THE EFFECT OF PROJECT BASED LEARNING TOWARD STUDENTS CREATIVE THINKING AND WRITING SKILL ON EXPOSITION TEXT AT SECOND GRADE OF SMA N 1 PALEMBAYAN

A THESIS

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ABTRACT

Malta Yana Harbi, 2319102. "The Effect of Project Based Learning Toward Students Creative Thinking and Writing Skill on Exposition Text at Second Grade of SMA N 1 Palembayan. A Thesis. English Education Study Program. UIN Sjech M. Djamil Djambek. 2023.

This research aimed at finding out the effect of Project Based Learning toward students' creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembayan. It was conducted due to several problems related to students creative thinking and writing skill. First, students writing skill were still low. Second, teacher still used teacher centered approach in explain material. Third, the students' writing was short and showed no creative thinking. Therefore, the researcher was interested to use Project Based Learning to improve creative thinking and writing skill for second grade students SMA N 1 Palembayan.

This research was experimental research with quasi-experimental design. The population of this research was all of the second grade students of SMA N 1 Palembayan which consisted of 3 classes. The researcher used purposive sampling to determine the sample of the research. To collect the data, researcher used students writing test in pre-test and post-test. The data in this research was analyzed by SPSS 24.

The results of the research indicated that the students score in post higher than the score of pre-test in experimental class. In creative thinking the mean score of pre-test class experiment was 60.90 while the mean score of post-test was 69.20. Pre-test control class with mean was 40.60 and post-test was 52.20. It means that PJBL gave contribution on students' creative thinking. Meanwhile, in writing skill the mean score of pre-test class experiment was 57.00 and the mean score of post-test was 57.70. The mean score in pre-test control class was 40.15 and post-test was 54.00. It concluded that the mean score of pre-test and post-test class experimental was almost the same. So that PJBL not gave contribution on students' writing skill. In addition, the calculating of the data in independent sample t-test showed that the value of sig. (2-tailed) was .000 <0,05 for creative thinking and .535 >0,05 for writing skill. It means that the alternative hypothesis (Ha) was accepted for creative thinking and Ha was rejected for writing skill. So, there was significant effect of using PJBL toward students creative thinking and there was no significant effect of using PJBL toward students writing skill. Furthermore, the calculation of the data in paired sample t-test showed that the value of sig. (2-tailed) was .089 for creative thinking and .926 for writing skill. It

means that the Ha was rejected and there was no difference between the students creative thinking and writing skill taught by using PJBL and the students taught conventionally. In conclusion, the use of PJBL not gave significant effect for students in improve their creative thinking and writing skill.

Key Words: Project Based Learning, Creative Thinking, Writing Skill

ABSTRAK

Malta Yana Harbi, 2319102. "Pengaruh Penggunaan Project Based Learning Terhadap Kemampuan Berfikir Kreatif dan Kemampuan Menulis Siswa dalam Teks Eksposisi di Kelas 2 SMA N 1 Palembayan", Skripsi, Pendidikan Bahasa Inggris, UIN Sjech M.Djamil Djambek Bukittinggi, 2023.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Project Based Learning terhadap kemampuan berfikir kreatif dan kemampuan menulis siswa dalam teks eksposisi di kelas 2 SMA N 1 Palembayan. Peneliti menemukan beberapa masalah yang berkaitan dengan penguasaan kosa kata siswa. Pertama, kemampuan menulis siswa masih rendah, kedua, guru masih menggunakan pendekatan pembelajaran yang berpusat pada guru dalam menjelaskan materi. Ketiga, waktu yang diberikan dalam mengerjakan tugas kurang. Oleh karena itu, peneliti tertarik untuk menggunakan Project Based Learning sebagai pendekatan untuk meningkatkan kemampuan berfikir kreatif dan kemampuan menulis siswa.

Penelitian ini menggunakan penelitian ekspriment dengan desain quasi-eksperiment dengan menggunakan pretest-posttest eksperimen dan kontrol grup desain. Populasi penelitian ini berjumlah 61 siswa. Peneliti menggunakan purposive sampling untuk menentukan sampel penelitian. Peneliti menggunakan tes menulis pada pre test dan post test. Data penelitian dianalisis menggunakan SPSS 24.

Hasil penelitian menunjukkan bahwa nilai post test siswa lebih tinggi dibandingkan nilai pre-test pada kelas eksperimen. Pada berfikir kreatif nilai rata-rata pre-test kelas eksperimen adalah 60,90 sedangkan nilai rata-rata post-test adalah 69,20. Sedangkan kelas control pre-test adalah 40.60 dan pos-test 52.20. dapat simpulkan bahwa kemampuan berfikir kreatif kelas eksperimen post-test lebih tinggi daripada post-test. Sehingga PJBL memberikan kontribusi terhadap berfikir kreatif siswa. Sedangkan untuk kemampuan menulis pre-test kelas eksperimen 57.00 dan nilai rata-rata post-test adalah 57.70. Nilai rata-rata pre-test kelas control adalah 40.15 dan post-test adalah 54.00. Disimpulkan bahwa nilai rata-rata pre-test dan post-test kelas experiment hampIr sama. Sehingga PJBL tidak memberikan kontribusi terhadap kemampuan menulis siswa. Selain itu, perhitungan data pada uji independent sampeel uji-t menunjukkan bahwa nilai sig (2-tailed) adalah 0,000 <0,05 untuk berfikir kreatif dan .535 >0,05 untuk kemampuan menulis. Artinya Ha diterima untuk berfikir kreatif dan ha ditolak untuk kemampuan menulis. Jadi, terdapat pengaruh yang signifikan dari penggunaan PJBL terhadap berfikir kreatif siswa dan tidak ada pengaruh yang signifikan dari penggunaan PJBL terhadap kemampuan menulis siswa.

Selanjutnya, perhitungan data melalui uji beda berpasangan adalah menunjukkan bahwa nilai sg. (2-tailed) adalah 0,089 untuk berfikir kreatif dan ,926 untuk keterampilan menulis. Artinya Ha ditolak dan tidak ada perbedaan antara keterampila berfikir kreatif dan menulis siswa yang menggunakan PJBL dengan siswa yang menggunakan konvensional. Dapat disimpulkan bahwa penggunaan PJBL tidak memberikan pengaruh yang signifikan bagi siswa dalam meningkatkan kemampuan berfikir dan kemampuan menulis siswa.

Kata Kunci: Project Based Learning, Berfikir Kreatif , Kemampuan Menulis

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four basic skills and three components that must be learn by students when they learn English. The four basic skills, namely listening, speaking, reading and writing. While pronunciation, vocabulary and grammar are the components. Learning each one of them has its own difficulties. However, all those difficulties can be handled by using the right approach, model, or strategies. So, to master English, students must master all the basic skills and components of English.

One of the skills that must be mastered by learners is writing. Writing is a very important skill. It provides a powerful means as self-expression as well as support for further learning and study. In addition, writing is mental activities that are not as easy as people think in expressing ideas of students. Writing is a skill that can make students communicate well without having to meet face to face. Students can take several notes and write in paper, exploring many different ways to incorporate text.

Writing is a complex activity. Understanding this complexity is the key to effective teaching of write[1]. Therefor, students have the opportunity to contribute to languange development if they master in writing.

[1] Yin Ling Cheung, 'Teaching Writing', *English Language Education*, 5.March (2016), 179–94 <https://doi.org/10.1007/978-3-319-38834-2_13>.

However, students face writing problems that affect their writing. Likewise, some students have problem with grammar, sentence structure, words, punctuation, spelling and handwriting. This is why writing to be considered difficult for students. Since it does not only generate the ideas but also these ideas could be generate into perceived text.

To achieve learning objectives well, teachers can use approach that are suitable for students in class. Teaching approach is a set of principles, beliefs or idea about the nature of learning, which is translated into the classroom[2]. In teaching writing, teachers need to explicitly teach specific writing processes and approach to improve students' skills. Usually errors that often occur in writing because the approach used is not accordance with goals achieved by the teacher. The approach used must be adapted to the conditions of the students, class facilities, and learning objectives.

For students skills to increase faster, teachers should use an approach that suggests ways of encouraging great learning, the approach is students centered approach. In this approach students can more optimally express themselves, asking questions, direct learning. When learning is student-centered students will be more active and they are give the opportunity to produce texts. Teachers need to understand that helping students in idea generation and in planning as well as teaching. With this approach learning objectives will be more effective to achieve.

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[2] Nasiba Hasanova, Bunyod Abduazizov, and Ravshan Khudjakulov, 'The Main Differences Between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies', *Multidisciplinary Peer Reviewed Journal* , 7.2 (2021), 371–75.

There are two approaches in teaching writing, namely process and product[3]. The process approach is that the teacher pays attention to the stages that are passed in each writing by spending a lot of time with students. While the product approach is when the teacher only focuses on the results of the writing and the purpose of the task. Based on the explanation above Project Based Learning is included in the process approach in writing. Bacause, in the Project Based Learning a teacher pays attention to the stages and needs time to write.

Project Based Learning (PJBL) is an approach in class used centered on learner, learners pose a question and are guided through reaserch under the instructor's supervision[4]. Approach of teaching provide well develop ways of teaching that guide the development of learning experiences and the identification of strutures that support learning[5]. PJBL connect students with challanges that are motivating, putting students in charge of seeking knowledge.

In SMA N 1 Palembayan using the *K-13*. The approach in this curriculum is students-centered approach. So, the *K-13* has the same approach as PJBL, namely students-centered approach. This can be one of the teachers choices in learning English. The teachers are to train and facilitate students learning and understanding of the material as a whole.

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[3] Jeremy Harmer, 'The_Practice_of_English_Language_Teachin.Pdf', 2010, p. 386.
[4] Stephanie Bell, 'Project-Based Learning for the 21st Century: Skills for the Future', *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83.2 (2010), 39–43 <https://doi.org/10.1080/00098650903505415>.
[5] Linda S Behar-Horenstein and Denise M Seabert, 'Teachers' Use of Models of Teaching', *Educational Practice and Theory*, 27.1 (2012), 49–66 <https://doi.org/10.7459/ept/27.1.04>.

Examples of students-centered approachs include, small group discussions, simulations, project[6].

PJBL is an innovative approach to learning that teachers have a quality of strategies critical for succes in the twenty first century. Students drive their own learning through inquiry, as well as work collaboratively to reaserch and create projects that reflect their knowledge[7]. The roots of PJBL by educator and philosopher Jhon Dewey (1959)[8]. Dewey argue that students will develop personal skill in the material, meaningful tasks and problems that emulate what experts do in real-world situations. PJBL allows students to learn by doing and applying ideas, students gain deeper understanding of the material when they actively construct their understanding by working with and using ideas.

PJBL can be described as an instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or respond to an authentic challange. PJBL is a possible means for enabling students to improve students language, content and communicative skills. The students can use and incorporate language and factual knowledge in their real lives while performing and creating the project.

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[6] Hasanova, Abduazizov, and Khudjakulov.
[7] Bell.
[8] Phyllis C. Krajcik, Joseph S. and Blumenfeld, 'CHAPTER 19 Project Based Learning', 2005, pp. 317–34.

Furthermore, in PJBL can improve students' creative thinking[9]. Creative thinking skills are creativity that students must have to improve their mental development and mindset so that the learning process will achieve the indicators of success to be achieved. So, the creative thinking skills that are owned by the learners will be a future provision because life is always faced with a problem.

In the second grade SMA N 1 Palembayan in English subject there are studying several types of text. One of them is exposition text. There are two types of text, namely analytical and hortatory.

Based on the preliminary research on January 2022 at SMA N 1 Palembayan, researcher did the observation and interview with students in the class XI (61 students) when writing were taught. Researcher found several problems in the class. First, students' writing skill especially exposition text was still low. Whereas the score test (KKM) English in class XI is 78. The students who get the score below of the KKM there are 37 students while 25 other students get the score above of the KKM. So can be inferred there are 60% of students who get low scores and 40% of students who get good scores. So, researcher concluded that in this class get low score of writing learning on students is problem.

Second, the teacher still used teacher-centered approach to explain material. This can be seen from the teacher who dominates in the learning. Process the teacher conveys the material and students only listen to what

[9] todd Stanley, *Project Based Learning for Gifted Students*, 2021.

the teacher explains. According to some of the students who were interviewed, they said that when learning English, we only listened to the teacher explanation, occasionally we answered the questions given.

The last prablem, the results of students' written analytical exposition text only explain existing ideas. The sentences displayed were not interesting and only discuss short issues. Students were not developed sentences so they were not interested. Some students did not write sentences based on existing topics, so the author's position is not clearly known. Some students' writing results were the same as other students.

PJBL has been shown to have major positive effects on the learning of students[10]. Especially in writing, according to Bell that most projects are writing[11]. But the effect by this approach still be questionable. Cause it be questionable the researcher want to do the research and see the effect. Based on the explanation above, the researcher interested to conduct the research under the title, "THE EFFECT OF PROJECT BASED LEARNING TOWARD STUDENTS CREATIVE THINKING AND WRITING SKILL ON EXPOSITION TEXT AT SECOND GRADE OF SMA N 1 PALEMBAYAN".

B. Identification of the Problem

Based on the background of the problem above, there are some problem occured in teaching and learning English at SMA N 1

[10] Stanley.
[11] Bell.

Palembayan that can be identify as follow:

1. The students writing skill was still low.
2. The teacher still used teacher-centered approach to explain material.
3. The the students' writing was short and showed no creative thinking.

C. Limitation of the Problem

By considering the problem identified above, the researcher limit the problem on the using PJBL toward students creative thinking and writing skill on exposition text, especially analytical text at second grade in SMA N 1 Palembayan.

D. Formulation of the Problem

Based on the limitation of the problem in the research was formulated as the following questions:

1. Was there any significant effect of Project Based Learning toward students creative thinking and writing skill?
2. Was there any significant differences between the students who use Project Based Learning and the students who do not use Project Based Learning?
3. Was the students' creative thinking and writing skill that use Project Based Learning better than the students' creative thinking and writing skill that do not use of Project Based Learning?

E. The Purpose of the Research

Based on the formulation of the problem, there are three purposes of this research. The purpose of the research are:

1. To find out whether there was any significant effect of Project Based Learning toward students creative thinking and writing skill.
2. To find out whether there was any significant differences between the students who use Project Based Learning and the students who do not use Project Based Learning.
3. To find out students' creative thinking and writing skill that use Project Based Learning were better than the students who do not use of Project Based Learning.

F. Significant of the Research

The researcher hopes the result of this research gives extra insigh they are:

1. For English teachers, this study is supposed to be one of the approach that can be implemented in the classroom activities in order to gain the students creative thinking and writing skill.
2. For students, PJBL is a approach that very useful to improve their writing skill especially in exposition text. Moreover, it also improves their creativity thinking.
3. For the researcher, intended to fulfill one of requirements for the award of Sarjana Degree and it can improve the researcher knowledge about appropriate approach by using PJBL.

4. For further researcher, this study was intended to be one of the references for relevant study.

G. Definition of Key Term

1. Project Based Learning is a student-centered approach that begins by asking questions or problems so that students can give opinions, solve problem and create project monitoring by the teacher which will be presented at the end of the lesson.
2. Creative thinking is a part of higher thinking skill to generate and innovate novelty ideas to solve old, recurring or new problem effectively an individuals thinking ability and can direct someone to think full of creativity.
3. Writing skill is one of skill in English to discover, explore and organize students' ideas which will be conveyed to readers indirectly in written form.
4. Exposition text is one type of text that elaborates the writer's idea about the phenomenon surrounding to persuade the readers or listeners.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The concept of PJBL

a. Definition of Project Based Learning (PJBL)

In the learning English, the teacher used some approach. One of them is Project Based Learning (PJBL). There are many experts define PJBL. According to Thomas in Stanley, PJBL is exactly what its name implies. Project are complex task, based on challenging question or problems, that involve students in design, problem solving, decision making or investigative activities, give students the opportunity to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations[12].

According to Gawron, PJBL provides lessons on a project to be solved or activities to be developed. Learning occurs along the way towards presentation as a solution[13]. In addition, Bell state that PJBL is a students-driven, teacher vacilitated approach to

[12] Stanley.
[13] Heather Wolpert-Gawron, 'DIY Project Based Learning for ELA and History', *DIY Project Based Learning for ELA and History*, 2015, 1–164 <https://doi.org/10.4324/9781315709581>.

learning, students solve real-world problems by asking question that have piqued their natural curiosity. PBL is a key for creating independent thinkers and learners. Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies. Students flourish under this child driven, motivating approach to learning and gain valuable skills for later. Result of PJBL is greater understanding of a topic, deeper learning, and increased motivation to study and most of projects include reading, writing and count[14]. In line with Bell's opinion, PJBL can improve students' reading, writing, listening, speaking, vocabulary skills, and communicative competence. It can be concluded that writing skill is one of the skills that can be improved through the PJBL approach.

PJBL is very different from just giving task. Assigning tasks is simple assessment. In contrast, PJBL is an all-encompassing unit of study, exploration, research, and delivery of solutions presented by students. Driven by essential questions or guidelines, PJBL units can end up with a "project" for be the vehicle for the information presented, but the end result is not the proof of learning. What is accomplished along the way, however, is It's about the process, not the end project. It means PJBL is an in-

[14] Bell.

1.1 The difference between a task and a project[15].

Task	Project
Based on direction	Based on inquiry
Teacher directed	Students directed
Can be done individually	Usually involves collaboration
Involves end products that usually all look the same	Involves end products that are different for every students
Lack context for how they look in the real world	Based on real world experiences
Involves students as students	Involves students as experts
Do not provide much opportunity for students choice	Provides students choice for almost every component
Typically take place after the learning	In the learning

Furthermore, In PJBL approach the students learn to self-resolving their progress through agenda setting. At the end of each work session, students report on whether they have met their goals for the day. Students must use their work time effectively and stay focused on task[16]. Teachers in PJBL facilitate and manage the process of learning. In other words, the teachers create task or activities that allow students to think or solve the problems, then

[15] Stanley.
[16] Bell.

assist them with tackling the problems or fighting with the information for their answer[17].

So the researcher concludes that PJBL is an approach introduces students that student-centered task completion and provides opportunities for in-depth learners. Students to be able to independently solve problems based on the material by developing their ideas and skills which ultimately results in a product or presentation. PJBL is a complex task that provide opportunities for students for a long time and focus on the process.

b. Characteristics of PJBL

Stivers explains characteristic of PJBL by the following attributes namely[18]:

1) Creates a need to know of essential content and skills.
2) Students design the process for reaching solution.
3) Requires problem solving, collaboration and various forms of communication.
4) Provides the opportunity for students to examine the task from different perspective using a variety of resources.
5) Students learn to work independently and take responsibility when they asked to make choices,

[17] Wolpert-Gawron.
[18] Brandon Goodman and J. Stivers, 'Project-Based Learning Why Use It?', *Educational Psychology*, ESPY 505, 2010, 1–8.

6) A final product (not necessarily material) is produced and is evaluated quality.
7) The teacher takes on the role of a facilitator rather than a leader.

c. Benefit of PJBL

According to Simpson there are many benefits in implementing PJBL in variety of educational contexts as follow[19]:

1) Enhancing academic achievement and content knowledge relevant.

Because when sue PJBL students make a meaningful transition between the in-depth project and the topic of lesson. And then if students learn by doing, solving problems and making knowledge connections, they retain what they have learned, which can be applied in the real-world.

2) Increasing outonomos learning.

PJBL offers knowledge of the targeted topic at their own pace and in their own time and they become more responsible in their learning to achieve education value from the outcome.

3) Gaining important life skills.

[19] J. Simpson, 'Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University. (PhD Thesis)', *Australian Catholic University*, May, 2011.

PJBL develops not only knowledge of the topic but also boosts problem solving skills, research skills, collaboration and resource management skills, negotiation, askills to meet deadlines, organization and interpersonal relations.

4) Developing higher-order thinking skills.

Higher-order thinking skills are one of the main benefits of doing PJBL. Students develop skills in analyzing and other cognitive processes that lead to deep understanding. To complete learning goals, students need to think, plan, analyze, research, develop technology, study inquiry skills and complete processes, and this leadsto the production of high-quality results.

5) Increasing motivation.

PJBL build motivation of students to research topics that interest them and so do the same motivating students to increase effort to produce meaningful results. This way students to develop a sense of accomplishment and pride.

In line with another experts explain that there are some benefits of incorporating project in the class:

1) Process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence.

2) Students increased social, cooperative skills, and group cohesiveness.
3) Improved language skills, because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context.
4) Students can enhanced motivation, engagement and enjoyment.

d. Steps of implementing of Project Based Learning

To implement the PJBL approach, teacher must follow the steps. According to George Lucas Educational Foundation in Yani's book there are six steps of PJBL[20]:

1) Start with essential questions
   a) Learning begins with essential questions, namely questions that can give project to students in carrying out an activity.
   b) Taking topics according to reality the real world and starts with a deep investigation.
   c) The teacher tries to make the topic raised relevant for students.
2) Design a project plan

[20] Ahmad Yani, M.Pd,` model project based learning untuk meningkatkan motivasi belajar pendidikan jasmani' (2021), 15-16

Students design project completion activity steps form start to finish and their management. This project design activity contains the formulation of objectives and expected results, selection of activities for project completion, planning of materials can support completion project assignment, and cooperation among group member.

a) Planning is done collaboratively between teachers and students.
b) Students are expected to feel ownership of the project.
c) Planning contains the rules of the project. Selecting activities that can support in answering essential questions, integrating various possible subjects, and knowing the tools and materials that can be accessed to help complete the project.

3) Create schedule

Activity at this stage:

a) Create a timeline for completing the project.
b) Make project completion deadlines.
c) Guide students when they make ways that are not related to the project.

4) Completion of the project with teacher facilitation and monitoring

a) The teacher is responsible for monitoring the activities of students while completing the project.
b) Monitoring is carried out by directing students in each process.
c) The teacher has the role of being a mentor for students' activities.

This step is the implementation of the project design that has been made. Activities that can be carried out in project activities include, read, make a design, researching, interview, record, writing, visit project object, internet access. The teacher is responsible for guiding and monitoring the activities of students in carrying out project assignments from the process to the complex of the project.

5) Assess the outcome

Project results in the form of product whether in the form of written works, design, works of art, crafts, etc, are presented or published to other students and teacher or the public in the form of presentations, publications and exhibitions of learning products.

6) Evaluation of project processes and results

Teachers and students at the end of the learning process reflect on the activities and results of project assignments. The process of reflection on project assignments can be

carried out individually or in groups. At the evaluation stage, students are given the opportunity to express their experiences while completing project assignment.

2. The Concept of Writing

a. Definition of writing

Writing is one of the four skills in English that concerns conveying the messages made by the writer from thinking, compiling and revising procedures to become a written text[21]. Writing is often regarded as the most difficult language skills students master. This is because the writing will be honed if the students have other language skills such as skills listening, speaking and reading need to be mastered first. The more students listen and read, the better the quality of the students writing[22].

Writing is one of skills that is very important to be taught to the students because by writing the students can discover, explore, and organize their ideas. Discover idea means that the students collect their idea in their mind, explore ideas means that the students develop their ideas, and the last they organize their ideas to be written form.

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[21] Anggi Silvia Anita and Absharini Kardena, 'The Effect of Using Powtoon Toward Students' Motivation in Writing', *ELP (Journal of English Language Pedagogy)*, 6.1 (2021), 1–13 <https://doi.org/10.36665/elp.v6i1.369>.

[22] Binti Mariatul Kiptiyah, 'Critical and Creative Thinking in the Writing of the Exposition Text', *ISLLAC : Journal of Intensive Studies on Language, Literature, Art, and Culture*, 3.1 (2019), 19–25 <https://doi.org/10.17977/um006v3i12019p019>.

Through writing, the students can share their ideas to the readers[23].

Writing differs significantly from spoken language. Additional meaning and information are often conveyed through the body language or vocal characteristics of the speaker. This element of communication is absent from the written message. The writer needs to use skill and creativity in order to achieve the same depth of meaning and nuance as the spoken message[24].

Smith explains in Wahyuni that writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs and often units of discourse. It means that the writers last to be able to write the message that they wants to convey as clear as possible[25]. According to Sarwono and Purwanto, writing is important for students because students need to process writing capability, especially regard to the written task given by the teacher[26].

The other factor that influences writing is students' creative thinking. Creative thinking is something original which born by the creator's mind. Creative thinking is used in many aspects of life but for students writing. Creativity is used to make a good text. A good text is

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[23] Selli Wahyuni, Eliza, and Merry Prima Dewi, 'An Analysis of Students' Ability in Writing Using Noun Phrase on Descriptive Text', *ELLTER Journal*, 1.2 (2020), 1–7 <https://doi.org/10.22236/ellter.v1i2.5511>.
[24] Diana Williams, 'Writing Skills in Practice', *Physiotherapy*, 88.11 (2002), 710 <https://doi.org/10.1016/s0031-9406(05)60130-7>.
[25] Wahyuni, Eliza, and Prima Dewi.
[26] Sarwono Jonathan and Yudhy Purwanto, 'English for Academic Purposes', (2011)

a text that has a new idea, good plot of story, coherence and cohesive between one and other paragraphs[27].

The researcher concludes that writing is an important subject for students to learn, because by writing the students can discover, explore, and organize their ideas. Thought writing students can share their idea to the reader. Writing is a long process because they can convey information through writing.

b. Process of writing

Writing is never enough for one steps. When students first write something, they have already been thinking about what to say and how to say it. Then after they have finished writing, read over what they have written and make changes and corrections. Next, write and revise until you are satisfied that your writing expresses exactly what you want to say.

According to Oshima, the process of writing has four steps, there are[28]:

1) Prewriting

Prewriting is a way to get ideas. In this step, students choose a topic and collect ideas to explain the topic. There

[27] Arrum Sari, 'The Correlation of Simple Present Tense, Creative Thinking, in Writing Descriptive Text', *Foremost Journal*, 1.2 (2020), 115–22 <http://ejournal.unis.ac.id/index.php/Foremost/article/view/781>.
[28] Alice Oshima and Ann Hogue, *An Introduction to Academic Writing*, *Writing for Nursing and Midwifery Students*, 2011 <https://doi.org/10.1007/978-0-230-36628-2_1>.

are several techniques can use to get ideas. One of them is listing. Listing is a prewriting technique in which students write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.

2) Organizing

In this step students make a organize the ideas into a simple outline. Example, when students write a sentences (his grandfather) and told the main idea (his grandfather helped his community). Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

3) Writing

Using outline as a guide. Write draft as quickly without stopping to think about grammar, spelling, or punctuation. Write ideas down on paper. Students will probably see many en·ors in their rough draft. This is perfectly usual and acceptable-after all. this is just a rough draft. So students will fix the errors later.

4) Polishing: revising and editing

In last step, students polish what they have written. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

c. Purpose of writing

Purpose is the reasons why a person composes a particular piece of writing. Focusing on purpose as one writes help a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. There are some purposes of writing[29]:

1) Entertain

Entertaining is often used with some other purpose to explain, argue, or inform in a humorous way. Entertaining may take the form of a brief joke, a newspaper column, a television script or others.

2) Inform

[29] Matt Copeland, 'The Writing Context: Writer, Subject, Purpose, Audience, and Form', *Https://Unmtaosenglish.Files.Wordpress.Com/2012/11/Writing-Context.Pdf*, 2012, 1–8 <www.ksde.org/LinkClick.aspx?fileticket=OMIyF4RuOl4%3D...>.

Writing to inform is one the most common purposes for writing. Like a journalist uncovers the facts about some incident and then reports those facts, as objectively as possible, to his or her readers.

3) Persuade

Although the terms persuasion and argument are often used interchangeable, the terms do have slightly different meanings. Argument is a specific type of persuasion that following certain ground rules. Advertisements are a good example of persuasive writing. They usually do not fairly represent the competing product, and they often appeal to image, to emotion, to character, or to anything except logic and the facts unless those facts are in the product's favor.

It can be concluded that there are many purposes for writing, but the most common purposes are as explained above. The purpose of writing depends on the reason of the writer. Usually the writer purposes to entertain, inform, and describe.

d. Assessing writing of exposition text

The assessors use scoring rubric of an analytical exposition text by Homp-Lyons in Rifa as stated below to assess students writing and give the score for each of them.

Scoring rubric of writing an analytical exposition text for generic structure.

1) Thesis

No	Score level	Category	Criteria
1	4	Very good	1) It has a thesis statement and main idea that related to the topic that stated very clearly. 2) It indicates the writer's position about the topic. 3) It has specific and opinion.
2	3	Good	1) It has a thesis statement but not clearly stated. 2) It indicates the writer's position about the topic. 3) Having broad topic and opinion.
3	2	Adequate	1) It has a thesis statement but not clearly stated. 2) Didn't mention the writer's position about the topic. 3) Having too broad topic and opinion.
4	1	Poor	1) It does not have a thesis statement

			or not related to the topic. 2) The writer's position about the topic. 3) Having to broad topic and opinion.

2) Argument

No	Score level	Category	Criteria
1	4	Very good	1) Have one very clear topic sentence that is related to the thesis statement. 2) Have supporting details that are related to the topic sentence. 3) Supported by knowledge like definition, data, exemplification, and analysis.
2	3	Good	1) Have one topic sentence that is related to the thesis. 2) Have supporting details that are related to the topic sentence. 3) Argument does not have enough supporting knowledge like definition, data, exemplification

			and analysis.
3	2	Adequate	1) Have one topic sentence. 2) Have on supporting details. 3) Argument does not have supporting knowledge.
4	1	Poor	1) Have one topic sentence but it is not related to the thesis. 2) Arguments have unrelated supporting details. 3) Argument does not have supporting knowledge.

4) Reiteration

No	Score level	Category	Criteria
1	4	Very good	1) Restated the thesis or writer's position with different way from the thesis statement. 2) Have a brief conclusion that related to the topic. 3) Reiteration does not have any new materials or explanation about the topic.
2	3	Good	1) Restated the thesis or writer's

			position similar to the thesis statement. 2) Have a conclusion that is related to the topic. 3) Reiteration does not have any new materials or explanation about the topic.
3	2	Adequate	1) Restated the thesis or writer's position but not related to the topic. 2) Reiteration does not have a conclusion. 3) Mention new materials or explanation about the topic.
4	1	Poor	1) Reiteration do not restated the thesis or writer's position but not related to the topic. 2) Reiteration does not have a conclusion. 3) Mention new materials or explanation about the topic or mention unrelated to the topic.

Source: Adapted from Homp –Lyons (1994) by combining with the generic structure of analytical exposition text.

The rating qualities for students writing

Score	Rating qualities
4	Very good
3	Good
2	Adequate
1	Poor

3. Creative Thinking

a. Definition of creative thinking

Creative thinking is part of the 21st-century learning demands[30]. Emir states in Ozcan that creative thinking is a thinking style which enables the individuals to produce new and authentic products, find new solutions, and reach a synthesis. Creativity means being critical and proposing new suggestions. A creative person is the one who searches for the new fields, makes new observations, makes new guesses, and propose new implications[31].

Creative thinking as a cognitive skill is vital for students to understand that they have processed results of a new idea or solution. To be called as a creative person, one must have some characteristics which are not the same as people in general. Wagner in Suherman reveals that creative people have two supporting

[30] Kiptiyah.
[31] Deniz Özcan, 'Contributions of English Teachers' Behaviours on Students' Creative Thinking Abilities', *Procedia - Social and Behavioral Sciences*, 2.2 (2010), 5850–54 <https://doi.org/10.1016/j.sbspro.2010.03.956>.

elements namely the aspect of cognition and affection aspects. Cognition aspect relates to creative thinking, while the affection, aspect relates to attitudes, feelings and emotions. Creative people are not genius ones, otherwise creative people are flexible and seek solutions in an unexplored field[32]. Creative thinking skills can be develop through language skills, then, creative thinking skills can be realized through productive activities reading and writing[33].

Yusof and Seman explain that creative thinking is part of high order thinking skills, apart from critical thinking. Creative thinking skills is the ability to generate and innovate novelty ideas to solve old, recurring or new problem effectively[34]. One of the text suitable for developing students' creative thinking skills is exposition text. This is due to the fact that the exposition text contains the opinion of a person who needs to be criticized for his supporting arguments. Students need to be creative in formulating arguments and creative in solving problem[35]. Schaffer said that PJBL also greatly improves students' to collaborate and problem solve amongst other 21st-century skills. Afterwards, according to

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[32] Suherman Suherman and Tibor Vidákovich, 'Assessment of Mathematical Creative Thinking: A Systematic Review', *Thinking Skills and Creativity*, 44.January (2022) <https://doi.org/10.1016/j.tsc.2022.101019>.
[33] Kiptiyah.
[34] Wan Mazwati Wan Yusoff and Shamilati Che Seman, 'Teachers' Knowledge of Higher Order Thinking and Questioning Skills: A Case Study at a Primary School in Terengganu, Malaysia', *International Journal of Academic Research in Progressive Education and Development*, 7.2 (2018), 45–63 <https://doi.org/10.6007/ijarped/v7-i2/4120>.
[35] Kiptiyah.

Taylor this include their creative thinking and reflective thinking as well[36].

b. Indicators of creative thinking in writing

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking and risk taking.

There are five indicators of creative thinking in writing skill:

1) Problem sensitivity is ability to detect, recognize, understand, and respond to something the state of a situation or problem.
2) Fluency is sparking lots of ideas, lots of answer, multiple questions smoothly. Provides many ways or suggestions for how to do it various things. Always think of more one answer.
3) Flexibility include generate ideas, answer or questions varied, can see a problem from different points of view. Looking for many alternatives or directions different. Able to change the way of approach or way of thinking.

[36] Stanley.

4) Originally include able to give birth to new and unique expressions. Thinking of unconventional ways to express it self. Able to make combinations that are not common of parts or elements.
5) Elaboration include able to enrich and develop an idea or products. Adding or elaborating on details from an object, idea or situation so that becomes more interesting.

Scoring rubric of creative thinking in writing:[37]

Indicator	Criteria	Score
Problem sensitivity	Mentioning/writing four or more ideas, suggestions or different alternative answers.	4
	Mentioning/writing three ideas, suggestions or different alternative answer.	3
	Mentioning/writing some ideas, suggestions or alternative answers that are not very different.	2
	Mentioning/writing one idea, suggestion, or alternative answer.	1
	Not answering or giving a wrong answer.	0
Fluency	Mentioning/writing four or more ideas, suggestions or alternative answers.	4
	Mentioning/writing three ideas, suggestions or different alternative answers.	3
	Mentioning/writing some ideas, suggestions or alternative answers that are not very different.	2
	Mentioning/writing one idea, suggestion, or alternative answer.	1

[37] Kills For, 'Value R', *Lifelong Learning*, 2003.

	Not answering or giving a wrong answer.	0
Originally	Mentioning/writing several interesting unique ideas that are logical, relatively new and quite relevant to the given problem.	4
	Mentioning/writing several interesting unique ideas that are logical, relatively new, but not quite relevant to the given problem.	3
	Mentioning/writing quite interesting unique ideas that are quite logical, relatively new and quite relevant to the given problem.	2
	Mentioning/writing an ordinary idea that is logical and relevant to the given problem.	1
	Not answering or giving wrong answer.	0
Elaboration	Explaining several logical details of an existing idea, so that the formulation of the idea, becomes clearer and be applied more easily.	4
	Explaining one logical details of an existing idea, so that the formulation of the idea becomes clearer and can be applied more easily.	3
	Giving several logical details of an existing idea, but not quite relevant with the concept of the main idea, so that not making idea becomes clearer.	2
	Not adding any details of an existing idea, so that the formulation of the idea cannot be applied well.	1
	Not answering or giving a wrong answer.	0
Flexibility	Writing several alternative answers that are	4

	very logical and relevant to the given problem from different points of view.	
	Writing a few alternative answers that are quite logical and relevant to the given problem from different points of view.	3
	Writing several alternative answers that are quite logical but less relevant to the given problem from different points of view.	2
	Writing one alternative answer that is quite logical and relevant to the given problem with only one point of view.	1

4. Exposition Text

According to Kiptiyah exposition text is one type of text that serves as a medium for expressing ideas or suggesting things based on strong arguments. Finoza said in Kiptiyah that exposition is a discourse that aims to tell, peel, decipher or explain something. It can be said to write an exposition text is to pour ideas or ideas in the form of writing that describes something. The target of the exposition text is to inform an intent without affecting the thoughts, feelings and attitudes or its readers. That is, the exposition text is neutral, not coaxing or influencing[38].

[38] Kiptiyah.

Character of the exposition text is an article that provides a description, highlighting something, information to the reader and can answer the questions what, why, when, where and how on the text created by the author.

Analytical exposition text is a text that contains the author's opinion about things happening around him, whether it's an object, place or event, without invite the reader to so something. This text is included in the argumentative text because it shows an opinion against something[39].

Structure of analytical exposition text:

1) Thesis

   In this section, the thesis is the part that tells the reader about the main topic and author's point of view. You can always find the thesis in the first paragraph of the text.

2) Arguments

   Arguments are opinions support the main topics that have been presented previously. Usually in the analytical exposition there are more than two arguments. The more arguments displayed, the reader will increasingly believe that the topic discussed is a topic that is important or in need of

[39] yustika hari wahyuwono, 'Analytical Exposition', *Kompasiana*, 2011 <https://www.kompasiana.com/adrie.teteregoh/55006c07a333112370510e7f/analytical-exposition>.

attention.

3) Reiteration

This section is always located at the end of the text and becomes the closing paragraph of the writing. Reiteration is a reaffirmation is a reaffirmation of the author's position and opinion on the main topic.

Language of analytical exposition text:

1) Using simple present tense.
2) Using words that express the author's thoughts or feelings. For example: experience, feel, know, realize, think, etc.
3) Using connective words. For example: in addition, also, moreover, however, for the reason, etc.

B. Review of the related studies

There are some researchers who have been conducted researcher related by using Project Based Learning (PJBL) in teaching writing. They are as follow:

Anita Wulandari has reported that "The effect of using of Project Based Learning method on students writing skills of second year students at SMAN 2 Tapuang Hilir. In this research, the researcher used experimental research, which is sample of this research is 61 students of second year students at SMAN 2 Tapung Hilir. Further, there are two classes, there are experimental and control class. This study aims to know

the effect of using project based learning method on students writing skill. The result of the study show there is significant effect of using project based learning method on students writing skills of second year students at SMAN 2 Tapung Hilir[40].

Retno Nurfadhilah has report entitle "The effect of Project Based Learning on students writing ability of narrative text" this research is aimed to obtain the empirical evidence about the effect of Project Based Learning on student writing ability of narrative text at the tenth grade students of SMAN 1 Kota Tangerang Selatan. The writer use quasi-experimental research which classified into a quantitative research. The population of the research is 360 students from 9 class. The writer use pre-test and post-test as the instrumental class of the research. The results of this study show that there was a significant difference between the mean score of experimental class is 78.67 and the mean score of controlled class is 71.12. it can be conclude that there is a significant effect of project based learning on students writing ability of narrative text at the tent grade students of SMA N 1 kota Tangerang Selatan in the 2017 academic year[41].

Dian mutia sari, has report entitle "The Effect of Project Based Learing toward students writing ability at ten grade of scientific major in SMA N 1 Bukittinggi in Academic Years 2018/2019. This research use a quasi-experimental design by using the pretest and posttest control group

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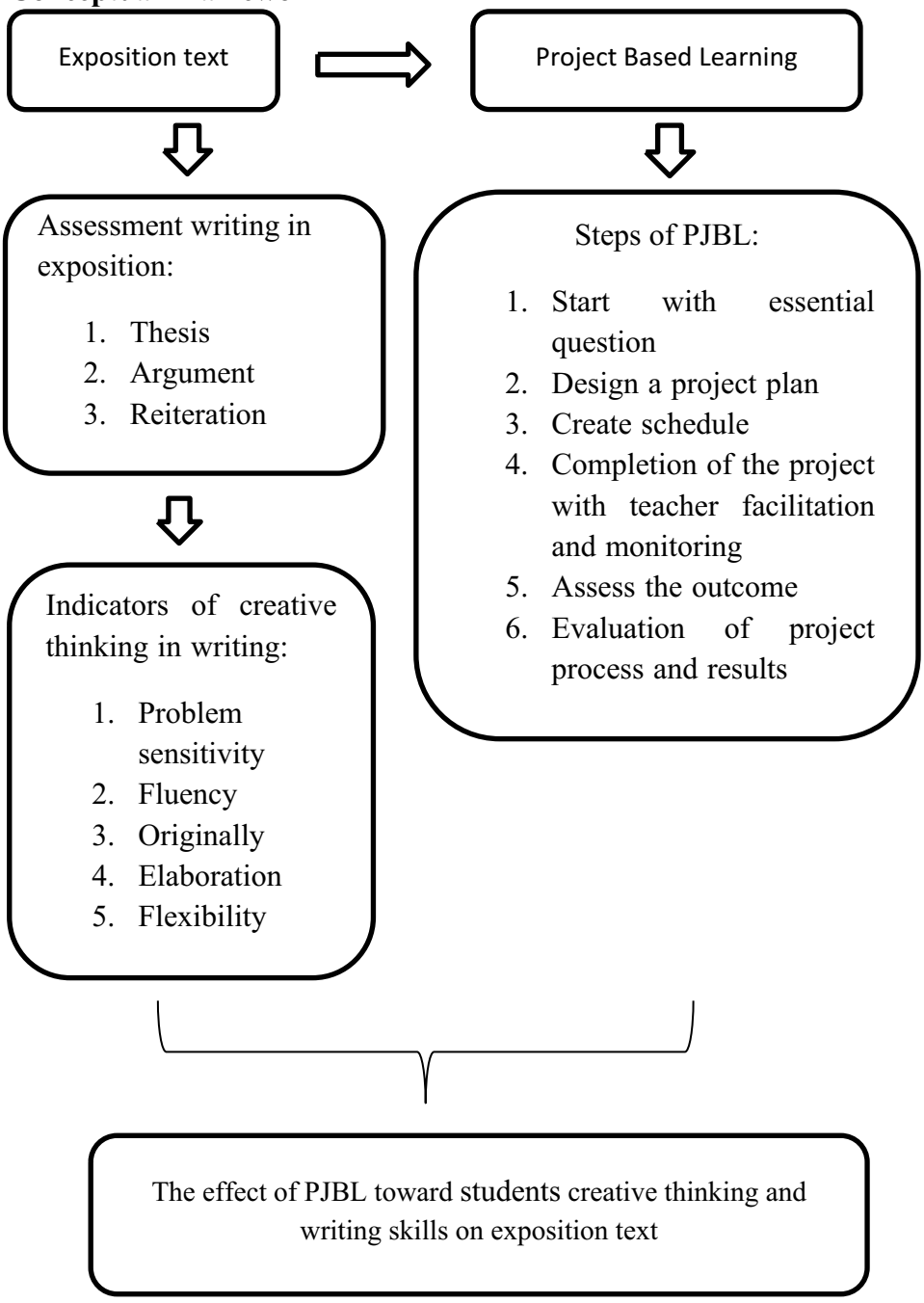
[40] Anita Wulandari, 'The Effect Of Using Project Based Learning Method On Students Writing Skill Of Second Year Studens At SMAN 2 Tapung Hlir', *Αγαη*, 2019.
[41] Retno Nurfadhilah, 'The Effect of Project-Based Learning on Students' Writing Ability of Narrative Text', *Syarif Hidayatullah State University*, 2018, 138.

design. The population of this research is ten grade of scientific major in SMA N 1 Bukittinggi. The sample is X IPA 1 which was treated as experimental class and taught by using Project Based Learning and X IPA 2 is treat as control class and taught by using conventional technique. The finding show that three hypothesis (Ha) is accepted. The first, the result of the pre-test and the post-test score of experimental class were found that the obtained (5.15) more than the table (1.960). The alternative hypothesis (Ha) was accepted that three was a significant difference between using project based learning and who are not taught by using Project Based Learning technique. The last, the result of the post-test of experimental class and control class were that found that the tobtained (5.15) more than the table (1.960). It means that by using Project Based Learning in teaching English gives significant effect toward students writing ability. It is proved that using project based learning toward students writing can help the students in their writing ability.

Based on the review of related studies above, it can be concluded that is has similarity with this research: the similarity between all of research is the type of this research is the effect. However, the difference between three this research is variable of creative thinking, the total sample, time and location. In addition, the researcher conducted the research at the second grade of SMA N 1 Palembayan. All review of related studies above found a positive effect of Project Based Learning toward writing skill. The aim of this research is to determine the effect of

Project Based Learning toward students creative thinking and writing skill.

C. Conceptual Framework



Based on the table above, it can be concluded that in implementing PJBL there are 6 steps, namely start with essential question, design a project plan, create schedule, completion of the project with teacher facilitation and monitoring, assess the outcome, evaluation of project process and results. Next is the writing assessment of exposition text there are three indicators namely thesis, argumentation and reiteration. Meanwhile, indicators of creative thinking in writing there are 5 namely problem sensitivity, fluency, originally, elaboration and flexibility.

D. Hypothesis Testing

The researcher formulates the hypothesis as follow:

1. Ho (Null Hypothesis): the use of Project Based Learning does not have an effect to improve the students' creative thinking and writing skill.
2. Ha (Alternative Hypothesis): the use of Project Based Learning does have an effect to improve the students' creative thinking and writing skill.

CHAPTER III

RESEARCH METHOD

This chapter deal with design of the research, population, sample, instrument, technique of data collection, technique of data analysis as follow:

A. Design of the Research

This research used a quantitative approach. Sugiyono states that the quantitative approach is research based on the philosophy of positivism to examine a particular population or sample and take random sample by collecting data using instruments and the data analysis is statistical[42]. It means the researcher used statistics to analyze the data obtained from the sample. The researcher used experimental research method. According to Sugiyono this methods can certain treatment of others under control conditions certain treatment of others under control conditions[43]. So the researcher used this method to determine the effect of treatment and control condition.

To be more specific, the researcher used Quasi-Experimental research design. Quasi-Experimental research is one of experimental research design which suggests causal relationship in results finding. The researcher controls or manipulates one or more independent variable then,

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[42] Sugiyono. "*Metode Penelitian Kuantitatif, Kualitatif dan R&D".* Alfabeta. Bandung. P.7. 2013
[43] Ibid.

measure how the treatment effective each group[44]. So in this research, the researcher used Quasi-Experimental research to find out of the effect of Project Based Learning toward creative thinking and writing skill

This research, the researcher used design of experimental research design. Pre-test and post-test design were conducted with two groups: experimental group and control group, which both group was given pre-test and post-test. Lodico et al explains the control group is a separate group that receives no treatment or a different treatment[45].

This study, there were two groups. The first was experimental group. The students in experimental group received Project Based Learning as the treatment of the study. The second group was control group. In order hand, the students in control group received a conventional without treatment. It means that the researcher was to know if there was any significant differences in students creative thinking and writing skill by using Project Based Learning. The researcher used Project Based Learning in experimental class but do not used it in control class. Finally, both experimental and control group given test before (pre-test) and after (post-test) the treatment.

B. Population and Sample

[44] Marguerite.G. Lodico, Dean T. Spaulding, and Kheterine H. Voegtle. " Methods in Educational Research" . USA: Jossey-Bass. P.204.2006 <https://doi.org/10.1177/001312457500700301>.
[45] Ibid.

A population is a collection of people who all having a similar characteristic[46]. The population of this research was the second class students at SMA N 1 Palembayan consist of three class. The total of the population of this research was 61 students.

Table 3.1 The research Population by Class

No	Class	The Number of Students
1.	XI IPA	20 students
2.	XI IPS 1	21 students
3.	XI IPS 2	20 students
Total	-	61 students

Source: English teacher of SMA N 1 Palembayan

A sample is a part of the target population that the research intend to research in order to make generalizations about the target population[47]. According to Sugiyono the sample is part of the number and characteristics possess by population. The sample of this research take two group purposively. Purposive sampling is a sampling technique with certain considerations. The researcher took classes with certain considerations based on normal and homogeneous classes.

[46] Jhon W creswell, *Educational Research: Plamming, Conducting, and Evaluating Quantitative and Qualitative Research*, 2012.
[47] Jhon W creswell.

The sample class were class XI IPS1 and XI IPS2 which the samples were class XI IPS1 as experimental class and class XI IPS2 as a control class. The reason the researcher took the sample classes were because the two classes had normal and homogeneity.

3.2. Sample

No	Class	The Number of Students
1.	XI IPA	20 students
2.	XI IPS2	20 students

The researcher had done normality and homogeneity test to the population. The steps were as the following:

1. Collect of mark students English.
2. Test the normality of the data.

   The goal of data normality testing is to determine whether or not the data spreads normally. The researcher utilized the SPSS 24 application to verify the data's normality since it provided accurate results and is simple to use.

   1) Input the data to the SPSS 24
   2) The test normality of the data by using Shapiro-Wilk.
   3) Take the conclusion, if the significant value of the data higher than the values (5%/0,05) it means that the data distributed normally.

3.3 Test Normality

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
KELAS		Statistic	Df	Sig.	Statistic	df	Sig.
HASIL	kelas IPA	.181	21	.070	.909	21	.052
	kelas IPS 1	.150	21	,200*	.895	21	.028
	kelas IPS 2	.185	20	.070	.917	20	.088
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Researcher had done a normality test, the result showed two classes were normality. Can be seen from the table above in column Shapiro wilk XI IPA was a normal (.052), XI IPS 1 wasn't normal (.028) it means that the sig value of XI IPS 1 <0,05, and XI IPS 2 was a normality .088

3. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population is homogeneous or not, so for knowing it, the researcher also used the SPSS application:

1) Input the data to the SPSS 24
2) Test the homogeneity of the data by using Levine Statistic.
3) Take the conclusion, if the significant value of the data higher than the values (5%/0,05) it means that the data is homogeneous.

Researcher was done a homogeneity test of, the result show the three classes homogeneity. It can be seen from the table below with that the sig value >0.05, namely .965.

3.4 Test Homogeneity

Test of Homogeneity of Variances			
HASIL			
Levene Statistic	df1	df2	Sig.
.036	2	59	.965

From the normality and homogeneity test of the data, the results showed that classes XI IPA, XI IPS1 and XI IPS2 were declared homogeneous, but only classes XI IPA and XI IPS2 were normally distributed. So, the sample in this research were class XI IPA and XI IPS2 because both classes were normally distributed and homogeneous.

C. Instrument

Research instrument is needed to collect data. According to Sugiyono, research instruments are tools for measuring and observing, to produce quantitative data results[48]. Sugiyono also said that research instruments are used to measure that value of research variables. Cresswell states that researcher use instruments to measure achievement, assess individual abilities, observe behavior, develop a psychological profile individual, or interview someone. As such, research instruments are the

[48] Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif dan R&D" . Alfabeta.Bandung. P . 102 . 2013

way to collect data, without them, data would not be able to be handled[49].

In this research, the research instrument was a writing test. Writing test are held twice, in pre-test and post-test. The test was one item with ninety minutes. That post-test has the same format as pre-test. A good instrumentation was valid and reliable.

1. Validity

The validity is defined as degree to which a test measures what it should measure. According to Lodico validity focuses on ensuring that the instrument "claims" to measure is truly what it is measuring. In other words, validity indicates the instrument's accuracy[50]. For instrument in the test, content validity used by comparing the instrument of the content with the teaching material. In this study, the researcher conduct content validity before the test is given. Researcher consulted the instrument with the 3 experts and there were 2 lectures from English education department and 1 teacher from English teacher in SMA N 1 Palembayan.

2. Reliability

The constancy of a test score from one day to the next, from one score to the next, refers to as reliability. According to Cresswell, reliability refers to the stability and consistency of an instruments

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[49] Jhon W creswell.

[50] Marguerite G. Lodico, Dean T. Spaulding, and Khaterine H. Voegtle. "Methods in Educational Research" . New York Jhon Miley & Sons p. 93. 2010

scores. When researcher administer the instruments numerous times at different times, the results should be almost identical. According to Gay, reliability refers to how consistently a test measures whatever it is supposed to assess[51].

If the test gives the same results as the previous test have been carried out, it means that the test has high reliability. In this study, to determine the reliability of students' creative thinking and writing skill, researcher assessed students' skills with other raters so that the score is reliable. Researcher add up the score of the first and second raters, then divide by two, and that is the true value for each students.

In this study, researcher used test-retest reliability. This type was also known as re-measurement. Usman and Akbar explain that this type is used when a researcher conducts a test on the same research sample at different times. In this study the researcher was given the same test to the nonsample class. Then the results of the two test were compared to see the consistency of the results[52]. This research used SPSS to determine the reliability of the test. Below was the table of categories of reliability test used in determining the level of reliability of the test.

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[51] Peter W. Airasian Gay L.R, Geoffrey E. Mills, *Educational Research Competencies For Analysis and Applications*, 2011.
[52] Bandur Agustinur Budiasuti Dyah, *Validitas Dan Reliabilitas Penelitian*, *Metode Penelitian Pendidikan Matematika*, 2014.

3.5 Interpretation of Reliability Test

No	Reliability	Validity
1.	>0.90-1.00	Very high
2.	0.70-0.90	High
3.	0.40-0,70	Reliable
4.	0.20-0.40	Minimally
5.	<0.20	Unacceptably low

Source: Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D. 2014

Researcher have carried out reliability of research instrument. The researcher conducted it in class XI IPS 1. Reliable results can be seen in the table below:

3.6 Reliability of Creative Thinking

Cronbocis alpha	N of items
0,689	5

3.7 Reliability of Writing Skill

Cronbocis alpha	N of items
0,622	3

From the data above, it can be seen that the instrument used by researcher was reliable category. Reliable value has been in the number namely for creative thinking was 0,689 and writing skill was 0,622.

D. Technique of Data Collection

Data collecting method is the way the researcher to collect data. Researcher used two kinds of test to collect the data. They are:

1) Pre-test

Pre-test was given to the students before the researcher teach by Project Based Learning. Pre-test was need to know how far the students creative thinking and writing skill on exposition text without using Project Based Learning. The form of pre-test was about creative thinking and writing skill on exposition text. The pre-test given to measure their ability and to know them earlier knowledge before they get treatment. The students answer the task of pre-test was given 90 minutes.

2) Post-test

After the treatment, the post-test was given to the students. The test theme was the post-test is different with the pre-test, but both of them have same indicators and the text was almost same in level of difficulties. This test was to measure students' creative thinking and writing skill on exposition text after treatment applied. The form post-test is also creative thinking and writing skill. It was given to measure

students achievement after they get treatment. Time allocation to answer the task was 90 minutes.

E. Technique of Data Analysis

In analyzing the data, the researcher analyze the data for both classes, experiment and control class. The researcher used SPSS 24 in processing data. Then, after calculating the data by using t-test formula, the result are compare with t-table with level of significance 0.05 Then, the researcher answer the hypothesis state in this research and state the data descriptions.

CHAPTER IV

FINDINGS AND DISSCUSSION

A. Findings

1. Description of the Data

This research uses quantitative research with experiment method. This research was conducted start from 3 Augustus to September 1, 2023, at SMA N 1 Palembayan, in learning exposition text material, the researcher applied PJBL where in learning that students were asked to make a project where the project has been determined by researcher.

The analysis of pre-test and post-test data on both the experimental and control classes, as well as hypothesis testing, are all part of the findings. The research findings include the students' creative thinking and writing skill scores from both the control and experiment classes, as well as an analysis of the students' scores. This chapter discusses data collection analysis in order to answer the research questions listed below:

1) Was there any significant effect of Project Based Learning toward students' creative thinking and writing skill?
2) Was there any significant differences between the students who use Project Based Learning and the students who do not use Project Based Learning?

3) Was the students' creative thinking and writing skill that use Project Based Learning better than the students' creative thinking and writing skill that do not use of Project Based Learning?

1. The Analysis of the Data

In this research, the researcher used SPSS 24 for windows to analyze data. The experimental class was taught with PJBL while the control class was taught conventionally. Both classes were given pre-test and post-test. The students' creative thinking and writing skill scores were collected after a pre-test at the start of the research and a post-test at the end of the research of both classes. The pre-test and post-test were given in the form writing test. There were 61 students in the population, with 40 students serving as the samples. The students in the experiment class (XI IPA) was 20 students and the sample in the control class (XI IPS 2) was 20 students.

a) Normality test of creative thinking

Normality test was needed. It was one of requirements for data analysis before conducting a hypothesis testing, it must be tested for normality. The description of the data in both of the experiment and control class from creative thinking explained below:

4.1: Creative thinking (pre-test and post-test)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.

PreTest_Eks	.218	20	.014	.818	20	.058
PostTest_Eks	.175	20	.110	.898	20	.068
PreTest_Con	.118	20	.200*	.953	20	.414
PostTest_Con	.184	20	.075	.952	20	.398

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result of the normality test above, test of creative thinking for the both class was normality. Pre-test of experiment class ,058 and the post-test of experiment class ,068. Pre-test of control class .414 and post-test of control class .398. The both of data are declared normal because it is above 0,05.

Based on data from experiment class in creative thinking, it can also concluded that the total score for experiment class in post-test was 1384, score minimum was 40, score maximum was 78 and mean score was 69.20. For total score for control class in post-test was 1044, score minimum was 30, score maximum was 75 and mean score was 52.20.

b) Normality test of writing skill

4.2 Writing Skill (pre-test and post-test)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PreTest_Eks	.260	20	.064	.844	20	.053
PostTest_Eks	.161	20	.183	.881	20	.061
PreTest_Con	.161	20	.188	.959	20	.532
PostTest_Con	.139	20	.200*	.926	20	.131

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result of the normality test of writing skill for the pre-test class experiment ,053 and post-test class experiment class ,061. Pre-test class control .532 and post-test class control .131. The both of data are declared normal because it is above 0,05.

Based on data from experiment class in writing skill, it can also concluded that the total score for experiment class in post-test was 1154, score minimum was 33, score maximum was 78 and mean score was 57.70. While, total score for control class in post-test was 1080, score minimum was 17, score maximum was 83 and mean score was 54.00.

a. Homogeneity test of creative thinking

Homogeneity test aims to see whether the two samples have the same variance or not. The following is a data table for calculating the homogeneity of the post test. The description of the data from creative thinking explained below:

4.3 Creative Thinking

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
2.642	1	39	.112

Based on the results of the table above, the homogeneity test results for post-test for creative thinking .112. This shows that the data contributes to homogeneity because it is above of 0,05.

b. Homogeneity test of writing skill

4.4 Writing Skill

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
2.828	1	39	.101

Based on the results of the table above, the homogeneity test-results for the post-test for writing skill is .101. This shows that the data contributes to homogeneity because it is above of 0,05.

2. Testing Hypothesis

In this research, the researcher conducted of hypothesis to determine whether the hypothesis can be accepted or rejected. There were two hypothesis. First, Ho: the use of PJBL does not have an effect to improve the students' creative thinking and writing skill. Second, Ha: the use of PJBL does have an effect to improve the student's creative thinking and writing skill. There are two hypothesis in this research as follow:

a. Paired t-test

The purpose of using this test was to determine the difference in learning outcomes of sample students before and after using PJBL. The sampling technique in this test is if sig <0,05 then Ha is accepted and Ho is rejected. And vice versa, if sig >0,05 then Ha is rejected and Ho is accepted. After carrying out the paired t-test, this shows the results:

4.5 Paired Test of Creative Thinking

Class	Sig	,	Information
Experiment pretest-posttest	.089	0,05	Ha is rejected and Ho is accepted
Control pretest-post-test	.004	0,05	Ha is accepted and Ho is rejected

Based on the data above, it can be concluded that Ha was rejected and Ho was accepted. It can be seen from the table experiment class above that the sig was >0,05 namely (.089) and control class the sig was <0,05 namely (.004). It means that PJBL there was no significant effect toward students' creative thinking.

4.6 Paired Test of Writing Skill

Class	Sig	,	Information
Experiment pretest-posttest	.926	0,05	Ha is rejected and Ho is accepted
Control pretest-post-test	.010	0,05	Ha is accepted and Ho is a rejected

Based on the data above, it can be concluded that experimental class, Ho is accepted and Ha is rejected. It can be seen from the table experiment class above that the sig is >0,05 namely (.926). It means that PJBL there was no significant effect toward students' writing skill.

b. Unpaired t-test

The decision making technique in carrying out the unpaired t-test is if the sig. <0,05 then Ha is accepted and Ho is rejected . Vice versa if sig. >0,05 then rejects Ha and accepts Ho. After carrying out the unpaired t-test in this study, the following results were obtained:

Table: Independent t of creative thinking

Class	Sig	,	Information
Experiment-control	.000	0,05	Ha is accepted and Ho is rejected

Table: Independent t of writing skill

Class	Sig	,	Information
Experiment-control	.535	0,05	Ha is reject and Ho is accepted.

Based on the table above shows that the sig value is .000 for creative thinking and .535 for writing skill. It means there was significant difference in the learning outcome of PJBL toward students' creative thinking and while there was no significant difference in the learning outcome of PJBL toward student writing skill.

B. Discussion

Research carrying out at SMA N 1 Palembayan in Augustus 2023 aimed to determine the effect of using the PJBL approach toward students' creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembayan. This research was carried out in each class 4 meetings, namely 4 meetings in experiment class and 4 meetings in control class.

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

Secondly, based on the paired t-test in experimental class it can concluded that for creative thinking, Ha was rejected and Ho was accepted

because sig. 0.89, >0.05. For writing skill, Ha was rejected and Ho is accepted because sig value .926 >0.05. So, the used of PJBL and conventionally was not significantly different.

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

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research was to know whether there is effect of using PJBL toward students' creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembayan. Based on the research question and finding about the effect of using PJBL toward students' creative thinking and writing skill, it can be concluded that:

1. There was no significant effect of Project Based Learning toward students' creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembayan. It can be seen from paired t-test in creative thinking and writing skill the Ha was rejected and Ho was accepted, because the value of creative thinking and writing skill sig was >0.05.
2. There was any significant differences between the students who use Project Based Learning and the students who do not use Project Based Learning. It can be seen from paired sample t-test of creative thinking and writing skill the value of sig. >0,05. It means that Ha was rejected and Ho was accepted. So, there was no any significant different between the students creative thinking and writing skill who used PJBL and used conventionally

3. The students' creative thinking used PJBL was better than the students used the students' creative thinking used conventionally. It can be seen from independent test was sig value <0.05 while students writing skill used PJBL was no better than the students writing skill used conventionally. It can be seen from the sig value >0.05.

B. Suggestion

Based on the finding and conclusion above, it has not has been proven that use of PJBL in teaching English not gives significant effect toward students creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembayan. The researcher would like to purpose some suggestion as follow:

1. The headmaster of SMA N 1 Palembayan must give support to the teacher to use some teaching approach that are suitable for the students in learning English.
2. The teacher should be able to select an appropriate and interesting approach that can be used in English teaching, especially in teaching creative thinking in order to make the students' better on it.
3. Further researcher, it is known that the weakness of the PJBL approach is that it uses many tools and materials that are facilitated by teachers to prepare more thoroughly so that implementation is more effective.

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APPENDIX 1

Profile of SMA N 1 Palembayan

1. Visi

   "Menjadi institusi pendidikan yang mampu mengelola pendidikan secara efektif dan menghasilkan peserta didik berprestasi yang memilki profil pelajar pancasila".

2. Misi

   a) Menyelenggarakan kegiatan pengelolaan dan administrasi kurikulum dan pembelajaran secara efektif dan efisien melalui digitalisasi administrasi kurikulum dan pembelajaran.

   b) Menyelenggarakan kegiatan pengelolaan dan administrasi kesiswaan secara efektif dan efisien melalui digitalisasi administrasi kesiswaan.

   c) Menyelenggarakan kegiaatan pengelolaan dan administrasi sarana dan prasarana sekolah secara efektif dan efisien melalui digitalisasi administrasi sarana dan prasarana.

   d) Menyelenggarakan kegiatan pengelolaan dan administrasi kehumasan pendidikan secara efektif dan efisien melalui digitalisasi administrasi kehumasan.

   e) Menyelenggarakan kegiatan pengelolaan dan administrasi ketatausahaan sekolah secara efektif dan efisien melalui digitalisasi administrasi.

   f) Melaksankan perencanaan anggaran yang efisien , akuntabel, berdaya guna dan transparan melalui digitalisasi administrasi keuangan

sekolah.

g) Melaksanakan kegiatan pembelajaran berkualitas yang berorientasi pada peningkatan prestasi akademik.
h) Menyelenggarakan kegiatan pembelajaran yang mengintegrasikan nilai -nilai profl pelajar pancasila.
i) Melaksanakan kegiatan ekstrakulikuler secara berkualitas untuk pengembangan bakat, minat dan prestasi non akdemik peserta didik.
j) Melaksanakan kegiatan-kegiatan yang berorientasi pada upaya peningkatan jumlah peserta didik yang diterima di perguruan tinggi negeri.
k) Melaksanakan kegiatan projek penguatan profil pelajar pancasila secara utuh dan berkelanjutan untuk mewujudkan peserta didik yang memilki profil pelajar pancalsila.

APPENDIX 2

WRITING SCORE XI IPA

No	Name	Score	Information
1.	Nezwa Sahra	75	Fail
2.	Vida	50	Fail
3.	Zara Ifdila Sifa	80	Success
4.	Assyifa Nidri	78	Success
5.	Norma Prasintya Ramadhani	60	Fail
6.	Nurul Fadila	80	Success
7.	Annisa Khairani	55	Fail
8.	Reva Mulia	75	Fail
9.	Septia Diva	78	Success
10.	Zikra Afdilla	55	Fail
11.	Nazwa Aulia Asri	78	Success
12.	Nosi Lestari	70	Fail
13.	Wiwi Novita Sari	80	Success
14.	Azzahra Dwi Candra	65	Fail
15.	Laura Rahma Yeni	70	Fail
16.	Nurfa Zolaida	60	Fail
17.	Rendy Aprilio	80	Success
18.	Fahrel Feroni	60	Fail
19.	Reyhan Kurniawan	80	Success
20.	Afdal Riziq Ibrahim	78	Success

APPENDIX 3

WRITING SCORE XI IPS 1

No	Name	Score	Information
1.	Ahmad Saputra	70	Fail
2.	Azka Khuratu Aini	70	Fail
3.	Chintya Arisandi Safitri	60	Fail
4.	Ghea Aprilia	80	Success
5.	Indah Syafitri Afanza	68	Fail
6.	Nofrian Zetri	80	Success
7.	Nola Okta Medira	78	Success
8.	Putra Pratama	55	Fail
9.	Rahma Wulandari	68	Fail
10.	Rajes Agustio	60	Fail
11.	Rara Febricha	80	Success
12.	Rayhan Triyandi	68	Fail
13.	Rezka Realita Ayuna	80	Success
14.	Riri Amelia	78	Success
15.	Riza Yuwalfitri	78	Success
16.	Rosa Amanda	50	Fail
17.	Salma Aprilia	78	Success
18.	Shissi Adhadina Putri	70	Fail
19.	Taufik Pradana	70	Fail
20.	Viola Putri Angli	78	Success
21.	Zulna Wildan M	50	Fail

APPENDIX 4

WRITING SCORE-XI IPS 2

No	Name	Score	Information
1.	Sri Cantika Putri	65	Fail
2.	Davil Fauzi	70	Fail
3.	Naura Andini	80	Success
4.	Amelia Meysunni	75	Fail
5.	Nurul Hayati	60	Fail
6.	Syifa Natasya Apri	78	Success
7.	Nezza Aprilia	55	Fail
8.	Candra Winnata	65	Fail
9.	Rena Afrianti	80	Success
10.	Fira Nurul Angraini	65	Fail
11.	Tio Rama Doni	60	Fail
12.	Indah Zelfiana	60	Fail
13.	Nadifa Putri Azzahra	85	Success
14.	Rosi Purnama Dewi	55	Fail
15.	Reva Ananda	60	Fail
16.	Millya Dwi Ghaithari	78	Success
17.	Nurul Fauziah	70	Fail
18.	Revtiwa Saqinathi Royan	60	Fail
19.	Novella Khalbina	65	Fail
20.	Puti Rusya	78	Success

APPENDIX 5

RESEARCH INSTRUMENT GUIDELINES

Variable	Sub variable	Indicator	Description
Creative thinking and writing skill on exposition text	Exposition text	Indicator writing skill in exposition text: 1. Thesis 2. Argumentation 3. Reiteration Indicator creative thinking: 1. Problem sensitivity 2. Fluency 3. Originally 4. Elaboration 5. Flexibility	Written test (write the text about analytical exposition)

APPENDIX 6

INSTRUMENT

Post-test (class control)

Subject : English

Kind of text : Analytical Exposition text

Class : XI

Time : 90 minutes

Name :

Instructions :

1. Please write down an analytical exposition text below!
2. Write three paragraphs, each paragraph consisting of four sentences!
3. The theme is “The importance of getting enough sleep”
4. Task is done individually.
5. Indicators that must be considered in your writing:
   a. Rubric score of creative thinking:

Indicator	Score					Total
	4	3	2	1	0	
Problem sensitivity						
Fluency						
Originally						
Elaboration						
Flexibility						

Source: Mala Pratiwi dkk, *Introduction, Connection, Application, Reflection, Extension-multimedia Based Integrated Instruction (ICARE-U: A Model to Improve Creative Thinking Skills,* international journal psychosocial rehabilitation-vol. 24 (2020)

b. Rubric score of writing skill in analytical exposition:

Indicator	Score					Total
	4	3	2	1	0	
Thesis						
Argumentation						
Reiteration						

Source: Adapted from Homp –Lyons (1994) by combining with the generic structure of analytical exposition text.

Instrument

Pre-test (class control)

Subject : English

Kind of text : Analytical Exposition text

Grade : XI

Time : 90 minutes

Name :

Instructions:

1. Please write down an analytical exposition text below!
2. The theme is "Why social media is bad for teenager"
3. Write three paragraphs, each paragraph consisting of four sentences!
4. Task is done individually.
5. Indicators that must be considered in your writing:
   a. Rubric score of creative thinking:

Indicator	Score					Total
	4	3	2	1	0	
Problem sensitivity						
Fluency						
Originally						
Elaboration						
Flexibility						

Source: Mala Pratiwi dkk, *Introduction, Connection, Application, Reflection, Extension-multimedia Based Integrated Instruction (ICARE-U: A Model to Improve Creative Thinking Skills,* international journal psychosocial rehabilitation-vol. 24 (2020)

b. Rubric score of writing skill in analytical exposition:

Indicator	Score					Total
	4	3	2	1	0	
Thesis						
Argumentation						
Reiteration						

Source: Adapted from Homp –Lyons (1994) by combining with the generic structure of analytical exposition text.

Instrument

Pre-test (class experiment)

Subject : English

Kind of text : Analytical Exposition text

Grade : XI

Time : 90 minutes

Group :

Instructions:

1. Please write down analytical exposition text below!
2. The theme is "Why social media is bad for teenager"
3. Write three paragraphs, each paragraph consisting of four sentences!
4. Task is done in group.
5. Time limit: 90 minutes.
6. Indicators that must be considered in your writing:
   a. Rubric score of creative thinking:

Indicator	Score					Total
	4	3	2	1	0	
Problem sensitivity						
Fluency						
Originally						
Elaboration						
Flexibility						

Source: Mala Pratiwi dkk, *Introduction, Connection, Application, Reflection, Extension-multimedia Based Integrated Instruction (ICARE-U: A Model to Improve Creative Thinking Skills,* international journal psychosocial

rehabilitation-vol. 24 (2020)

b. Rubric score of writing skill in analytical exposition:

Indicator	Score					Total
	4	3	2	1	0	
Thesis						
Argumentation						
Reiteration						

Source: Adapted from Homp –Lyons (1994) by combining with the generic structure of analytical exposition text.

Instrument

Post-test (class experiment)

Subject : English

Kind of text : Analytical Exposition text

Grade : XI

Time : 90 minutes

Group :

Instructions:

1. Please write down analytical exposition text below!
2. The theme is "The importance of getting enough sleep"
3. Write three paragraphs, each paragraph consisting of four sentences!
4. Task is done in group.
5. Indicators that must be considered in your writing:
   a. Rubric score of creative thinking:

Indicator	Score					Total
	4	3	2	1	0	
Problem sensitivity						
Fluency						
Originally						
Elaboration						
Flexibility						

Source: Mala Pratiwi dkk, *Introduction, Connection, Application, Reflection, Extension-multimedia Based Integrated Instruction (ICARE-U: A Model to Improve Creative Thinking Skills,* international journal psychosocial rehabilitation-vol. 24 (2020)

b. Rubric score of writing skill in analytical exposition:

Indicator	Score					Total
	4	3	2	1	0	
Thesis						
Argumentation						
Reiteration						

Source: Adapted from Homp –Lyons (1994) by combining with the generic structure of analytical exposition text.

APPENDIX 7

VALIDITY BY EXPERT

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Malta Yana Harbi dengan nim 2319102 dengan judul "The Effect of Project Based Learning toward students creative thinking and writing skill on exposition text at second grade of SMA N 1 Palembayan" benar telah melakukan validasi instrument 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, 25 Juli 2023
Validator

Muthia Rahman, M.Pd

APPENDIX 8

LESSON PLAN-CLASS ESPERIMENT

Satuan Pendidikan: SMA N 1 Palembayan	**Kelas/semester: XI/1**
Mata Pelajaran: Bahasa Inggris	**Alokasi Waktu: 90'**
Materi Pokok: Exposition Text-Analytical	

A. Kompetensi Inti

1	Menghargai dan menghayati ajaran agama yang dianutnya.
2	Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli, toleransi, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3	Memahami pengetahuan (faktual, konspetual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi dan seni budaya terkait fenomena dan kejadian tampak mata.
4	Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang.

B. Kompetensi Dasar dan Indiktor Pencapaian

Kompetensi Dasar		Indikator	
3.4	Membedakan fungsi sosial, struktur teks, unsur kebahasaan beberapa teks eksposisi (analitycal) secara tertulis dengan memberi dan meminta informasi terkait isu actual sesuai dengan konteks penggunaannya.	3.4.1	Menganalisis informasi rinci terkaiat fungsi sosial, unsur kebahasaan, struktur teks dan generic structure beberapa teks analytical eksposisi secara tertulis dengan meminta dan memberi informasi terkait isu aktual sesuai dengan konteks penggunaannya.

4.4	Menangkap makna secara konstektual terkait fungsi sosial, structure teks dan unsur kebahasaan teks analytical eksposisi secara tertulis terakit isu aktual.	4.4.1 4.4.2	Menentukan generic structure dari teks analytical eksposisi secara benar dan sesuai dengan konteks. Membuat teks analytical exposisi terkait isu aktual.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan materi analytical exposisi dengan menggunakan pendekatakan Project Based Learning (PJBL) peserta didik diharapkan secara kritis mampu:

1. Menganalisis informasi rinci terkait fungsi sosial, unsur kebahasaan, struktur teks dari teks analytical eksposisi secara tertulis dengan memberi dan meminta informasi terkait fenomena sekitar sesuai dengan konteks penggunaannya.
2. Menentukan generic structure dari teks analytical eksposisi.
3. Membuat teks analytical eksposisi terkait lingkungan sekitar.

D. Metode Pembelajaran

1. Pendekatan : Project Based Learning (students center approach)
2. Alat/bahan: spidol, papan tulis, kertas karton, kertas hvs warna, lem, gunting.
3. Sumber : Buku pegangan siswa

E. **Langkah-langkah Pembelajaran**

Pertemuan I

Tahap	Kegiatan pembelajaran	Waktu
Pendahuluan	1. Guru menyapa peserta didik, mempersilahkan peserta didik untuk	10’

	berdoa dan mengecek kehadiran. 2. Guru memberitahukan tujuan pembelajaran kepada siswa.	
Kegiatan inti (start with essensial question)	1. Guru memulai pembelajaran dengan memberikan beberapa pertanyaan penting terkait materi. a. Did you have breakfast this morning? b. Why is breakfast important to you? c. What would you probably feel if you didn't have breakfast?? d. What are the benefits if we have breakfast before going to school?? 2. Guru menempelkan kertas karton tentang contoh teks analytical eksposisi, dan siswa membacanya. 3. Guru melakukan tanya jawab terkait struktur teks, unsur kebahasaan, tujuan dari teks tersebut. 4. Guru memastikan peserta didik sudah paham terkait materi.	60’
Design a plan of project	1. Guru menginformasikan kepada peserta didik terkait projek yang akan dilaksanakan. 2. Projek yang akan dilakukan tentang pertanyaan diawal pembelajaran "why breakfast is important" 3. Peserta didik dibentuk dalam kelompok dengan 3 orang tiap kelompok. 4. Peserta didik diminta aktif, kreatif dan memberikan pendapat terhadap kelompok proyek mereka. 5. Guru menampilkan contoh hasil proyek yang akan dikerjakan oleh siswa. 6. Guru menginformasikan hasil akhir projek akan dipresentasikan didepan kelas.	

	7. Guru menjelaskan indikator yang akan dinilai terkait projek	
Creating a schedule	1. Guru membagikan lembaran jadwal kepada peserta didik 2. Guru dan peserta didik mendiskusikan batas waktu pengerjaan projek.	
Completion of the project with teacher facilitation and monitoring	1. Guru membagikan bahan untuk proses pengerjaan proyek. 2. Guru menginformasikan bahwa mereka akan dibimbing untuk berkelompok selama pengerjaan proyek 3. Peserta didik mulai membuat desain proyek mereka melalui pengawasan dari guru. 4. Peserta didik berdiskusi masing-masing kelompok untuk mengoptimalkan proses pengerjaan.	
Penutup	1. Guru menginformasikan bahwa projek akan dilanjutkan minggu depan. 2. Guru menyampaikan kegiatan yang akan dilakukan. **3.** Pembelajaran ditutup dengaan doa.	10’

Pertemuan 2

Tahap	**Kegiatan pembelajaran**	**Waktu**
Pendahuluan	1. Guru menyapa peserta didik, mempersilahkan peserta didik untuk berdoa dan mengecek kehadiran. 2. Guru mengulang materi pembelajaran sebelumnya 3. Guru menmberitahukan tujuan pembelajaran kepada siswa.	10’
Kegiatan inti: Completion of the project witg teacher facilitation	1. Peserta didik melanjutkan proses pengerjaan projek. 2. Guru mengawasi dan memberikan arahan kepada peserta didik selama proses pengerjaan proyek agar siswa	60’

and monitoring	berkomunikasi dengan baik.	
Assess the outcome	1. Guru memastikan jika semua projek sudah selesai. 2. Guru melakukan tanya jawab apakah pertanyaan diawal sudah terjawab dengan melakukan projek. 3. Guru mengingatkan kembali indikator yang dinilai terhadap hasil projek dan hasil akhir projek akan dipajang. 4. Guru melihat hasil projek peserta didik ke meja masing-masing kelompok. 5. Setelah selesai peserta didik menampilkan hasil projek didepan kelas.	
Evaluation of project processes and results	1. Guru menilai dan membahas hasil projek peserta didik. 2. Guru menanyakan kesulitan dan saran dalam pengerjaan projek.	
Penutup	1. Peserta didik menyimpulkan terkait materi yang sudah dipelajari. 2. Guru menyampaikan terkait materi selanjutnya. 3. Pembelajaran ditutup dengan doa.	**10'**

F. Materi Pembelajaran

EXPSOITION TEXT (ANALYTICAL)

1. Definition: a text elaborates the writer's idea about the phenomenon surrounding.
2. Social function: to persuade the reader that the idea is an important matter.
3. Generic structures:
   a. Thesis: introducing the topic and indicating the writer's point of view.
   b. Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.

c. Reiteration: stating the writer's point of view/to strengthen the thesis. We can use the following phrase to make conclusion in reiteration.

4. Language features:
   a. Using conjunction
   b. Using simple present
   c. Use word that link argument such as firstly, secondly and reasoning through causal conjunction such as in addition furthermore, however, therefore.

G. Penilaian

1. Penilaian berfikir kreatif

Indikator	Kriteria	Skor
Masalah kepekaan	Menyebutkan/menuliskan empat gagasan atau lebih, saran atau alternatif jawaban yang berbeda.	4
	Menyebutkan/menuliskan tiga gagasan, saran atau alternatif jawaban yang berbeda	3
	Menyebutkan/menuliskan beberapa ide, saran atau alternatif jawaban yang berbeda.	2
	Menyebutkan/menuliskan satu ide, saran atau jawaban yang berbeda	1
	Tidak menjawab atau memberikan jawaban yang salah.	0
Kelancaran	Menyebutkan/menuliskan empat gagasan atau lebih, saran atau alteratif jawaban.	4
	Menyebutkan/menuliskan empat gagasan atau lebih, saran atau alternatif jawaban yang berbeda.	3
	Menyebutkan/menuliskan beberapa gagasan, saran atau alternatif jawaban yang tidak jauh berbeda.	2
	Menyebutkan/menuliskan satu gagasan, ide atau alternatif jawaban.	1
	Tidak menjawab atau memberikan jawaban yang salah.	0
Keaslian	Menyebutkan/menuliskan beberapa ide unik	4

	menarik yang logis, relatif baru,dan cukup relevam masalah yang diberikan.	
	Menyebutkan/menuliskan beberapa ide unik menarik yang logis, relatif baru namun kurang relevan terhadap masalah yang diberikan.	3
	Menyebutkan/menuliskan ide-ide unik yang cukup menarik, cukup logis, relative baru dan cukup relevan terhadap masalah yang diberikan.	2
	Menyebutkan/menuliskan gagasan biasa yang logis dan relevan.	1
	Tidak menjawab atau memberikan jawaban yang salah.	0
Elaborasi	Menjelaskan beberapa rincian logis dari suatu gagasan yang ada. Sehingga rumusan gagasan menjadi lebih jelas dan lebih mudah diterapkan.	4
	Menjelaskan satu perincian logis dari satu gagasan yang ada, sehingga rumusan menjadi lebih jelas dan dapat diterapkan dengan lebih mudah.	3
	Memberikan beberapa rincian logis dari suatu gagasan yang sudah ada, namun kurang relevan dengan konsep gagasan utama, sehingga membuat gagasan menjadi lebih jelas.	2
	Tidak menambah rincian ide yang sudah ada, sehingga rumusan ide yang pertama tidak dapat diterapkan dengan baik.	1
	Tidak menjawab atau memberikan jawaban yang salah.	0
Fleksibilitas	Menulis beberapa alternative jawaban yang sangat logis dan relevan dengan masalah yang diberikan dari sudut pandang yang berbeda.	4
	Menuliskan beberapa alternatif jawaban yang cukup logis dan relevan dengan permasalahan yang diberikan sudut pandang yang berbeda.	3
	Menuliskan beberapa alternative jawaban yang cukup logis namun kurang relevan dengan permasalahan yang diberikan dengan sudut pandang yang berbeda.	2
	Menuliskan satu alternatif jawaban yang cukup logis dan relevan dengan permasalahan yang	1

	diberikan hanya satu sudut pandang.	
	Tidak menjawab atau memberikan jawaban yang salah	0

2. Penilaian menulis
   a) Tesis

Nomor	Skor	Kategori	Kriteria
1.	4	Sangat bagus	1) Memiliki pernyataan tesis dan ide utama yang berhubungan dengan topik dan dinyatakan dengan jelas. 2) Menunjukkan posisi penulis tentang topic tertentu. 3) Memilki kekhususan dan pendapat.
2.	3	Bagus	1) Memilki pernyataan tesis tapi tidak dinyatakan dengan jelas. 2) Menunjukkan posisi penulis tentang topic tersebut. 3) Memilki topic dan opini yang luas
3.	2	Memadai	1) Memilki pernyataan tesis tetapi tidak dinyatakan dengan jelas. 2) Tidak menyebutkan posisi penulisnya tentang topic. 3) Memilki topic dan opini yang tidak terlalu luas.
4.	1	Rendah	1) Tidak memilki pernyataan tesis atau tidak berhubungan dengan topic. 2) Posisi penulis tidak berhubungan dengan topik. 3) Memiliki topic dan opini yang luas.

   b) Pendapat

Nomor	Skor	Kategori	Kriteria

1.	4	Sangat bagus	1) Memilki satu topic yang sangat jelas kalimat yang berhubungan dengan pernyataan tesis. 2) Memilki rincian pendukung yang berhubungan dengan kalimat topic. 3) Didukung oleh pengetahuan seperti definisi, data, contoh dan analisis.
2.	3	Bagus	1) Memilki satu kalimat topic yang berhubungan dengan topic. 2) Memilki rincian pendukung yaitu berhubungan dengan kalimat topic. 3) Pendapat tidak cukup mendukung pengetahuan seperti definisi, data, contoh dan analisis.
3.	2	Memadai	1) Memilki satu kalimat topic. 2) Memilki rincian pendukung 3) Argument tidak memilki pendukung pengetahuan.
4.	1	Rendah	1) Memilki satu kalimat topic tetapi tidak berhungan dengan tesis. 2) Pendapat mempunyai rincian pendukung yang tidak berhungan dengan topic. 3) Pendapat tidak mempunyai pengetahuan pendukung.

c) Pengulangan

No	Skor	Kategori	Kriteria
1.	4	Sangat bagus	1) Menyatakan kembali tesis dengan cara yang berbeda dari pernyataan tesis. 2) Memiliki kesimpulan yang singkat yang berkaitan dengan topic. 3) Pengulangan tidak ada yang materi baru.
2.	3	Bagus	1) Menyatakan kembali tesis atau posisi penulis mirip dengan pernyataan tesis.

			2) Memiliki kesimpulan yang berkaitan dengan topic. 3) Pengulangan tidak ada yang materi baru .
3.	2	Memadai	1) Menyatakan kembali tesis atau posisi penulis tetapi tidak berhubungan dengan topik. 2) Pengulangan tidak mempunyai kesimpulan. 3) Menyatakan materi baru atau yang tidak berkaitan dengan topik.
4.	1	Rendah	1) Pengulangan tidak menyatakan kembali tesis atau posisi penulis tetapi tidak terkait dengan topik. 2) Pengulangan tidak mempunyai kalimat kesimpulan. 3) Menyatakan materi baru atau yang tidak berhubungan dengan topik.

3. Penilaian Sikap

Skor	Sopan santun	Tanggung jawab	Percaya diri
4	Selalu bertindak santun dalam bersikap, berbicara, rapi dalam berpakaian, senantiasa senyum, sapa, sopan dan santun.	Selalu melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik.	Berani mengajukan diri sebelum ditunjuk, aktif, dan jelas dalam berbicara.
3	Bertindak santun dalam bersikap, berbicara dan berpakaian, (atau salah satu point tidak dilakukan)	Sering melakukan tugas dengan penuh kesadaran dengan hasil yang baik.	Mengajukan diri dan berbicara Bahasa Inggris cukup dengan jelas.
2	Terdapat 2 point yang tidak dilakukan	Kadang-kadang melaksanakan tugas dengan penuh kesadaran dengan	Berbicara setelah ditunjuk dan kurag jelas dan kurang jelas

		hasil yang cukup baik.	dalam menggunakan Bahasa Inggris
1	Terdapat hanya 1 point yang dilakukan	Tidak pernah melakukan tugas dengan kesadaran dengan hasil yang kurang baik.	Tidak mau mengajukan diri dan setelah ditunjuk tidak mau berbicara dalam Bahasa Inggris

Rubrik Sikap

Skor	Nilai	Keterangan
4	A	Sangat baik
3	B	Baik
2	C	Cukup
1	D	Kurang

Mengetahui
Kepala SMA N 1 Palembayan

Karnawati
NIP:

Palembayan, 23 Maret 2023
Peneliti

Malta Yana Harbi

APPENDIX 9

Score Of Reliable Xi Ips1

Test 1

No	Nama	Score	Ps	Flue	Ori	Ela	Flex
1	Ahmad Saputra	60	4	3	3	1	1
2	Azka Khuratu Aini	55	3	3	2	2	1
3	Chintya Arisandi Safitri	55	3	2	2	2	2
4	Ghea Aprilia	65	3	3	3	2	2
5	Indah Syafitri Afanza	60	2	3	2	2	2
6	Nofrian Zetri	80	4	3	4	3	2
7	Nola Okta Medira	55	3	3	3	1	1
8	Putra Pratama	80	4	3	4	3	2
9	Rahma Wulandari	50	3	3	1	2	2
1	Rajes Agustio	40	3	1	2	1	1
1	Rara Febricha	65	4	3	4	1	1
1	Rayhan Triyandi	35	3	2	0	1	1
1	Rezka Realita Ayuna	70	3	3	3	3	2

1	Riri Amelia	55	3	3	3	1	1
1	Riza Yuwalfitri	60	4	2	3	2	1
1	Rosa Amanda	45	3	2	2	1	1
1	Salma Aprilia	55	3	2	3	2	1
1	Shissi Adhadina Putri	55	3	2	3	2	1
1	Taufik Pradana	35	3	2	0	1	1
2	Viola Putri Angli	65	3	3	3	2	2
2	Zulna Wildan M	65	3	3	3	2	2

APPENDIX 10

Reliable XI IPS 1-Writing Skill

Test 1

No	Nama	Thesis	Argu	Reit	Score
1.	Ahmad Saputra	3	4	2	75
2.	Azka Khuratu Aini	4	3	2	75
3.	Chintya Arisandi Safitri	2	3	2	58
4.	Ghea Aprilia	3	3	2	67
5.	Indah Syafitri Afanza	3	2	0	42
6.	Nofrian Zetri	4	3	3	83
7.	Nola Okta Medira	4	2	0	50
8.	Putra Pratama	4	3	3	83
9.	Rahma Wulandari	3	2	1	50
10.	Rajes Agustio	2	2	1	42
11.	Rara Febricha	2	4	0	50
12.	Rayhan Triyandi	2	3	0	42
13.	Rezka Realita Ayuna	4	3	3	83
14.	Riri Amelia	3	4	1	67
15.	Riza Yuwalfitri	3	4	3	83
16.	Rosa Amanda	1	1	1	25
17.	Salma Aprilia	4	3	2	75
18.	Shissi Adhadina Putri	4	3	2	75
19.	Taufik Pradana	3	4	3	58
20.	Viola Putri Angli	3	4	2	75
21.	Zulna Wildan M	3	4	2	75

APPENDIX 11



PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH I
SMA NEGERI 1 PALEMBAYAN
Alamat: Jln.Padang Datar Palembayan email: palembayannegeri@gmail.com Kode Pos 26164

SURAT KETERANGAN
Nomor : 422/404/SMA.01 Plby/TU-2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Palembayan Kabupaten Agam Provinsi Sumatera Barat dengan ini menerangkan bahwa:

Nama	: **MALTA YANA HARBI**
NIM	: **2319102**
Jurusan	: PBI
Fakultas	: Tarbiyah dan Ilmu Keguruan
Perguruan tinggi	: **Universitas Islam Negeri Sjech M.Djamil Djambek (UIN) Bukittinggi**

Nama yang tersebut diatas telah melakukan penelitian di SMAN 1 Palembayan dalam rangka Penulisan Tugas Akhir / Skripsi , yang berjudul ***" The Effect of Project Based learning Toward Students Creative Thinking And Writing Skill On Exposition Text At Second grade Of SMAN 1 Palembayan"*** yang dilaksanakan pada bulan Agustus 2023 s/d Selesai

Demikianlah surat keterangan ini kami berikan, untuk dipergunakan semestinya terima kasih.

Palembayan, 01 September 2023
Kepala,

HENDRA PUTRA, S.Pd., M.Pd
NIP. 19750620 200012 1 003

APPENDIX 12

CLASS CONTROL-XI IPS2

No	Nama	Creative thinking		Writing skill	
		Pre-test	Post-test	Pre-test	Post-test
1.	Sri Cantika Putri	55	65	58	78
2.	Davil Fauzi	43	65	50	58
3.	Naura Andini	43	60	54	50
4.	Amelia Meysunni	43	75	38	78
5.	Nurul Hayati	40	45	38	50
6.	Syifa Natasya Apri	25	30	13	17
7.	Nezza Aprilia	38	60	38	67
8.	Candra Winnata	28	55	42	50
9.	Rena Afrianti	35	63	21	71
10	Fira Nurul Angraini	58	30	63	80
11	Tio Rama Doni	25	55	8	38
12	Indah Zelfiana	53	45	42	25
13	Nadifa Putri Azzahra	53	40	54	25
14	Rosi Purnama Dewi	35	55	33	67
15	Reva Ananda	45	60	35	25
16	Millya Dwi Ghaithari	45	43	42	42
17	Nurul Fauziah	35	40	42	40
18	Revtiwa Saqinathi Royan	35	48	50	33
19	Novella Khalbina	30	60	28	83
20	Puti Rusya	48	50	54	83

APPENDIX 13

EXPERIMENT CLASS-XI IPA

No	Nama	Writing skill		Creative thinking	
		Pre-test	Post-test	Pre-test	Post-test
1	Nezwa Sahra	38	78	58	78
2	Vida	38	78	58	78
3	Zara Ifdila Sifa	38	78	58	78
4	Assyifa Nidri	42	67	50	60
5	Norma Prasintya Ramadhani	42	67	50	60
6	Nurul Fadila	42	67	50	60
7	Annisa Khairani	83	33	63	35
8	Reva Mulia	83	33	63	35
9	Septia Diva	83	33	63	35
1	Zikra Afdilla	83	33	63	35
1	Nazwa Aulia Asri	42	75	55	63
1	Nosi Lestari	42	75	55	63

1	Wiwi Novita Sari	42	75	55	63
1	Azzahra Dwi Candra	58	50	55	40
1	Laura Rahma Yeni	58	50	55	40
1	Nurfa Zolaida	58	50	55	40
1	Rendy Aprilio	67	54	78	53
1	Fahrel Feroni	67	54	78	53
1	Reyhan Kurniawan	67	54	78	53
2	Afdal Riziq Ibrahim	67	54	78	53

APPENDIX

Normality of creative thinking

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreTest_Eks	.218	20	.014	.818	20	.058
PostTest_Eks	.175	20	.110	.898	20	.068
PreTest_Con	.118	20	.200*	.953	20	.414
PostTest_Con	.184	20	.075	.952	20	.398

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Homogeneity of creative thinking

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
2.642	1	39	.112

Normality test of writing skill

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreTest_Eks	.260	20	.064	.844	20	.053
PostTest_Eks	.161	20	.183	.881	20	.061
PreTest_Con	.161	20	.188	.959	20	.532
PostTest_Con	.139	20	.200*	.926	20	.131

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Homogeneity of writing skill

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
2.828	1	39	.101

APPENDIX

independent sample t-test of creative thinking

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Hasil Belajar Siswa	Equal variances assumed	1.435	.238	4.090	38	.000
	Equal variances not assumed			4.090	36.936	.000

Independent sample t-test of creative thinking

				95% Confidence Interval of the Difference	
		Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	17.000	4.156	8.586	25.414
	Equal variances not assumed	17.000	4.156	8.578	25.422

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Eksperimen CT	20	69.20	14.215	3.179
	Post-Test Kontrol CT	20	52.20	11.976	2.678

Paired sample t-test of creative thinking

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	PreEks_CT - PostEks_CT	-8.300	20.699	4.628	-17.987	1.387
Pair 2	PreCon_CT - PostCon_CT	-11.600	16.054	3.590	-19.113	-4.087

Paired Samples Test

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

Paired sample statistics of creative thinking

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreEks_CT	60.90	20	9.673	2.163
	PostEks_CT	69.20	20	14.215	3.179
Pair 2	PreCon_CT	40.60	20	9.784	2.188
	PostCon_CT	52.20	20	11.976	2.678

Paired sample statistics of writing skill

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreEks_WS	57.00	20	17.076	3.818
	PostEks_WS	57.70	20	16.403	3.668
Pair 2	PreCon_WS	40.15	20	14.511	3.245
	PostCon_WS	54.00	20	20.736	4.637

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreEks_WS & PostEks_WS	20	-.965	.000
Pair 2	PreCon_WS & PostCon_WS	20	.293	.210

APPENDIX

The rating of students score of writing skill

	writing skill			
	experiment		control	
	Pre-test	Post-test	pre-test	post-test
	38	78	58	78
	38	78	50	58
	38	78	54	50
	42	67	38	78
	42	67	38	50
	42	67	13	17
	83	33	38	67
	83	33	42	50
	83	33	21	71
	83	33	63	80
	42	75	8	38
	42	75	42	35
	42	75	54	35
	58	50	33	67
	58	50	35	25
	58	50	42	42
	67	50	42	40
	67	54	50	33
	67	54	28	83
	67	54	54	83
SUM	1140	1154	803	1080
MIN	38	33	8	17
MAX	83	78	63	83
MEAN	57	57.7	40.15	54

The rating of students score of creative thinking

	creative thinking			
	experiment		control	
	pre-test	post-test	Pre-test	post-test
	58	78	55	65
	58	78	43	65
	58	78	43	60
	50	78	43	75
	50	78	40	45
	50	78	25	30
	63	78	38	60
	63	78	28	55
	63	78	35	63
	63	78	58	30
	55	78	25	55
	55	78	53	45
	55	78	53	40
	55	78	35	55
	55	40	45	60
	55	40	45	43
	78	53	35	40
	78	53	35	48
	78	53	30	60
	78	53	48	50
SUM	1218	1384	812	1044
MIN	50	40	25	30
MAX	78	78	58	75
MEAN	60.9	69.2	40.6	52.2

APPENDIX

DOCUMENTATION-result of project

