



The Effectiveness of the Project-Based Learning Model in Learning Writing Skills for Fiction Review Texts

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ABSTRACT

This study tested the effectiveness of the Project Based Learning (PjBL) model in teaching writing fiction review texts. This study took place in the even semester of the 2025/2026 academic year using a quasi-experimental pre-test post-test single group design in class XI SMKN 3 Padang. The population of this study were students of class XI TKJ 2 who participated in learning activities to write fiction reviews before using the PjBL model and who participated in learning to write fiction reviews after using the PjBL model and submitted fiction review writing tests in each learning activity. They numbered 34 students. The sample was determined to be 32 students based on a statistical formula developed by Slavin. Data on writing fiction reviews were collected using a test for work on one of two short story texts provided. The test was compiled using a systematic and objective procedure using eleven indicators. The answer sheet was scored using a scoring rubric involving eleven indicators containing 80 maximum scores and 0 minimum scores. A checklist was used to internally validate the scoring results and the results of the data analysis. The research data were analyzed using parametric inferential statistical procedures, namely a one-sample t-test for each test result and a paired sample t-test to determine the effectiveness of the PjBL model in learning to write reviews of fictional works. The results of the study: 1) the results of learning to write fictional work review texts before using the PjBL model were in the low category; 2) the results of learning to write fictional work review texts after using the PjBL model were in the high category; 3) the PjBL model was effective for use in learning to write fictional work reviews in class XI of SMKN 3 Padang.

Keywords: project-based learning, writing skills, fiction, review texts

Efektivitas Model Project-Based Learning dalam Pembelajaran Keterampilan Menulis Teks Resensi Karya Fiksi

ABSTRAK

Penelitian ini menguji efektivitas model Project Based Learning (PjBL) dalam pembelajaran menulis teks resensi karya fiksi. Penelitian ini berlangsung pada semester genap tahun pelajaran 2025/2026 yang menggunakan desain quasi-eksperimental pre-test post-test single group di kelas XI SMKN 3 Padang. Populasi penelitian ini adalah para siswa kelas XI TKJ 2 mengikuti kegiatan pembelajaran menulis resensi karya fiksi sebelum menggunakan model PjBL dan yang mengikuti pembelajaran menulis resensi karya fiksi setelah menggunakan model PjBL dan submit tes menulis resensi karya fiksi pada setiap kegiatan pembelajaran. Mereka berjumlah 34 siswa. Sampel ditetapkan sebanyak 32 siswa berdasarkan formula statistik yang dikembangkan Slavin. Data menulis resensi karya fiksi dikumpulkan menggunakan tes untuk kerja terhadap satu dari dua teks cerpen yang disediakan. Tes disusun menggunakan prosedur sistematis dan objektif menggunakan sebelas indikator. Penskoran lembar jawaban menggunakan rubrik penskoran yang melibatkan sebelas indikator yang berisi 80 skor maksimal dan 0 skor minimal. Daftar cek-riccek digunakan untuk memvalidasi secara internal hasil penskoran dan hasil analisis data. Data penelitian dianalisis menggunakan prosedur statistik inferensial parametrik yakni uji t satu sampel untuk setiap hasil tes dan uji t sampel berpasangan untuk menentukan efektivitas model PjBL dalam pembelajaran menulis resensi karya fiksi. Hasil penelitian: 1) hasil belajar menulis teks resensi karya fiksi sebelum menggunakan model PjBL berkategori rendah; 2) hasil belajar menulis teks resensi karya fiksi setelah menggunakan model PjBL berkategori tinggi; 3) model PjBL efektif digunakan dalam pembelajaran menulis resensi karya fiksi di kelas XI SMKN 3 Padang.

Kata kunci: project-based learning, keterampilan menulis, teks resensi, karya fiksi

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INTRODUCTION

Students are required to master six language skills: listening, reading, speaking, writing, presenting, and viewing (Lestari et al., 2024; Razak, 2000; Andriani et al., 2023; Dalman, 2014). Writing skills are prominent because they are the primary means for students to express ideas logically, systematically, and critically (Verawati et al., 2024; Adams & Simmons, 2019; Agustina, 2021).

One form of this is fiction review texts, which are taught in grade XI of vocational high schools according to the Independent Curriculum (Deaningrum et al., 2023; Hadiano et al., 2022; Rosidah et al., 2023). However, students' ability to write review texts remains low, characterized by difficulty organizing ideas systematically, limited understanding of text structure, limited vocabulary, low reading interest, and the dominance of teacher-centered learning with minimal variation in methods (Amril & Thahar, 2022; Arifin et al., 2020; Chen et al., 2023).

This condition results in review texts that are shallow, uncritical, and full of linguistic errors. A potential solution is the Project-Based Learning (PjBL) model, which encourages students to engage in real-life projects such as in-depth reading and creatively reviewing works, thereby enhancing their reading interest and critical thinking skills (Zega, 2022; Supriyanti, 2017; Nurina, 2021). Although PjBL research for other texts is extensive, specific studies on fiction review texts in vocational schools are still limited, particularly with the integration of interactive media (Putri et al., 2021; Nusa, 2021; Putri et al., 2021).

The problem formulation focuses on: (1) How are the review text writing skills of grade XI students at SMKN 3 Padang before implementing the PjBL model? (2) How are these skills after implementing the PjBL model? (3) Is there a significant effect of implementing the PjBL model on improving the review text writing skills of grade XI students at SMKN 3 Padang?

The research objectives include: (1) Describing the review text writing skills of grade XI students at SMKN 3 Padang before implementing the

PjBL model; (2) Describing these skills after implementing the PjBL model; (3) Analyze the significant influence of the PjBL model on improving the writing skills of class XI students at SMKN 3 Padang.

The benefits of this research are divided into theoretical and practical. Theoretically, this research adds to the body of knowledge about developing writing skills for review texts through PjBL. Practically, the results are useful for Indonesian language teachers at SMKN 3 Padang as a learning reference, students as motivation to improve skills, researchers as enriching educators' insights, and other researchers as references for further research.

Relevant research includes studies by Hasanah et al. (2026) entitled *Learning to Write a Summary Story Review Using a Dual Strategy through a Google Form-Based Teaching Module*. The results of the study: 1) the learning procedure for writing Amir Hamzah's fable review using a dual strategy through a Google form-based teaching module with the file upload option involved 3 initial activities, 11 core activities, and 2 final activities; 2) the learning outcomes of writing Amir Hamzah's fable review using a dual strategy through a Google form-based teaching module with the file upload option were in the high category.

Yolanda & Yohandr (2025) entitled *Development of Science E-Modules Based on PjBL (Project Based Learning) in Grade VIII to Improve Students' Critical Thinking Skills*. Based on the results of the assessment of project-based learning (PjBL) based science e-modules conducted by experts, the results obtained with an average validation by media experts, material experts and linguists are in the valid category. The practicality of e-modules assessed by teachers and students of SMPN 6 Padang Panjang is in the practical and very practical categories. Effectiveness, project-based learning (PjBL) based science e-modules are in the effective category.

Murahmanita et al. (2021) entitled *Pengaruh Penggunaan Media Audio Visual terhadap Keterampilan Menulis Teks Resensi Siswa Kelas*



XI SMKS Ulumuddin Lhokseumawe. The results of the study showed differences in the average pre-test and post-test scores of the experimental and control classes. The average pre-test score of the control class was 78.44, while the post-test score was 89.78. The average (mean) score of the pre-test results of the experimental class was 68.22, while the post-test score was 90.89. These results show that there is a significant influence of the use of audio-visual media on the skills of writing review texts, in other words, H_a is accepted and H_0 is rejected.

Theoretical studies emphasize the PjBL model as a student-centered approach through authentic projects, encompassing planning, implementation, and presentation stages (Rozani et al., 2025; Kokotsaki et al., 2016; Nurasman & Alfalah, 2025).

Writing a review of a work of fiction is the ability of tenth-grade students at SMKN 3 Padang to present a review of the short story "Robohnya Surah Kami." The review was based on the following indicators: 1) book identity; 2) synopsis; 3) review of characters and characterization; 4) review of plot; 5) review of setting; 6) review of theme; 7) review of moral message; 8) review of style; 9) balance between the strengths and weaknesses of the fictional work; and 10) readability.

METHOD

This study used a quantitative quasi-experimental approach through a pretest-posttest in one class. This approach is commonly used in research in the fields of education and learning (Fraenkel et al., 2012; Abubakar, 2021; Razak, 2017).

The research took place at SMKN 3 Padang. This A-accredited school is located at Jl. Sudirman No. 11 Padang, West Padang District, Padang City, West Sumatra Province, Indonesia.

The research was conducted at the beginning of the even semester of the 2025/2026 academic year. The initial stage included the development of teaching materials and test instruments, followed by a Google Forms-based pre-test. Following this, learning was conducted using the PjBL

model for 4 x 45 minutes and a post-test. Finally, data scoring and analysis were conducted, and a research report was written in the form of a scientific article.

The teaching materials included a short story, "Short Story 1," which served as a teaching guide for writing fiction reviews. Two short stories were provided for the test: Short Story 2 and Short Story 3. Short Story 1 was titled "Langit di Atas Sekolah Tua" (Sky Above the Old School) by Rina Melati (393 words). Short Story 2 was titled "Langit di Atas Rail" (Sky Above the Rail) by Andi Putra (482 words). Short Story 3 was titled "Lilin di Jendela" (Lilin di Jendela) by Dwi Rahma (406 words).

The population of this study was 34 eleventh-grade TKJ 2 students at SMK Negeri 3 Padang in the 2025/2026 academic year who participated in a pretest, a lesson on writing fiction text reviews using PjBL, and a posttest.

The sample size was 32 students. This selection was based on the formula developed by Slavin (Amin et al., 2023; Razak, 2005; Santoso, 2022). Each sample member was selected using simple random selection without replacement.

The test instrument was used to obtain data on writing fiction reviews. To ensure the test's content validity, the following steps were outlined: First, determine the test medium. This article uses online media, namely Google Forms with the file upload option.

Second, determine the test format. This article uses a performance test.

Third, determine the test system. This article uses a take-home examination system within 24 hours of the link being shared in the WhatsApp group.

Fourth, determine the number of short stories to be reviewed. This article uses one of two short stories: 1) Langit di Atas Rel by Andi Putra; 482 words; 2) Lilin di Jendela by Dwi Rahma; 406 words.

Fifth, determine the indicators for the fiction review writing test. This article involves 10 indicators: 1) identity of the fiction book; 2) synopsis; 3) characters and characterization; 4) plot

5) point of view; 6) setting; 7) theme; 8) moral message; 9) style; 10) strengths and weaknesses of fictional works; 11) readability.

Sixth, write the test specifications for writing a fiction review. The test specifications are contained within the test, containing a sequential number column, an indicator column, a test system column, a time column, and a question item column.

Seventh, write the question items as listed below.

Write one review of a work of fiction between two short story titles: 1) Langit di Atas Rel by Andi

Putra; 482 words; 2) Lilin di Jendelaby Dwi Rahma; 406 words.

The fiction review should be written manually on blank paper. Afterward, the review should be photographed and uploaded to a Google Form.

The completion time is 24 hours from the time the question link is distributed in the WhatsApp group.

Middle school students' answer sheets were corrected to obtain raw scores. This correction activity used a scoring rubric that yielded a minimum score of zero and a maximum score of 80, as shown in the table below.

Table 1
 Fiction Review Writing Scoring Rubric for Grade X of SMKN 3 Padang

No.	Indicator	Description	Score
1	Book Identity	Author, book title, publisher, publishers' city, pages, book size	4
		Author, book title, publisher, publishers' city	3
		Author, book title, publisher	2
		Author, book title	1
		There are no reviews about book identity	0
2	Synopsis	Very complete	8
		Complete	6
		Incomplete	4
		Very incomplete	2
		No synopsis	0
3	Actors and Characterization	Very complete reviews of all the actors and their respective characters	8
		Complete reviews of all the actors and their respective characters	6
		Reviews of all the actors and their respective characters are incomplete	4
		Reviews of all the actors and their respective characters are very incomplete	2
		There are no reviews about characters and characterization.	0
4	Plot	Very clear plot review	8
		Clear plot review	6
		Unclear plot review	4
		Very unclear plot review	2
		There are no reviews about the plot	0



5	Setting	Very clear place and time review	8
		Clear place and time review	6
		Unclear place and time review	4
		Very unclear place and time review	2
		There are no reviews about settings	0
6	Point of View	Very clear point of view review	8
		Clear point of view review	6
		Unclear point of view review	4
		Very unclear point of view review	2
		There are no reviews about the point of view	0
7	Themes	A review containing a main theme and three supporting themes	8
		A review containing a main theme and two supporting themes	6
		A review containing a main theme and one supporting theme	4
		A review containing only one theme	2
		No review of the theme	0
8	Messages	A review containing a main message and three supporting messages	8
		A review containing a main message and two supporting messages	6
		A review containing a main message and one supporting message	4
		A review containing only one message	2
		No review of the message	0
9	Language style	Review of the existence of three styles of language	4
		Review of the existence of two styles of language	3
		Review of the existence of one style of language	2
		No review of styles of language	0
10	Balance Strengths and Weaknesses of Review Books of Reviews	Very objective strengths/weaknesses review	8
		Objective strengths/weaknesses review	6
		Non-objective strengths/weaknesses review	4
		Very non-objective strengths/weaknesses review	2
		No strengths/weaknesses review	0
11	Readability	Very detailed readability review	8
		Detailed readability review	6
		Non-detailed readability review	4
		Very non-detailed readability review	2
		No readability review	0
	Minimum Score Amount		0
	Maimum Score Amount		80

Razak (2023)

The scoring data were analyzed using parametric inferential statistics. First, the pretest and posttest data were analyzed using a one-sample t-test. The mean comparison for the pretest was 46.88, while the mean comparison for the posttest was 56.75.

To determine the effectiveness of the PjBL model in teaching writing fiction reviews, a paired-sample t-test was used. H_0 is accepted if the t-value is significant > 0.05 . Otherwise, H_1 is accepted. H_0 means the PjBL model is ineffective for teaching writing fiction reviews in grade XI students at SMKN 3 Padang. H_1 means the PjBL model is ineffective for teaching writing fiction reviews in grade XI students at SMKN 3 Padang.

RESULTS

1. Learning Outcomes of Writing Fiction Reviews before Using PjBL

The mean learning outcome for writing fiction reviews in the learning process before using the PjBL model was 48.44. Complete descriptive statistics on the learning outcomes of writing fiction reviews for 11th-grade students at SMK Negeri 3 Padang are shown in the table below.

Table 1
 Descriptive Statistics on Learning Outcomes of Writing Fiction Reviews Before Using the PjBL Model

Descriptive Statistics	Values
N	32
Mean	48,44
Median	50,00
Mode	50
Std. Deviation	4,392
Variance	19,286
Range	14
Minimum	40
Maximum	54
Sum	1550

The normality test for the fiction review data curve before using the PjBL model yielded a Shapiro-Wilk statistic of 0.242 with a significance value of 0.079 (Figure 1). This indicates that the pre-test data were normally distributed.

Tests of Normality					
before using PjBL					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,242	32	0,077	0,842	32	0,079
a. Lilliefors Significance Correction					

Figure 1
 Screenshot of Data Normality Test Results before Using the PjBL Model

The homogeneity test for the fiction review data before using the PjBL model yielded a Levene statistic of 8.845 with a significance value of 0.407 (Figure 2). This indicates that the pre-test data were homogeneous.

Test of Homogeneity of Variances				
before using PjBL				
	Levene Statistic	df1	df2	Sig.
Based on Mean	8,845	4	27	0,407
Based on Median	0,974	4	27	0,438
Based on Median and with adjusted df	0,974	4	8,698	0,469
Based on trimmed mean	6,998	4	27	0,090

Figure 2
 Screenshot of Data Homogeneity Test Results for Writing Fiction Reviews Before Using the PjBL Model



The one-sample t-test value for writing fiction reviews before using the PjBL model using an expected mean of 45.00 was -2.013. This value has a significant value of 0.053 (Figure 3). Therefore, the sig. of 0.053 > 0.05. Thus, Ho is accepted, meaning the mean value of 45.00 for learning outcomes in writing fiction reviews before using the PjBL model is equal to the expected mean value of 50.00 (62.50 percent); categorized as low.

One-Sample Statistics			
before using PjBL			
N	Mean	Std. Deviation	Std. Error Mean
32	48,44	4,392	0,776
One-Sample Test			
before using PjBL			
Test Value = 50.00			
t	df	Sig. (2-tailed)	Mean Difference
-2,013	31	0,053	-1,563

Figure 3
 Screenshot of One-Sample t-Test Results for Writing Fiction Reviews before Using PjBL

2. Learning Outcomes for Writing Fiction Reviews after Using PjBL

The mean learning outcome for writing fiction reviews in learning after using the PjBL model was 48.44. Complete descriptive statistics on the learning outcomes for writing fiction reviews in learning using the PjBL model for 11th-grade students at SMK Negeri 3 Padang are included in the table below.

Table 2
 Descriptive Statistics of Learning Outcomes in Writing Fiction Reviews after Using the PjBL Model

Descriptive Statistics	Values
N	32
Mean	68,25
Median	68
Mode	68
Std. Deviation	2,527
Variance	6,387
Range	8
Minimum	64
Maximum	72
Sum	2184

The normality test for the data curve for writing fiction reviews in learning after using the PjBL model yielded a Shapiro-Wilk statistic of 0.898 with a significance value of 0.068 (Figure 4). This indicates that the posttest data were normally distributed.

Tests of Normality					
after using PjBL					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,211	32	0,063	0,898	32	0,068
a. Lilliefors Significance Correction					

Figure 4
 Screenshot of Normality Test Results for Fiction Review Writing Data after Using the PjBL Model

The homogeneity test for fiction review writing data after using the PjBL model yielded a Levene statistic value of 7.019 with a significance value of 0.301 (Figure 5). This means that the post-test data was also homogeneous.

Test of Homogeneity of Variances				
after using PjBL				
	Levene Statistic	df1	df2	Sig.
Based on Mean	7,019	4	27	0,301
Based on Median	1,347	4	27	0,278
Based on Median and with adjusted df	1,347	4	20,900	0,286
Based on trimmed mean	6,097	4	27	0,309

Figure 5
 Screenshot of Homogeneity Test Results for Writing Fiction Reviews after Using the PjBL Model

The one-sample t-test value for the learning outcomes of writing fiction reviews after using the PjBL model, involving an expected mean of 45.00, is -2.014. This value has a sig. 0.053 (Figure 6). Therefore, sig. 0.053 > 0.05. Thus, Ho is accepted, meaning the posttest mean of 68.25 is equal to the expected mean of 69.15 (86.43 percent); categorized as high.

One-Sample Statistics			
after using PjBL			
N	Mean	Std. Deviation	Std. Error Mean
32	68,25	2,527	0,447
One-Sample Test			
after using PjBL			
Test Value = 69.15			
t	df	Sig. (2-tailed)	Mean Difference
-2,014	31	0,053	-0,900

Figure 6
 Screenshot of One-Sample t-test Results for Writing Fiction Reviews after Using the PjBL Model

3. The Effectiveness of the PjBL Model in Teaching Writing Fiction Reviews

The effectiveness of the PjBL model in teaching writing fiction reviews for 11th-grade students at SMK Negeri 3 Padang was determined by calculating paired-sample t-values. This was done because all testing requirements, namely the sampling process, normality test, and homogeneity test, were met.

The paired sample t-value is 0.00 at a significance level of 0.00 (Figure 7). Therefore, significance $0.000 < 0.005$. Therefore, Ho is rejected, meaning the pre-test mean of 48.44 is indeed significantly different from the post-test mean of 68.25. In other words, the PjBL model is effectively implemented in teaching writing fiction reviews in eleventh-grade students at SMK Negeri 3 Padang.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
before	48,44	32	4,392	0,776
after	68,25	32	2,527	0,447
Paired Samples Test				
		t	df	Sig. (2-tailed)
Pair 1	before-after	-50,142	31	0,000

Figure 7
 Screenshot of Paired Samples t-Test Results

DISCUSSION

The low level of learning to write fiction reviews before using PjBL is believed to be due to the indicators used for writing fiction reviews themselves. This article involves eleven very detailed indicators. Therefore, when students reviewed fiction works before being introduced to these indicators, they were presented only in general and brief terms.

The PjBL model was implemented in teaching writing fiction reviews. The learning was supplemented with manual teaching materials. Beginning with a project to produce a review of a



work of fiction, students are facilitated in understanding the intrinsic elements of literary works, in this case, fictional short stories. These intrinsic elements largely form the basis for writing a review of a work of fiction. The intrinsic elements that are the focus of the learning are theme and moral. Theme, the truth contained in a fictional story, is an intrinsic element in a work of fiction that is interpretative (Fitrah & Elmustian, 2025; Kasrizal & Elmustian, 2025; Rosmaniar & Feraliza, 2025; Juriati & Razak, 2025). Therefore, a truth can be designated as the main truth, the main theme, but another reader may consider it a supporting truth. In other words, a supporting truth in a fictional story, according to one reader, may become the main truth, the main theme, for another reader.

The same applies to morals, which are also interpretative. For a teacher, the main message in a story has the potential to differ from their students' interpretations of the main message. Therefore, students are effectively facilitated in understanding the message based on reviews of fictional works related to message indicators. Students are also facilitated in understanding the equivalence between theme and message. Once students have established a main theme, the main message is derived from that main theme (Elmustian et al., 2019; Hakim et al., 2019; Sabarani & Razak, 2023).

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Based on the above review, it is very logical that the use of the PjBL model through teaching materials can improve students' understanding of

literary review indicators. This knowledge also helps them write good reviews of fictional works and achieve that category. Meriyani et al. (2022) concluded that fiction review writing skills can be improved through project-based learning in assignments.

Another aspect included in the teaching materials as an indicator for fiction reviews is readability. The pre-test sheet did not reflect this aspect in the reviews. However, readability is crucial in reviews, as it relates to the ease with which students understand a work of fiction. Several online journal articles containing studies on readability were written by (Yatim et al., 2024; Maelasari et al., 2025; Erlina et al., 2024).

CONCLUSION

First, the mean score for writing fiction reviews before implementing the PjBL model in grade XI of SMKN 3 Padang was low.

Second, the mean score for writing fiction reviews after implementing the PjBL model in grade XI of SMKN 3 Padang was high.

Third, the PjBL model is effective in teaching writing fiction reviews in grade XI of SMKN 3 Padang.

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