretest mean posttest in the experimental group of grade X students of SMA Negeri 5 Cianjur is different. In other words, the mean pretest of the experimental group of 51.63 is significantly different from the mean posttest of the experimental group of 78.27.

Table 6
Mann-Whitney Test Results: Pretest and Posttest Data for the Experiment Group of Grade X Students at SMA Negeri 5 Cianjur

Test Statistics[a]	
	experiment
Mann-Whitney U	44,000
Wilcoxon W	509,000
Z	-6,064
Asymp. Sig. (2-tailed)	0,000
a. Grouping Variable: pretest-posttest	

3. Mann Whitney Test Data on the Ability to Write Expository Texts Post-test of the Control Group and Treatment Group

The Z value in the Mann-Whitney test for the post-test data of the control group and the experimental group is -4.123 at sig. 0.000 (Table 7). Therefore, sig. 0.00 < 0.05. Thus, the null hypothesis is rejected so that the working hypothesis is accepted. This means that the post-test mean in the control group is significantly different from the post-test mean of the experimental group of class X students of SMA Negeri 5 Cianjur. In other words, the control group's post-test mean of 66.377 is significantly different from the post-test mean of the experimental group of 78.27.

Table 7
Mann-Whitney Test Results: Post-test Data for the Control and Treatment Groups of Grade X Students at SMA Negeri 5 Cianjur

Test Statistics[a]	
control and experiment group	post-test
Mann-Whitney U	179,500
Wilcoxon W	644,500
Z	-4,123
Asymp. Sig. (2-tailed)	0,000
a. Grouping Variable: group	

DISCUSSION

Writing is a skill that not only serves to produce good writing but also has a positive impact on one's ability to understand characters and deepen the meaning contained in a text. Writing encourages deeper thinking, analysis of ideas, and systematic arrangement of words. This helps strengthen understanding of the various concepts and messages implied in writing.

This aligns with the opinions of several experts and several authors in journal articles who state that writing is the process of expressing ideas, thoughts, and messages in symbolic or written form that others can understand. The goal is to report, inform, or influence the reader. Success in writing depends on the writer's ability to organize thoughts using appropriate word choice and construct clear sentence structures to effectively convey the message (Morsey in Tarigan, 2008; Wira & Alam, 2017; Irfan et al., 2018).

CONCLUSION

The research used two classes to compare the learning outcomes of students in the experimental and control groups. The experimental class, Class X-02, which implemented the PjBL learning model using answer boards, achieved an average pretest score of 51, which then increased to 78 in the post-test, reaching the Minimum Completion Criteria. Meanwhile, the control group, Class X-04, which implemented the Direct Learning model, achieved

an average pretest score of 50, which then increased to 66 in the posttest, with no increase in the Minimum Completion Criteria. Based on these data, it is clear that both tests administered to the two classes showed an improvement in their final test scores after receiving the treatment.

Suggestions for teachers include the use of the PjBL learning model, which utilizes answer boards for writing expository texts, to foster a more active, effective, and enjoyable learning environment. Therefore, the PjBL learning model, which utilizes answer boards, can serve as a reference for Indonesian language teachers. Through this medium, students can express their ideas and collaborate with their peers, creatively exchanging ideas and creating a fun learning experience. This allows students to understand and master expository writing skills effectively.

Second, the application of the recitation method in teaching persuasive speech to ninth-grade students at MTs Al-Ikhlas Bilungala is supported by two main factors. First, adequate facilities and infrastructure, such as reference books and a learning center, contribute to the effectiveness of the learning process. Second, students' interest and attention to the subject matter are key drivers of high learning motivation.

These two factors synergize to create a conducive and high-quality learning environment. Two other obstacles are identified: students' lack of honesty in completing assignments and their lack of punctuality in submitting assignments, which reflects a lack of discipline and responsibility. Both factors contribute to a decline in the quality of learning. Therefore, additional strategies are needed, including assignment verification through presentations, Q&A sessions, or individual discussions, as well as student character development, to improve the quality of the teaching and learning process.

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