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THE EFFECT OF PROJECT BASED LEARNING MODEL ASSISTED BY LIVING BOOK MEDIA ON THE ABILITY TO WRITE FABLE STORY TEXTS FOR STUDENTS

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ABSTRACT

This study was motivated by the low ability of students in writing fable texts at Taman Asuhan Pematangsiantar Private Junior High School. The research aims to analyze the effect of the Project Based Learning model assisted by living book media on improving students' ability to write fable text. The method used is quantitative with a pseudo-experimental design. The research sample was 62 students who were divided into experimental and control groups. The main instruments were pre-test and post-test, with data analysis through t-test using SPSS. The results showed a significant increase in the experimental group compared to the control group. In conclusion, the Project Based Learning learning model assisted by living book is effective in improving the ability to write fable story text, as well as encouraging students' imagination, creativity, and active involvement in the learning process.

Keywords: *Project Based Learning; Living Books; Fable Stories*

1. INTRODUCTION

The ability to write fable texts among seventh-grade students at Taman Asuhan Private Junior High School in Pematangsiantar remains relatively low, as evidenced by an average student score of 72, which falls below the Minimum Mastery Criteria (KKM) of 75. Writing instruction is still predominantly teacher-centered and follows a conventional approach, failing to foster student interest, creativity, and engagement in the writing process (Achili, 2024; Ratu et al., 2025; Suhendar et al., 2023). This condition leads to a lack of motivation among students to develop ideas and imagination in writing complete and communicative fable texts. The low writing proficiency also affects other aspects, such as students' lack of confidence in expressing their ideas in written form (Kinanthi et al., 2025; Ujung,

2025). Learning activities that tend to be passive and lack contextual relevance are considered the main causes of students' limited achievements in writing competencies (Azizah, 2025; Kurniawan, 2025; Marini & Purba, 2021). Therefore, there is a need for innovative instructional strategies that offer students opportunities to explore, be active and creative, and write meaningfully within an enjoyable learning environment.

Various learning theories and approaches have been developed to enhance students' writing abilities, but not all have been effectively implemented at the lower secondary education level. One increasingly adopted approach is Project-Based Learning (PjBL), which has proven to improve student engagement, creativity, and learning outcomes through real, collaborative project activities (Basri et al., 2024; Rehman et al., 2024). However, many schools have yet to optimally implement this approach, especially in developing fable writing skills. In addition, the learning media used are still limited to conventional teaching materials, lacking the visual and narrative support necessary to stimulate students' imagination. Previous studies have suggested that integrating media such as living books can enhance student interest and motivation by presenting vivid and contextual stories (Anwar et al., 2025; Deng et al., 2021; Saripudin et al., 2022). Nonetheless, the combination of PjBL and living book as an integrated learning strategy for improving fable writing skills remains underexplored, revealing a gap in the literature that this study seeks to address (Amorati & Hajek, 2021; Purwati et al., 2024).

This study aims to empirically examine the effect of implementing the Project-Based Learning model assisted by living book media on the ability to write fable texts among seventh-grade students at Taman Asuhan Private Junior High School in Pematangsiantar. Specifically, this research aims to: (1) describe the implementation of the PjBL model assisted by living book media within the context of writing instruction; (2) assess students' fable writing skills before and after the implementation of the model; and (3) analyze the significant effect of the PjBL model with living book media on improving students' writing skills in composing fable texts. These objectives are designed to meet the need for innovative, effective, and contextually relevant teaching strategies to enhance writing literacy at the junior secondary level.

Given the empirical reality that conventional methods have not met the demands of effective writing instruction and supported by literature indicating the separate effectiveness of both PjBL and living book media, this research becomes crucial in testing their integrated application. The PjBL approach enables students to actively participate in the learning process, from idea exploration to the development of written products, while the living book media offers visual and narrative stimuli that spark students' imagination in writing (Arapah, 2025; Farisah & Wafiqah, 2025). Therefore, this study hypothesizes that the PjBL model assisted by living book media has a significant effect on improving students' ability

to write fable texts. The findings are expected to contribute to the development of Indonesian language learning strategies that are more contextual, creative, and enjoyable for students.

Project-Based Learning

Project-Based Learning (PjBL) is an instructional model that emphasizes active student engagement through the exploration of real-world problems and the development of project-based solutions. This model encourages students to work collaboratively, formulate plans, and produce tangible outcomes that reflect their understanding of the subject matter (Al-Kamzari & Alias, 2025; Chang et al., 2022). In the context of writing instruction, PjBL provides space for students to generate ideas, design storylines, and compose texts collaboratively, thereby fostering critical and creative thinking skills (Al Adawiyah & Arifin, 2025). PjBL also repositions the teacher as a facilitator who guides the learning process, rather than serving as the sole source of information.

In practice, PjBL involves a systematic sequence of seven key stages: introduction (apperception), determining the project through essential questions, project design, scheduling, process monitoring, product testing, and evaluation of students' learning experiences (H. Kurniawan & Susanti, 2021). Each of these stages aims to build active engagement and a sense of ownership among students in their learning journey. Throughout this process, students are not merely completing technical tasks; they are also encouraged to reflect on their thinking processes, make collaborative decisions, and produce written works that represent their conceptual understanding in a creative manner (Ramirez, 2021; Thornhill-Miller et al., 2023). This demonstrates that PjBL is not merely a practical method, but rather a comprehensive approach to enhancing the quality of both the learning process and student outcomes.

Living Book

A living book is an instructional medium in the form of a book that features vivid, inspiring, and imaginative narratives designed to engage the reader’s emotions and thoughts holistically (Gasser et al., 2022; Sya et al., 2022). Unlike conventional textbooks, living books present information through compelling stories enriched with illustrations that stimulate empathy and cognitive engagement. In language education, living books are utilized to foster reading interest and writing skills by inviting students to interact with the book’s content as if they were part of the story itself (Abdelrady et al., 2022; Al-Jarf, 2021). As such, this medium serves as a bridge between students’ emotional experiences and their literacy development.

The use of living books in learning is manifested through storybooks that are rich in illustrations and contextual narratives, typically composed in a non-didactic yet educational manner (Wice et al., 2025). These books are often employed within

narrative-based instructional approaches, where students do not merely read but also analyze characters, plot structures, conflicts, and the moral values embedded in the stories (Amelia & Purwaningsih, 2021). In practice, living books can be integrated into writing activities, such as tasks to develop alternative endings, rewrite stories from different perspectives, or create sequels based on the characters in the book. These activities simultaneously stimulate students' cognitive and affective capacities, thereby reinforcing the foundation of narrative writing skills.

Writing Fable Texts

Writing fable texts is a narrative writing skill that features animal characters as the main protagonists, endowed with human-like traits and behaviors, with a moral message as the central theme (Priiki & Kolehmainen, 2025). This activity requires students to understand narrative structures such as orientation, complication, resolution, and coda, while also developing strong imaginative elements within the storyline. Writing fables not only trains technical writing abilities but also engages students' creativity, empathy, and reasoning in delivering symbolic messages through fictional narratives (Liang & Hwang, 2023). Therefore, fable writing instruction is considered a strategic component in fostering literacy skills among secondary school students.

In classroom practice, fable writing can be facilitated through various creative approaches, such as rewriting well-known fables from different perspectives, creating new fables inspired by real-life issues, or adapting local cultural stories into relevant fables. Effective fable writing instruction typically incorporates supporting media such as character illustrations, storyboards, and group discussions to spark student ideas. The implementation of project-based fable writing modules has shown significant improvements in student achievement, particularly in content development, structure, and expressive quality of their writing (Liu, 2025; Zulaeha et al., 2024). This affirms that fables are not merely a literary genre, but a rich vehicle for literacy with strong pedagogical potential.

2. RESEARCH METHOD

This study focuses on the issue of low writing ability in fable texts among seventh-grade students at Taman Asuhan Private Junior High School in Pematangsiantar. Based on initial observations and documentation of students' performance scores, it was found that the average writing score for fable texts was 72, which falls below the Minimum Mastery Criteria (KKM) set at 75. This issue reflects students' weak mastery of narrative structures, plot development, and elements of fable texts, as well as low motivation and participation in the writing learning process. The ineffectiveness of conventional teaching methods typically focused on lectures and memorization exacerbates the situation, as it fails to

provide opportunities for students to think critically, creatively, and collaboratively. Therefore, the primary object of this study is students' writing ability within the context of fable texts, which forms an essential component of the core competencies in the Indonesian language subject at the junior secondary level.

This research adopts a quantitative approach with a quasi-experimental design, aiming to examine the effect of the Project-Based Learning (PjBL) model assisted by living book media on students' writing skills (Cheong et al., 2022). The quantitative approach was chosen because it enables the researcher to provide an objective and measurable depiction of changes in students' abilities before and after the intervention (Tan et al., 2023). The data utilized in this study include both primary and secondary sources. Primary data were collected directly through pre-tests and post-tests administered to students, while secondary data were obtained from previous academic records, teacher observations, and relevant literature used in the development of research instruments and interpretation of findings. The experimental method was selected to observe whether significant differences emerged between the group taught using the PjBL model and the group taught with conventional methods.

The data source for this study consisted of seventh-grade students at Taman Asuhan Private Junior High School during the 2023/2024 academic year. The study population included all seventh-grade students from two parallel classes, VII-1 and VII-2, totaling 62 students. The sampling technique employed was cluster sampling, which involves selecting groups naturally formed within the population in this case, the class groups. The experimental and control groups were randomly selected from the two classes, with each group receiving different instructional treatments. This sample was chosen because it is representative of the characteristics of lower secondary school students and allows for the effectiveness of new instructional strategies, such as PjBL and living books, to be tested in a real and relevant context (Nanda, 2021).

The research was conducted in three main phases: preparation, implementation, and evaluation. During the preparation phase, the researcher developed instruments such as pre-test and post-test items, observation sheets, and the living book media to be used in the experimental group. The implementation phase included structured instructional sessions using the PjBL model for the experimental group and conventional teaching methods for the control group across several meetings. The evaluation phase involved administering the post-test, observing student activity during the learning process, and documenting the instructional process. The data collection techniques included written tests (pre-test and post-test), observations of student participation and responses during learning activities, and documentation of project outputs and assessment rubrics (Iswandi et al., 2025). These techniques

were selected to capture quantitative data and support objective measurement of student learning outcomes.

The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive analysis was employed to portray the characteristics of the data, such as mean scores, standard deviations, and minimum and maximum values for pre-test and post-test results in both groups. Meanwhile, inferential analysis was carried out using a paired sample t-test to determine whether there were significant differences between the pre-test and post-test scores within each group. In addition, a normality test was conducted using the Kolmogorov-Smirnov method and a homogeneity test using Levene's Test to ensure that the data met the necessary statistical assumptions prior to performing the t-test (Ardinsyah et al., 2025). All statistical analyses were performed using SPSS version 25. This technique allowed the researcher to objectively conclude whether the PjBL model assisted by living book media had a statistically significant effect on improving students' writing skills.

3. RESULT AND ANALYSIS

The results obtained in this study are numerical data related to students' learning outcomes and writing ability tests, specifically the pre-test and post-test scores from both the experimental and control groups. The researcher then processed this numerical data, or the students' achievement test results, in accordance with the model and procedures previously outlined in the earlier chapter. This study is titled "The Effect of Project-Based Learning Model Assisted by Living Book Media on the Ability to Write Fable Texts among Seventh Grade Students at Taman Asuhan Private Junior High School, Pematangsiantar."

Research Results: Pre-test and Post-test of the Control Class

The learning outcomes of students in the control class, as measured through pre-test and post-test scores, represent the results of tests conducted before and after the instructional intervention. These experimental results serve as a reference point for evaluating the success of this research. The table below presents the students' initial (pre-test) and final (post-test) scores:

Table 1. Pre-Test and Post-Test Results of the Control Class in Grade VII-1 at Taman Asuhan Private Junior High School, Pematangsiantar

No	Initials	Pre-Test Score	Post-Test Score
1.	A	67	67
2.	B	78	89
3.	C	55	67
4.	D	56	72

5.	E	72	74
6.	F	74	79
7.	G	81	83
8.	H	71	83
9.	I	70	79
10.	J	56	77
11.	K	67	79
12.	L	68	81
13.	M	59	76
14.	N	69	72
15.	O	70	78
16.	P	70	77
17.	Q	72	79
18.	R	64	76
19.	S	62	77
20.	T	60	78
21.	U	61	76
22.	V	84	87
23.	W	59	76
24.	X	59	76
25.	Y	70	79
26.	Z	72	79
27.	A	64	81
28.	AB	60	78
29.	AC	61	76
30.	AD	67	83
31.	AE	70	79

Based on the pre-test and post-test table above, instruction in the control class was conducted using a conventional teaching model. As shown in the table, the highest score was 89, while the lowest score was 67.

Research Results: Pre-test and Post-test of the Experimental Class

After conducting pre-tests and post-tests in the control class, the researcher proceeded to carry out the same assessments in the experimental class, administering both a pre-test and a post-test. The results of the initial (pre-test) and final (post-test) assessments are presented in the following table.

Table 2. Pre-Test and Post-Test Results of the Experimental Class in Grade VII-2 at Taman Asuhan Private Junior High School, Pematangsiantar.

No	Initials	Pre-Test Score	Post-Test Score
1.	A	56	87
2.	B	72	95
3.	C	67	87
4.	D	58	82
5.	E	70	89
6.	F	68	86
7.	G	76	90
8.	H	70	86
9.	I	69	80
10.	J	58	85
11.	K	65	90
12.	L	70	83
13.	M	75	80
14.	N	67	87
15.	O	72	82
16.	P	74	80
17.	Q	76	85
18.	R	68	82
19.	S	62	89
20.	T	60	85
21.	U	61	90
22.	V	77	85
23.	W	60	92
24.	X	74	87
25.	Y	60	90
26.	Z	62	92
27.	AA	70	92
28.	AB	58	90
29.	AC	61	87
30	AD	70	85
31	AE	62	92

Based on the pre-test and post-test table above, the learning process in the experimental class was carried out using the Project-Based Learning model assisted by living book media. As shown in the table, the highest score was 95, while the lowest score was 80.

Descriptive Analysis

Statistical analysis is useful for presenting and describing research data, including the number of data points, maximum and minimum values, mean, and other relevant measures. For more detailed information, the results of the descriptive analysis for the experimental and control classes can be seen in the table generated by the SPSS program below.

Table 3. Descriptive Analysis Results of the Experimental and Control Classes

	N	Minimum	Maximum	Mean	Std. Deviation

Pre-Test Eksperimen	31	56	77	66.71	6.283
Post-Test Eksperimen	31	80	95	86.84	3.984
Pre-Test Kontrol	31	55	84	66.71	7.267
Post-Test Kontrol	31	67	89	77.84	4.684
Valid N (listwise)	31				

Based on the table above, the descriptive analysis results for both the experimental and control classes show that the number of samples (N) for the pre-test and post-test in each class is 31. The value of N indicates the number of samples used in the comparison between the experimental and control classes. The minimum refers to the lowest score obtained in both the experimental and control classes, while the maximum indicates the highest score in both groups. The mean represents the average score for each class. In the experimental group, the average pre-test score was 66.71. After the intervention using the Project-Based Learning model assisted by living book media, the average post-test score increased to 86.84. Meanwhile, in the control group, the average pre-test score was also 66.71, and after receiving conventional instruction, the average post-test score increased to 77.84. Thus, the data in the table suggest a significant difference in mean scores between the pre-test and post-test results of the experimental and control groups.

Normality Test

The normality test is a method used to determine whether the data originate from or follow a normal distribution. It analyzes whether the data distribution lies under a normal curve, which typically has a bell shape and is symmetrical. The normality test in this study was conducted on two sets of data: the pre-test and post-test results of both the experimental and control groups. This research involved two samples namely, the experimental and control groups consisting of a total of 62 students. Therefore, the Kolmogorov-Smirnov normality test was used for greater accuracy. The basis for interpreting the results of the normality test is as follows:

1. If the significance value (sig.) is greater than $\alpha = 0.05$, the data are considered to be normally distributed.
2. If the significance value (sig.) is less than 0.05, the data are assumed to be not normally distributed.

The normality test results for the experimental and control groups are presented in the SPSS output table below.

Table 4. Normality Test Results for the Experimental and Control Groups

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Student Learning Outcomes	Pre-TestEksperimen (PjBL)	.160	31	.041	.939	31	.077
	Post-Test Eksperimen (PjBL)	.109	31	.200*	.960	31	.296
	Pre-Test Kontrol (Konvensional)	.107	31	.200*	.958	31	.258
	Post-Test Kontrol (Konvensional)	.186	31	.008	.940	31	.084

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on Table 4, the results of the normality test for all pre-test and post-test data in both the experimental and control groups show significance values greater than 0.05. Therefore, it can be concluded that the data are normally distributed.

Homogeneity Test Results

The homogeneity test is a statistical procedure designed to determine whether two or more sample data groups originate from a population with the same variance. The purpose of the homogeneity test is to assess whether the data sets under study share the same characteristics. In this study, the homogeneity value was obtained through a homogeneity test. The basis for decision-making in the homogeneity test is as follows:

1. If the significance value based on the mean is greater than 0.05, it can be concluded that the data variances are homogeneous or equal.
2. If the significance value based on the mean is less than 0.05, it indicates that the data variances are not homogeneous or not equal.

The homogeneity test results for the two sample groups can be seen in the SPSS output table below:

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.008	1	60	.929
	Based on Median	.008	1	60	.930

	Based on Median and with adjusted df	.008	1	53.633	.930
	Based on trimmed mean	.007	1	60	.933

Based on the results presented in the homogeneity test table, the significance value of the pre-test and post-test mean data is 0.929. Since this value is greater than 0.05, it can be concluded that the experimental and control class samples have equal or homogeneous variances.

Paired Sample T-Test Results

The paired sample t-test is used to determine whether there is a difference between the means of two related samples. A prerequisite for using this test is that the data must be normally distributed. This study employed the paired sample t-test to answer the research question: "Is there an effect of the Project-Based Learning model assisted by living book media on the ability to write fable texts among seventh-grade students at Taman Asuhan Private Junior High School in Pematangsiantar?" To address this question, the paired sample t-test was applied to the pre-test and post-test data of the experimental group (which used the Project-Based Learning model assisted by living book media), and also to the pre-test and post-test data of the control group (which used the conventional lecture-based model).

The paired sample approach means that the same sample is tested twice—at different times or intervals. The test was conducted using a significance level of 0.05 (α = 5%) to assess the relationship between the independent and dependent variables. The criteria for accepting or rejecting the null hypothesis (Ho) in this test are as follows:

1. If the significance value (2-tailed) < 0.05, it can be concluded that there is a difference and the independent variable has an effect on the dependent variable (Ha is accepted, Ho is rejected).
2. If the significance value (2-tailed) > 0.05, it can be concluded that there is no mean difference and the independent variable has no effect on the dependent variable (Ha is rejected, Ho is accepted).

For more details on the results, refer to the paired sample t-test output for the experimental and control groups as shown in the SPSS table below.

Table 6. Paired Samples Test

	Paired Differences					**T**	**df**	**Sig. (2-tailed)**
	Mean	Std. Deviation	Std. Error Mean	95% ConfidenceInterval of the Difference				
				Lower	Upper			

Pre-Test Eksperimen - Post-Test Eksperimen	20.129	8.338	1.497	23.187	17.071	13.442	30	.000
Pre-Test Kontrol - Post-Test Kontrol	11.129	5.667	1.018	13.208	9.050	10.934	30	.000

Based on the results of the simple paired t-test, the following conclusions can be drawn:

1. Based on the output for Pair 1, the significance value (2-tailed) is 0.000 < 0.05. Therefore, it can be concluded that there is a difference in the mean scores between the pre-test and post-test results of the experimental class (using the PjBL model assisted by living book media).
2. Based on the output for Pair 2, the significance value (2-tailed) is 0.000 < 0.05. Thus, it can be concluded that there is also a difference in the mean scores between the pre-test and post-test results of the control class (using conventional or lecture-based methods).
3. From the pre-test and post-test significance results of the experimental group, the value (2-tailed) is 0.000 < 0.05, indicating that there is a significant effect of the independent variable (the influence of the PjBL model assisted by living book media) on the dependent variable (students' ability to write fable texts).

In this case, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, which means that the Project-Based Learning model assisted by living book media has a significant effect on the ability to write fable texts among seventh-grade students at Taman Asuhan Private Junior High School in Pematangsiantar. To clarify the mean scores from the pre-test and post-test in the experimental and control classes, refer to the table below:

Table 7. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	*Pre-Test* Eksperimen	66.71	31	6.283	1.129
	Post-Test Eksperimen	86.84	31	3.984	.716
Pair 2	*Pre-Test* Kontrol	66.71	31	7.267	1.305
	Post-Test Kontrol	77.84	31	4.684	.841

In the control group, the average pre-test score was 66.71. After the application of the conventional teaching method, the average post-test score increased to 77.84. Meanwhile, in the experimental group, the average pre-test score was also 66.71, and after the implementation of the Project-Based Learning (PjBL) model assisted by living book media, the average post-test score significantly increased to 86.84. These data indicate a significant difference in the mean scores between the pre-test and post-test results in both the experimental and control classes.

The application of the Project-Based Learning model assisted by living book media effectively directed students' attention to the learning content, thereby increasing the likelihood of content retention and comprehension. The living book media helped guide students through a logical sequence of events or story chronology, stimulating their imagination and enabling them to express their ideas in written form.

Each cycle of the learning activities in this study was divided into three phases: the initial, core, and closing activities, as outlined in the lesson plans developed by the researcher. This aligns with teaching principles that emphasize the importance of readiness. Readiness refers to a condition in which learners feel the need to act or acquire new behaviors. Teachers must plan their instruction in accordance with the condition and readiness level of their students. During the initial phase, the researcher outlined the learning objectives to help students understand why and what they were learning, thereby increasing focus and motivation.

In the core phase, the researcher applied the Project-Based Learning model assisted by illustrated living book media that guided students in writing fables. This method stimulated their imagination and encouraged them to generate written narratives based on the visual and narrative prompts in the living book. In the closing phase, the researcher facilitated student reflections and summaries of what they had learned to reinforce their conceptual understanding. An evaluation test was also administered during this phase to assess student comprehension of the material.

As indicated in the homogeneity test table, the variation in data distribution was diverse. The significance value based on the mean for both pre-test and post-test data was 0.929 > 0.05, indicating that the data were homogeneous. To answer the first hypothesis—whether the Project-Based Learning model assisted by living book media influences the ability to write fables among Grade VII students at

Taman Asuhan Private Junior High School in Pematangsiantar—the researcher concluded that the t-value for the experimental class was 5.667 with a significance level (Sig.) of 0.000. The decision criteria were as follows:

1. Ha is accepted if the significance value (Sig.) < 0.05.
2. Ho is rejected if the significance value (Sig.) > 0.05.

Based on previous data analysis, the calculated t-value for the experimental group was 10.934 with a significance level (Sig.) of 0.000. This result confirms that

Ha is accepted and Ho is rejected, indicating a significant difference in mean scores when using the Project-Based Learning model assisted by living book media. As shown in the earlier analysis, the average post-test score for the experimental class was 86.84, compared to 77.84 in the control class.

In conclusion, there is a significant difference in students' fable writing ability after being taught using the Project-Based Learning model assisted by living book media, compared to those taught using conventional methods. Furthermore, data analysis reveals that students demonstrated a positive attitude toward the learning process using the Project-Based Learning model supported by living book media.

4. CONCLUSION

Based on the research findings and discussion regarding the ability to write fable texts among Grade VII students of SMP Swasta Taman Asuhan Pematangsiantar, the following conclusions can be drawn:

1. The results of the normality test for all pre-test and post-test data of the experimental and control groups using the Kolmogorov-Smirnov test showed that the significance value was greater than 0.05, indicating that the data were normally distributed.
2. The homogeneity test results showed a significance value based on the mean of 0.929 > 0.05. This indicates that the variance of the post-test data between the experimental and control groups was homogeneous.
3. Hypothesis testing was conducted using the paired sample t-test. The significance value (2-tailed) was 0.000 < 0.05, indicating a significant influence of the independent variable on the dependent variable. Therefore, Ha is accepted, meaning that the Project-Based Learning model assisted by living book media had a significant effect on students' ability to write fable texts in Grade VII of SMP Swasta Taman Asuhan Pematangsiantar, while Ho is rejected.
4. Based on the output table of the mean scores, the control class had an average pre-test score of 66.71 and a post-test score of 77.84. In the experimental class, the average pre-test score was 66.71, and the post-test score increased to 86.84.

The implementation of learning to write fable texts using the Project-Based Learning (PjBL) model assisted by sequential picture media (living book) in Grade VII of SMP Swasta Taman Asuhan Pematangsiantar resulted in improved student performance. Most students stated that using the PjBL model with living book media made it easier for them to write fable texts and made the lesson more engaging.

1. For teachers: It is recommended that teachers use living book media in teaching Bahasa Indonesia, particularly in writing activities, as it can significantly improve students' ability to write fable texts. Teachers must be creative and innovative in preparing learning media that align with the subject matter and should focus on encouraging active student participation.
2. For the school, particularly SMP Swasta Taman Asuhan Pematangsiantar, the use of living book media in the classroom can be considered an alternative strategy to enhance students' writing skills, especially in writing fable texts.
3. For future researchers, the findings of this study can serve as valuable knowledge and a basis for further development of students' fable writing skills through enhanced instructional techniques and learning media.

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