



Implementation of the Project-Based Learning Model Assisted by Audiovisual Media in Writing Review Texts Skill of Fictional Works Learning

Isna¹, Yulianti Rasyid^{2*}, Nursaid³, Dadi Satria⁴

¹²³⁴Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Padang, Sumatera Barat, Indonesia

*Email : yulianti_rasyid@fbs.unp.ac.id

ABSTRACT

This study aims to describe the planning, implementation, and evaluation of the application of the Project Based Learning (PjBL) model assisted by audiovisual media in teaching students to write fictional review texts in Grade VIII of SMP Negeri 1 Sutera. This research employed a descriptive qualitative approach. The research data were obtained through observation, interviews, and documentation. Observations were conducted to examine the planning, implementation, and evaluation processes of learning activities. Interviews were carried out with an Indonesian language teacher and five students of class VIII.4 who participated in the learning process. Documentation consisted of an analysis of the teaching modules and learning tools used by the teacher. The results indicate that the learning planning was systematically prepared in accordance with the Merdeka Curriculum, including the development of teaching modules, selection of audiovisual media, design of project-based learning activities, and determination of assessment techniques. The implementation of learning using the PjBL model assisted by audiovisual media was conducted in four meetings and followed the prescribed learning syntax. Students were actively involved in observing audiovisual media, participating in group discussions, developing review text projects, and presenting their work. The evaluation of learning was carried out comprehensively through pretests, process and project assessments, presentations, reflections, and posttests. The evaluation results show an improvement in students' ability to write review texts, as indicated by the higher average posttest score compared to the pretest score. Therefore, the application of the Project Based Learning model assisted by audiovisual media has a positive impact on students' learning outcomes in writing fictional review texts.

Keywords: project-based learning, audiovisual media, writing review texts, fictional works

Penerapan Model Project-Based Learning Berbantuan Media Audiovisual dalam Pembelajaran Menulis Teks Ulasan Karya Fiksi

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, dan evaluasi penerapan model Project Based Learning (PjBL) berbantuan media audiovisual dalam pembelajaran menulis teks ulasan karya fiksi siswa kelas VIII SMP Negeri 1 Sutera. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data penelitian diperoleh melalui observasi, wawancara, dan dokumentasi. Observasi dilakukan untuk mengamati proses perencanaan, pelaksanaan, dan evaluasi pembelajaran. Wawancara dilakukan dengan guru Bahasa Indonesia serta lima orang siswa kelas VIII.4 yang terlibat dalam pembelajaran. Dokumentasi berupa analisis modul ajar dan perangkat pembelajaran yang digunakan guru. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran telah disusun secara sistematis sesuai dengan Kurikulum Merdeka, meliputi penyusunan modul ajar, pemilihan media audiovisual, perancangan kegiatan berbasis proyek, serta penentuan asesmen pembelajaran. Pelaksanaan pembelajaran dengan menerapkan model PjBL berbantuan media audiovisual berlangsung dalam empat kali pertemuan dan berjalan sesuai dengan sintaks pembelajaran. Siswa terlibat aktif dalam kegiatan mengamati media audiovisual, berdiskusi kelompok, menyusun proyek teks ulasan, serta mempresentasikan hasil kerja. Evaluasi pembelajaran dilakukan secara menyeluruh melalui pretest, penilaian proses dan proyek, presentasi, refleksi, serta posttest. Hasil evaluasi menunjukkan adanya peningkatan kemampuan menulis teks ulasan siswa, ditandai dengan nilai rata-rata posttest yang lebih tinggi dibandingkan pretest. Dengan demikian, penerapan model Project Based Learning berbantuan media audiovisual memberikan dampak positif terhadap pembelajaran menulis teks ulasan karya fiksi siswa.

Kata kunci: project-based learning, media audiovisual, menulis teks ulasan, karya fiksi

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INTRODUCTION

Language plays a crucial role in human life, serving as a means of communication, a means of thinking, and a medium for expressing ideas and feelings. In education, Indonesian is not only studied as theoretical knowledge but also as a skill that students must master comprehensively. Indonesian language learning is aimed at enabling students to use the language effectively in various life contexts. In line with this, the Independent Curriculum (2024) launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) emphasizes that Indonesian language learning encompasses five language skills: listening, speaking, reading, writing, and viewing, reflecting the need for visual and digital literacy in the modern era.

Within the context of the Independent Curriculum, writing skills hold a highly strategic position. According to Nurgiyantoro (2004), writing is a high-level thinking activity that requires integration between the ability to organize ideas, choose appropriate vocabulary, and construct effective language structures. The Independent Curriculum also emphasizes that writing skills must be developed through meaningful, contextual, and experience-based learning. One of the competencies taught at the junior high school level is writing reviews of works of fiction. Review texts serve to convey responses, opinions, and assessments of literary works, such as short stories, novels, and plays. In addition to practicing writing skills, learning review texts also fosters critical, analytical, and evaluative thinking skills. However, various studies indicate that students' writing skills, particularly in compiling review texts, remain low. Ratih (2023) found that the average score for junior high school students' review writing skills was only 62.5, and most students were unable to structure the texts completely and logically.

This situation aligns with initial observations at SMP Negeri 1 Sutera, which showed that eighth-grade students still experienced difficulties writing reviews of fictional works. Students tended to rewrite stories without providing evaluations, the

text structure was incomplete, and many linguistic errors were found. These issues highlight the need for learning innovations that can increase students' motivation and critical thinking skills. The Project-Based Learning model is one alternative solution. This model emphasizes project-based learning that actively engages students from planning and project implementation to presentation. PjBL is considered capable of increasing student engagement, creativity, collaboration, and critical thinking skills (Sani, 2019; Rusman, 2017). Furthermore, the Independent Curriculum encourages teachers to implement innovative learning models such as PjBL because it aligns with the development of the Pancasila Student Profile (Kemendikbudristek, 2022).

In addition to learning models, the use of audiovisual media also plays a crucial role in improving the quality of writing instruction. Audiovisual media can help students understand stories more concretely and capture their attention because they combine visual and audio elements (Asyhar, 2012; Daryanto, 2017). Rahayu (2024) stated that Mayer's multimedia principles enable students to process information more effectively when text is combined with visuals and narrative.

Several studies support the effectiveness of both PjBL and audiovisual media, but research specifically combining the two in teaching writing fiction reviews at the junior high school level is still very limited. Similar research has not yet been conducted at SMP Negeri 1 Sutera. Therefore, this study has novelty because it focuses on the application of the Project Based Learning model, supported by audiovisual media, to teaching writing fiction reviews.

Based on the description above, the research problem is formulated as follows: How is the planning for implementing the Project Based Learning model, supported by audiovisual media, in teaching writing fiction reviews for eighth-grade students? How is the implementation of the Project Based Learning model, supported by audiovisual media, implemented in this learning process? How is the implementation of the Project Based Learn-



ing model assisted by audiovisual media evaluated?

This study aims to: describe the planning for implementing the Project Based Learning model assisted by audiovisual media; describe the implementation of the Project Based Learning model assisted by audiovisual media; describe the evaluation of the Project Based Learning model assisted by audiovisual media; in writing fiction review texts.

Theoretically, this study is useful for enriching studies on teaching writing by implementing the Project Based Learning model assisted by audiovisual media. Practically, this research is beneficial for: Teachers, as an alternative innovative learning strategy; Students, to increase motivation and ability to write review texts; Schools, as input for the development of project-based learning and audiovisual media.

Relevant research in this study includes Ratih (2023) who found low writing ability in junior high school students. Sani (2019) and Rusman (2017) demonstrated the effectiveness of Project Based Learning (PjBL) in increasing student engagement and learning outcomes. Rahayu (2024), Asyhar (2012), and Daryanto (2017) emphasized that audiovisual media can improve understanding and motivation to learn. However, research that combines PjBL with audiovisual media in learning to write review texts in junior high schools is still rarely conducted, so this research is important and relevant.

METHOD

This study employed a qualitative approach with descriptive methods. This approach was chosen to describe the planning, implementation, and evaluation process of the Project-Based Learning model, supported by audiovisual media, in teaching writing fictional review texts in eighth-grade students at SMP Negeri 1 Sutera. To support the qualitative data, this study also included quantitative data in the form of review text writing test results (pretest and posttest) to objectively

reflect student learning outcomes. The study was conducted at SMP Negeri 1 Sutera, with the subjects being an Indonesian language teacher and 31 students in grade VIII.4. The study was conducted over four meetings in the odd semester of the 2025/2026 academic year.

The test instrument was used to obtain data on writing fiction reviews. To ensure the test's content validity (Azwar, 2016; Razak, 2020, Fulcher & Davidson (2007), the following steps were outlined:

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

Second, determine the test system. This article uses a take-home examination system within 24 hours of the test instrument being shared.

Third, determine the number of short stories to be reviewed. This article uses one of two short stories: 1) *Rumah yang Terang* karya Ahmad Tohari; 910 words; 2) *Nasehat untuk Anakku* karya Motinggo Busye; 1495 words.

Fourth, determine the indicators for the fiction review writing test for SMP Negeri 1 Sutera level. This article involves 9 indicators: 1) identity of the fiction book; 2) synopsis; 3) characters and characterization; 4) plot 5) point of view; 6) setting; 7) theme; 8) message; 9) style.

Fifth, 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.

Sixth, write the question items as listed below.

Write one review of a work of fiction between two short story titles: 1) *Rumah yang Terang* karya Ahmad Tohari; 910 words; 2) *Nasehat untuk Anakku* karya Motinggo Busye; 1495 words.

SMP Negeri 1 Sutera 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 64, as shown in the table below (Razak, 2023):

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
	Minimum Score Amount		0
	Maximum Score Amount		64

First, the pretest and posttest data were analyzed using a one-sample t-test. The mean comparison for the pretest was 30,50, while the mean comparison for the posttest was 56,00. The scoring data were analyzed using parametric inferential statistics. All calculations used SPSS version 26.

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 SMP Negeri 1 Sutera. H_1 means the PjBL model is ineffective for teaching writing fiction reviews in grade XI students at SMP Negeri 1 Sutera.

Writing reviews of works of fiction is divided into four categories (Razak, 2020):

- 1) $< 55,00$: very low
- 2) $55,00-70,00$: low
- 3) $70,00-85,00$: high
- 4) $85,00-100,00$: very high

RESULT

The results of this study were obtained through four data sources, namely observation, interviews, documentation, and test results (pretest and posttest). All findings are presented in three main aspects, namely (1) learning planning, (2) learn-

ing implementation, (3) student learning outcomes and (4) learning evaluation.

1. Planning the Implementation of the Audiovisual Media-Assisted PjBL Model

Observations indicate that teachers have developed systematic and structured learning plans in accordance with the Independent Curriculum. This planning includes:

1. Determining learning objectives and outcomes
2. Developing teaching modules complete with learning steps
3. Selecting audiovisual media
4. Developing student worksheets for group projects
5. Developing assessment instruments, including writing rubrics and learning outcome tests

Teachers selected two fictional video works (*Terlalu untuk Dibahasa* and *Ice Cream Terakhir dari Ayah*) as project materials to facilitate students' understanding of the elements of review texts. Interviews with teachers revealed that the selection of audiovisual media was based on learning needs so that students could more concretely understand the plot, conflict, and message of the stories. Students also stated that they were given an explanation of the learning objectives, project steps, and assessment criteria from the beginning.

2. Pretest Result

Before the learning to write fiction reviews using the Audiovisual Media-Assisted PjBL Model took place in the eighth grade students of SMP Negeri 1 Sutera, a pretest was administered. The mean score for N = 31 was 27.55. The complete descriptive statistics of the pretest results are included in the table below.

Table 1
 Pretest Results of Writing Fiction Reviews for Eighth Grade Students of SMP Negeri 1 Sutera

Descriptive Statistics	Values
N	31
Mean	27,55 (43,05%)
Mode	26
Std. Deviation	8,559
Range	26
Minimum	16 (25,00%)
Maximum	42 (65,63%)
Sum	854

The normality test for the fiction review data curve before using the Audiovisual Media-Assisted 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					
Pretest					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,249	31	0,067	0,203	31	0,061

a. Lilliefors Significance Correction

Figure 1
 Screenshot of Data Normality Test Results before Using Audiovisual Media-Assisted PjBL Model

The homogeneity test for the fiction review data before using the PjBL model yielded a Levene statistic of 11,313 with a significance value of 0.107 (Figure 2). This indicates that the pre-test data were homogeneous.

	Levene Statistic	df1	df2	Sig.
Based on Mean	11,313	8	20	0,107
Based on Median	3,678	8	20	0,138
Based on trimmed mean	11,069	8	20	0,080

Figure 2
 Screenshot of Data Homogeneity Test Results for Writing Fiction Reviews Before Audiovisual Media-Assisted PjBL Model

The one-sample t-test value for writing fiction reviews before using the Audiovisual Media-Assisted PjBL Model using an expected mean of 30,50 was -2.013. This value has a significant value of 0.064 (Figure 3). Therefore, the sig. of 0.064 > 0.05. Thus, Ho is accepted, meaning the mean value of 30,50 for learning outcomes in writing fiction reviews before using the Audiovisual Media-Assisted PjBL Model is equal to the expected mean value of 30,50 (47,65 percent); categorized as low.

One-Sample Statistics			
Pretest			
N	Mean	Std. Deviation	Std. Error Mean
31	27,55	8,559	1,537

One-Sample Test			
Pretest			
Test Value = 30,50			
t	df	Sig. (2-tailed)	Mean Difference
-1,920	30	0,064	-2,952

Figure 3
 Screenshot of One-Sample t-Test Results for Writing Fiction Reviews of Pretest



3. Implementation of the Audiovisual Media-Assisted PjBL Model

The learning process took place over four meetings. In general, the learning process was active, collaborative, and followed the PjBL syntax as follows:

1. Meeting 1 – Pretest and project introduction
 The teacher administered a pretest and explained the project flow.
2. Meeting 2 – Defining basic questions and observing a video
 Students observed the video, noted important elements, and began discussions.
3. Meeting 3 – Compiling the project product (review text)
 Students compiled the review text in groups under the teacher's guidance.
4. Meeting 4 – Presentation of project results and posttest
 Students presented their project results and completed the posttest.

In this study, the implementation of writing a review text of a work of fiction followed the Project Based Learning syntax and was conducted over four meetings. A complete description of the implementation process has been explained based on field observations. To clarify the learning process for each meeting, a summary of the activities can be seen in the following :

1. Apperception and pretest
2. Audiovisual media presentation and discussion
3. Review text project work
4. Result presentation and posttest

The learning process was implemented sequentially and consistently according to the lesson plan in the teaching module. The first meeting focused on diagnostic assessment through a pretest. The second meeting focused on exploring and understanding fictional works through audiovisual media. The third meeting facilitated knowledge construction activities through writing a review text project. Meanwhile, the fourth meeting emphasized communication and reflection through

project presentations and final learning outcome assessment through a posttest. Based on observations, all learning stages were active and directly involved students, in keeping with the characteristics of the Project-Based Learning model.

4. Post-test Result

After the learning process of writing fiction reviews using the Audiovisual Media-Assisted PjBL Model concluded in the eighth grade of SMP Negeri 1 Sutera, a post-test was conducted. The mean score for N = 31 was 27.55. The complete descriptive statistics of the pre-test results are presented in the table below.

Table 2
 Post-test Results for Writing Fiction Reviews for Eighth Grade Students of SMP Negeri 1 Sutera

Descriptive Statistics	Values
N	31
Mean	53,87 (84,17%)
Mode	52
Std. Deviation	5,886
Range	24
Minimum	40 (62,50%)
Maximum	64 (100,00%)
Sum	1670

The normality test for the fiction review data curve after using the Audiovisual Media-Assisted PjBL Model yielded a Shapiro-Wilk statistic of 0.279 with a significance value of 0.071 (Figure 4). This indicates that the pre-test data were normally distributed.

Tests of Normality					
Post-test					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,279	31	0,069	0,211	31	0,071

a. Lilliefors Significance Correction

Figure 4
 Screenshot of Data Normality Test Results after Using Audiovisual Media-Assisted PjBL Model

The homogeneity test for the fiction review data using the PjBL model yielded a Levene statistic of 8,050 with a significance value of 0.101 (Figure 5). This indicates that the pre-test data were homogeneous.

Test of Homogeneity of Variances				
Post-test				
	Levene Statistic	df1	df2	Sig.
Based on Mean	8,050	8	20	0,101
Based on Median	7,319	8	20	0,132
Based on trimmed mean	6,121	8	20	0,070

Figure 5
 Screenshot of Data Homogeneity Test Results for Writing Fiction Reviews Using Audiovisual Media-Assisted PjBL Model

The one-sample t-test value for writing fiction reviews using the Audiovisual Media-Assisted PjBL Model using an expected mean of 30,50 was -2.013. This value has a significant value of 0.064 (Figure 3). Therefore, the sig. of 0.064 > 0.05. Thus, Ho is accepted, meaning the mean value of 30,50 for learning outcomes in writing fiction reviews before using the Audiovisual Media-Assisted PjBL Model is equal to the expected mean value of 30,50 (47,65 percent); categorized as high.

One-Sample Statistics			
Post-test			
N	Mean	Std. Deviation	Std. Error Mean
31	53,87	5,886	1,057

One-Sample Test			
Post-test			
Test Value = 36,00			
t	df	Sig. (2-tailed)	Mean Difference
-2,014	30	0,053	-2,129

Figure 6
 Screenshot of One-Sample t-Test Results for Writing Fiction Reviews of Post-test

5. The Effectiveness of the Audiovisual Media-Assisted PjBL Model in Teaching Writing Fiction Reviews

The effectiveness of the Audiovisual Media-Assisted PjBL Model in teaching writing fiction reviews for 11th-grade students at SMP Negeri 1 Sutera 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 Audiovisual Media-Assisted PjBL Model is effectively implemented in teaching writing fiction reviews in eleventh-grade students at SMP Negeri 1 Sutera.

	Mean	N	Std. Deviation	Std. Error Mean
pretest	27,55	31	8,559	1,537
post-test	53,87	31	5,886	1,057

Paired Samples Test				
		t	df	Sig. (2-tailed)
Pair 1	pretest-posttest	-18,833	31	0,000

Figure 7
 Screenshot of Paired Samples t-Test Results

DISCUSSION Lesson Planning for Writing Fiction Review Texts Using the Project-Based Learning Model Assisted by Audiovisual Media

Lesson planning is the initial stage and plays a strategic role in determining the success of learning to write fiction review texts. Based on the research findings in Chapter IV, lesson planning in grade VIII of SMP Negeri 1 Sutera has been systematically developed, referring to the Independent Curriculum and the characteristics of project-based learning. Teachers designed lesson



plans in the form of learning modules that included learning objectives, learning steps, the use of audiovisual media, and learning evaluation plans. Observations showed that the learning objectives in the learning modules were clearly formulated and aligned with the competency of writing fiction review texts. The learning objectives not only emphasized students' ability to write texts structurally but also guided them to convey their assessments and responses to fictional works logically and systematically. The formulation of these learning objectives served as the basis for determining the project activities to be undertaken by students, ensuring that the designed projects truly supported the achievement of the competency of writing review texts.

In lesson planning, teachers also adapted the learning steps to the syntax of Project-Based Learning. Based on the documentation of the teaching module and observations, the lesson plan includes the stages of determining essential questions, designing the project, developing an activity schedule, implementing and monitoring the project, testing the results, and evaluating the learning experience. These steps are carried out in a sequential and structured manner, providing clear guidance for teachers and students in implementing project-based writing learning.

Interviews with teachers indicate that the lesson plan is structured with students' conditions and needs in mind. The teacher recognizes that eighth-grade students still experience difficulties in writing review texts, particularly in structuring the text and expressing critical assessments. Therefore, the teacher designs project activities that enable students to understand fictional works more concretely through the use of audiovisual media before writing the review text. This demonstrates that the lesson plan is contextual and oriented toward solving the learning problems faced by students.

Planning the use of audiovisual media is also an important part of this lesson. Based on documentation and observations, the teacher determines the type of audiovisual media to be used

and the timing of its use during the learning process. Audiovisual media is planned as the primary learning resource to help students understand the content of the fictional work comprehensively. This planning demonstrates that audiovisual media is not used incidentally but is designed as an integral part of project-based learning.

Furthermore, lesson planning also includes evaluation planning. Teachers prepare evaluation instruments in the form of observation guidelines, interview guidelines, and documentation of student writing. This evaluation planning demonstrates that teachers not only assess the final writing but also pay attention to the ongoing learning process. Thus, the lesson plan for writing fictional review texts using the Project Based Learning model with the assistance of audiovisual media at SMP Negeri 1 Sutera has been prepared carefully and comprehensively, thus providing a strong foundation for subsequent learning implementation.

Implementation of Writing Fiction Review Texts Using the Project-Based Learning Model Assisted by Audiovisual Media

The implementation of writing fiction review texts using the Project-Based Learning (PjBL) model assisted by audiovisual media for eighth-grade students at SMP Negeri 1 Sutera was carried out in accordance with the plan outlined in the teaching module. The learning process proceeded in stages and systematically, and adhered to the PjBL syntax, which emphasizes active student involvement in the learning process.

The learning process began with introductory activities, including greetings, attendance checks, presentation of learning objectives, and apperception related to students' experiences with fictional works. This phase served to mentally prepare students and establish connections between their prior knowledge and the material to be learned. Observations showed that students began to show attention and readiness to participate in the learning process from the introductory stage.

In the core activities, the teacher implemented Project-Based Learning steps, including providing prompt questions, displaying audiovisual media, forming groups, discussing, and working on a project to write a fiction review text. Audiovisual media in the form of fictional videos is used to help students understand the story's content, plot, characters, and messages. Interviews with teachers and students revealed that using audiovisual media facilitates students' concrete understanding of the topic being reviewed, thus aiding them in developing ideas and developing a framework for their review text.

The low level of learning to write fiction reviews before using PjBL by SMP Negeri 1 Sutera student are believed to be due to the indicators used for writing fiction reviews themselves. This article involves nine indicators. Therefore, when students reviewed fiction works before being introduced to these indicators, they were presented only in general and brief terms. They just wrote a very simple synopsis.

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; 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.

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; Sabarani & Razak, 2023; Hakim et al., 2019).

CONCLUSION

Based on the research results and discussion presented, it can be concluded that the implementation of the Project-Based Learning (PjBL) model, supported by audiovisual media, in teaching eighth-grade students at SMP Negeri 1 Sutera to write fictional review texts, was carried out in a planned, systematic manner, and in accordance with the provisions of the Independent Curriculum. In terms of planning, the teacher developed teaching modules, determined learning objectives, selected materials and audiovisual media, designed project-based activities, and prepared assessment instruments in the form of pretests, posttests, observation sheets, and project assessment rubrics. This thorough planning provided clear direction for implementation and facilitated optimal learning. The learning process took place over four meetings and followed the PjBL syntax. The teacher acted as a facilitator, guiding and monitoring student activities, while students actively engaged in listening to audiovisual media, discussing, working on review text writing projects, and presenting their work. Active student engagement demonstrated that learning had shifted from teacher-centered to student-centered. Audiovisual media plays an important role in helping students understand the plot, characters, setting, and moral of fictional works more concretely, thus making it easier for them to compose review texts coherently and systematically. In the evaluation aspect, learning is assessed through a pretest, project process assessment, project result presentation, learning reflection, and posttest.

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