SKETCHNOTING BASED PJBL FOR TEACHING TO JUNIOR HIGH SCHOOL EFL STUDENTS IN WRITING STRUCTURE

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

MEDAN

2024

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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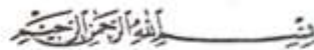
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NPM	: 1902050033
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Judul Skripsi	: Sketchnoting Based PJBL For Teaching to Junior High School EFL Students in Writing Structure

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LEMBAR PENGESAHAN SKRIPSI

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Judul Skripsi	: Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure

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ABSTRACT

Miftahul Arza Selian. 1902050033. Sketchnoting Based PJBL for Teaching to Junior High School EFL Students in Writing Narrative Text

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 PJBLwas implemented.

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

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah SWT – The Beneficent and The Merciful. Firstly, All praise and gratitude to Allah SWT, who has given all His grace to the researcher to complete the thesis. Secondly, bless and upon the Prophet Muhammad SAW as the figure of good civilization, intellectual, braveness, and loving knowledge.

The title of this research is Sketchnoting based PJBL for Teaching to Junior High School EFL Students in Writing Narrative Text. This skripsi is written to fulfill one of the requirements for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. In writing this research, there were so many problems, obstacles, and difficulties that the researcher needed help to finish this research. Furthermore, the researcher would like to express her grateful feeling, especially to her lovely Parents, Mr. Akhyanuddin Selian and Mrs. Syarifa Aini, that has given great affection, prayer, strength, advice, support, material, and motivation during her education process. May Allah always bless them. Therefore, the researcher would like to express her thanks to the people who have given guidance, support, and spirit during the completion of this research, they are:

1. **Prof. Dr. Agussani, M.A.P,** the Rector of Universitas Muhammadiyah Sumatera Utara.

2. **Dra. Hj.Syamsuyurnita, M.Pd,** the Dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

3. **Pirman Ginting, S.Pd., M.Hum**, the Head of English Education Department FKIP of University of Muhammadiyah Sumatera Utara and **Rita Harisma, S.Pd., M.Hum,**

the secretary of English Education Department FKIP of University of Muhammadiyah Sumatera Utara

4. **Dr. Khairun Niswa M.Hum**, the supervisor who gave the thoughts, suggestions, ideas, and critics and guided the researcher in finishing the study.

5. **All the lecturers of FKIP – UMSU**, especially those of the English department, had given valuable thoughts and knowledge as the information in teaching English during her academic years at UMSU.

6. **Staffs of Biro Administration FKIP**, Universitas Muhammadiyah Sumatera Utara, who supported the administrative system service of completing requirements, so all of the business could be resolved quickly.

7. **Sari Maulana Harahap**, **S.Pd.** Headmaster at SMP NEGERI 43 MEDAN, has permitted the researcher to conduct research at the school.

8. **All teachers** at SMP NEGERI 43 MEDAN, who had helped and guided the researcher in conducting research.

9. Special to **my parents** whom I love very much. My father Akhyanuddin Selian and my mother Syarifa Aini Batu Bara, great parents who have always been my encouragement as the strongest support from the harshness of the world. A parent figure who succeeded in making me get up and almost give up. Who always pray for sacrifices and provide a sincere feeling of love, attention, motivation, advice and support both morally and financially. This thesis is an offering from Boru Panggoaranmu, who has now completed his studies and earned a bachelor's degree. May father and mother be healthy, live long and always be happy.\

Medan, Agustus 2024

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

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). Proficiency in writing is a fundamental skill in language acquisition, serving as a crucial link to developing communication abilities and achieving academic excellence (Arini et al., 2020). EFL students still struggle to comprehend this ability since there are various variances between Bahasa and English, including discrepancies in grammatical and structural terminology, as well as styles (Yoandita & Yenni Hasnah, 2024). 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.

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. First, Sketchnoting makes understanding easier. Humans tend to understand visual information more easily than long text that is not illustrated. By combining visual elements such as images, icons, and diagrams with words, sketches allow creators to express ideas more clearly and easily understood by readers or listeners. Second, make sketches that stimulate creativity. The process of drawing and creating sketches allows individuals to express ideas in a more free and inspired way than using words alone. This allows people to find new ways to visualize complex or abstract concepts. Third, sketchnoting strengthens brain connections. When a person sketches while taking notes or writing, he engages both parts of the brain simultaneously. This activity strengthens the connection between the right brain, which is related to creativity and visualization, and the left brain, which is involved in languageand analysis. The result is improved understanding and retention of information. Lastly, sketch notes strengthen memory. The process of drawing and writing simultaneously involves more senses and cognitive processes. This can help improve information retention, as users build stronger connections between the ideas illustrated and the wordsused to explain them.

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.

Additionally, innovation is another interesting aspect of sketchnoting. This concept allows creatively combining visual elements with text, creating an innovative and engaging communication method. Flexibility is also an attraction for many people. Sketchnoting does not limit the user in terms of style or technique. Each individual can develop a style and approach to suit theirown needs and preferences. Finally, ease of sharing is a factor that makes sketchnoting attractive in both professional and personal contexts. Sketchnoting allows creators to easily share their ideas with others because readers can clearly understand images and words.

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. 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 sketchnoting 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 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

B.   Identification of the Problem

In relation to the background, the following research problems have been identified:

1. Students were unable to organize their ideas and thoughts in writing, especially in writing descriptive texts.

2. Students had difficulty finding the perfect word and were unsure how to begin a piece of writing.

C. Scope and Limitation

The scope of this research was focus on the writing. This research was conducted in SMP NEGERI 34 MEDAN. This research focuses on two classes, including

class Eight -Grade (VIII-A) and Eight-Grade (VIII-B). The limitation of the research focus on teaching descriptive text was applying the sketchtnoting based PJBL method.

D. Formulation of the Problem

The problems of this research was formulated as follows:

1. Does there any significant increase of writing skills in descriptive text by applying sketchnoting based PJBL method?

E. Objective of the Study

Based on the formulation above, the objective of this research was formed as follows:

1. To find out the significant increase in writing skills by applying the sketchnoting based PJBL method.

F. Significance of the Study

The results of this study was expected to be both theoretically and practically applicable:

1. Theoretically

The research findings was expected to extend their perspectives on the theory of English learning, especially in writing skills.

2. Practically

This research had the following practical significance:

a. For students, they get experience with the use of the sketchnoting based PJBL methodand thus are aided in the development of their descriptive writing skills.

b. For teachers, particularly English teachers, it is a complement to their success and a method of improving their teaching skills.

c. For the researchers, it is hoped that future researchers wasundertake a lot more in-depth study on creating descriptive text and attempt to identify additional methods that may be used to educate writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

1.1 Writing Skills for EFL Learners

Triki (2019) states that writing is an active process. This implies that when you first write anything down, you have already planned what you wassay and how you wassay 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.

states that writing is certainly more than just sound prediction. The symbols have been organized following a set of rules. However, as a general rule, students do not write just one phrase or a series of sentences that are ordered in a certain sequence and connected together in specific ways. Writing involves the encoding of several types of messages that are then translated into language.

Geng et al. (2022) explain that writing well is not just an option for young people. It is a necessity. Writing skills are a predictor of academic success and a basic requirement for participation in civic life in the global economy, while writing is not a simple language skill because it is a large area that must be involved. Linguistic competence and extra-linguistic competence are always involved in producing a piece of writing. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of the linguistic system.

Based on the definition of writing above, it is possible to deduce that writing is an effort to construct language by writing down words or ideas and then forming easily understood sentences. It is one of the methods of communicating by using written letters, symbols, or phrases that must be intelligible in order to properly transmit the message. And the basic goal of writing is to convey ideas and information.

1.2 The Relationships Writing and Sketchnoting Based PJBL

Writing skills are closely connected to the use of sketching in the project-based learning (PJBL) method. Both complement each other to effectively communicate thoughts and information. According to (Singh & Guleria, 2023), writing and sketchnoting abilities interact in the PJBL environment in the following ways**:**

1) Effective Communication: Both writing and sketchnoting aim to communicate ideas and information clearly to readers or viewers. Writing skills help in crafting structured and easy-to-understand messages, while sketchnoting uses a combination of images, symbols, and text to achieve the same goal.

2) Appropriate Words: Even though sketchnoting focuses more on visual elements, the use of appropriate words is still important in conveying a clear and detailed message. Writing skills help in choosing appropriate words and arranging sentences well in sketches.

3) Idea Organization: The skill of organizing ideas into a logical and structured sequence is important in both writing and sketchnoting. Writing skills help in designing a coherent writing framework, while sketchnoting makes it possible to organize information visually in an interesting and easy-to-understand way.

Therefore, the use of sketchnoting in Project-Based Learning (PJBL) enhances writing abilities by enabling students to communicate ideas and information effectively and engagingly.

2. Sketchnoting Project Based Learning (PJBL)

2.1 Definition 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. The primary objective of sketchnoting in education is to enhance students' comprehension and retention of knowledge via a more efficient and imaginative approach. Sketchnoting enhances the relationship between taught topics and helps students perceive knowledge more effectively by integrating visual components with text.

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.

Sketchnoting based PJBL is a method of learning that integrates sketchnoting methods with the principles of Project-Based Learning. Students use sketchnoting as a way to visually portray ideas, concepts, and information acquired throughout their learning assignments. Students may artistically demonstrate their comprehension of

learning content by combining pictures, symbols, text, and visual features. Students acquire knowledge about the subject matter and enhance their visual, problem-solving, and communication abilities.

2.2 Procedures for Using Sketchnoting Project-Based Leaning (PJBL)

According to (Soygenis et al., 2020.) the following are the procedural steps for using the PJBL-based Sketchnoting method in writing:

a. Step 1: Project Selection

Select writing projects that fit curriculum goals and allow for creativity and exploration. This project could be writing a short story, creating a persuasive essay, developing a research paper, or another writing assignment.

b. Step 2: Introduction to Sketchnoting

Introduce students to the concept of Sketchnoting and its application in the writing process. Explains how sketch notes can help organize ideas, visualize concepts, and increase creativity in writing. Provide an example of a sketch note related to a writing assignment.

c. Step 3: Brainstorming and Planning

Let students use sketching techniques to brainstorm ideas and plan their writing projects. Encourage them to take sketch notes to capture character descriptions, plot developments, main arguments, supporting evidence, and other elements relevant to their writing assignment.

d. Step 4: Drafting and Revision

Instruct students to use their sketchnotes as a guide as they organize their writing assignments. Encourage them to Refer back to their sketchnotes to stay focused on their

original ideas and organizational Structure. As students revise their drafts, remind themto update their sketch notes accordingly.

e. Step 5 Integrate Visual Elements

Encourage students to integrate visual elements from their sketchnotes directly into their writing assignments. This may include incorporating illustrations, diagrams, concept maps, or other visual aids to increase the clarity and impact of their writing. Final Presentation or Publication: Once the writing assignment is complete, ask students to present their work or publish their writing accompanied by their sketch notes. This can be done through class presentations, digital portfolios, or publication platforms. Encourage students to reflect on how their sketchnotes contributed to their writing process and final product.

f. Step 6: Reflection and Evaluation

Lead a reflective discussion in which students radiate the effectiveness of using sketches in the writing process. Encourage them to consider how sketching helps them generate ideas, organize their thoughts, and convey their message effectively in writing. Use student feedback to help with future sketching processes. By following these steps, educators can integrate the PJBL-based Sketchnoting method into the writing curriculum, empowering students to become more creative, organized, and effective writers.

2.3 The Advantages and Disadvantages of Sketchnoting Project-Based Learning (PJBL)

Sari Winda et al. (2021) discuss some of the advantages of applying Sketchnoting based PJBL, including;

(1) Encourages Creativity: sketchnoting based PJBL method\ allows students to express their ideas creatively through a combination of images, icons, and text. This can lead to deeper understanding and allow students to communicate their understanding in unique and engaging ways.

(2) Strengthens Understanding: By using images and text together, sketchnoting helps students to process information in depth. The combination of visual and verbal allows students to understand the material better and remember it more effectively.

(3) Integrating Skills: This method integrates a variety of skills, including visual, verbal, and collaboration skills. This allows students to develop multiple skills at once, including language skills, visual thinking skills, and group collaboration skills.

(4) Encourages Student Engagement: By presenting learning through relevant and meaningful projects, the sketchnoting based PJBL method encourages active student engagement in learning. The integration of sketchnoting in PJBL can add a creative element that motivates students to engage more deeply.

The sketchnoting-based PJBL method has several disadvantages, including;

(1) Limited Artistic Skills: Not all students are comfortable drawing or have enough artistic skills to create quality sketchnotes. This can be a barrier to implementing this approach effectively.

(2) Time and Preparation: Making a good sketch requires sufficient time and preparation. Teachers must plan activities carefully and provide sufficient time for students to make their sketchnotes well.

Technology Limitations: The use of technology in sketchnoting may not always be available or affordable for all students and educational institutions. This can limit the accessibility and applicability of sketchnoting in learning contexts.

3. Teacher Centered Method

According to (Emaliana, 2017), Teacher Centered Method is a method that focuses on teacher planning and instruction, where the teacher directs student learning. The teacher-centered method is a learning process that refers to learning that is centered on teacher instructions and direct instructions from the teacher to students (Kathy, 2004). (Kain, 2018) state that teacher-centered learning is a paradigm in the form of a learning method in the world of education where Teachers, as experts in their field, focus on conveying the transfer of knowledge they have to their students as lay novices. regarding teacher-centered learning, he believes that teacher-centered learning is a one-way learning system, where the provision of material by the teacher plays a central role in achieving learning outcomes and becomes the only source of knowledge so that students do not play an active role in the learning process.

Teacher-centered learning is a method of the teaching and learning process where the teacher designs lessons that are intended to meet predetermined standards and objectives, using procedures that support the acquisition of specified knowledge and skills. In this method, students often play a passive role and are not given the opportunity to communicate in class actively, students listen to the teacher's explanation or read and practice skills set by the teacher, where the task of learning planning is very dominated by the teacher, closely related to the standards and curriculum objectives set. The teacher-centered learning method is characterized by the presence of direction and control from

the teacher, high teacher expectations for student progress, maximizing the time students spend on academic tasks, and efforts by the teacher to minimize negative influences on students. This method focuses on academic activities, while non-academic materials such as games and puzzles tend not to be used. The interaction between students and teachersis also not emphasized (Emaliana, 2017). From the description above, it can be concludedthat the teacher centered learning method is a method model that focuses on teacher planning and instruction, where the teacher directs student learning in a one-way manner,the teacher being the only source of knowledge so that students do not play an active role,listen to the teacher's explanation, or read, practice skills set by the teacher, where the taskof learning planning is very much dominated by the teacher.

4. Descriptive Text

4.1 Generic Structure of 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 express the author's

opinion, evaluation, or overall impression of the described object, providing closure to the description. While these three parts form the basic structure of a descriptive text, the organization and specific content may vary depending on the context and purpose of the description.

4.2 Language Features of Descriptive Text

The language features of descriptive text are employed to portray the subject or object being described vividly. According to (Sipayung, 2021), here are some common language features found in descriptive texts:

a. Adjectives and Adverbs: Descriptive texts are characterized by the abundant use of adjectives and adverbs to provide vivid descriptions. Adjectives modify nouns to convey specific attributes or qualities, while adverbs modify verbs, adjectives, or other adverbs to indicate manner, degree, or frequency.

b. Figurative Language: Descriptive texts often employ figurative language such as similes, metaphors, and personification to enhance descriptions. These devices help create vivid images and evoke sensory experiences in the reader's mind.

c. Sensory Language: Descriptive texts appeal to the reader's senses by incorporating sensory language that engages sight, sound, smell, taste, and touch. By vividly describing sensory details, the writer brings the subject to life and immerses the reader in the experience.

d. Imagery: Imagery refers to the use of descriptive language to create mental images or sensory impressions. Writers use imagery to evoke vivid scenes and emotions, making the description more compelling and memorable.

e. Concise and Precise Language: While descriptive texts aim to provide rich and detailed descriptions, it is important to use language that is concise and precise. Writers choose words carefully to convey their intended meaning effectively without unnecessary verbosity.

B. Previous Research Study

1. Sari Winda et al. (2021) conducted research about "The Implementation of Sketchto Stretch in Teaching Reading Comprehension at The Eighth Grade of SMPN 32 Bulukumba." This research aimed to investigate the difference in achievement between students taught using the sketch to stretch method and those taught without it at the eighth grade of SMPN 32 Bulukumba. The reading comprehension of students focused on the main idea and supporting details. The researcher conducted experimental research with two groups: an experimental group (class VIII.2) consisting of 14 students and a control group (class VIII.3) with the same number of students. A reading test was used as the research instrument. The results showed a significant difference in achievement between the two groups, as indicated by the higher t-test value (2.519) compared to the t-table value (2.056) at a significance level of 0.05 with26 degrees of freedom. Therefore, the Null Hypothesis (H0) was rejected, and it can be concluded that students taught through the "sketch to stretch" method outperformed those taught without it.

2. Bratash et al., (2020) conducted the research about the "Creating and processing sketch notes: a psycholinguistic study" This research explores sketch notes, visual notes comprising handwritten text and drawings, made by Russian school children. Its objective is to uncover the children's subjective perception of sketchnoting and

determine if sketches are more effective than handwritten verbal summaries for information retrieval and memorization. In the initial experiment, 139 participants aged 14 to 17 completed a questionnaire assessing their attitude toward sketchnoting. Findings revealed that the children perceived this technique as engaging and beneficial for memory retention and recall.

3. Lisboa (2023) conducted research on "Learning to Make Sense: Sketchnoting in Undergraduate Design Education". This research aimed at a pedagogical approach centered on "sketchnoting" to aid design students in gathering, synthesizing, and comprehending information. It integrates learning theory and design thinking to develop a method for studying, researching, and sensemaking beneficial for both coursework and lifelong learning. Rooted in dual coding theory, the approach suggests creating visual and verbal representations of complex information to enhance sensemaking. While adapted to designers' cognitive processes, implementing this visual note-taking system poses challenges, particularly in objectively evaluating such a personalized sensemaking method. Additionally, students with a visual arts background may have an advantage in utilizing it. The paper wasdelve into these challenges and their implications for the future of educational design.

   The three studies are similar in that they all give a positive reaction to the sketchnoting based PJBL method. These three research show that the use of visual techniques, such as sketching, has a significant role in facilitating learning and understanding in various educational contexts, especially in the fields of design and art. The use of sketches in writing helps students plan their writing, increases creativity, facilitates understanding of concepts, improves retention of information, and aids the

revision and editing process. By creating visual representations, students can more easily organize their thoughts, understand the material, and develop creative ideas to include in their writing.

C. Conceptual Framework

This research was based on a conceptual framework integrating several relevant theories and concepts. This conceptual framework describes the relationship between the main variables that was observation in this research, namely the application of the sketchnoting based PJBL method, English writing skills, and student learning outcomes. The application of the sketchnoting based PJBL method (Independent Variable) was used as a teaching method in the experimental group. This method includesvarious interactive aspects in learning to write English, such as collaboration between students, use of social media, and providing feedback to fellow students. English WritingAbility (Dependent Variable) English writing ability was measured as the main dependent variable in this research. It covers aspects of writing skills, such as writing structure, grammar, and creativity in writing.

This conceptual framework was serve as a guide in testing research hypotheses and analyzing the data obtained. Thus, this research was help "Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure."

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┌─────────────────────┐
│   Junior High School │
│     EFL Students     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│   Descriptive Text   │
└─────────────────────┘
          │
    ┌─────┴─────┐
    ▼           ▼
┌──────────┐ ┌──────────┐
│Experimental│ │  Control │
│  Group    │ │  Group   │
└──────────┘ └──────────┘
    │           │
    ▼           ▼
┌──────────┐ ┌──────────┐
│ Pre-Test │ │ Pre-Test │
└──────────┘ └──────────┘
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┌──────────┐ ┌──────────┐
│Treatment │ │Treatment │
└──────────┘ └──────────┘
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│Post-Test │ │Post-Test │
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│Sketchnoting│ │Teacher-Centered│
│  Method   │ │   Method      │
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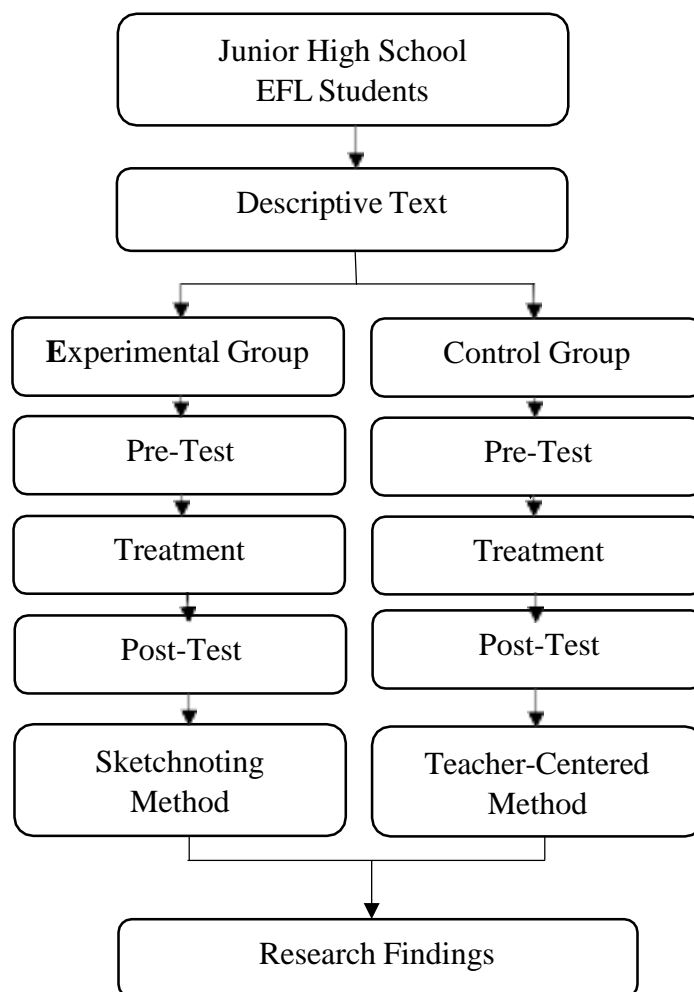
Figure 2.1
Conceptual Framework

D. Hypothesis

The hypothesis of the research was formulated as follows:

Ha: There was a significant effect of Sketchnoting Based PJBL for Teaching Writingto

Junior High School EFL Students: Writing Structure

CHAPTER III

METHOD OF RESEARCH

A. Research Design

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 groupand the control group. The experimental group was teach using the sketchnoting based PJBL method. Meanwhile, the control group was teach the Teacher-Centered method. Both groups was give the pre-and post-tests.

The design is presented as follows:

Table 3.1
Research Design

Class	Group	Pre-test	Treatment	Post-test
VIII-A	The experimental group (X)	✓	✓	✓
VIII-B	Control Group (Y)	✓	✓	✓

X: The experimental group, in which the sample is treated using the sketchnoting method while writing descriptive text.
Y: The control group, in which the sample is treated using a teacher-centered method while writing descriptive text.

1.1 Pre-test

Before beginning treatment, a pre-test was used to assess the student's writing abilities. Both groups, experimental and control, get a pre-test. The experimental and control group wasgive a pre-test and essay test. The pre-test was helpful in determiningthe mean score of the experimental and control groups.

2.1 Treatment

Students was treated after the completion of the pre-test. The method sketching was used to teach the experimental group, while the Teacher-Centered method was used to teach the control group.

Table 3.2
Treatment in Experimental Group

Steps	Experimental Group	
	Researcher Activities	Students' Activities
1st Project Selection	The researcher wasselect a writing projects that fit curriculum goals and allow for creativity and exploration. This project could be writing a short story, creating a persuasive essay, developing a research paper, or another writing assignment.	Students focus their attention on the researcher.
2nd Introduction Sketchnoting	Introduce students to the concept of Sketchnoting and its application in the writing process. Explains how sketchnotes can help organize ideas, visualize concepts, and increase creativity in writing. Provide an example of a sketch note related to a writing assignment.	The students follow the researcher's rules.
3rd Brainstorming and Planning	Let students use sketching techniques to brainstorm ideas and plan their writing projects. Encourage them to take sketch notes to capture character	The students follow the researcher's rules.

	descriptions, plot developments, main arguments, supporting evidence, and other elements relevant to their writing assignment.	
4th Drafting	Instruct students to use their sketchnotes as a guide as they organize their writing assignments. Encourage them to Refer back to their sketchnotes to stay focused on their original ideas and organizational Structure. As students revise their drafts, remind them to update their sketch notes accordingly.	Students begin to write descriptive texts.
5th Integrate Visual Elements	Encourage students to integrate visual elements from their sketchnotes directly into their writing assignments. This includes incorporating illustrations, diagrams, concept maps, or other visual aids to increase the clarity and impact of their writing.	Researchers help students construct ideas and concepts in developing sketchnoting descriptive texts
6th Final Presentation	Ask students to present their work or publish their writing accompanied by their sketch notes. This can be done through class presentations, digital portfolios, or publication platforms. Encourage students to reflect on how their sketchnotes contributed to their writing process and final product.	Students present their work accompanied by their sketch notes.
7th Reflection and Evaluation	Lead a reflective discussion in which students radiate the effectiveness of using sketches in the writing process. Encourage them to consider how sketching helps them generate ideas, organize their thoughts, and convey their message effectively in writing. Use student feedback to help with future sketching processes.	The researcher offers analysis and assessment while explaining the effectiveness of the used methodologies.

Table 3.3
Treatment in the Control Group

Steps	Control Group	
	Researcher Activities	Students' Activities
1st	The Teacher greets students to open the class (good morning)	Students were responsive
2nd	The Teacher talks to the students about learning activities	The students listen to the learning objectives
3rd	The Teacher introduced the material and explained to the students about a descriptive text.	The student listens to the teacher's explanation.
4th	The Teacher guided the students and gave the pre-test to the students about *"smoking is bad for us."*	The student wrote the material.
5th	After the students finish answering the questions, collect their answer sheets, and then check the answers together.	Look at the true answers from the Teacher and check them together.

3.1 Post-test

The test was administered to the experimental group and the control group to determine the student's success in creating descriptive texts by using the sketchnoting method.

B. Population and Sample

1. Population

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 3.2 below.

Table 3.4

The population of the Research

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

2. Sample

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 3.5
Sample of the Research

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

C. Location

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 basedon the observation that had been done previously, and it showed that the students in theschool still had difficulties in writing skills, especially in descriptive text.

D. Instrument of the Research

The data was collected using essay tests. Students was instructed to write anddesign 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.

E. Technique of Collecting Data

Students was administered the test to gather the data. According to (Sugiyono, 2007), Several procedures were used to collect the data:

a. Giving the pre-test to both groups.

b. Give them three opportunities to complete an essay writing exam depending on their performance.

c. Collect the answer papers from the students and evaluate their answers.

d. Applied the treatment to the experimental group using the sketchnoting based PJBL Method, while the control group was instructed to use the teacher-centered method.

e. Given a post-test to both groups.

f. Provided them with three opportunities to complete an essay writing exam depending on their performance.

F. Technique of Analyzing Data

The SPSS program was used to generate the test statistics, as well as a paired sample test of quantitative data obtained through tests (Abdulwahed & Ismail, 2011). The researcher wasuse SPSS version 22 because it was easier to determine descriptive statistics such as mean, standard deviation, and percentage. This reason was proven through previous research from Eka Palupi Utami, which was entitled "Comparative Study of Writing and Listening Anxiety in EFL University Students," which also uses SPSS version 22.

CHAPTER IV

FINDINGS AND DISCUSSION

A. 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.

1. 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:

1.1 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 student 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.

1.2 The Experimental Class

Table 4.2
Students Learning Outcomes Experimental Class

No	Students' Initial	Experimental Class	
		Pre-Test	Post-Test
1	AF	78	91
2	AR	80	94
3	AA	72	88
4	AK	71	87
5	AP	73	87
6	AR	71	88
7	DH	81	92

8	FAF	81	88
9	FG	81	86
10	FA	82	94
11	HS	77	87
12	JW	86	90
13	KNB	73	88
14	MBM	81	87
15	MDP	83	92
16	MFA	77	83
17	MAN	75	86
18	MHS	66	82
19	MS	74	82
20	NTA	72	84
21	NAP	77	87
22	RAN	82	90
23	RDZ	83	90
24	RS	81	85
25	SSS	79	86
26	SRW	81	89
27	SM	78	87
28	STA	79	90
29	YE	80	90
30	ZDR	83	92

In comparison, the Experimental Class's pre-test results obtained were 1 students scored below 70, 15 students scored below 80 and 14 students scored below 90. Then the post-test scores of experimental class, 23 students who scored below 90 and then 7 students scored below 100. So, from these data there were 25 students who experienced an increase in scores, 0 students were constant, and 0 student decreased.

2. Analysis Data with SPSS

2.1 Data Descriptive Statistics

Table 4.3
Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control Class	30	55	85	66.87	7.758
Post-Test Control Class	30	62	90	75.33	6.989
Pre-Test Experimental Class	30	66	86	77.90	4.649
Post-Test Experimental Class	30	82	94	88.07	3.162
Valid N (listwise)	30				

There are a total of 30 students in the Control Class. Pre-Test mean scores for the Control Class is 66.87, with a minimum grade of 55 and a maximum grade of 85. The control class's post-test mean score is 75.33, with a minimum grade of 62 and a maximum grade of 90. It is clear from this that the grade has improved after learning process is carried out using Teacher Centered Learning Method, with a 8,46 difference between the average Pre-Test and Post-Test's scores. Meanwhile in the experimental class with a total of 30 students, the average pre-test score was 77,90 with a minimum grade of 66 and a maximum grade of 86. Post-test average score is 88.07 with a minimum grade of 82 and a maximum grade of 94. With a mean score difference of 10,17 between the Pre-Test and Post-Test, this shows that there has been a great increase in student learning outcomes following the using of Sketchnoting based PJBL Method in the learning process. It is clear from these numbers that student scores between the two classes different. The Sketchnoting based PJBL Method produced better results than the Teacher Centered Learning Method.

2.2 Test of Normality

A data distribution's normalcy can be ascertained using the Test of Normality. The modus, mean, and median are in the middle of the symmetrical normal distribution. There is a decision-making guideline that can be used to determine if a data distribution is normal or not. If the value of Sig. or the significance or probability value is less than 0.05, the distribution is not normal,* and if it is greater than 0.05, the distribution is normal. (Nuryadi et al., 2017).

With the use of the SPSS 22.0 application, the researcher utilized the Kolmogrov-Smirnov and Shapiro-Wilk tests in this investigation to determine whether the data were normal:

Table 4.4
Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-Test Control (Teacher Centered Learning Method)	.101	30	.200[*]	.967	30	.450
	Post-Test Control (Student Centered Learning Method)	.181	30	.013	.960	30	.316
	Pre-Test Experimental (Sketchnoting based PJBL Method)	.148	30	.094	.941	30	.100
	Post-Test Experimental (Sketchnoting based PJBL Method)	.108	30	.200[*]	.968	30	.487
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

It may be inferred from the result above that the study data is normally distributed because the significance value (sig) for all data on the Kolmogorof-Smimov Test and the Shapiro-Wilk Test is larger than 0.05.

2.3 Paired Simple T-Test

The paired sample T-test is a method used to assess hypotheses when the data being analyzed are not independent, as described by Nuryadi et al. (2017). The Paired Sample T-test may be used to compare the average of two paired samples and determine whether there is a significant difference between them.

To assess if there is a difference in the average scores between the two sets of paired samples, the researcher conducted a Paired Sample T-test. The samples included data from the control class pre and post-test (using the Teacher Centered Learning Method), as well as data from the Experimental Pre-Test and Post-Test (using Sketchnoting based PJBL

Method).

A technique for evaluating hypotheses when the data being utilized are not independent (pairs) is the paired sample T-test (Nuryadi et al., 2017). The Paired Sample T-test may be used to compare the average of two paired samples and determine whether there is a significant difference between them. To assess if there is a disparity in the average scores between the two sets of paired samples, the researcher conducted a Paired Sample T-test on the data from the Control Class Pre-Test and the Control Class Post-Test (using the Teacher Centered Learning Method) and the data from the Experimental Pre-Test and the Experimental Post-Test (using the Sketchnoting based PJBL). The exam is administered using the SPSS 22.0 program. The test is conducted as follows:

Table   4.5
Paired Sample Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	
Pair 1	Pre-Test Control Class - Post-Test Control Class	-8.467	5.673	1.036	-10.585	-6.348	-8.174	29	<.001	<.001
Pair 2	Pre-Test Experimental Class - Post-Test Experimental Class	-10.167	3.733	.682	-11.561	-8.773	-14.916	29	<.001	<.001

The output pair 1's value of sig. (2 tailed) of 0.001<0.5 indicates that there is a difference in the mean student score between the Pre-Test Control Class and the Post-Test Control Class (Teacher Centered Learning Method). Following that, it can be inferred that there is a difference in the mean score of the students for the Pre-Test Experimental Class and Post-Test Experimental Class (Sketchnoting based PJBL) based on the result of pair 2 and the sig value (2 tailed) of 0.001<0.5. Therefore, it is possible to draw the conclusion that the Sketchnoting based PJBL has an effect on student learning outcomes in writing

skills of narrative text based on the discussion of output pair 1.

Table 4.6
Paired Simple Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Control Class	66.87	30	7.758	1.416
	Post-Test Control Class	75.33	30	6.989	1.276
Pair 2	Pre-Test Experimental Class	77.90	30	4.649	.849
	Post-Test Experimental Class	88.07	30	3.162	.577

It is clear from the output above that the experimental class's average score on the Pre-Test and Post-Test has increased significantly. In other words, it may said that the Sketchnoting based PJBL Method significantly increases writing skills in narrative Text.

2.4 Test of Homogeneity

A statistical technique called the Test of Homogeneity aims to demonstrate that two or more groupings of sample data originate from populations with the same variance (Nuryadi et al., 2017). The homogeneity test is thus using in this study to examine if the post-test data groups for the control class (Teacher Centered Learning Method Method) and the post-test experimental class (Sketchnoting based PJBL) are homogenous (same) or heterogeneous (not the same). In order to determine if data are homogeneous according to the homogeneity test, the significance value must be more than 0.05; otherwise, the data cannot be considered homogeneous. With the aid of the SPSS 22.0 application, the test is conducted as follows:

Table 4.7
Test of Homogeneity of Variance

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	8.157	1	58	.316
	Based on Median	7.664	1	58	.316
	Based on Median and with adjusted df	7.664	1	38.202	.318
	Based on trimmed mean	8.207	1	58	.316

It can be inferred from the output above that the variance of the post-test data for the experimental class and the control class is homogenous or equal because the significance value (sig) based on the mean is known to be $0.316 > 0.05$.

2.5 Independent Simple T-Test

To calculate the average difference between two independent populations/data sets, the Independent Sample T-Test is utilized (Nuryadi et al., 2017). This Independent Sample t-test has assumptions/conditions that must be met, namely the data is normally distributed, the two groups of data are independent (free) and the variables are linked numeric and categorical form (with only 2 groups). The Independent Sample t-test was used in this study to see if there were any differences between how to write narrative text utilizing the Teacher Centered Learning Method Method and Sketchnoting based PJBL. Using the SPSS 22.0 program, this test was conducted on post-test data for the experimental class (Sketchnoting based PJBL) and post-test data for the control class (Teacher Centered Learning Method):

Table   4.8
Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Significance				95% Confidence Interval of the Difference
						One-Sided p	Two-Sided p	Mean Differ ence	Std. Error Differ ence	Lower	Upper
		F	Sig.	t	df						
Students Learning Outcomes	Equal variances assumed	8.157	.316	9.0 92	58	<.00 1	<.00 1	12.73 3	1.401	9.930	15.53 7
	Equal variances not assumed			9.0 92	40. 391	<.00 1	<.00 1	12.73 3	1.401	9.904	15.56 3

It can be concluded from the output above that there is a difference between the average post-test of students utilizing the Teacher Centered Learning Method and the Sketchnoting based PJBL Method because the value of sig. (2 tailed) is $0.001 < 0.05$.

Table 4.9
Group Statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning Outcomes	Post-Test Experimental (Sketchnoting based PJBL)	30	88.07	3.162	.577
	Post-Test Control (Teacher Centered Method)	30	75.33	6.989	1.276

The output shows that the average post-test scores for the experimental class Sketchnoting based PJBL) are higher than the average post-test scores for the control class (Teacher Centered Learning Method). Therefore, it can be said that the Sketchnoting based PJBL is more successful than the Teacher Centered Learning Method.

3. Data Analysis

The purpose of this research is to determine the significant increase by using the Sketchnoting based PJBL Method and the achievement students writing skilss. Research that has been conducted by researchers shows that in general there is a significant increase of using the Sketchnoting based PJBL Method on the learning outcomes of class VIII-A SMP NEGERI 34 Medan on writing of narrative text based on the management of the data obtained. from sig. (2 tailed) for the paired sample t-test is 0.001 <0.5. If the results of the significance for the paired sample t-test are less than 0.05, it is assumed that variable X affects variable Y; but if the significance value is more than 0.05, it is assumed that variable X has no effect on variable Y (Nuryadi et al., 2017).

Therefore, it can be concluded that the Sketchnoting based PJBL that the significantly on student learning outcomes in writing on narrative text. The difference between the pretest and posttest mean values of the experimental class shows the magnitude of this effect. The average pre and post test scores for the experimental class increased from 75.33 to 88.07.

In other words, it can be said that the Sketchnoting based PJBL significantly increase on writing in narrative text. The alternative hypothesis is approved, while the null hypothesis is rejected, due to an increase in the average value of student learning outcomes from the paired sample t-test statistic. This means that there is an increase in the use of the Sketchnoting based PJBL on students' ability to writing on narrative text.

According to the Independent Samples T-Test, students who using the Teacher Centered Learning Method and those who utilizing the Sketchnoting based PJBL had different average post-test scores, with a sig. (2 tailed) score of 0.001 <0.05. The group statistics table clearly shows how much the two groups differ; post-test mean scores for the Experimental Class (Sketchnoting based PJBL) and the Control Class (Teacher Centered Learning Method) were 75.33 and 88.07, respectively. When compared to the Control Class (Teacher Centered Learning Method), the average post test score (Sketchnoting based PJBL) of the Experiment Class is higher. Therefore, it can be said that the Sketchnoting based PJBL is more successful than the Teacher Centered Learning Method.

B. 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.

C. Result

The result of the analysis and the data obtained showed that the Sketchnoting based PJBL that can effect 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. 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 said 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.

B. Suggestion

For further research, The researcher recommends conducting more in depth research on the advantages and using Sketchnoting based PJBL. Researchers should pay more attention to student activity when learning activities take place, for example such as asking questions or providing opportunities to raise inquiries regarding material that has not been fully grasped. This is done to investigate whether students really understand the learning material or not. Further research can also investigate other factors were not found in this study that can improve students' ability in reading skill.

In connection with the foregoing conclusion, the following suggestions are also made:

1. To students

Students must practice their honesty for the sake of learning and progress in their education because students must participate actively in the process of learning as well as open a mindset, not hesitate or be ashamed to ask questions and express their opinions.

2. To Teachers

Sketchnoting based PJBL can help English teachers increase their students' learning ability, focus, motivation, and independence especially when it comes to writing skill in narrative text. Cooperation and interaction between teacher and students during learning must be considered so that the learning atmosphere becomes more conducive, and students can more easily understand learning materials.

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APPENDICES

Appendix 1

LESSON PLAN

Satuan Pendidikan   : SMPN 43 Medan

Kelas/ Semester   : VIII/ Ganjil

Mata Pelajaran   : Bahasa Inggris

Materi   : Narrative Text

Alokasi Waktu   : 4x 40 Menit (2 pertemuan)

A. Kompetensi Inti:

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual,prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi:

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.	3.4.1 Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 3.4.2 Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya 3.4.3 Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 3.4.4 Menganalisis (C4) informasi rincidi dalam teks narrative
4.4 Teks Narasi 4.4.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks narasi lisan dan tulis terkait isu actual. 4.4.2 menyusun teks narasi tulis, terkait isu actual, dengan	4.4.1.1 Menentukan (P5) Generic structure dari teks narasi tulis secara benar dansesuai konteks. 4.4.2.1 Membuat teks narasi terkait isu aktual

memperhati kan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan materi teks narasi dengan menggunakan Teacher-Center method peserta didik diharapkan secara kritis mampu:

1. Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

2. Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

3. Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

4. Menganalisis (C4) informasi rinci didalam teks narasi.

5. Menentukan (P5) Generic structure dari teks narasi tulis secara benar dan sesuai konteks.

6. Membuat teks narasi terkait isu actual.

D. Materi Pembelajaran

Narrative Text

1. Orientation

Orientation is the initial part of a narrative text which contains an introduction to the characters, background, atmosphere, place and time.

2. Complications

Complications are part of the problem, conflict that is occurring in the story, complications contain the peak of the problems experienced by the character.

3. Resolution

Resolution is the resolution of a problem that is currently occurring, how and how the character behaves in solving the problem and finding a way out.

4. Coda / ending

Coda is a part of narrative text that presents the end of the story. The ending of the story can be a good or bad ending.

Language Features of Narrative Text

Linguistic Elements (Language Feature)

The linguistic elements used in creating Narrative Text include:

1. Past tense: (Awoke, Began, Drank, ate)

2. Adverbs of time: (Once upon a time, today, one day, will, yesterday, later, etc.)

3. Time conjunctions: (when, then, suddenly, before, after, until, a soon as, etc)

4. Specific character / use of specific story characters, not general. (Cinderella, Alibaba, Snow White, Tangled, Ariel, etc.)

5. Action verbs (Action verbs) / verbs that show an action: (Killed, walked, wrote, stayed, dug, etc)

6. Reading direct speech to make the story seem more alive (Direct speech). (Princess said, "My name is Princess). Direct speech uses present tense.

7. Saying and thinking verbs: Verbs that indicate speech or reporting. (Said, told, thought, etc.)

Example of Narrative Text :

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend who was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

E. Kegiatan Belajar Mengajar

Pertemuan 1

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan	a. Guru memberi salam. b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. c. Guru memeriksa kehadiran peserta didik. d. Guru menyiapkan peserta didik secara psikis dan fisik.	10 Menit	Power Point
	e. Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. f. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP		

| Kegiatan Inti | Mengamati
a. Peserta didik menganalisis contoh teks narrative text " True Friends ".
b. Peserta didik mengamati dan menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, etc)

Menanya (ASK)
a. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.
b. Dengan bantuan guru, peserta didik mencari ide pokok dan keywords maupun kata-kata sulit yang telah mereka dapat.

Mengasosiasi
a. Peserta didik secara individu menulis kembali cerita dari ide utama maupun ide pendukung dari setiap paragraph dari teks cerita berjudul "True Friends."
b. Peserta didik menyusun kembali teks cerita | 60 Menit | |

	berdasarkan keyword yang mereka dapat sebelumnya untuk mengecek pemahaman mereka terkait dengan teks yang telah dipelajari. Mengkomunikasikan a. Peserta didik mem presentasikan hasil teks cerita mereka dengan membaca teks deskriptif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat sendiri. b. Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks.		
Penutup	a. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. c. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

Pertemuan 2

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pendahuluan	a. Guru memberi salam. b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. c. Guru memeriksa kehadiran peserta didik. d. Guru melakukan review materi yang telah dipelajari dipertemuan sebelumnya. e. Guru menyiapkan peserta didik secara psikis dan fisik. f. Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. g. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit	
Kegiatan Inti	a. Peserta didik membuat project teks narrative berdasarkan tema yang telah ditentukan oleh guru. b. Guru memonitor dan memberikan arahan kepda pesertadidik selama proses pembuatan project. c. Setiap kelompok mengujikan hasil project dengan memajang hasil di mading kelas. d. Setiap kelompok memberi tanggapan mengenai hasil project kelompok lainnya. e. Guru memberikan tanggapan dan masukan	60 Menit	

	terhadap hasil kerja peserta didik.		
Penutup	a. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan. b. Guru dan peserta didik menyimpulkan materi pembelajaran yang telah dibahas. c. Guru menginformasikan materi pada pertemuan berikutnya. d. Kegiatan pembelajaran ditutup dengan doa.	10 Menit	

F. Teknik

1. Pendekatan : Scientific Learning

2. Strategi : Teacher-Centered Method

G. Penilaian

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic).	30-27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail).	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic).	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate).	16-13

Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate).	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register).	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured).	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured).	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate).	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions).	25-22
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	21-18

	constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	17-11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate).	10-5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing).	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured).	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured).	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate).	2
Total	100	

APPENDIX 2

LESSON PLAN

Satuan Pendidikan   : SMPN 43 Medan

Kelas/ Semester   : VIII/ Ganjil

Mata Pelajaran   : Bahasa Inggris

Materi   : Narrative Text

Alokasi Waktu   : 4x 40 Menit (2 pertemuan)

A. Kompetensi Inti:

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual,prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.	3.4.1 Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 3.4.2 Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks narasi

	narrative lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya
	3.4.3 Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.
	3.4.5 Menganalisis (C4) informasi rinci di dalamteks narrative
4.4 Teks Narrative 4.4.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks narrative lisan dan tulis terkait isu actual. 4.4.2 menyusun teks narrative tulis, terkait isuactual, dengan memperhati kan fungsi social, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.1.1 Menentukan (P5) Generic structure dari teks narrative tulis secara benar dan sesuai konteks. 4.4.2.1 Membuat teks narrative terkait isu aktual

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan materi narrative text dengan menggunakan SKETCHNOTING BASED PJBL peserta didik diharapkan secara kritis mampu:

1. Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

2. Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

3. Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

4. Menganalisis (C4) informasi rinci didalam teks narrative.

5. Menentukan (P5) Generic structure dari teks narrative tulis secara benar dan sesuai konteks.

6. Membuat teks narrative terkait isu actual.

D. Materi Pembelajaran

Narrative Text

1. Definition   : a type of text that tells a chronological story in the past tense.
2. Social Function   : Its social function is to tell a story to entertain the audience
3. Generic Structure
   1. Orientation

   Orientation is the initial part of a narrative text which contains an introduction to the characters, background, atmosphere, place and time.

   2. Complications

   Complications are part of the problem, conflict that is occurring in the story, complications contain the peak of the problems experienced by the character.

   3. Resolution

   Resolution is the resolution of a problem that is currently occurring, how and how the character behaves in solving the problem and finding a way out.

   4. Coda / ending

   Coda is a part of narrative text that presents the end of the story. The ending of the story can be a good or bad ending.

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The linguistic elements used in creating Narrative Text include:

1. Past tense: (Awoke, Began, Drank, ate)

2. Adverbs of time: (Once upon a time, today, one day, will, yesterday, later, etc.)

3. Time conjunctions: (when, then, suddenly, before, after, until, a soon as, etc)

4. Specific character / use of specific story characters, not general. (Cinderella, Alibaba, Snow White, Tangled, Ariel, etc.)

5. Action verbs (Action verbs) / verbs that show an action: (Killed, walked, wrote, stayed, dug, etc)

6. Reading direct speech to make the story seem more alive (Direct speech). (Princess said, "My name is Princess). Direct speech uses present tense.

7. Saying and thinking verbs: Verbs that indicate speech or reporting. (Said, told, thought, etc.)

Example of Narrative Text :

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Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend who was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

8. Kegiatan Belajar Mengajar

Pertemuan 1

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan	a. Guru memberi salam. b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. c. Guru memeriksa kehadiran peserta didik. d. Guru menyiapkan peserta didik secara psikis dan fisik. e. Guru menjelaskan tentang tujuan dan metode pembelajaran (SKETCHNOTING method) atau kompetensi dasar yang akan dicapai.	10 Menit	Power Point

	f. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.		
Kegiatan Inti	Mengamati a. Guru menjelaskan konsep "PJBL" kepada peserta didik. b. Guru membagi kelompok Menanya c. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait hal hal yang tidak diketahui. d. Dengan bantuan guru, peserta didik mencari kata-kata sulit yang peserta didik temukan. Mengasosiasi a. Peserta didik membacakan kembali kalimat/ kata yang telah ditulis sebelumnya. b. Peserta didik menyusun kembali teks cerita dan membuat draft dan saling memberi masukan satu sama lain. c. peserta didik saling memeriksa dan menambahi satu sama lain jika diperlukan. Menkomunikasikan a. Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca sketchnote yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat	60 Menit	

Aktivitas	Deskripsi Kegiatan	Waktu	Media
	sendiri. b. Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks. c. peserta didik menyalin kalimat yang bagus yang telah diperiksa.		
Penutup	a. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. c. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

Pertemuan 2

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan	**a.** Guru memberi salam. **b.** Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. **c.** Guru memeriksa kehadiran peserta didik. **d.** Guru menyiapkan peserta didik secara psikis dan fisik. **e.** Guru melakukan review tentang metode pembelajaran (SWELL method) atau kompetensi dasar yang akan dicapai.	10 Menit	Power Point

	f. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.		
Kegiatan Inti	Mengamati a. Peserta didik membuat project narrative text dengan menggunakan metode sketchnoting yang telah diberikan. b. Guru memonitor dan memberikan arahan kepada peserta didik selama proses pembuatan project agar peserta didik dapat berkolaborasi dengan baik dalam membuat project. Menanya a. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait hal hal yang tidak diketahui. b. Dengan bantuan guru, peserta didik mencari kata-kata sulit yang peserta didik temukan. Mengasosiasi a. Peserta didik membacakan kembali kalimat/ kata yang telah ditulis sebelumnya. b. Peserta didik menyusun kembali teks cerita dan membuat draft dan saling memberi masukan satu sama lain. c. peserta didik saling memeriksa dan menambahi satu sama lain jika diperlukan. Menkomunikasikan a. Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks pada sketchnote yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan	60 Menit	

	supporting idea dengan kalimat sendiri. b. Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks. c. peserta didik menyalin kalimat yang bagus yang telah diperiksa.		
Penutup	a. Guru dan peserta didik secara bersama-sama mem buat ringkasan bahan yang sudah dipelajari pada pertemuan ini. b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. c. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

G. Teknik

1. Pendekatan : Scientific Learning

2. Strategi : Sketchnoting Method

H. Penilaian

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic).	30-27

	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail).	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic).	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate).	16-13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate).	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register).	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured).	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured).	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate).	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense,	25-22

	number, word order/ function, articles, pronouns, prepositions).	
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	21-18
	constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	17-11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate).	10-5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing).	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured).	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured).	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate).	2
Total		100

APPENDIX 3

THE PRE TEST AND ~~POST TEST~~ OF WRITING

ENGLISH SKILLS

Name: Sakti Soa duon.

Class: VIII-4.

Time: 45 Minutes

1. Make an essay of narrative text about the "Students and School", do not forget to include the identification and description.

let me Introduce my self, my name is Sakti, I was study at SMPN 43 medan which is not far from my house. I choose this school because the distance is not Far and this school also has a lot of positive activities for Its students.

There are a lot of activities that usually we do at school, one of which is every Thursday, namely the performance of the representative class. The activity is carried out in the morning before class starts. Every week the class will get a turn to showcase the talents of the students who is selected.

Like now, It's our class turn to get a schedule to showcase their students talents. My friend Sita showcase her talent, Singing. Her voice is very beautiful, we are all amazed to see her ability to sing. This activity can be a development of students talents or abilities in the future to be more confident and practice the potersial that exist In students.

C = 25
O = 16
V = 18
L = 18
m = 4

Name: Sakti Soodwan Shegar

Class: Experimental Class (VM-4)
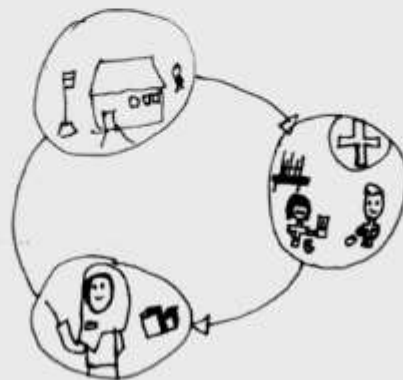
Time: 45 Minutes

1. Make an essay of narrative text about the "Students and School", do not forget to include the identification and description.

introduction: Every friday, our school usually holds a Clean friday. there will be no teaching activities in the class, only extra curricular activities. Therefore, to maintain the cleanliness of the class, each class cleans it environment. Not only the class, some students are also assigned to clean the environment that is dirty and dusty.

Argument: Although our school provides cleaning staff, it doesn't mean that students are irresponsible and don't care about their school environment. However some students disagree, they feel that it is the job of the cleaning staff to clean the environm

conclusion: If seen from the positive sides, students can learn how to maintain cleanliness not only at school, but also at home later. In seeing something we must be able to sort out what positive things can be obtained and what negative things need to be avoid.

THE PRE TEST AND ~~POST TEST~~ OF WRITING

ENGLISH SKILLS

Name: Alayya Putri S.

Class: VIII-7

Time: 45 Minutes

1. Make an essay of narrative text about the "Students and School", do not forget to include the identification and description.

I was study at SMPN 48 Medan. My school has many extracurricular activities, one of which is Senitari. I have been participating in Senitari since I was in 7 grade. Senitari is a very useful activity.

In addition to being taught about culture, dance can be one of the entertainments in events or celebrations at our school. Many students want to participate in Extracurricular activities. Many male students choose extracurricular activities in the field of sports while some female students are interested in the arts such as dance, drum band and others.

All school residents also support this positive activity, especially the principal and teachers at my school. We also focus every time we pratice.

Name: Alayya Puri

Class: Control Class (VII-7)

C = 20
O = 18
V = 16
L = 20
M = 4

Time: 45 Minutes

1. Make an essay of narrative text about the "Students and School", do not forget to include the identification and description.

Identification: Today, we brought various plant seeds that our teacher had instructed us to do last week. Each students brought the different plant seed. Some brought Chili, mango, cat's whiskers, and so on. We took the plants to the back yard of the school.

Argument: Our teacher told us to plant the seeds. Before Starting our teacher taught us how to plant and care for the plant seeds. ~~What~~ we planted the seeds that we brought, while fertilizing and watering them. After that we wash our hands and returned to class.

Conclusion: As a result, the plant seeds that we planted continued to grow every week.

Appendix 4

Research Documentation

APPENDIX 5

Yth: Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Miftahul Arza Selian
NPM	: 1902050033
Program Studi	: Pendidikan Bahasa Inggris
IPK Kumulatif	: 3.62

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure.	
	An Analysis of Factors Affecting Students' Anxiety Speaking English at Grade X of SMP Negeri 43 Medan.	
	Rhetorical Moves on The BBC News About the Vladimir Putin Announces Partial Military Mobilisation to Fight Ukraine War.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 Januari 2024

Hormat Pemohon,

Miftahul Arza Selian

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 6

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Miftahul Arza Selian
NPM   : 1902050033
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing: Dr. Khairun Niswa, S.Pd., M.Hum.

07 Januari 2024.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 Januari 2024
Hormat Pemohon,

Miftahul Arza Selian

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 7

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : **0616**/II.3/UMSU-02/F/2024
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
                 Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Miftahul Arza Selian**
N P M   : 2002050033
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : **Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure.**

Pembimbing   : **Dr. Khairun Niswa, S.Pd., M. Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

         1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
         2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
         3. Masa kadaluwarsa tanggal : **15 Maret 2025**

                         Medan   <u>05 Ramadhan   1445 H</u>
                                      15   Maret   2024 M

                                        Wassalam
                                        Dekan

                                     Dra. Hj. Syamsuyurnita,MPd.
                                     NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
     WAJIBMENGIKUTISEMINAR

APPENDIX 8

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Miftahul Arza Selian
NPM : 1902050033
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure	ve

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 5 Desember 2023
Hormat Pemohon,

Dr. Khairun Niswa, S.Pd., M.Hum.

Miftahul Arza Selian

APPENDIX 9

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 08 Bulan Mei Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Miftahul Arza Selian
N.P.M : 1902050033
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure

No	Masukan dan Saran
Judul	
Bab I	Revised based on the comments given
Bab II	Revised based on the comments given
Bab III	Please Revised based on the comments given
Lainnya	Check the grammar and the writing system
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Erlindawaty, M.Pd.)

Dosen Pembimbing

(Dr. Khairun Niswa, M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

APPENDIX 10

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Miftahul Arza Selian
N.P.M	:	1902050033
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure

Pada hari Rabu tanggal 08, bulan Mei tahun 2024 sudah layak menjadi proposal skripsi.

Medan, 8 Mei 2024

Disetujui oleh:

Dosen Pembimbing

(Erlindawatiy, M.Pd.)

Dosen Pembahas

(Dr. Khairun Niswa, M.Hum.)

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

APPENDIX 11

Nomor : **1632**/II.3/UMSU-02/F/2024   Medan, 06 Muharram 1446 H
Lamp : ---   12 Juli   2024 M

H a l : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
SMP Negeri 43 Medan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama   : **Miftahul Arza Selian**
N P M   : 1902050033
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
a/n. Dekan
Wakil Dekan I
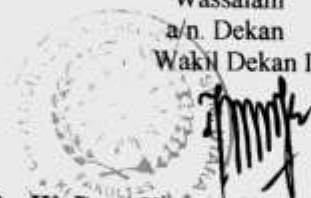
Dr. Hj. Dewi Kesuma Nasution, M. Hum.
NIDN : 0106087503

APPENDIX 12

PEMERINTAH KOTA MEDAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT. SMP NEGERI 43 MEDAN
Jl. K.L. Yos Sudarso Km.10,5 Kel. Kota Bangun Kec. Medan Deli – Medan
e-mail : smp43.negeri@gmail.com

NSS : 201076010424   NPSN : 10210993

SURAT KETERANGAN
Nomor : 423.6 / 221

Berdasarkan Surat Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 1632/II.3/UMSU-02/F/2024 tanggal 12 Juli 2024 Hal Permohonan Izin Riset di Sekolah SMP Negeri 43 Medan , maka dengan ini Kepala UPT SMP Negeri 43 Medan Provinsi Sumatera Utara menerangkan bahwa :

N a m a	: MIFTAHUL ARZA SELIAN
N I M	: 1902050033
Program Studi	: Pendidikan Bahasa Inggris

Telah mengadakan Penelitian atau memperoleh data untuk keperluan penyelesaian studi yang bersangkutan di UPT SMP Negeri 43 Medan yang dilakukan pada tanggal 29 Juli 2024 sampai dengan 23 Agustus 2024 dengan Judul Penelitian :

"Sketchnoting Based PJBL For Teaching Writing To Junior High School EFL Students: Writing Structure ".

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasama yang baik diucapkan terimakasih

Medan, 23 Agustus 2024
KEPALA SEKOLAH

SARI MAULINA HARAHAP ,S.Pd
Pembina Tk.I
NIP. 19730313 199801 2 002

APPENDIX 13

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Mahasiswa	: Miftahul Arza Selian
NPM	: 1902050033
Prog. Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Sketchnoting Based PJBL for Teaching Writing to Junior High School EFL Students: Writing Structure

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8/July 2024	Data and data analysis	ve
17/July 2024	Research Findings	ve
9/Agustus 2024	Discussion, writing system	ve
27/Agustus 2024	Acknowledegement, find review	ve

Medan, September 2024

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Dosen Pembimbing

Dr. Khairun Niswa, M.Hum.

APPENDIX 14

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Mahasiswa   : Miftahul Arza Selian
NPM   : 1902050033
Prog. Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Sketchnoting Based PJBL for Teaching Writing to Junior High
School EFL Students: Writing Structure

Sudah layak di sidangkan

Medan, September 2024

Disetujui oleh:
Pembimbing

Dr. Khairun Niswa, M.Hum.

Diketahui oleh:

Dekan

Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.

APPENDIX 15

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama Mahasiswa : Miftahul Arza Selian

NPM : 1902050033

Prog. Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Sketchnoting Based PJBL for Teaching Writing to Junior High School
EFL Students: Writing Structure

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Mei 2024

Hormat saya
Yang membuat pernyataan,

Miftahul Arza Selian

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum.