THE EFFECTS OF USING PROJECT BASED LEARNING IN WRITING ON STUDENTS' AUTONOMY, STUDENTS' CREATIVITY, AND STUDENTS' LEARNING ENGAGEMENT IN SMAN 2 LINTAU BUO

Thesis

Submited to Fulfill One of the Requirements to Obtain a Master Degree (S2) of Graduate English Education Study Program

By:

DELFITA YULIANTI

NIM: 20223005

Advisor:

DR. VENI ROZA, SS, M.Pd

NIP. 198401052009122003

GRADUATE PROGRAM IN TEACHING ENGLISH

FACULTY OF EDUCATION AND TEACHING TRAINING

STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJAMBEK

BUKITTINGGI

YEAR 2025

Abstrak

Tesis ini berjudul *"Pengaruh Penggunaan Pembelajaran Berbasis Proyek dalam Menulis terhadap Otonomi Siswa, Kreativitas Siswa, dan Keterlibatan Belajar Siswa di SMAN 2 Lintau Buo"* ditulis oleh Delfita Yulianti (NIM. 20223005) dari Program Studi S2 Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi.

Menulis adalah kemampuan produktif dalam Bahasa Inggris yang banyak siswa kesulitan menguasainya, terutama untuk teks eksposisi yang terstruktur dan bemakna. Di SMAN 2 Lintau Buo, kemampuan menulis siswa belum memadai. Mereka juga menunjukkan tingkat otonomi, kreativitas, dan keterlibatan siswa yang rendah. Oleh karena itu, model inovatif seperti Pembelajaran Berbasis Proyek (PjBL) diperlukan untuk meningkatkan kemampuan menulis maupun kemampuan non-kognitif. Jadi, tujuan penelitian ini adalah untuk menemukan dampak penggunaan PjBL terhadap kemampuan menulis siswa, otonomi, kreativitas, dan keterlibatan siswa. Untuk mencapai tujuan tersebut, penelitian ini menggunakan desain quasi-eksperimental dengan kelompok kontrol dan eksperimen yang dilengkapi dengan pre-test dan post-test. Penelitian ini menguji apakah implementasi PjBL secara signifikan meningkatkan kemampuan menulis, otonomi, kreativitas, dan keterlibatan siswa dalam belajar dibandingkan dengan pengajaran konvensional.

Dengan melibatkan 65 siswa sebagai sampel, data dikumpulkan menggunakan tes menulis dan tiga kuesioner yang telah tervalidasi: Kuesioner Otonomi Siswa (LAQ), Kuesioner Kreativitas Siswa (SCQ), dan Kuesioner Keterlibatan Siswa (TEQ). Analisis prasyarat data menunjukkan bahwa data tidak terdistribusi secara normal (nilai sig lebih kecil dari alpha 0,05) dan tidak homogen atau nilai sig lebih kecil dari alpha (0,002 < 0,05), sehingga data tidak dapat diuji menggunakan uji parametrik. Oleh karena itu, uji Mann-Whitney (u-test) digunakan untuk menguji hipotesis.

Analisis statistik, termasuk pengujian hipotesis, menunjukkan bahwa PjBL memiliki efek signifikan terhadap peningkatan kemampuan menulis siswa pada kelas eksperimen (nilai sig. 0,000). Akan tetapi PjBL tidak memiliki efek yang signifikan terhadap peningkatan kemampuan menulis siswa ketika dibandingkan dengan pengajaran konvensional. Nilai p 0,542 lebih besar dari 0,05. Namun, efek positif signifikan yang lain ditemukan pada otonomi siswa (nilai sig. 0,001 lebih kecil dari alpha 0,05), kreativitas (nilai sig. 0,001 lebih kecil dari 0,05), dan keterlibatan belajar (nilai sig. 0,000 lebih kecil dari 0,05). Hasil ini menunjukkan bahwa meskipun PjBL tidak lebih unggul dibandingkan dengan pengajaran konvensional dalam meningkatkan kemampuan menulis siswa, akan tetapi PjBL efektif dalam mengembangkan otonomi, kreativitas, dan keterlibatan belajar siswa.

Kata kunci: Pembelajaran Berbasis Proyek, keterampilan menulis, otonomi siswa, kreativitas siswa, dan keterlibatan belajar.

Abstract

This thesis is entitled *"The Effects of Using Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"* and was written by Delfita Yulianti (NIM. 20223005) from the Graduate Program in Teaching English, Faculty of Education and Teacher Training, State Islamic University of Sjech M. Djamil Djambek Bukittinggi.

Writing is a productive English skill that many students struggle to master, particularly structured and meaningful exposition text. At SMAN 2 Lintau Buo, students' writing skill was unsatisfactory. They also showed low autonomy, creativity, and engagement. Thus, innovative model like Project-Based Learning (PjBL) is needed to enhance both writing skills and non-cognitive abilities. So, the purpose of this study is to find the effects of using PjBL on students' writing skill, autonomy, creativity, and engagement. To achieve this purpose, the research employed quasi-experimental design with pre-test and post-test control and experimental groups. The study examined whether the implementation of PjBL significantly enhance students' writing skill, autonomy, creativity, and learning engagement compare to the conventional instruction.

Involving 65 students as the sample, the data were collected using writing tests, three validated questionnaires; Learners' Autonomy Questionnaire (LAQ), Students' Creativity Questionnaire (SCQ), and Task Engagement Questionnaire (TEQ). The prerequisite of data analysis found that the data were not normally distributed (the sig score is lower than alpha of 0.05) and not homogeneous or the sig score was smaller than alpha ($0.002 < 0.05$). So, the data cannot be tested by using parametric test. Hence the Mann Whitney test (u-test) was used to test the hypotheses.

Statistical analysis, including hypothesis testing, revealed that PjBL had a significant effect on students' writing scores in experimental group (sig. Score 0.000). However, PjBL did not have a significant effect on improving students' writing skills compared to conventional teaching. The p-score 0.542 is greater than 0.05. Nevertheless, significant positive effects were found in students' autonomy (sig. score 0.001 is smaller than the alpha 0.05), creativity (sig. score 0.001 is less than 0.05), and learning engagement (sig. score 0.000 is less than 0.05). These results suggested that while PjBL may not outperform conventional teaching in improving students' writing scores alone, PjBL was effective in fostering students' autonomy, creativity, and learning engagement.

Keywords: Project-Based Learning, writing skills, students' autonomy, students' creativity, and learning engagement.

ACKNOWLEDGEMENTS

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Alhamdulillahirabbil'alamin. All praise and thanks be to Allah SWT, the Lord of the Universe. He is the Most Kind and the Most Merciful. Because of His endless blessings, love, and help, the writer has finally finished this thesis. Without His guidance, the researcher would not have the strength, health, and patience to complete this work. May peace and blessings always be given to our beloved Prophet Muhammad SAW, the last messenger of Allah, who has brought light and knowledge to the world, and who continues to inspire people until today.

This thesis could not have been accomplished without the support, assistance, encouragement, and guidance from many people who have contributed significantly throughout the research and writing process. Therefore, with great humility and sincere gratitude, the researcher would like to express appreciation and thanks to:

1. **Allah SWT** the Most Gracious and the Most Merciful, for the endless blessings, guidance, pleasure, health and strength throughout the process of completing this thesis.
2. **Prof. Dr. Silfia Hanani, S.Ag., M.Si**, as the Rector of UIN Sjech M. Djamil Djambek Bukittinggi. Thank you very much for your leadership, care, and hard work in making our university better. Your great efforts to support education have helped many students, including the researcher.
3. **Dr. Junaidi, S.Ag., M.Pd**, as the Dean of the Faculty of Tarbiyah and Teacher Training. Thank you for always helping and supporting students with their academic needs and always being ready to give assistance and advice when needed.
4. **Dr. Absharini Kardena, M.Pd**, as the Head of the Graduate English Education Program. Thank you for your corrections, suggestions, support, and encouragement during the process of finishing this thesis. Your kind attention means so much to the researcher.

5. **Dr. Veni Roza, SS, M.Pd**, as the researcher's advisor. Thank you for always being patient, giving time, guiding the researcher step by step, and sharing knowledge and ideas. Without your help, this thesis would not be complete.
6. **Dr. Joni Alfino, M.Pd,** as the first validator, who has helped by giving important input and suggestions during the validation process of the instruments.
7. **Dr. Widya Syafitri, M.Pd,** as the second validator, for her support, valuable advice that gave important ideas about the guideline of this research.
8. **Dr. Afdaleni, M.Pd,** served as the third validator and validated the instruments of this research. Your fast response had made this study went smoothly.
9. All **lecturers** in the Graduate English Education Program who have taught many subjects, shared their knowledge, given inspiration, and guided the researcher with care and dedication throughout the years of study.
10. The **librarians of UIN Sjech M. Djamil Djambek Bukittinggi**, who always welcomed the researcher and helped in finding the references needed to accomplish this thesis.
11. All of **researchers and scholars** whose outstanding works, theories, and findings have been cited in this thesis. Your contributions have provided a strong foundation and interesting view points which considerably supported the development and completion of this research. The researcher is deeply appreciate your dedication to advancing knowledge and for inspiring further study in this subject.
12. **Nelfi Yentriati, M.Pd**, serves as both the school advisor and one of the raters in this study. Thank you so much for your nice words and important time. This study would not have been completed without your assistance.
13. The entire **SMAN 2 Lintau Buo** family, including the principal, all of the teachers, particularly English teacher **Rinny Afriyani, S.Hum** as my partner and rater, the administrative staff, and all of the students, who greeted the researcher warmly throughout the research procedure. Thank you for enabling the researcher to do the research at our school and for providing so much

assistance, support, and collaboration. Your generosity, assistance, and participation made the research process easier and more meaningful.

14. The researcher's **beloved family, husband (Imra Mardi, S.Pt) and sons (Ihsanul Fikri and Assidiqi Hidayatullah)**, have always been present at every stage of this wonderful adventure. Thank you for your unending love, prayers, patience when things were tough, and continuous encouragement in all situations. Thank you for the large Menjalar family. Sorry for not stating each of your names individually.
15. All of **my friends in the Graduate English Education Program, Class of 2023**, I appreciate your friendship, kindness, support, and drive. Your presence filled the study time with significance and delight. Thank you for the good time, teamwork, and encouragement that enabled the researcher persevere and complete this thesis.

At the end of this section, the researcher thanks to everyone who has assisted, supported, and prayed for the researcher, whether their names are listed here or not. The researcher recognizes that this thesis is not perfect and may yet have imperfections. As a result, the researcher gratefully accepts any suggestions or criticism to help improve it. Hopefully, my thesis will be useful to others and provide some benefit in the future.

Bukittinggi, July 2025
Researcher

Delfita Yulianti

LIST OF CONTENTS

Abstract i
Abstrak ii
Acknowledgement iii
List of Contents vi
List of Figures ix
List of Tables x
List of Graphics xi
List of Appendices xii

CHAPTER I INTRODUCTION
A. Background of the Problem 1
B. Identification of the Problem 6
C. Limitation of the Problem 7
D. Formulation of the Problem 8
E. Purpose of the Research 9
F. Significance of the Research 10
G. Definition of the Key Terms 11

CHAPTER II REVIEW OF RELATED LITERATURE
A. Review of Related Theories 13
1. The Writing Theories 13
a. The Nature of writing 13
b. The components of writing 15
c. The process of writing 17
d. English as Foreign Language (EFL) writing assessment 22
e. Writing rubrics 25
2. Exposition Text Theories 30
a. The definition of exposition text 30
b. Structural and linguistic features of exposition text 31
c. Language features of exposition text 32
3. Project Based Learning (PjBL) 33
a. The definition of Project Based Learning (PjBL) 33
b. The origins and principles of PjBL 34
c. The benefits of Project Based Learning (PjBL) 38
d. Challenges of Project Based Learning (PjBL) 42
e. Stages of Project Based Learning (PjBL) 43
f. Project Based Learning (PjBL) in EFL class 48
4. Students' Autonomy 49
a. The concept of student autonomy 49
b. The significance of student autonomy 51
c. The elements of autonomy in writing process 52
d. Challenges in Promoting Student Autonomy 55
e. Teachers' role in fostering autonomy. 56

5. Students' Creativity 57
a. Theoretical perspectives on creativity. 57
b. The elements in creativity 58
c. The indicators of creativity in writing 60
d. Fostering students' creativity 64
e. Challenges to promoting creativity 67
6. Learning Engagement 68
a. The concepts of learning engagement 68
b. The Indicators of engagement 71
c. Strategies for increasing learning engagement 76
d. Challenges in maintaining learning engagement 78
B. Review of Related Studies 80
C. Conceptual Framework 87
D. Hypothesis of the Research 88

CHAPTER III RESEARCH METHOD
A. Kind of Research 90
B. Population and Sample 91
C. Instrumentation 93
1. Writing Test 93
2. Learner Autonomy Questionnaire (LAQ) 94
3. Creativity Experience Questionnaire (CEQ) 95
4. Task Engagement Questionnaire (TEQ) 96
D. Validity and Reliability 97
1. Validity Test 97
a. Content validity 97
b. Construct validity 101
2. Reliability Test 102
a. Writing test 102
b. Questionnaires 104
E. Technique of Data Collection 105
1. Pre-Test Stage 105
2. Post-Test Stage 106
F. Technique of Data Analysis 106
1. Normality test 107
2. Homogeneity test 107
3. Hypothetical Test 108

CHAPTER IV FINDINGS AND DISCUSSION
A. Findings 110
1. Description of the Data 110
a. Pre-test Result 110
1) Students Writing 110
2) Students' Autonomy 112
3) Students' Creativity 113
4) Learning Engagement 115

b. Post-Test Result 116
1) Students Writing 116
2) Students' Autonomy 118
3) Students' Creativity 120
4) Learning Engagement 121
2. Analysis of the Data 123
a. Prerequisite of Data Analysis 123
1) Normality Test 123
2) Homogeneity Test 124
b. Hypotheses testing 125
1) First hypothesis 125
2) Second hypothesis 126
3) Third hypothesis 127
4) Fourth hypothesis 128
5) Fifth hypotheses 130
6) Sixth hypothesis 131
7) Seventh hypothesis 132
8) Eighth Hypothesis 133
B. Discussion 135

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS
A. Conclusions 143
B. Implications 145
C. Suggestions 146

REFERENCES 148
APPENDICES 161

LIST OF FIGURES

Figure 2.1 Writing process.. 18
Figure 2.2 Jacobs ESL Composition Profile 25
Figure 2.3 Gold standard of the Project Based Learning (PjBL) model 35
Figure 2.4 Project Path..... 44
Figure 2.5 The dimensions of task engagement 73
Figure 2.6 Conceptual Framework of the Study 87
Figure 3.1 Technique of data collection 106

LIST OF TABLES

Table 3.1 Research design 90
Table 3.2 List of population 91
Table 3.3 Indicators of writing rubrics..... 93
Table 3.4 Indicators of learner autonomy 95
Table 3.5 Indicators of students creativity 95
Table 3.6 Indicators of learning engagement..... 96
Table 3.7 Krippendorff's Alpha Interpretation 104
Table 4.1 Students' writing pre-test score distribution 110
Table 4.2 Students' autonomy pre-test score distribution 112
Table 4.3 Statistic of the pre-test score of students' autonomy..... 113
Table 4.4 Students' creativity pre-test score distribution 113
Table 4.5 Statistic of the pre-test score of students' creativity..... 114
Table 4.6 Learning engagement pre-test score distribution 115
Table 4.7 Statistic of the pre-test score of learning engagement..... 116
Table 4.8 Students' writing post-test score distribution 117
Table 4.9 Students' autonomy post-test score distribution..... 118
Table 4.10 Statistic of the post-test score of students' autonomy 119
Table 4.11 Students' creativity post-test score distribution..... 120
Table 4.12 Statistic of the post-test score of students' creativity 121
Table 4.13 Learning engagement post-test score distribution..... 121
Table 4.14 Statistic of the post-test score of students' task engagement..... 122
Table 4.15 Normality Test Result..... 123
Table 4.16 Homogeneity Test Result 124
Table 4.17 First hypothesis 125
Table 4.18 Second hypothesis..... 126
Table 4.19 Third hypothesis 127
Table 4.20 Fourth hypothesis 129
Table 4.21 Fifth hypothesis 130
Table 4.22 Sixth hypothesis 131
Table 4.23 Seventh hypothesis..... 133
Table 4.24 Eighth hypothesis 134

LIST OF GRAPHICS

Graphic 4.1 Students' Writing Pretest 111
Graphic 4.2 Students' Autonomy Pre-test 112
Graphic 4.3 Students' Creativity Pretest 114
Graphic 4.4. Students' Task Engagement Pretest 115
Graphic 4.5 Students' Writing Post-test Result 118
Graphic 4.6 Students' Autonomy Postest 119
Graphic 4.7 Students' Creativity Pre-Test 120
Graphic 4.8 Students' Task Engagement Postest 122

LIST OF APPENDICES

Appendix 1 Homogeneity Test of Samples 161
Appendix 2 Writing Test..... 163
Appendix 3 Jacob ESL Composition Profile 164
Appendix 4 Learners' Autonomy Questionnaire (LAQ) 165
Appendix 5 Creativity Experience Questionnaire (CEQ)..... 167
Appendix 6 Task Engagement Questionnaire (TEQ) 169
Appendix 7 Names of Validators..... 172
Appendix 8 Content Validity Results 173
Appendix 9 Validation Request Letter..... 175
Appendix 10 Validity of Validator 1 176
Appendix 11 Validity of Validator 2 182
Appendix 12 Validity of Validator 3 189
Appendix 13 LAQ Construct Validity 195
Appendix 14 CEQ Construct Validity 197
Appendix 15 TEQ Construct Validity..... 198
Appendix 16 Names of Raters 200
Appendix 17 Reliability Test of Writing Test 201
Appendix 18 Reliability Test of LAQ, CEQ, and TEQ 202
Appendix 19 Normality Test. 203
Appendix 20 Homogeneity Test 204
Appendix 21 Pre-test of Writing Scores 205
Appendix 22 Pre-test of Students' Autonomy 206
Appendix 23 Pre-test of Students' Creativity 207
Appendix 24 Pre-test of Learning Engagement 208
Appendix 25 Post-test of Writing Scores..... 209
Appendix 26 Post-test of Students' Autonomy..... 210
Appendix 27 Post-test of Students' Creativity..... 211
Appendix 28 Post-test of Learning Engagement 212
Appendix 29 Control Class Lesson Plan..... 213
Appendix 30 Experiment Class Lesson Plan 220
Appendix 31 Students' Writing Exposition Text..... 227
Aapendix 32 Students' Questionnaire..... 231
Appendix 33 Research Guideline..... 238
Appendix 34 Documentation 246

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an essential ability in school, promoting both academic achievement and personal expression. It is more than just the mechanical act of writing sentences. It is a cognitive process that includes concept structuring, meaning-making, and effective communication. Writing allows students to explore their ideas, construct arguments, and reflect on their learning. However, conventional strategies frequently restrict writing to a conventional activity, ignoring its more significant role in forming critical thinking and identity. Students rarely participate in significant discourse with their peers while writing (Deveci, 2018).

In senior high school, writing instruction is genre-based, with exposition text being one of the main genres taught. Exposition writing is essential for helping students communicate their thoughts clearly and coherently. It demands students to plan, compose sentences, and revise. The skills that Hayes & Flower (1986) characterize as essential to the writing process. Writing exposition texts also encourage an endless cycle of discovery and improvement, in which students actively create meaning rather than passively imitate content.

Besides structure and logic, exposition writing fosters crucial learning skills such as critical thinking, evaluation, and synthesis of concepts. Grabe & Kaplan (2014) define writing as a communicative action that takes into

account audience and goal, whereas Hyland (2013) defines writing as a method of producing knowledge and negotiating meaning. As a result, learning to create exposition texts prepares students for real-world academic interactions while simultaneously improving their language proficiency. Furthermore, exposition texts are highlighted in the English learning achievement for Phase F (grades XI and XII), where students are expected to write a variety of organized writings utilizing a wide range of language and expressions appropriate for different audiences and goals.

This study also focused on three critical non-cognitive dimensions: autonomy, creativity, and engagement that support life long learning. These were chosen because they are essential components of effective writing and are expressly stated in the goals of the current SMA English curriculum (Phase F). The Kurikulum Merdeka promotes student-centered learning, in which students actively participate in creating meaning, making decisions, and expressing ideas. Students are required to investigate a variety of texts and create written and visual texts that demonstrate growing autonomy, originality, and understanding of context and audience. These expectations are strongly related to autonomy (self-directed learning and decision-making), creativity (originality and idea generation), and engagement (active participation and motivation). Together, these non-cognitive abilities promote deeper learning and are consistent with the curriculum's overarching goal of fostering critical, independent, and reflective learners.

To produce such writing, students must develop these three non-cognitive skills. Writing requires decision-making, idea generation, and regular self-assessment. All of these are directly related to autonomy. Writing, as stressed by Zimmerman and Risemberg in Graham & Harris (2023), increases self-regulation, which is essential for autonomous learning. Similarly, creativity is required to generate original ideas, organize arguments, and convey viewpoints in engaging ways. Engagement, on the other hand, encourages students to modify, develop, and improve their work through consistent effort and reflection.

However, the preliminary research at SMAN 2 Lintau Buo showed that students had difficulty demonstrating these abilities in writing class. Despite regular training, students generated uninspired and repetitious texts that lacked creativity and personal expression. Their writing frequently lacked depth, varied sentence forms, and a consistent progression of ideas. According to the observation, students considered writing projects boring and demanding. Many students depended largely on teacher directions and were afraid to take the initiative, indicating a lack of autonomy and engagement. Conventional techniques, which frequently concentrate grammar drills and standardized prompts, limited students' abilities to explore own interests or participate deeply in the writing process (Wale & Bogale, 2021).

Interviews with two English teachers at SMAN 2 Lintau Buo indicated variables such as huge class numbers, varying student preparedness levels, and a history of teacher-centered instruction. These limitations

impacted student's capacity to develop autonomy, creativity, and engagement. Conventional teaching techniques, which emphasized grammatical drills and strict prompts, failed to meet students' specific interests or let them navigate the writing process autonomously. The data showed that the average score for writing was 73,5. It was under the criteria of learning objective achievement of writing (76) decided by the teachers.

To address these issues, teachers were starting to investigate alternate teaching models. Project-Based Learning or abbreviated as PjBL (Kemendikbudristek, 2023) is a promising model that meets the needs of writing training, particularly for exposition texts. PjBL is a student-centered model that involves students in real-world projects that necessitate collaboration, exploration, and problem solving (Nishat, 2024). It varies from conventional strategies in that it allows students to chose topics that are important to them, enhancing intrinsic motivation. This technique naturally promotes autonomy, creativity, and engagement as students take control of their learning process.

Patall et al. (2018); Han, (2021) discovered that motivation and engagement are significantly related to student autonomy. PjBL allows students to make decisions, solve problems, and manage their projects individually, which promotes self-directed learning. The continuous drafting and revising process also increases engagement since students may see concrete improvements in their work. Furthermore, encouraging students to express ideas in innovative ways, arrange arguments differently, and

experiment with presentation strengthens the creative component of writing (Barak & Yuan, 2021).

Significantly, Project-Based Learning (PjBL) is not only an appropriate pedagogical model, it is also clearly associated with Kurikulum Merdeka. The Panduan Pembelajaran dan Asesmen (PPA) SMA issued by Kemendikbudristek (2022) recommends PjBL as one of the key learning models for implementing student-centered, differentiated, and contextualized instruction. It encourages learners to examine authentic problems, engage with peers, and produce meaningful results, so directly promoting the development of Profil Pelajar Pancasila, Kurikulum Merdeka's key competency aim. As a result, incorporating PjBL into writing lessons is not only pedagogically strong, but it also aligns with national curriculum policy, assisting students in becoming independent, creative, critical, and responsible learners.

Despite increased interest in PjBL, most research focused on overall academic achievement or specific skills. Few studies have looked at the combined influence of PjBL on the three interconnected non-cognitive characteristics of autonomy, creativity, and engagement, particularly in the setting of writing exposition texts. This study aimed to close that gap by looking into the effects of Project-Based Learning in writing on students' autonomy, creativity, and learner engagement.

Based the considerations above, the researcher was interested to conduct the research on The Effects of Project-Based Learning in Writing on

Students' Autonomy, Students' Creativity, and Learning Engagement at SMAN 2 Lintau Buo.

B. Identification of the Problem

The study discovered certain problems based on the context of the situation described above. They were:

1. Writing is an important ability for students' academic performance and personal growth. However, many students were still struggling to create well-structured and relevant texts.

2. Preliminary observations at SMAN 2 Lintau Buo indicated that students' writing skill, particularly in exposition text, was still unsatisfactorily. Many students depended to much on the teachers and were unwilling to take initiative and try new ideas on their writing.

3. Even though conventional teaching models were used regularly, students frequently exhibited limited creativity, lacked autonomy in developing their ideas, and showed little engagement in the writing process.

4. There was a need for innovative teaching model that promote autonomy, creativity, and engagement in writing, especially for exposition text. One possible solution was Project-Based Learning (PjBL) which gives students real world tasks that require active participation and collaboration.

5. There had been a limited study on how PjBL can improve students writing skill and also support students' autonomy, creativity, and engagement.

C. Limitation of the Problem

This study focused on the effects of Project Based Learning (PjBL) on students' writing skills, specifically their autonomy, creativity, and engagement. However, various limitations limited the range and generalization of the findings.

1. The researcher restricted the investigation to the effects of adopting PjBL only on writing skills especially in writing exposition text because there are some genres of the texts taught at senior high school.

2. The study only focused on exposition writing, which might not accurately represent the complete range of writing skills in other genres of text. While exposition is necessary for the development of critical thinking and structured reasoning, alternative genres such as narrative, descriptive, or others writing might have distinct results in terms of autonomy, creativity, and engagement.

3. The duration of the intervention was a possible constraint. The adoption of PjBL over one and a half months or six meetings was not enough time for major changes in students' autonomy, creativity, or engagement to appear. Writing growth is a prolonged process, and short-term research

only captured initial improvements, taking out the long-term effect of consistent PjBL practices.

D. Formulation of the Problems

The research investigated the effects of Project Based Learning (PjBL) in writing on students' autonomy, creativity, and learning engagement at SMAN 2 Lintau Buo. There were two classes involved during the experimental research; control class taught by using conventional model and experiment class taught by using PjBL. Therefore, the formulation of the problem was formulated as follows:

1 a. Is there any significant effect of using Project Based Learning (PjBL) on students writing ability?

b. Is there any difference of students' writing ability between those who were taught by using PjBL and those who were not taught by using PjBL?

2 a. Is there any significant effect of using PjBL toward students' autonomy?

b. Is there any difference of students' autonomy between those who were taught by using PjBL and those who were not taught by using PjBL?

3 a. Is there any significant effect of using PjBL toward students' creativity?

b. Is there any difference of students' creativity between those who were taught by using PjBL and those who were not taught by using PjBL?

4 a. Is there any significant effect of using PjBL toward students' task engagement?

b. Is there any difference of students' task engagement between those who were taught by using PjBL and those who were not taught by using PjBL?

E. Purpose of the Research

The goal of this research was to look into the effects of Project Based Learning (PjBL) in writing on students' autonomy, creativity, and learning engagement at SMAN 2 Lintau Buo. So, the research purposed:

1 a. to find the significant effect of using Project Based Learning (PjBL) on students writing ability.

b. to find the difference of students' writing ability between those who were taught by using PjBL and those who were not taught by using PjBL.

2 a. to find the significant effect of using PjBL toward students' autonomy.

b. to find the difference of students' autonomy between those who were taught by using PjBL and those who were not taught by using PjBL.

3 a. to find the significant effect of using PjBL toward students' creativity.

b. to find the difference of students' creativity between those who were taught by using PjBL and those who were not taught by using PjBL.

4 a. to find the significant effect of using PjBL toward students' task engagement.

b. to find the difference of students' task engagement between those who were taught by using PjBL and those who were not taught by using PjBL.

F. Significance of the Research

The importance of this study stemmed from its ability to contribute to educational theory and practice by providing significant insights into the effects of Project Based Learning (PjBL) in writing on students' autonomy, creativity, and learning engagement. The main regions of significance were:

1. For teachers.

   The outcomes of this study equipped teachers with evidence-based techniques to improve teaching writing. Understanding how PjBL promotes autonomy, creativity, and engagement allows teachers to better develop and implement writing activities that not only satisfy curriculum objectives but also encourage students' active participation in their learning process. This study helps teachers move away from conventional, teacher-centered approaches and toward more student-centered, creative teaching methods.

2. For researchers.

   This study helped to shape the theoretical framework for student autonomy, creativity, and engagement in learning. By investigating the particular mechanisms by which PjBL influences various aspects of student development, the study can contribute to the current body of knowledge on constructivist learning theories and active learning strategies. It also provided insights into the conditions that maximize PjBL's efficacy, expanding the discussion of pedagogical practices in writing education.

3. For students

As the educational environment emphasized the importance of student-centered learning, this study gave empirical support for implementing PjBL as a means of empowering students. By emphasizing how PjBL improved students' ownership of their learning, creativity in problem-solving, and active engagement in academic tasks, the study emphasized the importance of pedagogical models that focus the learner's role in the education process.

In conclusion, this study was important because it dealt with the crucial need for innovative teaching models that can better prepare students for the difficulties of modern learning and beyond. It provided practical and theoretical insights that can lead to better teaching methods, more effective curriculum, and, ultimately, more successful student learning outcomes.

G. Definition of the Key Terms

1. Writing is not merely a result, but also a process by which the writers explore and organize their ideas.
2. Exposition text is a type of written work designed to explain, clarify, or inform the reader on a specific topic. In an exposition, the writer provides thesis statement, arguments or point of views, frequently supported by evidence, examples, or reasoning, in order to persuade the reader of the credibility of their position. Exposition texts, which are

common in academic writing, essays, reports, and articles, are designed to develop an idea progressively.

3. Project Based Learning (PjBL) is an instructional model in which students work collaboratively to investigate real-world problems and challenges over time, resulting in the creation of a final project. In the context of producing exposition texts, PjBL enables students to extensively study a relevant topic, creating arguments, gathering evidence, and synthesizing material to create a well-informed exposition text as the project conclusion.
4. Students' autonomy in the context of composing exposition texts refers to their ability to plan, organize, and conduct out the writing process independently with minimal dependent on direct teacher assistance.
5. Students' creativity in producing exposition texts refers to students' capacity to approach their writing with originality, new thought, and distinct expression, even when maintaining to the used pattern typical of exposition.
6. Learning engagement in the context of creating exposition texts refers to students' interest, excitement, and active participation throughout the planning, researching, writing, and rewriting process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Writing Theories

a. The nature of writing

From four skills, writing is one of the language skills classified as productive and also describe as an active skills (Golkova & Hubackova, 2014). Productive skills involve producing written words, which must then be read and processed for effective communication. The material generated should be clear and meaningful, allowing readers to understand the intended meaning (Hyland, 2013). Shortly, writing is a productive language skill, requiring clear, meaningful material for effective communication. The perspectives shown above highlight the importance of writing in promoting language development, critical thinking, and the ability to effectively transmit information. This foundation influences approaches to writing teaching, which emphasize helping students to create clear, meaningful, and well-structured texts.

Writing is a discovery process that allows the writer to find meaning. It focuses on writing to help students plan, define rhetorical problems, and propose and evaluate solutions (Weigle, 2005). Writing is also defined as the physical representation of the

spoken word, and the writer must deal with grammar, punctuation, and spelling while maintaining clarity and consistency (Daffern et al. 2017). Daffern suggests that grammar and punctuation not only structure the text but also facilitate the clarity and coherence of ideas, making them accessible to readers. He argues that writers must apply a standardized set of rules (grammar, spelling, punctuation) to ensure the physical representation of their ideas is effective and understandable, mirroring the structure of spoken language in a way that can be processed by the reader.

Graham (2023) believes that writing is a socio-cognitive activity that combines cognitive processes with social context and purpose. In other words, writing requires sophisticated cognitive functions such as planning, organizing, and editing, as well as interaction with the audience, social conventions, and communication aim.

While Harmer in Siregar et al. (2023) defines writing as a process in which students can explore their thoughts and ideas by structuring them coherently. Harmer emphasizes writing as a skill that requires several stages, including planning, drafting, editing, and revising. So, writing is a challenging and varied skill that requires the ability to express thoughts, ideas, and emotions through written language. The experts emphasize that writing is more than just producing text; it also includes cognitive, social, and linguistic processes that contribute to effective communication.

b. The components of writing

Writing requires certain components in order to be considered good writing and meaningful. Components of writing are critical to making our work good and easy to grasp by the audience. Writing comprises five components; organization, content, grammar, punctuation, and style (Harmer, 2004).

a) Organization

It includes reasonable sentences that support the theme of the essay. Organization is required to comprehend the meaning of writing. The reader can understand an idea and language that are nicely arranged.

b) Content

Easy-to-understand sentences. Reasonable language or thoughts grouped into a good story allude to the meaning of the content. The text also includes the writer's ideas. It signifies that the writer intends to impart concepts to the reader.

c) Grammar

Grammar is concerned with how words are ordered into appropriate sentences. Good refers to tenses that are correct and meaningful. Some students had issues with grammar. This is because some of them are still unsure which verbs should be employed in phrases. They are unable to distinguish between the verbs that should be used according to the times. Another issue is

the use of "to be" in English, which can lead to unclear writing for others.

d) Punctuation

Punctuation and spelling are vital in writing. It is required to make their writing sound convincing to read. We need to use capital letters, commas, and points in our writing. We should pay special attention to punctuation and spelling. This skill requires diligent practice.

e) Style

Style is concerned with specific word usage and the utilization of parallel structure. Vocabulary has a vital part in English. The most important thing for students to have is a good vocabulary. Without it, students are unable to do many types of English activities. Lack of vocabulary leads to communication failure. To be successful in writing, students must have a large vocabulary.

It is summarized that effective writing requires the combination of various key elements to achieve clarity, coherence, and meaningful communication. Writing is made up of five essential components: organization, content, grammar, punctuation, and style. Each component has a different yet interrelated role in determining the quality of the finished product.

c. The process of writing

Some English teachers place a strong emphasis on the writing process. Writing process emphasizes the process of creating meaning, as well as the principles of goal setting, drafting, revising, and editing. It focuses on how writers develop and produce text. Producing written text requires a variety of phases.

The writing process consists of four steps: planning, drafting, editing (reflecting and rewriting), and producing a final edition (Harmer, 2004).

1) Planning

During this first stage, authors discuss ideas, analyze their objective, and consider their audience to choose what they will write. Writers may make outlines or organize their thoughts in order to better format their content.

2) Drafting

This is the stage at which the writer starts writing down his or her ideas. Drafting is sometimes regarded as an exploration phase in which writers begin structuring their ideas into cohesive phrases and paragraphs without thinking too much about perfection or correctness.

3) Editing

After drafting, writers reflect on their work and review what they have written. This includes testing for clarity, coherence, and

consistency. Editing entails making changes to the text, such as rearranging material, improving word choice, correcting grammar, and polishing concepts. It frequently requires numerous rounds of editing.

4) Producing (Final Edition)

This is the stage at which the writer creates the final version of the text. After revisions and edits, the final copy should be polished and ready for presentation, with all errors corrected and the text meeting its intended purpose.

Writing is recursive (Long, 2014). It means that the student writers will most likely have to re-plan, re-draft, and re-edit. Even if student writers have completed the final draft, they may decide to re-plan, re-draft, or re-edit their work.

Seow (2002) states that writing process as a private activity can be divided into four major stages: planning, drafting, revising, and editing.

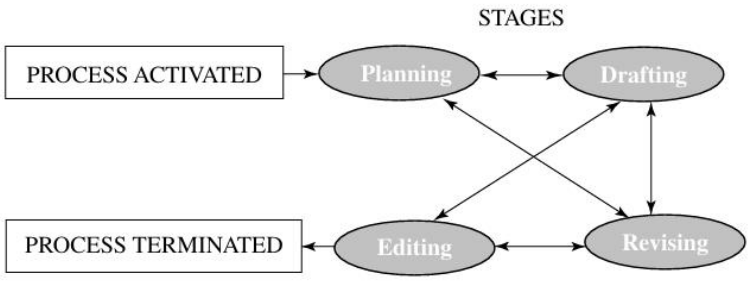


Figure 2.1 Writing process

1. Planning (Pre-Writing)

Pre-writing refers to any activity in the classroom that promotes students to write. It sparks ideas for getting started. This approach encourages students to generate ideas and acquire knowledge before writing, rather than starting with a blank page. Students at this stage will learn through the following activities:

a. Group brainstorming

Group members share their thoughts on the topic. Spontaneity is essential here. There are no correct or incorrect replies. Students may start with familiar ground and then go on to more abstract or wild territory.

b. Clustering

Students generate words based on a stimulus provided by the teacher. The words are circled and then joined with lines to form identifiable clusters. Clustering is a basic but effective method.

c. Rapid free writing

Individual students note down single words and phrases on a topic in 1 or 2 minutes. The time limit motivates writers to think quickly and efficiently. Rapid free writing is used when group brainstorming is not an option or when the intimate character of a topic necessitates a different approach.

d. Wh-questions

Students generate who, why, what, where, when, and how questions regarding a given topic. More such questions can be asked about the replies to the previous set of wh-questions, and so on. This can continue endlessly.

2. Drafting

After gathering enough ideas throughout the preparation step, the first draft of writing can be completed rapidly. During the drafting stage, writers prioritize fluidity over grammar and neatness. One aspect of successful writing is the author's ability to visualize an audience.

An introduction to a writing genre (narrative, exposition, or argumentative) can include a catchy statement, a brief summary, a quotation, a provocative question, a general statement, an analogy, or a statement of purpose. This method could lead to success at the drafting round.

Responding to student writing, whether by the teacher or by peers, is critical to the successful application of process writing. Responding occurs in between drafting and revising. It is the teacher's rapid initial response to students drafts. After completing the initial draft, students can respond either orally or in writing before revising.

3. Revising

Students modify their texts based on criticism offered during the responding stage. They review written content to ensure clear communication with readers. Revising is not only checking for language mistakes. This improves global content and organizes concepts to clarify the writer's goal for readers. Another revision activity could involve students working in pairs to read aloud each other's manuscripts before modifying them. Listening to one's own writing encourages mindful rethinking and revision.

4. Editing

Students are currently polishing up their texts as they prepare the final draft for teacher review. They check their own or their peers' work for grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual elements such as quotations, examples, and so on.

In this study, the conventional teaching methodology employed in the control class followed to Harmer's four-step writing process, which included planning, drafting, editing, and producing the final work. This process-oriented model is well-known and used in English language teaching because of its systematic approach to writing development. Harmer's model was chosen because it is consistent with the organized and teacher-guided procedures that are commonly employed in conventional classroom settings. It enables

students to continually enhance their writing skills through a series of scaffold steps, beginning with creation of ideas and finishing in an attractive piece of work. Furthermore, this approach highlights the importance of reviewing and editing, which are required to produce cohesive and well-organized papers.

This structure is consistent with Kurikulum Merdeka which promotes various instructions and fits with variety of students needs and learning styles. Using this strategy, students were given explicit guidance and support, particularly in foundational skills like as writing, ensuring that they meet the basic competencies while developing the ability to express themselves effectively and autonomously.

d. English as Foreign Language (EFL) writing assessment

Assessing writing skills in English as a Foreign Language (EFL) learners is a difficult task that involves a thorough understanding of both language proficiency and the unique problems that these students deal with. Experts in the subject have developed a variety of theories and frameworks to guide effective writing assessments for EFL students.

Contrastive Rhetoric Theory proposed by Kaplan in (Mu, 2005) stresses how a learner's original language and cultural background affects their English writing. This idea proposes that differences in rhetorical structures between languages can influence

ESL students' writing ability. Understanding these distinctions allows teachers to create evaluation criteria that are culturally relevant and helpful to the learner's transition to English rhetorical conventions.

Cognitive Development Theory focuses on the mental processes associated with writing, such as planning, organizing, and rewriting (Flower, 1981). In the context of ESL learners, this theory emphasizes the necessity of evaluating not only the final written result but also the cognitive techniques used during the writing process. Evaluating these strategies can help identify a learner's developmental stage and suggest targeted educational actions.

According to Social Constructionist Theory proposed by Zimmerman in (Mu, 2006), writing is a socially situated activity influenced by interactions with others and the environment. For ESL students, this perspective emphasizes the importance of collaborative writing exercises and peer feedback in the assessment process. Incorporating social components into writing assessments can increase learners' engagement and provide a more comprehensive view of their writing abilities.

Furthermore, the Process Approach to writing evaluation promotes examining students' work through numerous drafts, stressing the development and refining of ideas over time (Murray, 1972). Murray separated the writing process into three stages:

prewriting, writing, and revising. Prewriting is anything that happens before the first draft. Prewriting typically takes up 85% of a writer's time. It comprises a knowledge of his surroundings, from which his subject is born. Prewriting involves focusing on a subject, identifying an audience, and selecting a form that effectively conveys the content. Prewriting activities may include research and fantasizing, taking notes and outlining, as well as writing titles and leads. This method is consistent with the concept that writing is a recursive process, which is especially useful for ESL students because it allows for ongoing development and adaptation. Writing is the process of creating a first draft. It is the quickest and hardest step of the procedure because it requires a commitment. When you finish a draft, you understand how much and how little you know. Writing a poor, incomplete first draft can take as little as 1% of a writer's time. Rewriting is a rethinking of content, form, and audience. It entails researching, revising, redesigning, rewriting, and, finally, line-by-line editing, the rigorous yet rewarding task of getting each word correct. Writing a second draft can take up to 14 percent of the writer's time, compared to the initial draft.

To summarize, successful writing evaluation for ESL learners should be diverse, drawing on insights from multiple theoretical perspectives to address the complex interplay of linguistic, cognitive, and social aspects that influence second language writing growth.

e. Writing rubrics

Rubrics are used in writing programs to identify good writing aspects for essays, stories, poems, and other genres. Although rubrics can be used to teach students about the processes that underpin excellent writing, they are most commonly used as a kind of assessment after students have completed their work (De La Paz, 2009). This means that rubrics can be used to assess the process of writing but it is often used to assess students' final writing.

Jacobs published ESL Composition Profile in 1981 (Haswell, 2014).

ESL COMPOSITION PROFILE

STUDENT _____ DATE _____ TOPIC _____

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT		30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
		26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION		20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	
		17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
		13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY		20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured*	
		13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*	
		9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE		25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*	
		17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured*	
		10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS		5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*	
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured*	
		2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE _____ READER _____ COMMENTS _____

Figure 2.2 Jacobs ESL Composition Profile

The Jacobs ESL Composition Profile is a popular framework for measuring the writing abilities of English as a Second Language (ESL) students (Bacha, 2001; Haswell, 2007; Klimova, 2011; Ghanbari et al., 2012; Tiwari, 2023). These studies demonstrate that the Jacobs ESL Composition Profile is widely used to measure writing skills in a variety of educational situations.

One of the Jacobs model's primary advantages is its emphasis on both form and meaning. The paradigm emphasizes the importance of concept growth, coherence, and logical information structure by placing a high score on content and organization. At the same time, a focus on grammar, vocabulary, and mechanics ensures that linguistic precision and clarity are not neglected. This balanced approach is very useful for ESL learners because it highlights areas where they excel while also identifying specific linguistic issues that require development.

Another benefit of the Jacobs model is its analytical scoring system. Rather than assigning a single overall score, the model evaluates each component separately before accumulating the scores to give a final rating. This provides for more precise feedback, directing students on which areas to work on during the revision process. For example, a student may perform well in content but struggle with grammar, necessitating individualized language education. This analytical approach encourages impartiality and

transparency in assessment, reducing subjectivity and ensuring that each aspect of writing is assessed on its own score.

The Jacobs approach has been widely used in ESL classes due to its adaptability and simplicity of implementation (Bacha, 2001; Ghanbari et al., 2012). Teachers can adjust the weights of various components to match certain writing activities or educational aims. Furthermore, the model promotes process-based writing teaching by promoting several drafts and modifications, emphasizing the notion that writing is a skill that evolves over time.

So, the Jacobs ESL Composition Model is an effective tool for evaluating and enhancing ESL students' writing. Its extensive structure, analytical grading, and emphasis on both content and form make it an ideal framework for helping.

Jacobs created this model, which includes an analytical scoring rubric that assesses writing across five primary components. The first is content. It is the growth and importance of ideas (30 points). The content component describes the writing's substance and relevancy. It evaluates how well the writer addresses the topic and develops ideas that are clear, deep, and original. A high score in this category indicates that the concepts are rich and well-developed, and that they are backed by acceptable explanations, examples, or arguments. The score falls if the content is weak, lacks focus, or breaks from the main topic. The examiner analyzes if the essay

effectively conveys meaning and whether the concepts are bright and essential.

The second is organization. It is the logical sequence and consistency of the text (20 points). Organization assesses how logically and effectively the concepts are organized in the text. This includes having a clear opening, well-connected body paragraphs, and a cohesive conclusion. A high score depends on the effective use of transitions, paragraph unity, and concept progression. Disorganized writing, or writing that presents concepts in a disorganized or incoherent way will receive a lower grade. The reader must be able to naturally follow the author's argument from one concept to the next.

The third is vocabulary. It is the appropriate and diversified word choice (20 points). The vocabulary component evaluates the variety, accuracy, and appropriateness of word selection. A high score suggests that the writer uses a diverse vocabulary with efficiency while avoiding repeated or basic terms. Word choice should correspond to the goal, tone, and audience of the text. Mistakes such as misused words, incorrect conjunctions, or a limited vocabulary range can lower the score. Mastery in this category demonstrates that the writer can convey rich meaning through well chosen vocabulary items.

The fourth is language use. Language use means assessing grammatical accuracy and complexity (25 points). Language use refers to the writer's skill of grammar and sentence structure. It covers the proper use of tenses, agreement, word order, articles, prepositions, and sentence complexity. Writing with a variety of sentence patterns and grammatical precision scores better. Numerous grammatical errors, difficult or unfinished sentences, and a lack of variation in sentence patterns can all lower the score. This component measures the writer's overall grammatical proficiency in English.

The last point is mechanics. They are about correct punctuation, spelling, and formatting (5 points). Mechanics is concerned with proper punctuation, spelling, capitalization, and paragraphing. Although it has the lowest weight in the rubric, it is still essential for the readability and quality of the work. Correct mechanics allow the reader to focus on the substance rather than getting distracted by surface problems. A high score suggests thorough proofreading and attention to writing conventions. Frequent mechanical errors, such as long phrases or misspellings, indicate a lack of editing and reduce the overall score.

Each component is given a weight that reflects its relevance in the entire review process. The researcher considered all of the components, but content organization and language use received the

most attention because these components reflects the communicative core in writing.

2. Exposition Text Theories

a. The definition of exposition text

As stated on the previous chapter that this study is focused on writing exposition or expository text. It is intended to explain, clarify, or advocate a point of view using supporting evidence. According to Derewianka and Jones in Septianti & Kurniawan (2023), exposition texts have an important role in helping students develop their persuasive and analytical skills, allowing them to communicate concepts logically and systematically. This is consistent with Halliday's functional grammar theory, which views language as a tool for accomplishing specific communicative goals (Ahamad et al., 2019).

So, exposition text is a sort of text used to explain ideas or make suggestions based on compelling arguments. Writing an exposition text can be defined as pouring ideas or concepts into a piece of writing that describes something. The exposition text is a paragraph or essay that presents information in a concise, dense, and correct manner to help readers gain insight.

Exposition texts are sometimes confused with discussion or argument text. In fact, each text has a unique character. Exposition texts provide ideas or suggestions based on solid arguments

(Williams et al., 2014). Exposition text differs from discussion text in that it presents both sides of an argument, whereas exposition text just presents one side, either supporting or rejecting it.

b. Structural of exposition text

According to Anderson & Anderson, exposition is a piece of writing that attempts to persuade readers or listeners by offering arguments for a specific perspective or viewpoint (Emilia et al., 2018). There are two types of exposition text; analytical and hortatory (Mada et al., 2022). Analytical exposition occurs when a writer argues solely to explain a position or interpretation. Hortatory exposition refers to a writer's attempt to encourage readers or listeners to do a specific action. So, the difference between analytical and hortatory exposition is placed on the emphasis of the last paragraph.

Exposition texts has three essential stages to achieve their social purpose: the thesis, which announces the issues or topic being discussed; the arguments supporting the thesis, which provide examples and evidence; and the restatement of the thesis or conclusion, which summarizes the arguments and reinforces the writer's point of view (Kurniawati et al., 2016). At the end, the writer’s intention in writing exposition text is to ensure the readers about his/her opinion through some arguments and evidences.

c. Language features of exposition text

Exposition texts often use common language elements. These language traits are known as lexico-grammatical features. According to Garrot and Wignell in Baratta (2008) exposition texts typically use generic human and non-human participants, simple present tense, process verbs (is, am, are), internal conjunctions to stage arguments (firstly, secondly, finally), and causal conjunction or normalization to indicate reason and effect for example, "thus, for the reason, and others. Exposition texts usually use the present tense to describe universal truths or widely known knowledge. Expository writings frequently utilize modality, such as "may," "might," and "can," to indicate degrees of certainty and probability, indicating the writer's viewpoint on the issue. Shortly, before the students write the exposition text, they have to know about the language features used to ensure the readers about their purpose of informing and arguing effectively.

The teaching of exposition texts, particularly analytical and hortatory exposition, is consistent with the concepts and goals of Kurikulum Merdeka, which prioritizes student-centered learning, higher-order thinking abilities, and authentic communication. Exposition writings are intended to provide arguments, express viewpoints, and persuade readers using logical reasoning and facts. These activities directly assist critical thinking, which is an important

component of the Profil Pelajar Pancasila, one of the primary goals of Kurikulum Merdeka.

3. Project Based Learning (PjBL)

a. The definition of Project Based Learning (PjBL)

Doyle in Mergendoller et al. (2006); Mergendoller & Thomas (2000) could have been describing Project Based Learning (PjBL) as a teaching and learning model that uses projects to engage students and focus their learning. Projects are complex tasks that involve students in design, problem-solving, decision-making, and investigative activities. Students work autonomously over extended periods of time, and prepare realistic products or presentations.

Project Based Learning (PjBL) emerges as a model efficiently addresses the needs of both instructors and learners while teaching and learning a foreign language. Project Based Learning (PjBL) motivates teaching and learning in. This model aligns with skills, engages learners in the learning process, and fosters creativity (Thuan, 2018).

This definition is also supported by Thomas (2000) defines PjBL is “a model that organizes learning around projects” (Miloudi, 2023). In other words, it is a learning-centered activity where learners ask questions and conduct research under teacher supervision. As teachers aim to foster autonomy and creativity in students, PjBL stands out as a pedagogical framework that

encourages these qualities while improving student achievement and engagement.

b. The origins and principles of Project Based Learning (PjBL).

PjBL is based on constructivist learning theories, particularly those of John Dewey and Jean Piaget, who highlighted the significance of experiential learning and students' active participation in knowledge construction. Dewey's advocate for "learning by doing" created the framework for PjBL, which involves students working on meaningful, real-world projects that challenge them to apply their knowledge and abilities in actual contexts (Vela, 2023). So, PjBL's fundamental ideas are student-centered learning, multidisciplinary cooperation, real-world applicability, and inquiry-based learning. Students are encouraged to take charge of their education by investigating ideas and issues that are personally meaningful and socially significant. The teacher's job transforms from a typical transmitter of knowledge to a facilitator or guide who supports students in their learning journey.

Furthermore, Thomas distinguishes between learning that concludes with a project and PjBL (Thomas in Condliffe et al., 2017). Learning culminates in a project, which extends the knowledge implementation that students received in the classroom. Typically, a project is assigned at the end of a lesson, thus it is completed without regard for the inquiry process. So far, teachers have regularly

assigned this type of project, which can be completed independently or in groups. On the other hand, a project in Project Based Learning (PjBL) has unique qualities. Addressed the distinctions between Project Based Learning (PjBL) and projects assigned at the conclusion of the learning in terms of process and project outcomes.

Larmer and Mergendoller identified seven primary standards for Project Based Learning (PjBL) as visualized in Figure 2.3 (Larmer & Mergendoller, 2010; Larmer & Mergendoller, 2015).

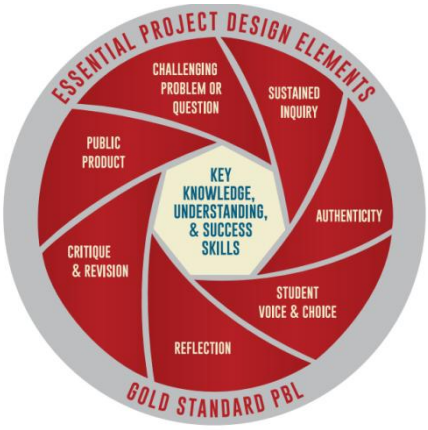


Figure 2.3 Gold standard of the Project Based Learning (PjBL) model

a) Principles of Challenging Problems and Questions

Problem-solving techniques, such as asking crucial questions, can motivate students to seek answers. Starting with problems and questions, students can learn how to prepare for an inquiry process, select appropriate activities, arrange necessary equipment, and solve problems or answer questions.

b) The principle of sustained inquiry

It provides the basis for a constant inquiry process. Inquiry begins with assigning problems and asking questions at the outset of learning. The inquiry method can help students develop critical thinking skills, problem-solving abilities, teamwork, and self-management.

c) The principle of authenticity.

The authentic principle in Project Based Learning (PjBL) is to connect the learning to real-world contexts.

d) Principle of student participation and choice

The premise of student voice and choice in Project Based Learning (PjBL) requires students to express their thoughts and make decisions while working on the project. According to Dewey, the idea of student voice and choice is one of the practices used to develop critical thinking and problem-solving skills (Chen, 2015). Students, for example, are given more opportunities to express ideas or choose project elements, as well as to express their views when the teacher gives some issues or essential questions.

e) Principle of reflection

The notion of reflection in Project Based Learning (PjBL) applies not just to students, but also to teachers. The activity's goal is to assess the success of activities carried out during the

inquiry process, to identify problems encountered during the project, and to determine how to solve those problems. This reflection helps students build their meta-cognitive understanding throughout the learning process.

f) Principle of critique and revision

The principle of critique and revision is commonly used during the project. Groups, teachers, or even professionals might provide critiques and suggestions to help students identify and amend unsuitable aspects of project results.

g) Principle of public product

The principle of publicizing a product, namely the project results. Project Based Learning (PjBL) allows students to showcase their project outcomes in front of the class or in a larger setting. Students feel satisfied and motivated to submit their work after presenting the findings of their research.

The Gold Standard of Project-Based Learning (PjBL), suggested by Larmer emphasizes the score of rigorous, student-centered projects that promote deeper learning, critical thinking, and personal engagement with education. One of the key ideas of Gold Standard PjBL is to encourage student autonomy by allowing them to take control of their projects. In addition to promoting autonomy, Gold Standard PjBL fosters creativity by incorporating opportunities for innovation and original thinking into the learning

process. Furthermore, learning engagement is an important outcome of Gold Standard PjBL. By making learning relevant and meaningful, PjBL organically engages students, enhancing motivation and engagement.

c. The benefits of Project Based Learning (PjBL)

PjBL provides several benefits to students, notably in terms of improving students' writing ability (Nasution, 2025), encouraging autonomy (Galloway, 2023), creativity (Bell, 2010), and learning engagement (Bashirova & Sattarova, 2018).

1) PjBL improving students' writing ability

Researchers in language education have broadly agreed on the benefits of PjBL in writing. PjBL promotes the repeated and developmental nature of writing. Hayes & Flower (1986) stressed that writing is a constant cycle of planning, translating, and rewriting. Project-based challenges complement this model by giving students more time and freedom to enhance their ideas. Rather than rushing through final drafts, students engage in continuous reflection, drafting, and criticism, creating a deeper connection with the writing process.

Then, PjBL promotes collaborative writing and peer learning. As stated by Storch (2011), collaborative writing improves linguistic accuracy, idea generation, and organization. Students in PjBL frequently discuss, peer-review, and co-write

with peers, resulting in meaningful dialogue and negotiation. These interactions promote shared knowledge construction and a better comprehension of writing styles.

PjBL helps students improve independent writing skills through engagement, motivation, and systematic thinking, resulting in more purposeful and meaningful writing. Several studies (Alemneh & Gebrie, 2024; Giawa, 2022; Suteja & Setiawan, 2022) have examined learning experiences. PjBL allows students to develop, plan, and complete a project that results in a public output, such as a product, publication, or presentation (Patton, 2012). According to Padmadewi, et al. (2023) Project-Based Learning (PBL) in EFL classes promotes problem-solving, investigation, decision-making, and strategic collaboration among learners. These findings confirm the value of PjBL in cultivating both academic competence and non-cognitives skills.

2) PjBL fostering students autonomy, creativity, and learning engagement

Project-Based Learning (PjBL) has received significant attention for its potential to foster essential 21st-century abilities such as autonomy, creativity, and learning engagement.

Krajcik et al. (2005) discovered that PjBL helps students develop critical thinking and problem-solving skills by

immersing them in complicated, open-ended projects that require them to examine, synthesize, and evaluate data. There is relationship between critical and creative thinking (Baker & Rudd, 1989; Ülger, 2016). The ability of students to think critically and solve the problem indicates that the students have high creativity.

Nowadays, learning to read is no longer sufficient. Critical 21st century skills include problem-solving, collaboration, and innovation (Efstratia, 2014). Project Based Learning (PjBL) is widely recognized by teachers as an effective approach to teaching problem-solving and decision-making skills. (Biazus & Mahtari, 2022) found that Project Based Learning (PjBL) paradigm has significant effects on secondary school students' creative thinking skills with temperature and expansion materials. As reported by Bashirova & Sattarova (2018) that Project Based Learning (PjBL) encourages students to be creative and use their own experiences as a source of learning.

Supported each other, these theories underscore PjBL's transformational potential in modern education. PjBL addresses the demand for 21st-century skills by encouraging creativity, collaboration and critical thinking. This method not only improves academic performance, but also equips students to adapt and

prosper in changing environments. For educators, incorporating PjBL entails establishing student-centered learning experiences that emphasize real-world problem-solving, with the goal of developing more autonomous, engaged, and creative students.

Project Based Learning (PjBL) also allows students to learn by doing and applying ideas. Students engage in real-world activities. PjBL has also been associated with enhanced student motivation and engagement (Tirado et al., 2024). Students are more likely to perceive the importance of their learning and stay engaged in their tasks when they work on projects with real-world implications. For example, a study conducted by Carter indicated that students in PjBL contexts were more motivated and performed better on assessments of mathematics problem-solving than their peers in conventional classroom (Carter, 2016). Collectively, these theories show that PjBL-based learning creates a higher feeling of purpose and engagement in students. When students work on projects that reflect real-world difficulties, they are more likely to appreciate the score and relevance of their education, which improves their engagement and performance. This makes PjBL an effective tool for improving both academic achievement and personal growth by fostering immersive, student-centered learning environments.

Furthermore, PjBL helps students acquire autonomy (Guven & Valais, 2014). Students in a PjBL environment are frequently expected to make decisions about how to approach their projects, manage their time, and collaborate with peers, all of which contribute to a sense of ownership and independence in learning (Hussein, 2021). Project Based Learning (PjBL) encourages all of things which contribute significantly to student autonomy. When students take responsibility for their projects and learning processes, they gain a greater sense of ownership and independence. This empowerment not only improves their academic performance, but it also provides students with critical life skills that support self-directed learning and long-term success.

In summary, Project-Based Learning has numerous advantages for writing teaching. It helps students develop autonomy, creativity, and involvement, all of which are important components of excellent writing and Kurikulum Merdeka's main goals.

d. Challenges of Project Based Learning (PjBL)

Despite its advantages, PjBL poses a number of obstacles for educators. Guo & Yang (2012) found that one of the main problems is the necessity for extensive teacher preparation and professional development. Teachers must be able to develop and manage projects, facilitate student inquiry, and assess student

learning in non-conventional ways. Educators who are used to more organized, teacher-centered approaches may find it challenging to adapt to this pedagogical transition.

Another concern that is the possibility of unequal student participation in group projects (Clark, 2017). PjBL frequently involves collaborative work, and individual student contributions can vary, raising concerns about assessment fairness. Furthermore, students who are less self-motivated or have difficulty managing their time may struggle to succeed in a PjBL environment if they do not receive enough help.

conventional assessment techniques may not sufficiently capture the learning outcomes associated with PjBL, such as creativity, teamwork, and real-world problem solving (Carter, 2016). To properly evaluate student learning in PjBL contexts, educators must establish alternative evaluation tools such portfolios, presentations, and reflective diaries (Dias et al., 2017). Conventional ways frequently fail to capture important PjBL outcomes. Based on these theories, PjBL scenarios, providing a more complete picture of learning. Thus, including authentic and performance-based evaluations into PjBL situations provides a more comprehensive and precise illustration of student learning outcomes.

e. Stages of Project Based Learning (PjBL)

Larmer et.al. (2015) offer four phases of a Project Based Learning as described on Figure 2.4.

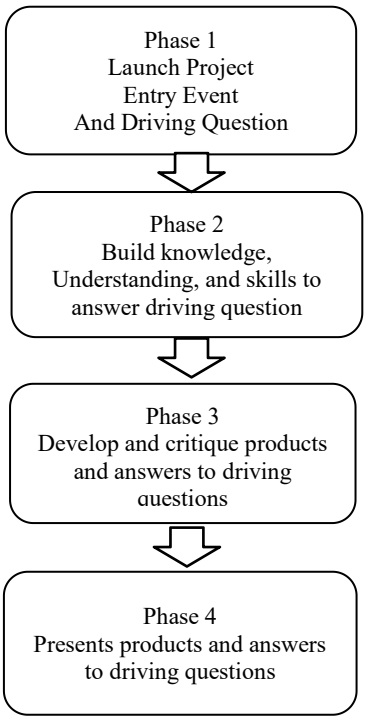


Figure 2. 4: Project Path

1. Phase 1: Launching the project

   The project begins when the teacher organizes an entry event that informs learners that this is not simply another assignment. The event stimulates their interest in the project and raises inquiries regarding the subject and approach. After the teacher delivers the driving question, a list of student questions is generated to direct the inquiry process. This phase often involves defining the project's basic product, forming the student team, discussing logistical details, and setting the framework for project tasks.

2. Phase 2: Building knowledge, understanding and skills to answer driving question

    In this phase, the real project begins. Students acquire the knowledge and skills required for the product through a combination of teacher-provided classes and materials, individual research, and sometimes contact with experts or mentors. As students gained more knowledge, they asked more in-depth inquiries.

3. Phase 3: Developing, critiquing, and revising products

    During this step, students implement what they've learned to come up with probable answers to the driving question. The teacher may create a new experience, encouraging students to ask additional questions. Peers, teachers, and experts review the initial drafts and prototypes. Students then choose whether to edit their work or learn more.

4. Phase 4: Presenting products

    Students come to their response to the driving question. They make their work public view and describe the steps they took to complete the work. The teacher helps learners self-evaluate and reflect on their work.

In this study, the experimental group's instructional framework was based on Larmer’s Project-Based Learning

(PjBL) stages. The process was divided into four well-defined phases: (1) Project Launch, (2) Knowledge, Understanding, and Skills Building, (3) Product Development, Critiquing, and Revising, and (4) Product Presentation and Reflection. These phases were carefully incorporated into the lesson plan and were consistent with the learning objectives of producing an expository text on the theme of Healthy Lifestyle.

The Project Based Learning (PjBL) in writing process used in this study were as follow. During the first phase, Launching the Project, the teacher launched learning by hosting an entry event that generated curiosity and introduced a driving question. The purpose of this phase was to engage the students to set a meaningful context of writing project. The lesson began with showing the video and discussion related to the topic. Then the teacher introduced a driving question about "How can we promote healthy life?". Next, the teacher explained that the final writing project was an exposition text to answer the driving question. The first phase was ended by grouping the students.

The second phase, Building Knowledge, Understanding, and Skills, aimed to provide students with content knowledge and writing techniques. The teacher taught structures of the text and language features of exposition text. Then, the

students gathered the ideas, facts, and evidence for their text. This phase guaranteed that students have both the material knowledge and language skills required to write a successful exposition text.

In the third phase, Developing, Critiquing, and Revising Products, students started planning and drafting their texts. They worked together, received input from their friends and got feedback from the teacher. They updated their texts appropriately. This continuous procedure encouraged critical thinking and increased the quality of the students' final projects.

Finally, the fourth stage, Presenting and Reflecting, gave students the opportunity to present their writing projects and reflect on their learning experience, increasing their engagement, autonomy, and creativity of writing as a means of communication.

The researcher selected Larmer’s model over other PjBL frameworks (such as Stoller's or Mergendoller’s) because it provides more explicit scaffolding for student learning. Larmer's PjBL model is structured but flexible, allowing teachers to actively assist students while also allowing for student-driven inquiry and authentic creativity. This also aligns well with the principles of Kurikulum Merdeka which

emphasizes on learner autonomy, differentiated learning and high order thinking skills.

F. Project Based Learning (PjBL) in EFL class

It is widely agreed that implementing PjBL in EFL courses benefits students significantly. Researchers have outlined the benefits of PjBL, which vary from language skill development to improved student personal growth.

Thuan (2018) has two semesters of experience teaching English to first-year non-English majors at a university in the north of Vietnam using the Project Based Learning (PjBL). PjBL is suggested for teaching English to elementary EFL students with the goal of boosting the students' motivation and autonomy.

The research about using PjBL in EFL classroom was also conducted by Kettanun (2015). The results showed that in addition to producing favorable learning outcomes, the project-based EFL classroom assisted students in developing their interpersonal, work ethic, and cognitive abilities.

The analysis's findings demonstrated that PjBL had a major impact on students' ability to produce English. PjBL was found to enhance students' passion, self-assurance, creativity, self-directed learning, and collaborative learning abilities. PjBL encourages teachers to be motivated and satisfied with their work. The application of PjBL in an EFL context is advised by this study,

particularly in an effort to enhance students' proficiency in speaking and writing English as a foreign language (Astawa et al., 2017).

From the above findings, it is concluded that organizing PjBL in EFL classrooms is an effective way to teach language and content and its application. It is also discovered that teachers reported having varied motivations for adopting projects in their EFL classes.

4. Students' Autonomy

a. The concept of student autonomy

The concept of student autonomy, which is commonly related with self-directed learning and learner independence, has received substantial attention in educational research. According to Benson (2012), autonomy in learning refers to people having greater control over their learning both in and out of the classroom, whereas autonomy in language learning refers to people having more influence over the reasons for learning languages and the methods by which they acquire them. So, autonomy can also be defined as the ability to direct, take responsibility for, or control one's own learning.

Boud (2012) defined autonomy as a student's ability to direct their own learning, including defining learning objectives, working collaboratively with others, selecting learning projects,

and reflecting their own progress. The following review investigates the theoretical foundations, relevance, and practical applications of student autonomy in education, as well as the obstacles associated with developing autonomous learners.

Both Benson and Boud agree that autonomy is a learner-centered method that stresses control and accountability for one's own learning journey. Both experts emphasize the need of students actively participating in decision-making, whether it's creating learning objectives, choosing techniques, or assessing progress. Their definitions converge on the concept that autonomy extends.

Based on the early research about student autonomy, the concept is based on a number of educational and psychological ideas. One of the most well-known is Deci and Ryan's Self-Determination Theory (SDT), which emphasizes autonomy as a fundamental psychological need, alongside competence and relatedness. According to SDT, autonomy is required for intrinsic motivation, which is the innate desire to learn for its own sake rather than for external rewards (Ryan & Deci, 2000).

Referring to constructivist ideas in education, such as those proposed by Piaget (1970) and Vygotsky (1978), help to understand autonomy. Constructivist approaches propose that learners actively create knowledge through engagement with their

surroundings, indicating that autonomy is encouraged when students are given opportunity to make choices, investigate topics independently, and reflect on their learning processes. Vygotsky's concept of the "zone of proximal development" emphasizes the significance of scaffolding in assisting students' shift from reliance on teachers to independent learning.

b. The significance of student autonomy

Research repeatedly reveals that supporting student autonomy improves a variety of learning outcomes, including motivation, engagement, and academic accomplishment. Autonomous learners are more motivated because they feel more in charge of their learning (Kormos & Csizér, 2014). Autonomy-supportive environments are associated with enhanced intrinsic motivation, which leads to deeper engagement with learning activities and greater levels of creativity (Núñez & León, 2015). Many researches show that student autonomy enhances learning outcomes like motivation, engagement, and academic achievement, leading to deeper engagement and increased creativity.

Autonomy also plays an important part in fostering lifelong learning abilities, which are critical in the twenty-first century. When students are encouraged to take charge of their own learning, they become more self-regulated and better suited to

control their learning processes throughout their lives. Research pertaining to SRL describes how students take charge of their own education and the strategies they employ to support this learning (Yot-domínguez & Marcelo, 2017). This is especially vital in today's fast changing environment, where students must constantly adapt to new knowledge and abilities.

c. The elements of autonomy in writing process

According to Yeung in Zeki & Tanyeli (2016), an autonomous student of writing requires cognitive skills (being able to use learning strategies as good setting and planning for writing), metacognitive skills (making decisions on what and how to learn, self-monitoring and self-assessment), affective skills (feeling in control of his or her own writing, feeling the need to take charge of his or her own learning).

1) Cognitive skills

Cognitive skills refer to mental processes or procedures used to achieve cognitive goals, such as problem solving, test preparation, and comprehension (Dole et.al., 2009). Cognitive abilities in writing are the mental processes that allow students to plan, produce ideas, arrange content, and evaluate their work. These abilities are necessary for writing coherent, structured, and meaningful texts. Writing is more than just a mechanical

activity; it takes critical thinking, problem solving, and self-control.

The questionnaire reflects these processes through items such as: Item 1 ("I know clearly what I am writing about") and Item 2 ("I identify ideas relevant to my essay on my own") assess goal-setting and idea selection. Item 3 ("I make use of what I learnt before...") shows the activation of prior knowledge, which is crucial in meaningful writing. Items 4, 5, and 6 deal with revision and self-analysis as the key strategies in cognitive engagement. Item 7 evaluates pre-writing activities like outlining, while Item 8 checks if students prepare by reviewing instructions.

2) Meta-cognitive skills

Metacognitive (self-management) strategies proposed by (Oxbrow, 1999). They are 1) planning (learning about language learning and English as a Foreign Language and seeking practice opportunities out of class), 2) monitoring (awareness of strengths and weaknesses, awareness of progress, checking appropriateness of written production or peer/self-evaluation), 3) evaluation (checking outcomes of one's language learning, self-evaluation or production, performance, ability, strategy and language repertoire).

The questionnaire reflects these processes with items such as: Item 9 ("I make my own way in writing") and Item 11 reflect students' ability to plan and choose strategies independently. Item 10 and Item 12 assess students' awareness of their cognitive state and output. Item 13 ("I can identify my own difficulties") and Item 14 show a capacity for self-diagnosis and self-initiation.

3) Affective skills

Oxbrow stated the affective strategies to assess autonomous writers are 1) lowering anxiety, 2) self-encouragement (making positive statements/ taking risks wisely/ rewarding yourself), 3) sharing and reflecting on language learning difficulties, 4) Taking your emotional temperature (listening to your body/using a checklist/writing a language learning diary/discussing your feelings with someone else).

The questionnaire captures these processes with items such as: Item 15 reflects emotional resilience and problem-solving. Items 16–24 address levels of teacher dependency, students' confidence in revising independently, and preferences for external feedback.

Cognitive skills, meta-cognitive skills, and affective skills are all the elements required in autonomous learning. By

applying the questionnaire around Yeung's triangular model, the researcher assures that autonomy is measured holistically, capturing not just the students' thinking and planning but also their emotional attitudes and self-regulation actions.

d. Challenges in Promoting Student Autonomy

While the advantages of student autonomy are well recognized, fostering autonomy in educational contexts can be difficult. Evans & Boucher (2015) find that since every teacher is aware of how much fun and engaging learning can be, dealing with an uninterested student may be very stressful. Another problem is the various degrees of learners' readiness for autonomy. Not all students, particularly those who have been conditioned to rely significantly on teaching process, may be ready to assume responsibility for their own learning. In such instances, the teacher's role is critical in providing proper scaffolding while progressively increasing student independence (Radford et al., 2015).

Fostering student autonomy in education can be challenging due to the stress of dealing with uninterested students and the varying readiness levels of learners. Teachers must provide scaffolding and gradually increase student independence to ensure a fun and engaging learning experience.

e. Teachers' role in fostering autonomy.

Teachers play an important role in developing student autonomy, and their approach to education can have a substantial effect on how empowered students feel to take control of their learning. Autonomy-supportive teaching approaches include giving students meaningful options, encouraging student input, creating chances for self-reflection, and fostering a sense of competence and relatedness (Weissman, 2019).

Furthermore, teacher-student relationships are crucial for fostering autonomy. A helpful and trusting relationship between teachers and students fosters an environment in which students feel comfortable taking chances and exploring their learning independently. Teachers can promote autonomy by establishing a classroom atmosphere that scores student voice, stimulates inquiry, and promotes personalized learning paths through autonomy supportive way (Bergmark & Kostenius, 2018; Cheon et al., 2020).

Connecting to Kurikulum Merdeka, student autonomy is a key component of the Kurikulum Merdeka. This curriculum reform prioritizes student-centered learning, allowing students to pursue their own interests, needs, and learning speed. In this framework, autonomy is not only encouraged, but also required for the successful implementation of differentiated and personalized learning pathways.

The concept of autonomy is aligned with the "Profil Pelajar Pancasila," particularly in terms of independence, critical thinking, and creativity. Kurikulum Merdeka aims to develop learners who can make decisions, set objectives, evaluate their own development, and accept responsibility for their learning outcomes.

5. Students' Creativity

The study of creativity in education has gained substantial traction in recent years, particularly with an increasing emphasis on developing students' 21st-century skills. Creativity, which is acknowledged as an essential component for problem solving, inventiveness, and adaptability, is increasingly viewed as critical in educating students for the complex and fast changing global scene.

a. Theoretical perspectives on creativity.

Creativity is broadly defined as the ability to generate innovative and valuable ideas, solutions, or works. Creativity involves both uniqueness and effectiveness. Originality is unquestionably essential. The term "novelty" refers to something that is not distinctive, novel, or special, but rather commonplace and ordinary, or conventional (Evans & Boucher, 2015).

In educational contexts, creativity is not limited to creative expression; it is also scored in scientific investigation, problem solving, and everyday thinking. It comprises both divergent thinking, which refers to developing multiple responses to a

problem, and convergent thought, which is the process of refining and selecting the best solutions (Dorfman & Gassimova, 2017).

The previous conceptualizations of creativity, such as Kaufman and Beghetto's Four C Model , provide a framework for understanding different levels of creativity (Kaufman & Beghetto, 2009):

- Mini-c: Personal creativity, or the ability to learn from and make meaning of one's experiences.
- Little-c: Everyday creativity, such as innovative problem-solving in routine chores.
- Pro-c: Professional creativity shown by experts in their profession.
- Big-C: Outstanding creativity that results in innovative innovations or culturally significant contributions.

This broader perspective reflects the growing recognition that creativity is not restricted to exceptional individuals, but rather a capacity inherent in all students that may be nurtured via education.

b. The elements in creativity

Several fundamental aspects influence students' creativity, ranging from individual characteristics to contextual and environmental elements (Kandler et al., 2016).

1) Individual traits

Openness to experience, risk-taking, intrinsic motivation, and tolerance for ambiguity have all been proven to be positively related to creativity (Attanasi et.al., 2019). Students who are curious and willing to explore uncommon ideas are more likely to engage in creative activities. Furthermore, creativity is demonstrated through activities that force students to produce and record many ideas, as well as encouraging students to reinterpret problems, apply analogies, think in new ways, and assess the ideas and products they generate (Beghetto & Kaufman, 2014).

2) Cognitive processes

Cognitive processes, such as divergent and convergent thinking, are essential to creativity (Lubart, 2016). Divergent thinking is the ability to develop various ideas or solutions, whereas convergent thinking entails analyzing information and selecting the most effective option. So, creative people frequently use different cognitive processes to achieve novel results.

3) Environmental factors

The educational environment is crucial for nurturing creativity. Schools that allow for individuality, experimentation, and collaboration are more likely to foster

creative behavior in students. Autonomy-supportive environments, in which students have a voice in their learning processes, have been related to increased creativity (Earl, 2019). Similarly, small group learning is gaining popularity in modern pedagogy due to evidence showing students perform better in important areas such as knowledge acquisition, critical thinking, social skills, and course satisfaction compared to individual learning (Gillespie-Lynch et al., 2017). The ability to participate in collaborative activities in which students can share and build on each other's ideas promotes creativity by exposing them to a variety of views.

c. The indicators of creativity in writing

Torrance (1972) has four indicators to assess students' creativity. The first one is fluency. It is the amount of appropriate replies a person gives when given a prompt. Fluency is the number of relevant ideas or responses a person can generate in response to a particular input or task. It assesses the ability to produce ideas spontaneously and effortlessly, which is regarded as a critical component of creative thinking. In writing, fluency is exhibited by a student's ability to generate ideas, elaborate on a topic, and provide different solutions or perspectives. A skilled writer does not become stuck, but instead explores many ideas, demonstrating a continual flow of thoughts. According to Torrance, the more

ideas produced, the stronger the flow. It demonstrates the student's verbal productivity and mental flexibility during the creative process.

The items in questionnaire reflects this indicators are; Item 1 addresses the capacity to generate multiple ideas—a direct reflection of verbal fluency, Item 2 examines ease in language access, which contributes to the ability to write fluidly, Item 3 assesses the student's stamina and flow during writing, indicating the ability to sustain idea generation. Item 4 checks the opposite—difficulty in generating ideas—which helps validate fluency through reverse correlation. These items help determine whether students can consistently and spontaneously produce ideas, a foundational trait in creative writing.

The second thing is flexibility. Flexibility represent a shift in thought. Flexibility assesses a person's ability to change perspectives or approaches when tackling a problem. It indicates the ability to shift from one mode of thinking to another, displaying openness to new ideas and a lack of rigidity. Flexibility in creative writing or idea production is demonstrated when students can approach the same topic from many perspectives, modify their tone or argument, or imaginatively reinterpret a narrative. While quantity refers to the number of ideas, flexibility measures the variety and diversity of those ideas. It is especially

significant in problem-solving situations, when the ability to pivot or adopt alternate techniques frequently results in more innovative or effective outcomes.

The items in questionnaire reflects this indicators are; Item 5 demonstrates the student's capacity to change idea presentation based on task requirements—a sign of flexible thinking. Item 6 assesses topic-switching and viewpoint management, which are critical for adaptive innovation. Item 7 (negatively keyed) assesses reluctance to try with different styles, demonstrating low adaptability. Item 8 focuses on responsiveness to feedback, which is an important aspect of flexibility because it requires altering one's work in response to new information. Together, these questions assess students' openness and adaptability in their writing processes, which is critical for generating various responses.

The third is originality. Originality refers to the number of unusual but significant ideas, as evaluated by the idea's statistical infrequency. Originality is an indicator that quantifies the uniqueness or novelty of ideas. Torrance judges originality based on statistical infrequency—that is, ideas that are uncommon or not commonly created by others are deemed more unique. Originality demonstrates a student's capacity to deviate from standard or expected thinking and generate insightful, surprising, or

imaginative responses. In literature, innovative ideas might include odd metaphors, unexpected plots, or novel interpretations of a common theme. Originality is essential to creativity because it represents the learner's ability to move beyond memorized or rehearsed knowledge to create unique and meaningful content.

Related to the questionnaire of creativity, item 9 evaluates whether students generate new and rare ideas in their writing, which is a clear indicator of creativity. Item 10 measures the student's willingness to investigate inventive or unorthodox themes. Item 11 assesses the student's risk avoidance, which is a barrier to inventiveness. Item 12 discusses originality and integrity in creativity, contrasting original thought versus duplication. These tests assess students' ability to think freely and develop original content. It is essential for recognizing highly creative persons.

And the last one is elaboration. Elaboration is defined as the score associated with a concept by the quantity of details added. Elaboration refers to the level of detail and development that an individual may bring to their thoughts. It assesses the ability to expand, improve, or build on original ideas, making them more sophisticated, cohesive, and subtle. In writing, elaboration is evident in how students support their ideas with examples, descriptions, or logical links, making their work more engaging

and comprehensive. An expanded response indicates depth of thought by going beyond surface-level content to explore consequences or incorporate creative touches. According to Torrance, elaboration is essential since many good ideas fail to make an effect simply because they are not sufficiently developed.

The items in creativity questionnaire which asses students' elaboration are items 13-16. Item 13 assesses the inclusion of descriptive and sensory-rich information. Item 14 assesses the ability to build on basic ideas with examples and explanations. Item 15 demonstrates a lack of development, implying low elaboration. Item 16 focuses on the student's tendency to edit and add detail, demonstrating a meta-cognitive approach to elaboration. These items together evaluate how fully a student may improve the richness and clarity of their writing. It is a necessary attribute for making creative work cohesive and captivating.

d. Fostering students' creativity

To instil creativity in students, educators must use tactics that nurture both the creative process and the environment that supports it. Calavia et al. (2021) states that teachers must use the techniques to encourage divergent thinking. Teachers can boost creativity by encouraging students to participate in divergent thinking activities like brainstorming, role-playing, and open-ended inquiry . Allowing teachers to examine different answers to

an issue promotes flexibility and originality in their thinking (Davies et al., 2014).

The next way to foster students' creativity is students' autonomy and choice. According to Alrabai (2021) learner perceived choice, autonomy support, competence, and intrinsic motivation mediated the relationship between teacher autonomy-supportive teaching and learner autonomy; with perceived choice being the strongest predictor of learner autonomy. Allowing students to select topics of the project formats, and problem-solving methodologies can result in more unique and original work.

Because creativity is subjective, assessing it remains difficult in educational contexts. However, new research supports for formative assessments that emphasize the creative process rather than the finished output (Savic et al., 2017). Rubrics that measure aspects of creativity such as fluency, originality, flexibility, and elaboration assist students in reflecting on their creative thinking and development throughout time (Shively et al., 2018).

The writers categorized each element into three (novice, developing and expert). Novice fluency means the students consider one idea. Developing fluency is the students consider several ideas. Expert fluency defines when the students considered

many ideas. Novice flexibility means the students consider one type of idea. Developing flexibility is the students consider several types ideas. Expert flexibility defines when the students considered many types of ideas. Novice originality means the student came up with a common concept that many other students would have proposed or imitated. Developing originality is the student developed an interesting idea that several other students would have suggested and/or minimally added onto an existing idea. Expert originality defines when the student developed a unique idea that few other students suggested and/or substantially built upon an existing idea in a unique way. Novice elaboration means the students added minimal details and improvements to their ideas. Developing elaboration is the students added a few details and improvements to their ideas. Expert elaboration defines when the students added many significant details and improvements to their ideas.

Overall, this structured framework offers teachers a clear path for detecting and supporting creativity at distinct developmental stages. By identifying and encouraging progress in each element—fluency, flexibility, originality, and elaboration—teachers may create a learning environment that pushes students to push the limits of their creativity. This systematic method not only

adheres to proven theories, but also provides practical instructions for classroom application and assessment.

e. Challenges to promoting creativity

Despite an increased emphasis on creativity in education, major problems remain in promoting creativity in the classroom. Standardized testing and strict curricula frequently stifle innovation. Teachers may feel compelled to prioritize subject coverage and test preparation over creative discovery (Case, 2017). Creativity necessitates time for exploration, failure, and reflection—elements that are frequently limited by standard educational institutions.

Many teachers believe they are not fully prepared to encourage their students' creativity. There are several things connected to creativity practice in the classroom. They promote autonomy, playfulness, problem-solving, risk-taking, co-construction and collaboration, and teacher creativity (Galloway et al., 2013).

Furthermore, teachers may require assistance in overcoming their own prejudices or misconceptions regarding creativity, such as the notion that creativity is a fixed feature rather than a talent that can be developed. In most cases, parents and instructors are solely responsible for the development of creativity, innovativeness, abilities, and interests in their classrooms. We

believe that developing creativity, innovation, talents, and interests is the duty of all communities, including schools, towns, cities, neighborhoods, states, nations, and the global community (Maker et al., 2015).

The literature on student creativity emphasizes its importance in education. Creativity is a vital 21st century ability that is deeply embedded in the concept and practice of Kurikulum Merdeka. As a competency, creativity refers to the ability to produce fresh and unique ideas, solve issues in novel ways, and express oneself in a variety of formats and media. Kurikulum Merdeka promotes creativity by emphasizing student-centered, experimental, and project-based learning.

According to the Profil Pelajar Pancasila, creativity is specifically listed as one of the six character traits, among values such as critical thinking, independence, and collaboration. The curriculum encourages students to engage in open-ended work, investigate multiple answers, and communicate own views, so allowing for creative thinking and creativity.

6. Learning Engagement

a. The concepts of learning engagement

Learning engagement is an important aspect in student success because it promotes academic progress, personal

development, and overall well-being. In recent years, the concept of learning engagement has expanded beyond simply participating in academic tasks to include emotional, cognitive, and behavioral elements that all contribute to students' involvement in the learning process. The reference delves into the varied nature of learning engagement, including its theoretical roots, important elements impacting engagement, strategies for improving it, and obstacles in sustaining sustained engagement among students.

Learning engagement is broadly characterized as students' level of attention, curiosity, interest, and excitement when learning or being taught, which also includes their motivation to study and grow in their education (Fredricks et al., 2009).

Engagement theory is based upon the idea of creating successful collaborative teams that work on ambitious projects that are meaningful to someone outside the classroom. These three components, summarized by Relate-Create-Donate, imply that learning activities: (1) occur in a group context (i.e., collaborative teams); (2) are project-based; and (3) have an outside (authentic) focus (Kearsley & Shneiderman, 1998).

Scholars frequently conceptualize learning engagement in three different dimensions. It is started with behavioral engagement. The visible activities that show a student's interest in learning, such as attending courses, participating in discussions,

completing assignments, and adhering to classroom norms (Nguyen et al., 2018). Behavioral engagement is frequently related with academic success and is the most visible type of involvement.

Another dimension is emotional engagement. It refers to students' emotive reactions to learning, such as feelings of interest, delight, or boredom, as well as a sense of belonging and attachment to their school and peers. Engagement and motivation are not one and the same, but motivation can be transformed into engagement with proper design of support (Kim et al., 2015).

The third dimension is cognitive engagement. Cognitive engagement refers to students' willingness to put forth effort in mastering complicated topics, use deep learning methodologies, and engage in critical thinking. Cognitive engagement is associated with deeper learning and information retention over time (Greene, 2015).

These three dimensions interact and impact one another, helping to provide a comprehensive view of student participation in learning. Theoretical models such as the Student Engagement Framework (Fredricks et al., 2009) and Self-Determination Theory by Deci & Ryan have influenced the study of learning engagement by emphasizing the importance of intrinsic

motivation, autonomy, and the interaction of emotional, cognitive, and behavioral factors (Ryan & Deci, 2020).

b. The Indicators of engagement

Research has discovered numerous significant aspects that influence students' learning engagement, including both individual and contextual influences. First, it is about intrinsic motivation (Froiland & Oros, 2014). Students that are intrinsically motivated are more likely to participate in learning because they find the activity rewarding. Intrinsic motivation is associated with personal interest, curiosity, and the drive to master a subject. According to Self-Determination Theory, intrinsic motivation thrives when students believe their autonomy, competence, and relatedness are scored (Ryan & Deci, 2000). The next factor is teacher support. Positive teacher-student connections are among the most important influences on learning engagement. Teachers that develop supportive, caring environments, provide constructive criticism, and set high goals for their students likely to have better levels of emotional and behavioral engagement (Sokołowska et al., 2017).

The way how students interact with their peers has an impact on their engagement (Dao, 2020). Collaborative learning environments, in which students work on group projects or study in teams, tend to increase engagement by encouraging social

contact, shared accountability, and a sense of community in the classroom.

The other factor is relevance and meaningfulness content. When students believe the material, they are learning is relevant to their own lives, objectives, or future careers, they are more likely to connect fully with it. Including real-world applications and problem-solving challenges that relate classroom learning to students' interests boosts cognitive and emotional engagement (Wu et al., 2015).

Classroom environment is also seen as the factor influencing learning engagement. Active learning settings that promote inquiry, experimentation, and student-centered approaches, such as Project Based Learning (PjBL) have been found to increase student engagement (Tang, 2023). These instructional strategies encourage autonomy and challenge students to take responsibility for their learning.

Egbert et al. (2021) group the factors into five dimensions; behavioural, cognitive, emotional, social, and agentic as shown in figure 2.5 . These five dimensions was validated by Zare & Derakhshan (2024) through a study about task engagement in second language acquisition.

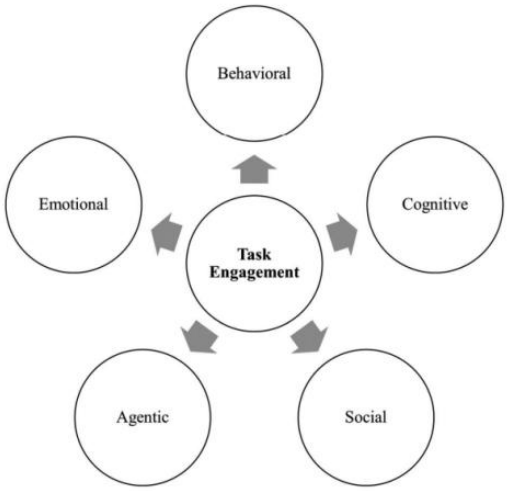


Figure 2.5: The dimensions of task engagement

Here is the explanation about the indicators of engagement and its questionnaire.

1) Behavioural dimension

Teachers can assess students' participation, focus, effort, and resistance to distractions during class. Items 1–5 of the questionnaire were meant to examine this dimension. These items investigate how diligently students seek to finish each task, including their willingness to go above and beyond the basic requirements (Item 1), stay focused (Item 2), devote adequate time (Item 3), work to the best of their ability (Item 4), and participate actively in the activity (Item 5). These habits are important markers of dedication and self-control, which are frequently associated to academic performance. Behavioral engagement describes how pupils express their motivation through actions and task investment.

2) Cognitive dimension

The cognitive indicators the teacher can observe are curiosity, time flying, sense of control, and language repair. Items 6-10 of the questionnaire assess this domain by asking students how much fun they had (Item 6), how interested they were (Item 7), if their curiosity was piqued (Item 8), how much they loved the task (Item 9), and whether they felt excited (Item 10). Emotional involvement is vital for long-term motivation, since students who love learning tasks are more likely to participate freely and with greater effort. Positive emotions strengthen students' attachment to learning, promote resilience, and inspire greater engagement in educational situations.

3) Emotional dimension

Positive affect is considered as a sign of greater engagement, whereas negative affect might imply less engagement or total disengagement. Items 11–15 assess the depth of mental thinking during a task. These include attempting to explain concepts in their own words (Item 11), summarizing content (Item 12), connecting new information to prior knowledge (Item 13), creating examples (Item 14), and engaging in metacognitive questioning (Item 15). This level of engagement is necessary for meaningful learning since it

requires thinking beyond rote memory. Students that are cognitively engaged are more thoughtful, self-aware, and capable of applying knowledge to new contexts.

4) Agentive dimension

This dimension asses student self-reflection, and ownership. Agentive signs can be detected in exercises that are aimed to provide students a sense of belonging and self-expression. This sensation of control is embodied by the autonomy booster. Items 16–20 examine this dimension by measuring the extent to which students communicate their learning needs (Item 16), express interests (Item 17), share opinions (Item 18), ask clarifying questions (Item 19), and seek assistance or resources as needed (Item 20). Agentic engagement emphasizes the learner's active role in influencing the learning experience, hence encouraging student voice and choice. It illustrates the transition from passive reception to active participation in classroom dynamics.

5) Social dimension

Social dimension is indicated by the student’s willingness to communicate. Teachers identified certain situations in which this indication was present, such as "if they have a particular role within the group, this makes them feel that their contribution matters, no matter how small it is. Items

21–25 evaluate how students seek assistance (Item 21-22), score contact with professors and peers (Item 23-24), and actively seek feedback to enhance performance (Item 25). Social engagement promotes collaborative learning, improves social-emotional abilities, and fosters an inclusive learning environment. This component is especially crucial in project-based and group learning environments, where communication and collaboration are critical to the learning process. Socially engaged students are more likely to feel connected and supported, which leads to improved academic and emotional outcomes.

c. Strategies for increasing learning engagement

Enhancing learning engagement entails establishing environments that respond to students' needs and interests while cultivating positive interactions and supporting learning frameworks. Several studies have proven successful in improving student engagement.

First, it is about active learning approaches. Active learning practices, including as problem-solving activities, collaborative group work, and hands-on projects, have regularly been shown to be effective in increasing student engagement. Active learning moves the emphasis from passive information reception to active participation in the learning process, resulting in increased

cognitive engagement (Chi & Wylie, 2014). This shift fosters deeper cognitive engagement and promotes sustained knowledge retention.

The second strategy is gamification and technology integration. Research has shown that using gamification elements such as points, badges, and leader boards, as well as integrating educational technologies such as online learning platforms and interactive multimedia, can increase students' interest and motivation to learn. Gamification appeals to students' competitive and achievement-driven tendencies, while technology enables more individualized and engaging learning experiences (Dichev & Dicheva, 2017).

The next strategy is formative evaluation and feedback. Continuous formative evaluation allows students to monitor their own progress and reflect on their learning, increasing their sense of independence and competence (Owen, 2016). Teachers provide timely, constructive feedback that addresses students' particular needs and obstacles while encouraging development. Galiano & Liu (2016) found that two-stage formative assessment and time optimization technique is proven to increase learning outcomes during Project Based Learning (PjBL), allowing students to extract as much score as possible from the limited time they have to commit to this exercise.

d. Challenges in maintaining learning engagement

Despite efforts to improve learning engagement, some problems persist, including the ability to maintain consistent interest across varied student groups and settings.

Engaging a diverse student population can be difficult due to variances in cultural backgrounds, learning styles, and existing knowledge (Johnson et al., 2021). Strategies that work for one group of students may not work for another, necessitating differentiated education and a culturally responsive teaching style.

Then, there is external expectations challenges. High-stakes testing (Minarechová, 2012), restrictive curricula (McGarry et al., 2015) can impair student engagement by moving the attention away from deep learning and toward extrinsic outcomes like grades and test scores. This can lead to disengagement, especially among students who are apprehensive or unmotivated by the pressures.

The other challenge is teacher burnout and engagement (Bermejo-Toro et al., 2016). Teachers who feel burnout or a lack of interest are less likely to create an engaging learning environment for their students. Teacher well-being is inextricably tied to student learning engagement. Hence, schools must provide enough support and resources for teachers.

Technology distractions are also seen as the challenge in improving students' engagement. While technology can enhance engagement, it can also introduce distractions, particularly when students use devices for non-academic purposes. Ensuring that technology is used effectively and purposefully in the classroom remains a challenge for educators (Crossley & McNamara, 2016).

Learning engagement is a multidimensional phenomenon that is critical to students' academic achievement and personal growth. Recent research emphasizes the significance of promoting behavioral, emotional, and cognitive engagement through supportive relationships, active learning practices, and relevant, meaningful information.

Learning engagement is not only encouraged in Kurikulum Merdeka, but it is also positioned as a primary goal of instructional design and classroom activities. Kurikulum Merdeka emphasizes a student-centered and flexible curriculum in which students are given more freedom to direct their own education. This increases intrinsic motivation, which is one of the most powerful predictors of learner engagement (Fredricks et al., 2004). When students have a say in what and how they learn, such as choosing topics, working on real-world projects, or interacting with others, they become more emotionally connected and engaged in their studies.

B. Review Related Studies

Some previous studies to support this research had been done. Each contributed insights into the influence of Project Based Learning (PjBL) on various students outcomes, including writing ability, learners autonomy, students' creativity, and learning engagement.

To begin with, writing skill development has been a key focus in several PjBL studies. For example, Hasani et al. (2017) research on using Project Based Learning (PjBL) to aid students in writing articles. It demonstrated that adopting Project Based Learning (PjBL) in article writing resulted in 25% of students' articles being published in mass media (8 of 32 articles), with the remaining papers (75%) being reviewed. The findings suggested that employing Project Based Learning (PjBL) can help students improve their writing skills. Additionally, this learning promoted student learning and include professors in professional growth. The study emphasizes the usefulness of PjBL in developing basic writing abilities by encouraging students to fully participate with the writing process through realistic, real-world projects.

In similar idea, Praba et al. (2018) evaluated the effect of Project Based Learning (PjBL) on grade 9 students' writing skills at SMPN 3 Kuta Selatan. The study found that Project Based Learning (PjBL) significantly improved students' English writing skills (sig. =.000 < α =.05). The point of this study was contributing to the expanding body of evidence that PjBL

is a transformational strategy for boosting writing performance and encouraging student progress across various areas. This reinforces the sight that PjBL serves as innovative instruction model, enabling students to experience more meaningful learning through authentic projects.

However, not all findings support the strong positive effect of PjBL on writing. For instance, Rahmalia & Utari (2021) and Fajrina et al. (2023) reported no significant improvement in students writing skill after the implementation of PjBL. These contrasting results suggest that while PjBL can enhance writing experience, its effectiveness depends on factors such as duration of the intervention, the level of teacher guidance, and the integration of explicit writing instruction.

In relation to autonomy, a foundational study implemented by Guven & Valais (2014). The study investigated the attitudes of English prep school students about the Project Based Learning implementation at Selçuk University's School of Foreign Languages in Konya, Turkey, during the 2011–2012 academic year. The findings indicated that Project Based Learning might be utilized to help learners progress toward autonomous learning. Supporting this, Rahmawati et al. (2023) conducted a study on learner autonomy and listening skill, concluding that higher autonomy was positively associated with better listening skill. This implies that when students are more self-directed and engaged, they tend to achieve better learning outcomes. The study emphasized the importance of incorporating

autonomy-supportive teaching models such as PjBL to foster students autonomy.

Additional support for the link between PjBL and autonomy came from Hidayatulloh (2020). The study demonstrated that learner autonomy was applied at each stage of Project Based Learning (PjBL) implementation, including self-instruction, self-direction, self-access, and individualized teaching. Furthermore, the second outcome showed that students believed that Project Based Learning (PjBL) can improve learner autonomy by providing more possibilities for engagement and independence in learning. Looking at the result, this study highlighted the importance of PjBL in developing both academic abilities and personal responsibility or autonomy in the learning process.

Similarly, Sukerti et al. (2020) found that students learned deeply and autonomously throughout the project's stages. They improved their language and vocabulary throughout peer review and demonstrated a favorable attitude toward designing info graphics because they were able to change the structure of their essay while designing the wireframes. As a result, Project Based Learning (PjBL) in essay writing and infographic design served to increase students' interest in a series of projects while also developing their collaborative and communicative skills when working in groups.

Moreover, Yuliani & Lengkanawati (2017) identified six key insights about autonomy in PjBL. First, learner autonomy differed by learner. Second, there was a direct relationship between learner achievement and learner autonomy. Third, learner autonomy required process, and the process exhibits irregular patterns. Fourth, it was worth noting that no one is completely autonomous. Fifth, among the three stages of the Project-based Learning, the implementation process provided the greatest degree of learner autonomy to the students. Sixth, there were still obstacles in increasing learner autonomy. Due to the limits mentioned above, this study suggests that enhancing learner autonomy requires assistance in several specific areas, including professional treatment of teachers and institutions. Together, these studies emphasized that autonomy is both a product and a process that can be effectively nurtured through PjBL model.

In addition to autonomy, creativity has also positively connect to PjBL. A basic contribution by Torrance (1977), supported by Kim (2006), established that creativity can be promoted through curricula that emphasize original, independent work. Building on this, Han et al. (2015) confirmed that PjBL enhances creativity by placing students in real-world problem solving scenarios that demand imaginative thinking. Students are required to collaborate, evaluate ideas critically, and presents original solutions. Moreover, Henriksen et al. (2017) introduced the concept of design thinking which comprises a continuous process of ideation, prototyping, testing, and refining, has grown in favour as a way for

encouraging students' creativity as the framework thet supports creativity in PjBL settings. This repetitive process allows students to reframe problems problems and produce innovative outcomes.

Further emphasizing PjBL's creative potential, PjBL promotes students to think critically and creatively by addressing open-ended challenges, investigating other points of view, and designing unique solutions (Barak & Yuan, 2021). Likewise, Basri et al. (2024) concluded that PjBL has an important role in supporting personal growth, encouraging creative thinking, and developing critical abilities in students, particularly creative writing. Continuous monitoring and feedback from teachers are critical for increasing the effectiveness of the learning process. PjBL is an effective tool for stimulating creativity, reducing boredom, boosting independence, and encouraging student cooperation. It demonstrates flexibility and adaptability, simplifying the teaching process and increasing engagement among students. So, PjBL supports creativity especially when accompanied by regular teacher feedback.

Turning to students engagement, several studies underscored PjBL positive influence. The study conducted by Rizaldi et al. (2024) entitled The Correlation between Students Engagement and Students English Achievement shows that there was significant relationship between students engagement and learning achievement. The findings emphasized the necessity of involving emotional engagement to improve English learning outcome among ninth-grade students. Although Rizaldi focused

on engagement as an indicator of achievement in a correlational study, the current study expands on this insight by looking at how engagement can be improved through instructional models such as Project-Based Learning (PjBL) and how it interacts with other affective variables like autonomy and creativity.

Similarly, Almulla (2020) found that there was a significant relationship between the PjBL method and collaborative learning, disciplinary subject learning, iterative learning, and authentic learning, which, in turn, produced student engagement. In more recent study, Simatupang & Yusuf (2024) found that the six steps of Project Based Learning (PjBL) increased student participation, including cognitive and behavioral engagement. These results were consistent with findings by Kokotsaki et al. (2016) who argued that promoting students' autonomy and choice -as the central of PjBL- can be implemented as the strategy to enhance students' engagement. Further, Stefanou (2013) discovered that students in project-based courses reported higher perceived autonomy support, or the extent to which they believed their teachers provided them with supporting opportunities to act and think independently, than students in problem-based courses. This study emphasizes on autonomy in PjBL. It is consistent with core principles of constructivist learning, in which students actively shape their educational experiences. PjBL fosters student agency by allowing students to investigate topics of interest, work on meaningful projects, and participate in decision-making processes. This

can improve motivation, engagement, and deeper learning results. Gardiner (2017) argued that teachers' perspectives on creativity and creative processes are crucial for understanding the teaching and learning experience. Increasing students' skills and knowledge in creativity processes and playwriting can help address student disengagement.

In conclusion, the reviewed research confirms PjBL's numerous benefits in improving writing abilities, boosting autonomy, fostering creativity, and increasing student engagement. However, there were also evidences that in a few cases PjBL did not give significant effect on students writing skills. PjBL stands out as a pedagogical life long skills approach that prepares students to navigate and succeed in complicated, real-world settings.

C. Conceptual Framework

Based on the theories above, this research's conceptual framework was:

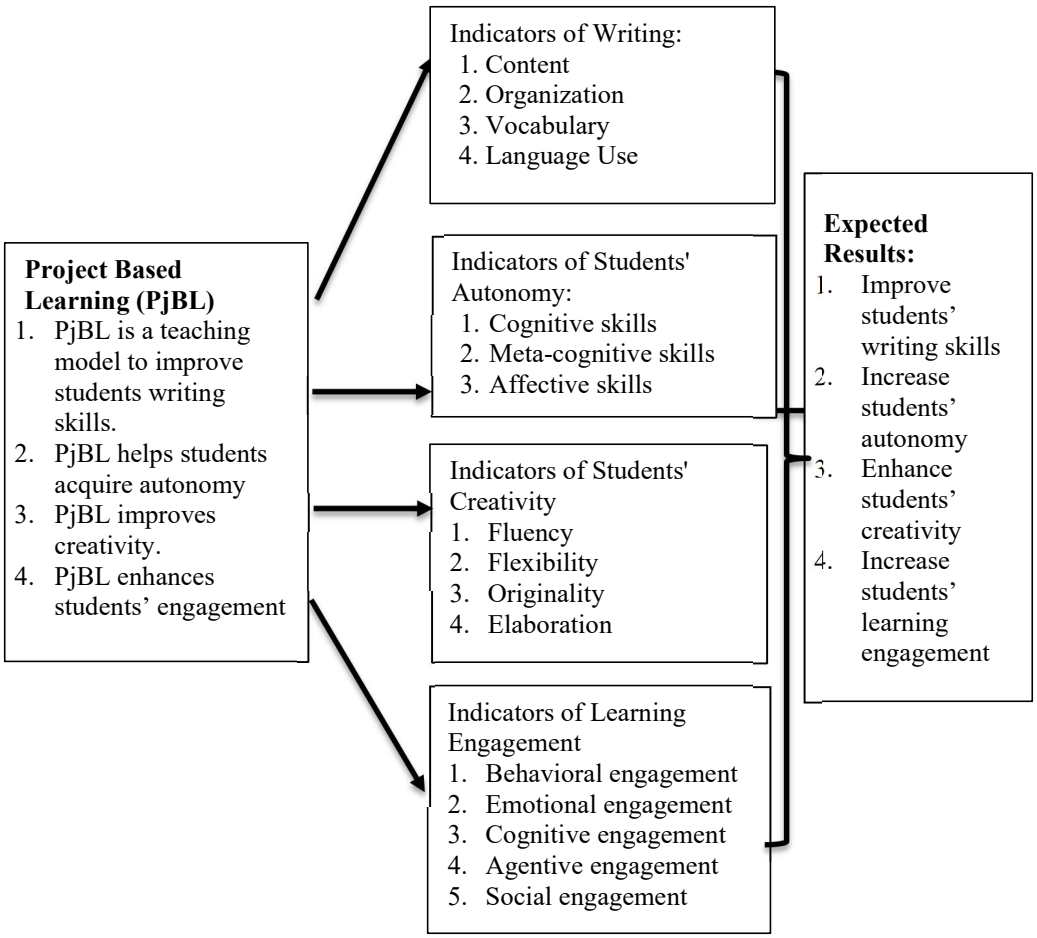


Figure 2.6 Conceptual Framework of the Study

Figures 2.6 illustrates how PjBL in writing is predicted to favorably effect on improving students' writing test, students' autonomy, creativity, and learning engagement. Each component is interrelated, adding to the overall improvement of students' writing abilities.

D. Hypothesis of the Research

The hypothesis on this research were as follows:

1. Ha : There was significant effect of using PjBL toward students' writing ability

   Ho : There was no significant effect of using PjBL toward students' writing ability

2. Ha: There was difference of students' writing ability between those who were taught by using PjBL and those who were not taught by using PjBL

   Ho: There was no difference of students' writing ability between those who were taught by using PjBL and those who were not taught by using PjBL

3. Ha : There was significant effect of using PjBL toward students' autonomy

   Ho : There was no significant effect of using PjBL toward students' autonomy

4. Ha: There was difference of students' autonomy between those who were taught by using PjBL and those who were not taught by using PjBL

   Ho: There was no difference of students' autonomy between those who were taught by using PjBL and those who were not taught by using PjBL

5. Ha : There was significant effect of using PjBL toward students' creativity

   Ho : There was no significant effect of using PjBL toward students' creativity

6. Ha: There was difference of students' creativity between those who were taught by using PjBL and those who were not taught by using PjBL

   Ho: There was no difference of students' creativity between those who were taught by using PjBL and those who were not taught by using PjBL

7. Ha : There was significant effect of using PjBL toward students' task engagement

   Ho : There was no significant effect of using PjBL toward students' task engagement

8. Ha: There was difference of students' task engagement between those who were taught by using PjBL and those who were not taught by using PjBL

   Ho: There was no difference of students' engagement between those who were taught by using PjBL and those who were not taught by using PjBL

CHAPTER III

RESEARCH METHOD

A. Kind of Research

This study adopted a quasi-experimental design by Creswell & Creswell (Costigliola, 2019), collecting quantitative data of the research. White & Sabarwal (2014) defined quasi-experimental design as test causal hypothesis, lacks random assignment. Quasi-experimental designs choose a comparison group with baseline (pre-intervention) characteristics that are as comparable to the treatment group as practicable.

By using the quasi-experimental design, the major goal of this study was to assess how Project Based Learning (PjBL) as the independent variable (X) affects students' writing skills, autonomy, creativity, and learning engagement as dependent variables (Y). The research design comprised pre-test and post-test results to examine how the intervention affects the dependent variables.

Table 3.1 Research Design

Class	Pre test	Treatment	Post test
A	O1	X	O2
B	O1	√	O2

The explanation of the table

A = Control class

B = Experiment class

O1 = Pretest before using treatment

O2 = Post-test after using treatment

X = No treatment by using PjBL model

√ = Treatment by using PjBL model

B. Population and Sample

The population of the study consisted of the students of class XIF1 to XIF4 enrolled in English classes at SMAN 2 Lintau Buo. The amount of population was 132 students. Because the goal of this study was to measure students' writing skills in exposition text, the samples were from grade XI, when exposition text was first taught. Sampling described the process of selecting units from the entire population. It is important to recognize that sample results can be generalized to the population (Reich, 1994) or a suitable sample is chosen so that we can later draw conclusions about the entire population (Kazerooni, 2001).

The description of the population of this study informed in Table 3.2.

Table 3.2 List of population

Class	Numbers of students
XI F1	32
XI F2	33
XI F3	32
XI F4	34
Total	131

This study applied cluster random sampling strategy. As one of probability sampling, it was used to choose two groups of students. In cluster random sampling, the population is divided into units or groups known as strata (usually they are units or areas into which the population has been divided), which should be as representative of the population as possible, i.e., they should represent the heterogeneity of the population we are studying and be homogeneous among themselves (Kazerooni, 2001).

Levene's Test in SPSS was used to investigate the homogeneity of variances among classes XI F1, XI F2, XI F3, XI F4, XI F5, and XI F6. The results revealed that 9 of 15 group comparisons matched the assumption of homogeneity, as evidenced by significance (p) scores larger than 0.05. It was safest to choose samples from comparisons with homogeneous variance, such as XIF1 vs F2, XIF1 vs F3, XIF2 vs. F3, XIF3 vs. F4, XIF2 vs F4. Based on these findings, the researcher randomly chose classes XI F1 and XI F2 for further study utilizing cluster random sampling. The result of the test was displayed in Appendix 1.

Because the study employed a quasi-experimental design, the samples were divided into two groups: the experimental group (receiving the PjBL intervention) and the control group (teaching using conventional procedures). Control group was class XI F1 (32 students) and experiment group was class XI F2 (33 students).

C. Instrumentation

The study adopted and adapted a variety of instruments to evaluate the effects of Project Based Learning (PjBL) in writing on students' autonomy, creativity, and learning engagement. The instruments were writing test, learner autonomy questionnaire, students creativity questionnaire, and task engagement questionnaire.

1. Writing Test

Writing test evaluated students' writing based five primary indicators. They were content, organization, vocabulary, language use, and mechanics which offering insight into how PjBL affects writing skills. Jacob ESL Composition Profile is adopted as a rubric used to assess student's writing skill (Haswell, 2007). There were four levels of each indicator; very poor, fair to poor, good to average, excellent to very good. Every level has its own range; Content (13-30), Organization (7-20), Vocabulary (7-20), Language Use (5-25), and Mechanics (2-5). The maximum score is 100 and the minimum score is 37. See Appendix 2 for writing test and Appendix 3 for writing rubrics.

Table 3.3: The Indicators of Writing Rubrics

No	Indicators	Levels	Scores
1	Content	1. excellent to very good 2. good to average 3. fair to poor 4. very poor	30-27 26-22 21-17 16-13
2	Organization	1. excellent to very good 2. good to average 3. fair to poor	20-18 17-14 13-10

		4. very poor	9-7
3	Vocabulary	1. excellent to very good 2. good to average 3. fair to poor 4. very poor	20-18 17-14 13-10 9-7
4	Language use	1. excellent to very good 2. good to average 3. fair to poor 4. very poor	25-22 21-18 17-11 10-5
5	Mechanic	1. excellent to very good 2. good to average 3. fair to poor 4. very poor	5 4 3 2

2. Learner Autonomy Questionnaire (LAQ)

LAQ adapted from Zeki, N.T. (Zeki & Tanyeli, 2016) in the 5-point Likert scale assessed students' perceptions of autonomy in the learning process, specifically in writing tasks. The choices were 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), 1 (strongly disagree) in 24 statements related to autonomy in writing.

The indicators used to assess learner autonomy are cognitive, metacognitive, and affective skills. Cognitive skills are the ability to use learning strategies to set and plan for writing. Metacognitive skills are making decisions on what and how to learn, self-monitoring and self-assessment, and affective skills are controlling of his or her own writing and the need to take charge of his or her own learning. The LAQ was shown in Appendix 4.

Table 3.4: The Indicators of learner autonomy

No	Indicators
1	Cognitive skills
2	Metacognitive skills
3	Affective skills.

3. Students' Creativity Questionnaire (SCQ)

SCQ was used to assess students' creativity. The questionnaire was arranged based on Torrance indicators to measure creativity. The questionnaire was also in the 5-point Likert scale with the choices 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), 1 (strongly disagree). There were 16 statements related to student's creativity while doing the task.

The indicators applied to assess students' creativity are fluency, flexibility, originality, and elaboration. Fluency is the number of appropriate responses a person provides when given a stimulus. Flexibility represents a movement in thinking. Originality is defined as the number of unusual but noteworthy ideas, as measured by their statistical infrequency. Elaboration is defined as the score of a notion determined by the number of details added. The SCQ was displayed in Appendix 5.

Table 3.5: The Indicators of students' creativity

No	Indicators
1	Fluency
2	Flexibility

3	Originality
4	Elaboration

4. Task Engagement Questionnaire (TEQ)

TEQ was adopted from Zare & Derakhshan (2024). It evaluated behavioral dimension, emotional dimension, cognitive dimension, agentic dimension and social dimension of the students. The questionnaire was also in 5-point Likert scale with the choices 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), 1 (strongly disagree). It displayed 25 statements. See Appendix 6 for the TEQ.

Table 3.6: Indicators of learning engagement

No	Indicators
1	Behavioral dimension
2	Emotional dimension
3	Cognitive dimension
4	Agentic dimension
5	Social dimension

All of the questionnaires were performed during both the pre-test and post-test rounds to see the effects of PjBL to each dependent variable. LAQ, SCQ, TEQ were prepared both in English and Bahasa Indonesia to ensure the samples understand well each statement.

D. Validity and Reliability

1. Validity Test

According to Kimberlin & Winterstein (2008) validity is sometimes described as the degree to which an instrument measures what it claims to measure. While an instrument must be reliable to be considered valid, it might also be reliable but not valid. The validity test allowed the researcher to determine whether the tests performed were valid or not. The researcher used content and construct validity to determine whether the tests were valid or not.

a. Content validity

Content validity refers to the extent to which the items used to operationalize a construct are representative of all relevant elements. Expert judgment is typically used to judge if a measure adequately covers a content area or represents a concept, as no statistical tests exist (Kimberlin & Winterstein, 2008).

The content validity of the writing test and writing rubrics was established by connecting the tasks with the curricular standards and expository text writing objectives. This approach relied heavily on expert judgment. A panel of experienced English teachers and academic professionals analyzed the test items and rubrics to ensure that they cover all essential writing components, including content, organization, vocabulary, language use, and mechanics. These

expert's validation helped to ensure that the test accurately reflected all areas of students' writing skills.

Content validity was obtained in writing test, questionnaires measuring students' autonomy and students' creativity by developing items based on existing theoretical frameworks and modifying validated instruments from earlier studies. Experts then examined and edited the items to ensure they are relevant and appropriate for the target group. A pilot test was carried out to improve the phrasing and clarity of the questions, ensuring that they appropriately reflect the intended concept. The list of validators was presented in Appendix 7.

Content validity was assessed by using Index AIKEN. Below is the formula:

$$V = \sum n_1 / \lfloor n(c - lo) \rfloor$$

Desc.:

$\sum n_1$ = Total score
n = Number of experts
c = The highest number of scores
lo = The lowest score

This method was chosen because it provides a statistically reliable way to measure expert agreement on the relevance and clarity of items in an instrument. Aiken's V is particularly useful for assessing content validity in instruments with Likert-type items or performance-based assessments, where subjective judgment is important. The index is constructed using expert ratings, which show

the level of agreement about how well each item represents the construct being measured.

According to Penfield & Giacobbi (2004), Aiken's V is useful because it takes into account both the ordinal character of ratings and the number of experts participating, providing a more comprehensive metric than basic percentage agreement. In this study, three expert validators were asked to assess and rate the relevance of the instruments' items. The resulting Aiken's V scores were then compared to crucial scores based on the number of experts and rating scale, ensuring that only legitimate and representative items were maintained. The usage of Aiken's V increases each instrument's construct alignment, making them appropriate for assessing the desired variables in the research context.

The results of content validity of 3 instruments of writing test, students' autonomy, and students' creativity using validation scores from three validators were attached in Appendix 8. Each questionnaire demonstrated high-quality results, with mean validation indices (V) of 0.963, 0.981, and 0.972 respectively, indicating strong agreement among validators. Most items across all questionnaires achieved perfect or near-perfect validation scores (V=1 or close to it), with only a few items showing slightly lower agreement (V=0.889), which still falls within the "high" quality range. Overall, the learners autonomy questionnaire exhibits the

highest consistency, but all three are reliable and suitable for their intended purposes.

The researcher did not undertake content validity testing on the Task Engagement Questionnaire (TEQ) because it was adopted straight from a previously validated study by Zare & Derakhshan (2024). Their findings give considerable empirical evidence that the questionnaire is valid in measuring students' engagement with academic work. Because the TEQ underwent thorough development and validation procedures in its original study, including expert reviews and statistical analysis, it was deemed appropriate to use the instrument without further content validation in this investigation. This method also provided consistency in measuring the construct across research, allowing for more accurate comparisons. This decision is consistent with the recommendations of Fraenkel, Wallen, & Hyun (2012) and Ary et al. (2019), who stated that extra validation is unnecessary when instruments are utilized in comparable contexts without modification.

Exploratory and confirmatory factor analyses (EFA and CFA) revealed a five-factor model of task engagement containing 25 reliable and valid items. The five extracted elements were emotional, agentic, behavioral, social, and cognitive involvement (Zare & Derakhshan, 2024). The researcher used the previous result of content validity to TEQ instrument used in this study.

b. Construct validity

Construct validity investigates whether instruments accurately measure the theoretical constructs they are intended to test. Construct validity refers to the extent to which an instrument assesses the notion, behavior, idea, or quality - that is, a theoretical construct - that it claims to measure. In other words, it is the ability to identify between participants with and without the measurable behavior or characteristic (Sürücü, 2020).

The questionnaires' construct validity was examined using Pearson Correlation Coefficient in SPSS was used to test the factor structure and assure the instrument's consistency across multiple samples.

1) Learners Autonomy Questionnaire (LAQ) try-out result

There were 24 items of the LAQ instrument. Appendix 13 showed that every item of the questionnaire was valid. It means that every item in LAQ was used to test students' autonomy.

2) Students' Creativity Questionnaire (SCQ) try-out result

There were 16 items of the SCQ instrument. The result of the validity test using SPSS application was displayed in Appendix 14. It showed that every item of the questionnaire was valid that means every item in SCQ was used to test students' creativity.

3) Task Engagement Questionnaire (TEQ) try-out result

There are 25 items of the TEQ instrument. The result of the validity test using SPSS application in Appendix 15 informed that every item of the questionnaire was valid. So, the 25 items in TEQ was used to test students' task engagement.

2. Reliability Test

Reliability is critical for ensuring that the instruments give stable and consistent results over time and in varied circumstances. Several methods were used to evaluate the reliability of writing tests and questionnaires.

a. Writing test

The writing test's dependability was measured by inter-rater reliability, which occurred when different raters used the rubric to grade the same set of student writings. To establish the test's reliability, the researcher employed inter-rater reliability. Inter-rater reliability was employed when two or more judges or raters independently estimate test scores. According to Goodwin (2001), inter-rater agreement and reliability refer to the consistency of scores obtained from two or more raters (scorers, judges, and observers). The names of raters of this study was exhibited in Appendix 16.

To assure the reliability of the writing test scoring, inter-rater reliability was calculated using Krippendorff's Alpha, a statistical coefficient that measures the degree of agreement among several raters. Unlike other reliability indices, Krippendorff's Alpha is

appropriate for a variety of data types—nominal, ordinal, interval, or ratio—and remains strong even when data is missing or the number of evaluations is mismatched. A Krippendorff's Alpha rating of 0.80 or greater is generally seen as showing a high level of agreement among raters. This method was chosen because it yielded a more conservative and thorough estimate of inter-rater consistency than simpler measures such as percent agreement or Cohen's Kappa. The application of Krippendorff's Alpha ensures that students' writing ability is scored consistently, unbiased, and reliably among multiple raters. Lombard, Snyder-Duch & Bracken (2002) proposed Krippendorff's Alpha for content analysis and rubric scoring in educational research because of its wider applicability and interpretive clarity.

The Krippendorff's Alpha coefficient for the control group was 0.6937, showing moderate inter-rater reliability. The calculated alpha score of experiment class was 0.7716, also indicating moderate to significant agreement among raters. The result was presented in Appendix 17. According to Krippendorff (2004), an alpha score above 0.667 is appropriate for making preliminary conclusions, whereas scores above 0.800 are advised for conclusive study. As a result, while the score of 0.7716 was slightly lower than the 0.800 standard, it was nevertheless regarded acceptable in educational settings, especially when dealing with language production tests that

need rater interpretation. This reliability result indicated that the raters mainly agreed on their evaluations of students' writing using the rubric criteria, and that the scoring process was sufficiently consistent for the purposes of this study. Minor variations might be caused by variances in the perception of qualitative factors such as concept development or sentence structure difficulty, which are common issues in rubric-based writing assessments.

Table 3.7: The Krippendorff's Alpha Interpretation

Alpha Score	Interpretation
$\alpha \geq 0.800$	Good Reliability
$0.667 \leq \alpha < 0.800$	Moderate Reliability
$\alpha < 0.667$	Poor Reliability

b. Questionnaires

Cronbach's Alpha, a statistical indicator that shows item internal consistency, was used to assess questionnaire reliability. A Cronbach's Alpha score of 0.7 or greater is regarded satisfactory, showing that the items within each scale measure the same construct consistently.

1) Reliability Test of LAQ

Cronbach's Alpha of 0.723 suggested that the LAQ instrument had acceptable internal consistency (reliability). This suggested that the items used to assess learner autonomy were reasonably consistent in evaluating the same underlying

dimension. While not exceptionally high, it above the widely acknowledged threshold of 0.70 for exploratory research. The scale was reliable enough for this study. See Appendix 18 for reliability test of LAQ.

2) Reliability Test of SCQ

The SCQ had a Cronbach's Alpha rating of 0.836, indicating strong internal consistency. This suggested that the items used to assess student creativity were highly linked and consistently measure the same dimension. scores greater than 0.80 were regarded strong, indicating that the SCQ was a reliable tool for data gathering. The data was shown in Appendix 18.

3) Reliability Test of TEQ

Cronbach's Alpha of 0.915 suggested that the TEQ had great internal consistency. This high result indicated that the 25 items were highly correlated with one another and consistently measure task engagement. It indicated that responses were quite dependable, and the scale was ideal for measuring engagement-related behaviors and attitudes. This analysis was informed in Appendix 18.

E. Technique of Data Collection

1. Pre-Test Stage

Before the PjBL intervention, students in both experimental and control groups completed a questionnaire on autonomy, creativity, and

learning engagement. A baseline writing test was given to evaluate their initial writing skills.

2. Post-Test Stage

Following the intervention, the same tools were used to assess autonomy, creativity, and engagement. Students also completed a final writing test, which was evaluated to compare improvements in writing skill between the experimental and control groups.

The technique of data collection above was described through the following figure.

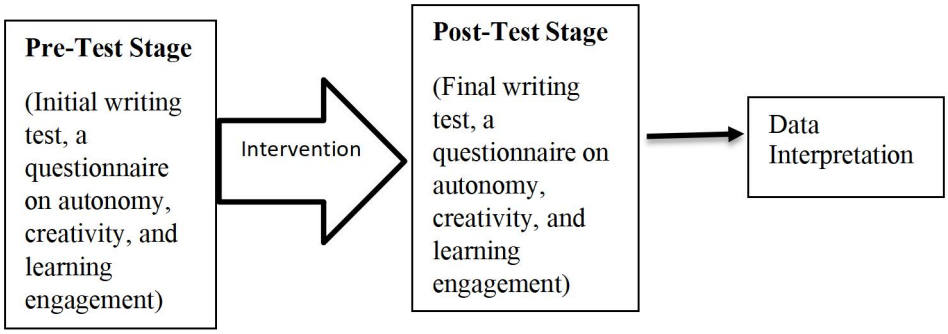


Figure 3.1 Technique of data collection

F. The Technique of Data Analysis

Quantitative data analysis was used SPSS statistical software to compare pre-test and post-test outcomes (Connolly, 2007). Before examining the data, the researcher conducted normality and homogeneity tests.

1. Normality test

Normality test determines whether the data in the experimental and control classes are normally distributed or not. The researcher utilized SPSS (Statistical Package for Social Science) to compute normality in this study. Kolmogrov-Smirnov and Shapiro Wilk tests were used to assess normality.

While the criteria of acceptance or rejection of normality are as follows:

H^o: is accepted if sig $\geq \alpha = 0.05$

Hα: is accepted if sig $< \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H^o: the data are normally distributed

Hα: the data are not normally distributed

2. Homogeneity test

After receiving the results of the normality test, the researcher performed the homogeneity test to determine whether the data was homogeneous or not. In this study, the writer employed statistical computing with SPSS. Levene's Test was used to test for homogeneity.

The criteria for accepting or rejecting the homogeneity test are as follows:

H^o: is accepted if sig $\geq \alpha = 0.05$

Hα: is accepted if sig $< \alpha = 0.05$

While the hypotheses for the homogeneity test are formulated as follows:

H^o: the variances of data are homogeneous

Hα: the variances of data are not homogeneous

3. Hypothetical Test

This study aimed to investigate the effect of project-based learning in writing on students' autonomy, students' creativity, and learning engagement between control group and experiment group. The researcher first divided the data into class intervals using Sturges' formula, which helps determine the number of intervals needed for a given data set (Sturges, 1926) . This method is beneficial for generating a frequency distribution that enables meaningful comparisons between the control and experimental groups.

Sturges' Formula is stated as:

$K=1+3.3\log_{10} N$

Where:

K is the number of class intervals

N is the number of data points (students)

· The researcher was able to generate a frequency distribution table using Sturges' technique to better compare the distribution of writing scores, autonomy scores, creativity scores and engagement scores between the two groups. This comparison validated the overall effect of

Project-Based Learning (PjBL) on students' writing, autonomy, creativity, and engagement.

Then, before selecting an appropriate statistical test, the data were analyzed for normality and homogeneity of variance. Because the result was indicated that the data were not normally distributed and did not meet the assumptions of homogeneity of variance, parametric test such as independent t-test were not suitable for the hypothesis.

As an alternative, this study employed a non parametric test especially the Mann-Whitney U Test to examine the differences between experimental and control groups. The Mann-Whitney U Test was appropriate for comparing two independent groups when the assumptions of normality and homogeneity were violated (Field, 2018; Gravetter & Wallnau, 2017). This does not require the data to be normally distributed, and suitable for the ordinal-level data commonly found in education research (Pallant, 2020). So, the test evaluated whether there was a significant difference in the distributions of scores between the two groups.

In this case, the researcher performed statistical computation using SPSS for the hypothetical test.

The criteria for accepting or rejecting a hypothesis test are:

H^o: is accepted if sig $\geq \alpha = 0.05$

$H\alpha$: is accepted if sig $< \alpha = 0.05$

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section is divided into 2 sections which are description of the data and analysis of the data. In the description of the data, the researcher describes the result of the pre-test and post-test. In analysis of the data, the researcher explains about the result of the hypotheses testing.

1. Description of the Data

a. Pre-test Result

1) Students Writing

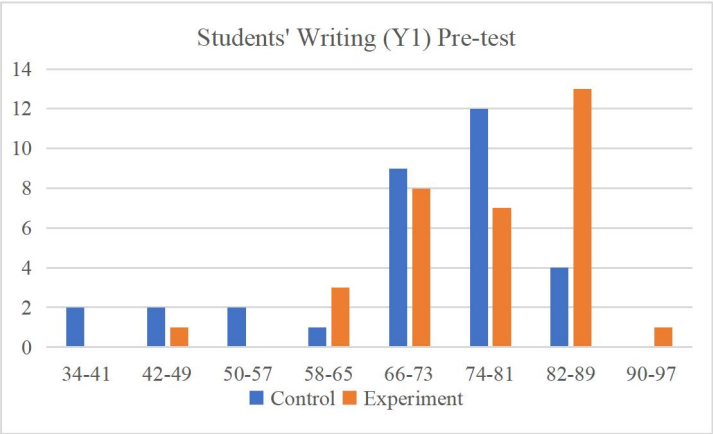
The data of pretest writing scores in Appendix 21 are grouped by using Sturges formula. The result of the grouping can be seen on the following table:

Table 4.1 Students' writing pre-test score distribution

Score Range	Pre-test	
	Control	Experiment
34-41	2	0
42-49	2	1
50-57	2	0
58-65	1	3
66-73	9	8
74-81	12	7
82-89	4	13
90-97	0	1
Total	32	33

The Table 4.1 shows how students' writing pre-test scores are distributed for two groups: the control group and the experimental group. The scores are grouped into ranges based on Sturges' formula, which helps organize data into intervals. The score ranges go from 34–41 (lowest) to 90–97 (highest). In the lower ranges (34–57), both groups have similar scores, with only a few students in each range. From 58–65 up to 82–89, more students are found, and differences between the groups start to appear. In the middle ranges (66–73 and 74–81), the control group has more students, but in the higher ranges (especially 82–89), the experimental group performs better. Only one student in the experimental group scored in the highest range (90–97), while no one from the control group did. Overall, this table suggests that both groups had students with a wide range of abilities, but the experimental group had more high scorers compared to the control group. It can also be seen on the following graphic:

Graphic 4.1 Students' Writing Pretest



2) Students' Autonomy

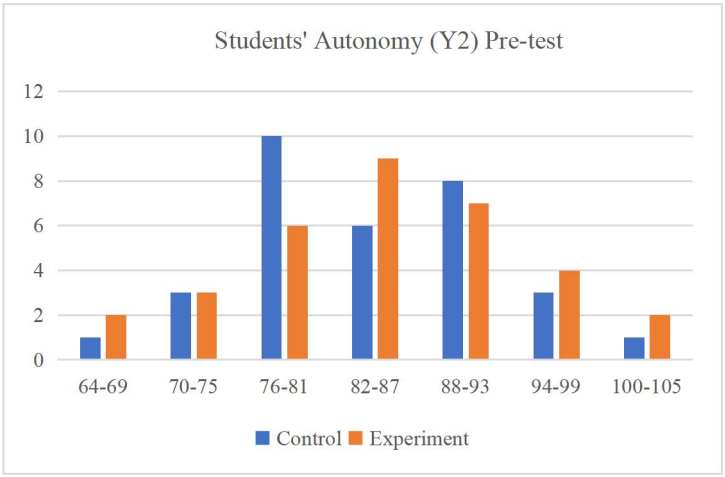
The data of students' autonomy pretest scores in Appendix 22 are grouped by using Sturges formula. The result of the grouping can be seen on the following table:

Table 4.2 Students' Autonomy Pre-test Score Distribution

Score Range	Control	Experiment
64-69	1	2
70-75	3	3
76-81	10	6
82-87	6	9
88-93	8	7
94-99	3	4
100-105	1	2
total	32	33

It can also be seen on the following graphic:

Graphic 4.2 Students' Autonomy Pre-test



The overall statistic of students' autonomy pre-test can be seen on the following table:

Table 4.3 Statistic of the pre-test score of students' autonomy

	Control	Experiment
Maximum Score	102	105
Minimum Score	67	64
Mean Score	84.0937	85.3939

Table 4.3 presents the pre-test statistics for students' autonomy scores in both the control and experimental groups, showing that the experimental group had a slightly higher maximum score (105 vs. 102) and a slightly lower minimum score (64 vs. 67) compared to the control group; however, both groups demonstrated similar average scores, with the experimental group having a marginally higher mean (85.39 vs. 84.09), indicating comparable levels of autonomy prior to the intervention.

3) Students' Creativity

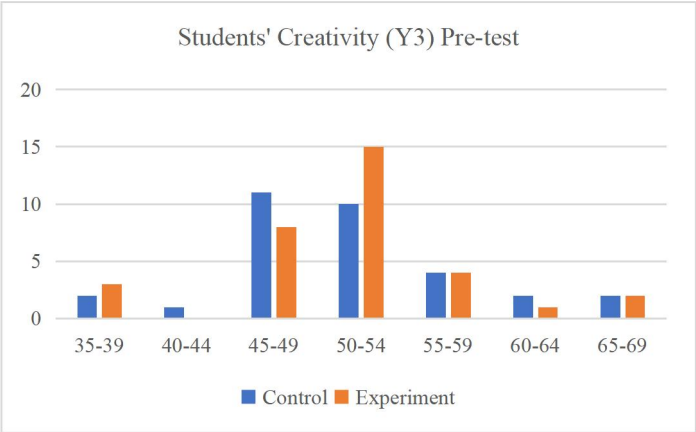
The data for students' creative pretest scores in Appendix 23 are grouped using the Sturges formula. The grouping results can be seen in the following table.

Table 4.4 Students' creativity pre-test score distribution

Score Range	Control	Experiment
35-39	2	3
40-44	1	0
45-49	11	8
50-54	10	15
55-59	4	4
60-64	2	1
65-69	2	2

It can also be seen on the following graphic:

Graphic 4.3 Students' Creativity Pretest



The overall statistic of students' creativity pre-test can be seen on the following table:

Table 4.5 Statistic of the Pre-test score of students' creativity

	Control	Experiment
Maximum Score	67	68
Minimum Score	37	35
Mean Score	51.2813	51.5151

Table 4.5 displays the pre-test statistics for students' autonomy scores in the control and experimental groups, showing very similar performance between the two groups; the experimental group had a slightly higher maximum score (68 vs. 67) and a slightly lower minimum score (35 vs. 37), while the mean scores were nearly identical, with the experimental group having a marginally higher average (51.52 vs. 51.28), suggesting

that both groups started from a comparable baseline level of creativity before the intervention.

4) Learning Engagement

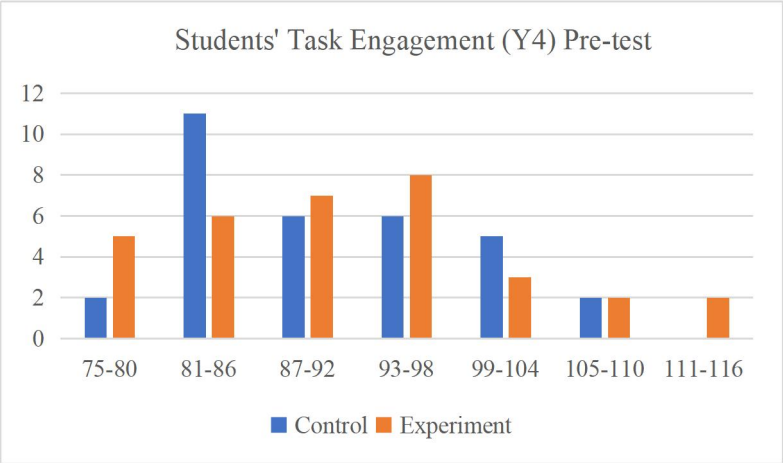
Furthermore, the data for learning engagement pretest scores in Appendix 24 are grouped using the Sturges formula. The result of the grouping can be seen on the following table:

Table 4.6 Learning engagement pre-test score distribution

Score Range	Control	Experiment
75-80	2	5
81-86	11	6
87-92	6	7
93-98	6	8
99-104	5	3
105-110	2	2
111-116	0	2

It can also be seen on the following graphic:

Graphic 4.4. Students' Task Engagement Pretest



The overall statistic of students' task engagement pre-test can be seen on the following table:

Table 4.7 Statistic of the pre-test score of learning engagement

	Control	Experiment
Maximum Score	107	112
Minimum Score	79	75
Mean Score	90.4063	91.0909

Table 4.7 presents the pre-test statistics for students' autonomy scores in the control and experimental groups, showing that both groups levels of autonomy before the intervention; the experimental group had a slightly higher maximum score (112 vs. 107) and a lower minimum score (75 vs. 79), while the mean scores were very close, with the experimental group having a marginally higher average (91.09 vs. 90.41), indicating that the two groups were relatively similar in terms of engagement at the start of the study.

b. Post-Test Result

1) Students' Writing

The scores of students' writing postest in Appendix 25 are also grouped by using Sturges formula. The result of the grouping can be seen on the following table:

Table 4.8 Students' writing post-test score distribution

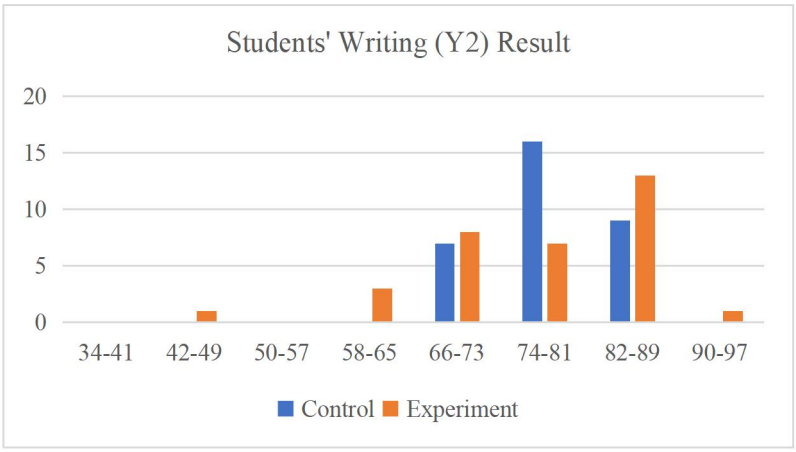
Score Range	Pre-test	
	Control	Experiment
34-41	0	0
42-49	0	1
50-57	0	0
58-65	0	3
66-73	7	8
74-81	16	7
82-89	9	13
90-97	0	1

Table 4.8 shows the distribution of students' writing post-test scores for both the control group and the experimental group. The scores are divided into eight intervals, ranging from 34–41 (lowest) to 90–97 (highest). In the lower score ranges (34–57), there are very few students from either group, indicating that most students improved from the pre-test. In the middle ranges (66–73 and 74–81), both groups have a noticeable number of students, with the control group having slightly more in the 74–81 range. However, in the higher range of 82–89, the experimental group outperforms the control group with 13 students compared to 9. Only one student from the experimental group scored in the highest range (90–97), while no students from the control group reached this level. Overall, the table suggests that both groups improved after the treatment, but the experimental group showed stronger

performance in the higher score ranges, especially between 58–65 and 82–89.

It can also be seen on the following graphic:

Graphic 4.5 Students' Writing Post-test Result



2) Students' Autonomy

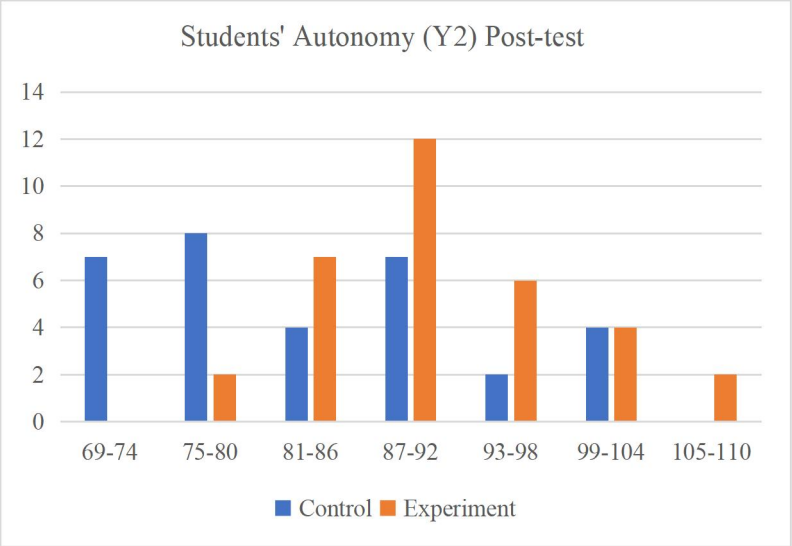
Then, the scores about students' autonomy post-test result are presented in Apendix 26. Those scores are grouped by using Sturges formula. The result of the grouping can be seen on the following table:

Table 4.9 Students' autonomy post-test score distribution

Score Range	Control	Experiment
69-74	7	0
75-80	8	2
81-86	4	7
87-92	7	12
93-98	2	6
99-104	4	4
105-110	0	2
total	32	33

It can also be seen on the following graphic:

Graphic 4.6 Students' Autonomy Postest



The overall statistic of students' autonomy post-test can be seen on the following table:

Table 4.10 Statistic of the post-test score of students' autonomy

	Control	Experiment
Maximum Score	100	106
Minimum Score	69	78
Mean Score	83.8437	90.9696

Table 4.10 presents the post-test statistics for students' autonomy scores in the control and experimental groups, revealing a noticeable difference between the two groups; the experimental group not only had a higher maximum score (106 vs. 100) but also a higher minimum score (78 vs. 69), and the mean score was substantially higher in the experimental group (90.97 vs. 83.84),

indicating a greater improvement in autonomy among students who received the intervention compared to those in the control group.

3) Students' Creativity

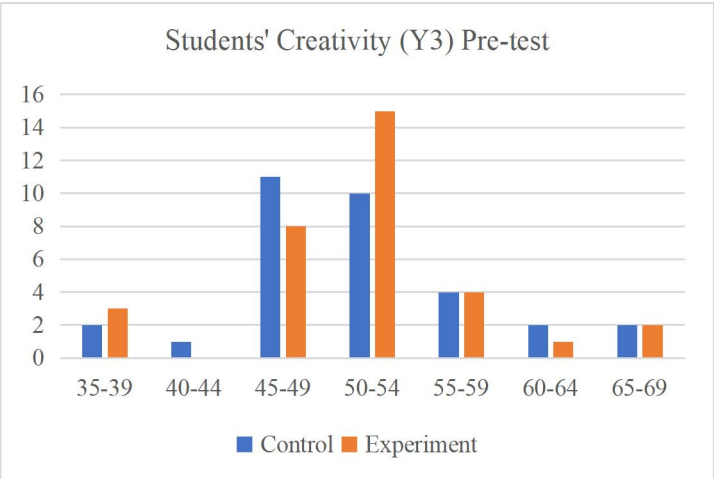
Moreover, the scores about students' creativity post-test results are presented in Appendix 27 They were grouped by using Sturges formula. The result of the grouping can be seen on the following table:

Table 4.11 Students' creativity post-test score distribution

Score Range	Control	Experiment
35-41	1	0
42-48	6	0
49-55	17	13
56-62	6	17
63-69	2	1
70-76	0	1
77-83	0	1
Total	32	33

It can also be seen on the following graphic:

Graphic 4.7 Students' Creativity Pre-Test



The overall statistic of students' creativity post-test can be seen on the following table:

Table 4.12 Statistic of the post-test score of students' creativity

	Control	Experiment
Maximum Score	67	80
Minimum Score	35	50
Mean Score	52.4063	57.5757

Table 4.12 displays the post-test statistics for students' creativity scores in the control and experimental groups, showing a clear difference between the two groups; the experimental group had a higher maximum score (80 vs. 67), a higher minimum score (50 vs. 35), and a notably higher mean score (57.58 vs. 52.41), suggesting that the intervention had a positive impact on enhancing students' creativity compared to the control group.

4) Learning Engagement

Furthermore, the scores in Appendix 28 are grouped by using Sturges formula. The result of the grouping can be seen on the following table:

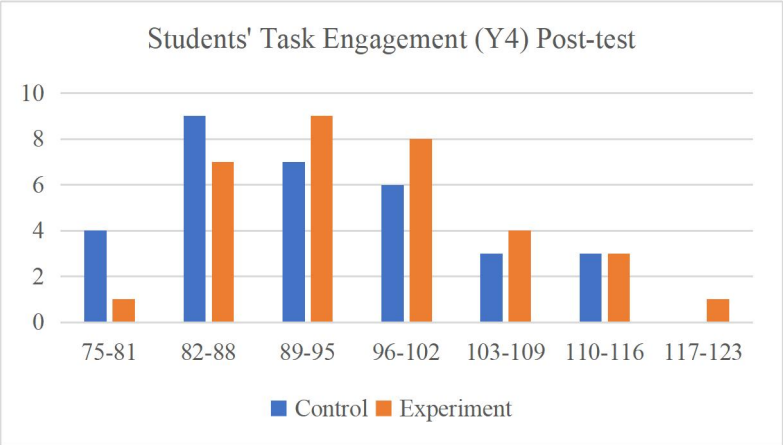
Table 4.13 Learning engagement post-test score distribution

Score Range	Control	Experiment
75-81	4	1
82-88	9	7
89-95	7	9
96-102	6	8

103-109	3	4
110-116	3	3
117-123	0	1
Total	32	33

It can also be seen on the following graphic:

Graphic 4.8 Students' Task Engagement Postest



The overall statistic of students' task engagement post-test can be seen on the following table:

Table 4.14 Statistic of the post-test score of students' task engagement

	Control	Experiment
Maximum Score	112	122
Minimum Score	75	77
Mean Score	92.1875	96.0909

Table 4.14 presents the post-test statistics for students' task engagement scores in the control and experimental groups, indicating a noticeable difference between the two groups; the

experimental group had a higher maximum score (122 vs. 112), a slightly higher minimum score (77 vs. 75), and a significantly higher mean score (96.09 vs. 92.19), suggesting that the intervention positively influenced students' task engagement compared to the control group.

2. Analysis of the Data

a. Prerequisite of Data Analysis

Before conducting data analysis, it is essential to meet certain prerequisites to ensure the correct result. These include testing for normality to determine whether the data follows a normal distribution, and conducting a homogeneity test to assess the equality of variances across groups. Meeting these assumptions is crucial, especially when using parametric statistical methods, as they rely on the data being normally distributed and having homogeneous variances to produce accurate and meaningful conclusions. However, if the data was not normal and not homogeneous, it is better to use non parametric test.

1) Normality Test

The result of normality test can be seen on the following table:

Table 4.15 Normality Test Result

Angket	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
LAQ_Cont_Pre	,111	32	,200*	,984	32	,893

LAQ_Cont_Post	,136	32	,136	,949	32	,133
LAQ_Exp_Pre	,063	33	,200*	,988	33	,972
LAQ_Exp_Post	,104	33	,200*	,973	33	,555
SCQ_Cont_Pre	,115	32	,200*	,961	32	,295
SCQ_Cont_Post	,109	32	,200*	,968	32	,457
SCQ_Exp_Pre	,158	33	,035	,930	33	,036
SCQ_Exp_Post	,224	33	,000	,798	33	,000
TEQ_Cont_Pre	,150	32	,064	,938	32	,065
TEQ_Cont_Post	,090	32	,200*	,967	32	,422
TEQ_Exp_Pre	,091	33	,200*	,966	33	,385
TEQ_Exp_Post	,121	33	,200*	,979	33	,766

Based on Table 4.15, there are 2 data that are not normally distributed. The sig score is lower than alpha of 0.05 which mean this data cannot be tested by using parametric test, hence non-parametric test was be used to test the hypotheses.

2) Homogeneity Test

The result of homogeneity test can be seen on the following table:

Table 4.16 Homogeneity Test Result

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.789	11	378	.002
	Based on Median	2.638	11	378	.003
	Based on Median and with adjusted df	2.638	11	356.131	.003
	Based on trimmed mean	2.822	11	378	.001

Based on Table 4.16, the data was not homogeneous since the sig score was smaller than alpha (0.002 < 0.05). This add information that the data cannot be tested by using parametric test. Hence the Mann Whitney test (u-test) was be used to test the hypotheses.

b. Hypotheses testing

There are 8 hypotheses in this research. Each is tested using Mann Whitney test. It can be seen such as below:

1) First hypothesis

Ha: There is significant effect of using PjBL toward students' writing ability.

Ho: There is no significant effect of using PjBL toward students' writing ability.

The first hypothesis is to find out whether PjBL has any effect toward students' writing. The data that used was experiment students writing pre-test and post-test. The result can be seen on the following table:

Table 4.17 First hypothesis

Test Statistics[a]	
	Pre_Exp -Post_Exp
Mann-Whitney U	289,000
Wilcoxon W	884,000
Z	-3,550
Asymp. Sig. (2-tailed)	,000

The test result shows an asymptotic significance (2-tailed) of ,000 , which means there is statistically significant difference between the pre-test and post-test scores. In other words, the implementation of Project Based Learning gives significant effect of students writing ability. Therefore, Ho is rejected or Ha is accepted.

2) **Second hypothesis**

Ha: There is difference of students' writing ability between those who were taught by using PjBL and those who were not taught by using PjBL

Ho: There is no difference of students' writing ability between those who were taught by using PjBL and those who were not taught by using PjBL

The second hypothesis was to find out the difference of students' writing ability between the students were taught by using PjBL and those who were not taught by using it. The result can be seen on the following table:

Table 4.18 Second hypothesis

Test Statistics[a]	
	Skor
Mann-Whitney U	496,500
Wilcoxon W	1024,500
Z	-,610
Asymp. Sig. (2-tailed)	,542

The asymp. Sig. (2-tailed) (0.542) is greater than the commonly used significance level of 0.05 , which means that the difference in writing scores between the two groups is not statistically significant . In other words, there is no strong evidence to suggest that teaching with PjBL led to better writing ability compared to not using PjBL. So, Ho is accepted or Ha is rejected. In summary, the result indicates that there is no significant difference in writing achievement between students taught using PjBL and those who were not.

3) **Third hypothesis**

Ha: There is significant effect of using PjBL toward students' autonomy

Ho: There is no significant effect of using PjBL toward students' autonomy

The third hypothesis was to find out whether PjBL has any effect toward students' autonomy. The data that was used was experiment students LAQ pre-test and post-test. The result can be seen on the following table:

Table 4.19 Third hypothesis

	LAQ_Post_Exp - LAQ_Pre_Exp
Z	-4.586[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 4.19, the sig score was smaller than alpha (0.05), which indicates that the result is statistically significant. Therefore, we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha). This means that there is a significant effect of using Problem-Based Learning (PjBL) toward students' autonomy.

In other words, the implementation of PjBL has a statistically significant impact on improving students' autonomy, as measured by the LAQ (Learning Autonomy Questionnaire) pre-test and post-test scores of the experimental group.

4) **Fourth hypothesis**

Ha: There is difference of students' autonomy between those who were taught by using PjBL and those who were not taught by using PjBL

Ho: There is no difference of students' autonomy between those who were taught by using PjBL and those who were not taught by using PjBL

The fourth hypothesis was to find out the difference of students' autonomy between the students were taught by using PjBL and those who were not taught by using it. The result can be seen on the following table:

Table 4.20 Fourth hypothesis

	Score
Mann-Whitney U	280.500
Wilcoxon W	808.500
Z	-3.252
Asymp. Sig. (2-tailed)	.001
a. Grouping Variable: Group	

Based on Table 4.20, the significance (sig) score is 0.001 , which is smaller than the alpha level of 0.05 . This indicates that the result is statistically significant. Therefore, we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha) .

This means that there is a significant difference in students' autonomy between those who were taught using Project-Based Learning (PjBL) and those who were not taught using PjBL . The negative Z-score (-3.252) suggests that the mean rank of the PjBL group is lower than that of the non-PjBL group, indicating that the PjBL group showed higher levels of autonomy compared to the non-PjBL group, assuming that lower scores indicated less autonomy.

In conclusion, the implementation of PjBL appears to have a positive effect on students' autonomy when comparing the experimental group (taught with PjBL) to the control group (not taught with PjBL).

5) **Fifth hypotheses**

Ha: There is significant effect of using PjBL toward students' creativity

Ho: There is no significant effect of using PjBL toward students' creativity

The fifth hypothesis was to find out the effect of PjBL toward students' creativity. The data that were used was experiment students' SCQ pre-test and post-test. The result can be seen on the following table:

Table 4.21 Fifth hypothesis

	SCQ_Post_Exp - SCQ_Pre_EXp
Z	-4.890[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 4.21, the significance (sig) score is 0.000, which is less than the alpha level of 0.05. This indicates that the result is statistically significant. Therefore, we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha).

This means that there is a significant effect of using Project-Based Learning (PjBL) toward students' creativity, as measured by the SCQ (Student Creativity Questionnaire) pre-test and post-test scores of the experimental group. In other words, the

implementation of PjBL has a statistically significant positive effect on enhancing students' creativity.

6) **Sixth hypothesis**

Ha: There is difference of students' creativity between those who were taught by using PjBL and those who were not taught by using PjBL

Ho: There is no difference of students' creativity between those who were taught by using PjBL and those who were not taught by using PjBL

The sixth hypothesis was to find out the difference of students' creativity between the students were taught by using PjBL and those who were not taught by using it. The result can be seen on the following table:

Table 4.22 Sixth hypothesis

	Score
Mann-Whitney U	264.000
Wilcoxon W	792.000
Z	-3.474
Asymp. Sig. (2-tailed)	.001
a. Grouping Variable: Group	

Based on Table 4.22, the significance (sig) score is 0.001, which is less than the alpha level of 0.05. This indicates that the result is statistically significant. Therefore, we reject the null

hypothesis (Ho) and accept the alternative hypothesis (Ha).This means that there is a significant difference in students' creativity between those who were taught using Project-Based Learning (PjBL) and those who were not taught using PjBL.

The negative Z-score (-3.474) suggests that the experimental group (taught with PjBL) had higher creativity scores compared to the control group, assuming that the ranking reflects higher creativity with lower scores (as is typical in such tests when differences are calculated based on post-intervention improvements).

In conclusion, the use of PjBL has a positive and statistically significant effect on students' creativity when comparing the experimental group to the control group.

7) **Seventh hypothesis**

Ha: There is significant effect of using PjBL toward students' task engagement

Ho: There is no significant effect of using PjBL toward students' task engagement

The seventh hypothesis was to find out the effect of PjBL toward students' task engagement. The data that were used was experiment students' SCQ pre-test and post-test. The result can be seen on the following table:

Table 4.23 Seventh hypothesis

	TEQ_Post_Exp - TEQ_Pre_Exp
Z	-4.123[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 4.23, the significance (sig) score is 0.000, which is less than the alpha level of 0.05, indicating that the result is statistically significant. Therefore, we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha).

This means that there is a significant effect of using Project-Based Learning (PjBL) toward students' task engagement, as measured by the TEQ (Task Engagement Questionnaire) pre-test and post-test scores of the experimental group. In other words, the implementation of PjBL has a statistically significant positive effect on improving students' task engagement.

8) **Eighth Hypothesis**

Ha: There is difference of students' task engagement between those who were taught by using PjBL and those who were not taught by using PjBL

Ho: There is no difference of students' engagement between those who were taught by using PjBL and those who were not taught by using PjBL

The eighth hypothesis was to find out the difference of students' task engagement between the students were taught by using PjBL and those who were not taught by using it. The result can be seen on the following table:

Table 4.24 Eighth hypothesis

	TEQ_Post_Exp - TEQ_Pre_Exp
Z	-4.123[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The eighth hypothesis aimed to determine whether there was a significant difference in students' task engagement between those who were taught using Project-Based Learning (PjBL) and those who were not. The alternative hypothesis (Ha) stated that there is a difference, while the null hypothesis (Ho) claimed there is no difference. To test this hypothesis, a Wilcoxon Signed Ranks Test was conducted, comparing the post-experimental (TEQ_Post_Exp) and pre-experimental (TEQ_Pre_Exp) task engagement scores. The test yielded a Z-score of -4.123 with an asymptotic significance (2-tailed) of .000, indicating a statistically significant difference. Based on these results, the null hypothesis was rejected, suggesting that the implementation of PjBL had a

significant effect on students' task engagement compared to conventional teaching methods.

B. Discussion

The findings of the study reveal a comprehensive picture of how Project-Based Learning (PjBL) affects students' writing, autonomy, creativity, and learning engagement. The analyses of the eight hypotheses provide evidence for the effectiveness of PjBL in certain areas while highlighting limitations, particularly in relation to writing skill.

First, the results showed statistically significant improvement in students' writing test as a result of PjBL implementation. The hypothesis related to writing—H1 (effect within the experimental group) was accepted based on significant p-scores. This suggests that PjBL, as implemented in this study, significantly enhance writing skills.

These finding is consistent with some previous studies about the effects of PjBL in language learning, particularly in the improving writing skills. Hasani et al. (2017) found that PjBL improved students' logical thinking and coherence in writing argumentative text. Similarly, Praba et al. (2018) demontrated that students involved in PjBL activities produced more developed written text than those in conventional method. Yulianti & Roza (2023) concluded that the students were more active and confident when writng on the topics they had explored on the project based activities. Hakimah (2023) also found the effectiveness of PjBL in enhancing students' writing skills within the

context of procedure text. Furthermore, Armijos Rivera (2024) reported the significant improvement on students' writing skills after implementing PjBL. Last, Nasution (2025) in her thesis about The Influence of Project Based Learning on Students Writing Skills found that PjBL positively influnced students writing skills.

In combination, these studies indicate that PjBL changes writing from a teacher-centered activity to a student-centered one. Writing under a PjBL framework is frequently combined with real-world scenarios, making it more relevant and interesting. Students are given more freedom to choose their topics, perform their projects, engage with peers, and revise their work, which aligns with Hayes and Flower's (1986) definition of writing as a recursive and reflective process that includes planning, drafting, and revising.

However, the second hypothesis (H2) - difference between groups - examined the difference in writing skills between students taught with and without PjBL. The p-score indicated no statistically significant difference. It is possible that both teaching models were effective in improving writing skills to similar levels, at least within the time frame of the study. This finding is supported by some previous studies that demonstrated that conventional strategies still generate relevant learning outcomes in writing. Zuliani & Sakti (2021) discovered that the students taught with conventional strategies were able to reach "good" writing proficiency levels, indicating that conventional instruction still plays a critical role in achieving expected writing standards.

Similarly, Cahyaningrum & Widyantoro (2020) investigated the effects of PjBL, Problem-Based Learning (PBL), and conventional approaches on students' writing abilities. While PjBL demonstrated slightly higher improvement, the difference was not significantly greater, especially in the short term. This lends support to the idea that well-executed conventional approaches can still help students acquire great writing skills.

Additionally, Chikita, et al. (2013) in their quasi-experimental design at SMAN 5 Mataram found that there was no significant relationship between teaching approaches (PjBL and conventional) and students' learning discipline level (high or low) on their writing competency. In other words, whether the students were taught using PjBL or conventional approach, regardless of whether they highly disciplined or not, the outcomes in writing achievement were statistically similar across the groups.

Furthermore, Rahmalia and Utari (2021) discovered that PjBL did not result in substantial gains in students' writing skills when compared to conventional approaches. Similarly, Fajrina et al. (2023) found that students' writing skills did not increase considerably before or after implementing PjBL. These data suggest that PjBL may not always be more effective than conventional strategies, particularly when time and implementation quality are considered.

While PjBL improved in the experimental group (based on the first hypothesis), it did not significantly better than the control group. A small

sample size or a short period of intervention may have reduced the capacity of statistics to identify differences between groups. Although the experimental group improved slightly more, the difference may not have been statistically significant. External variables such as the teacher quality, student motivation, and classroom environment may also have had any effect on the findings.

While the effects of PjBL on students writing skills show the mix results compared to conventional strategies, PjBL demonstrated strong outcomes in improving non-cognitive factors. There is strong evidence supporting the positive effects of PjBL on students' autonomy. Hypotheses H3 (the effect within experimental group) and H4 (the difference between two groups) both rejected, with statistically significant differences observed in favor of the PjBL group. This aligns well with prior research by Guven & Valais (2014) and Hidayatulloh (2020), who reported increases in student autonomy through PjBL. In this study, students exposed to PjBL demonstrated higher levels of autonomy, likely due to the nature of PjBL itself, which encourages self-direction, decision-making, and reflection. Rahmawati, et al. (2023) discovered that higher autonomy was positively connected with improved listening skill. Kardena (2022) added that all aspects of the educational system should be prepared to operate autonomous learning, which includes teachers, students, institutions, and the government's willingness to support its implementation in EFL classes. Therefore, teachers' efforts in the classroom to develop students' autonomy through multiple models, including PjBL, must be supported by other educational environments. Sukerti et al.

(2020) also found similar enhancements in autonomous learning behaviors in PjBL environments. These findings suggest that PjBL fosters learner agency by allowing students to take ownership of their learning process, consistent with constructivist principles where learners actively construct knowledge through experience. Hildayati, & Melani (2023) examines the students experiences of autonomous learning through online platforms. It indicates that the students has solid understanding about autonomous learning. In this setting, the addition of an English Online Platform could improve these results by giving students more flexible access to resources, chances for self-paced learning, and interactive features that encourage autonomous exploration. By integrating PjBL and digital platforms, educators may build a more strong environment for supporting long-term autonomous learning outside of the classroom.

The third variable in this study is students' creativity. PjBL demonstrated a positive effect on students' creativity, with both H5 and H6 being rejected. This supports existing literature such as Barak & Yuan (2021) and Han et al. (2015), which emphasizes PjBL's ability to encourage creative problem-solving and open-ended exploration. Within this study, students taught using PjBL showed significantly greater improvements in creativity scores compared to those in conventional classrooms. This is consistent with Henriksen et al. (2017), who linked creativity in PjBL to iterative design processes that foster innovation. By engaging students in real-world tasks that require diverse perspectives and original solutions, PjBL appears to be an effective strategy to cultivate creative thinking skills. These findings

underscore the score of embedding opportunities for divergent thinking and imaginative problem-solving in instructional practices.

Finally, PjBL had a highly significant influence on students' learning engagement, as evidenced by the rejection of H7 and H8. Simatupang & Yusuf (2024) previously noted that PjBL enhances behavioral and cognitive engagement due to its collaborative and authentic nature. Similarly, Almulla (2020) highlighted the relationship between PjBL and increased students' engagement, noting that PjBL integrates multiple dimensions of learning—collaboration, authenticity, and iterative learning—that lead to enhanced engagement. In this study, students participating in PjBL activities showed higher average engagement scores post-intervention, suggesting that the method successfully motivates students to become more actively involved in their learning. Stefanou (2013) further explained that perceived autonomy support as a core component of PjBL can increase intrinsic motivation and persistence, leading to deeper cognitive engagement. While Latifa et al. (2024) emphasize that student engagement is critical in affecting learning outcomes, the findings of this study provide a more nuanced perspective. Although Project-Based Learning (PjBL) increased student engagement, it did not significantly improve their writing skills. This implies that increased engagement may not directly translate into improved writing skill, emphasizing the necessity for additional focused strategies such as explicit writing instruction to supplement PjBL when attempting to improve writing outcomes.

The results of this study show that Project-Based Learning (PjBL) has various degrees of success across different student learning outcomes. Particularly, the implementation of PjBL resulted in a statistically significant improvement in students' writing skills in the experimental group. This implies that when students participate in project-based works, they make significant progress in their writing skills. PjBL promotes students to investigate real-world contexts and develop their ideas through authentic assignments, which have contributed to the experimental group's improved post-test scores.

However, when the post-test results are compared between the experimental group and control group, there is no significant difference. This shows that, while PjBL is effective in the experimental group, it does not outperform the conventional technique significantly. Several factors may contribute to this outcome, including the intervention's short duration, the effectiveness of the conventional approach (in this case, Harmer's four-step writing model), and external effects such as teacher quality, student preparation, and classroom environment. These findings are consistent with previous research indicating that conventional procedures, when properly implemented, can also result in significant writing development.

In contrast, the effects of PjBL on non-cognitive factors, such as learner autonomy, creativity, and task engagement, are consistently significant and beneficial. These studies highlight PjBL's success in developing 21st-century qualities essential to Kurikulum Merdeka, such as independence, innovation, and active involvement. Students participating in PjBL are required to make

decisions, solve problems, communicate ideas creatively, and collaborate with others, all of which naturally promote autonomy and creativity. Furthermore, the dynamic, student-centered aspect of PjBL fosters a highly engaging learning environment that keeps students motivated and involved throughout the learning process.

These findings show that, while PjBL may not always result in higher academic performance in fundamental skills such as writing during short-term interventions, it is an effective pedagogical technique for developing learner-centered characteristics that contribute to lifetime learning. The findings justify the incorporation of PjBL into Kurikulum Merdeka, which focuses not only on academic achievement but also on holistic student development in connection with the Profil Pelajar Pancasila.

Finally, this study demonstrates that PjBL is highly effective in improving non-cognitive competencies and promoting deeper learning experiences. However, to improve its effect on academic outcomes such as writing skills, PjBL may need to be paired with explicit instruction, long-term implementation, and organized feedback mechanisms. This balanced approach can help with both skill learning and character development, which are key aims in modern educational frameworks.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The study's findings offer a comprehensive view of how Project-Based Learning (PjBL) affects students' writing skills, autonomy, creativity, and task engagement at SMAN 2 Lintau Buo. The study concludes that:

The first result showed that PjBL significantly enhanced students' writing abilities in the experimental group. Students who received writing instruction through Project-Based Learning made significant progress from pre-test to post-test, demonstrating that PjBL effectively supports writing growth through actual activities, collaborative learning, and student-centered approach. However, there was no statistically significant difference between the experimental and control groups' post-test scores. This implies that, while PjBL can improve writing ability, it might not compete with conventional instructional methods, particularly when both are well implemented. The conventional method employed in this study (Harmer's writing model) also provided a structured and scaffold strategy for students to enhance their writing during the drafting, editing, and revising stages.

The second finding indicated that students' autonomy was significantly improved. This was demonstrated by the ability to make writing decisions independently, identify and solve their own writing problems, rewrite their work without depending exclusively on teacher comments, and establish

personal standards and processes during the writing process. These behaviors demonstrate the development of cognitive, meta-cognitive, and affective skills, all of which are essential components of learner autonomy.

The third outcome discovered that PjBL had a beneficial and significant effect on students' creativity. This was proved by characteristics consistent with Torrance's theory of creativity, such as fluency (generating various ideas), flexibility (changing perspectives or styles), originality (creating unique and inventive ideas), and elaboration. The flexible format of the projects allowed students to freely explore creative ideas.

The last effect displayed that PjBL had a significant beneficial influence on student task engagement. The collaborative, relevant, and student-centered aspect of PjBL encouraged students to actively participate and persevere in learning tasks. As a result, teachers are encouraged to create PjBL assignments that are relevant to students' lives, socially important, and allow for teamwork and presentations.

Therefore, while PjBL may not always produce higher academic results when tested using standardized writing tests, its contribution to the development of student-centered values and soft skills is clear. This conclusion emphasizes the need of combining PjBL with structured academic education to maximize its effectiveness in developing both hard and soft skills.

B. Implications

Based on the data, several key implications emerged:

1. Combining PjBL with conventional teaching

   The data indicated that, while PjBL increased writing skills in the experimental group, it may not beat conventional techniques when compared across groups. As a result, teachers should consider combining PjBL with structured approaches such as Harmer's writing model to maximize the benefits of both models.

2. Promoting students' autonomy with writing activities

   Given the huge increase in student autonomy, teachers should create writing activities that promote independence, decision-making, and self-regulation. Allowing students to rewrite, reflect, and manage their writing processes fosters critical lifelong learning abilities, which are consistent with Kurikulum Merdeka's emphasis on autonomy and self-directed learning.

3. Fostering creativity in the classroom

   Because PjBL fosters student creativity, instructional designs should incorporate open-ended projects and chances for creative thinking. This promotes the development of essential 21st-century skills, allowing students to generate original ideas and adjust their expression styles, particularly when writing expository

4. Increasing engagement through relevant and collaborative projects

The strong influence of PjBL on task engagement emphasizes the necessity of creating meaningful, collaborative learning experiences that are relevant to real-world challenges. Teachers should develop project themes that are relevant to students' lives and social circumstances in order to increase motivation, and emotional engagement in learning.

C. Suggestions

Based on the result of the research, several suggestions are proposed.

1. Teachers should take a blended instructional model

As Project-Based Learning (PjBL) considerably improves writing skills within a group but does not outperform conventional approaches in cross-group comparisons, teachers should combine PjBL with organized writing instruction, such as Harmer's process-based model. This combination can keep academic achievement while also increasing creativity, autonomy, and engagement.

2. Teachers should include autonomy-focused tasks.

Teachers should include tasks that foster self-reflection, independent decision-making, and goal setting to help learners build autonomy. Journal writing, peer editing, and self-assessment rubrics are examples of tools that might help students take more responsibility for their learning.

3. Schools should train teachers to inspire creativity and engagement.

Because PjBL improves creativity and learning engagement, it is suggested

that schools hold professional development programs to assist teachers in planning and implementing creative, collaborative, and student-centered projects. This guarantees that learning activities are consistent with the goals of Kurikulum Merdeka and 21st-century skill development.

4. Further studies should investigate long-term effects and varied situations.

   Future researchers are encouraged to look at the long-term impacts of PjBL on writing and soft skills development across different student groups, subjects, and school settings. Studies could also investigate how PjBL performs when systematically integrated into the curriculum over a longer period.

REFERENCES

Ahamad, J. K., Jauhari, A. H., Luddin, S. A., & Abdurahman, A. J. (2019). Student performance in Michael Halliday's seven language functions: Lesson guides for teaching/learning English discipline. *International Journal of Innovation, Creativity and Change*, *10*(6), 57–75.

Alemneh, S., & Gebrie, G. (2024). The role of project-based learning in improving the writing ability and sub- writing abilities of 10th grade Amharic speaking students. *Social Sciences and Humanities Open, 9*. https://doi.org/10.1016/j.ssaho.2024.100843

Almulla, M. A. (2020). The Effectiveness of the Project-Based Learning (PjBL) Approach as a Way to Engage Students in Learning. *SAGE Open*, *10*(3). https://doi.org/10.1177/2158244020938702

Alrabai, F. (2021). The Influence of Autonomy-Supportive Teaching on EFL Students' Classroom Autonomy: An Experimental Intervention. *Frontiers in Psychology*, *12*(September). https://doi.org/10.3389/fpsyg.2021.728657

Armijos Rivera, K. N. (2024). *Project-Based Learning to improve the writing skill* (Undergraduate thesis, Universidad Técnica de Ambato). Repositorio Institucional UTA. https://repositorio.uta.edu.ec/handle/123456789/38814

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. A. (2019). Introduction to research in education (10th ed.). Cengage Learning.

Ariyana, Y., Pudjiastuti, A., Bestary, R., & Zamroni. (2018). Buku Pegangan Pembelajaran Keterampilan Berpikir Tingkat Tinggi Berbasis Zonasi. *Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berfikir Tingkat Tinggi*,1–87. https://repositori.kemdikbud.go.id/11316/1/01._Buku_Pegangan_Pembelajaran_HOTS_2018-2.pdf

Astawa, N. L. P. N. S. P., Artini, L. P., & Nitiasih, P. K. (2017). Project-based learning activities and efl students' productive skills in english. *Journal of Language Teaching and Research*, *8*(6), 1147–1155. https://doi.org/10.17507/jltr.0806.16

Attanasi, G, Curci, Y, Llerena, P, Pinate, AC, & ... (2019). Looking at creativity from east to west: Risk taking and intrinsic motivation in socially and culturally diverse countries. *Bureau d'Economie ...*, beta.u-strasbg.fr, https://beta.u-strasbg.fr/WP/2019/2019-38.pdf

Azwar, S. (2016). Reliabilitas dan validitas aitem. *Buletin Psikologi, 3*(1), 19-26.

Bacha, N. (2001). Writing evaluation: What can analytic versus holistic essay scoring tell us? *System*, *29*(3), 371–383. https://doi.org/10.1016/S0346-251X(01)00025-2

Baker, M., Rudd, R., & Pomeroy, C. (2001). Relationships between critical and creative thinking. *Journal of Southern Agricultural Education Research, 51*(1), 173-188.

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83(2), 39–43. https://doi.org/10.1080/00098650903505415

Barak, M., & Yuan, S. (2021). A cultural perspective to project-based learning

and the cultivation of innovative thinking. *Thinking Skills and Creativity*, *39*(September 2020), 100766. https://doi.org/10.1016/j.tsc.2020.100766

Baratta, A. (2008). Defining 'good'academic writing.

Bashirova, M., & Sattarova, A. (2018). The Use of New Teaching and Learning Technologies for Professional Qualification Development in the System of the Initial and Secondary Vocational Education. In *Technical and Vocational Education and Training* (Vol. 28). https://doi.org/10.1007/978-3-319-73093-6_12

Basri, N., Salija, K., Baa, S., Puspita, A., & Muhammad, A. (2024). Unlocking Creativity and Engagement in Students through Project-Based Learning. *Journal of Hunan University Natural Sciences*, *51*(1). https://doi.org/10.55463/issn.1674-2974.51.1.11

Beghetto, R. A., & Kaufman, J. C. (2014). Classroom contexts for creativity. *High Ability Studies*, *25*(1), 53–69. https://doi.org/10.1080/13598139.2014.905247

Benson, P. (2012). Autonomy in language learning , learning and life. *Synergies France*, *9*(1), 29–39.

Bergmark, U., & Kostenius, C. (2018). Appreciative student voice model–reflecting on an appreciative inquiry research method for facilitating student voice processes. *Reflective Practice*, *19*(5), 623–637. https://doi.org/10.1080/14623943.2018.1538954

Bermejo-Toro, L., Prieto-Ursúa, M., & Hernández, V. (2016). Towards a model of teacher well-being: personal and job resources involved in teacher burnout and engagement. *Educational Psychology*, *36*(3), 481–501. https://doi.org/10.1080/01443410.2015.1005006

Biazus, M. de O., & Mahtari, S. (2022). The Impact of Project-Based Learning (PjBL) Model on Secondary Students' Creative Thinking Skills. *International Journal of Essential Competencies in Education*, *1*(1), 38–48. https://doi.org/10.36312/ijece.v1i1.752

Boud, D. (2012). Developing student autonomy in learning. In *Developing Student Autonomy in Learning*. https://doi.org/10.4324/9780203059036

Cahyaningrum, T., & Widyantoro, A. (2020). Effect of project-based learning and problem-based learning on the students' writing achievement. LingTera: Journal of Linguistics and Language Teaching, 7(1), 72–83. https://doi.org/10.21831/lt.v7i1.13700

Calavia, M. B., Blanco, T., & Casas, R. (2021). Fostering creativity as a problem-solving competence through design: Think-Create-Learn, a tool for teachers. *Thinking Skills and Creativity*, *39*, 1–30. https://doi.org/10.1016/j.tsc.2020.100761

Carter, S. (2016). Conventional Vs. Project-Based Learning: the Effects on Student Performance and Motivation in Honors Level Mathematics Courses. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699. https://digitalcommons.liberty.edu/doctoral/1259/

Case, M. (2017). A Qualitative Case Study of Coteaching Relationships. *December*. https://dc.etsu.edu/etd/3327

Chen, C. H., & Yang, Y. C. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating

moderators. In *Educational Research Review* (Vol. 26). Elsevier Ltd. https://doi.org/10.1016/j.edurev.2018.11.001

Chen, D.-L. (2015). Developing Critical Thinking through Problem-Based Learning : an Action Research for a Class of Media. *A Thesis Submitted for the Degree of Doctor*. *0*.

Cheon, S. H., Reeve, J., & Vansteenkiste, M. (2020). When teachers learn how to provide classroom structure in an autonomy-supportive way: Benefits to teachers and their students. *Teaching and Teacher Education*, *90*, 103004. https://doi.org/10.1016/j.tate.2019.103004

Chi, M. T. H., & Wylie, R. (2014). The ICAP Framework: Linking Cognitive Engagement to Active Learning Outcomes. *Educational Psychologist*, *49*(4), 219–243. https://doi.org/10.1080/00461520.2014.965823

Chikita, G. P., Padmadewi, N. C., & Suarnajaya, I. W. (2013). The effect of project- based learning and students' perceived learning discipline toward the writing competency of the eleventh grade students of SMAN 5 Mataram in the academic year 2012/2013. Jurnal Pendidikan Bahasa Inggris Indonesia. https://doi.org/10.23887/jpbi.v1i0.747Clark, B. (2017). Project Based Learning: Assessing and Measuring Student Participation. *Research and Evaluation in Literacy and Technology*, 39.

Collier, L. D. (2017). Using a project-based language learning approach in the high school Spanish classroom: Perceived challenges and benefits (Master's thesis).Retrieved from https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=7542&context=etd

Condliffe, B., Quint, J., Visher, M. G., Bangser, M. R., Drohojowska, S., Saco, L., & Nelson, E. (2017). Project-based Learning: a Literature Review. *Mdrc : Building Knowledge to Improve Social Policy*, *P-12 Education*, 2. https://www.mdrc.org/publication/project-based-learning

Connolly, P (2007). Quantitative data analysis in education: A critical introduction using SPSS., *taylorfrancis.com*, https://doi.org/10.4324/9780203946985

Costigliola, F. C. (2019). Library of Congress Cataloging in Publication Data. *Awkward Dominion*, 381–382. https://doi.org/10.7591/9781501721144-016

Crossley, S. A., & McNamara, D. S. (2016). Adaptive educational technologies for literacy instruction. *Adaptive Educational Technologies for Literacy Instruction*, 1–310. https://doi.org/10.4324/9781315647500

Daffern, T., Mackenzie, N. M., & Hemmings, B. (2017). Predictors of writing success: How important are spelling, grammar and punctuation? *Australian Journal of Education*, *61*(1), 75–87. https://doi.org/10.1177/0004944116685319

Dao, P. (2020). Effect of interaction strategy instruction on learner engagement in peer interaction. *System*, *91*, 102244. https://doi.org/10.1016/j.system.2020.102244

Davies, D., Jindal-Snape, D., Digby, R., Howe, A., Collier, C., & Hay, P. (2014). The roles and development needs of teachers to promote creativity: A systematic review of literature. *Teaching and Teacher Education*, *41*(July),

34–41. https://doi.org/10.1016/j.tate.2014.03.003
De La Paz, S. (2009). Rubrics: Heuristics for Developing Writing Strategies. *Assessment for Effective Intervention*, *34*(3), 134–146. https://doi.org/10.1177/1534508408318802
Deveci, T. (2018). Student perceptions on collaborative writing in a project-based course. *Universal Journal of Educational Research*, *6*(4), 721–732. https://doi.org/10.13189/ujer.2018.060415
Dias, M., Brantley-dias, L., Dias, M., & Kennesaw, L. B. (2017). *T*he Interdisciplinary Journal of Problem-based Learning book review Setting the Standard for Project Based Learning : A Proven Approach to Rigorous Classroom *Instruction*. *11*(2). https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1721&context=ijPjBL
Dichev, C., & Dicheva, D. (2017). Gamifying education: what is known, what is believed and what remains uncertain: a critical review. In *International Journal of Educational Technology in Higher Education* (Vol. 14, Issue 1). International Journal of Educational Technology in Higher Education. https://doi.org/10.1186/s41239-017-0042-5
Earl, S. (2019). Building autonomous learners: perspectives from research and practice using self-determination theory. In *British Journal of Educational Studies* (Vol. 67, Issue 2). https://doi.org/10.1080/00071005.2019.1577592
Efstratia, D. (2014). Experiential Education through Project Based Learning. *Procedia - Social and Behavioral Sciences*, *152*, 1256–1260. https://doi.org/10.1016/j.sbspro.2014.09.362
Egbert, J. L., Abobaker, R., Bekar, M., Shahrokni, S. A., Bantawtook, P., Roe, M. F., Zhang, X. S., He, H., & Huh, K. (2021). Language task engagement: An evidence-based model. *Tesl-Ej*, *24*(4), 1–34.
Emilia, E., Habibi, N., & Bangga, L. A. (2018). An anlysis of cohesion of exposition texts: An Indonesian context. *Indonesian Journal of Applied Linguistics*, *7*(3), 515–523. https://doi.org/10.17509/ijal.v7i3.9791
Evans, M., & Boucher, A. R. (2015). Optimizing the power of choice: Supporting student autonomy to foster motivation and engagement in learning. *Mind, Brain, and Education*, *9*(2), 87–91. https://doi.org/10.1111/mbe.12073
Fajrina, D., Erdiana, N., Hidayat, M. A., & Wardana, A. (2023). The application of project-based learning in improving argumentative essay writing skills. Proceedings of EEIC, 3, 482-489.
Fernandes, S., Flores, M. A., & Lima, R. M. (2012). Student assessment in project based learning. *Project Approaches to Learning in Engineering Education: The Practice of Teamwork*, *1997*, 147–160. https://doi.org/10.1007/978-94-6091-958-9_10
Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
Flower, L. (1981). A cognitive process theory of writing. *Composition and communication*. Flower_Hayes_teori kognitive writing.pdf.
Ford, C., & Bryan-Kinns, N. (2023). Towards a Reflection in Creative Experience Questionnaire. *Conference on Human Factors in Computing Systems -*

Proceedings, *1*(1), 1–26. https://doi.org/10.1145/3544548.3581077
Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74*(1), 59–109. https://doi.org/10.3102/00346543074001059
Froiland, J. M., & Oros, E. (2014). Intrinsic motivation, perceived competence and classroom engagement as longitudinal predictors of adolescent reading achievement. *Educational Psychology*, *34*(2), 119–132. https://doi.org/10.1080/01443410.2013.822964
Galiano, I., & Liu, A. (2016). *Improving Project-Based Learning Outcomes By Formative Assessment and feedback*. Proceedings of the American Society for Engineering Education (ASEE) Annual Conference & Exposition, 1–10.
Galloway, K. M. (2023). Student Autonomy in the Secondary ELA Classroom.
Gardiner, P. (2017). Playwriting and flow: The interconnection between creativity, engagement and skill development. *International Journal of Education and the Arts*, *18*(2008), 1–24.
Ghanbari, B., Barati, H., & Moinzadeh, A. (2012). Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny. *Language Testing in Asia*, *2*(1), 83–100. https://doi.org/10.1186/2229-0443-2-1-83
Giawa, I. (2022). The effect of project based learning and problem based learning in writing narrative text. *International Journal of Educational Research Excellence (IJERE), 1*(1), 34-38.
Gillespie-Lynch, K., DeNigris, D., Cheriyan, B., Massa, A., Wong, V., Kostikas, C., ... & DiCostanzo, K. B. (2017). Fostering effective teaching using strategies developed by peer mentors for autistic and non-autistic undergraduates. In *How we teach now: The GSTA guide to student-centered teaching.* http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc14&NEWS=N&AN=2018-41318-028
Golkova, D., & Hubackova, S. (2014). Productive Skills in Second Language Learning. *Procedia - Social and Behavioral Sciences*, *143*, 477–481. https://doi.org/10.1016/j.sbspro.2014.07.520
Grabe, W., & Kaplan, R. B. (2014). Theory and Practice of Writing. In *Theory and Practice of Writing*. https://doi.org/10.4324/9781315835853
Graham, S. (2023). A Writer(s)-within-Community Model of Writing. *The Routledge International Handbook of Research on Writing*, 272–325.
Graham, S., & Harris, K. R. (2023). The Role and Development of Self-Regulation in the Writing Process. *Self-Regulation of Learning and Performance Issues and Educational Applications*, *March*, 203–228. https://doi.org/10.4324/9780203763353-9
Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th ed.). Cengage Learning.
Greene, B. A. (2015). Measuring Cognitive Engagement With Self-Report Scales: Reflections From Over 20 Years of Research. *Educational Psychologist*, *50*(1), 14–30. https://doi.org/10.1080/00461520.2014.989230

Guo, S., & Yang, Y. (2012). Project-Based Learning: an Effective Approach to Link Teacher Professional Development and Students Learning. *Journal of Educational Technology Development and Exchange*, *5*(2), 41–56. https://doi.org/10.18785/jetde.0502.04

Guven, Z., & Valais, T. (2014). Project based learning: A constructive way toward learner autonomy. *International Journal of Languages' Education and Teaching*, *2*(3), 182–193.

Hakimah, N. (2023). Assessing the impact of project-based learning on students' writing skills: A pre-experimental study. Acitya: Journal of Teaching and Education, 5(2), 434–448. https://doi.org/10.30650/ajte.v5i2.4709

Hamid, F., & Sufyan, A. Pre-Service English Teachers' Willingness to Communicate in English in Distance Project-Based Learning (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

Han, K. (2021). Fostering Students' Autonomy and Engagement in EFL Classroom Through Proximal Classroom Factors: Autonomy-Supportive Behaviors and Student-Teacher Relationships. *Frontiers in Psychology*, *12*(October), 1–7. https://doi.org/10.3389/fpsyg.2021.767079

Han, S., Capraro, R., & Capraro, M. M. (2015). How Science, Technology, Engineering, and Mathematics (Stem) Project-Based Learning (PjBL) Affects High, Middle, and Low Achievers Differently: the Impact of Student Factors on Achievement. *International Journal of Science and Mathematics Education*, *13*(5), 1089–1113. https://doi.org/10.1007/s10763-014-9526-0

Harmer. (2004). How to Teach. *England: Pearson Education*.

Hasani, A., Hendrayana, A., & Senjaya, A. (2017). Using Project-based Learning in Writing an Educational Article: An Experience Report. *Universal Journal of Educational Research*, *5*(6), 960–964. https://doi.org/10.13189/ujer.2017.050608

Haswell, R. (2014). *Researching teacher evaluation of second language writing via prototype theory. In Second Language Writing Research* (pp. 105-120). Routledge.

Hayes, J. R., & Flower, L. S. (1986). Writing research and the writer. *American Psychologist*, *41*(10), 1106–1113. https://doi.org/10.1037//0003-066x.41.10.1106

Henriksen, D., Richardson, C., & Mehta, R. (2017). Design thinking: A creative approach to educational problems of practice. *Thinking Skills and Creativity*, *26*(October), 140–153. https://doi.org/10.1016/j.tsc.2017.10.001

Hidayatulloh, F. A. M. N. (2020). The Implementation of Project-based Learning to Encourage Learner Autonomy. *Retain*, *08*(02), 143–153.

Hildayati, R., & Melani, M. (2023). An Investigating Students' Experiences of Autonomous Learning In English Online Platform. The Progress: Journal of Language and Ethnicity, 2(1), 44-54.

Hussein, B. (2021). Addressing collaboration challenges in project-based learning: The student's perspective. *Education Sciences*, *11*(8). https://doi.org/10.3390/educsci11080434

Hyland, F., & Cerezo, L. (2008). 20 Key issues of debate about feedback on writing 1 Introduction and historical background. *1991*, 2008.

Hyland, K. (2013). Teaching and Researching Writing. In *Teaching and Researching Writing*. https://doi.org/10.4324/9781315833729

Johnson, C. S., Sdunzik, J., Bynum, C., Kong, N., & Qin, X. (2021). Learning about culture together: enhancing educators cultural competence through collaborative teacher study groups. *Professional Development in Education*, *47*(1), 177–190. https://doi.org/10.1080/19415257.2019.1696873

Kandler, C., et al., (2016). The nature of creativity: The roles of genetic factors, personality traits, cognitive abilities, and environmental sources. *Journal of Personality and Social Psychology*, *111*(2), 230–249. https://doi.org/10.1037/pspp0000087

Kardena, A. (2022). Problems Behind Fostering Autonomous Learning During Learner-Centered Instruction Paradigm in EFL Class. *Panyonara: Journal of English Education, 4*(2), 218-234.

Kaufman, J. C., & Beghetto, R. A. (2009). Beyond Big and Little: The Four C Model of Creativity. *Review of General Psychology*, *13*(1), 1–12. https://doi.org/10.1037/a0013688

Kazerooni, E. A. (2001). Population and sample. *American Journal of Roentgenology*, *177*(5), 993–999. https://doi.org/10.2214/ajr.177.5.1770993

Kearsley, G., & Shneiderman, B. (1998). Engagement theory: A framework for technology-based teaching and learning. *Educational Technology*, *38*(5), 20–23. http://www.scopus.com/inward/record.url?eid=2-s2.0-37849033883&partnerID=40&md5=f0e60f66fac03c430a9d28f0c36df73f

Keen, J. (2017). Teaching the Writing Process. *Changing English: Studies in Culture and Education*, *24*(4), 372–385. https://doi.org/10.1080/1358684X.2017.1359493

Kemendikbudristek. (2022). *Panduan Pembelajaran dan Asesmen Jenjang SMA. Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.*

Kemendikbudristek. (2023). *Mengenal konsep project-based learning (PjBL)*. Direktorat Jenderal Guru dan Tenaga Kependidikan. https://gtk.kemdikbud.go.id/read-news/mengenal-konsep-projectbased-learning

Kettanun, C. (2015). Project-based Learning and Its Validity in a Thai EFL Classroom. *Procedia - Social and Behavioral Sciences*, *192*, 567–573. https://doi.org/10.1016/j.sbspro.2015.06.094

Khoshsima, H., & Izadi, M. (2015). Creativity in writing: A study of EFL learners' locus of control. *International Journal of Applied Linguistics and English Literature*, *4*(2), 81–90. https://doi.org/10.7575/aiac.ijalel.v.4n.2p.81

Kimberlin, CL, & Winterstein, AG (2008). Validity and reliability of measurement instruments used in research. *American journal of health …*, academic.oup.com, https://academic.oup.com/ajhp/article-abstract/65/23/2276/5129506

Kim, C. M., Park, S. W., Cozart, J., & Lee, H. (2015). From motivation to engagement: The role of effort regulation of virtual high school students in mathematics courses. *Educational Technology and Society*, *18*(4), 261–272.

Kim, K. H. (2006). Creative Primary Schools : developing and maintaining

pedagogy for creativity Creative Primary Schools : developing and maintaining pedagogy for creativity. *Creativity Research Journal*, *10*(1), 92–96. http://dx.doi.org/10.1016/j.tsc.2013.04.003

Klimova, B. F. (2011). Evaluating writing in english as a second language. *Procedia - Social and Behavioral Sciences*, *28*, 390–394. https://doi.org/10.1016/j.sbspro.2011.11.074

Kokotsaki, D, Menzies, V, & Wiggins, A (2016). Project-based learning: A review of the literature. *Improving schools*, journals.sagepub.com, https://doi.org/10.1177/1365480216659733

Kormos, J., & Csizér, K. (2014). The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups. *TESOL Quarterly*, *48*(2), 275–299. https://doi.org/10.1002/tesq.129

Krajcik, Joseph S. and Blumenfeld, P. C. (2005). *PjBL_Article.pdf* (pp. 317–334). https://doi.org/10.1017/CBO9780511816833.020

Krippendorff, K. (2004). Content analysis: An introduction to its methodology (2nd ed.). Sage Publications.

Kurniawati, D. (2016). Using highlighted journal strategy in teaching analytical exposition text. *Ejournal.Radenintan.Ac.Id*, *7*(1), 29–45. https://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/1745

Lamb, S., Maire, Q., & Doecke, E. (2017). Future Frontiers Analytical Report. *Key Skills for the 21st Century: An Evidence-Based Review*, 1–71.

Larmer, J., Mergendoller, J., & Boss, S. (2015). Setting the standard for project based learning. *A Proven Approach to Rigorous Classroom Instruction. Alexandria, VA USA*

Larmer, J., & Mergendoller, J. (2015). Why We Changed Our Model of the "8 Essential Elements of PjBL." *Buck Institute for Education*, *1*, 1–3. http://bie.org/object/document/why_we_changed_our_model_of_the_8_essential_elements_of_PjBL

Larmer, J., & Mergendoller, J. H. (2010). Seven essentials for project-based learning. *Educational Leadership*, *68*(1), 34–37.

Latifa, A., Melani, M., Reflinda, R., & Roza, V. (2024). The Correlation Between Students Engagement and Students Academic Achievement in Learning English at 11th Grade of MAN 4 Agam. Education Achievement: Journal of Science and Research, 826-835.

Leonid Dorfman, & Vera Gassimova. (2017). A Variation Account of Divergent Thinking. *Journal of Literature and Art Studies*, *7*(8), 1039–1053. https://doi.org/10.17265/2159-5836/2017.08.013

Liu, Y., Afari, E., & Khine, M. S. (2023). Effect of non-cognitive factors on academic achievement among students in Suzhou: evidence from OECD SSES data. *European Journal of Psychology of Education*, *38*(4), 1643–1657. https://doi.org/10.1007/s10212-022-00660-7

Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2002). Content analysis in mass communication: Assessment and reporting of intercoder reliability. *Human Communication Research, 28*(4), 587 – 604. https://doi.org/10.1111/j.1468-2958.2002.tb00826.x

Long Ed., A. (2014). Writing on Your Feet: Reflective Practices in City as Text.

A Tribute to the Career of Bernice Braid. National Collegiate Honors Council Monograph Series. *National Collegiate Honors Council*.

Lubart, T. (2016). Creativity and Convergent Thinking *: Reflections ,*. 7–15.

Mada, R. D., Fachriyah, E., & Hasanah, A. (2022). Hortatory and Analytical Exposition Analysis on Student'S Writing. *Journal of English Language Teaching and Literature (JELTL)*, *5*(1), 77–83. https://doi.org/10.47080/jeltl.v5i1.1779

Maker, C. J., Alhusaini, A. A., Pease, R., Zimmerman, R., & Alamiri, F. Y. (2015). *Centers for Creativity and*. *5*(2), 83–109.

María, L., Rodríguez, G., & Mosquera, P. Á. (2020). The Impact of Feedback and Explicit Rhetorical Instruction on EFL Students' Writing Proficiency in Higher Education. *Atlantis 42 (1)*(June), 120–142.

McGarry, B. J., Theobald, K., Lewis, P. A., & Coyer, F. (2015). Flexible learning design in curriculum delivery promotes student engagement and develops metacognitive learners: An integrated review. *Nurse Education Today*, *35*(9), 966–973. https://doi.org/10.1016/j.nedt.2015.06.009

Mergendoller, JR, Markham, T, Ravitz, J, & Larmer, J (2006). *Pervasive management of project based learning. Pervasive management of project based learning*., Retrieved 9/10/2014, From http …

Mergendoller, J. R., & Thomas, J. W. (2000). Managing project based learning: Principles from the field. *Annual Meeting of the American Educational Research Association*, 1–51. http://www.bie.org/images/uploads/general/f6d0b4a5d9e37c0e0317acb7942d27b0.pdf

Miloudi, N. (2023). *Learners ' Autonomy Through The Use Of Project -Based Learning*. *14*(June), 155–178.

Minarechová, M. (2012). Negative impacts of high-stakes testing. *Journal of Pedagogy*, *3*(1), 82–100. https://doi.org/10.2478/v10159-012-0004-x

Mu, C. (2006). An investigation of the writing strategies three Chinese post-graduate students report using while writing academic papers in English (Doctoral dissertation, Queensland University of Technology).

Murray, D. M. (1972). Teeach writing as a process not product. In *Cross-Talk in Composition Theory*.

Nasution, K. R. (2025). *The influence of project-based learning on students' writing skills (A quasi-experimental study)* (Bachelor's thesis). FITK UIN Syarif Hidayatullah Jakarta.

Nguyen, T. D., Cannata, M., & Miller, J. (2018). Understanding student behavioral engagement: Importance of student interaction with peers and teachers. *Journal of Educational Research*, *111*(2), 163–174. https://doi.org/10.1080/00220671.2016.1220359

Nishat, A. (2024). *EasyChair Preprint Project-Based Learning : Engaging Students Through Real-World Problems*.

Núñez, J. L., & León, J. (2015). Autonomy support in the classroom: A review from self-determination theory. *European Psychologist*, *20*(4), 275–283. https://doi.org/10.1027/1016-9040/a000234

Owen, L. (2016). The Impact of Feedback as Formative Assessment on Student

Performance. *International Journal of Teaching and Learning in Higher Education*, *28*(2), 168–175. http://www.isetl.org/ijtlhe/

Oxbrow, G (1999). Towards greater autonomy: Training in metacognitive and affective learning strategies applied to writing skills in a university context., riull.ull.es, https://riull.ull.es/xmlui/handle/915/30479

Padmadewi, N. N., Artini, L. P., Ratminingsih, N. M., Suhardiana, I. P. A., Zamzam, A., & Juniarta, P. A. K. (2023). Designing project-based learning in research proposal writing: Its effect, problems, and scaffolding utilized. *Studies in English Language and Education, 10*(2), 841-862.https://doi.org/10.24815/siele.v10i2.27408

Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education.

Patall, et al., (2018). Daily Autonomy Supporting or Thwarting and Students ' Motivation and Engagement in the High School Science Classroom. *110*(2), 269–288.

Patton, A. (2012). Work that Matters: The Teacher's Guide to Project-Based Learning. In *Creative Education* (Vol. 1, Issue 1). London: Paul Hamlyn Foundation. www.hightechhigh.org

Penfield, R. D., & Giacobbi, P. R. (2004). Applying Aiken's V: A content validity index for item development. *Research Quarterly for Exercise and Sport, 75*(3), 336–340. https://doi.org/10.1080/02701367.2004.10609157

Praba', L. T., Artini, L. P., & Ramendra, D. P. (2018). Project-based learning and writing skill in EFL: are they related? *SHS Web of Conferences*, *42*, 00059. https://doi.org/10.1051/shsconf/20184200059

Radford, J., Bosanquet, P., Blatchford, P., & Webster, R. (2015). Scaffolding learning for independence: clarifying teacher and teaching assistant roles for children. *Learning and Instruction, 3*, 1–31.

Rahmalia, I., & Utari, S. (2021). The Effect of Project Based Learning (PjBL) in Writing Skill. Edulia: *English Education, Linguistic and Art Journal, 1*(2), 55-60. https://doi.org/10.31539/edulia.v1i2.2347

Rahmawati, R., Putri, H. P., Melani, M., & Eliza, E. (2023). The correlation between learners' autonomy and listening skill at the second semester students of English education study program IAIN Bukittinggi. *Innovative: Journal Of Social Science Research, 3*(3), 10606-10614.

Reich, Y. (1994). Special Issue: Research Methodology. *Artificial Intelligence for Engineering, Design, Analysis and Manufacturing*, *8*(4), 261–262. https://doi.org/10.1017/S0890060400000937

Rizaldi, R., Kardena, A., Amiza, E., & Putri, H. P. (2024). The Correlation Between Students Engagement and Students English Achievement. *ELP (Journal of English Language Pedagogy), 9*(2), 167-175.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, *25*(1), 54–67. https://doi.org/10.1006/ceps.1999.1020

Ryan, R. M., & Deci, E. L. (2020). SelCarducci, Bernardo J. Carducci Nave, Christopher S. f-determination theory. *The Wiley Encyclopedia of Personality and Individual Differences, Models and Theories*, 1–7.

Savic, M., Karakok, G., Tang, G., El Turkey, H., & Naccarato, E. (2017).

Formative Assessment of Creativity in Undergraduate Mathematics: Using a Creativity-in-Progress Rubric (CPR) on Proving. 23–46. https://doi.org/10.1007/978-3-319-38840-3_3

Seow, A. (2002). *T*he writing process and process writing. Methodology in language teaching*: An anthology of current practice, 315*(320), 67.

Septianti, Y. N., & Kurniawan, E. (2023). An Analysis of Transitivity in Analytical Exposition Texts Written by Eleventh Grade Students. *Journal of Linguistics and English Teaching Studies*, *5*(1), 59–73.

Sevilla Morales, H., & Gamboa Mena, R. (2017). Student Self-Evaluation and Autonomy Development in EFL Learning. *Revista de Lenguas Modernas*, *25*, 199–222. https://doi.org/10.15517/rlm.v0i25.27695

Shively, K., Stith, K. M., & Rubenstein, L. D. V. (2018). Measuring What Matters: Assessing Creativity, Critical Thinking, and the Design Process. *Gifted Child Today*, *41*(3), 149–158. https://doi.org/10.1177/1076217518768361

Simatupang, N. N., & Yusuf, F. N. (2024). Project-based learning: Promoting students' engagement in EFL classroom. *IJEAL (International Journal of English and Applied Linguistics)*, *4*(2), 179–191.

Siregar, et al., (2023). How to Improve Writing Skills in English Language. *Interdisciplinary Journal of Advanced Research and Innovation*, *1*(2), 73–78. https://ijari.publicascientificsolution.com/index.php/rv/article/view/24%0Ahttps://ijari.publicascientificsolution.com/index.php/rv/article/download/24/64

Stefanou, C. (2013). Self-regulation and autonomy in problem- and project-based learning environments. *November 2017*. https://doi.org/10.1177/1469787413481132

Storch, N. (2011). Collaborative writing in L2 contexts: Processes, outcomes, and future directions. *Annual Review of Applied Linguistics, 31*, 275–288. https://doi.org/10.1017/S0267190511000079

Sturges, H. A. (1926). The choice of a class interval. *Journal of the American Statistical Association, 21*(153), 65–66. https://doi.org/10.1080/01621459.1926.10502161

Sukerti, G. N. A., Yuliantini, N. N., & Susana, K. Y. (2020). Students' Voices and Choices in Project-Based Learning: Driving Engagement through Essay Writing and Infographic Design. *in 1st International Conference on Social Sciences. Atlantis Press. 226* (Icss), 607–618. https://doi.org/10.2991/icss-18.2018.122

Sürücü, L. (2020). Business & management Studies *: 3*, 2694–2726.

Suteja, S., & Setiawan, D. (2022). Students' Critical Thinking and Writing Skills in Project-Based Learning. *International Journal of Educational Qualitative Quantitative Research, 1*(1). https://doi.org/10.58418/ijeqqr.v1i1.5

Tang, K. H. D. (2023). Student-centered Approach in Teaching and Learning: What Does It Really Mean? *Acta Pedagogia Asiana*, *2*(2), 72–83. https://doi.org/10.53623/apga.v2i2.218

Thuan, P. D. (2018). Project-based learning: From theory to EFL classroom practice. *Proceedings of the 6th International OpenTESOL Conference 2018*, *May 2018*, 327–339.

Tirado-Morueta, R., Ceada-Garrido, Y., Barragán, A. J., Enrique, J. M., &

Andujar, J. M. (2024). The association of self-determination with student engagement moderated by teacher scaffolding in a Project-Based Learning (PjBL) case. *Educational Studies*, *50*(5), 806–827. https://doi.org/10.1080/03055698.2021.2003185

Tiwari, H. P. (2023). Use Of Jacobs ESL Composition Profile to Evaluate University Students ' Writing; *ISSN 2503 – 2291 (Online)*. *10*(2), 288–299.

Torrance, E. P. (1977). Creativity in the classroom: What research says to the teacher. In *The Cambridge Handbook of Creativity*.

Torrance, E. P. (1972). Predictive Validity of the Torrance Tests of Creative Thinking. *The Journal of Creative Behavior*, *6*(4), 236–262. https://doi.org/10.1002/j.2162-6057.1972.tb00936.x

Ülger, K. (2016). The relationship between creative thinking and critical thinking skills of students. Hacettepe Universitesi Egitim Fakultesi Dergisi-Hacettepe University Journal of Education, 31.(4), 695–710. https://doi.org/10.16986/HUJE.2016018493

Wale, B. D., & Bogale, Y. N. (2021). Using inquiry-based writing instruction to develop students' academic writing skills. Asian-Pacific Journal of Second and Foreign Language Education, 6(1), 4. https://doi.org/10.1186/s40862-021-00102-5

Weigle, S. C. (2005). Second language writing expertise. *Expertise in Second Language Learning and Teaching*, 128–149. https://doi.org/10.1057/9780230523470_7

Weissman, E. (2019). The Influence of Autonomy-Supportive, Student-Centered Teaching on Student Engagement: a Mixed-Methods Study. *March*.

White, H., & Sabarwal, S. (n.d.). Quasi-Experimental Design and Method*s*. *8*.

Williams, J. P., Pollini, S., Nubla-Kung, A. M., Snyder, A. E., Garcia, A., Ordynans, J. G., & Grant Atkins, J. (2014). An intervention to improve comprehension of cause/effect through expository text structure instruction. *Journal of Educational Psychology*, *106*(1), 1–17. https://doi.org/10.1037/a0033215

Wong, D. S., & Wilson, K. (2023). What is student agency and how might it be influenced by project-based learning*?* 1–154.

Wu, I. C., Pease, R., & Maker, C. J. (2015). Students' perceptions of real engagement in active problem solving. *Gifted and Talented International*, *30*(1–2), 106–121. https://doi.org/10.1080/15332276.2015.1137462

Yeung, M. (2019). Exploring the Strength of the Process Writing Approach as a Pedagogy for Fostering Learner Autonomy in Writing Among Young Learners. *English Language Teaching*, *12*(9), 42. https://doi.org/10.5539/elt.v12n9p42

Yot-domínguez, C., & Marcelo, C. (2017). University students ' self-regulated learning using digital technologies. https://doi.org/10.1186/s41239-017-0076-8

Yuliani, Y., & Lengkanawati, N. S. (2017). Project-based learning in promoting learner autonomy in an EFL classroom. *Indonesian Journal of Applied Linguistics*, *7*(2), 285–293. https://doi.org/10.17509/ijal.v7i2.8131

Yulianti, N., & Roza, V. (2023). Students Perceptions on Project-Based Learning

Implementation At English Education Department. *Journal of Educational Management and Strategy, 2*(2), 183-201. https://doi.org/10.57255/jemast.v2i2.290

Zare, J., & Derakhshan, A. (2024). Task engagement in second language acquisition: a questionnaire development and validation study. *Journal of Multilingual and Multicultural Development*, *January*, 1–17. https://doi.org/10.1080/01434632.2024.2306166

Zeki, & Tanyeli, N. (2016). Impact of Collaborative and Reflective Writing Activities on Students' Autonomy in Writing: An Action Research on Freshmen Law Students. In *Qual Quant* (Vol. 52, Issue 1, pp. 343–360).

Zuliani, Z., & Sakti, G. (2021). An Analysis of Students' Ability in Writing Analytical Exposition Text. *Journal of English Language and Education, 6*(2), 282-286. https://doi.org/10.31004/jele.v6i2.166

Appendix 1: Homogeneity Test of Samples

Test of Homogeneity of Variances

XIF1, F2

Levene Statistic	df1	df2	Sig.
1,495	1	64	,226

Test of Homogeneity of Variances

XIF1, F3

Levene Statistic	df1	df2	Sig.
,308	1	63	,581

Test of Homogeneity of Variances

XIF1, F4

Levene Statistic	df1	df2	Sig.
,022	1	65	,883

Test of Homogeneity of Variances

XIF1, F5

Levene Statistic	df1	df2	Sig.
4,931	1	63	,030

Test of Homogeneity of Variances

XIF1,F6

Levene Statistic	df1	df2	Sig.
4,379	1	61	,041

Test of Homogeneity of Variances

XIF2,F3

Levene Statistic	df1	df2	Sig.
,574	1	63	,452

Test of Homogeneity of Variances

XIF2,F4

Levene Statistic	df1	df2	Sig.
1,889	1	65	,174

Test of Homogeneity of Variances

XIF2,F5

Levene Statistic	df1	df2	Sig.
1,077	1	63	,303

Test of Homogeneity of Variances

XIF2,F6

Levene Statistic	df1	df2	Sig.
10,133	1	61	,002

Test of Homogeneity of Variances

XIF3,F4

Levene Statistic	df1	df2	Sig.
,513	1	64	,477

Test of Homogeneity of Variances

XIF3,F5

Levene Statistic	df1	df2	Sig.
3,300	1	62	,074

Test of Homogeneity of Variances

XIF3,F6

Levene Statistic	df1	df2	Sig.
8,421	1	60	,005

Test of Homogeneity of Variances

XIF4,F5

Levene Statistic	df1	df2	Sig.
5,637	1	64	,021

Test of Homogeneity of Variances

XIF4,F6

Levene Statistic	df1	df2	Sig.
3,792	1	62	,056

Test of Homogeneity of Variances

XIF5,F6

Levene Statistic	df1	df2	Sig.
16,100	1	60	,000

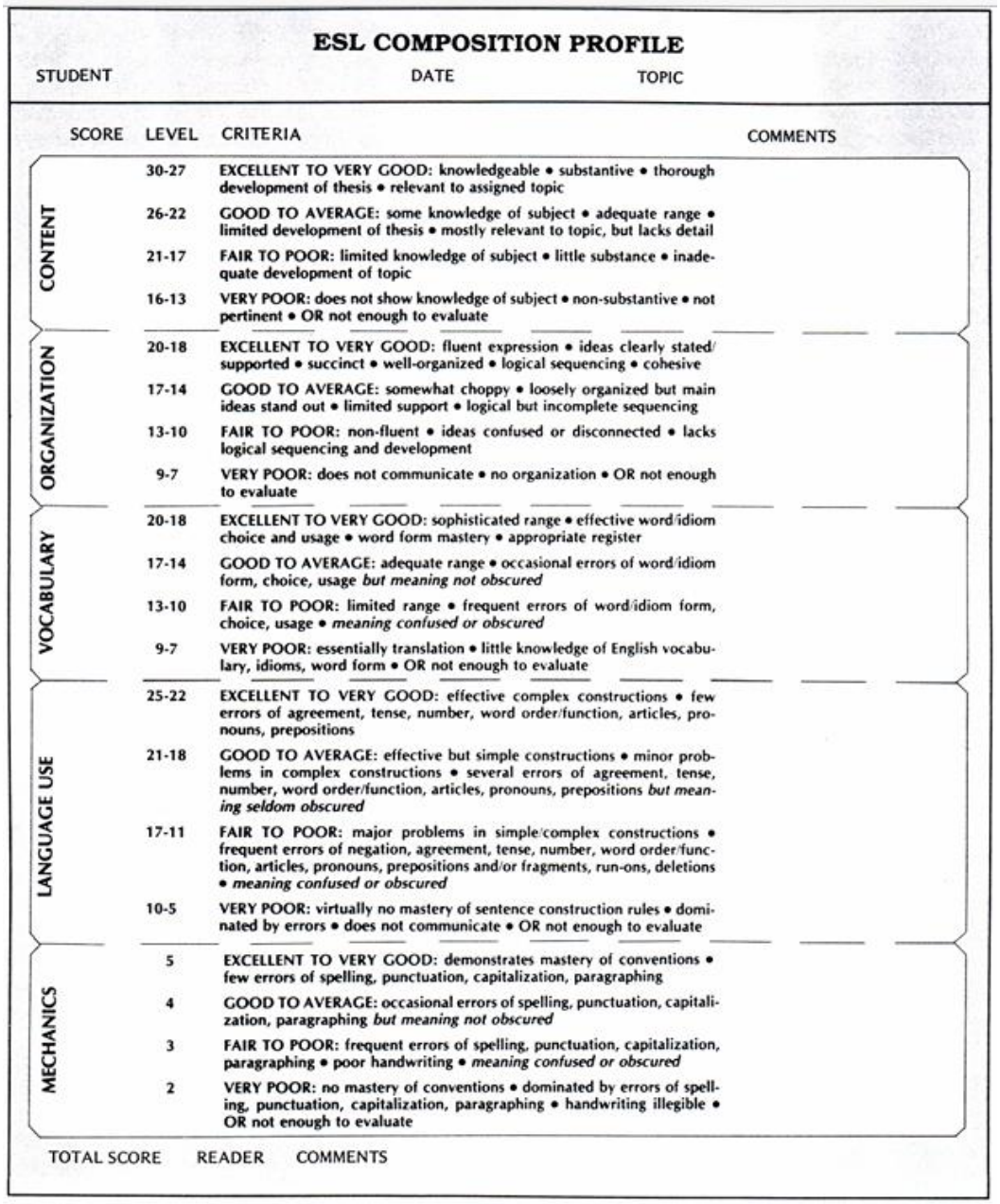
Appendix 2: Writing Test

Name :
Class : XI F
Subject : English
Time Allocation : 90 minutes

Direction:

1. Write exposition text that consist of 70-100 words or more.
2. Write your text in the present tense.
3. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanic)
4. Write exposition text by choosing one of the topics below:
    a. Drinking water
    b. Regular exercise
    c. Regular sleep
    d. Fruit and vegetable
    e. Personal hygiene

Appendix 3: Jacob ESL Composition Profile



ESL COMPOSITION PROFILE

STUDENT DATE TOPIC

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT		30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
		26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION		20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	
		17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
		13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY		20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured*	
		13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*	
		9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE		25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*	
		17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured*	
		10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS		5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*	
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured*	
		2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

Appendix 4: Learners Autonomy Questionnaires (LAQ)

Please indicate to what extent the following statements suits you by ticking (√) the most appropriate option in the 5-point Likert scale below.
(*Mohon tunjukkan sejauh mana pernyataan-pernyataan berikut ini sesuai dengan Anda dengan memberi tanda centang (√) pada pilihan yang paling sesuai dalam skala 5-poin Likert di bawah ini*).

(5) Strongly agree (*Sangat setuju*)
(4) Agree (*Setuju*)
(3) Neutral (*Netral*)
(2) Disagree (*Tidak Setuju*)
(1) Strongly disagree (*Sangat tidak setuju*)
.

NO	STATEMENT (PERNYATAAN)	5	4	3	2	1
A	**COGNITIVE SKILLS**					
1	I know clearly what I am writing about. (*Saya tahu dengan jelas apa yang saya tulis*)					
2	I identify ideas relevant to my essay on my own. (*Saya mengidentifikasi sendiri ide-ide yang relevan dengan tulisan saya*)					
3	I make use of what I learnt before to improve my writing in English. (*Saya menggunakan apa yang saya pelajari sebelumnya untuk meningkatkan kemampuan menulis saya dalam bahasa Inggris*).					
4	I question the usefulness, relevance, and accuracy of my essay. (*Saya mempertanyakan kegunaan, relevansi, dan keakuratan tulisan saya*).					
5	I revise what I write in order to improve my writing performance. (*Saya merevisi apa yang saya tulis untuk meningkatkan kinerja menulis saya*)					
6	I analyze what I write in order to make sure that I am handling the writing task properly. (*Saya menganalisis apa yang saya tulis untuk memastikan bahwa saya menangani tugas menulis dengan benar*)					
7	I make an outline of what I will write about before writing. (*Saya membuat garis besar tentang apa yang akan saya tulis sebelum menulis*)					
8	I review the instruction to do the task properly before writing. (*Saya membaca instruksi untuk mengerjakan tugas dengan benar sebelum menulis*)					
B	**META-COGNITIVE SKILLS**					
9	I make my own way in writing. (*Saya membuat cara saya sendiri dalam menulis*).					
10	I depend on myself to understand what I am going to write					

	(*Saya bergantung pada diri saya sendiri untuk memahami apa yang akan saya tulis*)					
11	I set my own standards, techniques and procedures in writing in English. (*Saya menetapkan standar, teknik, dan prosedur saya sendiri dalam menulis dalam bahasa Inggris*).					
12	I am aware of my performance in writing in English. (*Saya menyadari kinerja saya dalam menulis dalam bahasa Inggris*)					
13	I can identify my own difficulties in writing. (*Saya dapat mengidentifikasi kesulitan saya dalam menulis*)					
14	I start writing immediately without waiting for help. (*Saya mulai menulis dengan segera tanpa menunggu bantuan*)					
C	**AFFECTIVE SKILLS**					
15	I seek effective solutions to my writing difficulties on my own. (*Saya mencari solusi yang efektif untuk kesulitan menulis saya sendiri*)					
16	I depend on my teacher in writing. (*Saya bergantung pada guru saya dalam menulis*)					
17	I cannot solve my writing problems alone. (*Saya tidak dapat menyelesaikan masalah menulis saya sendiri*)					
18	I follow the directions in writing set by the instructor. (*Saya mengikuti arahan dalam menulis yang ditetapkan oleh guru*)					
19	I see the teacher as a facilitator in writing tasks. (*Saya melihat guru sebagai fasilitator dalam tugas menulis*)					
20	I prefer my teacher to decide what we write about. (*Saya lebih suka guru saya yang menentukan apa yang akan kami tulis*)					
21	I cannot revise my essay without teacher help. (*Saya tidak dapat merevisi karangan saya tanpa bantuan guru*)					
22	The main source I use in writing is the course book. (*Sumber utama yang saya gunakan dalam menulis adalah buku pelajaran*)					
23	I cannot revise my essay without teacher's feedback. (*Saya tidak dapat merevisi esai saya tanpa umpan balik dari guru*)					
24	I do all of the corrections my teacher suggested without questioning. (*Saya melakukan semua koreksi yang disarankan oleh guru saya tanpa bertanya*)					

Appendix 5: Creativity Experiences Questionnaires (CEQ)

Please indicate to what extent the following statements suits you by ticking (√) the most appropriate option in the 5-point Likert scale below. (*Mohon tunjukkan sejauh mana pernyataan-pernyataan berikut ini sesuai dengan Anda dengan memberi tanda centang (√) pada pilihan yang paling sesuai dalam skala 5-poin Likert di bawah ini*):

(5) Strongly agree (*Sangat setuju*)
(4) Agree (*Setuju*)
(3) Neutral (*Netral*)
(2) Disagree (*Tidak Setuju*)
(1) Strongly disagree (*Sangat tidak setuju*)

NO	STATEMENTS	5	4	3	2	1
A	**Fluency**					
1	I can generate multiple ideas when writing on a topic. (Saya dapat menghasilkan banyak ide ketika menulis tentang suatu topik)					
2	I rarely struggle to find words or phrases to express my ideas. (Saya jarang kesulitan menemukan kata atau frasa untuk mengekspresikan ide saya)					
3	I can write continuously without stopping for a long time. (Saya dapat menulis terus menerus tanpa berhenti untuk waktu yang lama)					
4	I find it difficult to come up with ideas for writing. (Saya merasa sulit untuk mendapatkan ide untuk menulis)					
B	**Flexibility**					
5	I can present my ideas in different ways depending on the writing task. (Saya dapat menyampaikan ide saya dengan berbagai cara tergantung pada tugas menulis)					
6	I can easily switch between different topics or perspectives in my writing. (Saya dapat dengan mudah beralih di antara berbagai topik atau perspektif dalam tulisan saya)					
7	I avoid experimenting with different writing styles. (Saya menghindari bereksperimen dengan gaya penulisan yang berbeda)					
8	I adapt my writing based on feedback from others. (Saya mengadaptasi tulisan saya berdasarkan umpan balik dari orang lain)					
C	**Originality**					
9	My writing often includes unique ideas that are different from others. (Tulisan saya sering kali mencakup ide-ide unik yang					

	berbeda dari yang lain)					
10	I enjoy writing about unusual or imaginative topics. (Saya senang menulis tentang topik yang tidak biasa atau imajinatif)					
11	I avoid taking risks by trying new ideas in my writing. (Saya menghindari mengambil risiko dengan mencoba ide-ide baru dalam tulisan saya)					
12	I create original content rather than copying from other sources. (Saya membuat konten orisinal daripada menyalin dari sumber lain)					
D	**Elaboration**					
13	I add rich details and descriptions to enhance my writing. (Saya menambahkan detail dan deskripsi untuk menyempurnakan tulisan saya)					
14	I can expand on simple ideas by providing examples and explanations. (Saya dapat mengembangkan ide-ide sederhana dengan memberikan contoh dan penjelasan)					
15	My writing lacks detailed descriptions and examples. (Tulisan saya kurang memiliki deskripsi dan contoh yang rinci)					
16	I revise my drafts to add more depth and elaboration. (Saya merevisi draf saya untuk menambah kedalaman dan elaborasi)					

Appendix 6: Task Engagement Questionnaire (TEQ)

Please indicate to what extent the following statements suits you by ticking (√) the most appropriate option in the 5-point Likert scale below. (*Mohon tunjukkan sejauh mana pernyataan-pernyataan berikut ini sesuai dengan Anda dengan memberi tanda centang (√) pada pilihan yang paling sesuai dalam skala 5-poin Likert di bawah ini*):

(5) Strongly agree (*Sangat setuju*)
(4) Agree (*Setuju*)
(3) Neutral (*Netral*)
(2) Disagree (*Tidak Setuju*)
(1) Strongly disagree (*Sangat tidak setuju*)

NO	STATEMENTS	5	4	3	2	1
A	**Behavioural engagement**					
1	I tried to do more than what was necessary to do the task well. (*Saya berusaha melakukan lebih dari yang diperlukan untuk melakukan tugas dengan baik*)					
2	I did my best to stay focused and avoid distraction. (*Saya melakukan yang terbaik untuk tetap fokus dan menghindari gangguan*)					
3	I spent as much time as necessary to complete the task. (*Saya menghabiskan waktu sebanyak yang diperlukan untuk menyelesaikan tugas*)					
4	I worked as hard as I could to complete the task. (*Saya bekerja sekeras mungkin untuk menyelesaikan tugas*)					
5	I tried to actively engage myself in the task. (*Saya mencoba melibatkan diri secara aktif dalam tugas tersebut*)					
B	**Emotional engagement**					
6	Doing the task was fun (*Mengerjakan tugas itu menyenangkan*)					
7	I felt interested when doing the task. (*Saya merasa tertarik ketika mengerjakan tugas*)					
8	Doing the task aroused my curiosity. (*Mengerjakan tugas membangkitkan rasa ingin tahu saya)*					
9	I felt enjoyable when doing the task. (*Saya merasa senang ketika mengerjakan tugas*)					
10	I felt enthusiastic when doing the task. (*Saya merasa antusias ketika mengerjakan tugas*)					
C	**Cognitive engagement**					
11	During the task, I tried to explain the key concepts in my own words. (*Selama mengerjakan tugas, saya berusaha menjelaskan*					

	konsep-konsep kunci dengan kata-kata saya sendiri)					
12	During the task, I tried to summarise it in my own words. (*Selama mengerjakan tugas, saya mencoba meringkas dengan kata-kata saya sendiri*)					
13	During the task, I tried to connect the ideas in the task with what I already know. (*Selama mengerjakan tugas, saya mencoba menghubungkan ide-ide dalam tugas dengan apa yang sudah saya ketahui sebelumnya*)					
14	When doing the task, I tried to generate examples to help me understand them better. (*Saat mengerjakan tugas, saya mencoba membuat contoh-contoh untuk membantu saya memahaminya dengan lebih baik*)					
15	During the task, I repeated the contents and asked myself questions about them. (*Selama mengerjakan tugas, saya mengulangi isinya dan bertanya pada diri saya sendiri tentang hal tersebut*)					
D	**Agentic engagement**					
16	During the task, I let my teacher know what I needed and wanted. (*Selama mengerjakan tugas, saya memberi tahu guru saya apa yang saya butuhkan dan inginkan*)					
17	During the task, I let my teacher know what I was interested in. (*Selama mengerjakan tugas, saya memberi tahu guru saya apa yang saya minati*)					
18	During the task, I expressed my preferences and opinions. (*Selama mengerjakan tugas, saya mengungkapkan preferensi dan pendapat saya*)					
19	During the task, I asked the teacher questions to help me learn. (*Selama tugas, saya mengajukan pertanyaan kepada guru untuk membantu saya belajar*)					
20	During the task, when I needed something, I asked the teacher for it. (*Selama tugas, ketika saya membutuhkan sesuatu, saya memintanya kepada guru*)					
E	**Social engagement**					
21	I asked the teacher to help me do the tasks. (*Saya meminta guru untuk membantu saya mengerjakan tugas*)					
22	I asked the other students to help me do the tasks. (*Saya meminta siswa lain untuk membantu saya mengerjakan tugas*)					
23	It was important for me to communicate with the teacher while doing the tasks. (*Penting bagi saya untuk berkomunikasi dengan guru*					

	saat mengerjakan tugas)					
24	It was important for me to communicate with the other students while doing the tasks. (*Penting bagi saya untuk berkomunikasi dengan siswa lain saat mengerjakan tugas*)					
25	To make sure I did the exercises correctly, I asked the teacher to give feedback. (*Untuk memastikan bahwa saya mengerjakan latihan dengan benar, saya meminta guru memberikan umpan balik)*					

Appendix 7: Names of Validators

No	Names	Affiliation	Expertise
1	Dr. Joni Alfino, S.Pd, M.Pd. (Validator 1)	Univ. Bung Hatta	English Expert
2	Dr. Widya Syafitri, M.Pd (Validator 2)	UIN Sjech M Djamil Djambek Bukittinggi	English Expert
3	Dr. Afdaleni, M.Pd (Validator 3)	UIN Sjech M Djamil Djambek Bukittinggi	English Expert

Appendix 8: Content Validity Results

Writing Test Content Validity

Item	Validator			S1	S2	S3	∑S	n(c-1)	V	Description
	I	II	III							
1	3	4	4	2	3	3	8	9	0.889	high
2	4	4	4	3	3	3	9	9	1	high
3	4	4	4	3	3	3	9	9	1	high
4	3	4	4	2	3	3	8	9	0.889	high
5	4	4	4	3	3	3	9	9	1	high
6	4	4	4	3	3	3	9	9	1	High
								mean	0.963	high

LAQ Content Validity

Item	Validator			S1	S2	S3	∑S	n(c-1)	V	Description
	I	II	III							
1	4	4	4	3	3	3	9	9	1	high
2	4	4	4	3	3	3	9	9	1	high
3	4	4	4	3	3	3	9	9	1	high
4	4	4	4	3	3	3	9	9	1	high
5	3	4	4	2	3	3	8	9	0.889	high
6	3	4	4	2	3	3	8	9	0.889	high
7	4	4	4	3	3	3	9	9	1	high
8	4	4	4	3	3	3	9	9	1	high
9	3	4	4	2	3	3	8	9	0.889	high
10	4	4	4	3	3	3	9	9	1	high
11	4	4	4	3	3	3	9	9	1	high
12	4	4	4	3	3	3	9	9	1	high
13	4	4	4	3	3	3	9	9	1	high
14	4	4	4	3	3	3	9	9	1	high
15	4	4	4	3	3	3	9	9	1	high

16	4	4	4	3	3	3	9	9	1	high
17	3	4	4	2	3	3	8	9	0.889	high
18	4	4	4	3	3	3	9	9	1	high
19	4	4	4	3	3	3	9	9	1	high
20	4	4	4	3	3	3	9	9	1	high
21	4	4	4	3	3	3	9	9	1	high
22	4	4	4	3	3	3	9	9	1	high
23	4	4	4	3	3	3	9	9	1	high
24	4	4	4	3	3	3	9	9	1	High
								mean	0.981	high

CEQ Content Validity

Item	Validator			S1	S2	S3	∑S	n(c-1)	V	Description
	I	II	III							
1	4	4	4	3	3	3	9	9	1	high
2	4	4	4	3	3	3	9	9	1	high
3	4	4	4	3	3	3	9	9	1	high
4	3	4	4	2	3	3	8	9	0.89	high
5	3	4	4	2	3	3	8	9	0.89	high
6	4	4	4	3	3	3	9	9	1	high
7	4	4	4	3	3	3	9	9	1	high
8	4	4	4	3	3	3	9	9	1	high
9	3	4	4	2	3	3	8	9	0.89	high
10	4	4	4	3	3	3	9	9	1	high
11	4	4	4	3	3	3	9	9	1	high
12	4	4	4	3	3	3	9	9	1	high
13	3	4	4	2	3	3	8	9	0.89	high
14	4	4	4	3	3	3	9	9	1	high
15	4	4	4	3	3	3	9	9	1	high
16	4	4	4	3	3	3	9	9	1	High
								mean	0.972	high

Appendix 9: Validation Request Letters

PERMOHONAN VALIDASI

Kepada Yth:

1. Bapak Dr. Joni Alfino, S.Pd, M.Pd.
2. Ibu Dr. Widya Syafitri, M.Pd
3. Ibu Dr. Afdaleni, M.Pd

Di tempat

Assalamu'alaikum Wr. Wb

Saya yang bertandatangan dibawah ini:

Nama	: Delfita Yulianti
NIM	: 20223005
Fakultas/ Prodi	: FTIK/ S2 TBI
Judul Proposal	: **The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**
Pembimbing	: Dr. Veni Roza, SS, M.Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak, sekiranya berkenan melakukan validasi instrumen yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak. Atas kesediaan Bapak saya ucapkan terimakasih.

Bukittinggi, 7 Januari 2025
Pemohon,



Delfita Yulianti
NIM. 20223005

Appendix 10: Validity of Validator 1

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

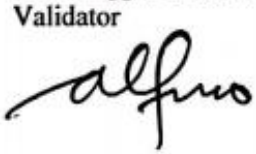
Nama : Dr. Joni Alfino, S.Pd, M.Pd

Jabatan : Dosen Universitas Bung Hatta

Dengan ini menyatakan bahwa mahasiswa yang bernama **Delfita Yulianti** dengan NIM **20223005** dengan judul thesis **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"** benar telah melakukan validasi instrumen penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 8 Januari 2025
Validator



Dr. Joni Alfino, S.Pd, M.Pd
NIDN: 1004056802.

LEMBAR VALIDASI INSTRUMEN
WRITING TEST – EXPOSITION TEXT

Nama : Delfita Yulianti

NIM : 20223005

Judul Penelitian : **The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrumen penelitian **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"**, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1	Kejelasan instruksi (Instruksi mudah dipahami dan tidak menimbulkan ambiguitas)					✓	
2	Kesesuaian Materi (Topik-topik yang diberikan relevan dengan kompetensi siswa)					✓	
3	Ketepatan Waktu (Alokasi waktu sesuai dengan beban tugas yang diberikan)					✓	

LEMBAR VALIDASI INSTRUMEN

LEARNERS AUTONOMY QUESTIONNAIRE

Nama : Delfita Yulianti

NIM : 20223005

Judul Penelitian : **The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrumen penelitian **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"**, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Pernyataan 1					✓	
2.	Pernyataan 2					✓	
3.	Pernyataan 3					✓	
4.	Pernyataan 4					✓	
5.	Pernyataan 5					✓	
6.	Pernyataan 6					✓	
7.	Pernyataan 7					✓	
8.	Pernyataan 8					✓	
9.	Pernyataan 9					✓	
10.	Pernyataan 10					✓	

11.	Pernyataan 11					✓	
12.	Pernyataan 12					✓	
13.	Pernyataan 13					✓	
14.	Pernyataan 14					✓	
15.	Pernyataan 15					✓	
16.	Pernyataan 16					✓	
17	Pernyataan 17					✓	
18	Pernyataan 18					✓	
19	Pernyataan 19					✓	
20	Pernyataan 20					✓	
21	Pernyataan 21					✓	
22	Pernyataan 22					✓	
23	Pernyataan 23					✓	
24	Pernyataan 24					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket	✓				

C. KOMENTAR/ SARAN-

Instrumen ini bisa digunakan utk mengumpulkan data penelitian yg dimaksud

Bukittinggi, Januari 2025

Validator

Dr. Joni Alfino, M.Pd

LEMBAR VALIDASI INSTRUMEN

STUDENTS' CREATIVITY QUESTIONNAIRE

Nama	: Delfita Yulianti
NIM	: 20223005
Judul Penelitian	: **The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**
Fakultas/ Prodi	: Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrumen penelitian **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"**, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   0 : Tidak dapat digunakan
   1 : Dapat digunakan dengan banyak revisi
   2 : Dapat digunakan dengan revisi sedang
   3 : Dapat digunakan dengan sedikit revisi
   4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Pernyataan 1					✓	
2.	Pernyataan 2					✓	
3.	Pernyataan 3					✓	
4.	Pernyataan 4					✓	
5.	Pernyataan 5					✓	
6.	Pernyataan 6					✓	
7.	Pernyataan 7					✓	
8.	Pernyataan 8					✓	
9.	Pernyataan 9					✓	
10.	Pernyataan 10					✓	

11.	Pernyataan 11					✓	
12.	Pernyataan 12					✓	
13.	Pernyataan 13					✓	
14.	Pernyataan 14					✓	
15.	Pernyataan 15					✓	
16.	Pernyataan 16					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket	✓				

C. KOMENTAR/ SARAN

Instrument ini bisa digunakan untuk mengumpulkan data penelitian yg dimaksud

Bukittinggi, Januari 2025

Validator

Dr. Joni Alfino

Appendix 11: Validity of Validator 2

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Widya Syafitri, M.Pd

Jabatan : Dosen UIN Sjech M. Djamil Djambek Bukittinggi

Dengan ini menyatakan bahwa mahasiswa yang bernama **Delfita Yulianti** dengan NIM **20223005** dengan judul thesis **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"** benar telah melakukan validasi instrumen penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 8 Januari 2025
Validator

Dr. Widya Syafitri, M.Pd
NIP. 198007262015032002

LEMBAR VALIDASI INSTRUMEN

WRITING TEST – EXPOSITION TEXT

Nama : Delfita Yulianti

NIM : 20223005

Judul Penelitian : **The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrumen penelitian **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"**, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   0 : Tidak dapat digunakan
   1 : Dapat digunakan dengan banyak revisi
   2 : Dapat digunakan dengan revisi sedang
   3 : Dapat digunakan dengan sedikit revisi
   4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1	Kejelasan instruksi (Instruksi mudah dipahami dan tidak menimbulkan ambiguitas)					√	
2	Kesesuaian Materi (Topik-topik yang diberikan relevan dengan kompetensi siswa)					√	
3	Ketepatan Waktu (Alokasi waktu sesuai dengan beban tugas yang diberikan)					√	

4	Aspek Penilaian (Kelima aspek (content, organization, vocabulary, language, mechanic) mencakup semua dimensi keterampilan menulis)					√	
5	Kesesuaian Level (Instrumen sesuai dengan level dan kemampuan siswa kelas yang bersangkutan)					√	
6	Keterukuran (Instrumen memungkinkan pengukuran keterampilan siswa secara objektif dan konsisten)					√	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket	√				

C. KOMENTAR/ SARAN

Instrument ini bisa digunakan untuk penelitian dengan judul **The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo**

Bukittinggi, 10 Januari 2025

Validator

Dr. Widya Syafitri, M.Pd

LEMBAR VALIDASI INSTRUMEN

LEARNERS AUTONOMY QUESTIONNAIRE

Nama : Delfita Yulianti

NIM : 20223005

Judul Penelitian : **The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrumen penelitian **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"**, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   0 : Tidak dapat digunakan
   1 : Dapat digunakan dengan banyak revisi
   2 : Dapat digunakan dengan revisi sedang
   3 : Dapat digunakan dengan sedikit revisi
   4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Pernyataan 1					√	
2.	Pernyataan 2					√	
3.	Pernyataan 3					√	
4.	Pernyataan 4					√	
5.	Pernyataan 5					√	
6.	Pernyataan 6					√	
7.	Pernyataan 7					√	
8.	Pernyataan 8					√	
9.	Pernyataan 9					√	
10.	Pernyataan 10					√	

11.	Pernyataan 11					√	
12.	Pernyataan 12					√	
13.	Pernyataan 13					√	
14.	Pernyataan 14					√	
15.	Pernyataan 15					√	
16.	Pernyataan 16					√	
17	Pernyataan 17					√	
18	Pernyataan 18					√	
19	Pernyataan 19					√	
20	Pernyataan 20					√	
21	Pernyataan 21					√	
22	Pernyataan 22					√	
23	Pernyataan 23					√	
24	Pernyataan 24					√	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket	√				

C. KOMENTAR/ SARAN

Instrumen ini bisa digunakan untuk penelitian.

Bukittinggi, 10 Januari 2025

Validator

Dr. Widya Syafitri, M.Pd

LEMBAR VALIDASI INSTRUMEN

STUDENTS' CREATIVITY QUESTIONNAIRE

Nama : Delfita Yulianti

NIM : 20223005

Judul Penelitian : **The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrumen penelitian **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"**, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   0 : Tidak dapat digunakan
   1 : Dapat digunakan dengan banyak revisi
   2 : Dapat digunakan dengan revisi sedang
   3 : Dapat digunakan dengan sedikit revisi
   4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Pernyataan 1					√	
2.	Pernyataan 2					√	
3.	Pernyataan 3					√	
4.	Pernyataan 4					√	
5.	Pernyataan 5					√	
6.	Pernyataan 6					√	
7.	Pernyataan 7					√	
8.	Pernyataan 8					√	
9.	Pernyataan 9					√	
10.	Pernyataan 10					√	

11.	Pernyataan 11					√	
12.	Pernyataan 12					√	
13.	Pernyataan 13					√	
14.	Pernyataan 14					√	
15.	Pernyataan 15					√	
16.	Pernyataan 16					√	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket	√				

C. KOMENTAR/ SARAN

Students' creativity questionnaire ini bisa digunakan sebagai alat pengumpul data penelitian pada riset ini.

Bukittinggi, 10 Januari 2025

Validator

Dr. Widya Syafitri, M.Pd

Appendix 12:Validity of Validator 3

LEMBAR VALIDASI INSTRUMEN
WRITING TEST – EXPOSITION TEXT

Nama : Delfita Yulianti
NIM : 20223005
Judul Penelitian : The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.
Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :
Untuk memberikan penilaian terhadap instrumen penelitian "The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo", Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   0 : Tidak dapat digunakan
   1 : Dapat digunakan dengan banyak revisi
   2 : Dapat digunakan dengan revisi sedang
   3 : Dapat digunakan dengan sedikit revisi
   4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1	Kejelasan instruksi (Instruksi mudah dipahami dan tidak menimbulkan ambiguitas)				✓		
2	Kesesuaian Materi (Topik-topik yang diberikan relevan dengan kompetensi siswa)					✓	
3	Ketepatan Waktu (Alokasi waktu sesuai dengan beban tugas yang diberikan)					✓	

4	Aspek Penilaian (Kelima aspek (content, organization, vocabulary, language, mechanic) mencakup semua dimensi keterampilan menulis)				✓		
5	Kesesuaian Level (Instrumen sesuai dengan level dan kemampuan siswa kelas yang bersangkutan)					✓	
6	Keterukuran (Instrumen memungkinkan pengukuran keterampilan siswa secara objektif dan konsisten)					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket		✓			

C. KOMENTAR/ SARAN

Agar 5 aspek penilaian di pontb4 dijelaskan

Bukittinggi, Januari 2025

Validator

Dr. Afdaleni M. Pd., M. Pd.

LEMBAR VALIDASI INSTRUMEN

LEARNERS AUTONOMY QUESTIONNAIRE

Nama : Delfita Yulianti

NIM : 20223005

Judul Penelitian : **The Effects of Project Based Learning in Writing on Students ' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrumen penelitian **"The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo"**, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Pernyataan 1					✓	
2.	Pernyataan 2					✓	
3.	Pernyataan 3					✓	
4.	Pernyataan 4					✓	
5.	Pernyataan 5				✓		
6.	Pernyataan 6				✓		
7.	Pernyataan 7					✓	
8.	Pernyataan 8					✓	
9.	Pernyataan 9				✓		

10.	Pernyataan 10					✓	
11.	Pernyataan 11					✓	
12.	Pernyataan 12					✓	
13.	Pernyataan 13					✓	
14.	Pernyataan 14					✓	
15.	Pernyataan 15					✓	
16.	Pernyataan 16					✓	
17	Pernyataan 17				✓		
18	Pernyataan 18					✓	
19	Pernyataan 19					✓	
20	Pernyataan 20					✓	
21	Pernyataan 21					✓	
22	Pernyataan 22					✓	
23	Pernyataan 23					✓	
24	Pernyataan 24					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket		✓			

C. KOMENTAR/ SARAN

.Sederhanakan terjemahannta kedalam bhs Indonesia yg baik dan benar.

Bukittinggi, Januari 2025

Validator

Dr. Afdaleni, M. Pd., M. Pd

LEMBAR VALIDASI INSTRUMEN

STUDENTS' CREATIVITY QUESTIONNAIRE

Nama : Delfita Yulianti

NIM : 20223005

Judul Penelitian : **The Effects of Project Based Learning in Writing on Students ' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo.**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ S2 Tadris Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrumen penelitian "**The Effects of Project Based Learning in Writing on Students' Autonomy, Students' Creativity, and Students' Learning Engagement in SMAN 2 Lintau Buo**", Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Pernyataan 1					✓	
2.	Pernyataan 2					✓	
3.	Pernyataan 3					✓	
4.	Pernyataan 4				✓		
5.	Pernyataan 5				✓		
6.	Pernyataan 6					✓	
7.	Pernyataan 7					✓	
8.	Pernyataan 8					✓	
9.	Pernyataan 9				✓		

10.	Pernyataan 10					✓	
11.	Pernyataan 11					✓	
12.	Pernyataan 12					✓	
13.	Pernyataan 13				✓		
14.	Pernyataan 14					✓	
15.	Pernyataan 15					✓	
16.	Pernyataan 16					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket		✓			

C. KOMENTAR/ SARAN

Harap perbaiki terjemahan pernyataan instrumen kedalam bahasa Indonesia yg baik dan benar. Secara umum instrumen sdh dapat digubakan dengan sedikit revisi

Bukittinggi, Januari 2025

Validator

Dr. Afdaleni, M. Pd., M. Pd.

Appendix 13: LAQ Construct Validity

LAQ Validity Result

		r-hitung	r-table	Description
VAR00001	Pearson Correlation	0.401	0.334	valid
VAR00002	Pearson Correlation	0.425	0.334	valid
VAR00003	Pearson Correlation	.422*	0.334	valid
VAR00004	Pearson Correlation	0.518	0.334	valid
VAR00005	Pearson Correlation	.588**	0.334	valid
VAR00006	Pearson Correlation	.433*	0.334	valid
VAR00007	Pearson Correlation	0.587	0.334	valid
VAR00008	Pearson Correlation	.457**	0.334	valid
VAR00009	Pearson Correlation	.561**	0.334	valid
VAR00010	Pearson Correlation	.488**	0.334	valid
VAR00011	Pearson Correlation	.532**	0.334	valid
VAR00012	Pearson Correlation	.533**	0.334	valid
VAR00013	Pearson Correlation	.665**	0.334	valid
VAR00014	Pearson Correlation	0.491	0.334	valid
VAR00015	Pearson Correlation	.430*	0.334	valid
VAR00016	Pearson Correlation	0.454	0.334	valid
VAR00017	Pearson Correlation	0.457	0.334	valid
VAR00018	Pearson Correlation	.516**	0.334	valid
VAR00019	Pearson Correlation	.665**	0.334	valid
VAR00020	Pearson Correlation	.602**	0.334	valid
VAR00021	Pearson Correlation	.580**	0.334	valid

VAR00022	Pearson Correlation	.361*	0.334	valid
VAR00023	Pearson Correlation	.419*	0.334	valid
VAR00024	Pearson Correlation	.631**	0.334	valid

Appendix 14: CEQ Construct Validity

		r-hitung	r-table	description
VAR00001	Pearson Correlation	.601**	0.334	valid
VAR00002	Pearson Correlation	0.511	0.334	valid
VAR00003	Pearson Correlation	.694**	0.334	valid
VAR00004	Pearson Correlation	0.498	0.334	valid
VAR00005	Pearson Correlation	.620**	0.334	valid
VAR00006	Pearson Correlation	.561**	0.334	valid
VAR00007	Pearson Correlation	.659**	0.334	valid
VAR00008	Pearson Correlation	.647**	0.334	valid
VAR00009	Pearson Correlation	.633**	0.334	valid
VAR00010	Pearson Correlation	.730**	0.334	valid
VAR00011	Pearson Correlation	.473**	0.334	valid
VAR00012	Pearson Correlation	.451**	0.334	valid
VAR00013	Pearson Correlation	.665**	0.334	valid
VAR00014	Pearson Correlation	.548**	0.334	valid
VAR00015	Pearson Correlation	0.431	0.334	valid
VAR00016	Pearson Correlation	.456**	0.334	valid

Appendix 15: TEQ Construct Validity

		R-HITUNG	r-table	description
VAR00001	Pearson Correlation	,627	0.344	valid
VAR00002	Pearson Correlation	,567*	0.344	valid
VAR00003	Pearson Correlation	,550	0.344	valid
VAR00004	Pearson Correlation	,605**	0.344	valid
VAR00005	Pearson Correlation	,350	0.344	valid
VAR00006	Pearson Correlation	,383	0.344	valid
VAR00007	Pearson Correlation	,587	0.344	valid
VAR00008	Pearson Correlation	,498	0.344	valid
VAR00009	Pearson Correlation	,657	0.344	valid
VAR00010	Pearson Correlation	,675	0.344	valid
VAR00011	Pearson Correlation	,688**	0.344	valid
VAR00012	Pearson Correlation	,745	0.344	valid
VAR00013	Pearson Correlation	,709	0.344	valid
VAR00014	Pearson Correlation	,494*	0.344	valid
VAR00015	Pearson Correlation	,555	0.344	valid
VAR00016	Pearson Correlation	,606**	0.344	valid
VAR00017	Pearson Correlation	,769	0.344	valid
VAR00018	Pearson Correlation	,644	0.344	valid
VAR00019	Pearson Correlation	,645	0.344	valid
VAR00020	Pearson Correlation	,563	0.344	valid
VAR00021	Pearson Correlation	,390	0.344	valid
VAR00022	Pearson Correlation	,438	0.344	valid

VAR00023	Pearson Correlation	,659**	0.344	valid
VAR00024	Pearson Correlation	,400	0.344	valid
VAR00025	Pearson Correlation	,585	0.344	valid

Appendix 16: Names of Raters

No	Names	Affiliation	Expertise
1	Delfita Yulianti, S.Pd (Rater 1)	SMAN 2 Lintau Buo	English Teaching
2	Rinny Afriyani, S.Hum (Rater 2)	SMAN 2 Lintau Buo	English Teaching
3	Nelfi Yentriati, M.Pd (Rater 3)	School Advisor	English Teaching

Appendix 17: Reliability Test of Writing Test

```
Pre-Test
Kelas Control
Run MATRIX procedure:

Krippendorff's Alpha Reliability Estimate

             Alpha    LL95%CI    UL95%CI      Units   Observrs
Pairs
Ordinal      ,6937      ,5825      ,7947    32,0000     3,0000
96,0000

Probability (q) of failure to achieve an alpha of at least
alphamin:
   alphamin          q
      ,9000     1,0000
      ,8000      ,9810
      ,7000      ,5330
      ,6700      ,3070
      ,6000      ,0460
      ,5000      ,0000

Number of bootstrap samples:
  1000

Judges used in these computations:
 T1       T2       T3


Pretest
Kelas Experiment

Run MATRIX procedure:

Krippendorff's Alpha Reliability Estimate

             Alpha    LL95%CI    UL95%CI      Units   Observrs
Pairs
Ordinal      ,7716      ,6953      ,8460    34,0000     3,0000
102,0000

Probability (q) of failure to achieve an alpha of at least
alphamin:
   alphamin          q
      ,9000     1,0000
      ,8000      ,7210
      ,7000      ,0340
      ,6700      ,0070
      ,6000      ,0010
      ,5000      ,0000

Number of bootstrap samples:
  1000
Judges used in these computations:
 T1       T2       T3
```

Appendix 18: Reliability Test of LAQ, CEQ, TEQ

LAQ Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,723	25

CEQ Reliability Result

Reliability Statistics	
Cronbach's Alpha	N of Items
,836	16

TEQ Reliability Result

Reliability Statistics	
Cronbach's Alpha	N of Items
,915	25

Appendix 19: Normality Test

Tests of Normality

	Angket	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	LAQ_Cont_Pre	,111	32	,200*	,984	32	,893
	LAQ_Cont_Post	,136	32	,136	,949	32	,133
	LAQ_Exp_Pre	,063	33	,200*	,988	33	,972
	LAQ_Exp_Post	,104	33	,200*	,973	33	,555
	SCQ_Cont_Pre	,115	32	,200*	,961	32	,295
	SCQ_Cont_Post	,109	32	,200*	,968	32	,457
	SCQ_Exp_Pre	,158	33	,035	,930	33	,036
	SCQ_Exp_Post	,224	33	,000	,798	33	,000
	TEQ_Cont_Pre	,150	32	,064	,938	32	,065
	TEQ_Cont_Post	,090	32	,200*	,967	32	,422
	TEQ_Exp_Pre	,091	33	,200*	,966	33	,385
	TEQ_Exp_Post	,121	33	,200*	,979	33	,766

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 20: Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.789	11	378	.002
	Based on Median	2.638	11	378	.003
	Based on Median and with adjusted df	2.638	11	356.131	.003
	Based on trimmed mean	2.822	11	378	.001

Appendix 21 Pre-test of Writing Scores

No	Control		Experiment	
	Name	Score	Name	Score
1	AS	76.00	ARS	87.67
2	AD	79.67	AP	81.00
3	AM	80.33	ANF	69.00
4	CG	43.00	APP	64.00
5	DF	86.33	AR	80.00
6	DD	82.67	AZ	81.33
7	DS	83.33	AR	87.33
8	FA	80.33	AS	87.67
9	FA	83.67	AA	82.00
10	FJ	63.33	AZP	88.67
11	GA	50.00	DH	45.67
12	GR	73.00	FK	80.00
13	IAP	73.00	FA	85.67
14	KA	69.33	FW	69.67
15	LIP	44.00	I	87.67
16	LL	80.33	KBA	91.67
17	MM	73.67	KS	72.33
18	MFN	74.00	KZ	86.00
19	MGH	34.67	LDP	72.00
20	MR	52.67	LA	68.33
21	MJ	73.00	MRA	61.00
22	NMH	73.33	MA	61.00
23	NS	81.33	MGA	67.67
24	NJ	70.33	MH1	88.33
25	NF	80.00	MH2	70.67
26	PPL	75.67	NP	81.00
27	RY	73.67	NAZ	87.00
28	RA	76.33	NCPA	87.00
29	RJ	34.00	RED	81.33
30	T	74.00	RY	80.67
31	YS	67.00	RD	83.00
32	YF	81.00	SA	72.67
33			WPY	85.00

Appendix 22 Pre-test of Students' Autonomy

No	Control Class		Experiment Class	
	Respondent	Score	Respondent	Score
1	AS	91	ARS	89
2	AD	81	AP	75
3	AM	73	ANF	103
4	CG	84	APP	79
5	DF	89	AR	94
6	DD	92	AZ	97
7	DS	79	AR	86
8	FA	83	AS	81
9	FA	79	AA	80
10	FJ	78	AZP	80
11	GA	86	DH	84
12	GR	76	FK	96
13	IAP	84	FA	85
14	KA	91	FW	79
15	LIP	102	I	82
16	LL	79	KBA	84
17	MM	94	KS	95
18	MFN	79	KZ	75
19	MGH	79	LDP	67
20	MR	72	LA	92
21	MJ	87	MRA	85
22	NMH	79	MA	93
23	NS	81	MGA	78
24	NJ	73	MH1	74
25	NF	96	MH2	105
26	PPL	88	NP	87
27	RY	82	NAZ	64
28	RA	91	NCPA	93
29	RJ	88	RED	90
30	T	97	RY	84
31	YS	91	RD	82
32	YF	67	SA	89
33			WPY	91

Appendix 23 Pre-test of Students' Creativity

No	Control Class		Experiment Class	
	Respondent	Score	Respondent	Score
1	AS	50	ARS	48
2	AD	43	AP	52
3	AM	48	ANF	61
4	CG	49	APP	48
5	DF	56	AR	54
6	DD	48	AZ	59
7	DS	46	AR	37
8	FA	37	AS	35
9	FA	51	AA	50
10	FJ	55	AZP	37
11	GA	59	DH	53
12	GR	38	FK	51
13	IAP	48	FA	51
14	KA	67	FW	51
15	LIP	63	I	52
16	LL	54	KBA	49
17	MM	45	KS	53
18	MFN	50	KZ	54
19	MGH	50	LDP	59
20	MR	63	LA	54
21	MJ	56	MRA	47
22	NMH	48	MA	57
23	NS	52	MGA	46
24	NJ	45	MH1	51
25	NF	47	MH2	68
26	PPL	52	NP	48
27	RY	54	NAZ	67
28	RA	49	NCPA	48
29	RJ	52	RED	53
30	T	54	RY	52
31	YS	65	RD	49
32	YF	47	SA	50
33			WPY	56

Appendix 24 Pre-test of Learning Engagement

No	Control Class		Experiment Class	
	Respondent	Score	Respondent	Score
1	AS	90	ARS	88
2	AD	84	AP	76
3	AM	83	ANF	106
4	CG	88	APP	82
5	DF	85	AR	94
6	DD	88	AZ	112
7	DS	81	AR	86
8	FA	85	AS	82
9	FA	93	AA	96
10	FJ	84	AZP	77
11	GA	99	DH	92
12	GR	86	FK	100
13	IAP	96	FA	85
14	KA	107	FW	79
15	LIP	101	I	103
16	LL	95	KBA	93
17	MM	100	KS	93
18	MFN	86	KZ	82
19	MGH	84	LDP	90
20	MR	79	LA	90
21	MJ	87	MRA	77
22	NMH	79	MA	95
23	NS	89	MGA	111
24	NJ	81	MH1	93
25	NF	82	MH2	107
26	PPL	101	NP	75
27	RY	87	NAZ	103
28	RA	105	NCPA	97
29	RJ	98	RED	89
30	T	99	RY	84
31	YS	93	RD	88
32	YF	98	SA	88
33			WPY	93

Appendix 25 Post-test of Writing Scores

No	Control		Experiment	
	Name	Score	Name	Score
1	AS	80.67	ARS	87.67
2	AD	77.67	AP	81.00
3	AM	71.67	ANF	69.00
4	CG	81.67	APP	64.00
5	DF	83.67	AR	80.00
6	DD	83.67	AZ	81.33
7	DS	79.33	AR	87.33
8	FA	78.33	AS	87.67
9	FA	77.33	AA	82.00
10	FJ	72.33	AZP	88.67
11	GA	82.33	DH	45.67
12	GR	78.33	FK	80.00
13	IAP	81.00	FA	85.67
14	KA	73.00	FW	69.67
15	LIP	73.00	I	87.67
16	LL	80.33	KBA	91.67
17	MM	77.33	KS	72.33
18	MFN	75.67	KZ	86.00
19	MGH	75.00	LDP	72.00
20	MR	72.33	LA	68.33
21	MJ	73.67	MRA	61.00
22	NMH	79.00	MA	61.00
23	NS	83.67	MGA	67.67
24	NJ	85.00	MH1	88.33
25	NF	77.00	MH2	70.67
26	PPL	84.33	NP	81.00
27	RY	73.67	NAZ	87.00
28	RA	82.33	NCPA	87.00
29	RJ	79.00	RED	81.33
30	T	75.67	RY	80.67
31	YS	85.00	RD	83.00
32	YF	83.67	SA	72.67
33			WPY	85.00

Appendix 26 Post-test of Students' Autonomy

No	Control Class		Experiment Class	
	Respondent	Score	Respondent	Score
1	AS	85	ARS	91
2	AD	82	AP	87
3	AM	74	ANF	105
4	CG	88	APP	83
5	DF	89	AR	96
6	DD	74	AZ	102
7	DS	89	AR	92
8	FA	80	AS	86
9	FA	87	AA	85
10	FJ	79	AZP	84
11	GA	89	DH	89
12	GR	71	FK	91
13	IAP	83	FA	86
14	KA	88	FW	91
15	LIP	100	I	89
16	LL	99	KBA	89
17	MM	100	KS	97
18	MFN	79	KZ	83
19	MGH	94	LDP	78
20	MR	69	LA	93
21	MJ	82	MRA	93
22	NMH	74	MA	101
23	NS	79	MGA	99
24	NJ	80	MH1	81
25	NF	80	MH2	106
26	PPL	99	NP	102
27	RY	80	NAZ	78
28	RA	73	NCPA	91
29	RJ	91	RED	94
30	T	73	RY	89
31	YS	79	RD	87
32	YF	94	SA	90
33			WPY	94

Appendix 27 Post-test of Students' Creativity

No	Control Class		Experiment Class	
	Respondent	Score	Respondent	Score
1	AS	52	ARS	54
2	AD	51	AP	55
3	AM	51	ANF	62
4	CG	54	APP	56
5	DF	57	AR	59
6	DD	51	AZ	60
7	DS	57	AR	52
8	FA	57	AS	50
9	FA	47	AA	55
10	FJ	45	AZP	51
11	GA	52	DH	55
12	GR	35	FK	55
13	IAP	49	FA	53
14	KA	67	FW	62
15	LIP	55	I	56
16	LL	59	KBA	55
17	MM	61	KS	57
18	MFN	49	KZ	58
19	MGH	43	LDP	58
20	MR	47	LA	59
21	MJ	54	MRA	59
22	NMH	52	MA	59
23	NS	48	MGA	56
24	NJ	46	MH1	52
25	NF	57	MH2	72
26	PPL	66	NP	80
27	RY	55	NAZ	67
28	RA	49	NCPA	52
29	RJ	54	RED	54
30	T	53	RY	56
31	YS	49	RD	56
32	YF	55	SA	56
33			WPY	59

Appendix 28 Post-test of Learning Engagement

No	Control Class		Experiment Class	
	Respondent	Score	Respondent	Score
1	AS	89	ARS	89
2	AD	92	AP	87
3	AM	94	ANF	110
4	CG	95	APP	84
5	DF	93	AR	98
6	DD	84	AZ	112
7	DS	111	AR	93
8	FA	97	AS	92
9	FA	100	AA	86
10	FJ	82	AZP	77
11	GA	97	DH	95
12	GR	78	FK	102
13	IAP	96	FA	84
14	KA	104	FW	98
15	LIP	89	I	105
16	LL	112	KBA	98
17	MM	104	KS	104
18	MFN	79	KZ	83
19	MGH	85	LDP	94
20	MR	75	LA	94
21	MJ	83	MRA	82
22	NMH	86	MA	106
23	NS	85	MGA	108
24	NJ	75	MH1	94
25	NF	92	MH2	122
26	PPL	107	NP	101
27	RY	83	NAZ	110
28	RA	97	NCPA	98
29	RJ	111	RED	94
30	T	88	RY	86
31	YS	87	RD	96
32	YF	100	SA	92
33			WPY	97

Appendix 29 Control Class Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

A. Informasi Umum

Sekolah	: SMAN 2 Lintau Buo
Kelas/ Fase	: XI/F
Semester	: 2 (dua)
Tahun Ajaran	: 2024/2025
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Teks Eksposisi
Sub Materi	: Healthy Life to Healthy Future
Jumlah Pertemuan	: 6 pertemuan (540 menit)
Alokasi Waktu	: 1 kali pertemuan (90 menit)

B. Tujuan Pembelajaran

Siswa mampu memproduksi teks eksposisi lisan, tulisan, dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang beragam dalam menyampaikan keinginan/ perasaan/ pendapat terkait gaya hidup sehat.

C. Indikator Ketercapaian Tujuan Pembelajaran:

1. Siswa dapat mengidentifikasi gaya hidup sehat di sekitar mereka
2. Siswa dapat menyusun kerangka teks eksposisi lisan, tulisan, dan visual tentang gaya hidup sehat di sekitar mereka
3. Siswa dapat menggunakan kosakata yang bervariasi untuk menyusun teks eksposisi untuk mempromosikan gaya hidup sehat kepada komunitas mereka.
4. Siswa dapat menulis teks eksposisi tentang gaya hidup sehat dengan struktur yang benar.
5. Siswa dapat membuat presentasi visual yang menarik terkait teks eksposisi tentang gaya hidup sehat kepada komunitas mereka

D. Metode Pembelajaran

1. Model: Direct Instruction (Pembelajaran Langsung)
2. Teknik: Ceramah, Diskusi Kelas, Kerja kelompok, Presentasi

E. Langkah-langkah Pembelajaran

Pertemuan 1 : Planning

1. Kegiatan Pendahuluan:
   - Guru membuka pembelajaran dengan salam dan apersepsi.
   - Menyampaikan tujuan pembelajaran.
   - Guru menayangkan video singkat tentang gaya hidup sehat.

2. Kegiatan Inti:

- Guru menjelaskan secara rinci tentang pengertian, tujuan, dan struktur teks, dan ciri kebahasaan teks eksposisi (simple present tense dan conjunctions)
- Siswa mencatat materi yang disampaikan guru.
- Guru memberikan contoh teks eksposisi tentang gaya hidup sehat.
- Siswa menganalisis contoh teks dan mengidentifikasi struktur teks dan unsur kebahasaannya.

3. Kegiatan Penutup:
   - Guru dan siswa menyimpulkan pelajaran
   - Guru dan siswa menutup kelas dengan mengucapkan syukur

Pertemuan 2: Planning

1. Kegiatan Pendahuluan
   - Guru menyampaikan tujuan pembelajaran
   - Guru mencek pemahaman siswa tentang materi eksposisi (pengertian, tujuan, struktur dan ciri kebahasaan teks eksposisi)

2. Kegiatan Inti
   - Siswa melakukan brainstorming terkait topik tentang kesehatan
   - Siswa dibagi dalam kelompok yang terdiri dari 4 orang
   - Siswa membuat outline teks eksposisi berdasarkan ide yang telah dikumpulkan dan disepakati dalam kelompok
   - Guru memberikan umpan balik terhadap outline yang dibuat siswa

3. Kegiatan Penutup
   - Guru menugaskan siswa menyempurnakan outline berdasarkan masukan guru
   - Menutup kelas dengan mengucapkan syukur

Pertemuan 3: Drafting and Editting

1. Pendahuluan:
   - Guru menyampaikan tujuan pembelajaran
   - Guru mengulang kembali struktur teks eksposisi melalui tanya jawab.
2. Kegiatan Inti:
   - Siswa dibagi dalam kelompok yang terdiri dari 4 orang
   - Siswa menyusun draft teks eksposisi berdasarkan kerangka yang telah dibuat.
   - Guru berkeliling memberikan bimbingan dan koreksi.
   - Siswa memperbaiki teks mereka sesuai dengan masukan guru.
3. Penutup:
   - Guru memberikan tugas lanjutan untuk menyempurnakan draft teks eksposisi.

Pertemuan 4: Producing

1. Pendahuluan:
   - Guru membuka kelas dengan mengingatkan tujuan pembelajaran.
   - Guru mengingatkan siswa tentang pembelajaran pertemuan sebelumnya
2. Kegiatan Inti:
   - Siswa memfinalisasi teks eksposisi mereka.
   - Guru dan siswa lain memberikan umpan balik.
3. Penutup:
   - Guru menugaskan siswa untuk mempersiapkan presentasi hasil kerja kelompok mereka

Pertemuan 5: Presenting

1. Kegiatan Pendahuluan
   - Guru membuka pelajaran dengan menyampaikan tujuan pembelajaran
   - Guru mengingatkan siswa tentang pembelajaran sebelumnya
2. Kegiatan Inti
   - Siswa secara bergiliran mempresentasikan teks mereka secara berkelompok
   - Guru dan siswa lain memberikan umpan balik terhadap presentasi yang dilakukan.
3. Kegiatan Penutup
   - Siswa melakukan refleksi terhadap proses pembelajaran yang telah dilakukan
   - Guru menutup pembelajaran dengan pesan moral tentang pentingnya menjaga kesehatan.

Pertemuan 6: Post-Test

F. Asesmen dan Rubrik Penilaian (Writing Skill - Jacob Composing Profile)
   a. Asesmen: Penilaian produk teks eksposisi tulisan, dan visual
   b. Rubrik Penilaian:

ESL COMPOSITION PROFILE

STUDENT DATE TOPIC

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT		30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
		26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION		20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	
		17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
		13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY		20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured*	
		13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*	
		9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE		25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*	
		17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured*	
		10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS		5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*	
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured*	
		2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

Mengetahui:
Kepala SMAN 2 Lintau Buo,

Muh. Hijaz, S.Pd, M.M.Pd
NIP. 196808171995011001

Lintau Buo, Januari 2025
Guru Mata Pelajaran,

Delfita Yulianti, S.Pd
NIP. 197712122002122006

LAMPIRAN: MATERI PEMBELAJARAN EXPOSITION TEXT

1. Video tentang Healthy Diet for Teenagers
   https://youtu.be/TioRl2KGfzw?si=30sYR7xiEUV7crmn

2. Contoh text Exposition

The Reasons for Staying Healthy

Maintaining good health is essential for leading a fulfilling and productive life. A healthy lifestyle not only supports physical well-being but also promotes mental and emotional stability. In a fast-paced world filled with challenges, understanding the importance of staying healthy becomes crucial for everyone.

Firstly, staying healthy enables individuals to carry out daily activities with ease and efficiency. A body fueled by nutritious food, adequate sleep, and regular exercise provides the energy and stamina needed for work, study, and recreation. By maintaining physical health, people can prevent fatigue and perform their responsibilities more effectively.

Secondly, good health contributes significantly to mental well-being. Studies have shown that regular physical activity helps reduce stress, anxiety, and depression by releasing endorphins, which are natural mood enhancers. Moreover, a balanced diet rich in essential nutrients supports cognitive function, concentration, and memory, enhancing overall mental clarity and productivity.

Lastly, staying healthy reduces the risk of chronic diseases and medical expenses. Conditions such as diabetes, heart disease, and obesity can often be prevented through a healthy lifestyle. By adopting good habits early on, individuals can avoid costly medical treatments and enjoy a higher quality of life as they age.

In conclusion, staying healthy is vital for physical strength, mental well-being, and financial security. By making conscious efforts to maintain a healthy lifestyle, individuals can unlock their full potential and experience a better quality of life.

3. **Vocabulary related to healthy life style**

1. General Health and Well-being

Nutrition – nutrisi
Balanced diet – pola makan seimbang
Hydration – hidrasi
Physical exercise – olahraga fisik
Mental health – kesehatan mental
Wellness – kesejahteraan
Preventive care – perawatan pencegahan
Hygiene – kebersihan

2. Healthy Food and Eating Habits

Organic food – makanan organik

Whole grains – biji-bijian utuh
Vitamins and minerals – vitamin dan mineral
Low-fat – rendah lemak
High-fiber – tinggi serat
Plant-based diet – pola makan nabati
Sugary drinks – minuman manis
Processed food – makanan olahan

3. Physical Activities and Fitness

Cardio exercise – latihan kardiovaskular
Strength training – latihan kekuatan
Endurance – daya tahan
Flexibility – kelenturan
Outdoor activities – aktivitas luar ruangan
Jogging – lari santai
Swimming – berenang
Yoga and meditation – yoga dan meditasi

4. Lifestyle and Habits

Stress management – manajemen stres
Adequate sleep – tidur yang cukup
Work-life balance – keseimbangan kerja dan hidup
Smoking cessation – berhenti merokok
Screen time – waktu di depan layar
Mindfulness – kesadaran penuh
Health screening – pemeriksaan kesehatan

5. Environmental and Social Health

Clean air – udara bersih
Sustainable living – gaya hidup berkelanjutan
Recycling – daur ulang
Community health – kesehatan komunitas
Public health campaign – kampanye kesehatan masyarakat

NOTE:

There are two kinds of exposition texts. They are analytical and hortatory expositions. An analytical exposition is a text that elaborates the writer's idea about an issue. The social function of analytical exposition text is to persuade the reader or the listener that something is the case, and to analyse the topic that the thesis/opinion is correct by developing an argument to support it.

A hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done. The social function of a hortatory exposition is to persuade the reader or listener that something should or should not be done.

The structure of an analytical exposition text is formed with three elements: thesis, arguments, and reiteration.

a. Thesis: it contains the writer's opinion about something. It also introduces topic and indicates the writer's position.
b. Arguments: it contains the arguments to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
c. Reiteration: it restates the writer's position to strengthen the thesis, rewrites the main idea of a text as the closing of the text without invitation or recommendation.
Some phrases to make a conclusion in reiteration such as:

- In conclusion …
- From the fact above …
- Therefore, my conclusion is …
- From the arguments above, I personally believe …

Appendix 30 : Experiment Class Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

A. Informasi Umum

Sekolah	: SMAN 2 Lintau Buo
Kelas/ Fase	: XI/F
Semester	: 2 (dua)
Tahun Ajaran	: 2024/2025
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Teks Eksposisi
Sub Materi	: Healthy Life to Healthy Future
Elemen	: Writing-Presenting
Jumlah Pertemuan	: 6 pertemuan (540 menit)
Alokasi Waktu	: 1 kali pertemuan (90 menit)

B. Tujuan Pembelajaran

Siswa mampu memproduksi teks eksposisi lisan, tulisan, dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang beragam dalam menyampaikan keinginan/ perasaan/ pendapat terkait gaya hidup sehat.

C. Indikator Ketercapaian Tujuan Pembelajaran:

6. Siswa dapat mengidentifikasi gaya hidup sehat di sekitar mereka
7. Siswa dapat menyusun kerangka teks eksposisi lisan, tulisan, dan visual tentang gaya hidup sehat di sekitar mereka
8. Siswa dapat menggunakan kosakata yang bervariasi untuk menyusun teks eksposisi untuk mempromosikan gaya hidup sehat kepada komunitas mereka.
9. Siswa dapat menulis teks eksposisi tentang gaya hidup sehat dengan struktur yang benar.
10. Siswa dapat membuat presentasi visual yang menarik terkait teks eksposisi tentang gaya hidup sehat kepada komunitas mereka

D. Metode Pembelajaran

1. Model Project Based Learning (Larmer Project Path)
2. Diskusi kelompok
3. Presentasi
4. Penilaian antar teman (refleksi)

E. Langkah-langkah Pembelajaran

1. Pertemuan ke-1 (Phase 1: Launching the project)
   a. Guru memaparkan tujuan pembelajaran
   b. Guru menayangkan video pendek tentang pentingnya gaya hidup sehat (Entry Event)
   c. Guru memberikan pertanyaan seputar video dan menanyakan upaya yang bisa dan sudah dilakukan siswa.

d. Guru membagi siswa dalam kelompok yang terdiri dari 4 atau 5 orang.
e. Guru memperkenalkan pertanyaan utama (Driving Question) "***How can we promote healthy life to ensure a healthier future?***"
f. Siswa dalam kelompok masing-masing mengidentifikasi kebiasaan hidup sehat dan tantangan dalam menerapkannya untuk menjawab pertanyaan utama proyek.
g. Guru menugaskan siswa untuk memilih topik kesehatan tertentu yang akan menjadi fokus proyek kelompok mereka dan membuat timeline proyek kelompok masing-masing.

2. Pertemuan ke-2 (Phase 2: Building knowledge, understanding and skills to answer driving question)
   a. Guru menjelaskan struktur teks eksposisi (thesis, arguments, dan conclusion) dengan menggunakan contoh teks eksposisi tentang gaya hidup sehat.
   b. Guru memberikan contoh kosakata yang berhubungan dengan kesehatan.
   c. Siswa berlatih membuat kalimat thesis, argumentasi secara berkelompok dan guru mendorong siswa untuk menggunakan kalimat tersebut.
   d. Setiap kelompok berbagi ide dan masukan terhadap draft awal.
   e. Guru memberikan penugasan kepada siswa melakukan investigasi untuk melengkapi referensi proyek mereka. Kelompok mengumpulkan data baik secara langsung maupun online tentang gaya hidup sehat yang sudah dilakukan orang lain dan dampaknya terhadap kesehatan mereka.

3. Pertemuan ke-3 s.d ke-4 (Phase 3: Developing, critiquing, and revising products)
   a. Siswa menyusun teks ekposisi secara lengkap dengan tetap bertujuan untuk menjawab driving question (pertemuan ke-3)
   b. Kelompok mempresentasikan teks dan saling memberikan feedback. Feedback bisa juga diberikan oleh guru. (pertemuan ke-4)

c. Kelompok melakukan revisi teks sesuai dengan masukan yang diberikan. (pertemuan ke-5)
d. Guru menugaskan siswa membuat representasi visual teks mereka baik dalam bentuk infografis, poster, dll.

4. Pertemuan ke-5 (Phase 4: Presenting products and reflection)
   a. Setiap kelompok melakukan presentasi visual teks di depan kelas secara bergantian
   b. Guru dan siswa dari kelompok lain memberikan masukan terhadap setiap presentasi
   c. Siswa menulis refleksi individu tentang proses pembuatan proyek, tantangan yang dihadapi, dan hal yang telah dipelajari.
   d. Guru memberikan umpan balik dan penilaian akhir proyek.

5. Pertemuan ke-6: Post Test

F. Asesmen dan Rubrik Penilaian (Writing Skill - Jacob Composing Profile)
Asesmen: Penilaian produk teks eksposisi tulisan, dan visual
Rubrik Penilaian:

ESL COMPOSITION PROFILE

STUDENT DATE TOPIC

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT		30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
		26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION		20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	
		17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
		13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY		20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured*	
		13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*	
		9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE		25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*	
		17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured*	
		10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS		5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*	
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured*	
		2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

Mengetahui:
Kepala SMAN 2 Lintau Buo,

Muh. Hijaz, S.Pd, M.M.Pd
NIP: 196808171995011001

Lintau Buo, Januari 2025
Guru Mata Pelajaran,

Delfita Yulianti, S.Pd
NIP: 197712122002122006

LAMPIRAN: MATERI PEMBELAJARAN EXPOSITION TEXT

1. Video tentang Healthy Diet for Teenagers
   https://youtu.be/TioRl2KGfzw?si=30sYR7xiEUV7crmn

2. Contoh text Exposition

The Reasons for Staying Healthy

Maintaining good health is essential for leading a fulfilling and productive life. A healthy lifestyle not only supports physical well-being but also promotes mental and emotional stability. In a fast-paced world filled with challenges, understanding the importance of staying healthy becomes crucial for everyone.

Firstly, staying healthy enables individuals to carry out daily activities with ease and efficiency. A body fueled by nutritious food, adequate sleep, and regular exercise provides the energy and stamina needed for work, study, and recreation. By maintaining physical health, people can prevent fatigue and perform their responsibilities more effectively.

Secondly, good health contributes significantly to mental well-being. Studies have shown that regular physical activity helps reduce stress, anxiety, and depression by releasing endorphins, which are natural mood enhancers. Moreover, a balanced diet rich in essential nutrients supports cognitive function, concentration, and memory, enhancing overall mental clarity and productivity.

Lastly, staying healthy reduces the risk of chronic diseases and medical expenses. Conditions such as diabetes, heart disease, and obesity can often be prevented through a healthy lifestyle. By adopting good habits early on, individuals can avoid costly medical treatments and enjoy a higher quality of life as they age.

In conclusion, staying healthy is vital for physical strength, mental well-being, and financial security. By making conscious efforts to maintain a healthy lifestyle, individuals can unlock their full potential and experience a better quality of life.

3. **Vocabulary related to healthy life style**

1. General Health and Well-being

Nutrition – nutrisi
Balanced diet – pola makan seimbang
Hydration – hidrasi
Physical exercise – olahraga fisik
Mental health – kesehatan mental
Wellness – kesejahteraan
Preventive care – perawatan pencegahan
Hygiene – kebersihan

2. Healthy Food and Eating Habits

Organic food – makanan organik

Whole grains – biji-bijian utuh
Vitamins and minerals – vitamin dan mineral
Low-fat – rendah lemak
High-fiber – tinggi serat
Plant-based diet – pola makan nabati
Sugary drinks – minuman manis
Processed food – makanan olahan

3. Physical Activities and Fitness

Cardio exercise – latihan kardiovaskular
Strength training – latihan kekuatan
Endurance – daya tahan
Flexibility – kelenturan
Outdoor activities – aktivitas luar ruangan
Jogging – lari santai
Swimming – berenang
Yoga and meditation – yoga dan meditasi

4. Lifestyle and Habits

Stress management – manajemen stres
Adequate sleep – tidur yang cukup
Work-life balance – keseimbangan kerja dan hidup
Smoking cessation – berhenti merokok
Screen time – waktu di depan layar
Mindfulness – kesadaran penuh
Health screening – pemeriksaan kesehatan

5. Environmental and Social Health

Clean air – udara bersih
Sustainable living – gaya hidup berkelanjutan
Recycling – daur ulang
Community health – kesehatan komunitas
Public health campaign – kampanye kesehatan masyarakat

NOTE:

There are two kinds of exposition texts. They are analytical and hortatory expositions. An analytical exposition is a text that elaborates the writer's idea about an issue. The social function of analytical exposition text is to persuade the reader or the listener that something is the case, and to analyse the topic that the thesis/opinion is correct by developing an argument to support it.

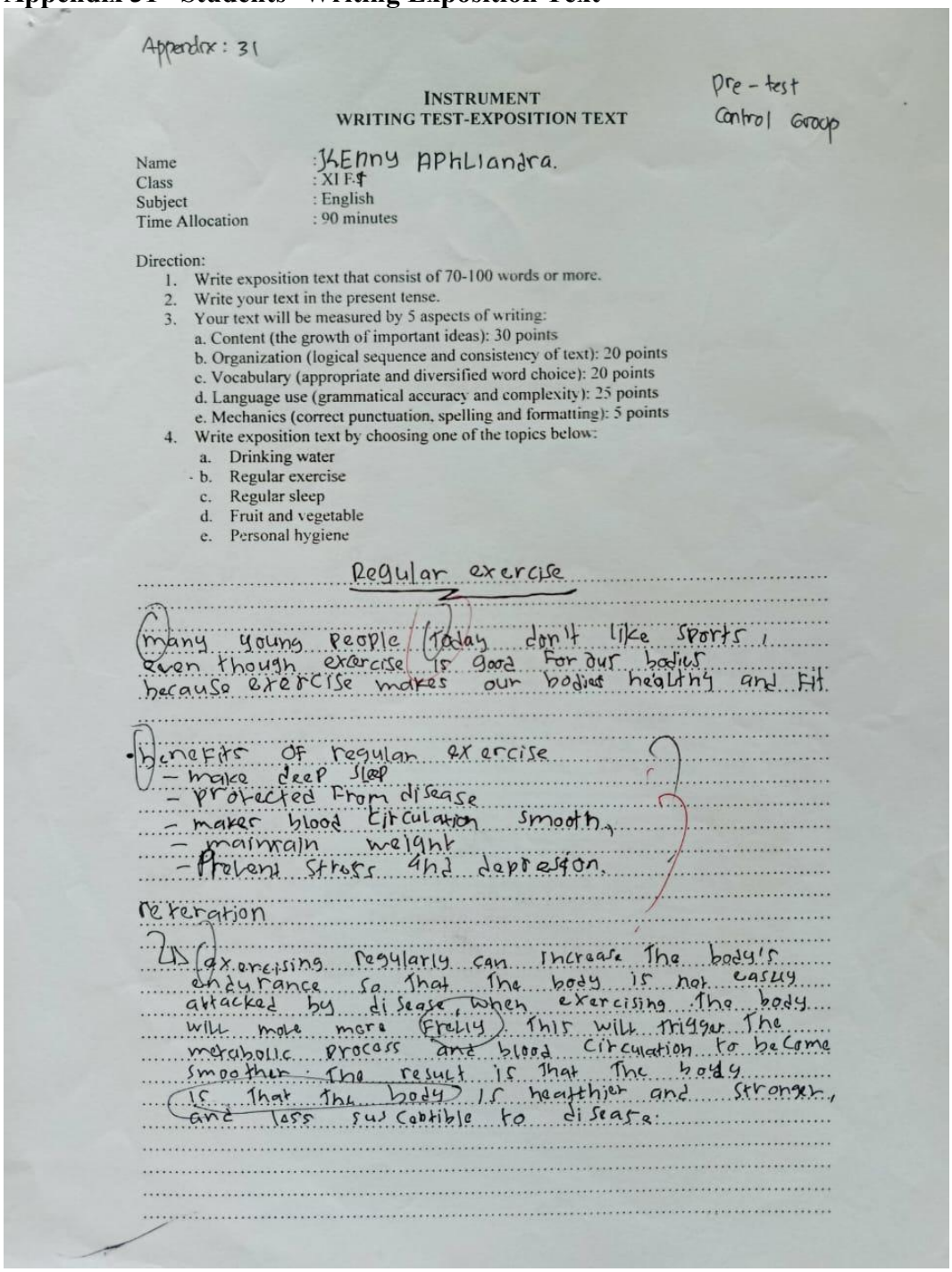
A hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done. The social function of a hortatory exposition is to persuade the reader or listener that something should or should not be done.

The structure of an analytical exposition text is formed with three elements: thesis, arguments, and reiteration.

a. Thesis: it contains the writer's opinion about something. It also introduces topic and indicates the writer's position.
b. Arguments: it contains the arguments to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
c. Reiteration: it restates the writer's position to strengthen the thesis, rewrites the main idea of a text as the closing of the text without invitation or recommendation.
Some phrases to make a conclusion in reiteration such as:

- In conclusion …
- From the fact above …
- Therefore, my conclusion is …
- From the arguments above, I personally believe …

Appendix 31 Students' Writing Exposition Text



Appendix : 31

Pre - test
Control Group

INSTRUMENT
WRITING TEST-EXPOSITION TEXT

Name : Henny Aphliandra.
Class : XI F4
Subject : English
Time Allocation : 90 minutes

Direction:
1. Write exposition text that consist of 70-100 words or more.
2. Write your text in the present tense.
3. Your text will be measured by 5 aspects of writing:
   a. Content (the growth of important ideas): 30 points
   b. Organization (logical sequence and consistency of text): 20 points
   c. Vocabulary (appropriate and diversified word choice): 20 points
   d. Language use (grammatical accuracy and complexity): 25 points
   e. Mechanics (correct punctuation, spelling and formatting): 5 points
4. Write exposition text by choosing one of the topics below:
   a. Drinking water
   b. Regular exercise
   c. Regular sleep
   d. Fruit and vegetable
   e. Personal hygiene

Regular exercise

Many young people today don't like sports, even though exercise is good for our bodies because exercise makes our bodies healthy and fit.

benefits of regular exercise
- make deep sleep
- protected from disease
- makes blood circulation smooth,
- maintain weight
- Prevent stress and depression.

reiteration

Exercising regularly can increase the body's endurance so that the body is not easily attacked by disease. When exercising the body will move more freely. This will trigger the metabolic process and blood circulation to become smoother. The result is that the body is that the body is healthier and stronger, and less susceptible to disease.

Post test
Control group

INSTRUMENT
WRITING TEST-EXPOSITION TEXT

Name : Kenny Aprilliandra
Class : XI F
Subject : English
Time Allocation : 90 minutes

Direction:

1. Write exposition text that consist of 70-100 words or more.
2. Write your text in the present tense.
3. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanic)
4. Write exposition text by choosing one of the topics below:
   a. Drinking water
   (b.) Regular exercise
   c. Regular sleep
   d. Fruit and vegetable
   e. Personal hygiene
   f. Others

Regular exercise

regular exercise regularly or Regularly Turns it can regular exercise is physical activity that is done consistently and continuously with a certain frequency. regular exercise can be done from an early age to old regular exercise has many benefits that you must to know. Including.

Regular exercise can improve blood circulation because if we carry out healthy activities regularly then the blood circulation in the body will run smoothly and work consistently.

So exercise can effect reduce the risk of illness in fact, by exercising regularly we can reduce the risk of illness and strengthen the body's immune system so that we can carry out activities well.

So, exercising regularly or regularly must do to have many benefits, namely it can increase the body's endurance so that the body is not easily attacked by disease.

Pre-Test
exp. Group

INSTRUMENT
WRITING TEST-EXPOSITION TEXT

Name : Atria Agustin
Class : XI F5
Subject : English
Time Allocation : 90 minutes

Direction:

1. Write exposition text that consist of 70-100 words or more.
2. Write your text in the present tense.
3. Your text will be measured by 5 aspects of writing:
   a. Content (the growth of important ideas): 30 points
   b. Organization (logical sequence and consistency of text): 20 points
   c. Vocabulary (appropriate and diversified word choice): 20 points
   d. Language use (grammatical accuracy and complexity): 25 points
   e. Mechanics (correct punctuation, spelling and formatting): 5 points
4. Write exposition text by choosing one of the topics below:
   a. Drinking water
   b. Regular exercise
   c. Regular sleep
   d. Fruit and vegetable
   e. Personal hygiene

(1) title: the benefits of reguler exercise

thesis: the exercise is Activity this one is good for health. nearly all exercise benefit for health body. such as runt, swiping and the rest. but today adolescent now many this one like not for exercise and all more playing the game.

Argument I expert spike exercise this one good is runt, because all body member can move. and body so ideal.

Argument II and there is also opinion the docter body this one healty is body this one do exercise reguler exercise. so that avoid all illness.

reitirsation = So exercise is very important for life creature. It's only not for keep body but ideal and good but there is can for prevent disease and become body more healty.

11-2-2025
Selasa

INSTRUMENT
WRITING TEST-EXPOSITION TEXT

Post-Test
exp. Group

Name : Atria Agustin
Class : XI F5
Subject : English
Time Allocation : 90 minutes

Direction:

1. Write exposition text that consist of 70-100 words or more.
2. Write your text in the present tense.
3. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanic)
4. Write exposition text by choosing one of the topics below:
   a. Drinking water
   b. Regular exercise
   c. Regular sleep
   d. Fruit and vegetable
   e. Personal hygiene
   (f.) Others

Healthy Food and eating HABITS

In Indonesia many people experience malnutrition and many diseases due to eating unhealthy food, so we the importance of keep healthy food and eating habits give benefit for everyone.

firstly, (for staying healthy) we must be able to (choose healthy food and keep eating habits. like what the artist Jia Ricis did. she is able to choose healthy foods that make her body healthy and not get sick. she carefully limits him sugar intake in every food and drink she consumes.

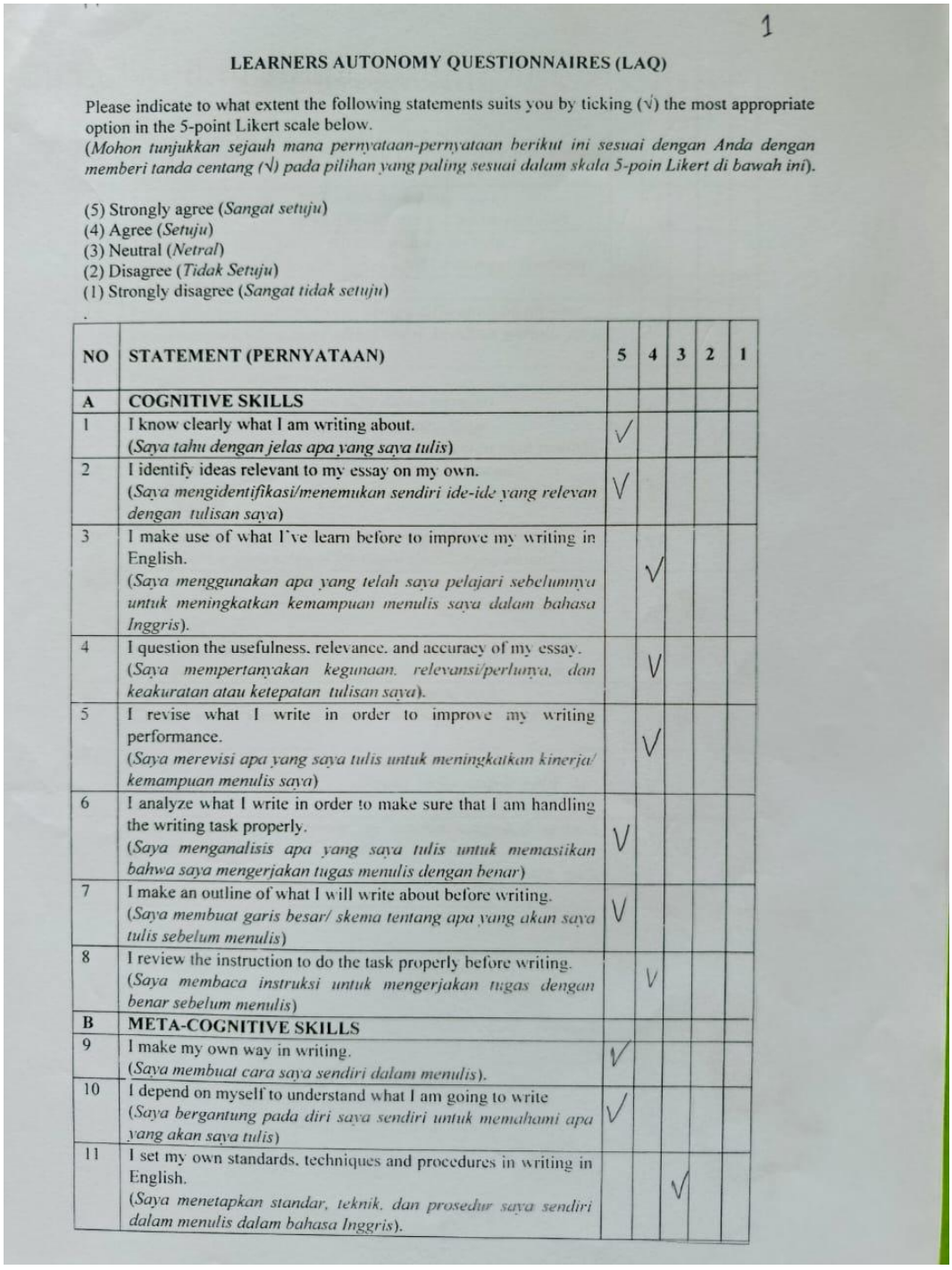
Secondly, healthy food can prevent various diseases. diseases usually come from food, therefore by maintaining healthy food and eating habits we will avoid diseases such as GERD (gastric origin) and diarrhea.

Lastly, healthy food purpose to give nutrition for body. healthy foods are very nutritious such as vegetables, fruits and avoid fatty foods and reduce excess sugar like the artist Jia Ricis.

So healthy food aims for body health so that in the future it will provide benefits for everyone, so if you want to be healthy, have an ideal body, let's eat nutritious foods, don't eat fatty, oily, and spicy food and excessively, arrange your diet to avoid dangerous diseases.

- little bit problem in grammar

Appendix 32 Students' Questionnaires



1

LEARNERS AUTONOMY QUESTIONNAIRES (LAQ)

Please indicate to what extent the following statements suits you by ticking (√) the most appropriate option in the 5-point Likert scale below.
(*Mohon tunjukkan sejauh mana pernyataan-pernyataan berikut ini sesuai dengan Anda dengan memberi tanda centang (√) pada pilihan yang paling sesuai dalam skala 5-poin Likert di bawah ini*).

(5) Strongly agree (*Sangat setuju*)
(4) Agree (*Setuju*)
(3) Neutral (*Netral*)
(2) Disagree (*Tidak Setuju*)
(1) Strongly disagree (*Sangat tidak setuju*)

NO	STATEMENT (PERNYATAAN)	5	4	3	2	1
A	**COGNITIVE SKILLS**					
1	I know clearly what I am writing about. (*Saya tahu dengan jelas apa yang saya tulis*)	√				
2	I identify ideas relevant to my essay on my own. (*Saya mengidentifikasi/menemukan sendiri ide-ide yang relevan dengan tulisan saya*)	√				
3	I make use of what I've learn before to improve my writing in English. (*Saya menggunakan apa yang telah saya pelajari sebelumnya untuk meningkatkan kemampuan menulis saya dalam bahasa Inggris*).		√			
4	I question the usefulness, relevance, and accuracy of my essay. (*Saya mempertanyakan kegunaan, relevansi/perlunya, dan keakuratan atau ketepatan tulisan saya*).		√			
5	I revise what I write in order to improve my writing performance. (*Saya merevisi apa yang saya tulis untuk meningkatkan kinerja/ kemampuan menulis saya*)		√			
6	I analyze what I write in order to make sure that I am handling the writing task properly. (*Saya menganalisis apa yang saya tulis untuk memastikan bahwa saya mengerjakan tugas menulis dengan benar*)	√				
7	I make an outline of what I will write about before writing. (*Saya membuat garis besar/ skema tentang apa yang akan saya tulis sebelum menulis*)	√				
8	I review the instruction to do the task properly before writing. (*Saya membaca instruksi untuk mengerjakan tugas dengan benar sebelum menulis*)		√			
B	**META-COGNITIVE SKILLS**					
9	I make my own way in writing. (*Saya membuat cara saya sendiri dalam menulis*).	√				
10	I depend on myself to understand what I am going to write (*Saya bergantung pada diri saya sendiri untuk memahami apa yang akan saya tulis*)	√				
11	I set my own standards, techniques and procedures in writing in English. (*Saya menetapkan standar, teknik, dan prosedur saya sendiri dalam menulis dalam bahasa Inggris*).			√		

NO	STATEMENT (PERNYATAAN)	5	4	3	2	1
12	I am aware of my performance in writing in English. (*Saya menyadari kemampuan saya dalam menulis teks bahasa Inggris*)			✓		
13	I can identify my own difficulties in writing. (*Saya dapat mengidentifikasi kesulitan saya dalam menulis*)		✓			
14	I start writing immediately without waiting for help. (*Saya mulai menulis dengan segera tanpa menunggu bantuan*)	✓				
C	**AFFECTIVE SKILLS**					
15	I seek effective solutions to my writing difficulties on my own. (*Saya mencari solusi yang efektif untuk kesulitan menulis saya sendiri*)		✓			
16	I depend on my teacher in writing. (*Saya bergantung pada guru saya dalam menulis*)			✓		
17	I cannot solve my writing problems alone. (*Saya tidak dapat menyelesaikan masalah menulis saya sendiri*)				✓	
18	I follow the directions in writing set by the instructor. (*Saya mengikuti arahan dalam menulis yang ditetapkan oleh guru*)		✓			
19	I see the teacher as a facilitator in writing tasks. (*Saya melihat guru sebagai fasilitator dalam tugas menulis*)		✓			
20	I prefer my teacher to decide what we write about. (*Saya lebih suka guru saya yang menentukan apa yang akan kami tulis*)			✓		
21	I cannot revise my essay without teacher help. (*Saya tidak dapat merevisi karangan saya tanpa bantuan guru*)				✓	
22	The main source I use in writing is the course book. (*Sumber utama yang saya gunakan dalam menulis adalah buku pelajaran*)			✓		
23	I cannot revise my essay without teacher's feedback. (*Saya tidak dapat merevisi esai saya tanpa umpan balik dari guru*)		✓			
24	I do all of the corrections my teacher suggested without questioning. (*Saya melakukan semua koreksi yang disarankan oleh guru saya tanpa bertanya*)			✓		

STUDENTS' CREATIVITY QUESTIONNAIRES (SCQ)

Please indicate to what extent the following statements suits you by ticking (√) the most appropriate option in the 5-point Likert scale below. (*Mohon tunjukkan sejauh mana pernyataan-pernyataan berikut ini sesuai dengan Anda dengan memberi tanda centang (√) pada pilihan yang paling sesuai dalam skala 5-poin Likert di bawah ini*):

(5) Strongly agree (*Sangat setuju*)
(4) Agree (*Setuju*)
(3) Neutral (*Netral*)
(2) Disagree (*Tidak Setuju*)
(1) Strongly disagree (*Sangat tidak setuju*)

NO	STATEMENTS	5	4	3	2	1
A	**Fluency**					
1	I can generate multiple ideas when writing on a topic. (Saya dapat menghasilkan banyak ide ketika menulis tentang suatu topik)		√			
2	I rarely struggle to find words or phrases to express my ideas. (Saya jarang kesulitan dalam menemukan kata atau frasa untuk mengekspresikan ide saya)				√	
3	I can write continuously without stopping for a long time. (Saya dapat menulis terus menerus tanpa berhenti untuk waktu yang lama)	√				
4	I find it difficult to come up with ideas for writing. (Saya merasa sulit untuk mendapatkan ide dalam menulis)			√		
B	**Flexibility**					
5	I can present my ideas in different ways depending on the writing task. (Saya dapat menyampaikan ide saya dengan berbagai cara tergantung pada tugas menulis)		√			
6	I can easily switch between different topics or perspectives in my writing. (Saya dapat dengan mudah beralih di antara berbagai topik atau perspektif dalam tulisan saya)	√				
7	I avoid experimenting with different writing styles. (Saya menghindari bereksperimen dengan gaya penulisan yang berbeda)	√				
8	I adapt my writing based on feedback from others. (Saya mengadaptasi tulisan saya berdasarkan umpan balik dari orang lain)			√		
C	**Originality**					
9	My writing often includes unique ideas that are different from others. (Tulisan saya sering kali mencakup ide-ide unik yang berbeda dari yang lain)			√		
10	I enjoy writing about unusual or imaginative topics. (Saya senang menulis tentang topik yang tidak biasa atau topik imajinatif)	√				
11	I avoid taking risks by trying new ideas in my writing. (Saya menghindari mengambil risiko dengan mencoba ide-ide baru dalam tulisan saya)			√		

NO	STATEMENT (PERNYATAAN)	5	4	3	2	1
12	I create original content rather than copying from other sources. (Saya membuat konten orisinal/ asli daripada menyalin dari sumber lain)	✓				
D	**Elaboration**					
13	I add rich details and descriptions to enhance my writing. (Saya menambahkan detail dan deskripsi untuk menyempurnakan tulisan saya)	✓				
14	I can expand on simple ideas by providing examples and explanations. (Saya dapat mengembangkan ide-ide sederhana dengan memberikan contoh dan penjelasannya)		✓			
15	My writing lacks detailed descriptions and examples. (Tulisan saya kurang memiliki gambaran dan contoh yang rinci)			✓		
16	I revise my drafts to add more depth and elaboration. (Saya merevisi draf saya untuk menambah kedalaman dan elaborasi tulisan saya)	✓				

NO	STATEMENT (PERNYATAAN)	5	4	3	2	1
12	I create original content rather than copying from other sources. (Saya membuat konten orisinal/ asli daripada menyalin dari sumber lain)	✓				
D	**Elaboration**					
13	I add rich details and descriptions to enhance my writing. (Saya menambahkan detail dan deskripsi untuk menyempurnakan tulisan saya)	✓				
14	I can expand on simple ideas by providing examples and explanations. (Saya dapat mengembangkan ide-ide sederhana dengan memberikan contoh dan penjelasannya)		✓			
15	My writing lacks detailed descriptions and examples. (Tulisan saya kurang memiliki gambaran dan contoh yang rinci)			✓		
16	I revise my drafts to add more depth and elaboration. (Saya merevisi draf saya untuk menambah kedalaman dan elaborasi tulisan saya)	✓				

TASK ENGAGEMENT QUESTIONNAIRE (TEQ)

Please indicate to what extent the following statements suits you by ticking (√) the most appropriate option in the 5-point Likert scale below. (*Mohon tunjukkan sejauh mana pernyataan-pernyataan berikut ini sesuai dengan Anda dengan memberi tanda centang (√) pada pilihan yang paling sesuai dalam skala 5-poin Likert di bawah ini*):

(5) Strongly agree (*Sangat setuju*)
(4) Agree (*Setuju*)
(3) Neutral (*Netral*)
(2) Disagree (*Tidak Setuju*)
(1) Strongly disagree (*Sangat tidak setuju*)

NO	STATEMENTS	5	4	3	2	1
A	**Behavioural engagement**					
1	I tried to do more than what was necessary to do the task well. (*Saya berusaha melakukan lebih dari yang diperlukan dalam mengerjakan tugas dengan baik*)		√			
2	I did my best to stay focused and avoid distraction. (*Saya melakukan yang terbaik untuk tetap fokus dan menghindari gangguan*)	√				
3	I spent as much time as necessary to complete the task. (*Saya menghabiskan waktu sebanyak yang diperlukan untuk menyelesaikan tugas*)		√			
4	I worked as hard as I could to complete the task. (*Saya bekerja sekeras mungkin untuk menyelesaikan tugas*)	√				
5	I tried to actively engage myself in the task. (*Saya mencoba melibatkan diri secara aktif dalam tugas tersebut*)		√			
B	**Emotional engagement**					
6	Doing the task was fun. (*Mengerjakan tugas itu menyenangkan*)			√		
7	I felt interested when doing the task. (*Saya merasa tertarik ketika mengerjakan tugas*)			√		
8	Doing the task aroused my curiosity. (*Mengerjakan tugas membangkitkan rasa ingin tahu saya*)		√			
9	I felt enjoyable when doing the task. (*Saya merasa senang ketika mengerjakan tugas*)			√		
10	I felt enthusiastic when doing the task. (*Saya merasa antusias ketika mengerjakan tugas*)			√		
C	**Cognitive engagement**					
11	During the task, I tried to explain the key concepts in my own words. (*Selama mengerjakan tugas, saya berusaha menjelaskan konsep-konsep kunci dengan kata-kata saya sendiri*)		√			
12	During the task, I tried to summarise it in my own words. (*Selama mengerjakan tugas, saya mencoba meringkas dengan kata-kata saya sendiri*)		√			
13	During the task, I tried to connect the ideas in the task with what I already know. (*Selama mengerjakan tugas, saya mencoba menghubungkan ide-ide dalam tugas dengan apa yang sudah saya ketahui sebelumnya*)		√			

NO	STATEMENT (PERNYATAAN)	5	4	3	2	1
14	When doing the task, I tried to generate examples to help me understand them better. (*Saat mengerjakan tugas, saya mencoba membuat contoh-contoh untuk membantu saya memahaminya dengan lebih baik*)		✓			
15	During the task, I repeated the contents and asked myself questions about them. (*Selama mengerjakan tugas, saya membaca ulang isinya dan bertanya pada diri saya sendiri tentang hal tersebut*)	✓				
D	**Agentic engagement**					
16	During the task, I let my teacher know what I needed and wanted. (*Selama mengerjakan tugas, saya memberi tahu guru saya apa yang saya butuhkan dan inginkan*)			✓		
17	During the task, I let my teacher know what I was interested in. (*Selama mengerjakan tugas, saya memberi tahu guru saya apa yang saya minati*)			✓		
18	During the task, I expressed my preferences and opinions. (*Selama mengerjakan tugas, saya mengungkapkan pilihan dan pendapat saya*)		✓			
19	During the task, I asked the teacher questions to help me learn. (*Selama mengerjkan tugas, saya mengajukan pertanyaan kepada guru untuk membantu saya belajar*)			✓		
20	During the task, when I needed something, I asked the teacher for it. (*Selama mengerjakan tugas, ketika saya membutuhkan sesuatu, saya memintanya kepada guru*)			✓		
E	**Social engagement**					
21	I asked the teacher to help me do the tasks. (*Saya meminta guru untuk membantu saya mengerjakan tugas*)			✓		
22	I asked the other students to help me do the tasks. (*Saya meminta siswa lain untuk membantu saya mengerjakan tugas*)			✓		
23	It was important for me to communicate with the teacher while doing the tasks. (*Penting bagi saya untuk berkomunikasi dengan guru saat mengerjakan tugas*)		✓			
24	It was important for me to communicate with the other students while doing the tasks. (*Penting bagi saya untuk berkomunikasi dengan siswa lain saat mengerjakan tugas*)		✓			
25	To make sure I did the exercises correctly, I asked the teacher to give feedback. (*Untuk memastikan bahwa saya mengerjakan latihan dengan benar, saya meminta guru memberikan umpan balik*)		✓			

Appendix 33: Research Guideline

1. QUESTIONNAIRE GUIDELINES FOR STUDENTS' AUTONOMY

A. General Information
Title : Learners Autonomy Questionnaires (LAQ)
Purpose : To assess the level of learners' autonomy in writing skills through cognitive, meta-cognitive, and affective dimensions.

Target Group : Senior high school students (grade XI)

Time Allocation: 15 minutes

A. Instruction for administering

Confidentiality: Assure participants that their answers will remain confidential and will not affect their grades.

Clarify Uncertainties: Encourage students to ask questions if they do not understand any statement.

Variable	Indicators	Descriptor	Total Items	Number of Items
Students' Autonomy	**Cognitive Skills**	Cognitive abilities in writing are the mental processes that allow students to plan, produce ideas, arrange content, and evaluate their work.	**8**	**1-8**
	Meta-Cognitive Skills	Metacognitive (self-management) strategies are 1) planning (learning about language learning and English as a Foreign Language and seeking practice opportunities out of class)Instruction, 2) monitoring (awareness of strengths and weaknesses, awareness of progress, checking appropriateness of written production or peer/self-evaluation), 3) evaluation (checking outcomes of one's language learning, self-evaluation or production, performance, ability, strategy and language repertoire).	**6**	**9-14**
	Affective Skills	The affective strategies to assess autonomous writers are 1) lowering anxiety, 2) self-encouragement (making positive statements/ taking risks wisely/ rewarding yourself), 3) sharing and reflecting on language learning difficulties, 4) Taking your emotional temperature (listening to your body/using a checklist/writing a language learning diary/discussing your feelings with someone else)	**10**	**15-25**

GUIDELINE FOR SCORING:

1. Likert Scale Interpretation:

   5 – Strongly agree (Sangat setuju)
   4 – Agree (Setuju)
   3 – Neutral (Netral)
   2 – Disagree (Tidak setuju)
   1 – Strongly disagree (Sangat tidak setuju)

2. Reverse Scoring: For negatively worded items (statements 16, 17, 20, 21, 23, 24), reverse scoring will be applied:

   5 becomes 1,
   4 becomes 2,
   3 remains the same,
   2 becomes 4, and
   1 becomes 5.

3. Total Score Calculation: Sum the scores for all statements in each section (cognitive, meta-cognitive, and affective skills). Higher scores indicate a higher degree of learner autonomy.

INTERPRETATION OF RESULTS

1. High Autonomy (81-100): The student demonstrates a strong ability to work independently, set personal goals, and solve problems in writing without external assistance.

2. Moderate Autonomy (61-80): The student shows moderate autonomy but still relies on teacher guidance and instructional materials in some areas.

3. Low Autonomy (Below 60): The student depends heavily on teachers and external feedback for writing tasks, indicating limited self-regulation and cognitive awareness.

2. QUESTIONNAIRE GUIDELINES FOR STUDENTS' CREATIVITY

A. General Information

Title : Students' Creativity Questionnaires (CEQ)

Purpose : To assess students' creativity in writing through dimensions of fluency, flexibility, originality, and elaboration.

Target Group : Senior high school students (grade XI)

Time Allocation: 15 minutes

B. Instruction for administering

Confidentiality: Assure participants that their answers will remain confidential and will not affect their grades.

Clarify Uncertainties: Encourage students to ask questions if they do not understand any statement. Emphasize the importance of honest responses.

Variable	Indicators	Descriptor	Total Items	Number of Items
Students' Autonomy	**Fluency**	Fluency is the amount of appropriate replies a person gives when given a prompt.	**4**	**1-4**
	Flexibility	Flexibility represent a shift in thought	**4**	**5-8**
	Originality	Originality refers to the number of unusual but significant ideas, as evaluated by the idea's statistical infrequency	**4**	**9-12**
	Elaboration	Elaboration is defined as the value associated with a concept by the quantity of details added.	**4**	**13-16**

GUIDELINE FOR SCORING:

1. Likert Scale Interpretation:

5 – Strongly agree (Sangat setuju)
4 – Agree (Setuju)
3 – Neutral (Netral)
2 – Disagree (Tidak setuju)
1 – Strongly disagree (Sangat tidak setuju)

2. Reverse Scoring: Apply reverse scoring for negatively framed items (statements 4, 7, 11, 15):
   5 becomes 1,
   4 becomes 2,
   3 remains the same,
   2 becomes 4, and
   1 becomes 5.

4. Total Score Calculation: Sum the scores for each section (fluency, flexibility, originality, elaboration). Higher scores reflect greater creative writing skills.

INTERPRETATION OF RESULTS

1. High Creativity (61-80): The student demonstrates strong creative skills, generating original ideas, elaborating on content, and showing flexibility in writing.
2. Moderate Creativity (41-60): The student exhibits moderate creativity, with potential for further development in certain areas of writing.
3. Low Creativity (Below 40): The student shows limited creative expression and may require additional encouragement and practice in generating and developing ideas.

3. QUESTIONNAIRE GUIDELINES FOR STUDENTS' LEARNING ENGAGEMENT

A. General Information

Title : Task Engagement Questionnaire (TEQ)

Purpose : To measure students' engagement in learning tasks through behavioural, emotional, cognitive, agentic, and social dimensions.

Target Group : Senior high school students (grade XI)

Time Allocation: 15 minutes

B. Instruction for administering

Confidentiality: Assure participants that their answers will remain confidential and will not affect their grades.

Clarify Uncertainties: Encourage students to ask questions if they do not understand any statement. Emphasize the importance of honest responses.

Variable	Indicators	Descriptor	Total Items	Number of Items
Students' Learning Engagement	**Behavioural engagement**	Teachers can assess students' participation, focus, effort, and resistance to distractions during class.	**5**	**1-5**
	Emotional engagement	Positive affect is considered as a sign of greater engagement, whereas negative affect might imply less engagement or total disengagement.	**5**	**6-10**
	Cognitive engagement	The cognitive indicators the teacher can observe are curiosity, time flying, sense of control, and language repair.	**5**	**11-15**
	Agentic engagement	This dimension asses student self-reflection, and ownership. Agentive signs can be detected in exercises that are aimed to provide students a sense of belonging and self-expression. This sensation of control is embodied by the autonomy booster	**5**	**15-20**
	Social engagement	Social dimension is indicated by the student's willingness to communicate. Teachers identified certain situations in which this indication was present, such as "if they have a particular role within the group, this makes them feel that their contribution matters, no matter how small it is."	**5**	**21-25**

GUIDELINE FOR SCORING:

1. Likert Scale Interpretation:

   5 – Strongly agree (Sangat setuju)
   4 – Agree (Setuju)
   3 – Neutral (Netral)
   2 – Disagree (Tidak setuju)
   1 – Strongly disagree (Sangat tidak setuju)

2. Reverse Scoring: Currently, all items are positively framed.
3. Total Score Calculation: Calculate the total score for each dimension (Behavioural, Emotional, Cognitive, Agentic, Social). Sum all the scores to obtain the overall engagement scores.

INTERPRETATION OF RESULTS

1. Highly Engaged (101-125): The student shows strong engagement across all dimensions, indicating active participation and interest in learning tasks.
2. Moderately Engaged (76-100): The student displays consistent engagement but may need support in one or more areas to enhance task involvement.
3. Low Engagement (Below 75): The student shows limited engagement, suggesting the need for intervention to foster greater interest and participation.

4. GUIDELINE FOR WRITING TEST – EXPOSITION TEXT

A. GENERAL INFORMATION

Title : Writing Test – Exposition Text
Purpose : To assess students' ability to write a well-structured exposition text focusing on content, organization, vocabulary, language, and mechanics.
Target Group: Grade XI Senior High School Students

B. INSTRUCTIONS FOR ADMINISTERING THE TEST

1. Explain the Purpose: Inform students that the purpose of this test is to evaluate their writing skills through the composition of an exposition text. Emphasize the importance of presenting ideas clearly and logically.
2. Confidentiality and Fairness: Ensure students that the test is designed to understand their individual writing abilities and will not be shared with peers.
3. Time Allocation: Students are given 90 minutes to complete the writing task.
4. Clarity of Task: Read the directions aloud and ensure that all students understand the requirements before starting the test. Clarify any uncertainties they may have.

C. TEST DIRECTIONS

1. Task: Write an exposition text consisting of 70-100 words or more.

2. Tense Requirement: Use the present tense throughout the text.

3. Assessment Criteria: Your text will be evaluated based on the following five aspects of writing:
   a. Content (Relevance and depth of ideas)
   b. Organization (Logical arrangement of ideas)
   c. Vocabulary (Appropriate and varied word use)
   d. Language use (Grammar and sentence structure)
   e. Mechanics (Spelling, punctuation, and capitalization)

4. Topic Selection: Choose one of the topics below to write about:
   a. Drinking water
   b. Regular exercise
   c. Regular sleep

d. Fruit and vegetables
e. Personal hygiene

D. SCORING RUBRIC

Aspect	Score Range	Description
Content	1-5	Relevance, clarity, and completeness of ideas
Organization	1-5	Logical flow and structure of text
Vocabulary	1-5	Word choice and variety
Language Use	1-5	Grammar, tense, and sentence formation
Mechanics	1-5	Correct use of spelling, punctuation, and capitalization

E. INTERPRETATION OF SCORES

1. Excellent (21-25): The student demonstrates exceptional writing skills with clear, well-organized, and engaging content. Minimal errors in language and mechanics.
2. Good (16-20) : The student shows good understanding and organization but may have minor language or vocabulary errors.
3. Fair (11-15) : The writing addresses the topic but may lack elaboration and contain noticeable errors in grammar or structure.
4. Needs Improvement (Below 10): The text is underdeveloped, disorganized, or contains frequent language and mechanical errors.

Appendix 34: Documentation

Phase 1: Launching the project



Phase 2: Building knowledge



Phase 3: Developing, Critiquing, and Revising Product





Phase 4: Presenting Products and Reflection







