

# THE EFFECT OF USING PROJECT BASED LEARNING ( PJBL) MODEL ON STUDENTS WRITING SKILL OF PROCEDURE TEXT ASSISTED WITH CANVA APPLICATION AT TH GRADE XI STUDENTS OF SMA NEGERI 1 AEK KUASAN IN 2025/2026 ACADEMIC YEAR

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## ABSTRACT

*This study was conducted to determine whether the use of the Project-Based Learning (PjBL) model supported by the Canva application significantly affected students' ability in writing procedure texts at th grade XI students of SMA Negeri 1 Aek Kuasan in the 2025/2026 academic year. The research employed a quantitative method with a quasi-experimental design. The population consisted of 212 eleventh-grade students, while the sample involved 68 students divided into two classes, namely XI-1 as the experimental class and XI-2 as the control class. The data were collected through writing tests, including pre-test and post-test. In the teaching process, the experimental class received instruction through the Project-Based Learning (PjBL) model assisted by Canva, whereas the control class was taught using the conventional method. The collected data were analyzed using the t-test through SPSS 23 for Windows. The findings revealed a significant improvement in students' writing performance after the treatment was applied. The average score of the experimental class increased from 67.44 on the pre-test to 86.80 on the post-test. The result indicated that the implementation of the Project-Based Learning (PjBL) model with Canva gave a positive and significant influence on students' writing skill in procedure text. Therefore, it can be concluded that the use of Project-Based Learning (PjBL) assisted by Canva was effective in improving students' writing skill of procedure text at th grade XI students of SMA Negeri 1 Aek Kuasan in the 2025/2026 academic year.*

**Keywords:** *Project-Based Learning (PjBL), Canva Application, Writing Skill, Procedure Text.*

## INTRODUCTION

English is an essential subject taught in schools worldwide, including in Indonesia. Proficiency in English allows students to gain access to global information, interact with people from different cultures, and compete in academic as well as professional fields. In the Indonesian educational curriculum, English learning focuses on four primary skills: listening, speaking, reading, and writing. However, among these four skills, writing is often regarded as the most difficult skill for students to develop.

According to H. Douglas Brown (2007), language is defined as a system of conventional vocal, written, or gestural symbols used by members of a community to communicate effectively with one another. Language is considered a distinctive human characteristic that separates humans from other living beings because it enables people to create and exchange meaning. In addition, M. A. K. Halliday (2020) states that language is a social semiotic system, which means that language is influenced by and represents the culture and social environment where it is used. Thus, language serves not only as a medium of communication but also as an instrument for thinking, learning, and developing social relationships within society.

Writing in English demands that students be able to develop ideas, arrange them in a logical manner, use suitable grammar and vocabulary, and convey meaning clearly (Ekorini, 2021). In addition, conventional teaching approaches usually emphasize grammatical rules and text structure instead of motivating students to write with meaningful expression. Consequently, many students have low writing proficiency and lack motivation to engage in writing activities.

Education has an important role in preparing students to deal with global challenges in the 21st century. In today's modern world, education is not only focused on delivering knowledge but also on enhancing students' creativity, critical thinking, collaboration, and communication abilities. Teachers are required to design learning environments that motivate students to become active learners instead of passive participants. For this reason, innovative teaching methods are essential to increase students' involvement and improve learning outcomes, particularly in language learning.

Writing is often regarded as a difficult skill by many students since it requires the ability to use grammar, vocabulary, organization, and creativity effectively. Based on observations at SMA Negeri 1 Aek Kuasan, most students in grade XI still have poor achievement in writing, especially in creating procedure texts. They commonly make mistakes in grammatical structure, possess limited vocabulary, and struggle to arrange their ideas systematically and clearly.

To address these challenges, teachers are required to implement innovative teaching models that actively engage students in the learning process. One effective approach is the Project-Based Learning (PjBL) model. PjBL emphasizes student-centered learning in which students participate in meaningful projects that produce real outcomes or products (Fadhil et al., 2021). Through this model, students are encouraged to explore ideas, work collaboratively, and apply their knowledge in authentic situations, which can improve both their motivation and learning achievement.

Project-Based Learning gives students the opportunity to learn through direct practice (Martati, 2022). In this method, students complete projects over a certain period of time, integrating critical thinking, creativity, and problem-solving skills. In the context of writing instruction, PjBL enables students to plan, draft, revise, and create written products related to real-life situations (Wardah et al., 2022). Through collaborative projects, students are able to share ideas, gain feedback, and gradually enhance their writing abilities. One theory that supports this approach is the Experiential Learning Theory proposed by David Kolb (2022), which states that effective learning takes place through direct experience involving a cycle of experiencing, reflecting, thinking, and acting. In PjBL, students gain meaningful learning experiences through project-based activities that connect learning with real situations.

Besides the learning model, learning media can also help overcome these problems. One example is the use of technology in education, such as the Canva application. Canva is a widely used graphic design platform that can support the writing learning process. This application enables teachers to create various types of designs, including presentations, posters, and infographics, which help deliver learning materials in a more interesting and engaging way.

Based on the explanation above, this research is entitled "The Effect of Using the Project-Based Learning (PjBL) Model on Students' Writing Skills in Procedure Text Assisted by the Canva Application at the Eleventh Grade Students of SMA Negeri 1 Aek Kuasan in the 2025/2026 Academic Year."

## METHODOLOGY

This research uses a quantitative method with a quasi-experimental design. This research involves two groups, namely the experimental class and the control class. Experimental classes are taught using a Cooperative Learning Model assisted by power point media, while control classes are taught using conventional methods. The population of this study is all Class XI students at SMA Negeri 1 Aek Kuasan in the academic year 2025/2026. The sample consists of 72 students selected through purposeful sampling techniques. The experimental class is class XI-1 which consists of 36 students, while the control class is class XI-2 which consists of 36 students.

Instrument used in this study is the procedure text writing test using the canva application. Data is collected through pre-test and post-test. Pre-tests are given before treatment to measure the student's initial writing comprehension ability. After that, experimental classes are taught using a project-based learning model, while control classes are taught using conventional learning methods. In the experimental class, students work individually to pour out their creative ideas to write and design the procedure text using Canva media. The post-test is carried out after treatment to determine the student's improvement in the achievement of writing comprehension.

Data was analyzed using the test-y x formula to determine whether there was a significant effect of the process-based learning model on students' understanding of writing procedures. The data was analyzed using the test-y x formula to determine whether there was a significant effect of the procejt based learning model assisted by media canva on students' understanding of writing procedure texts.

## RESULT AND DISCUSSION

The result of the students' pre-test and post-test scores in the expeeriment class are presented in the following table.

Table 1. score of Pre – Test and Post – Test Experiment Group

NO	Initial Name	Score of Pre-Test	Score of Post Test
1	AZH	65	90
2	ANA	65	85
3	AFAH	60	80
4	AKR	70	90
5	ATDT	65	90
6	AA	68	90
7	AAA	69	85
8	AP	70	90
9	BA	65	80
10	CH	60	85
11	DPYH	70	85
12	FSS	75	90
13	FAP	70	90

14	FS	60	85
15	GWD	65	85
16	HBT	70	90
17	HSNBP	70	85
18	ISB	70	85
19	IBP	70	85
20	JAAS	60	85
21	J	65	85
22	MAZ	65	90
23	MSP	68	85
24	NK	67	85
25	NAP	67	90
26	RA	67	85
27	RAP	68	90
28	RAP	69	90
29	RSBB	67	85
30	RFA	70	88
31	RAAP	75	90
32	SJV	75	90
33	SR	70	87
34	SLSS	68	85
35	VVA	65	80
36	ZSJ	65	85
	<b>Total</b>	<b>2428</b>	<b>3125</b>

The result of the students' pre-test and post-test scores in the control class are presented in the following table.

Table 2. The Score Of Pre – Test and Post – Test of Control Class

<b>NO</b>	<b>Initial Name</b>	<b>Score of Pre- Test</b>	<b>Score of Post Test</b>
<b>1</b>	AAF	60	70
<b>2</b>	ABP	65	70
<b>3</b>	AH	65	70
<b>4</b>	AAP	67	80
<b>5</b>	AKO	65	80
<b>6</b>	CPLS	60	75
<b>7</b>	CCD	65	80

8	ENA	65	75
9	FS	70	80
10	FD	60	70
11	FAS	70	70
12	FA	65	70
13	KP	65	70
14	MF	60	70
15	MLL	65	80
16	MLL	60	75
17	MA	65	75
18	MA	70	80
19	MBH	70	80
20	MLH	65	75
21	NAP	70	75
22	PBL	67	75
23	PK	65	70
24	RA	70	70
25	RDA	67	75
26	R	66	70
27	RP	70	70
28	RW	70	70
29	SR	75	75
30	SSP	70	78
31	SASBS	65	70
32	TA	67	70
33	UP	60	75
34	ZA	65	75
35	KM	70	70
36	HMS	67	75
	<b>Total</b>	<b>2132</b>	<b>2658</b>

Table 3. Students' Mean Scores

Class	Pre-Test Mean	Post-Test Mean	Improvement
Experimental Class	67.44	86.80	19.36
Control Class	59.22	73.83	14.61

Based on Table 3, the experimental class showed higher improvement compared to the control class after receiving treatment using the Project-Based Learning (PjBL) model assisted by Canva application. The mean score of the experimental class increased from 67.44 in the pre-test to 86.80 in the post-test. Meanwhile, the control class increased from 59.22 to 73.83.

## CONCLUSION

This study employed a quantitative method with a quasi-experimental research design. The purpose of the research was to determine whether the use of the Project-Based Learning (PjBL) model assisted by the Canva application had a significant effect on students' ability in writing procedure texts. The data were obtained through pre-tests and post-tests in the form of writing assessments administered to the students.

The application of Project-Based Learning (PjBL) supported by Canva was proven to

improve students' writing skills in procedure texts. This improvement occurred because the model encouraged students to learn through project activities, collaborate with classmates, and participate actively during the learning process. Furthermore, the Canva application provided students with a creative and interactive medium to organize and present their writing in a clearer and more appealing format.

Based on the analysis of the data presented in the previous chapter, the results showed that the null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted. This means that there was a significant effect of using the Project-Based Learning (PjBL) model assisted by the Canva application on the writing skills of eleventh-grade students at SMA Negeri 1 Aek Kuasan in the 2025/2026 academic year. In addition, the implementation of PjBL with Canva created a more engaging and enjoyable classroom atmosphere. It enhanced students' motivation, creativity, and participation in learning English, particularly in writing procedure texts, which are often viewed as challenging by students. Consequently, students became more attentive during the learning activities and showed better achievement in their writing performance.

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