

## **The Effect of Project Based Learning Toward Students' Creative Thinking and Writing Skill on Exposition Text at Second Grade of SMA N 1 Palembayan**

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### **Abstrak**

Penelitian ini dilatarbelakangi oleh beberapa permasalahan. Permasalahannya adalah kemampuan menulis siswa masih rendah, guru masih menggunakan teacher centered, tulisan siswa pendek dan kurang menunjukkan kreativitas. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Project Based Learning terhadap keterampilan berpikir kreatif dan menulis dalam teks eksposisi di kelas II SMA N 1 Palembayan. Penelitian ini merupakan penelitian eksperimen dengan desain eksperimen semu. Pengambilan sampel dipilih secara acak setelah dilakukan uji normalitas dan homogenitas. Data yang dilakukan dalam penelitian ini dianalisis dengan menggunakan SPSS 24. Hasil penelitian menunjukkan bahwa berpikir kreatif lebih tinggi pada post-test dibandingkan pre-test baik pada kelas eksperimen maupun kelas kontrol. Nilai rata-rata kelas eksperimen pada post-test (69,20) dan pre-test (60,90). Sedangkan kelas kontrol pada post-test (52,20) dan pre-test (40,60). Untuk keterampilan menulis siswa, kelas eksperimen pada post-test (57,70) dan pre-test (57,00). Sedangkan kelas kontrol pada post-test (54,00) dan pre-test (40,15). Dapat disimpulkan bahwa PJBL tidak memberikan kontribusi terhadap kemampuan berpikir kreatif dan menulis siswa. Hal ini terlihat dari nilai data sig. (2-tailed) adalah  $> 0,05$ . Hal ini berbeda dengan pendapat Taylor yang menyatakan bahwa PJBL dapat meningkatkan berpikir kreatif siswa dan menurut Fragoulis mengatakan bahwa PJBL dapat meningkatkan keterampilan salah satunya keterampilan menulis.

**Kata Kunci:** *Pembelajaran Berbasis Proyek, Berpikir Kreatif, Keterampilan Menulis, Teks Eksposisi.*

### **Abstract**

This research was motivated by several problems. The problems were students' writing skills were still low, teachers still used teacher-centered, students' writing were short and showed less creativity. This research aimed at determining the effect of using Project Based Learning on creative thinking and writing skills in exposition texts at second grade of SMA N 1 Palembayan. This research was experimental research with quasi-experimental design. The sampling was choose randomly after normality and homogeneity tests. Conducted the data in this research was analyzed by using SPSS 24. The results showed that creative thinking was higher on post-test than pre-test on both experimental class and control class. The mean score of experimental class at post-test (69.20) and the pre-test (60.90). While, control class at post-test (52.20) and pre-test (40.60). For students' writing skill, experimental class at post-test (57.70) and pre-test (57.00). While, class control at post-test (54.00) and pre-test (40.15). It can be concluded that PJBL did not contribution on students' creative thinking and writing skill. It can be seen from the data value of sig. (2-tailed) was  $> 0.05$ . this was different from Taylor 's opinion that PJBL can improve students creative thinking and according to Fragoulis's said that PJBL can improve skills one of them is writing skill.

**Keywords:** *Project Based Learning, Creative Thinking, Writing Skill, Exposition Text.*

## INTRODUCTION

Teacher uses some approaches in learning English. One of them is Project Based Learning (PJBL). According to Thomas in (Stanley 2021), PJBL is exactly what its name implies namely "Project". Project are complex task, based on challenging question or problems, that involve students in design, problem solving, decision making or investigative activities, give students the opportunity to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations.

There are some steps of implementing PJBL as stated by George in (Yani, 2021). The steps are (1) start with essential questions, (2) design a project plan, (3) create schedule, (4) completion of the project with teacher facilitation and monitoring, (5) assess the outcome, (6) evaluation of project processes and results.

According to (Bell, 2010) PJBL is a key for creating independent thinkers and learners. Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies. Students flourish under this students driven, motivating approach to learning and gain valuable skills for later. Result of PJBL is greater understanding of a topic, deeper learning, and increased motivation to study and most of projects include reading, writing and count. In line with (Fragoulis, 2009), PJBL can improve students' reading, writing, listening, speaking, vocabulary skills, and communicative competence. It can be concluded that writing skill is one of the skills that can be improved through the PJBL approach.

According to (Selli et al, 2010) writing is one of skills that is very important to be taught to the students because by writing the students can discover, explore, and organize their ideas. Discover idea means that the students collect their idea in their mind, explore ideas means that the students develop their ideas, and the last they organize their ideas to be written form. Through writing, the students can share their ideas to the readers.

Furthermore, (Arrum, 2020) said that the other factor that influences writing is students' creative thinking. Creative thinking is something original which born by the creator's mind. Creative thinking is used in many aspects of life but for students writing. Creativity is used to make a good text. A good text is a text that has a new idea, good plot of story, coherence and cohesive between one and other paragraphs.

Creative thinking is a part of the 21<sup>st</sup>-century learning demands. There are five indicators of creative thinking in writing: problem sensitivity, fluency, originally, elaboration, flexibility (Mala et al, 2020). According to (Kiptiyah, 2019) one of the text suitable for developing students' creative thinking skills is exposition text. This is due to the fact that the exposition text contains the opinion of a person who needs to be criticized for his supporting arguments. Students need to be creative in formulating arguments and creative in solving problem. PJBL also greatly improves students' to collaborate and problem solve amongst other 21<sup>st</sup>-century skills. Afterwards, according to Taylor this include their creative thinking and reflective thinking as well (Schaffer, ).

According to (Kiptiyah, 2019) exposition text is one type of text that serves as a medium for expressing ideas or suggesting things based on strong arguments. Finoza said in Kiptiyah that exposition is a discourse that aims to tell, peel, decipher or explain something. It can be said to write an exposition text is to pour ideas or ideas in the form of writing that describes something. There are three of structure analytical exposition, namely thesis, argumentation and reiteration.

## METHOD

This research used a quantitative approach. To be more specific, the researcher used Quasi-Experimental research design. So, the aimed of this research was at determined the effect of PJBL toward creative thinking and writing skill.

The experimental research design used in this research was pre-test post-test control group design. In this study there were two groups of sample classes (XI IPA and XI IPS2)

based on normality and homogeneity, then given a pretest to know students' initial background knowledge were any difference between experimental group and control group. The data collection technique in this research was the test. Test was sheets of questions or exercises used to measure student skills. The type of test used was the writing test. After treatment, post-test was given to measure the effect of PJBL in both classes.

## FINDINGS AND DISCUSSION

The first hypothesis was answered with sample paired t-test. The calculation was presented below:

### Paired t-test of Creative Thinking

T	Paired Samples Test			
	Paired Differences			
		t	df	Sig. (2-tailed)
Pair 1 PreEks_CT - PostEks_CT		-1.793	19	.089
Pair 2 PreCon_CT - PostCon_CT		-3.231	19	.004

accepted. It can be seen from the table experimental class that the sig. was  $> 0.05$  namely (.089) and control class the sig. was  $< 0.05$  namely (.004) it means that PJBL had no significant effect toward students' creative thinking.

### Paired t-test of Writing Skill

		T	df	Sig. (2-tailed)
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-.122	19	.904
Pair 2	Pre-Test Control - Post-Test Control	-1.925	19	.069

The data above,  $H_a$  was rejected and  $H_o$  was accepted. It can be seen from the table experimental class of writing skill was (.904)  $> 0.05$ . It means that PJBL had no significant effect toward students' writing skill.

In additional, the second hypothesis was answered with sample paired t-test too. There had no significant differences between the students who used PJBL and the students who did not used PJBL. It can be seen from paired sample t-test of creative thinking and writing skill the value of sig.  $> 0.05$ . It means that  $H_a$  was rejected and  $H_o$  was accepted. So, there was no any significant different between the students creative thinking and writing skill who used PJBL and used conventionally.

Furthermore, the third hypothesis, the researcher used the independent sample t-test. The calculation was presented below:

#### Independent t-test of creative thinking

		t-test for Equality of Means		
		T	df	Sig. (2-tailed)
Hasil Belajar Siswa	Equal variances assumed	4.090	38	.000
	Equal variances not assumed	4.090	36.936	.000

The table above shows that the sig. value of creative thinking was (.000) < 0.05. It concluded that the students' creative thinking used PJBL was better than the students used conventionally.

#### Independent t-test of writing skill

		t-test for Equality of Means		
		T	df	Sig. (2-tailed)
Hasil Belajar Siswa	Equal variances assumed	.812	38	.422
	Equal variances not assumed	.754	21.752	.459

Based TheThe table above shows that sig. value of writing skill was (.422) > 0.05. It concluded that students writing skill used PJBL was no better than the students' writing skill used conventionally.

## DISCUSSION

Based on the previous data analysis above, the researcher had not found of effect of using PJBL toward students' creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembang. In analysis data, the researcher used t-test formula by using SPSS 24 in pre-test and post-test to calculate the data. Firstly, the data of experimental class at post-test and control class at post-test were obtained from paired t-test. The results showed that there was no significant effect of using PJBL toward students' creative thinking. This was different from opinion Schaffer said that PJBL also greatly improves students' to collaborate and problem solve amongst other 21<sup>st</sup>-century skills. Afterwards, according to Taylor this include their creative thinking. Next, there was no significant effect of using PJBL toward students writing skill. This was different too from Fragoulis's opinion said that PJBL can improve skills one of them is writing. But, in this study using of PJBL can't gave the effect of students writing skill.

Secondly, based on the paired t-test in experimental class it can concluded that for creative thinking, Ha was rejected and Ho was accepted because sig. (.089) > 0.05. For writing skill, Ha was rejected and Ho is accepted because sig value (.926) > 0.05. So, the used of PJBL and conventionally was not significantly different.

Thirdly, independent t-test based on the data above, sig value for creative thinking was (.000) and for writing skill was (.535). It means that  $H_a$  was accepted and  $H_o$  was rejected for creative thinking and  $H_a$  was rejected and  $H_o$  was accepted. This shows that the learning outcomes of the two classes were different. This has answered the third research question, thus it can be concluded that learning outcomes for students' creative thinking who used PJBL were better than creative thinking who did not use PJBL. Meanwhile, learning outcomes for students' writing skill who used PJBL were no better than students' writing skill who did not use PJBL.

## CONCLUSION

The purpose of this research was to know whether there was effect of using PJBL toward students' creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembang. Based on the research questions and finding about the effect of using PJBL toward students' creative thinking and writing skill, it can be concluded that: first, there was no significant effect of PJBL toward students' creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembang. It can be seen from paired t-test in creative thinking and writing skill the  $H_a$  was rejected and  $H_o$  was accepted, because the value of creative thinking and writing skill sig was  $>0.05$ . The second, there was any significant differences between the students who use PJBL and the students who do not use PJBL. It can be seen from paired sample t-test of creative thinking and writing skill the value of sig.  $>0.05$ . It means that  $H_a$  was rejected and  $H_o$  was accepted. So, there was no any significant different between the students creative thinking and writing skill who used PJBL and used conventionally. Thirdly, it can be concluded that learning outcomes for students' creative thinking who used PJBL were better than creative thinking who did not use PJBL. Meanwhile, learning outcomes for students' writing skill who used PJBL were no better than students' writing skill who did not use PJBL.

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