

The Effectiveness of the Contextual Teaching and Learning and Project Based Learning Learning Model on Learning to Write Fiction Book Response Texts for Grade VII Students of SMP Negeri 6 Yogyakarta

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ABSTRACT

This study aims to test the effectiveness of the Contextual Teaching and Learning (CTL) and Project Based Learning (PjBL) learning models in improving the skills of writing fiction book response texts and comparing their effectiveness with conventional learning. This study uses a quantitative approach with a pretest and posttest quasi-experiment design involving 231 grade VII students of SMP Negeri 6 Yogyakarta for the 2024/2025 school year through random sampling techniques. The sample was divided into control classes, CTL experiments, and PjBL experiments. Data analysis used the Paired Sample t-test, Independent Sample t-test, and One-way ANOVA tests. The results showed a significant increase in CTL and PjBL classes ($p = 0.001$), with PjBL being more effective (mean = 81.45) than CTL (mean = 76.85), thus having implications for improving students' writing skills.

INTRODUCTION

Writing skills are one of the complex and important language competencies in learning Indonesian, because they involve the ability to think critically, analytically, and structurally in conveying ideas. However, various findings show that students' writing skills are still relatively low, which has an impact on low literacy skills in general. This condition requires innovation in the learning process, especially through the application of learning models that are able to increase students' involvement and active thinking skills. In the context of learning fiction book responses texts at the junior high school level, students are required not only to understand the content of the text, but also to be able to provide logical and systematic critical assessments of a work.

One of the efforts that can be made is to apply experiential and context-oriented learning models, such as Contextual Teaching and Learning (CTL) and Project Based Learning (PjBL). The CTL model emphasizes the relationship between learning materials and students' real lives so that learning becomes more meaningful (Johnson, 2002). Meanwhile, PjBL emphasizes project-based activities that encourage students to be active, collaborative, and creative in producing learning products (Azizah & Wardani, 2019). These two models are believed to be able to improve writing skills because they provide space for students to develop ideas, evaluate information, and organize ideas systematically.

Previous studies have shown that both CTL and PjBL are effective in improving students' writing skills, but studies that directly compare the effectiveness of the two models, especially on the skills of writing fiction book response texts, are still limited. Therefore, this study has an important contribution in enriching the study of Indonesian language learning, especially in providing empirical evidence regarding the comparison of the effectiveness of the two learning models. The novelty of this study lies in the comparative testing between CTL and PjBL in the same experimental design, resulting in more comprehensive findings regarding the most effective learning model for improving students' writing skills.

Based on this description, this study aims to examine the effectiveness of the CTL and PjBL learning models in improving students' fiction book response writing skills, as well as identify differences in effectiveness between the two models compared to conventional learning

THEORETICAL OVERVIEW

Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) is a learning model that emphasizes the relationship between learning materials and the real-life context of students, so that learning becomes more meaningful and easy to understand (Johnson, 2002). This approach is rooted in the theory of constructivism which states that knowledge is actively constructed by students through experience, rather than simply transferred from teacher to student. Therefore, CTL places students as the main subjects in an active, reflective, and contextual learning process

In its implementation, CTL has several main components, namely inquiry constructivism, questioning, learning community, modeling, reflection, and authentic assessment. Constructivism emphasizes that students build knowledge through learning experiences, while inquiry encourages students to discover concepts on their own through the process of inquiry. The questioning component serves to dig up information and deepen understanding, while learning communities allow students to learn collaboratively. Modeling provides concrete examples, reflection helps students evaluate the learning process, and authentic assessments assess students' abilities as a whole.

Several previous studies have shown that CTL has a positive effect on writing skills. Research by Artasari et al. shows a significant increase in the ability to write descriptive texts after the implementation of CTL. In addition, the research of Endang and Farida (2024) also found that CTL is able to significantly increase students' interest in learning and writing skills.

H1: The Contextual Teaching and Learning (CTL) learning model is effective in improving the writing skills of fiction book response texts.

Project Based Learning (PjBL)

Project Based Learning (PjBL) is a learning model centered on project activities, where students learn through a process of exploration, planning, implementation, and evaluation to produce a real product (Bell, 2010). This model emphasizes collaboration, creativity, and problem-solving, so that students can develop critical thinking skills and writing skills in more depth. In writing learning, PjBL provides opportunities for students to produce real works based on learning experiences.

The main characteristics of PjBL include the existence of fundamental questions (driving questions), in-depth investigation, collaboration, the use of various learning resources, and the final product that can be presented. The learning process in PjBL usually takes place in several stages, namely determination of problems or projects, planning, implementation, monitoring, evaluation, and reflection. These stages provide a comprehensive and structured learning experience for students.

Previous research has shown that PjBL is effective in improving writing skills. Nitatalia et al. (2023) found a significant increase in students' writing outcomes after the implementation of PjBL. Kania and Suhara's research also shows that PjBL is able to significantly improve the ability to write short stories and increase students' activeness in learning.

H2: The Project Based Learning (PjBL) learning model is effective in improving the skills of writing fiction book response texts.

Response Text Writing Skills

Writing skills are productive skills that involve complex thinking processes in pouring ideas, ideas, and feelings into structured and meaningful writing. Writing is not only related to linguistic aspects, but also cognitive abilities such as organizing ideas, analyzing information, and presenting arguments logically.

In the context of learning Indonesian, writing skills are an important indicator in measuring the success of students' literacy.

Response text is a text that contains an assessment, criticism, or appreciation of a work or phenomenon accompanied by logical and fact-based reasons. Therefore, response text writing skills require students to be able to understand the content of the text, evaluate, and express opinions systematically and argumentatively. Indicators of this skill include aspects of content, text structure, use of language, and accuracy of argument. In the learning process, response text writing skills are often a challenge for students because they require high-level thinking skills.

Several previous studies have shown that students' writing skills can be improved through the application of the right learning model. Learning models that encourage student activity, critical thinking, and involvement have been proven to be able to significantly improve student quality.

H3: The CTL and PjBL learning models affect the writing skills of fiction book response texts.

This study uses two independent variables, namely the Contextual Teaching and Learning (CTL) and Project Based Learning (PjBL) learning models, as well as one bound variable, namely the skill of writing fiction book response texts. The two learning models are assumed to have an influence on improving students' writing skills. In addition, comparisons were made to find out the most effective model.

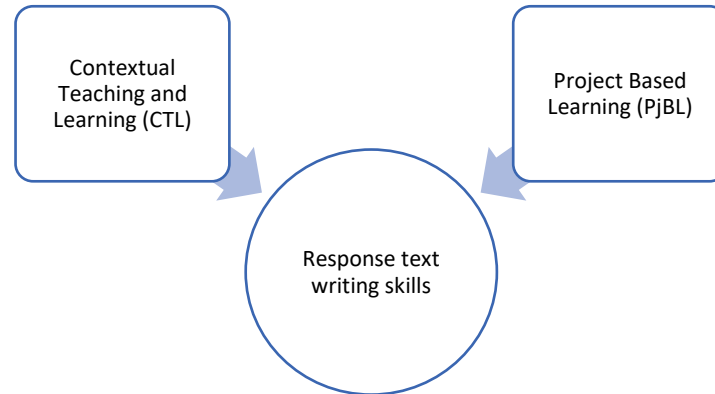


Figure 1. Conceptual Framework

METHODOLOGY

This study uses a quantitative approach with a quasi-experimental design in the form of a pretest-posttest control group design. The research was carried out at SMP Negeri 6 Yogyakarta in the 2024/2025 school year with the aim of testing the effectiveness of the Contextual Teaching and Learning (CTL) and Project Based Learning (PjBL) learning models on the skills of writing fiction book response texts.

The population in this study is all grade VII students of SMP 6 Negeri Yogyakarta. The research sample amounted to 231 students who were selected using random sampling techniques and divided into three groups, namely one

control class using the conventional learning model, one experimental class 1 using the CTL model, and one experimental class 2 using the PjBL model.

Data collection was carried out through a fiction book response writing skills test in the form of pretest and posttest. The research instrument has gone through validity and reliability tests. Data analysis was carried out using descriptive and inferential statistics, including the Paired Sample t-test to see the improvement in each group, the Independent Sample t-test to compare two groups, and the One-way ANOVA test to determine the difference in effectiveness between groups

RESULTS

This research was carried out through several stages, namely the administration of pretests, the application of treatments, and the administration of posttests to each group. The control group used a conventional learning model, while experimental group 1 used the Contextual Teaching and Learning (CTL) model and experimental group 2 used Project Based Learning (PjBL). The data obtained was then analyzed using descriptive and inferential statistics.

Description of Pretest and Posttest Results

The results of the descriptive analysis showed an improvement in the skill of writing fiction book response texts in all groups, especially in the experimental class. A summary of the average score results is presented in the following table.

Table 1. Average Pretest and Posttest Scores

Groups	Pretest	Posttest
Controls	50.67	73.33
Experiment 1 (CTL)	50.55	76.85
Eksperimen 2 (PjBL)	50.79	81.45

The results showed that experimental class 2 (PjBL) had the highest average posttest compared to other classes, followed by experimental class 1 (CTL).

Paired Sample T-Test

The Paired Sample t-test was carried out to determine the difference in values before and after treatment in each group. The test results showed that there was a significant increase in the experimental 1 and experimental 2 classes with a significance value of 0.001.

Table 2. Paired Sample t-test test results

Groups	Sig. (2-tailed)	Remarks
Experiment 1 (CTL)	0,001	Signifikan
Eksperimen 2 (PjBL)	0,001	Signifikan

The significance value of < 0.05 shows that both learning models provide a significant improvement in students' writing skills.

Difference Test between Groups (One-way ANOVA)

The One-way ANOVA test was used to determine the difference in effectiveness between the control class, experiment 1, and experiment 2 based on the posttest results.

Table 3. ANOVA One-way Test Results

Source of Variation	Sig. (2-tailed)	Remarks
Intergroup	0,001	Signifikan

The results of the ANOVA test showed a significance value of 0.001 (< 0.05), which means that there is a significant difference between the three groups.

Independent Sample t-test

The Independent Sample t-test was carried out to determine the difference in effectiveness between the CTL and PjBL models.

Table 4. Independent Sample t-test results

Comparison	Sig. (2-tailed)	Remarks
CTL dan PjBL	0,001	Signifikan

The test results showed that there was a significant difference between the CTL and PjBL models in improving the skills of writing fiction book response texts.

DISCUSSION

The results of the study show that the application of the Contextual Teaching and Learning (CTL) and Project Base Learning (PjBL) learning models has a positive impact on students' fiction book response writing skills. The improvement that occurred in both experimental classes indicates that student-centered, contextual, and activity-based learning is able to encourage students to be more active in developing ideas and sucking ideas systematically. These findings are in line with the view that writing skills are not only influenced by language mastery, but also by cognitive involvement and meaningful learning experiences.

The CTL model has been shown to be effective in improving writing skills because it is able to relate learning materials to the real-life context of students. When students can relate personal experiences to the material learned, they are more likely to understand the content of the text and develop logical responses. This supports the theory that contextual learning can improve students' conceptual understanding and critical thinking skills (Johnson, 2002). In addition, the results of this study are also consistent with previous findings that show that CTL is able to improve writing skills through approaches that are relevant to students' lives.

On the other hand, the Project Based Learning (PjBL) model shows superior results compared to CTL. This can be explained because PjBL provides students with the opportunity to be directly involved in the learning process through

projects that demand exploration, collaboration, and creativity. In the process, students not only learn to write, but also develop critical thinking, problem-solving, and cooperation skills. Project activities allow students to produce more structured and in-depth works, thus having an impact on improving the quality of their writing. This finding is in line with previous research that states that PjBL is effective in improving writing skills because it provides an authentic and meaningful learning experience (Azizah & Wardani, 2019).

The difference in effectiveness between CTL and PjBL shows that the characteristics of the learning model have an effect on student learning outcomes. CTL emphasizes more on contextual interconnectedness, while PjBL emphasizes on the production process through projects. In the context of response text writing skills, the project-based approach provides a wider space for students to develop ideas in depth and systematically. Therefore, PjBL is better able to facilitate students' needs in writing texts that are analytical and argumentative.

In addition, the success of the two learning models is also influenced by the level of student involvement in the learning process. Students who are actively involved in learning activities tend to have higher motivation, thus having an impact on improving learning outcomes. In CTL, student involvement arises through activities relating personal experiences to learning materials, while in PjBL the involvement is manifested in the form of active participation in project completion. Thus, these two models are both able to create an interactive and meaningful learning atmosphere.

Another factor that supports improving writing skills is the opportunity for students to reflect on their learning outcomes. In CTL, reflection is carried out to evaluate the understanding of the material that has been studied, while in PjBL reflection is part of the process of evaluating the completed project. This reflection activity helps students to be aware of the strengths and weaknesses in their writing, so that they can make improvements at the next stage.

Overall, the findings of this study contribute to the enrichment of the study of Indonesian language learning, especially in the selection of effective learning models to improve writing skills. These results confirm that the use of innovative learning models, especially those based on real activities and experiences, can be an effective alternative to conventional learning. In addition, this study also provides practical implications for teachers to be more selective in choosing learning models that are in accordance with the characteristics of the material and the needs of students, especially in writing learning that requires active involvement and high-level thinking skills.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it can be concluded that the Contextual Teaching and Learning (CTL) and Project Based Learning (PjBL) learning models have proven to be effective in improving students' fiction book response writing skills. Both models are able to provide a more meaningful learning experience than conventional learning, because they encourage active engagement, contextual understanding, and the development of students' critical thinking skills. In addition, there is a difference in effectiveness between the two models,

where Project Based Learning (PjBL) shows superior results in improving writing skills. This shows that project-based learning is better able to facilitate students in developing ideas, composing arguments, and producing more structured and in-depth writing.

Based on these findings, it is suggested that Indonesian language teachers consider the use of innovative learning models, especially Project Based Learning (PjBL), in learning to write fiction book response texts. This model can be used as the main alternative to improve the quality of learning and student learning outcomes. In addition, teachers can also combine PjBL with a contextual approach (CTL) so that learning becomes more varied and relevant to students' lives. For further research, it is recommended to develop similar research in a broader context, both in terms of education level, type of text, and other variables that affect writing skills, so that a more comprehensive understanding of the effectiveness of learning models in improving students' literacy skills is obtained.

FURTHER STUDY

This research has beberapa limitations that need to be considered. First, the research was only conducted in one school with the subject of grade VII students, so the generalization of the research results is still limited to similar contexts. Second, this study focuses on two learning models, namely Contextual Teaching and Learning (CTL) and Project Based Learning (PjBL), without considering other factors that can also affect writing skills, such as learning motivation, students' initial abilities, and the role of teachers in learning implementation. Third, the measurement of writing skills is only based on test results, so it has not fully described the development process of students' writing skills as a whole.

Based on these limitations, further research is recommended to involve a wider and more diverse sample, both in terms of education level and school background, so that the research results have a stronger generalization power. In addition, the next research can examine a combination of learning models or integrate other variables such as motivation, creativity, and digital literacy to obtain a more comprehensive picture. Further research can also use a mixed methods approach to delve deeper into the learning process and student experience, so that it focuses not only on outcomes, but also on the dynamics of learning that occur in the classroom.

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