



The Effect of Project-Based Learning Model and Learning Motivation on Writing Anecdotal Text Skills of Grade X Students

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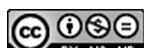
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ABSTRACT

There are still problems in writing anecdote text because it requires a critical thought process. Based on the problem, this study aims to determine the effect of the Project-Based Learning model on the ability to write anecdotal text, then see the effect of student motivation, and finally see the form of interaction of the two independent variables on the dependent variable. The type of research used is quantitative with a pseudo-experimental method. The population of this study were grade X students of UNP Laboratory Development High School who were enrolled in the 2022/2023 academic year. The sample of this study were students of class X.B as an experimental class and X.A as a control class. The results showed that 1) the Project-Based Learning model influenced students' ability to write anecdotal text, 2) motivation does not affect students' ability to write anecdotal text, and 3) there is no interaction between the Project-Based Learning model and students' learning motivation.



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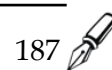
INTRODUCTION

In the world of formal education such as schools, all interactions can never be separated from learning. The reference in the learning process at school is the curriculum (Lu, 2021). In 2022 through Kepmendikbudristek Number 56 of 2022, the Minister of Education, Culture, Research and Technology changed the use or application of the curriculum from the 2013 curriculum to the Merdeka Curriculum (Amoush, 2015; Garba, et al., 2015). The skill of writing anecdotal text is one of the skills found in class X in the Merdeka Curriculum.

Not all students have writing skills. In reality, writing skills are a good skill to have but difficult to apply (Mubarok, & Astuti, 2019). Likewise with anecdotal text Kebol & Yusta (2019) argue that writing anecdotal text requires a reasoning process, namely a critical thinking process that can connect knowledge with reality or the real world. However, the problem is that students have difficulty in understanding concepts, this matter can be seen from Sari et al. (2021) which states that the cause of the complexity of writing skills is due to the lack of mastery of various linguistic elements and outside the language itself.

Success in applying anecdote text-writing skills to students will be seen if the learning process has used the right learning (Mehr, et al., 2016). This opinion is emphasized by Sahara and Sofya (2020) that one of the keys to successful learning is the learning model that the teacher uses. Likewise, in the opinion of Putri and Ramadhan (2022), the use of learning models that are less creative by teachers makes learning writing skills a boring and scary thing.

Based on observations, many schools, including UNP Laboratory Development High School, in the learning process are only teacher-centered in learning Indonesian, including learning to write anecdotal texts. This means that students are only fixated on what the teacher



says. This has an impact on the inactivity and creativity of students in solving problems in learning to write anecdotal texts. The real impact can be seen from the low scores obtained by students in this learning. Therefore, teachers have an important role in selecting learning models so that the learning process becomes effective and in accordance with the material presented (Buchari, 2018).

To overcome the problems that occur in learning anecdote text writing skills in high school, it is necessary to experiment by using a learning model. The Project-Based Learning model is a model that involves students directly in the learning process in the form of research activities to work on and complete a project. According to Anggraini and Wulandari (2020) and Alom et al. (2019) found that Project-Based Learning can increase the involvement of higher-performing students in learning activities. Students in learning are required to explore, assess, interpret, and synthesize information to obtain various learning outcomes. In learning anecdote text writing skills, it is expected that students will become more creative and active if the teacher gives projects to students because it will provide the potential for interesting and useful experiences for students themselves to increase motivation (Sobari & Ramadhan, 2020).

Motivation is very influential on student learning outcomes. According to Anggraini and Sukartono (2022), motivation is one of the most important factors that influence the success of student learning, especially in writing. High motivation makes students go through the learning process optimally (Handayani et al., 2022; Anggraini & Sukartono, 2022). Conversely, low motivation makes students go through the learning process not optimally or lazily (Emda, 2018; Ahmed, et al., 2021).

Here are some relevant studies. The first research by Amaral and Santos (2018) showed that the Project-Based Learning approach could improve students' learning skills despite the fact that students have difficulty working in groups and providing experience to students in learning. Furthermore, Widyastuti's (2022) research suggests that in the application of the Project-Based Learning model, schools and teachers get the flexibility to implement learning projects that are relevant and close to their environment.

Project-based learning is considered to be able to help teachers in developing students' character and soft skills so that learning outcomes will be more meaningful (Meita, et al., 2018). Recent domestic and international research from Mehr et al. (2016) from Iran; Amoush (2015) from Jordan, and domestic region Budjalemba & Listyani (2020) from Indonesia found that students' writing difficulties are not only caused by students' character and motivation but also caused by the difficulty of students finding topics, composing effective sentences and writing procedures. Research related to learning motivation has also been conducted by Andriani & Rasto (2019) found that there is a significant relationship between interest and learning motivation in sports and arts subjects. In comparison, Ria et al. (2015) found that learning motivation contributes positively to students' writing skills. This means that students who have high learning motivation have high learning outcomes and students who have low motivation have low learning outcomes.

Based on the relevant research, it seems that it was conducted over a long period of time and conducted in various countries. Therefore, the researcher will see and prove the effect of the PjBL learning model with the convention and the form of student motivation in writing anecdotal text. After that, the researcher will look at the interaction of the independent on the dependent variables.

RESEARCH METHOD

The type of research used by researchers is quantitative using pseudo-experimental methods (Arikunto, 2013). The population in this study were X-grade students of UNP Laboratory Development High School who were enrolled in the 2022/2023 academic year. Researchers used *purposive sampling* in determining the sample of students in class X.B as the experimental class and X.A as the control class. This research was conducted to find out whether the Project-

based learning model has a significant effect on the ability to write anecdotal text. Does motivation influence the ability to write anecdotal texts and how the two independent variables interact with the dependent variable is explained in Table 1.

Table 1. Research design

No.	Learning Motivation	Project-Based Learning Model (B ₁)	Conventional Learning Model (B ₂)
1	High (A ₁)	A ₁ B ₁	A ₁ B ₂
2	Low (A ₂)	A ₂ B ₁	A ₂ B ₂

Description:

A₁B₁: Anecdote text writing skills of students who have high learning motivation taught with Project-Based Learning model.

A₂B₁: Anecdote text writing skills of students with low learning motivation taught with Project-Based Learning model.

A₁B₂: The anecdote text writing skills of students who have high learning motivation taught with conventional learning model.

A₂B₂: Anecdote text writing skills of students with low learning motivation taught with conventional learning model.

Systematic procedures are needed to achieve research objectives (Derita & Agustina, 2023). The following are the procedures that researchers carried out in this study. First, is the Preparation Stage. This stage is filled by conducting literature studies, preparing proposals, writing instruments, and testing instruments such as preparing questionnaire sheets, lesson plans, and performance sheets. After that, the researcher determines the research schedule and determines the sample class by conducting normality and homogeneity tests. Next, technical preparation is in the form of checking the completeness of instruments and administration. Finally, validating all research tools needed in research.

Second, is the Implementation Stage. At this stage, researchers conducted (1) providing learning treatments to two classes, namely experimental classes using Project-Based Learning models and control classes with conventional learning models. In the application of this model, researchers did 2 meetings, 1 time for task collection. (2) giving a student learning motivation questionnaire to measure the level of student learning motivation in experimental and control classes. Third, the Assessment Stage (Evaluation). This stage starts with the collection of performance texts in the form of anecdotal texts. The project assessment is based on the assessment rubric that has previously been distributed to students. The assessment is carried out by subject teachers and researchers so that there is no bias when conducting research (Nur & Agustina, 2023). Next, analyze the data and conclude the research.

RESULTS AND DISCUSSION

Results

Based on the research that has been carried out, the results of research on the effect of Project-Based Learning models and learning motivation on the skills of writing anecdotal texts of grade X students are obtained. The following is an explanation of the research results.

Data on Anecdote Text Writing Skills of Experimental Class Students

The experimental class anecdote text writing skill test data can be seen in Table 2.

Table 2. Test data of anecdote text writing skills of classes

Class	Value Highest	Value Lowest	X Average	N	S
Experiment	100	79	90.08	34	6.8

Based on the table of anecdote text writing skills test data in the experimental class above, it is explained that the number of students is 34 people, and the average value of their anecdotal



text writing skills is 90.1. The highest score in this class is 100 and the lowest score is 79 with a standard deviation of 6.8. The skills of writing anecdotal texts of class X students of UNP Laboratory Development High School in the 2022/2023 school year whose learning uses a Project-Based Learning model can be classified into three parts. First, students with a perfect classification, namely with a mastery level of 96-100 as many as 8 students (23.5%). *Second*, students with a classification of excellent with a mastery level of 86-95 as many as 18 students (52.9%). *Third*, students with a good classification with a mastery level of 76-85 were 8 students (23.5%). Based on the calculated average of anecdote text writing skills of class X students of UNP Laboratory Development High School taught with a Project-Based Learning model of 90.08, it means that the writing skills of class X students of UNP Laboratory Development High School are in good classification.

Student Motivation in Writing Anecdotal Texts in the Experiment Class

Data on the anecdotal text-writing skills of students with high and low learning motivation in the experimental class can be seen in Table 3.

Table 3. Test result data of anecdote text writing skills of students with high learning motivation in experimental classes

Class	Highest Score	Lowest Score	X average	N	S
Experiment	100	79	86.6	9	7.2

Based on the table above, it is known that the learning outcomes or tests of anecdote text writing skills of students who have high learning motivation in the experimental class with 9 students obtained an average of 86.6. The highest score is 100 and the lowest score is 79 with a standard deviation of 7.2. The following table is a detailed explanation of the learning outcomes of anecdote texts of students who have high learning motivation in the experimental class.

Table 4. Frequency distribution of anecdote text writing skills of highly motivated students in experimental classes

No.	Mastery Level	Qualification	F	%
1	96-100	Perfect	1	11.1
2	86-95	Excellent	4	44.4
3	76-85	Good	4	44.4
4	66-75	More than Enough	0	0
5	56-65	Simply	0	0
6	46-55	Almost Enough	0	0
7	36-45	Less	0	0
8	26-35	Less than Once	0	0
9	16-25	Bad	0	0
10	0-15	Very Bad	0	0
Total			9	100

Table 4 above explains that the skills of writing anecdotal texts of students who have high learning motivation in class X Senior High School Pembangunan Laboratorium UNP whose learning uses Project-Based Learning are in three classifications. *First*, 1 person is in the perfect classification with scores 96-100 (11.11%). *Second*, 4 people are in the excellent classification with scores of 86-95 (44.4%). *Third*, 4 people are in the good classification with scores 76-85 ((44.4%). Based on this average, it can be concluded that the skills of writing anecdotal texts of students who have high learning motivation in class X Senior High School Pembangunan Laboratorium UNP are in the good classification.

Table 5. Test result data of anecdote text writing skills of students with low learning motivation in the experimental class

Class	Highest Score	Lowest Score	X average	N	S
Experiment	100	79	90,5	9	5.8

Based on Table 5, it is known that the learning outcomes or tests of anecdote text writing skills of students who have low learning motivation in the experimental class with 9 students obtained an average of 90.5. The highest score is 100 and the lowest score is 79 with a standard deviation of 5.8. The following table is a detailed explanation of the learning outcomes of anecdote texts of students who have high learning motivation in the experimental class.

Table 6. Frequency distribution of students' anecdotal text writing skills in those with low motivation in the experimental class

No.	Mastery Level	Qualification	F	%
1	96-100	Perfect	1	11.1
2	86-95	Excellent	7	77.7
3	76-85	Good	1	11.1
4	66-75	More than Enough	0	0
5	56-65	Simply	0	0
6	46-55	Almost Enough	0	0
7	36-45	Less	0	0
8	26-35	Less than Once	0	0
9	16-25	Bad	0	0
10	0-15	Very Bad	0	0
Total			9	100

Table 6 above explains that the skills of writing anecdotal texts of students who have low learning motivation in class X Senior High School Pembangunan Laboratorium UNP whose learning uses Project-Based Learning are in three classifications. *First*, 1 person is in the perfect classification with scores 96-100 (11.1%). *Second*, 7 people are in the excellent classification with scores of 86-95 (44.4%). *Third*, 1 person is in the good classification with a score of 76-85 (44.4%). Based on this average, it can be concluded that the skills of writing anecdotal texts of students who have low learning motivation in class X Senior High School Pembangunan Laboratorium UNP are in the excellent classification.

Data on Anecdote Text Writing Skills of Control Class Students

The control class anecdote writing skill test data can be seen in Table 7.

Table 7. Control class anecdote text writing skills test data

Class	Highest Score	Lowest Score	X Average	N	S
Control	96	71	85,14	35	6.7

Based on Table 7 of anecdote text writing skills test data in the control class above, it is explained that the number of students is 35 people, and the average value of anecdote text writing skills is 85.14. The highest score in this class is 96 and the lowest score is 71 with a standard deviation of 6.71. the skills of writing anecdotal texts of class X students of UNP Laboratory Development High School in the 2022/2023 school year whose learning uses conventional learning models can be classified into four parts. *First*, students with a perfect classification, namely with a mastery level of 96-100 as many as 2 students (5.71%). *Second*, students with a classification of excellent with a mastery level of 86-95 as many as 18 students (51.4%). *Third*, students with a good classification with a mastery level of 76-85 were 12 students (34.28%). *Fourth*, students with a classification of more than enough with a mastery level of 66-75 as many as 3 people (8, 57%).



Student Motivation in Writing Anecdotal Texts in the Control Class

Data on the anecdotal text-writing skills of students with high and low learning motivation in the control class can be seen in Table 8.

Table 8. Test result data of students' anecdote text writing skills who have high learning motivation in the control class

Class	Highest Score	Lowest Score	X average	N	S
Control	96	79	86,2	9	5.8

Based on Table 8, it is known that the learning outcomes or tests of anecdote text writing skills of students who have high learning motivation in the control class with 9 students obtained an average of 86.2. The highest score is 96 and the lowest score is 79 with a standard deviation of 5.8. Table 9 below is a detailed explanation of the learning outcomes of anecdote texts of students who have high learning motivation in the control class.

Table 9. Frequency distribution of anecdote text writing skills of highly motivated students in the control class

No.	Mastery Level	Qualification	F	%
1	96-100	Perfect	1	11.1
2	86-95	Excellent	4	44.4
3	76-85	Good	4	44.4
4	66-75	More than Enough	0	0
5	56-65	Simply	0	0
6	46-55	Almost Enough	0	0
7	36-45	Less	0	0
8	26-35	Less than Once	0	0
9	16-25	Bad	0	0
10	0-15	Very Bad	0	0
Total			9	1

The table above explains that the skills of writing anecdotal texts of students who have high learning motivation in class X Senior High School Pembangunan Laboratorium UNP whose learning uses conventional models are in three classifications. *First*, 1 person is in the perfect classification with scores 96-100 (11.11%). *Second*, 4 people are in the excellent classification with a score of 86-95 (44.4%). *Third*, 4 people are in the good classification with scores 76-85 (44.4%). Next, the calculated average of anecdote text writing skills of students who have high learning motivation in class X Senior High School Pembangunan Laboratorium UNP which in learning using conventional models is determined. Based on this average, it can be concluded that the skills of writing anecdotal texts of students who have high learning motivation in class X Senior High School Pembagunan Laboratorium UNP are in the excellent classification.

Table 10. Test result data of anecdote text writing skills of students who have low learning motivation in the control class

Class	Highest Score	Lowest Score	X average	N	S
Experiment	93	79	85,5	9	5.1

Based on Table 10 above, it is known that the learning outcomes or tests of anecdote text writing skills of students who have low learning motivation in the control class with 9 students obtained an average of 85.5. The highest score was 93 and the lowest score was 79 with a standard deviation of 5.1. The following table is a detailed explanation of the learning outcomes of anecdote texts of students who have high learning motivation in the control class.

Table 11. Frequency distribution of anecdote text writing skills of students with low motivation in the control class

No.	Mastery Level	Qualification	F	%
1	96-100	Perfect	0	0
2	86-95	Excellent	6	66.7
3	76-85	Good	3	33.3
4	66-75	More than Enough	0	0
5	56-65	Simply	0	0
6	46-55	Almost Enough	0	0
7	36-45	Less	0	0
8	26-35	Less than Once	0	0
9	16-25	Bad	0	0
10	0-15	Very Bad	0	0
Total			9	100

Table 11 above explains that the skills of writing anecdotal texts of students who have low learning motivation in class X SENIOR HIGH SCHOOL Pembangunan Laboratorium UNP whose learning uses conventional models are in two classifications. *First*, 6 people are in the excellent classification with scores 96-100 (66.6%). *Second*, 3 people are in the good classification with a score of 76-85 (33.3%). Based on this average, it can be concluded that the skills of writing anecdotal texts of students who have low learning motivation in class X Senior High School Pembangunan Laboratorium UNP are in the good classification.

Description of Data on the Results of Anecdotal Text Writing Skills Based on Indicators Appropriateness of theme with text content

Table 12. Frequency distribution of anecdote text writing skill values based on indicator 1 experiment class students

No.	Value (X)	Frequency	FX
1	100	25	2500
2	75	9	675
Total		34	3243
Average			95.39

Table 13. Frequency distribution of anecdote text writing skill values control class students

No.	Value (X)	Frequency	FX
1	100	18	1800
2	75	16	1200
3	50	1	50
Total		35	3050
Average			87.1

Based on the research that has been conducted, it is known that the scores of the experimental class students in the section of the theme suitability indicator with the content of the text are higher than those of the control class. The experimental class with 34 students obtained an average score of 93.38 with the highest score of 100 and the lowest score of 75. Meanwhile, the control class with 35 students obtained an average score of 87.14 with the highest score of 100 and the lowest score of 50. It can be interpreted that the skills of writing anecdotal texts with indicators of theme suitability with text content in learning using Project-Based Learning models are better than using conventional learning models.

Completeness of anecdote text structure

Table 14. Frequency distribution of anecdote text writing skill values based on indicator 2 experimental class students

No.	Value (X)	Frequency	FX
1	100	30	3000
2	75	4	300
Total		34	3300
Average			97.1

Table 15. Frequency distribution of anecdote text writing skill values based on indicator 2 control class students

No.	Value (X)	Frequency	FX
1	100	26	2600
2	75	7	525
3	50	2	100
Total		35	3225
Average			92.1

Based on the research that has been conducted, it is known that the scores of experimental class students in the completeness indicator section of the anecdote text structure are higher than the control class. The experimental class with 34 students obtained an average score of 97.05 with the highest score of 100 and the lowest score of 75. Meanwhile, the control class with 35 students obtained an average score of 92.14 with the highest score of 100 and the lowest score of 50. It can be interpreted that the skill of writing anecdotal texts with indicators of completeness of anecdotal text structure in learning using Project-Based Learning models is better than using conventional learning models.

Cuteness

table 16. frequency distribution of anecdotal text writing skill values based on indicator 3 experimental class students.

No.	Value (X)	Frequency	FX
1	100	20	2000
2	75	14	1050
Total		34	3050
Average			89.7

Table 17. Frequency distribution of anecdote text writing skill values based on indicator 3 control class students

No.	Value (X)	Frequency	FX
1	100	15	1500
2	75	19	1425
3	50	1	50
Total		35	2975
Average			85

Based on the research that has been conducted, it is known that the scores of the experimental class students in the funniness indicator section are higher than the control class. The experimental class with 34 students obtained an average score of 89.7 with the highest score of 100 and the lowest score of 75. Meanwhile, the control class with 35 students obtained an average score of 85 with the highest score of 100 and the lowest score of 50. It can be interpreted that the skill of writing anecdotal texts with indicators of cuteness in learning using Project-Based Learning models is better than using conventional learning models.

Linguistics

Table 18. Frequency distribution of anecdote text writing skill values based on indicator 4 experiment class students

No.	Value (X)	Frequency	FX
1	100	25	2500
2	75	9	675
Total		34	3175
Average			93.4

Table 19. Frequency distribution of anecdote text writing skill values based on indicator 4 control class students

No.	Value (X)	Frequency	FX
1	100	24	2400
2	75	11	825
Total		35	3225
Average			92.1

Based on the research that has been conducted, it is known that the scores of the experimental class students in the linguistic indicators section are higher than the control class. The experimental class with 34 students obtained an average score of 93.4 with the highest score of 100 and the lowest score of 75. Meanwhile, the control class with 35 students obtained an average score of 92.1 with the highest score of 100 and the lowest score of 75. It can be interpreted that the skills of writing anecdotal text with linguistic indicators in learning using Project-Based Learning models are better than using conventional learning models.

Mandate content

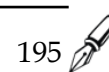
Table 20. Frequency distribution of anecdote text writing skill values based on indicator 5 experimental class students

No.	Value (X)	Frequency	FX
1	100	22	2200
2	75	12	900
Total		34	3100
Average			91.1

Table 21. Frequency distribution of anecdote text writing skill values based on indicator 5 control class students

No.	Value (X)	Frequency	FX
1	100	14	1400
2	75	20	1500
3	50	1	50
Total		35	2950
Average			84.2

Based on the research that has been conducted, it is known that the scores of the experimental class students in the mandate content indicator section are higher than the control class. The experimental class with 34 students obtained an average score of 91.1 with the highest score of 100 and the lowest score of 75. Meanwhile, the control class with 35 students obtained an average score of 84.2 with the highest score of 100 and the lowest score of 50. It can be interpreted that the skills of writing anecdotal text with content indicators in learning using Project-Based Learning models are better than using conventional learning models.



Accuracy of language use

Table 22. Frequency distribution of anecdotal text writing skill values based on indicator 6 experimental class students

No.	Value (X)	Frequency	FX
1	100	6	600
2	75	16	1200
3	50	12	600
Total		34	2400
Average			70.5

Table 23. Frequency distribution of anecdote text writing skill values based on indicator 6 control class students

No.	Value (X)	Frequency	FX
1	100	14	1400
2	75	20	1500
3	50	1	50
Total		35	2950
Average			84.2

Based on the research that has been conducted, it is known that the experimental class students' scores in the accuracy of language use indicator section are higher than the control class. The experimental class with 34 students obtained an average score of 70.5 with the highest score of 100 and the lowest score of 50. Meanwhile, the control class with 35 students obtained an average score of 84.2 with the highest score of 100 and the lowest score of 50. It can be interpreted that the skill of writing anecdotal text with an indicator of the accuracy of language use in learning using a Project-Based Learning model is better than using a conventional learning model.

Task Completion

Table 24. Frequency distribution of anecdote text writing skill values experimental class students

No.	Value (X)	Frequency	FX
1	100	28	2800
2	75	5	375
3	50	1	50
Total		34	3225
Average			94.8

Table 25. Frequency distribution of anecdote text writing skill values control class students by indicator 7

No.	Value (X)	Frequency	FX
1	100	27	2700
2	75	7	525
3	50	1	50
Total		35	3275
Average			93.5

Based on the research that has been conducted, it is known that the experimental class students' scores in the task completion indicator section are higher than the control class scores. The experimental class with 34 students obtained an average score of 94.8 with the highest score of 100 and the lowest score of 75. Meanwhile, the control class with 35 students obtained an average score of 93.5 with the highest score of 100 and the lowest score of 50. It can be interpreted that the skill of writing anecdotal text with task completion indicators in learning using Project-Based Learning models is better than using conventional learning models. This



indicates that the Project-Based Learning model helps students to be more disciplined in completing tasks.

Discussion

Writing Skills of Anecdotal Texts Taught With Project-Based Learning and Conventional Learning Models

In the hypothesis testing that has been done, it is found that the difference in learning outcomes of writing skills of grade X students of UNP Laboratory Development High School who are taught with a Project-Based Learning model is higher than those taught with a conventional learning model. Learning taught with Project-Based Learning focuses on students because all the ideas that exist in the minds of students can be realized well so that all creativity and innovation can be channeled well. This learning positions the teacher only as a facilitator and director so that the learning process becomes directed. This indicates that there are effects or benefits arising from the application of the Project-Based Learning model, namely an increase in student activeness in the teaching process (Widodo, et al., 2023). Meita (2018) using this model in science subjects, found that there was an increase of 35% in student activeness in learning.

The activeness is caused by the demand for students to think critically, and independently, and find their own solutions to the problems they encounter (Anggraini, 2020). In line with that, Chiang and Lee (2016) said that active students can learn more and take initiative to make opportunities as independent humans. Another opinion related to the Project-Based Learning model is Ismuwardani et al. (2019) who in her research found that there was a significant influence between the use of this model in improving student learning outcomes. Meanwhile, the application of conventional learning models in learning anecdote text tends to be passive. Serin (2019) states that the conventional learning model is teacher-oriented learning, which means that almost all activities are controlled by the teacher. Students are also considered to have the same ability because this learning ignores the differences in student characteristics (Putri & Meldia, 2023).

Anecdote Text Writing Skills of Students With High Learning Motivation Taught With Project-Based Learning and Conventional Learning Models

Based on hypothesis 2, the learning of anecdote text writing skills of students who have high learning motivation taught with Project-Based Learning models shows better results than students taught with conventional learning models in class X students of UNP Laboratory Development High School. The Project-Based Learning model provides opportunities for students to put relevant things into writing. If in learning students enjoy the learning process then automatically they have the motivation to learn. Student-centered learning tends to increase learning motivation. Sari et al (2021) stated that in the context of learning, motivation is a form of self-state to learn in order to obtain the expected learning results. Thus, it can be concluded that highly motivated students taught with the Project-Based Learning model are able to maintain their learning motivation so that their writing skills are better than students taught with conventional models who are able to maintain their learning motivation (Shin, 2018).

Anecdote Text Writing Skills of Students With Low Learning Motivation Taught With Project-Based Learning and Conventional Learning Models

The third hypothesis test shows that the writing skills of anecdote texts of students who have low learning motivation taught with Project-Based Learning models are better than conventional learning models. Durrari and Kamar (2020) said that motivation is needed when not motivated. However, when motivation is high, people around especially teachers only need to maintain motivation by using approaches in teaching. Thus it can be concluded that even

students with low learning motivation if the learning uses the right learning model will get better results (Yulia, 2022).

Interaction Between Project-Based Learning Model and Learning Motivation on Students' Anecdotal Text Writing Skills

Based on the Anava test of the fourth hypothesis, it can be seen that there is no interaction between the Project-Based Learning model and learning motivation on the skills of writing anecdotal texts of class X students at UNP Laboratory Development High School. This indicates that students who have high or low learning motivation when taught with a Project-Based Learning model have no effect on their anecdote text writing skills. Rozaq (2014) said that interaction can occur if one factor depends on another factor in influencing something. The absence of interaction between learning motivation and Project-Based Learning model can be seen from the average results of students' anecdote text writing skills (Himmati et al., 2022). It happened at both levels of learning motivation, both high learning motivation and low learning motivation in the experimental class were higher than students who had high and low learning motivation in the control class (Lisa et al., 2019).

In this study, the main factor that influences the skill of writing anecdotal text is the Project-Based Learning model. This happens because learning motivation and Project-Based Learning model run independently (Kebol & Yusta, 2019). This learning becomes suitable for anecdote text writing skills because students become determinants in choosing the topic or theme to be written (Sopandi, 2020). This means that learning motivation in anecdote text writing skills does not affect students' writing ability. However, the Project-Based Learning model can be applied to both levels of learning motivation, both students who have high learning motivation and students who have low learning motivation (Syukur et al., 2023).

CONCLUSION

Based on the theory and the results of the research and discussion that has been done, the following conclusions can be drawn. *First*, the skill of writing anecdote text taught with Project-Based Learning model is higher than the skill of writing anecdote text taught with conventional learning model. *Second*, the skill of writing anecdote text of students who have high learning motivation taught with Project-Based Learning model is higher than the skill of writing anecdote text of students who have high motivation taught with conventional model. *Third*, the anecdote writing skill of students with low learning motivation taught with Project-Based Learning model is higher than the writing skill of students with low learning motivation taught with conventional model. *Fourth*, there is no interaction between Project-Based Learning model and learning motivation in influencing anecdote text writing skills.

Based on the results and findings of the research and the conclusions that have been presented, it is known that the use of Project-Based Learning models can improve the results of students' anecdote text writing skills. Therefore, the following are some implications that are related to the analysis and research findings seen from two points of view, namely positive and negative points of view.

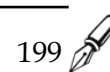
On the positive side, the Project-Based Learning model has a positive effect on efforts to improve students' anecdote text writing skills. This Project-Based Learning model provides opportunities for students to explore their own abilities, considering that this model is the center point of students and teachers as facilitators. In addition, the Project-Based Learning model in learning is more writing practice than theory, starting from determining problems, and planning to becoming a text-shaped project.

The negative aspect is that this Project-Based Learning model requires adaptation and strong commitment both from the teacher, the students themselves, and between teachers and students, considering that the center of learning is the students. If the adaptability and commitment of teachers and students are not good, the learning objectives will not be achieved.



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