Sketchnoting Based PJBL for Teaching

to Junior High School

EFL Students in Writing Structure

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Abstract

This research aimed to determine the significant increase of using Sketchnoting Based PJBL on Students' writing skills Achievement in Narrative Text, especially in writing for narrative text. This research was conducted during the academic year 2023/2024 at SMP NEGERI 43 MEDAN. This quantitative research was conducted using an experimental research design. The subjects of the study were 60 eight-grades students from SMP NEGERI 43 MEDAN who were selected using a total sampling method and then divided into two groups. Class VIII-A 1 consists of 30 students as the Experimental Group and is taught using the Sketchnoting based PJBL Method, while Class VIII-B consists of 30 students as the Control Group and is taught using the Teacher Centered Learning Method. The data were acquired using a pre-test and a post-test, and then analyzed using the t-test formula in the SPSS version 22 program. The outcome indicated that the significance level was 0.001<0.05, and the difference between the post-test mean scores of the control and experimental groups was 75.33 and 88.07. According to the results of the analysis, the Ha (alternative hypothesis) was accepted, while the null hypothesis was rejected. The findings of this study indicate that the Sketchnoting based PJBL Method is more effective than the Teacher Centered Learning in writing skills achievement narrative text at SMP NEGERI 43 MEDAN, where the Sketchnoting based PJBL was implemented.

Keywords: *Sketchnoting Method, Writing Skills, Narrative Text*

Introduction

In contemporary education, it is crucial to discover effective teaching methodologies, particularly when teaching English as a Foreign Language (EFL) to junior high school students (Gutierrez & Guadalupe, 2015). Conventional methods of teaching writing often struggle to engage student attention, provide meaningful learning experiences, and cater to various learning styles, as they typically use a teaching approach that does not involve performances generated by the students themselves, which may not effectively foster students' motivation to engage in writing (Ginting et al., 2023; Novita & Paragae, 2023). Responding to these issues, educators are searching for creative learning approaches to enhance students' writing skills and foster creativity, critical thinking, and teamwork.

In order to assist students in improving their writing structure skills, especially in descriptive text. Researchers was used the Sketchnoting based PJBL method to assist students in developing these writing skills. The researcher wants to use the Sketchnoting based PJBL method because, during the observation of teaching class activities (Pengenalan Lapangan Persekolahan), students are usually in their English class, and it is always challenging to find something important to write or ideas to write (Hasnah & Yoandita, (2024).

Students are uncertain as to what to write. Students were also unable to select the proper term and unsure of how to begin their writing. It is also difficult for them to determine a topic in writing descriptive texts because the method provided by their English teacher lacks adequate and relevant teaching strategies, as well as incomplete resources in their lessons, such as the absence of learning books, projectors, and the lack of student interest in learning English. In addition, many teachers continue to employ ineffective and uninspiring teacher-centered methods in their writing lessons.

In order to deal with the problem at hand, it is recommended that English educators provide students with a wide range of acceptable answers. The Sketchnoting based PJBL method answers the desire for a professional method to improve writing abilities, particularly in the context of descriptive texts. Overall, the sketch noting method is an effective and useful tool in developing students' writing skills. By stimulating creativity, clarifying concepts, improving understanding and retention of information, making the learning process more fun, and developing visual skills, this method helps students become more skilled and confident writers.

According to (Sari Winda et al., 2021) sketchnoting method is compatible with writing because it is a method for recording ideas, concepts, or information using a combination of images, symbols, and words. This method is suitable for

writing or writing because it provides many benefits that support understanding and creativity in the learning process or sharing information. This activity strengthens the connection between the right brain, which is related to creativity and visualization, and the left brain, which is involved in language and analysis.

In addition, (Zen & Ariani, 2022) states that there are various factors that make sketchnoting attractive to many people. First is creativity. The opportunity to express ideas visually through sketches and drawings is a major attraction for many individuals who want to explore the creative side of their thinking. creative writing exercises have a positive impact on writing achievement and preparation, which in turn enhances the ability to write in the English language (Ginting et al., 2023). Sketchnoting can help speed up the learning process and improve understanding of the material. This appeals to those who want to increase productivity and efficiency in learning or working with complex information.

According to the statement above, the researcher wished to increase the student's writing skills by applying the sketchnoting based PJBL method. It signified that the researcher was developing an effective method for teaching writing, especially in teaching descriptive text. This learning strategy was ideal for junior high school students in their second year since they have sufficient writing skills.

Review of Literature

Triki (2019) states that writing is an active process. This implies that when you first write anything down, you have already planned what you were say and how you were say it. After you have completed writing, go back over your work and make modifications and errors. As a result, writing is never a one-step activity; it is a multi-step process.

Sketchnoting Project Based Learning (PJBL)

Sketchnoting is a visual tool used by students and educators to visually communicate information, thoughts, ideas, and learning (Lisboa, 2023). This approach utilizes pictures, symbols, keywords, colors, and other visual features in hand-drawn or digitally-produced drawings or notes.

Project-based learning is a method of learning that focuses on students engaging in meaningful projects that require them to delve into and comprehend subjects within real- life situations (Condliffe et al., 2017). Students learn better

when actively engaged in projects with clear and contextual objectives, which is the core idea of PJBL. Students acquire valuable skills, including problem-solving, cooperation, creativity, and communication, while working on projects.

Descriptive Text

According to (Sipayung, 2021), the generic structure of a descriptive text typically consists of three main parts:

a. Identification: This part introduces the object or subject of the description, providing essential information such as its name, category, and perhaps its characteristics. It aims to give readers an initial understanding of what was described.

b. Description: In this part, the text elaborates on the object or subject in detail. It may describe its physical appearance, features, qualities, functions, or any other relevant aspects. Descriptive language, sensory details, and vivid imagery are often used to paint a clear picture for the readers.

c. Conclusion or Evaluation: This part summarizes the description and may include a concluding statement or evaluation of the object or subject. It may expression.

Method

This research was conducted by using an experimental design (Sugiyono, 2007). The researcher eagers to demonstrate a causal link between an independent variable and a dependent variable using an experimental design. The sketchnothing based PJBL method was used an independent variable in this research, and writing descriptive text was used a dependent variable. The design was used to examine the effect of applying Sketchnoting based PJBL for Teaching Writing to Junior High School EFL Students when writing descriptive text. There was be two groups in this research: the experimental group and the control group. The experimental group was teach using the sketchnoting based PJBL method. Meanwhile, the control group was teaching the Teacher-Centered method. Both groups were giving the pre-and post-tests.

The research was conducted on Jl. Kol. Yos Sudarso KM 10.5 Kota Bangun, Kec. Medan Deli, Sumatera Utara at SMP Negeri 43 Medan. This location was chosen based on the observation that had been done previously, and it showed that the students in the school still had difficulties in writing skills, especially in descriptive text.

The population for this research was selected from the Eight-Grade of SMP Negeri 43 Medan during the academic year 2022/2023, which consisted of two classes. There are 30 students in VIII-A and 30 students in VIII-B.

As a result, the entire population can be seen in Table 1 below.

Table 3.4 The population of the Research

No	Class	Population
1	VIII-A	30
2	VIII-B	30
Total		60

The total sampling method was used to collect the sample. Total sampling is a strategy for determining a sample with certain factors in mind (Sugiyono, 2007). Using the total sample method, the whole population of 60 students was used as the sample.

The sample Table 3.5 is shown below:

Table 2 Sample of the Research

No	Class	Group	Sample
1	VIII-A	Experimental Group	30
2	VIII-B	Control Group	30
Total			60

The data was collected using essay tests. Students was instructed to write and design descriptive text on the topic "Students and School." While the source of this test was from Buku Bahasa Inggris: English for Nusantara untuk SMP/MTs Kelas VIII Terbitan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. In this situation, experimental and control groups take the same pre-test and post-test.

Findings and Discussion
Findings

This study used a quantitative method. Experimental research methods were carried out to obtain the expected data. The pre-test and post-test instruments were used in this study, and were distributed to the control class and the

experimental class. Class (VIII A) SMP NEGERI 34 MEDAN, which was the experimental class in this study consisted of 30 students. Who had pre-test and post-test which were carried out after the learning process with narrative text material, using sketchnoting based PJBL? While the class (VIII B) of SMP NEGERI 32 MEDAN which was the control class consisted of 30 students. They did pre-test and post-test which were carried out after the learning process with narrative text material using the Students Centered Learning Method.

The Data of Control Class and Experimental Class

They did pre-test and post-test which were carried out after the learning process with narrative text material using the Students Centered Learning and Sketchnoting based PJBL. The following data are:

The Control Class

Table 4.1 Students Learning Outcomes Control Class

No	Students' Initial	Control Class	
		Pre-Test	Post-Test
1	AN	67	70
2	ANL	78	89
3	AA	55	67
4	ASR	56	72
5	A	72	75
6	AAP	74	79
7	BA	81	83
8	DSP	71	84
9	DSWD	70	90
10	FAP	56	76
11	FWP	67	75
12	HNA	68	80
13	I	61	75
14	KAP	69	71
15	KA	71	77

16	KI	71	76
17	MH	72	78
18	MRA	64	75
19	MAR	63	76
20	MRR	61	77
21	NFL	62	78
22	NAN	85	85
23	QN	67	76
24	RAF	73	75
25	RZP	76	78
26	RAA	57	64
27	RZP	60	65
28	SR	58	62
29	TDP	62	68
30	VG	59	64

The data table above demonstrates that the control class's pre-test results were 6 students scored below 60, 12 students scored below 70, 10 students scored below 80 and 2 students scored below 90. Then the post-test scores of control class, 6 students who scored below 70, 18 of them increased to below 80 and 6 of them increased to below 90, From these data, there were 30 students who experienced an increased in scores, 0 student were constant, and 0 student decreased.

Discussion

The results showed that the use of PJBL-based sketchnoting significantly improved students' narrative writing skills. Sketchnoting as a visual technique helps students plan and organize their ideas in a more structured and creative way. This is in accordance with the theory that visual representation can facilitate understanding and simplify the writing process (Wang & Liao, 2016). Through sketchnoting, students are able to identify important elements in narrative texts, such as characters, settings, and plots, which contribute to the development of clearer and more structured narratives.

During the learning process, students showed higher engagement in narrative writing activities when using PJBL-based sketchnoting. This activity encourages

active student participation and provides opportunities for creative exploration. This is in accordance with the principles of PJBL which emphasize relevant and meaningful project-based learning (Thomas, 2000). Students feel more motivated and excited in completing their projects, because they can see the results of their work in a more tangible and interesting form.

The comparison between the PJBL-based sketchnoting method and the traditional learning method shows that the new method offers advantages in terms of creativity and student engagement. Students who used sketchnoting showed improvements in their creativity and narrative quality compared to the group using the traditional method. This indicates that PJBL-based sketchnoting can be an effective alternative to improve narrative writing skills in EFL classrooms.

Overall, the use of PJBL-based sketchnoting in teaching narrative text to EFL students in junior high schools proved to be effective in improving narrative writing skills. Despite the challenges in its implementation, the benefits gained in terms of student engagement and creativity were significant. This study provides valuable insights for teaching practice and opens up opportunities for further research in this area.

The result of the analysis and the data obtained showed that the Sketchnoting based PJBL that can affect for teaching narrative text and significantly increase students writing skills of narrative text, as demonstrated by paired sample t-test analysis. The results of the paired sample t-test of the two samples are there is an influence from the using Sketchnoting based PJBL on students writing skills in narrative text. The magnitude of this effect is evident from the mean score Post-Test of the Experimental Class which has improved from 75.33 to 88.07. So, it can be said that there is a significant increase on writing skills of narrative text by using the Sketchnoting based PJBL.

Conclusion

Based on the research results that have been presented, it can be concluded that there is the effect and significantly achievement on students writing skills of the using Sketchnoting based PJBL. The results of the paired sample t-test of the two samples are there is an influence from the using Sketchnoting based PJBL on students writing skills in narrative text. The magnitude of this effect is evident from the mean score Post-Test of the Experimental Class which has improved from 75.33 to 88.07. So, it can be said that there is a significant increase in writing of narrative text by using Sketchnoting based PJBL.

As a result, it may say that there is a effect and significant increase in writing of narrative text by using Sketchnoting based PJBL in class VIII-A SMP NEGERI 43 MEDAN and the Sketchnoting based PJBL is more successful than Teacher Centered Learning Method.

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