

**Students' Perceptions on Wall Magazine Project toward Their
English Writing Performance and Creativity Skill**

A THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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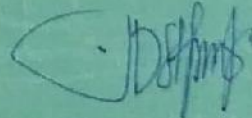
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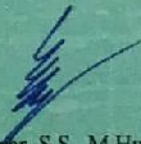
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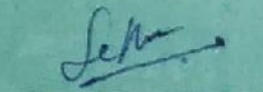
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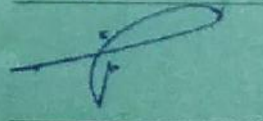
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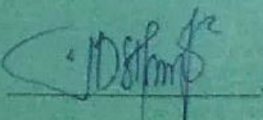
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The Researcher

ABSTRACT

Halawa, Nofenti Mardalena. (2023). *Students' Perceptions on Wall Magazine Project toward their English Writing Performance and Creativity Skill*. Undergraduate Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This study aims to reveal students' perceptions on wall magazine project toward their writing skill and creativity skills. The participants in this study were 31 students of English Literature at the UNP English Department for the 2022/2023 academic year. Researchers used a descriptive research design. Data was collected through a questionnaire. Based on this study, in writing performances, the results showed that students had positive perceptions of content (3.18), organization (3.18), and very positive perceptions of mechanics (3.30) and vocabulary (3.28). Whereas in creativity skills, students' perceptions of their creativity skills during paragraph writing class were positive in generating ideas (3.18) and listening to the inner voice (2.99), and very positive in digging deeper into ideas (3.30) as well as openness and courage to explore ideas (3.27). The results of the study show a positive perception which means students have created good writing performance in terms of content, organization, mechanics and vocabulary, and have shown good creativity skill which are revealed through creative character including generating ideas, digging deeper ideas, openness and courage to explore ideas, and listening to inner voice through learning wall magazine projects during paragraph writing lessons.

Keywords: wall magazine project, writing performance, creativity skill

ABSTRAK

Halawa, Nofenti Mardalena. (2023). *Students' Perceptions on Wall Magazine Project toward their English Writing Performance and Creativity Skill*. Undergraduate Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengungkap persepsi siswa terhadap proyek majalah dinding terhadap kinerja menulis dan keterampilan kreativitas mereka. Partisipan penelitian ini adalah 31 mahasiswa Sastra Inggris Jurusan Bahasa Inggris UNP tahun ajaran 2022/2023. Peneliti menggunakan desain penelitian deskriptif. Pengumpulan data dilakukan melalui kuesioner. Menurut hasil penelitian ini, dalam performa menulis, hasil penelitian ini menunjukkan bahwa siswa memiliki persepsi positif pada konten (3.18), organisasi (3.18), dan persepsi sangat positif pada mekanika (3.30), dan kosa kata (3.28). Sementara itu, dalam keterampilan kreativitas, persepsi siswa tentang keterampilan kreativitas mereka selama kelas menulis paragraf positif dalam memunculkan ide (3.18) dan mendengarkan suara hati (2.99), dan sangat positif dalam menggali ide lebih dalam (3.30) serta keterbukaan dan keberanian dalam mengeksplorasi ide (3.27). Hasil menunjukkan persepsi positif yang berarti bahwa siswa telah menciptakan kinerja yang baik dalam menulis dari segi isi, organisasi, mekanik dan kosa kata mereka, dan telah menunjukkan keterampilan kreativitas yang baik yang terungkap melalui karakter kreatif termasuk menghasilkan ide, menggali ide lebih dalam, keterbukaan dan keberanian untuk mengeksplorasi ide, dan mendengarkan suara hati melalui pembelajaran proyek majalah dinding selama pelajaran *paragraph writing*.

Keywords: proyek majalah dinding, kinerja menulis, kemampuan kreatifitas

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CHAPTER I

INTRODUCTION

A. Background of the problem

The acquisition of writing skills holds significant importance for English Foreign Language (EFL) learners. Communication is a fundamental tool utilized by individuals to transmit diverse messages to others. Writing is also a means of expressing feelings, thoughts, or opinions in written form. However, writing is seen as a difficult activity for English learners as Foreign Language, they are asked to be able to create kinds of text even though it takes a long time to achieve the proficiency level. Writing becomes a difficult task to complete and a big effort is needed by the students in order to be fluent in writing (Benati, 2020).

Furthermore, each EFL instructors uses various teaching strategies in terms of writing. In this case, instructors should consider the teaching methods they apply in the classroom because writing is a crucial subject (Majchrzak, 2018). This is supported and developed by Brown & Lee (2015) state that the nature of writing as a compositional process has led to the development of writing pedagogy. This pedagogy emphasizes guiding students through various stages of writing, including generating ideas, organizing them coherently, utilizing discourse markers and rhetorical conventions to ensure cohesive integration into written language, revising texts for clarity, editing texts for grammatical correctness, and ultimately

producing the final written output. This is supported and developed by Hedge (2005), who states that the function of writing differs slightly from that of other curricular disciplines in that, The utilization of this tool enables students to actively monitor their academic progress and obtain valuable feedback from their instructors. Simultaneously, teachers are granted the opportunity to effectively monitor and diagnose any challenges or obstacles that students may encounter. She claims that writing is about leading students in creating whole pieces of communication, linking and developing facts, ideas, or arguments for a specific reader or group of readers. Effective writing necessitates a high level of organization in terms of developing and arranging ideas, material, and arguments. It also necessitates characteristics such as precision, grammatical devices, and an appropriate selection of language and sentence structures. All of these factors combine to make writing instruction a difficult task, as all of them must be considered for effective learning.

One of the methods in learning in general is the conventional method. The conventional method (lecture) is a form of interaction through explanation and oral narrative by a instructor to students in the class (Mansyur, 1991). This method is classified as the conventional method because the preparation is the simplest and easiest, flexible without requiring special preparation. According to Sriyono (1992), the lecture method is the instructor's narrative and explanation orally. Where in practice the instructor can use teaching aids to clarify the descriptions conveyed to

students. The teaching method implemented in this study is the conventional method (lecture).

But in its implementation, conventional methods do not always produce the expected results. There are several research results indicating that this method is still less effective. First, according to Redy Winatha & Ariningsih (2020), The current approach to the learning process remains traditional, primarily utilizing presenting media, boards, and lectures, with a singular focus on the comprehensiveness of the material, disregarding the intended learning objectives. This resulted in the learning atmosphere being less pleasant and tending to be monotonous. Next, according to Kalyani & Murugan (2021), the conventional approaches mostly rely on lecturing and rote learning, resulting in English language acquisition being reduced to mere memorization. These methods offer limited benefits in terms of fostering language competency among students. These strategies render the process of learning monotonous and unstimulating. The learning process often relegates students to passive roles rather than engaging them as active participants.

Project-based learning is a pedagogical approach that can be employed to effectively attain educational goals, this is can be used as one method in teaching writing. The increasing popularity of this approach in higher education can be attributed to its promotion of innovative thinking, as substantiated by studies on higher order thinking skills (deep learning).

Additionally, it enhances students' problem-solving adaptability through the utilization of active learning strategies (Barak & Yuan, 2021). One of the results of PjBL in writing class is wall magazine.

Wall magazine is a simple and cost-effective form of written communication, typically displayed on the wall. It can contain news, editorials, opinions, essays, profiles, short stories, crossword puzzles, comics, caricatures, and reviews can be presented in various sizes (Nursisto, 1999). Wall magazines can be arranged creatively and serve as a platform for fostering imagination, literacy, intelligence, organization, and writing skills. Wall magazines can improve students' writing skills, creativity, zeal, and tolerance. In addition, they allow for the expression of ideas, the improvement of literacy, the promotion of environmental consciousness, and the cultivation of creativity (Muntaha, 2009). Therefore, this media can be used as one of the results of the project in the classroom.

According to Yutantini (2018), The wall magazines created by the students in groups demonstrated their proficiency in design and effective collaboration in the production of a wall magazine project. The individuals effectively used their group work session to rectify the composition for presentation on the wall magazine, despite the presence of remaining errors. They are also concerned with designing their wall magazine in an innovative manner. As a result, the performance of the wall magazines was aesthetically pleasing and captivating. Moreover, it can be argued that these

items have successfully met the criteria of providing information and entertainment to the general audience.

Numerous academic inquiries have been conducted pertaining to the execution of project wall magazines within classrooms. First, (Sopha & Hum (2018), wall magazine project activity fosters increased student engagement and motivation in writing and reading, as their written work is showcased in visually appealing formats such as a colorful, decorated wall magazine. Moreover, students enjoy the skill to provide valuable written content for other students due to its inclusion of significant information. According to Fitria, (2019), the wall magazine project provided opportunities for students to share individual opinions and information with their group members in order to construct ideas and complete their projects. The project fosters a positive environment that encourages students' English learning creativity. Third, Istiqomah (2021), the implementation of project-based learning method employing wall magazines as an educational tool had the potential to enhance the writing skills of the students. Fourth, Nuha et al., (2020), PJBL's wall magazine implementation fosters self-constructed knowledge, increasing persistence and motivation. It encourages teamwork and responsibility, encouraging students to actively solve problems and work together to complete projects, ultimately enhancing their learning experience. And last, Kurniawati et al., (2019), Project-Based Learning that produces wall magazines can improve students'

collaboration skills. This project is very applicable because it can improve students' collaboration skills.

Prior research has indicated that wall magazine projects in educational settings have positive outcomes. However, there is a dearth of scholarly discourse on the implementation of wall magazine projects at higher education institutions, specifically in relation to fostering the development of writing and creativity abilities concurrently. This indicates an opportunity which researchers may identify results pertaining to this subject matter. This research is also supported by the fact that all lecturers in the English Department of UNP have applied the PjBL method in its application in tertiary institutions. But recently, one of the lecturers in the English Department of UNP's paragraph writing course presented the results of his project in the form of a wall magazine. Thus, researchers can conduct this research. Therefore, the researcher intended to investigate students' perceptions of the wall magazine project in relation to their writing performance and creativity, particularly in paragraph writing class.

B. Identification of the problem

According to the background above, conventional methods which are still very basic in teaching writing in the classroom, it does not stimulate students' interest in learning and limit their creativity; therefore, a wall magazine project can be used as an option or choice in learning writing; especially in learning writing, the use of wall magazines is expected to

produce good performance in writing in class and improve students' writing skills.

C. Limitation of the problem

Based on the identification above, the researcher is concerned to see the perception of students on the implementation on wall magazine project toward their English writing performance in terms of writing aspects by Jacobs (1981), while there are multiple aspects to consider, the researcher has chosen to exclude language use as an indicator in this research, with the intention of encouraging future researchers to explore this aspect further. Additionally, the researcher is interested in examining the students' creativity skills in relation to the character of creativity as described by Treffinger et al. (2002).

D. Formulation of the problem

Related to the limitation of the research above, this study formulated the problem into: “What are students’ perceptions on wall magazine project toward their content, organization, mechanic, vocabulary, generating ideas, digging deeper into ideas, openness and courage to explore ideas, and listening to the inner voice?”

E. Research Question

Based on the background of the problem above, the writer formulates questions as follows:

1. How is the students' perception on wall magazine project toward their content performance?
2. How is the students' perception on wall magazine project toward their organization performance?
3. How is the students' perception on wall magazine project toward their mechanic performance?
4. How is the students' perception on wall magazine project toward vocabulary performance?
5. How is the students' perception on wall magazine project in generating ideas?
6. How is the students' perception on wall magazine project in digging deeper into ideas?
7. How is the students' perception on wall magazine project in openness and courage to explore ideas?
8. How is the students' perception on wall magazine project in listening to the inner voice?

F. Purpose of the Research

The purposes of this research have been laid out as follows:

1. To reveal students' perception on wall magazine project toward their content performance.
2. To reveal students' perception on wall magazine project toward their organization performance.
3. To reveal students' perception on wall magazine project toward their mechanic performance.
4. To reveal students' perception on wall magazine project toward their vocabulary performance performance.
5. To reveal students' perception on wall magazine project in generating ideas.
6. To reveal students' perception on wall magazine project in digging deeper into ideas.
7. To reveal students' perception on wall magazine project in openness and courage to explore ideas.
8. To reveal students' perception on wall magazine project in listening to the inner voice.

G. Significance of the Research

The expected results of this study are intended to provide both theoretical and practical implications. Theoretically, this research is

expected to be able to provide knowledge about the implementation of PjBL in paragraph writing class as well as to provide an overview of one example of the form of project-based learning result; wall magazines. Practically, it is expected to provide reflection and modification to instructors in considering English teaching methods. In addition, this research is expected to be useful for other researchers who are interested in conducting similar research, especially for research on Project Based Learning and teaching writing methods.

H. Definition of the Key Terms

1. Perceptions are ideas, beliefs, or images formed as a result of how they view or comprehend things.
2. Wall magazine is one of the simplest types of written communication media.
3. Project-based learning (PjBL) is a learning model that involves a project in the learning process.
4. Writing is a process for investigating and expressing their thoughts, feelings, and opinions in written form.
5. Writing performance is a performance of the process in creating a note, information or story using script.
6. Creativity skill is the ability to convert an idea into a completed project.