



Students' Perceptions of Utilizing PBL (Project-Based Learning) Method and Using Video in Writing Narrative Texts

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Abstract

The project's main objectives are applying the Project-Based Learning (PBL) strategy and using video to teach narrative writing. This study aims to answer the question: "How does the Project Learning method with the use of video media affect learning to write narrative texts?" focusing on improving writing comprehension among upper-middle students. The methodology used in this study is quantitative, with a survey design involving 53 students as a sample taken from class XI at SMA Negeri 21 Bandung. In addition, this study uses a descriptive statistical analysis approach, and a questionnaire with a 5-level Likert scale was used to collect data. The validity and reliability of the research tools were examined (Cronbach's Alpha = 0.906). The analysis showed that the average learning outcome score of students who used the PBL method was 3.47, with a standard deviation of 3.0, which showed a significant increase in the "High" category. The limitations of this study include a relatively small sample count and only one school, so the results may not be generalized to a broader population. This research implies that PBL and video media can be applied effectively in English language learning, significantly improving students' narrative text-writing skills. The broader educational implications suggest that this approach not only improves the quality of learning through interactive and project-based methods but also encourages the professional development of teachers in designing more creative teaching materials.

Keywords: *Narrative Text Writing, Project-Based Learning (PBL), Video-Based Learning*

Introduction

Writing skills in English are academic skills and social and economic capital in the global knowledge community (Hyland, 2015). Writing allows students to develop and express their ideas and helps them organize and polish their minds (Hyland, 2021). However, students often face challenges in writing, such as a lack of motivation, grammar difficulties, and creativity (Peter & Singaravelu, 2021). Therefore, developing good writing skills is essential to support students' communication and self-development in this information age (Asrul et al., 2021). In the context of English teaching, PBL methods and video media are becoming more popular (Liu & Mu, 2022).

Despite this, little is known about how PBL can be applied to teaching writing skills using digital media, especially in secondary school settings (Harapnuik, 2023). Research shows that the combined impact of PBL and video content on students' storytelling skills and writing motivation has not been statistically explored (Biju & Vijayakumar, 2023). In addition, another challenge arises from the lack of infrastructure and teacher preparation, where 80% of secondary schools in Indonesia report difficulties in implementing technology-based writing education (Muhammadiyah et al., 2024).

According to a literature study, PBL has been shown to improve students' problem-solving skills and encourage teamwork, as it requires collaboration and critical thinking to complete complex tasks (Thomas, 2000). Although the study of visual and aural cues, a video-based learning environment provides students with the opportunity to interact with the material dynamically, improving their understanding and memory of it (Johnson & Mayer, 2009). For example, PBL can potentially increase students' interest in writing assignments (Zheng et al., 2022).

At the same time, other research highlights how videos can improve students' understanding of narrative structure (Mayer et al., 2020). By differentiating these two approaches, we can better understand how each method contributes to developing narrative writing skills. However, previous research also has limitations that need to be considered. For example, many PBL studies fail to consider factors such as students' cultural origins, which can affect how they collaborate on group assignments (Jurelionis et al., 2023).

Additionally, it is difficult to evaluate the efficacy of video-based learning thoroughly because research on the subject often ignores the long-term effects of using video for writing instruction (Yoon et al., 2021). These limitations indicate the need for further research that combines both approaches and considers contextual factors that affect student learning outcomes.

Students often find writing skills difficult because they involve aspects of grammar, structure, and creativity. Significant challenges include a lack of motivation and a heavy syllabus (Han & Gao, 2021). Other research has also shown that teachers are often confused about the standards expected of students, which contributes to problems in writing, such as a lack of vocabulary and grammatical comprehension (Peter & Singaravelu, 2021).

For example, many students feel pressured by the demands to produce writing that meets academic standards, thus hindering their creativity. In this context, PBL and video media effectively help students develop narrative writing skills (Megayanti et al., 2020). In addition, PBL can keep students active in complex projects while videos visualize difficult concepts (Asrul et al., 2021). Thus, PBL and video media can be practical solutions to improve student's writing skills, especially in English learning (Dwifadjrin & Pamungkas, 2020).

Along with the approach of video technology in PBL, it allows for better visualization and increases student engagement, thereby creating a more interactive and collaborative learning experience (Sulastri et al., 2024). This approach encourages student collaboration and increases student involvement in learning (Maros et al., 2023). In addition, integrating PBL and video media can help students overcome their writing challenges by providing a richer context and a more interactive learning experience (Chistyakov et al., 2023).

This study aims to provide insight into how PBL and video media can improve students' writing skills while learning English (Hafner & Ho, 2020). Other findings suggest that this approach can guide future researchers and instructors to develop more effective learning methods (Argawati & Suryani, 2020). However, it is important to note that previous research often did not explore the long-term impacts of using these methods and how factors such as a student's cultural background may affect their learning outcomes (Parker et al., 2020).

These limitations indicate the need for further research to understand the effectiveness of PBL and video media in a broader context (Almulla, 2020). Therefore, PBL helps students overcome writing difficulties through interaction and discussion, improving writing accuracy and quality (Nurhidayah et al., 2021). In addition, in learning to write, PBL methods and video media effectively attract students' attention and facilitate understanding of concepts (Wahidah et al., 2022).

Previous research has shown that PBL can improve students' writing skills, but not many have explored students' perceptions of this learning method (Almulla, 2020). In addition, many studies have limitations regarding sample size and variation, making the results difficult to generalize (Argawati & Suryani, 2020). Although video media is considered adequate, previous research has not investigated how video can be integrated with other learning methods, such as PBL, to improve writing skills (Lugiati, 2020).

Some studies also do not measure the impact of video on students' confidence in writing (Dwifadjrin & Pamungkas, 2020). In addition, previous research focused more on descriptive or argumentative texts, so the effectiveness of PBL and video media in learning narrative texts has not been widely explored (Asrul et al., 2021). Another limitation is the lack of variation in data collection methods, such as observation or interviews, which makes the data obtained less comprehensive (Peter & Singaravelu, 2021).

Therefore, this study aims to combine PBL with video media to improve narrative text-writing skills, which have not been widely researched before (Lugiati, 2020). A more dynamic and participatory learning environment is generated when collaborative learning is combined with digital technology, greatly enhancing student engagement and interaction (Su & Zou, 2022). Instructional videos are functional discussion openers encouraging students to participate more deeply and co-create their knowledge when used in a collaborative learning environment (Navarrete et al., 2021). This study not only measures the effectiveness of PBL and video media but also explores students' perceptions of these methods, which is an aspect that has not been widely researched (Almulla, 2020). Through a questionnaire based on the Likert scale, this study provides more in-depth quantitative data on how students feel about the benefits of this learning method.

Thus, this study aims to evaluate the efficacy of PBL content and video media using the perception of grade XI students at SMA Negeri 21 Bandung in learning to write narrative texts. This research provides a new perspective on how PBL methods and video media can be combined to improve writing learning, especially in the context of narrative texts. In addition, this study advances our knowledge of how students perceive the benefits of this teaching strategy, an aspect less explored in previous research.

Also, specific research questions discussed in this study include: (1) What are students' perceptions of the application of PBL in learning to write English narrative texts? (2) How effective is the use of video media as a tool in improving English narrative text writing skills? (3) How can the combination of PBL and video media affect students' motivation, confidence, and activeness in learning to write English narrative texts? By answering these questions, this research is expected to provide deeper insights into applying PBL and video media in the context of narrative text learning.

This research offers instructors concrete ways to improve the quality of learning to write English. The findings of this study can serve as a guide for future researchers and instructors to develop more effective learning methods, especially in terms of narrative text learning. For example, suppose the results show that students who learn using PBL and video methods significantly improve writing

skills and confidence. In that case, teachers can apply these methods in their curriculum. Thus, they can create a more interactive and engaging learning environment, increasing student motivation and engagement.

Method

Research design

This study uses survey design and quantitative methodology to collect and analyze data on the perception of grade XI students at SMA Negeri 21 Bandung towards using PBL techniques and video media in writing narrative texts. The quantitative approach is the basis of survey research theory. That approach uses numerical data to test hypotheses and explain social phenomena (Creswell, 2014). Furthermore, the survey method is a research method that uses questionnaires or interviews to collect data from respondents, test hypotheses, or explain social phenomena (Fraenkel et al., 1993).

This study used quantitative surveys to collect measurable and statistically analyzed data, allowing researchers to find trends, patterns, or correlations in the studied population (De Vaus & de Vaus, 2013) (Fowler Jr, 2013). The survey was designed to collect data on students' perceptions of the use of PBL and video techniques in narrative text writing and to find out how these techniques affect students' writing skills and confidence.

The implementation of this survey involves several stages, namely the development of the Questionnaire used in this survey, which is designed to collect data on students' perceptions of the use of PBL and video techniques in writing narrative texts. Furthermore, this Questionnaire consists of several sections, namely a demographics section, a section on the use of PBL and video techniques, and a section on students' writing skills and confidence.

Continuing in data collection, this survey was conducted online, and questionnaires that had been designed were sent to grade XI students at SMA Negeri 21 Bandung. Students who participated in this survey were asked to answer the Questionnaire honestly and objectively. Further, the data obtained from this survey was statistically analyzed using statistical software, such as SPSS. This data analysis involves calculating the frequency, mean, and standard deviation, as well as testing hypotheses to find out if there is a relationship between the variables studied.

Research Participants

53 grade XI students of SMA Negeri 21 Bandung participated in this study. The following criteria were used to select participants: based on inclusion criteria, namely thorough understanding and good ability to learn English, especially in applying the PBL method to learn to write narrative texts. Before surveying students, the PBL method has been applied in the English learning process for one semester. English teachers have used the PBL method to teach students about English learning, using videos as an aid. The video content used in this study

includes videos that show examples of narrative text writing and videos that explain the structure and components of narrative texts.

These videos show examples of the use of English in narrative text writing, as well as which explain the importance of narrative text writing in English language learning. The selection process of 53 participants aims to collect valid and reliable quantitative data. The Likert Scale in educational studies is a commonly used measurement tool in social research to measure respondents' attitudes, opinions, and perceptions of a statement by providing a choice of answers in the form of a degree of agreement or disagreement (Cohen et al., 2002). The data collected is expected to provide in-depth insights into how students experience the benefits of the PBL method in English language learning.

Table 1. Respondent Characteristics (n = 53)

Respondent Characteristics	Category	Frequency	Percentage
Gender	Female	32	60.4
	Male	21	39.6
Age	16	10	18.9
	17	26	49.1
	18	17	32.1

Research Instruments

In this study, the Questionnaire is a handy tool in quantitative research because it allows researchers to collect data from many respondents in efficient and structured well & Creswell, 2017). Using questionnaires in quantitative research allows researchers to collect numerical data that can be processed with statistical techniques, thus facilitating the analysis and interpretation of results (E. Bell et al., 2022). Accurate and reliable questionnaire design and proper data analysis techniques were key factors in the success of this study (Fowler Jr, 2013).

The benefits of the PBL approach in learning English using video media are expected to make it easier for students to produce narrative texts. Likert is a measurement tool commonly used in social research to measure respondents' attitudes, opinions, and perceptions of a statement, usually using a five-point scale that includes choices from 'strongly disagree' to 'strongly agree' (Cohen et al., 2002).

Starting from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The determination of this Likert scale category is based on the principle of providing a sufficient range for respondents to express their level of approval, thus allowing for a more in-depth analysis of respondents' perceptions and attitudes toward the two topics studied.

Before being widely used, this Questionnaire underwent validity and reliability tests involving 30 respondents. The validity of the content in the Likert Scale questionnaire is assessed by ensuring that all questions cover all aspects of the construction to be measured. In the study, if the value of composite reliability and Cronbach's alpha is more significant than 0.70 each, then the measured construct can be considered good reliability (Chin, 1998).

The results of the validity test showed that the Alpha Cronbach score obtained was 0.906, which indicates that this Questionnaire has a very high level of reliability. This value indicates that the tools used can produce stable and reliable results, so the information obtained from this Questionnaire is expected to presacral represent the added value of the PBL method and the use of video as a medium to advance English language learning.

Table 3.1 Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	0.0
Total		30	100.0

Table 3.2 Reliability Statistics

Cronbach's Alpha	N of Items
.906	12

Table 3.3 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	39.8679	40.386	0.667	0.896
Item_2	39.9811	40.480	0.679	0.896
Item_3	39.9623	40.422	0.712	0.895
Item_4	40.0377	41.268	0.643	0.898
Item_5	39.9811	41.442	0.578	0.901
Item_6	39.6981	40.484	0.625	0.899
Item_7	39.7170	41.822	0.564	0.901
Item_8	39.7925	41.014	0.585	0.900
Item_9	39.7925	39.745	0.692	0.895
Item_10	39.8679	41.425	0.532	0.903
Item_11	39.9434	39.324	0.661	0.897
Item_12	39.9623	40.075	0.655	0.897

Note: Item_1= The PBL method is considered to help better understand the

material. Item_2=Learning with the PBL method is felt to be more motivating. Item_3=The learning process becomes more active with the PBL method. Item_4=Confidence in writing narrative texts increased after using the PBL method. Item_5=PBL method is preferred over traditional methods. Item_6=The use of videos in learning is considered to help understand the concept of narrative text writing. Item_7= Videos used in learning are considered interesting and relevant. Item_8=Videos help get new ideas for writing narrative texts. Item_9=Information conveyed through videos is easier to remember. Item_10=Videos are preferred as learning aids rather than reading materials. Item_11=Confidence in writing narrative texts increased after using the PBL method. Item_12=Writing narrative texts is preferable after using PBL and video methods.

Data Collection Procedure

The data collection process involved distributing questionnaires online to 53 participants through the Google Form platform for two weeks (14 days). During this time, researchers actively monitored response rates and sent reminders to ensure their participation. After two weeks, the researchers sent reminders to respondents who had not yet responded in hopes of increasing response rates and obtaining more complete data. This approach is expected to maximize participation and the quality of data collected for research purposes.

Data Analysis Techniques

The evaluation technique applied in this study uses descriptive (quantitative) statistics to analyze the collected data. Using descriptive statistics in quantitative research is essential to provide context for further inferential analysis, as descriptive statistics help researchers understand the essential characteristics of the sample being studied (Trochim & Donnelly, 2001). In this study, descriptive statistics not only present data in the form of numbers but also allow researchers to present data in graphs and tables, making it easier to interpret and communicate research results to a broader audience (Babbie, 2020).

This approach involves an overview of the data, including central measures such as mean and median and measures of variation such as standard ranges and deviations (Field, 2024). Using SPSS software version 27.0.1.0, this analysis includes information regarding the frequency distribution, percentage, average, and level of respondent perception.

The results of this descriptive statistical analysis will be interpreted to provide a better understanding of how poor achievement levels can affect students' perception questionnaire scores. For example, the researcher will compare the average student's perception score to different achievement categories. If low-

achieving students show lower perception scores than high-achieving students, this may indicate a relationship between academic achievement and students' perception of certain study aspects. Here are some examples of how poor achievement rates affect student perception questionnaire scores:

Table 3.4 Mean Interpretation of Student Perception

Mean Range	Level of Perceived
0,1 - 1,0	Very Low
1,1 - 2,0	Low
2,1 - 3,0	Moderate
3,1 - 4,0	High
4,1 - 5,0	Very High

Results

Two research objectives—the benefits of PBL techniques for learning English and the use of video for narrative text writing—form the basis of the quantitative data (Questionnaire) presented in this section.

Table 4.1 Research instruments Students' perception of the use of the Project Based Learning method and the use of video in writing narrative texts

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
The PBL method is considered to help better understand the material.	5	9,4	29	54,7	15	28,3	3	5,7	1	1,9	3,64	High
Learning with the PBL method is felt to be more motivating.	4	7,5	25	47,2	20	37,7	3	5,7	1	1,9	3,53	High
The learning process becomes more active with the PBL method.	4	7,5	25	47,2	21	39,6	2	3,8	1	1,9	3,55	High
Confidence in writing narrative texts increased after using the	3	5,7	23	43,4	24	45,3	2	3,8	1	1,9	3,47	High

PBL method.												
The PBL method is preferred over traditional methods.	5	9,4	22	41,5	23	43,4	2	3,8	1	1,9	3,53	High
Using videos in learning is considered to help understand the concept of narrative text writing.	9	17,0	30	56,6	10	18,9	3	5,7	1	1,9	3,81	High
The videos used in learning are considered interesting and relevant.	8	15,1	29	54,7	13	24,5	3	5,7	0	0,00	3,79	High
Videos help get new ideas for writing narrative text.	7	13,2	29	54,7	13	24,5	3	5,7	1	1,9	3,72	High
The information conveyed through the video is easier to remember.	6	11,3	33	62,3	8	15,1	5	9,4	1	1,9	3,72	High
Videos are preferred as learning aids rather than reading materials.	7	13,2	25	47,2	17	32,1	3	5,7	1	1,9	3,64	High
Confidence in writing narrative texts increased	5	9,4	28	52,8	13	24,5	6	11,3	1	1,9	3,57	High

after using the PBL method.												
Writing narrative texts is preferable after using PBL and video methods.	5	9,4	26	49,1	16	30,2	5	9,4	1	1,9	3.65	High

Perception of the PBL Method in Narrative Text Writing

Material Comprehension: 9.4% of respondents strongly agreed, 54.7% agreed, 28.3% neutral, 5.7% disagreed, and 1.9% strongly disagreed; average Score: 3.64; interpretation: The majority of respondents believe that the PBL method helps them understand narrative text writing material well. Learning Motivation: 7.5% of respondents strongly agreed, 47.2% agreed, 37.7% neutral, 5.7% disagreed, and 1.9% strongly disagreed; average Score: 3.53; interpretation: These results show that respondents feel motivated by the PBL method in learning English, particularly in narrative text materials.

The PBL method increases student active participation.

Participation in Learning: 7.5% of respondents strongly agree, 47.2% agree, 39.6% neutral, 3.8% disagree, 1.9% strongly disagree, Average Score: 3.55, Interpretation: The PBL method encourages students' active participation in the learning process. Confidence in Writing: 5.7% of respondents strongly agree, 43.4 % agree, 45.3% neutral, 3.8% disagree, 1.9% strongly disagree, Average Score: 3.47, Interpretation: Learning using the PBL method makes students more confident in writing narrative texts.

Use of Educational Videos to understand the concept of narrative texts

Understanding of Narrative Text Concepts: 17.0% of respondents strongly agreed, 56.6% agreed, 18.9% were neutral, 5.7% disagreed, and 1.9% strongly disagreed; average Score: 3.81, Interpretation: The use of video in learning helps students understand the concept of narrative text writing. Engagement in Learning: 15.1% of respondents strongly agree, 54.7% agree, 24.5% neutral, 5.7% disagree, 1.9% strongly disagree, Average Score: 3.79, Interpretation: Students are more engaged in learning English through video media.

Level Classification: An average score above 3.5 is considered "High." This level is determined using a Likert scale of 1-5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. Thus, the survey results showed that students' perception of the PBL method and the use of video in writing narrative texts was at the "**High**" level, with an average score above 3.5.

Discussion

Analysis of Survey Results

The survey results showed that grade XI students of SMA Negeri 21 Bandung had a favorable opinion of PBL with video media in learning to write narratives. Therefore, by incorporating video into project-based learning, students can produce and deliver their work in a more dynamic and captivating way, which improves their understanding and memory of the subject matter (S. Bell, 2010). Surveys show that project-based learning by incorporating videos significantly increases student motivation and engagement, which improves learning outcomes and fosters a deeper understanding of the material in writing learning (Raab et al., 2023).

Additionally, students can work together and apply their knowledge in real-world situations in a more productive learning environment when Project-Based Learning and video resources are used together (Marija et al., 2021). Conventionally, In Project-Based Learning, teachers play a crucial role in leading and assisting students during projects, assessing their progress, and providing feedback to ensure successful outcomes (Morrison et al., 2021).

Therefore, the project-based learning model fosters creativity and critical thinking; it has been shown that using it in the classroom dramatically improves students' narrative writing skills (Giawa, 2022). In addition, constructivist theory is at its core; project-based learning uses cooperative learning techniques that engage students in practical exercises, critical thinking, and group problem-solving (Zhou & Colomer, 2024). A project is a step designed to achieve a goal, which includes research, knowledge development, and problem-solving. PBL gives students more freedom, choice, independent time, and responsibility than conventional teaching and projects. This project reflects reality in contrast to the school situation (Sudadi et al., 2021).

In addition, learning using video projects can increase students' interest in learning (Lugiati, 2020). Using video as a learning tool is beneficial because it supports critical thinking skills through real-life visualization (Warsito, 2008). Video simplifies complex events into shorter, more precise ones, with easily accessible visual and audio elements for analysis (Anggito et al., 2021).

Correlation Between Various Survey Items

This study found that the PBL method positively correlated with improving students' comprehension and writing skills, especially in writing narrative texts (Thomas, 2000). The survey results showed that 9.4% of respondents strongly agreed, and 54.7% agreed that the PBL method helped them understand narrative text writing material well, with an average score of 3.64. This shows that most respondents believe that PBL effectively improves their understanding of the

material. PBL also contributes to developing cooperative and professional writing skills for students (Nur et al., 2025). By providing feedback, views, and recommendations together, this method reduces the frequency of writing errors and enriches writing results through collaboration (Sudadi et al., 2021).

Furthermore, the survey results showed that 7.5% of respondents strongly agreed, and 47.2% agreed that the PBL method improved their learning motivation, with an average score of 3.53. This shows respondents feel motivated by the PBL method in English language learning, particularly in narrative text material. In addition, 7.5% of respondents strongly agreed, and 47.2% agreed that PBL encourages students' active participation in the learning process, with an average score of 3.55. This shows that PBL is effective in increasing student engagement.

The use of video media in learning has also been proven to support student understanding by presenting real situations. The survey results showed that 17.0% of respondents strongly agreed, and 56.6% agreed that video helped them understand the concept of narrative text writing, with an average score of 3.81. In addition, 15.1% of respondents strongly agreed, and 54.7% agreed that video media increased their engagement in learning English, with an average score of 3.79. Based on the level classification, an average score above 3.5 is considered "High." Thus, the survey results showed that students' perception of the PBL method and the use of video in writing narrative texts was at the "High" level, with an average score above 3.5. This shows that PBL and video are efficient ways to improve narrative text writing skills and increase students' understanding and motivation in the learning process.

How do these findings compare to other studies?

This study's results align with findings from previous research showing the effectiveness of PBL in improving students' writing skills and comprehension (Asrul et al., 2021). PBL creates a relevant and rewarding learning experience, allowing learners to relate their education to real-world situations (Dwifadjrin & Pamungkas, 2020). This approach makes learning more engaging and helps students understand how the concepts they learn can be applied in everyday life (Megayanti et al., 2020). Furthermore, other studies have shown that learners driven by compound intelligence and equipped with project-based teaching techniques achieve better outcomes (Endriyanto et al., 2023).

They show higher enthusiasm in the learning process, contributing to their increased motivation and engagement. In addition, PBL substantially improves various writing components, including topic selection, writing structure, and appropriate use of language (Argawati & Suryani, 2020). The latest study revealed that PBL motivates students to actively engage in initiatives related to writing so they are more likely to develop better writing skills (Gani et al., 2024).

Similar results

Several studies have shown that PBL effectively improves students' understanding of narrative text writing, which aligns with previous research findings (Maros et al., 2023). PBL is considered a highly efficient method because students learn through completing complex projects, not just abstract concepts (Gani et al., 2024). Through video project-oriented learning, students' desire to learn can also be enhanced. (Lugiati, 2020). Additionally, project-focused learning approaches are effective in enhancing and advancing students' ability to create narrative texts. (Asrul et al., 2021).

Results based on criteria

This study collected demographic-related information, including age and gender, and analyzed how often respondents applied Project-Based Learning (PBL) methods to engage students in learning. The results showed that students' abilities improved significantly when learning to write narrative texts using project- and video-focused learning techniques (Almulla, 2020). Analysis of the demographic characteristics of the respondents showed that students' proficiency in writing narrative texts using the PBL technique increased significantly, especially among certain age groups. As many as 49.1% of the respondents, or 26 students, were 17 years old, and applying the PBL method proved effective based on this age category.

The survey results showed that respondents gave a "good/positive" or "very good/very positive" assessment of the implementation of PBL. These findings align with research that emphasizes that PBL in writing is effective because students are actively involved, solve real problems, and find creative solutions (Argawati & Suryani, 2020). However, to understand the effectiveness of PBL and the use of video in more depth, it is important to analyze the potential factors that influence the success of this method.

For example, support from teachers, availability of resources, and parental involvement can play a significant role in successfully implementing PBL (Prastica et al., 2024). Teachers applying this method need to consider the local context and characteristics of the students, as well as tailor the project to their needs and interests (Morrison et al., 2021). Practical implications for teachers applying PBL and video methods include the importance of designing projects relevant to the curriculum and students' daily lives.

In Indonesian education, where the curriculum emphasizes 21st-century skill development, the application of PBL and video can help students develop critical thinking, creativity, and collaboration skills (Almazroui, 2023).

Conclusion

Research shows that PBL with video media effectively improves students' narrative text-writing skills. Applying PBL in English teaching can be done through relevant projects, such as recording personal experiences. Educators play a role in providing advice and deepening understanding through discussion and group collaboration. This method increases students' activity, enthusiasm, and understanding of the structure and elements of narrative texts.

The strong reliability of the Questionnaire (Cronbach's Alpha = 0.906), which indicates that the validity of the data is ensured, supports this study. As a result, PBL and video effectively increase students' motivation, activeness, and confidence in writing narratives, with the majority of positive responses. However, its limitations include a small sample (53 students from one school), a reliance on self-reports, and a narrow focus on narrative texts. Further research is suggested to expand the sample, use diverse data collection methods (observation, interviews), and explore other types of texts for a more comprehensive understanding.

For future research, increasing the number of samples is recommended to make the data's validity more substantial. The application of various data collection methods can provide a more neutral and complete picture of the effectiveness of PBL with video. Future research may also assess the effectiveness of PBL on different types of texts (e.g., descriptive reports) and investigate factors such as teacher contribution, student motivation, and learning atmosphere.

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