

**THE EFFECT OF PROJECT-BASED LEARNING MODELS TO  
IMPROVE STUDENTS ACHIEVEMENT OF NARRATIVE TEXT USING  
CANVA AT SMA NEGERI TRUMON TENGAH**

**THESIS**

**Submitted in partial fulfillment of requirement for the degree of  
“Sarjana Pendidikan” (S1)**

**By :**

**IRA FAZIRA**

**1911060058**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TEACHER FACULTY OF EDUCATIONAL SCIENCES  
UNIVERSITAS BINA BANGSA GETSEMPENA  
BANDA ACEH**

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## LEMBARAN PERSETUJUAN

THE EFFECT PROJECT-BASED LEARNING MODELS TO IMPROVE  
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Skripsi ini telah disetujui untuk dipertahankan dihadapan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Bina Bangsa Getsempena

Banda Aceh, 29 Februari 2024

Pembimbing I

  
Dr. Syarfuni, M.Pd  
NIDN. 0128068203

Pembimbing II

  
Intan Kernala Sari, M.Pd  
NIDN. 0127088602

Menyetujui  
Ketua Prodi Pendidikan Guru Pendidikan Bahasa Inggris

  
Rizka Marlisa Aini, M.Pd  
NIDN. 1313038901

Mengetahui  
Dekan Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Bina Bangsa Getsempena

  
Dr. Syarfuni, M.Pd  
NIDN. 0128068203

# PENGESAHAN TIM PENGUJI

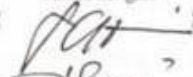
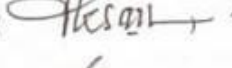


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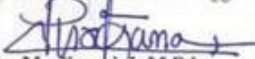
Banda Aceh, 23 September 2024

Pembimbing I	: <u>Dr. Svarfuni, M.Pd</u> NIDN. 0128068203
Pembimbing II	: <u>Intan Kemala Sari, M.Pd</u> NIDN. 0127088602
Penguji I	: <u>Rosdiana, M.Pd</u> NIDN.0115088503
Penguji II	: <u>Regina Rahmi, M.Pd</u> NIDN. 0103038204

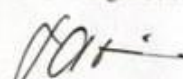
Tanda Tangan

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()  
()

Menyetujui  
Ketua Prodi Pendidikan Bahasa Inggris

()  
Rizka Marlisa Aghi, M.Pd  
NIDN. 1313638901

Mengetahui  
Dekan Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Bina Bangsa Getsempena

()  
Dr. Svarfuni, M.Pd  
NIDN. 0128068203

**PERSETUJUAN KOMISI PENGUJI**

**THE EFFECT PROJECT-BASED LEARNING MODELS TO IMPROVE  
STUDENT'S ACHIVEMENT OF NARRATIVE TEXT USIG CANVA AT  
SMA NEGERI TRUMON TENGAH**

Di ajukan sebagai salah satu syarat untuk memperoleh gelar  
Sarjana Pendidikan

Oleh  
Ira Fazira  
1911060058

Skripsi ini telah di uji pada tanggal 29 Febuari 2024 dan telah di sempurnakan berdasarkan saran  
dan masukan komisi penguji.

Ketua sidang/ pembimbing I

  
Dr. Syarifuni, M.Pd  
NIDN. 0128068203

Sekretaris sidang/ Pembimbing II

  
Intan Kemala Sari, M.Pd  
NIDN. 0127088602

Penguji I

  
Rosdiana, M.Pd  
NIDN. 0115088503

Penguji II

  
Regina Rahmi, M.Pd  
NIDN. 0103038204

## FOREWORD

*Bismillahirrahmanirrahim*

Alhamdulillah, praise and gratitude to the author for the presence of Allah SWT, who has bestowed His grace, taufik and guidance so that the author can complete this thesis. May prayers and greetings continue to be poured out on the Prophet Muhammad SAW, his family, friends, devotees of knowledge and Muslims as loyal followers of the Prophet SAW. This thesis entitled "The Effect Of Project-Based Learning Models To Improve Student Achievement Of Simple Past Tense Using Canva At Sma Negeri Trumon Tengah" was prepared to complete the requirements for obtaining a bachelor's degree in education.

The author of this thesis cannot be separated from assistance and guidance from various parties, both directly, so on this occasion the author would like to express his deepest gratitude to:

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The author would also like to thank his parents and the entire extended family who have encouraged, prayed, provided motivation and support in completing this thesis. Hopefully all the help and prayers that have been given will be answered by Allah SWT. The author realizes that this thesis still has many shortcomings, therefore the author hopes that there will be constructive criticism and suggestions, so that these shortcomings will not be repeated in the future and the author hopes that this thesis will be useful for readers and especially for the author himself. The author is fully aware that this thesis is still far from perfection. Therefore, the author really hopes for constructive criticism for further improvements. Finally, the author hopes that this thesis will be useful for all of us.

Banda Aceh, 22 Januari 2014  
Writer,

Ira Fazira

### ABSTRACT

Ira Fazira. 2023. The Effect Of Project-Based Learning Models To Improve Students Achievement Of Narrative Text Using Canva At Trumon Tengah State High School, English Language Education Study Program, Faculty of Teacher Training and Education. Supervisor I. Dr. Syarfuni, M.Pd., Supervisor II. Intan Kemala Sari, M.Pd.

One of the problems that students often face in English subjects is understanding narrative texts. These problems include students still having difficulty determining the structure of the story, the characters in the story, and understanding the storyline of the narrative text taught by the teacher in class. Therefore, the author tries to apply a narrative text teaching model that makes it easy for students to understand narrative texts, play an active role in the teaching and learning process in the classroom, namely by using the Project Based Learning learning model.

The aim of this research is to find out whether X-2 students at SMA Negeri Trumon Tengah can improve student learning outcomes in narrative texts by applying the Project Based Learning learning model. Apart from that, the aim of this research is to describe the use or application of the Project Based Learning learning model using the Canva application in improving student learning outcomes in understanding narrative texts.

The research method used is One-Group pretest-posttest design, the population in this study was 24 students, namely all class X-2 students who were active in teaching and learning activities. The data collection instrument uses tests to describe student learning outcome data, while to obtain data it uses descriptive analysis and inferential analysis, namely t-test analysis. The results of the research, namely using descriptive statistics to determine the learning outcomes of narrative text before using the Project Based Learning learning model are 50 and the learning outcomes after using the Project Based Learning strategy are 70 and for t-test is 15.84 and obtained  $t_{hitung} > t_{tabel}$  or 15, 84 > 2.07. Based on this data, it shows that the application of the Project Based Learning learning model can improve student learning outcomes in understanding narrative texts

**Keywords:** Project Based Learning, Narrative Text, learning outcome

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of Study**

The fact that English is an international language makes English considered an important subject in Indonesia. English is a foreign language taught in elementary schools, middle schools and high schools. However, English is taught more intensively since students are in high school because English is one of the subjects tested in the National Examination.

In the Indonesian education curriculum, high school students are taught several types of English texts. Each has unique characteristics that students must understand. Teaching writing to high school students is actually different from middle school or elementary school students. The teacher as a facilitator must understand the characteristics of students and class conditions before the teaching and learning process begins. Apart from that, all preparations must be prepared. Namely the learning plan, the material to be

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

Based on the author's observations while carrying out Teaching Assistance (PKL) activities at Trumon Tengah State High School, in the process of learning English, especially the intrinsic elements contained in narrative texts, students have not been able to analyze and express the intrinsic elements of Narrative Texts even though the material has been explained. This is caused by many students who do not understand the intrinsic elements of Narrative Text and how to analyze them, are less enthusiastic about learning, and do not play an active role when participating in the learning process. This will definitely influence student learning achievement

Narrative text is one of the materials that requires students' ability to understand meaning, identify and develop or compose narrative text, where this requires paying attention to linguistic elements and text structures used in Narrative Text (Arianto 2022).

Many students have difficulty understanding narrative texts, they cannot find the main elements of narrative texts including setting, characters,

conflict or problem, purpose and resolution in the text based on the author's observations. Apart from that, they cannot get the main idea and supporting details of the text. As a result, most students consider understanding narrative text material to be a difficult activity to do. This may be due to the students' previous knowledge of English being minimal and the striking differences between English and Indonesian, especially in the pronunciation of the vocabulary and sentence patterns they use. As a result, they tend to be passive and hesitant to try it. This is made worse when they pay less attention to the lesson during the teaching and learning process.

In addition, most students think twice about reading and understanding the given text. This can be seen when they prefer questions that are given suddenly, without understanding the text more deeply. Apart from that, students are generally taught through conventional methods such as delivering material without any interesting actions in the teaching and learning process of understanding narrative texts.

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

In short, students face several problems in comprehension activities in presenting narrative texts. First, students have difficulty obtaining information from text, namely narrative text. Then, this situation causes low student learning

outcomes in learning activities. Apart from that, the teaching and learning process of reading comprehension of narrative texts runs conventionally in the classroom. This makes students think English is difficult material to learn.

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

Effective learning can be seen from student activities in reviewing learning material and teachers using varied learning techniques according to learning objectives. Therefore, students must be accustomed to learning in a student center so that they can be active in learning and will be better understood because learning activities can become their experience in thinking. To help students solve these problems, a more interesting and innovative learning model is needed in teaching Text Narrative.

According to Sukma (2019), in the world of education, teachers must create creative and innovative learning models, so that students are enthusiastic in the learning process. With creative and innovative learning, a generation that

is intelligent, insightful and highly knowledgeable will be produced. Currently, there are various kinds of models and innovations that teachers use in learning.

In supporting learning, the learning model used must be appropriate to the needs of students. The learning model that is considered appropriate in supporting the learning process of writing narrative texts, namely the project-based learning model, is a learning activity that emphasizes efforts to carry out special purpose activities and the achievements are planned within a firm time frame (Mahsun, 2020). This is in line with the opinion of Sukma (2021), the Project Based Learning model is a learning model that actively involves students both individually and in groups in achieving learning goals by producing real products or works.

The Project Based Learning learning model could be one of the next alternatives developed for a learning model for understanding the intrinsic elements in narrative texts. The project-based learning model is an innovative learning model that involves project work where students work independently in constructing their learning and culminating it in a real product. This model is a learning model that emphasizes student activity in solving various open-ended problems and applying their knowledge in working on a project to produce a certain authentic product (Astuti 2018).

In the teaching and learning process by using the Project Based Learning model, teachers can take advantage of sophisticated technology whose developments also have a big influence on the teaching and learning process. Teachers must be able to create up-to-date, creative and innovative learning by

utilizing technological advances in this digital era. Teachers as motivators and facilitators must have learning media that can foster enthusiasm for learning in understanding lessons (Yulianti, 2019).

According to Chamidah (2022), by using the Canva application for Text Narrative material, students can directly express their thoughts, creativity and emotions by relying on colors, atmosphere, images and other symbols that can be utilized through project design on Canva. (Supradaka, 2022). The implementation of Canva as a learning medium needs to be implemented. Learning materials must be designed using media that is as attractive as possible so that students are more interested in receiving the learning materials.

The teacher's ability to design and implement learning designs is the key to successful, enjoyable learning. For this reason, the media used is in accordance with the learning objectives and makes students feel comfortable and easy to understand the content of the material. Learning media need to pay attention to the effects of illustrations that can be used to convey messages to students. To create a project requires special expertise, especially in designing interesting learning media. One application that can be an alternative is Canva. Canva is an online application that we can use to create learning media.

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



producing learning projects because they can express their ideas with various designs. How to use it is also relatively easy, so it can make it easy for teachers and students to use it as a learning medium in designing a project.

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

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

## **1.2 Identification of Problems**

Based on the description of the background of the problem above, the problems that can be identified are:

1. There is still a lack of variety in learning models and media as tools to assist in delivering learning
2. There is still a lack of student interest in the teaching and learning process, especially in Text Narrative material

3. The ongoing Narrative Text learning does not develop students' activeness and creativity
4. The problem of lack of student involvement in discussions of the learning process
5. The Narrative Text learning outcomes obtained by students are still low.

### **1.3 Restricting the Problem**

Based on problem identification, there are many problems that must be resolved. In order for this research to be more focused and in-depth, there needs to be limitations to the research problem. Therefore, the author limits it to the problem of the lack of models used by teachers in learning, especially understanding narrative texts in English lessons. In this research, the author will try to use a project-based learning model in learning to improve understanding of simple past tense in English lessons. This research is limited to The Effect Of Project-Based Learning Models To Improve Students Achievement Of Narrative Text Using Canva At Sma Negeri 1 Trumon Tengah.

### **1.4 Formulation of the Problem**

Based on the background above, the problem formulation in this research is "Is there any significant Effect of Project-Based Learning Models to Improve Student Achievement of Narrative Text Using Canva at Sma Negeri 1 Trumon Tengah?"

### **1.5 Research Purposes**

Based on the problem formulation above, this research aims to improve student learning outcomes in narrative texts using Canva media at Trumon Tengah State High School.

## **1.6 Research Benefits**

### **1.6.1 Theoretical Benefits**

It is hoped that the results of this research will be useful for developing learning models, especially English language lessons. In particular, to increase students' understanding of Narrative Text.

- a. For students, it helps increase student understanding and learning outcomes in English subjects through the application of a project-based learning model.
- b. For schools, this research is useful as input for improving English subjects, specifically students' understanding of Narrative Text, in improving the quality of learning using a project-based learning model.
- c. For schools, this research is useful as input for improving English subjects specifically for students' understanding of the Narrative Text in improving the quality of learning by using a project-based learning model.
- d. For the author, to find out the advantages of applying the Project-Based Learning Model regarding understanding Narrative text, and increasing knowledge and understanding regarding the application of the Project-Based Learning Model when becoming a teacher can be used as a learning model that can be applied.

### **1.7 Research Hypothesis**

According to Sugiyono, (2017:84), a hypothesis is a temporary answer to the problem formulation in a research study. It is said to be temporary because the answer given is not based on empirical facts obtained from data collection, but is only based on relevant theory.

Based on the description above, the hypothesis put forward in this research is

Ho: there is an influence of the Project based Learning model on student learning outcomes regarding narrative text using Canva for Class X Mia Students at SMAN Trumon Tengah.

H<sub>1</sub>: there is no influence of the Project Based Learning learning model on student learning outcomes regarding narrative text using Canva for Class X Mia Students at SMAN Trumon Tengah.

## **CHAPTER II**

### **THEORETICAL BASIS**

#### **2.1 Project Based Learning**

##### **2.1.1 Definition Of Project Based Learning Mode**

According to Thomas in Made, project-based learning is a learning model that offers opportunities for teachers to direct classroom learning through project work. The explanation in question is a learning model that uses the project as the core of learning.

Project-based learning is an effective educational method that focuses on creative thinking, problem solving, and interaction between students to create and utilize new knowledge.

Project Based Learning is a learning approach that requires a comprehensive learning where the student learning environment (class) is designed so that students can carry out investigations of authentic problems including deepening the material of a subject matter, and doing other meaningful assignments. This approach allows students to work independently in shaping their learning, and culminating it in real products.

There are several conditions that students must pass in project-based learning, namely.

1. Students are asked to determine the topic of the activity to be carried out.

2. Students formulate guiding questions as an inquiry process
3. Students determine a framework for activities starting from determining the form of information needed to answer questions, sources of information and facts, data collection methods, methods for analyzing data, and forms of presenting results.
4. Students create a project design in the form of an activity proposal containing the activity topic, main problem, form of data source, analysis collection method, and presentation of results.
5. Students determine a schedule for implementing the activity stages.
6. Students carry out the activities that have been proposed.
7. Students reflect on the stages of activities that have been carried out (Mahsun, 2018)

So, project-based learning is a learning model that involves a project in an individual or group process and is carried out over a certain period of time in collaboration and produces a product or work which is then presented.

### **2.1.2 Characteristics of the PJBL Learning Model**

The PJBL learning model involves students in the process of creating a work so that PJBL has enormous potential to make learning experiences more interesting for students. In learning Project Based Learning, students become motivated to be more active in learning. The characteristics of Project Based Learning learning, include aspects of content, activities, conditions and results.

Characteristics of Project Based Learning according to Daryanto and Raharjo (2012: 88)

- 1) Students make decisions about a framework
- 2) There are problems or challenges posed to students
- 3) Students design a process to determine solutions to the problems raised
- 4) Students are collaboratively responsible for accessing and managing information to solve problems
- 5) The evaluation process is carried out continuously
- 6) Students periodically perform reflexes that have been carried out
- 7) The final product of learning activities will be evaluated qualitatively
- 8) Qualitative learning situation

### **2.1.3 Learning Stages in Project Based Learning**

According to Darmayoga (2021: 45) there are several stages in applying the Project Based Learning model, namely as follows.

#### **1. Start With the Essential Questions**

Learning begins with essential questions, namely questions that can give assignments to students in carrying out an activity. Take topics that correspond to real-world realities and start with a deep investment.

#### **2. Design a Plan for the Project**

Planning is carried out collaboratively between teachers and students who are expected to feel "owned" of the project. Planning

contains the rules of the game, selecting activities that can support in answering essential questions, by integrating various possible subjects, and knowing the tools and materials that can be accessed to help complete the project.

### 3. Create a Schedule

Teachers and students collaboratively arrange a schedule of activities in completing the project. Activities at this stage include:

- 1) Create a timeline for completing the project
- 2) Make project completion deadlines
- 3) Bring students to plan a new way
- 4) Guiding students when they make ways that are not related to the project
- 5) Ask students to make explanations (reasons) about choosing a method

### 4. Monitor the Students and the Programs of the Project

The teacher is responsible for monitoring student activities while completing the project. Monitoring is carried out by facilitating students in each process. In other words, the teacher plays the role of being a mentor for student activities. In order to simplify the monitoring process, a rubric is created that can record all important activities.

### 5. Assess the Outcome

Assessment is carried out to assist teachers in measuring standard achievement, play a role in evaluating the progress of each



student, provide feedback about the level of understanding that students have achieved, assist teachers in developing subsequent learning strategies.

#### 6. Evaluate the Experience

At the end of the learning process, the teacher and students reflect on the activities and results of the projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage students are asked to express their feelings and experiences while completing the project. The teacher and students develop discussions in order to improve performance during the learning process, so that in the end a new finding is found to answer the problems raised in the first stage of learning.

#### **2.1.4 The advantages and disadvantages of the PJBL Model**

Some of the advantages and gains obtained by applying the PJBL model are yakti (Sari, 2017: 20):

- 1) Increase students' motivation to learn, encourage their ability to do important work, and they need to be rewarded
- 2) Improve problem solving ability
- 3) provide learning experiences that involve students in a complex manner and are designed to develop according to the real world
- 4) make the learning atmosphere fun, so that students and educators enjoy the learning process

- 5) encourage students to develop and practice communication skills
- 6) improve students' skills in managing resources
- 7) provide experience to students learning and practice in organizing projects, and making allocations of time and other resources such as equipment to complete assignments
- 8) provide learning experiences that involve students in a complex manner and are designed to develop according to the real world

While the weaknesses of implementing the Project-based learning model include (Sari, 2017: 20)

- 1) the curriculum that applies in our country does not yet support project-based learning
- 2) takes a lot of time to solve the problem
- 3) the organization of learning materials, planning and implementation of learning projects is difficult and requires special expertise from the teacher
- 4) solving life problems in many cases still requires specialization or discipline in each field of study even though it is taught separately from real life
- 5) choosing the right topic according to student needs, with sufficient facilities and learning resources, is not an easy job

## **2.2 Understanding Student Achievement**

According to Rosyid Moh. Zaiful, et al (2019) define learning achievement as expressed in the form of symbols, numbers, letters or sentences which can reflect the results that have been achieved by each student in a certain period and it can be stated that learning achievement is the result of a learning activity accompanied by changes that occur. achieved by students.

According to Wahab (2015: 242) concludes that learning in a broad sense can be interpreted as a process that allows the emergence or change of behavior as a result of the formation of a primary response, provided that the change or emergence of new behavior is not caused by maturity or by there is a temporary change due to something. Achievement is obtained from evaluation or assessment. Each child will have different learning outcomes or achievements from one another. Achievement obtained from learning outcomes after being assessed and evaluated can be low, medium or high.

From several definitions of learning achievement, it can be concluded that learning achievement is the result or change in learning achieved and a process that allows the emergence or change of behavior as a result of the formation of the main response, provided that the change or emergence of new behavior is not caused by maturity. or by a temporary change due to something.

The aspects of learning achievement stated by Syah Muhibbin (2015), namely :

- a. The realm of creativity (cognitive), namely: observation, memory, understanding, application, analysis, synthesis
- b. The realm of feeling (affective), namely: acceptance, welcome, appreciation, internalization, characterization
- c. The realm of initiative (psychomotor), namely: movement and action skills, verbal and non-verbal expression skills.

The factors that influence student learning achievement were stated by Simanjuntak (2013), namely:

- a. Internal factors

- 1) Intelligence

Intelligence is the ability to act to obtain something or something with the aim of thinking rationally and being able to relate to the surrounding environment satisfactorily.

- 2) Motivation

Learning motivation is a driving force that can activate students' enthusiasm for achieving achievement. However, motivation is also a driving force within students which can develop enthusiasm for learning and provide direction to learning activities.

- 3) Attitude

Attitude is a person's tendency to behave in accordance with what they are facing, both positively and negatively. Positive attitudes in students can be developed to optimize the desired learning achievements.

4) Interest

Interest is an appropriate tendency to be able to pay attention to and maintain the activities observed by students which is accompanied by a feeling of pleasure and satisfaction.

5) Talent

Talent is a person's capacity or potential to be able to do a task previously only obtained from a little study or practice.

6) Concentration

Concentration is focusing on something in the situation. However, concentration is also developed with practice.

b. External Factors

1) Family factors

Family factors can influence the development of student learning achievement. The family will be a source for children to learn.

2) School Factor

The learning methods provided by the teacher can determine how students learn independently well. With the right methods teachers can attract students' interest in learning.

### 3) Community Factors

Good environmental factors can make students achieve good learning achievements too. A child must be able to interact with his community to gain useful knowledge.

## 2.3 Narrative Text

### 2.3.1 Definition of Narrative Text

According to Rosita (2019), Narrative Text is a type of text that tells stories and events in detail based on a certain time sequence. The stories in Narrative Text are usually the author's imagination and some are based on events that actually happened. Narrative text is a part of text that tells a story and in action, thereby entertaining or providing information to the reader or listener (Anderson, 1997).

Narrative essays emphasize a chronological order in events, happenings and problems. According to Saddhono (in Rahmadani, et al, 2017) narrative (storytelling or telling) is a variety of discourse that tells the process of events or incidents. The goal is to provide as clear a picture as possible to the reader regarding the phases, sequence, steps or sequence of something happening. Simply put, narrative is a story. In narrative texts there are three main elements including events, characters and conflict.

According to Merisa Rani (2020), narrative text is called story orientation which tells the problems that occur in the story. After that the author tells the sequence of events chronologically. At the end of the story,

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

### **2.3.2 Elements of a Narrative Text Essay include others**

#### **a. Theme**

According to Keraf (in Yuniawan, 2014: 67) a theme is a formulation of the topic that will be used as a basis for discussion and the goals that will be achieved through that topic. Theme is the main idea that underlies the creation of a story.

#### **b. Shop and Character**

This character is the center of the story and determines the existence of other narrative text elements. A narrative text has characters and each shop has a character or characteristic. Based on character, there are three types of characters, namely antagonist, protagonist and tritagonist.

#### **c. Background**

The setting in a narrative text is related to the place, time and atmosphere in which the story occurs. These three things are related to each other.

#### **d. Channel**

The plot is about the actions that must be related to each other. The characters depicted and their roles in these actions and what the situation

and feelings of the characters are for the characters involved in these actions at one time. Plot is a series of events in a narrative text, consisting of stages such as introduction, problem appearance, climax (peak tension), anticlimax (decreasing tension), and resolution.

e. **Mandate**

The message conveyed by the author to the reader is called a message.

This message can be used as a lesson or experience for readers.

### **2.3.3 Characteristics of Narrative Text**

There are three types of narrative text. According to Rayendriani Fahmei (2016), narrative texts are generally divided into 3 types. They are true stories, fairy tales and folk tales.

a) **True stories** are the personal experiences of the characters in the story.

This is based on facts that the character finds in his life. This story is an interesting experience of the character at a certain time in his life.

b) **Fables** are a type of narrative text whose main characters are animals who have human-like attitudes.

c) **Folk tales** which are typical fairy tales or legends. This tells a magical story. Many people are interested in folklore, because they usually tell about something magical, legendary and romantic.:

### **2.3.4 General Structure of Narrative Text**

According to Anderson, there are five general structures of narrative text, namely:



a) Orientation

Story orientation is the first part in the narrative text. This section introduces some important information regarding the story. Also, in this paragraph the narrator tells the audience about who is in the story, when it happened, where it happened and what is happening. This information is conveyed clearly and concisely. Therefore, by telling the orientation the reader has understood the background information.

b) Complications

Then, after telling the orientation of the story, the narrator continues to tell the complications of the story. This section shows how the narrator begins to tell about something that starts a series of events. These events affect one or more characters. In other words, complications can be said to be the trigger for the story.

c) The sequence of events

This is the part where the narrator tells how the characters react to the complication. This includes how they feel and what they do. These events can be told chronologically (the order in which they occurred) or with flashbacks. The audience is given the narrator's point of view.

d) Resolution

After telling the chronology of the story's events, the narrator tells about solving the problems that occurred. This means that the complication or problem has been resolved.

e) Coda

The final part in a narrative text is known as the coda. The narrator prepares a coda if he wants a moral or message to be learned from the story.

### **2.3.5 Linguistic Elements of Narrative Text**

According to Otong Setiawan Djuharie, he stated that the linguistic elements used in the narrative consist of six items, such as:

1. Using the past tense: lived, was named, walked, lived, killed, etc
2. Using action verbs: arrived, ate, went, laughed, ran, etc
3. Using adverbs/adverbial words: angry, fast, horrified, etc.
4. Using nouns/noun phrases: a woman, a tree, a nut, a big old tree, a stepmother, a household, a beautiful princess, etc.
5. Use pronouns: they, he, she, it, those
6. Using connecting words/conjunctions: at one time, one day, a long time ago, then, after a few days, soon, before, and so on.

## **2.4 Canva Media**

### **2.4.1 Definition of Media Canva**

Canva is a visual design application that is very easy for users to use, even for beginners. The Canva application provides interesting features for visual content that users want to create, so that users can be as creative as possible (Muhammad, 2022: 6). In addition to increasing students' interest and creativity, the use of the Canva application in learning English is also intended to equip students with mastery in the use of information technology and at the same time increase visual literacy in learning English.

By utilizing Canva in the Narrative Text material, students can express their thoughts, creativity, and emotions directly by relying on colors, atmosphere, images, and other symbols that can be used through designs on Canva without worrying about the photos or pictures they make.

Canva is a digital platform that provides many educational tools that develop creativity and collaborative skills, making visual learning and communication easy and fun. As a digital application, Canva has advantages and disadvantages.

The advantages of the Canva application are as follows:

1. Easy to create designs
2. Has many interesting features
3. Easy to reach

The disadvantages of the Canva application are as follows:

1. Canva relies on the internet network

2. In the Canva application there are paid templates, stickers, illustrations, fonts, and so on
4. Sometimes the design chosen has similarities with other designs.
5. Making videos will take a long time to process and download

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

Smaldino, et al. (2015) stated that visual media, one of which is Canva, provides many advantages such as making abstract ideas real, motivating students, paying direct attention, repeating information, recalling previous knowledge and simplifying learning efforts.

Implementation of PjBL and Canva is the right choice in today's digital era, the practice of learning manually using old methods is less effective. The learning process switches to digital media which is presented in Canva-based media. This is part of the teacher's process of incorporating technology into education. Et Al (1991) said that a very strong role in increasing the motivation of students and teachers to carry out and rep a project is through technology.

#### **2.4.2 Planning Designing Project Planning**

Product design is a design or plan carried out before making a product. The product design carried out in this research was in the form of designing material related to narrative text in the form of a Mind Mapping design. The Mind Mapping design functions for brainstorming, namely helping to generate ideas in a more creative way and can help organize ideas so that it is easier for students to design material in the correct order.

The following is an example of a Text Narrative Sangkuriang Story using Project Based Learning using Canva:

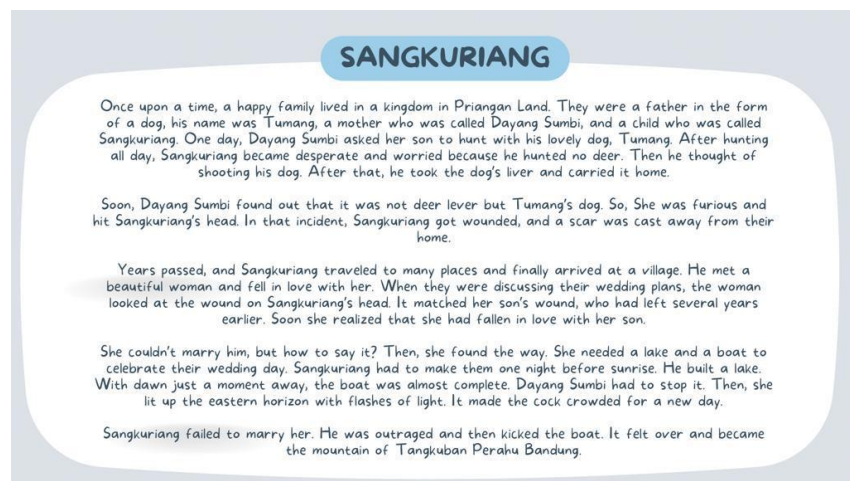
### **Sangkuriang**

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home. Soon, Dayang Sumbi found out that it was not deer liver but Tumang's dog. So, She was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one

night before sunrise. He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day. Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.



**Image 2. 1** Contoh Teks Narrative dengan Desain Proyek Mind Mapping Menggunakan Canva



**Image 2. 2** Example of Mind Mapping Project Design Using Canva

Project design using Canva in the form of Mind mapping can help organize ideas, and can help collect ideas. Mind Mapping as a technique helps

record and organize ideas. Mind Mapping also supports students to organize texts well. Adding a series of images to a mind map will help students understand the concept of the story.

Following are the steps to design a project plan.

- a. Students are divided into several groups, the names of group members are determined by the teacher.
- b. Designing products that include:
  - 1) Each group makes writing containing narrative text with an experience theme
  - 2) Make a mind map about the writing they will develop
  - 3) Design it on Canva media then share it on Canva media
- c. Components prepared in creating narrative text on Canva media
  - 1) Record the procedures for creating narrative texts
  - 2) Prepare a narrative text that will be written on Canva media by each group
- d. Tasks of group members
  - 1) Student A creates a narrative text concept using mind mapping techniques
  - 2) Student B prepares a design on Canva media
  - 3) Student C writes narrative text in the book
  - 4) All group members discuss the concept of narrative text that has been created in the book
  - 5) All group members together help student B write narrative text on Canva media.

e. Tools and materials

- 1) Tools: HP and Canva application to create narrative text on Canva media
- 2) Material: narrative text

## **2.5 Relevant Research Results**

1. The results of Sheira Ayu Indrayani's 2014 research with the title "Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Texts" show that the t-test value (3.47) is higher than T table (1.66) at a significance level of 5% which means Hypothesis Null (H0) is rejected and the Alternative Hypothesis (HA) is accepted. Therefore, the mind mapping technique is effective in improving student achievement in reading comprehension of narrative text in the second grade of SMA Mathla'ul Huda Parung Panjang Bogor.
2. The results of Galih Indra's research in 2013 with the title "Using Mind Mapping Strategies to Improve Students' Ability in Writing Procedure Texts" showed that action research during teaching writing procedure texts used the mind mapping method. Students' writing test results increased from pre-test to all. The average student writing tests were: pre-test (57.78), second cycle writing test (63.214), and post-test (80.81). It can be said that mind maps are suitable for them to maximize their ability to explore ideas and use their imagination in producing procedural texts.



3. The results of Hidayatul Hiadayah's research in 2017 with the title "The Influence of the Project Based Learning Model on Student Completeness in Economics Subjects in Class teach.

## **2.6 Hypothesis**

The hypothesis in this research is: there is a significant influence on student learning outcomes regarding narrative texts using Canva for Class X Mia Students at SMAN Trumon Tengah. The hypothesis in this research is formulated as follows:

Ho: there is no influence of the Project Based Learning learning model on student learning outcomes regarding narrative text using Canva for Class X Mia Students at SMAN Trumon Tengah.

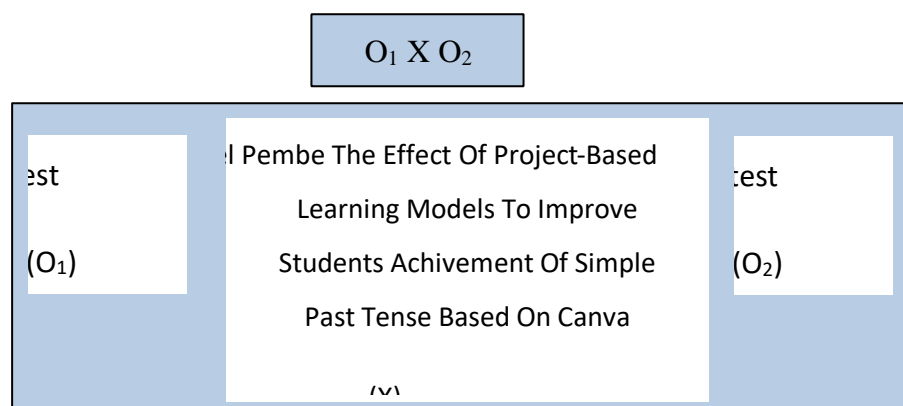
Hi: there is an influence of the Project based Learning model on student learning outcomes regarding narrative text using Canva for Class X Mia Students at SMAN Trumon Tengah.

## **CHAPTER III RESEARCH METHODS**

### **3.1 Research Design**

This research was conducted using a quantitative approach because in this study using numerical data that can be processed using statistical methods. This is in line with Arikunto Suharsimi's opinion, quantitative research is required to use numbers a lot, starting from data collection, interpretation of the data and the appearance of the results.

Each research requires certain research methods and data collection techniques in accordance with the problem to be examined by researchers. The type of research conducted here is a type of Pre-Experimental Design research in the form of a One-Group pretest-posttest design. This type of research design has a pretest, namely before being treated with the Project Based Learning model and posttest, namely those who have been given treatment or have applied the Project Based Learning model. Thus it can be known more accurately, because it can be compared with the actions before and after being given treatment.



**Tabel 3. 1** Desain penelitian One-Group Pretest-Posttest Design

Information :

O<sub>1</sub> = Pretest (Before treatment)

X = Treatment or treatment given

O2 = Posttest (After being given treatment)

### 3.2 Population and Sample

#### 3.2.1 Population

In a study, there is an object that is studied to obtain the required data. This object is the population, namely all research objects. It can be said that population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are established by a researcher to be used for study so that conclusions can then be drawn for the final results (Sugiyono 2018: 130). In this study, the population was 3 classes of class XI students at SMAN Trumon Tengah, namely X Mia-1, X Mia-2, and X Iis with a total of 62 students.

#### 3.2.2 Sample

The sample can be interpreted as part of the population. In this study, a class purposive sampling technique was used to determine which class was sampled. This sampling technique was chosen based on the results of observations, and with certain considerations. The sample in this study was class X Mia-1 which consisted of 21 students. The class samples can be seen in the following table:

**Tabel 3. 2** Sample of Class X Mia 2 at SMAN Trumon Tengah

No	Jumlah siswa	Laki- laki	perempuan	Jumlah
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1	Siswa	8	13	21
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### 3.3 Research Variable

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

#### 3.3.1 Independent variables

Sugiyono states that the independent variable is a variable that influences or causes or causes the dependent variable to arise. The independent variable in this study is the Project Based Learning learning model.

#### 3.3.2 Dependent Variables

The dependent variable is a variable that influences or becomes the result, because of the independent variables. The dependent variable in this study is an increase in student achievement regarding Narrative Text.

### 3.4 Research Instruments

The research instrument is a tool used to measure research. Research instruments are used by researchers in collecting data so that their work is easier and better, in the sense that it is faster, complete and systematic so that it is easier to process.

Thus the instrument used in this study aims to obtain data in the study.

The instrument data used in this study are as follows:

#### 3.4.1 Test Questions

Learning achievement test questions with pretest and posttest types.

The pretest is used before the Project Based Learning model is applied, while the posttest is used after students carry out learning by applying the Project Based Learning Model.

The test questions in this study are in the form of essay questions. Which is carried out before and after the application or treatment is given. Tests are used to assess and measure student learning outcomes, to determine whether there is an increase in student learning outcomes after going through teaching and learning activities.

#### 3.4.2 Observation sheet

The observation sheet is used to observe student activities in managing learning. The aim is to find out how far the implementation of the PJBL learning model takes place.

#### 3.4.3 Documentation

This documentation is in the form of photographs during the learning process that are useful for documenting important events as evidence that strengthens activities in the classroom.

### **3.5 Data Collection Techniques**

#### **3.5.1 Test Questions**

In this study there were three techniques in data collection, namely test questions, observation sheets, and documentation. The following is an explanation of the three techniques.

Test questions are used to collect data that evaluates the results of the process. This test technique is used to obtain data regarding student learning outcomes.

##### **3.5.1.1 Pretest**

The initial test was carried out before treatment, the pretest was carried out to find out students' understanding of Narrative Text before applying the Project Based Learning model.

##### **3.5.1.2 Treatment**

This test aims to determine students' abilities after applying the Project Based Learning model to the Narrative Text material.

##### **3.5.1.3 Posttest**

After the treatment, the next action is the posttest to determine the effect of using the Project Based Learning model.

### 3.5.2 Observation

Observations in this study were carried out by observing student activities during the learning process. To limit observations, this observation was carried out using an observation sheet. This observation sheet contains the activities to be observed as well as the level columns of each observed activity. Observations were made at the beginning of learning activities until the end of learning using a combination of observations arranged in the form of a checklist using simple percentages to see the level of student activity during the learning process.

### 3.5.3 Documentation

Documentation in this study was used to obtain data in the form of photographs during the learning process, which is useful for documenting important events as evidence that strengthens activities in class.

## 3.6 Data Analysis Techniques

After all the data has been collected, the next stage is data analysis, because at this stage the researcher can formulate the results of his research. The data that has been collected is then processed using the appropriate

statistics. The data collected is in the form of pretest scores and posttest scores and then compared. Comparing the two values by surprising the question whether there is a difference between the values obtained between the pretest scores and the posttest scores. Testing the difference in values is only carried out on the average of the two values and for this purpose a technique called the t-test is used.

### 1. Data analysis Descriptive Statistics

Is a statistic that is used to analyze data by describing or describing data that has been collected during the research process and is quantitative in nature. The steps in compiling through this analysis are as follows:

#### a. Average (Mean)

$$\bar{X} = \frac{\sum_{i=1}^n x_i}{n} \quad (\text{Arif Tiro, 2008: 120})$$

#### b. The percentage (%) of the average value

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

Information :

P = percentage number

f = frequency sought percentage

N = the number of samples of respondents



In this analysis, the researcher determines the level of students' ability in mastering the learning material according to the procedure designed by the Ministry of Education and Culture (2003), namely:

**Tabel 3. 3 Level of Material Mastery**

Tingkat penguasaan (%)	Kategori Hasil Belajar
0-34	Sangat rendah
35-54	Rendah
55-64	Sedang
65-84	Tinggi
85-100	Sangat tinggi

## 2. The Normality Test

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

- a) If the significance value is  $> 0.05$ , the data is normally distributed.

- b) If the significance value is  $<0.05$  then the data is not normally distributed.

After the normality test was carried out using the Shapiro-Wilk test and it was stated that the data was normally distributed, it was then continued with the homogeneity test of two variances on the results of the pretest and posttest data using SPSS 24.00.

### 3. The Homogeneity

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

- a) If the significance value is  $<0.05$ , it means that the data is declared not homogeneous.
- b) If the significance value is  $> 0.05$ , it means the data is declared homogeneous

From the test results, the data from both groups have the same variance, so hypothesis testing is carried out using the dependent test.

### 4. Hypothesis Testing

Hypothesis testing is carried out to test whether the hypothesis is in accordance with the research results or not. The data results were obtained and analyzed to observe whether or not there was an influence from the use

of the Project Based Learning learning model on student learning outcomes.

The hypotheses tested are as follows:

$H_0$ : There is an influence of the Project Based learning model on student learning outcomes in Text Narrative using Canva at Central Trumon State High School.

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

Hypothesis testing uses statistical tests, namely the dependent t-test formula with the following stages:

a) Calculating Standard Deviation

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

Information :

D = difference of X1 and X2 (X1-X2)

N = Number of samples

Xbar = Average

$s_d$  = Standard Deviation of d

b) Calculating t count

$$t = \frac{\bar{d} - \mu_0}{s_d / \sqrt{n}}$$

namely :  $\bar{X}_2 = \frac{\sum X_2^2}{n_2}$

Information :

$\bar{X}_2$  = the difference value of  $X_1$  and  $X_2$  divided by the number of samples

$s_2$  = standard deviation

$\mu_0$  = KKM value

$N$  = number of samples

- c) Determine the decision-making rules or criteria that are significant.

Significant testing rules:

If  $t_{hitung} > t_{tabel}$  then  $H_0$  is rejected  $H_a$  is accepted, it means that The application of the Project Based Learning model influences the learning outcomes of class X Mia 2 students at Trumon Tengah State High School.

- d) If  $t_{hitung} > t_{tabel}$  then  $H_0$  is rejected, it means that the application of the Project based Learning model has no effect on student learning outcomes of class X Mia 2 students at Trumon Tengah
- Determine the price  $t_{hitung}$  look for  $t_{tabel}$  using the distribution table t with a significant level  $\alpha = 0.05$  and  $dk = N - 1$
- e) Make a conclusion whether the effect of the Project Based Learning model is to increase student achievement regarding Canva-based simple past tense in class XI Mia 2 SMAN Trumon Tengah.

## CHAPTER IV RESEARCH RESULTS AND DISCUSSION

### 4.1 RESULTS AND DISCUSSION

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

Based on the results of research conducted by researchers at SD Inpres Pangrea starting on January 3, data was collected through test instruments so that student learning outcomes can be known in the form of grades from class X-2 of SMA Negeri Trumon Tengah

Data on learning outcomes for class X-2 students at Central Trumon State High School can be seen as follows:

**Tabel 4. 1** Pretest Value Score

No	Student's Name	Score
1	Ade Pipi	65
2	Arianto	20
3	Cut Kiki	50
4	Cut Rizky Juliana	85
5	Desi Suwanda	60
6	Fathul Hidayat	40
7	Gilbran	75
8	Irma Wida	40

9	Khairiah	80
10	Leni Rahmawati	50
11	M. Fikri	20
12	M. Luqfi	25
13	Maulida M	55
14	Meitiara	75
15	Mutia	60
16	Panji Setiawan	50
17	Qabila Zulva	45
18	Rio Waldi	20
19	Rizky Rahardi	40
20	Rosniati	60
21	Sahibul	35
22	Saria Puspita	60
23	Syaina Afzalia	30
24	T. Sultan	60

To  
find

the mean (average) pretest score for class X-2 students at Trumon Tengah State High School, you can see it in the table below.

**Tabel 4. 2** Calculation to find the mean (average) pretest score

<b>X</b>	<b>F</b>	<b>F.X</b>
20	3	60
25	1	25
30	1	30
35	1	35
40	3	120
45	1	45
50	3	150
55	1	55

60	5	300
65	1	65
75	2	150
80	1	80
85	1	85
<b>Amount</b>	24	1200

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

$$\begin{aligned}
 M &= \frac{\sum x}{\sum f} \\
 &= \frac{1200}{24} \\
 &= 50
 \end{aligned}$$

From the results of the calculations above, the average score obtained for the learning outcomes of class in the following table:

**Tabel 4. 3 Level of Mastery of Pretest Material**

No	Intervals	Frequency	Percentage%	Learning Outcome Categories
1	0 – 34	5	20,8 %	Very low
2	35 – 54	8	33, 3 %	Low
3	55 - 64	6	25 %	Currently
4	65 – 84	4	16,6 %	Tall
5	85 – 100	1	4,16 %	Very high
<b>Amount</b>		24	100	

Based on the data that can be seen in the table above, it can be concluded that student learning outcomes at the pretest stage using the test instrument are categorized as very low, namely 520,8%, low 33,3%, medium 25%, high 16,6% and very high home page at a percentage of 4,16%. Looking at the existing percentage results, it can be said that the level of student ability in understanding and mastering the Narrative Text subject matter before the Project Based Learning learning model was implemented.

Tabel 4. 4 Description of Completeness of Narrative Text Learning Results

Score	Categorization	Frequency	%
0 - 69	Tidak Tuntas	22	88
70 – 100	Tuntas	3	12
<b>Amount</b>		29	100

If Table 4.4 is linked to the criteria indicator for the completion of student learning outcomes determined by the researcher, namely if the number of students reaches or exceeds the KKM ( $70 \geq 75\%$ ), then it can be concluded that the English learning outcomes of class X-2 students at Trumon Tengah State High School are in the main The discussion of Narrative text using conventional learning methods does not meet the criteria for completeness of classical learning outcomes where  $12\%$  of students complete  $\leq 88\%$ .

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



During the research, changes occurred in the class after being given treatment. These changes are in the form of learning outcomes whose data is obtained after being given a posttest. These changes can be seen from the following data:

Data on social science learning outcomes for class X-2 students at Trumon Tengah State High School after implementing the Project Based Learning learning model:

**Tabel 4. 5 Posttest Value Score**

<b>No</b>	<b>Student's Name</b>	<b>Score</b>
1	Ade Pipi	85
2	Arianto	50
3	Cut Kiki	70
4	Cut Rizky Juliana	100
5	Desi Suwanda	85
6	Fathul Hidayat	85
7	Gilbran	75
8	Irma Wida	55
9	Khairiah	100
10	Leni Rahmawati	70
11	M. Fikri	65
12	M. Luqfi	60
13	Maulida M	70
14	Meitiara	85
15	Mutia	100
16	Panji Setiawan	50
17	Qabila Zulva	80
18	Rio Walidi	50
19	Rizky Rahardi	70

20	Rosniati	100
21	Sahibul	60
22	Saria Puspita	90
23	Syaina Afzalia	55
24	T. Sultan	80

To find the mean (average) posttest score of class X-2 students at Trumon Tengah State High School:

**Tabel 4. 6 Calculations to find the mean (average) posttest score**

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

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

$$\begin{aligned} M &= \frac{\sum x}{\sum 1} \\ &= \frac{1790}{24} \\ &= 74,58 \end{aligned}$$

From the results of the calculations above, the average score obtained for the learning outcomes of class in the following table:

**Tabel 4. 7Post Test Material Mastery Level**

No	Intervals	Frequency	Percentage%	Learning Outcome Categories
1	0 – 34	0	0,00 %	Very low
2	35 – 54	3	12,5 %	Low
3	55 - 64	4	16,66 %	Currently
4	65 – 84	8	33,33 %	Tall
5	85 – 100	9	37,5 %	Very high
<b>Amount</b>		24	100	

Based on the data that can be seen in the table above, it can be concluded that student learning outcomes at the post test stage using test instruments are categorized as very high, namely 37.5%, high 33.33%, medium 16.66%, low 12.5% , and is very low at a percentage of 0.00%. Looking at the existing percentage results, it can be said that the level of students' ability to

understand and master Narrative Text subject matter after implementing the Project Based Learning learning model is relatively high.

**Tabel 4. 8 Description of Completeness of Narrative Text Learning Results**

<b>Score</b>	<b>Categorization</b>	<b>Frequency</b>	<b>%</b>
0 - 69	Tidak Tuntas	8	33,33
70 – 100	Tuntas	16	66,66
<b>Amount</b>		24	100

If Table 4.8 is linked to the criteria indicators for the completion of student learning outcomes determined by the researcher, namely if students achieve or exceed the KKM ( $70 \geq 70\%$ ), it can be concluded that the Narrative Text learning outcomes for class X-2 students at Trumon Tengah State High School are on the subject. Understanding Text Narrative has met the criteria for completing classical learning outcomes where students who complete it are  $66.66\% \leq 70\%$ .

#### **4.1.3 The Effect of Implementing the Project Based Learning Model on students in class X-2 of Central Trumon State High School**

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

### 1) Normality Test

The normality test in this research is used as a requirement for the t test.

The data used for the t test must be normally distributed so the t test cannot be continued. A distribution is said to be normal if the significance level is  $> 0.05$ , conversely if the significance level is  $< 0.05$  then the distribution is said to be not normal. To test normality, use the Shapiro Wilk test using SPSS 24.00. In this research, the data collected was student pretest and posttest data. The data used in the normality test are as follows:

**Tabel 4. 9 Analysis of pre test and post test scores**

No	X1 (pre test)	X2 (post test)	$d = x_2 - X_1$	$\square^2$
	65	85	20	400
	20	50	30	900
	50	70	20	400
	85	100	15	225
	60	85	25	625
	40	85	45	2025
	75	75	0	0
	40	55	15	225
	80	100	20	400
	50	70	20	400
	20	65	45	2025
	25	60	35	1225
	55	70	15	225
	75	85	10	100

	60	100	40	1600
	50	50	0	0
	45	80	45	2025
	20	50	30	900
	40	70	30	900
	60	100	40	1600
	35	60	25	625
	60	90	30	900
	30	55	25	625
	60	80	20	400
	1200	1790	600	18750

The results of the data normality test calculation using SPSS 24.00 are as follows:

**Tabel 4. 10** Normality Test Output

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

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

a. Liliefors Significance Correction

Based on calculations using SPSS 24.00, it can be seen that for the pretest data a significant result was 0.394, for post data a significant result was 0.093. With this, it can be concluded that both pretest and posttest data are Normally distributed with  $\alpha$  0.05. This normality test

was carried out using the Shapiro Wilk test, using this test because the number of samples in the study was only as small as 24 people.

## 2) Homogeneity Test

Test the homogeneity of the experimental class which will be used as a research sample. This test is carried out to determine whether the class is homogeneous or not. To test homogeneity, researchers used pretest and posttest Narrative Text scores. The results of the data homogeneity test calculation using SPSS 24.00 are as follows:

**Tabel 4. 11** Homogeneity Test Output

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

From table 4.12 it is declared homogeneous if the significance is  $> 0.05$ .

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

## 3) Hypothesis Testing

The steps in hypothesis testing are as follows

1. Calculate standard deviation

$$\begin{aligned}
S &= \sqrt{\frac{1}{n-1} \left\{ \sum x^2 - n^2 \frac{(\sum x)^2}{n} \right\}} \\
&= \sqrt{\frac{1}{23} \left\{ 1875 - \frac{36000}{24} \right\}} \\
&= \sqrt{\frac{1}{23} \{ 1875 - 1500 \}} \\
&= \sqrt{\frac{1}{23} \{ 375 \}} \\
&= \sqrt{16,304} = 4,04
\end{aligned}$$

2. Calculate  $t_{\text{hitung}}$

$$\begin{aligned}
t &= \frac{\bar{x} - \mu_0}{s / \sqrt{n}} \\
t &= \frac{\frac{600}{24} - 70}{\frac{4,04}{\sqrt{24}}} \\
t &= \frac{22,08}{1,57} = 14,06
\end{aligned}$$

3. Find the price  $t_{\text{tabel}}$

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

$$t_{\text{tabel}} = 2,07$$

Once obtained  $t_{\text{hitung}} = 14,06$  and  $t_{\text{tabel}} = 2,07$  then it is obtained  $t_{\text{hitung}} > t_{\text{tabel}}$  or  $14,06 > 2,07$ . So it can be concluded that  $\mu_0$  is rejected and  $\mu$  is accepted. This means that there is an influence of implementing the Project Based Learning learning model on student learning achievement.

## 4.2 DISCUSSION



This type of research is pre-experimental absolute design (really). In the design there is a pre-test before treatment is given. In this way, the results of the treatment can be known more accurately, because they can be compared with the situation before the treatment. The research carried out an initial test called a pretest and at the final stage a final test was given which was called a post test. Before giving the post test, what is done is to provide treatment to respondents or research subjects in the form of discussing the material used as a research reference, namely static electricity material using a Project Based Learning strategy.

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

Furthermore, the average value of the post test results was 74.58. So the narrative text learning outcomes after implementing the Project Based Learning learning model have better learning outcomes compared to before implementing the Project Based Learning learning model. Apart from that, the percentage of students' narrative text learning outcome categories also increased, namely very high at 37.5%, high at 33.33%, medium at 16.66%, low at 12.5%, and very low at a percentage of 0.00%.

Based on the results of inferential statistical analysis using the t test formula, it can be seen that the  $t_{hitung}$  value is 15,84. With a frequency (dk) of  $29 - 1 = 28$ , at a significance level of 5%,  $t_{tabel} = 2.07$ . Therefore  $t_{hitung} > t_{tabel}$  at a significance level of 0.05, then the hypothesis is that if the Project Based learning model is applied to Narrative Text learning outcomes, it is in line with the results of the observations made. Based on the results of observations, there were changes in the students where at the beginning of the learning activities there were some students who were doing other activities or acting indifferent during the learning process. This can be seen at the first meeting as many as 3 students did other activities, whereas at the last meeting only 1 student did other activities when the teacher explained the material. At the beginning of the meeting, only a few students were active during the lesson. However, in line with the implementation of the Project Based Learning learning model, students began to be active at every meeting.

The observation results showed that there were a large number of students who answered when asked questions and students who volunteered to work on questions on the board. Students also begin to be active and confident in responding to answers from other students so that other students are also motivated to follow the lesson. A fun learning process means students no longer come in and out during learning.

Based on the results of descriptive statistical analysis and inferential statistics obtained as well as the results of observations that have been made, it can be concluded that the application of the Project Based Learning learning model has

an influence on Text Narrative learning outcomes in class X-2 students at Trumon Tengah State High School.

This is in line with research conducted by Hidayatul Hidayah, with research results that learning using Project Based Learning provides better results compared to not using the Project Based Learning Model. There are differences in the completeness of learning in a class due to the use of the Project Based Learning learning model in the teaching and learning process.

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

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

## **CHAPTER V**

### **CLOSING**

### 5.1. Conclusion

More detailed conclusions relating to the application of the Project Based Learning learning model to Text Narrative learning outcomes using Canva for class X-2 SMA Negeri Trumon Tengah are as follows:

1. Based on the data that has been obtained, it can be concluded that in general the Text Narrative learning outcomes of class X-2 students at Trumon Tengah State High School before the Project Based Learning learning model was implemented was categorized as low. This is shown in the percentage of student learning outcomes in the very low category, namely 20.8%, low 33.3%, medium 25%, high 16.6%, and very high at a percentage of 4.16%.
2. Based on the data obtained, it can be concluded that in general the Project Based Learning learning model influences the Narrative Text learning outcomes of class X-2 students at Trumon Tengah State High School. This is shown in the percentage of student learning outcomes in the very high category of 37.5%, high 33.33%, medium 16.66%, low 12.5%, and very low at a percentage of 0.00%.
3. Based on the hypothesis test that has been carried out, it can be concluded that the application of the Project Based Learning learning model has an effect on the Text Narrative learning outcomes of students in class obtained  $t_{hitung} = 15,84$  and  $t_{tabel} = 2,07$  then it is obtained  $t_{hitung} > t_{tabel}$  or  $15,84 > 2,07$ .

### 5.2.Suggestion

Based on the findings related to research on the influence of the Project Based Learning learning model on student learning outcomes in Text Narrative using Canva at Trumon Tengah State High School, several suggestions were found as follows:

1. Educators, especially Central Trumon State High School teachers, are advised to apply the Project Based Learning learning model to arouse students' interest and motivation to learn.
2. Researchers are expected to be able to develop this Project Based Learning learning model by applying it to other material to find out whether other material is suitable for this learning method in order to achieve the expected goals.
3. Prospective researchers will be able to develop and strengthen the Project Based Learning learning model and strengthen research results by reviewing them first and being able to conduct more successful research.

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# **LAMPIRAN A**

- 1. Analisis Deskriptif**
- 2. Analisis Inferensial**

## Analisis Deskriptif

### Uji Normalitas

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.116	24	.200 <sup>*</sup>	.958	24	.394
Post Test	.107	24	.200 <sup>*</sup>	.929	24	.093

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

a. Lilliefors Significance Correction

### Uji Homogenitas

#### Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre Test	Based on Mean	1.435	6	14	.270
	Based on Median	.433	6	14	.845
	Based on Median and with adjusted df	.433	6	4.478	.830
	Based on trimmed mean	1.348	6	14	.301

**Table Nilai Pretest Posttest siswa Kelas X-2**

No	X1 (pre test)	X2 (post test)	d = x2 – X1	$\square^2$
	65	85	20	400
	20	50	30	900
	50	70	20	400
	85	100	15	225
	60	85	25	625
	40	85	45	2025

	75	75	0	0
	40	55	15	225
	80	100	20	400
	50	70	20	400
	20	65	45	2025
	25	60	35	1225
	55	70	15	225
	75	85	10	100
	60	100	40	1600
	50	50	0	0
	45	80	45	2025
	20	50	30	900
	40	70	30	900
	60	100	40	1600
	35	60	25	625
	60	90	30	900
	30	55	25	625
	60	80	20	400
	1200	1790	600	18750

## Analisis Inferensial

**Tabel uji t.** Analisis skor pre test dan post test

No	X1 (pre test)	X2 (post test)	d = x2 – X1	$\square^2$
	65	85	20	400
	20	50	30	900
	50	70	20	400
	85	100	15	225
	60	85	25	625
	40	85	45	2025
	75	75	0	0
	40	55	15	225
	80	100	20	400
	50	70	20	400
	20	65	45	2025
	25	60	35	1225
	55	70	15	225
	75	85	10	100
	60	100	40	1600
	50	50	0	0
	45	80	45	2025
	20	50	30	900
	40	70	30	900
	60	100	40	1600
	35	60	25	625
	60	90	30	900
	30	55	25	625
	60	80	20	400
	1200	1790	600	18750

1. Calculate standard deviation

$$\begin{aligned}
 S &= \sqrt{\frac{1}{n-1} \left\{ \sum \square^2 - \frac{(\sum \square)^2}{n} \right\}} \\
 &= \sqrt{\frac{1}{23} \left\{ 1875 - \frac{36000}{24} \right\}}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{1}{23}\{1875 - 15000\}} \\
&= \sqrt{\frac{1}{23}\{1375\}} \\
&= \sqrt{59,78} = 7,73
\end{aligned}$$

2. Calculate  $t_{\text{hitung}}$

$$\begin{aligned}
t &= \frac{\bar{x} - \mu_0}{s / \sqrt{n}} \\
t &= \frac{\frac{600}{24} - 70}{\frac{7,73}{\sqrt{24}}} \\
t &= \frac{22,08}{1,57} = 14,06
\end{aligned}$$

3. Find the price  $t_{\text{tabel}}$

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

$$t_{\text{tabel}} = 2,07$$

Once obtained  $t_{\text{hitung}} = 15,84$  and  $t_{\text{tabel}} = 2,07$  then it is obtained  $t_{\text{hitung}} > t_{\text{tabel}}$  or  $14,06 > 2,07$ . So it can be concluded that  $\mu_0$  is rejected and  $\mu$  is accepted. This means that there is an influence of implementing the Project Based Learning learning model on student learning achievement.

# **LAMPIRAN B**

- 1. MODUL AJAR**
- 2. LKPD**

**MODUL AJAR BAHASA INGGRIS KELAS X SEBELUM MENERAPKAN  
MODEL PEMBELAJARAN PROJECT BASED LEARNING**

**INFORMASIUM**

UM	
A. IDENTITAS SEKOLAH	
NamaPenyusun	Ira Fazira
Institusi	SMA Negeri Trumon Tengah
Tahun Pembelajaran	2023-2024
Jenjang Sekolah	SMA (Sekolah Menengah Atas)
Kelas	X (sepuluh)
Fase	E
Topik	Narrative Text
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca
Alokasi waktu	2 x 45 (90 Menit)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> <li>1. Fungsi Sosial Narrative Text</li> <li>2. Generic Structure of Narrative Text (Orientation, Complication, Resolution, Reorientation)</li> <li>3. Language Features (Simple Past Tense, Past Action Verb)</li> </ol>	
C. PROFIL PELAJAR PANCASILA	
<ul style="list-style-type: none"> <li>• Gotong royong</li> </ul>	Bekerjasama mencari informasi lebih tentang materi yang diberikan dalam grup.

• Mandiri	Peserta didik mengidentifikasi fungsi sosial dari video/gambar yang diberikan secara mandiri.
• Kreatif	Membuat project materi tentang Narrative Text dengan memerhatikan fungsi sosial dan unsur kebahasaan.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
<b>D. SARANA DAN PRASARANA</b>	
Media	Papan Tulis, kamus, Laptop, Infocus
Sumber belajar	Buku paket Bahasa Inggris
<b>E. TARGET PESERTA DIDIK</b>	
1. Peserta didik reguler 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat	
<b>4. MODEL PEMBELAJARAN</b>	
Project – Based Learning (PjBL)	
<b>KOMPONEN INTI</b>	
<b>A. TUJUAN PEMBELAJARAN</b>	
Melalui kegiatan pembelajaran menggunakan Model Pembelajaran Project – Based Learning (C) peserta didik (A) diharapkan mampu: 1. Peserta didik dapat mengidentifikasi(C1) Narrative text menurut fungsi sosial, struktur teks, unsur kebahasaan dengan tepat. 2. Melalui model pembelajaran Project.	
1. Peserta didik dapat menjelaskan fungsi sosial (C2) Narrative text dengan tepat.	
2. Peserta didik dapat menganalisis (C4) Narrative text dengan membandingkan informasi pada dua teks yang berbeda dengan tepat.	
3. Peserta didik dapat menganalisis (C4) Narrative text dengan membandingkan informasi pada dua teks yang berbeda dengan tepat secara berkelompok melalui desain project menggunakan Canva.	
<b>1. PEMAHAMAN BERMAKNA</b>	
Pada akhir pembelajaran ini, Peserta didik dapat mengenal struktur yang ada pada text narrative, unsur kebahasaan, pesan moral yang ada pada cerita dan mengenal tokoh-tokoh legenda atau cerita rakyat idola mereka dan dapat menginspirasi dalam kehidupannya kelak	
<b>2. PERTANYAAN TEMATIK</b>	
• Apa yang diceritakan pada teks tersebut	



<ul style="list-style-type: none"> <li>Setelah membaca teks cerita tersebut, jelaskan apa saja (orientation, complication, resolution) dari teks tersebut</li> </ul>	
<ul style="list-style-type: none"> <li>Temukan 2 kalimat simple past tense yang terdapat pada text cerita tersebut</li> </ul>	
<b>3. PERSIAPAN PEMBELAJARAN</b>	
<ul style="list-style-type: none"> <li>Guru mempersiapkan sarana prasarana yang dibutuhkan</li> </ul>	
<ul style="list-style-type: none"> <li>Guru menjelaskan materi dan instrumen assesmen yang digunakan</li> </ul>	
<ul style="list-style-type: none"> <li>Guru memotivasi siswa</li> </ul>	
<b>4. KEGIATAN PEMBELAJARAN</b>	
Pendahuluan	<ol style="list-style-type: none"> <li>Guru memberi salam dan memulai berdoa bersama sebelum pembelajaran dimulai.</li> <li>Guru mmberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan.</li> <li>Guru mengecek kehadiran peserta didik.</li> <li>Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.</li> <li>Guru menyampaikan garis besar cakupan materi yang dipelajari.</li> </ol>
Kegiatan Inti	<ul style="list-style-type: none"> <li>Guru menayangkan sebuah vidio dan menampilkan text yang berkaitan dengan Narrative Text dan meminta peserta didik untuk mengamatnya. SiswaMemahamifungsisosial, strukturteksdanunsurkebahasaanbeberapateksdalam bentuk Narrative text.</li> <li>Gurumengajukanbeberapapertanyaanuntukmengetahuipemahaman siswaterkait Narrative text.</li> <li>Siswamenanggapi pertanyaan yang diberikan oleh guru terkait Narrative Text</li> <li>Siswa menganalisis fungsi sosial, struktur teks, dan unsur-unsur intrinsik yang ada pada Text Narrative</li> <li>Setelah melakukan diskusi dengan peserta didik guru memberikan soal dan peserta didik mencari dan mengmpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan terkait Text narrative.</li> </ul>
Penutup	<ul style="list-style-type: none"> <li>Guru membimbing peserta didik untuk menyimpulkan pembelajaran yang telah dilaksanakan</li> <li>Guru dan peserta didik melakukan refleksi diri</li> </ul>

	<ul style="list-style-type: none"> <li>• Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya</li> <li>• Guru dan peserta didik berdoa bersama.</li> </ul>
<b>5. ASSESMENT</b>	
Asesment non kognitif	<ul style="list-style-type: none"> <li>• Apa yang kamu rasakan saat ini? How do you feel right now?</li> <li>• Apakah kamu senang belajar kelompok? Do you enjoy when you discus with your friends?</li> <li>• Hal apa yang paling menyenangkan dan tidak menyenangkan? What is the happiest thing?</li> <li>• Apa yang kamu inginkan dalam pembelajaran hari ini? What do you want in this lesson?</li> </ul>
Asesment Kognitif	Pemberian soal berbentuk objektif (multiple choice and fill-in text)
Asesmen Formatif	<ul style="list-style-type: none"> <li>• Untuk kerja</li> <li>• Penilaian harian</li> </ul>
Asesment Sumatif	Penilaian Akhir Semester
<b>6. PENGAYAAN DAN REMEDIAL</b>	
<ul style="list-style-type: none"> <li>• Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.</li> <li>• Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.</li> </ul>	

## A. MATERI

### Narrative Text

#### 1. Pengertian Narrative Text

Narrative is description of events or process of skill of tellig a story, narrative text is an imaginative story to entertain people.

#### 2. Social function of narrative Text

Narrative text has function such as to entertain, amuse and deal with actual or vicarious experience in different ways. Narrative text deals with problematic events which lead to crisis turning point of some kind, which in turn finds a resolution.

### **3. The type of Narrative Text**

Text type contain about story

- Fiction/nonfiction
- Folktales
- Fables
- myths

### **4. General structure of Narrative text**

- a. Orientation
- b. Complication
- c. Resolution
- d. Coda

### **5. Significant language features of Narrative Text**

- a. Using simple past tense : lived, named, walked, stayed, etc
- b. Using action verb arrived, ate, went, laughed, ran, etc
- c. Using noun/noun phrase: a woman, tree, bean, a big old tree, stepmother, household, beautiful princess, etc
- d. Using connectives/conjunctions: once upon a time, one day, long time ago, after a few days, so, before, etc

## **SNOW WHITE**

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant. Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her. The Huntsman had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where Seven little dwarfs lived. Their house was small and strange. Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep. When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness. Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin.

One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with

a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.

## **MODUL AJAR BAHASA INGGRIS KELAS X SESUDAH MENERAPKAN MODEL PEMBELAJARAN PROJECT BASED LEARNING**

<b>INFORMASI UMUM</b>	
<b>F. IDENTITAS SEKOLAH</b>	
Nama Penyusun	Ira Fazira
Institusi	SMA Negeri Trumon Tengah
Tahun Pembelajaran	2023-2024
Jenjang Sekolah	SMA (Sekolah Menengah Atas)
Kelas	X (sepuluh)
Fase	E
Topik	Narrative Text
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran

	terhadap tujuan dan target pembaca
Alokasi waktu	2 x 45 (90 Menit)
<b>G. KOMPETENSI AWAL</b>	
4. Fungsi Sosial Narrative Text 5. Generic Structure of Narrative Text (Orientation, Complication, Resolution, Reorientation) 6. Language Features (Simple Past Tense, Past Action Verb)	
<b>H. PROFIL PELAJAR PANCASILA</b>	
• Gotong royong	Bekerjasama mencari informasi lebih tentang materi yang diberikan dalam grup.
• Mandiri	Peserta didik mengidentifikasi fungsi sosial dari video/gambar yang diberikan secara mandiri.
• Kreatif	Membuat project materi tentang Narrative Text dengan memerhatikan fungsi sosial dan unsur kebahasaan.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
<b>I. SARANA DAN PRASARANA</b>	
Media	Lembar Kerja Peserta Didik, laptop, handphone, Canva
Sumber belajar	LKPD, Power Point, Buku bacaan, Youtube dsb.
<b>J. TARGET PESERTA DIDIK</b>	
1. Peserta didik reguler 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat	
<b>K. MODEL PEMBELAJARAN</b>	
Project – Based Learning (PjBL)	
<b>KOMPONEN INTI</b>	
<b>B. TUJUAN PEMBELAJARAN</b>	
Melalui kegiatan pembelajaran menggunakan Model Pembelajaran Project – Based Learning (C) peserta didik (A) diharapkan mampu: 4. Peserta didik dapat mengidentifikasi(C1) Narrative text menurut fungsi sosial, struktur teks, unsur kebahasaan dengan tepat. 2. Melalui model pembelajaran Project.	
5. Peserta didik dapat menjelaskan fungsi sosial (C2) Narrative text dengan tepat.	
6. Peserta didik dapat menerapkan(C3) kosakata, tata bahasa, tanda baca.	

7. Peserta didik dapat menganalisis (C4) Narrative text dengan membandingkan informasi pada dua teks yang berbeda dengan tepat.	
8. Peserta didik dapat menganalisis (C4) Narrative text dengan membandingkan informasi pada dua teks yang berbeda dengan tepat secara berkelompok melalui desain project menggunakan Canva.	
<b>C. PEMAHAMAN BERMAKNA</b>	
Kemampuan berkomunikasi berbahasa inggris merupakan salah satu jawaban tentangan era globalisasi dan era revolusi 4.0	
<b>D. PERTANYAAN TEMATIK</b>	
<ul style="list-style-type: none"> <li>• Apa yang ceritakan pada teks tersebut</li> </ul>	
<ul style="list-style-type: none"> <li>• Setelah membaca teks cerita tersebut, jelaskan apa saja (orientation, complication, resolution) dari teks tersebut</li> </ul>	
<ul style="list-style-type: none"> <li>• Temukan 2 kalimat simple past tense yang terdapat pada text cerita tersebut</li> </ul>	
<b>E. PERSIAPAN PEMBELAJARAN</b>	
<ul style="list-style-type: none"> <li>• Guru mempersiapkan sarana prasarana yang dibutuhkan</li> </ul>	
<ul style="list-style-type: none"> <li>• Guru menyusun LKPD dan instrumen assesmen yang digunakan</li> </ul>	
<ul style="list-style-type: none"> <li>• Guru memotivasi siswa</li> </ul>	
<b>F. KEGIATAN PEMBELAJARAN</b>	
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran dimulai..</li> <li>2. Guru mengecek kehadiran peserta didik</li> <li>3. Guru memberi motivasi kepada peserta didik</li> <li>4. Guru melakukan tes diagnostic untuk memahami kemampuan awal peserta didik</li> <li>5. Peserta didik diberikan penjelasan tentang materi yang akan dipelajari, tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari</li> <li>6. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.</li> </ol>

<p>Kegiatan Inti</p> <p>Tahap 1 Pertanyaan mendasar</p>	<p>Creativity thiking and innovation</p> <ul style="list-style-type: none"> <li>• Guru menayangkan sebuah vidio yang berkaitan dengan Narrative Text dan meminta peserta didik untuk mengamatinya. SiswaMemahamifungsisosial, strukturteksdanunsurkebahasaanbeberapateksdalam bentuk Narrative text.</li> <li>• Gurumengajukanbeberapapertanyaanuntukmengetahuipemahamansiswaterkait Narrative text.</li> <li>• Siswamenanggapipertanyaan yang diberikanoleh guru terkait Narrative Text</li> <li>• Guru meriview kembali pembahasan materi Narrative Text.</li> </ul>
<p>Tahap 2 Mendesain perencanaan Materi</p>	<p>Collaboration and creativity thiking</p> <ul style="list-style-type: none"> <li>• Guru membagi peserta didik dalam kelompok (4 orang orang/ kelompok)</li> <li>• Peserta didik diminta untuk menentukan topik atau ide tentang Narrative Text</li> <li>• Peserta didik berdiskusi menyusun rencana pembuatan proyek meliputi pembagian tugas, persiapan alat, bahan, media, sumber yang dibutuhkan dalam tabel (LKPD)</li> <li>• Guru memastikan setiap peserta didik secara berkelompok memilih dan mengetahui prosedur pembuatan proyek/produk yang akan dihasilkan melalui aplikasi Canva.</li> </ul>
<p>Tahap 3 Monitor Keaktifan dan Perkembangan Teks</p>	<p>Collaboration</p> <ul style="list-style-type: none"> <li>• Guru memantau keaktifan dan keterlibatan peserta didik dalam menggunakan bahasa Inggris untuk pembeutan materi narrative text</li> <li>• Guru memantau perkembangan proses penggunaan bahasa Inggris dalam membuat produk</li> <li>• Guru membimbing peserta didik yang mengalami kesulitan</li> <li>• Guru memotivasi peserta didik</li> </ul>
<p>Tahap 4 Menguji Hasil</p>	<p>Communication</p> <ul style="list-style-type: none"> <li>• Guru meminta kelompok untuk mempresentasikan materi yang mereka buat dan meminta tanggapan dari kelompok lain</li> <li>• Guru membimbing peserta didik dalam</li> </ul>



	<p>mempresentasikan</p> <ul style="list-style-type: none"> <li>• Peserta didik dari kelompok lain memberikan masukan dan komentar</li> </ul>
Tahap 5 Evaluasi Pengalaman Belajar 4C HOTS	<ul style="list-style-type: none"> <li>• Guru membagikan LKPD kepada peserta didik (mandiri)</li> <li>• Siswa menjawab pertanyaan yang ada dalam LKPD tentang Narrative Text</li> </ul>
Penutup	<ul style="list-style-type: none"> <li>• Guru membimbing peserta didik untuk menyimpulkan pembelajaran yang telah dilaksanakan</li> <li>• Guru dan peserta didik melakukan refleksi diri</li> <li>• Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya</li> <li>• Guru dan peserta didik berdoa bersama.</li> </ul>
<b>G. ASSESMENT</b>	
Asesment non kognitif	<ul style="list-style-type: none"> <li>• Apa yang kamu rasakan saat ini? How do you feel right now?</li> <li>• Apakah kamu senang belajar kelompok? Do you enjoy when you discuss with your friends?</li> <li>• Hal apa yang paling menyenangkan dan tidak menyenangkan? What is the happiest thing?</li> <li>• Apa yang kamu inginkan dalam pembelajaran hari ini? What do you want in this lesson?</li> </ul>
Asesment Kognitif	Pemberian soal berbentuk objektif (multiple choice and fill-in text)
Asesmen Formatif	<ul style="list-style-type: none"> <li>• Untuk kerja</li> <li>• Penilaian harian</li> </ul>
Asesment Sumatif	Penilaian Akhir Semester
<b>H. PENGAYAAN DAN REMEDIAL</b>	
<ul style="list-style-type: none"> <li>• Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.</li> <li>• Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.</li> </ul>	
<b>I. REFLEKSI PESERTA DIDIK DAN GURU</b>	
<ul style="list-style-type: none"> <li>• Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?</li> </ul>	

- Apakah semua peserta didik nyaman belajar dalam kelompoknya?
- Pada bagian mana dari materi ini peserta didik mudah memahami?
- Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

## **B. MATERI**

### **Narrative Text**

#### **6. Pengertian Narrative Text**

Narrative is description of events or process of skill of telling a story, narrative text is an imaginative story to entertain people.

#### **7. Social function of narrative Text**

Narrative text has function such as to entertain, amuse and deal with actual or vicarious experience in different ways. Narrative text deals with problematic events which lead to crisis turning point of some kind, which in turn finds a resolution.

#### **8. The type of Narrative Text**

Text type contains about story

- Fiction/nonfiction
- Folktales
- Fables

- myths

## **9. General structure of Narrative text**

- e. Orientation
- f. Complication
- g. Resolution
- h. Coda

## **10. Significant language features of Narrative Text**

- e. Using simple past tense : lived, named, walked, stayed, rtc
- f. Using action verb arrived, ate, went, laughed, ran, etc
- g. Using noun/noun phrase: a woman, tree, bean, a big old tree, stepmother, household, beautiful prencess, etc
- h. Using connectives/conjunctions: once upon a time, one day, long tome ago, after a few days, son, before, etc

## **SNOW WHITE**

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant. Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her. The Huntsman had a kind heart and couldn't do the deed

so told her to run away. She fled into the woods where Seven little dwarfs lived. Their house was small and strange. Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep. When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness. Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin.

One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.

## **LEMBAR KERJA PESERTA DIDIK**

### **A. Tujuan Pembelajaran**

Membuat perencanaan, menulis, dan menyajikan teks Naratif dengan menggunakan kalimat sederhana dan majemuk berupa narrative text (menyusun Mind Mapping) (C6)

### **B. Indikator Pencapaian Tujuan Pembelajaran**

Melalui Project Based Learning, siswa mampu membuat perencanaan, menulis, dan menyajikan teks narrative dengan menggunakan kalimat sederhana dan majemuk berupa narrative text dengan menggunakan Aplikasi Canva (menyusun Mind mapping) dengan tepat. (C6)

### **C. Lembar Kerja**

<b>Materi</b>	<b>Kelas</b>	<b>Alokasi waktu</b>
Narrative Text	X-2	3 x 45 menit

### **D. Deskripsi Singkat**

LKPD ini memuat proyek tentang pembuatan Mind Mapping yang dibuat menggunakan Aplikasi canva yang didesain kemudian disusun dalam bentuk Mind Mapping sebagai upaya mendeskripsikan dan menjelaskan

unsur-unsur yang terkandung dalam Narrative Text. LKPD ini berupa tugas karya proyek Mind Mapping yang berisi Structure Cerita, jenis teks, unsur kebahasaan dan pesan moral dari cerita.

Berikut ini adalah contoh model pembelajara yang dapat digunakan, yaitu Project Based learning Model dengan sintak:

### “Mind Mapping” Project Using Canva

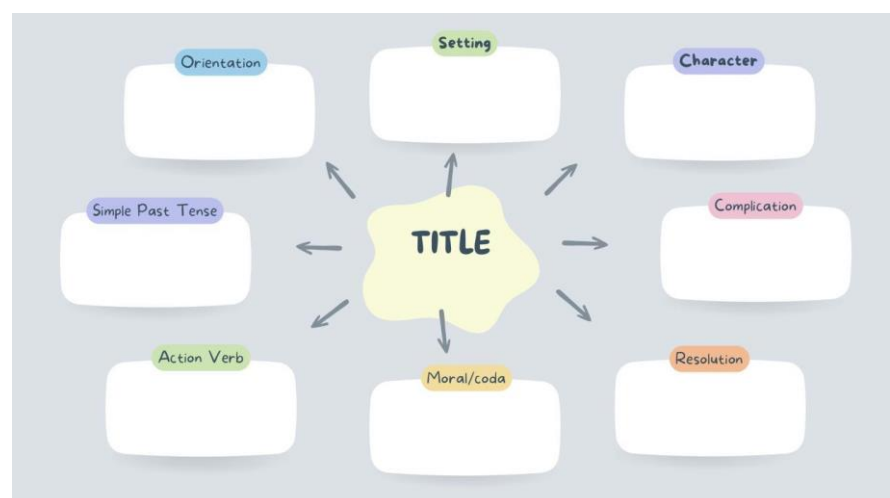
IDENTITAS			
Title	:		
Class	:		
Name	:		
AKTIVITAS			
No.	Aktivitas Peserta Didik	Aktivitas Guru	Waktu
1			
2			
3			
Dst			

**Aktivitas 1 :** menyusun text Narrative tulis dan lisan secara singkat dan sederhana Sebagai bahan diskusi, peserta didik dibagikan 5 kelompok, masing masing kelompok diberikan judul text narrtive yang berbeda-beda, dengan mendikusikan pertanyaan berikut ini:

No	Items	Answer
1	orientation	
2.	Setting	
3.	Character	
4	Complication	
5	Resolution	
6	Moral/coda	
7	Action verb	
8	Simple past tense	

**Aktivitas 2 :** tahap selanjutnya dalam menumbuhkan minat dan keterampilan dalam menulis text naratif, gunakan teknik Mind mapping dengantahapan sederhana berikut:

1. Mulailah menulis ide cerita yang akan dikembangkan dalam slide canva dengan teknik mind mapping.
2. Kembangkan dengan menulis sub topik/items dari tabel di atas dengan 5 W (ceritanya tentang apa, oemerannya siapa, kejadiannya kapan, dimana kejadian itu berlangsung, dan mengapa peristiwa itu terjadi).
3. Jika masih ada ide-ide yang bisa dikembangkan dari sub topik, teruslah menulis danmenghubungkannya dengan garis.
4. Setelah ide semua telah terekplorasi, tuangkan ke dalam sebuah tulisan teks narrative dengan memperhatikan struktur teks dan unsur kebahasaan yang telah dipelajari.



**Gambar 1. Mind Mapping Text Narrative****PRE TEST**

Name :

class :

:

Score

---

**The following text is for questions number 1-10****Mouse deer And Crocodile**

Once upon time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He thought hard and got bright idea. He said out loudly. "I will put in my leg and find out whether the water is warm or not" Of course the mouse deer did not do what he said. He did not put his leg but the mouse deer took a wood stick and put one end into the water. Blurr...! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the



difference between a wood stick and a leg?” Then the mouse deer ran to another side of the river and drink some water.

On the following day, the mouse deer was hungry. He wanted to eat some grass on the side of the river so he had to cross the dangerous river which was full of crocodiles. Again he thought hard and found another smart idea and said loudly “Crocodiles come up!” then some crocodiles rose from the water. They looked happy and show their sharp teeth and said “Hello, Mouse Deer. Do you come to be my lunch? We are hungry” The mouse deer just smiled and replied. “Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you.”

All the crocodiles felt happy and said “Really...? Tell us what to do,” said a crocodile. “You have to line up from this side of the river to the other side,” said the mouse deer. Not long after that the crocodile got all his friends and family. He ordered to lined up across the river. The mouse deer then jumped on the Crocodile’s back. “One,” the mouse deer counted. He jumped onto the next crocodile, “Two.” And he jumped again on the next crocodile, “Three.” he kept jumping until he arrived on the other side of the river. “Just enough,” said the mouse deer. “I have counted all of you” He laughed and ran to the field of grass

1. What does the story mainly talk about?
2. where does the story take place?
3. What the sentence is a part of orientation?
4. What paragraph describe the resolution of this story?
5. What is the main information discussed in the third paragraph
6. What is conflict of the story?
7. What type of narrative text is in the story text above?
8. Make the conclusion the text base on your own word
9. Find 5 past tense verbs found in the story text
10. Mention the structure narrative text in the story

### POST TEST

Name :

class :

:

Score

---

**The following text is for questions number 1-10**

#### **Mouse deer And Crocodile**

Once upon time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He thought hard and got bright idea. He said out loudly. "I will put in my leg and find out whether the water is warm or not" Of course the mouse deer did not do what he said. He did not put his leg but the mouse deer took a wood stick and put one end into the water. Blurr....! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the difference between a wood stick and a leg?" Then the mouse deer ran to another side of the river and drink some water.

On the following day, the mouse deer was hungry. He wanted to eat some grass on the side of the river so he had to cross the dangerous river which was full of crocodiles. Again he thought hard and found another smart idea and said loudly “Crocodiles come up!” then some crocodiles rose from the water. They looked happy and show their sharp teeth and said “Hello, Mouse Deer. Do you come to be my lunch? We are hungry” The mouse deer just smiled and replied. “Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you.”

All the crocodiles felt happy and said “Really...? Tell us what to do,” said a crocodile. “You have to line up from this side of the river to the other side,” said the mouse deer. Not long after that the crocodile got all his friends and family. He ordered to lined up across the river. The mouse deer then jumped on the Crocodile’s back. “One,” the mouse deer counted. He jumped onto the next crocodile, “Two.” And he jumped again on the next crocodile, “Three.” he kept jumping until he arrived on the other side of the river. “Just enough,” said the mouse deer. “I have counted all of you” He laughed and ran to the field of grass

1. What does the story mainly talk about?
2. where does the story take place?
3. What the sentence is a part of orientation?
4. What paragraph describe the resolution of this story?
5. What is the main information discussed in the third paragraph
6. What is conflict of the story?
7. What type of narrative text is in the story text above?
8. Make the conclusion the teks base on your own word
9. Find 5 past tense verbs found in the story text
10. Mention the structure narrative text in the story

### DAFTAR NILAI SISWA

#### 1. Hasil belajar siswa sebelum penggunaan model pembelajaran Project Based Learning kelas X-2 SMA Negeri Trumon Tengah

Adapun hasil belajar siswa kelas X-2 SMA Negeri Trumon Tengah, sebelum penggunaan model pembelajaran Project Based Learning, dapat dilihat dalam tabel di bawah ini.

**Tabel 1 :** tabel hasil belajar siswa sebelum menggunakan model pembelajaran Project Based Learning pada siswa kelas X-2 SMA Negeri Trumon Tengah.

No	Nama Siswa	Nilai
1	Ade Pipi	65
2	Arianto	20
3	Cut Kiki	50
4	Cut Rizky Juliana	85
5	Desi Suwanda	60
6	Fathul Hidayat	40
7	Gilbran	75
8	Irma Wida	40
9	Khairiah	80
10	Leni Rahmawati	50

11	M. Fikri	20
12	M. Luqfi	25
13	Maulida M	55
14	Meitiara	75
15	Mutia	60
16	Panji Setiawan	50
17	Qabila Zulva	45
18	Rio Walidi	20
19	Rizky Rahardi	40
20	Rosniati	60
21	Sahibul	35
22	Saria Puspita	60
23	Syaina Afzalia	30
24	T. Sultan	60

**2. Hasil belajar siswa setelah menggunakan model pembelajaran Project Based Learning kelas X-2 SMA Negeri Trumon Tengah**

Adapun hasil belajar kelas X-2 SMA Negeri Trumon Tengah setelah menggunakan model pembelajaran Project Based Learning, dapat dilihat dalam tabel di bawah ini :

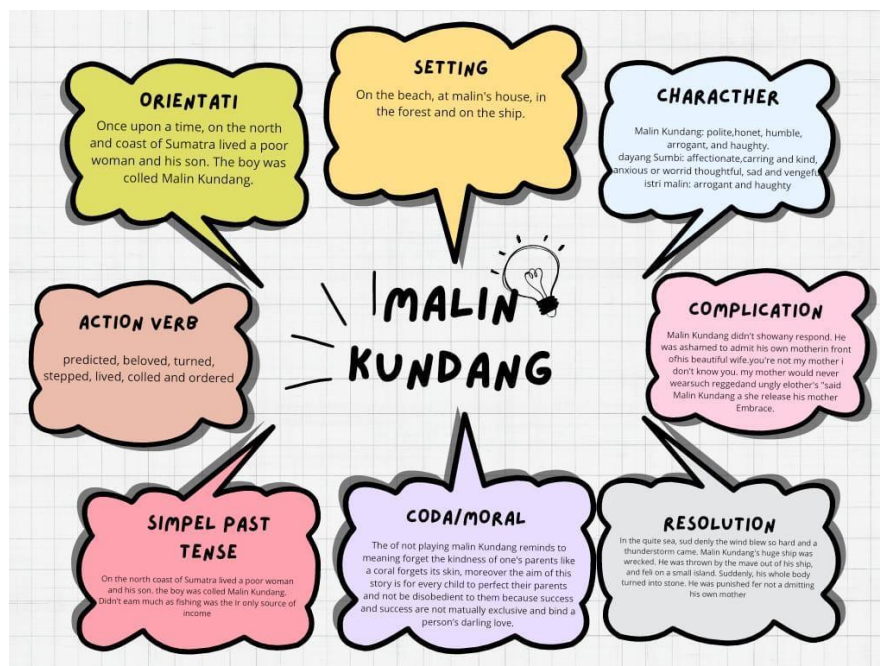
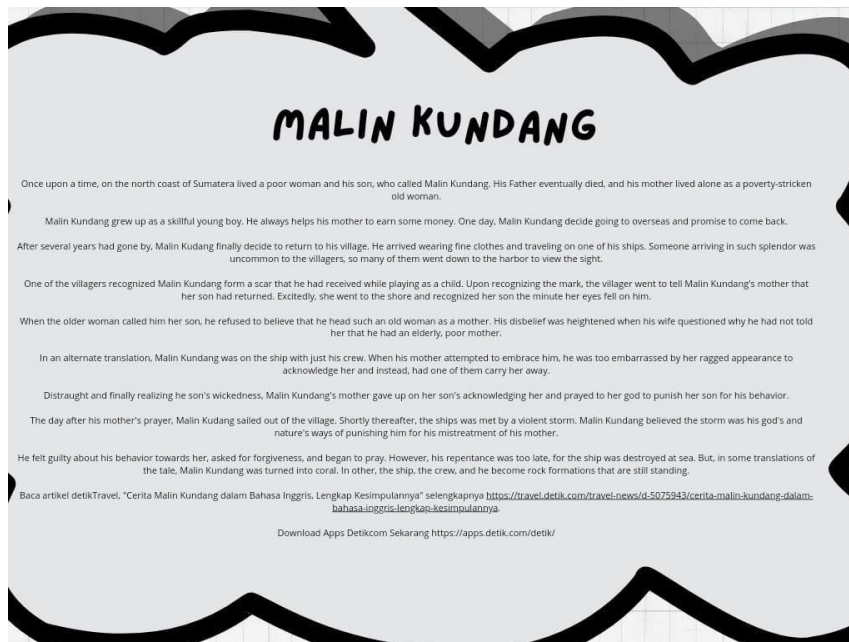
**Tabel 2** : tabel hasil belajar setelah menggunakan model pembelajaran Project Based Learning siswa kelas X-2 SMA Negeri Trumon Tengah

No	Nama Siswa	Nilai
1	Ade Pipi	85
2	Arianto	50
3	Cut Kiki	70
4	Cut Rizky Juliana	100
5	Desi Suwanda	85

6	Fathul Hidayat	85
7	Gilbran	75
8	Irma Wida	55
9	Khairiah	100
10	Leni Rahmawati	70
11	M. Fikri	65
12	M. Luqfi	60
13	Maulida M	70
14	Meitiara	85
15	Mutia	100
16	Panji Setiawan	50
17	Qabila Zulva	80
18	Rio Walidi	50
19	Rizky Rahardi	70
20	Rosniati	100
21	Sahibul	60
22	Saria Puspita	90
23	Syaina Afzalia	55
24	T. Sultan	80

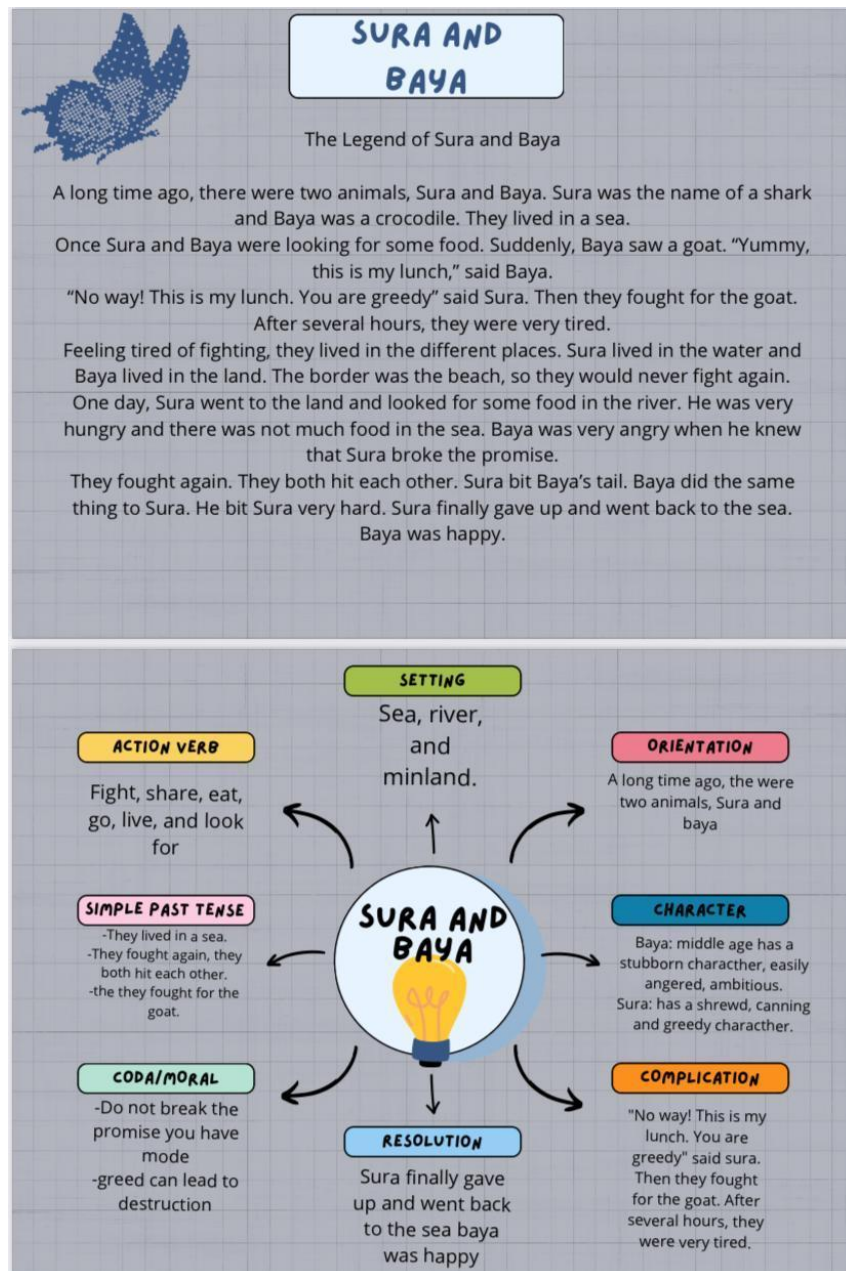
**Hasil Project Kelompok Narrative Text Menggunakan Canva**

## 1. Hasil Project Keompok 1 dengan judul cerita “Malin Kundang”



## 2. Hasil Project kelompok 2 dengan judul cerita “Sura and Baya”



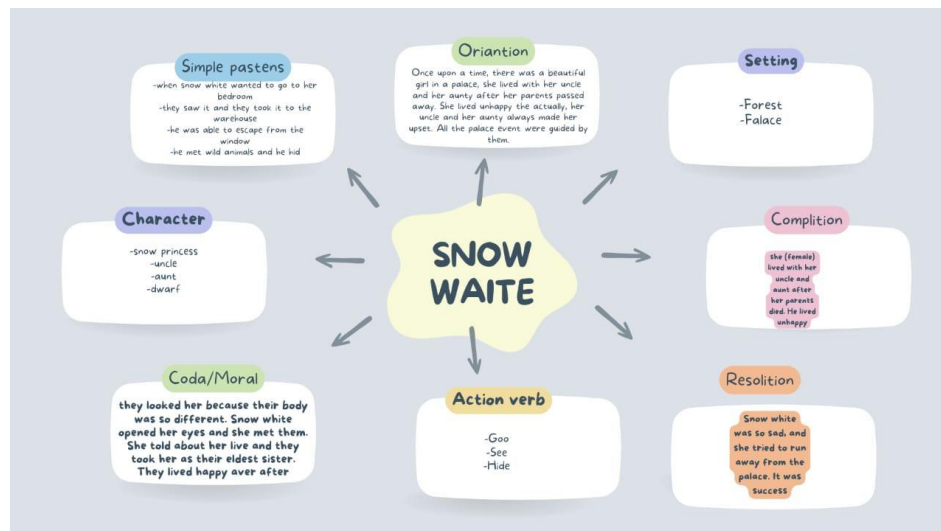


## Snow white

Once upon a time, there was a beautiful girl in a palace, she lived with her uncle and her aunty after her parents passed away. She lived unhappy the actually, her uncle and her aunty always made her upset. All the palace event were guided by them.

Someday, when snow white wanted to go to the bedroom , she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from America. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the storeroom. Snow white was so sad, and she tried to run away from the palace. It was success , she could run a way by the window. She ran as fast as she could, she entered the forest. She walked and ran alone in the dark forest. She met the wild animal and she hide. After along time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived happy aver after



## Like toba

Once upon time, there was a fisherman who lived in north Sumatra. One day, when he was fishing in a river, he got a big fish, beautiful big fish. He was so excited. Then he went home and put the fish in the bucket. But when he wanted to kill the fish, he felt so pity with it.

In the next day, he went fishing again. But this time, he could not get any fish. He was so gunggry. Then he went home with empty-

handed. After got there, he was surprised, there was a girl there.

"Who are you?" Asked the fisherman.

" I'm the fish" replied the girl.

The fisherman looked at the bucket where he took the fish yesterday.

"You didn't kill me yesterday, and I'm very thankful. I Will return your kindness" continued the girl.

"Well, I lived alone. I don't have any family. If you want to be my wife, I will be happy" asked the man.

"OK, but you have to promise to me. If we have children, don't tell him about me. If you tell him, the very bad thing will happen. "The girl said.

finally, the fisherman and the fish girl were married. And had a child named samo. Samo was very naughty boy, he always play with his friend and and never help his parents. One day, samo was asked to deliver lunch to his Father. But on the way to his Father, he met his friend and play with them till he forgot to deliver the meal. Meanwhile his Father waited with tired and hungry and finally the father decided to go home. On the way to home he saw samo.

" samo... Where is my lunch" asked is father.

"Mmmm.... I ate it dad." Replied samo.

" why you eat my lunch" asked his Father angrily.

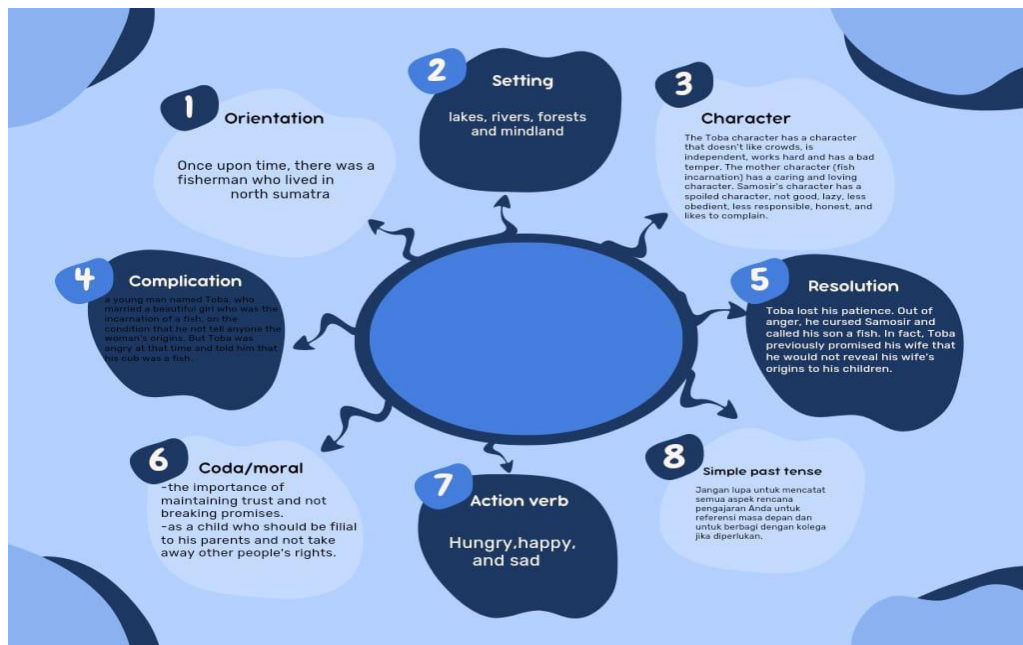
" I'm hungry after play with my friend, I'm sorry dad" samo said.

" you are naughty samo, don't come home anymore. You, damn fish's son" said his father angrily.

because the father broke his promise, suddenly the sky was getting dark and the rain fallen down. The water was getting hinger and hinger. Samo's mother was sad and transformed to be a fish again. Samo run to the hill and stayed there.

The water drowns the vilage. Then the hill surroundedby the lake.

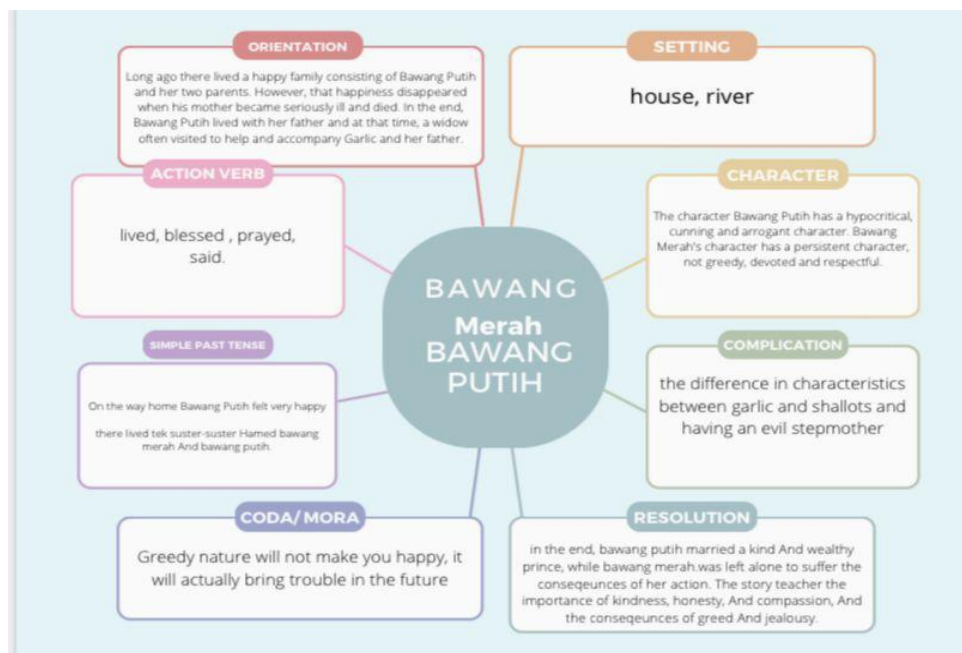
now the lake was known as lake toba (no Marcy) and the hill in the middle of the lake was called samosir and ( evicted same island.



## 5. Hasil Project Kelompok 5 dengan judul cerita “Bawang Putih and bawang Merah”

**BAWANG PUTIH DAN BAWANG MERAH**

Once upon a time, in a small village in Indonesia, there lived two sisters named Bawang Merah and Bawang Putih. Bawang Merah was known for her wickedness and jealousy, while Bawang Putih was known for her kindness and beauty. Their mother had passed away when they were young, and their father had remarried a cruel and wicked stepmother who favored Bawang Merah and treated Bawang Putih poorly. One day, the stepmother asked Bawang Putih to go to the river and wash some clothes. Bawang Putih obediently did as she was told and went to the river. While she was washing the clothes, a magic fish appeared and asked her why she was crying. Bawang Putih told the fish about her troubles and how her stepmother treated her badly. The magic fish gave her a magical flower and told her to keep it safe. Bawang Putih returned home and showed the flower to her sister, Bawang Merah. However, Bawang Merah became jealous and stole the flower, hoping to use it for her own benefit. The next day, Bawang Merah went to the river to wash some clothes, and the magic fish appeared to her. But instead of asking why she was crying, the fish scolded her for her wickedness and told her that she would be punished for her actions. The magic flower that Bawang Merah had stolen from her sister turned into a stone, and she was unable to remove it from her hand. She became known as “Bawang Merah Berbatu” or “Onion with a Stone,” while Bawang Putih’s kindness and beauty earned her the nickname “Bawang Putih Bersih” or “Clean Garlic.” In the end, Bawang Putih married a kind and wealthy prince, while Bawang Merah was left alone to suffer the consequences of her actions. The story teaches the importance of kindness, honesty, and compassion, and the consequences of greed and jealousy.





## RESEARCH DOCUMENTATION

1. Siswa mengerjakan soal Pretest Narrative text



2. Guru menjelaskan cara menggunakan canva pada siswa untuk membuat ProjectText narrative



3. Siswa mencoba memahami cara pembuatan Project bersama teman kelompok



4. Siswa memperhatikan contoh Project yang ditampilkan oleh guru.

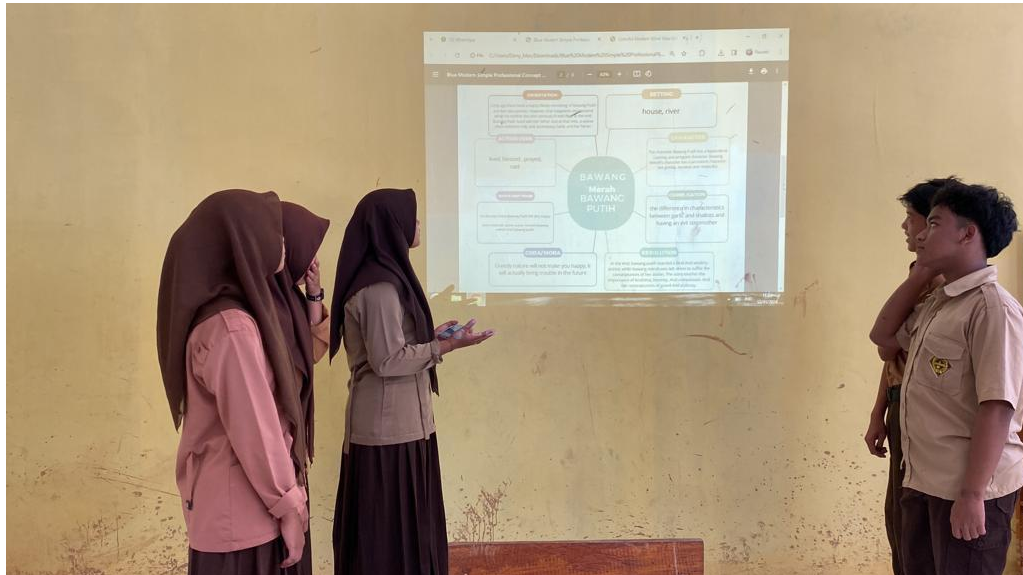




5. Siswa sedang mendesain Project Mind Mapping menggunakan dari judul cerita msasing-masing



6. Siswa mempersentasikan hasil Project yang telah didesain bersama teman kelompok





# **LAMPIRAN D**

## **1. PERSURATAN**

## **2. RIWAYAT HIDUP**



UNIVERSITAS BINA BANGSA GETSEMPENA  
**FAKULTAS KEGURUAN DAN  
 ILMU PENDIDIKAN**  
 Jl. Tanggul Krueng Lemnyong No. 34 Bukoh, Banda Aceh 23112 Indonesia | Pp: 061 2121 1883 | Rg: 061 2121 1883 | F: 061 2121 1883

**KEPUTUSAN  
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 NOMOR: 3325/I31013/FI/SK/X/2023**

**Tentang  
 PENUNJUKAN DOSEN PEMBIMBING SKRIPSI**

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.  
 b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pembimbing Skripsi dan ditetapkan dengan surat keputusan.

Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulisan Akhir Mahasiswa.  
 b. Rapat standar bimbingan Skripsi Universitas Bina Bangsa Getsempena Tanggal 19 April 2021.  
 c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada Universitas Bina Bangsa Getsempena tahun 2010.  
 d. Hasil Seminar Proposal Skripsi tanggal 02 October 2023 pada Program Studi S1 Pendidikan Bahasa Inggris

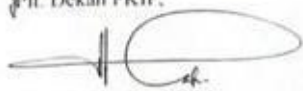
**MEMUTUSKAN**

Menetapkan :  
 Pertama : Menunjuk Saudara/i :  
**Dr. Syarfuni, M.Pd** Sebagai Pembimbing I  
**Intan Kemala Sari, M.Pd** Sebagai Pembimbing II

**Untuk membimbing skripsi mahasiswa**

Nama/NIM : **Ira Fazira / 1911060058**  
 Program Studi : **S1 Pendidikan Bahasa Inggris**  
 Judul Skripsi : **The Effect of Project - Based Learning Models to Improve Student Achievement of Simple Past Tense Based on Canva At SMAN Trumon Tengah**

Kedua : Dengan Ketentuan:  
 1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 Bulan terhitung sejak Surat Keputusan ini dikeluarkan.  
 2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.  
 3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di : **Banda Aceh**  
 Pada Tanggal : **Senin, 09 Oktober 2023**  
 Dit. Dekan FKIP,  
  
**Dr. Rita Novita, M.Pd**  
 NIDN: 0101118701



UNIVERSITAS BINA BANGSA GETSEMPENA  
FAKULTAS KEGURUAN DAN  
ILMU PENDIDIKAN

Jl. Tanggul Krueng Lamnyong No. 34 Rukoh, Banda Aceh 23112 Indonesia | Rkip.ac.id | fkip@bbg.ac.id | +62 823-2121-1883



Nomor : 432/131013/FI/KM/X/2023  
Lampiran : -  
Hal : *Izin Melaksanakan Penelitian Skripsi*

Kepada Yth,  
Kepala Dinas Pendidikan Kab. Aceh Selatan  
Di  
Tempat

Dengan hormat,

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) mengharapkan bantuan Bapak/Ibu agar sudi kiranya memberi izin kepada yang namanya tersebut di bawah ini :

Nama : **Ira Fazira**  
NIM : **1911060058**  
Program Studi : **SI Pendidikan Bahasa Inggris**

Untuk mengumpulkan data-data di SMA Negeri Trumon Tengah dalam rangka penyusunan skripsi yang berjudul :

***"The Effect of Project-Based Learning Models to Improve Students Achivement of Narrative Text Using Canva At SMA Negeri Trumon Tengah".***

Atas pemberian izin dan bantuan Bapak/Ibu kami ucapkan terimakasih.

Banda Aceh, 01 Desember 2023  
Plt. Dekan FKIP,

**Dr. Rita Novita, M.Pd**  
NIDN: 1312049101

Tembusan:  
1. Yang bersangkutan  
2. Arsip



PEMERINTAH ACEH  
DINAS PENDIDIKAN  
**CABANG DINAS WILAYAH KABUPATEN ACEH SELATAN**  
Alamat Jalan Tapaktuan-Medan Km 21, Pasie Raja-Aceh Selatan Kode Pos 23755  
E-mail: disdikprov.acehselatan@gmail.com

Nomor : 800/031  
Lampiran : 1 (satu)  
Sifat : Penting  
Perihal : **Izin Penelitian Skripsi Mahasiswa**

Aceh Selatan, 19 Desember 2023

Kepada Yth :  
Bapak Kepala SMAN Trumon Tengah  
Kabupaten Aceh Selatan  
di-  
Tempat

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

Sehubungan dengan Surat dari Plt. Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Bina Bangsa Getsempena Banda Aceh Nomor : 4339/131013/FI/KM/X/2023 tanggal 1 Desember 2023 tentang permintaan Rekomendasi Izin Penelitian dalam rangka penyusunan skripsi berjudul : **The Effect of Project-Based Learning Models to Improve Students Achievement of Narrative Text Using Canva At SMA Negeri Trumon Tengah** di SMA Negeri Trumon Tengah Kabupaten Aceh Selatan, Kepala Cabang Dinas Pendidikan Wilayah Kabupaten Aceh Selatan dengan ini memberi izin dan tidak berkeberatan dengan pelaksanaan kegiatan Penelitian bagi Mahasiswa **An IRA FAZIRA**, NIM : 1911060058 Program Studi S1 Pendidikan Bahasa Inggris, sejauh tidak melanggar peraturan dan kegiatan belajar mengajar di sekolah dimaksud.

*Wassalamu 'alaikum Warahmatullahi Wabarakatuh*

Demikian Rekomendasi ini diberikan agar dapat dipergunakan seperlunya



Tembusan:

1. Dinas Pendidikan Aceh
2. Arsip



**PEMERINTAH ACEH  
DINAS PENDIDIKAN  
SMA NEGERI TRUMON TENGAH**

*Jalan Tapaktuan - Subulussalam Ladang Rimba Kec. Trumon Tengah Kode Pos 23774  
email: smantrumontengah@gmail.com*

Trumon Tengah, 09 Januari 2024

Nomor : 421.3 / 605 / 2024  
Lampiran : -  
Perihal : Penelitian Ilmiah Mahasiswa

Kepada Yth,  
Dekan FKIP Universitas Bina Bangsa  
GETSEMPENA  
di -  
Banda Aceh

Sehubungan dengan surat dari Plt. Dekan Fakultas FKIP Universitas Bina Bangsa  
GETSEMPENA Nomor : 4339/131013/FI/KM/X/2023 tanggal 01 Desember 2023 Perihal  
Penelitian Ilmiah Mahasiswa maka dengan ini kami menerangkan bahwa:

Nama : **IRA FAZIRA**  
Nim : 1911060058  
Program Studi : S-1 Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di SMA Negeri Trumon Tengah, Kabupaten Aceh  
lutan. Guna melengkapi data pada penyusunan skripsi yang berjudul "The Effect of Project-  
sed Learning Models to Improve Students Achivement of Narrative Text Using Canva At  
IA Negeri Trumon Tengah".

Demikian surat ini dibuat untuk dipergunakan seperlunya.

Kepala Sekolah,  
  
SMA NEGERI  
TRUMON TENGAH  
**Darmaawan, S.Pd.I., M.Pd**  
NIP. 197108171993031006

### RIWAYAT HIDUP PENULIS



penulis bernama lengkap Ira Fazira dilahirkan di Ladang Rimba, 23 Oktober 2000 dan merupakan anak kedua dari 4 bersaudara dari pasangan Nasrudin dan Zainidar Nur. Awal pendidikan formal di Pendidikan Sekolah Taman Kanak-kanak TK Negeri Darma Wanita (2004-2006) penulis melanjutkan jenjang pendidikan Sekolah Dasar di SDN 1 ladang Rimba (2006-2012) penulis melanjutkan sekolah pendidikan Sekolah Menengah Pertama di SMPN Trumon Timur (2012-2015) dan kemudian penulis melanjutkan sekolah pendidikan Sekolah Menengah Atas di SMAN Trumon (2015-2018). Penulis masuk di Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena (UBBG) Banda Aceh pada tahun 2019.

Untuk menyelesaikan studi di FKIP penulis melakukan penelitian dengan judul **“The Effect of Project Based Learning Models to Improve Student’s Achievement of Narrative Text Using Canva at SMAN Trumon Tengah”** sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan.