

**THE EFFECT OF APPLYING PROJECT BASED LEARNING ON THE  
STUDENTS CREATIVE THINKING SKILL TO SIMULATE  
NARRATIVE TEXT**

*(A Pre-Experimental Quantitative Research)*



**A THESIS**

*(Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of the Requirement for the Degree of Education in English Education Department)*

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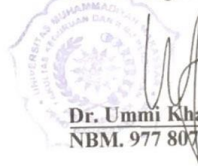
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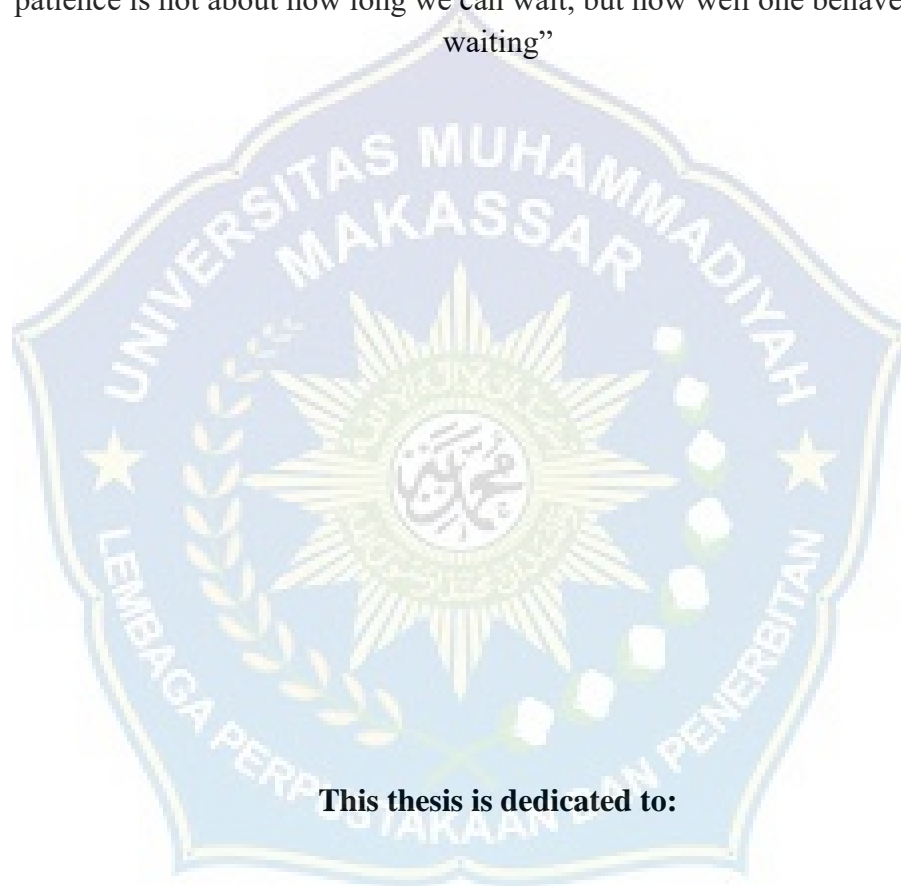
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## MOTTO AND DEDICATION

“patience is not about how long we can wait, but how well one behaves while waiting”



**This thesis is dedicated to:**

“My beloved parents and my big family”

## ABSTRACT

**NURISTIFANY IRSAL.** 2024. *The Effect of Applying Project Based Learning on The Students Creative Thinking Skill to Simulate Narrative Text.* Department of English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nunung Anugrawati and Ummi Khaerati Syam.

This research aims at finding out the increase in students' creative thinking abilities by using project based learning. It conducted by three processes , namely pre-test, treatment and post-test which consisted of six meetings. This research was a pre-test and post-test research. The population of this research was class X students of SMA Negeri 17 Gowa and sampling used a cluster random sampling technique. The research sample was 30 students. The research instrument was a narrative text consisting of 5 essay questions.

The results of the data showed that there were differences between pre-test and post-test students. The student's main score before being given treatment was 64.77 and increased to 83.70 after implementing project based learning (PjBL). Apart from that, from the t-test analysis, the t-test value was greater than t-table, and the students' total reading comprehension was  $(9.225 > 2.064)$ . This means that project based learning (PjBL) is effective in improving students' creative thinking abilities.

**Keywords:** *Project based learning, creative thinking skills, narrative text*

## ABSTRAK

**NURISTIFANY IRSAL.** 2024. Pengaruh penerapan pembelajaran berbasis proyek terhadap keterampilan berfikir kreatif siswa dalam mensimulasikan teks narasi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nunung Anugrawati dan Ummi Khaerati Syam.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berfikir kreatif siswa dengan menggunakan project based learning. Dilakukan tiga proses yaitu pretest, treatment dan post-test yang terdiri dari enam kali pertemuan. Penelitian ini merupakan penelitian pre-test dan post-test. Populasi penelitian ini adalah siswa kelas X SMA Negeri 17 Gowa dan pengambilan sampel menggunakan teknik cluster random sampling. Sampel penelitian adalah 30 siswa. Instrumen penelitian berupa teks naratif yang terdiri dari 5 butir soal essay.

Hasil data menunjukkan bahwa ada perbedaan antara siswa pre-test dan post-test. Skor utama siswa sebelum diberikan perlakuan adalah 64,77 dan meningkat menjadi 83,70 setelah menerapkan project based learning(PjBL). Selain itu, dari analisis uji-t, diperoleh nilai uji-t lebih besar dari ttabel, dan pemahaman membaca siswa secara total ( $9,225 > 2,064$ ). Hal ini berarti bahwa project based learning (PjBL) efektif untuk meningkatkan kemampuan berfikir kreatif siswa.

Kata Kunci: Project based learning, kemampuan berfikir kreatif, teks narasi

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The researcher is fully aware that this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers. Hopefully, this research can be useful for readers and other researchers.

Makassar, 31 Agustus 2024

The Researcher

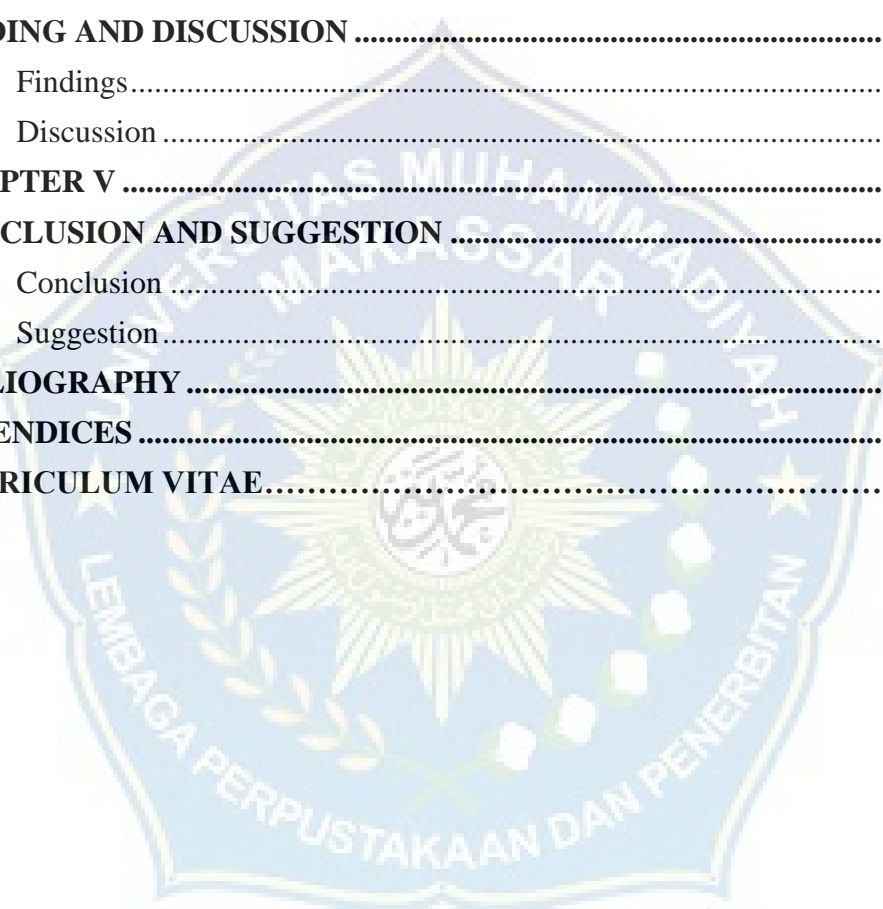
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## LIST OF CONTENTS

	Page
<b>LEMBAR PENGESAHAN.....</b>	<b>ii</b>
<b>APPROVAL SHEET.....</b>	<b>iii</b>
<b>COUNSELING SHEET 1.....</b>	<b>v</b>
<b>COUNSELING SHEET 2.....</b>	<b>vi</b>
<b>SURAT PERNYATAAN.....</b>	<b>vii</b>
<b>SURAT PERJANJIAN.....</b>	<b>viii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>ix</b>
<b>ABSTRACT.....</b>	<b>x</b>
<b>ABSTRAK.....</b>	<b>xi</b>
<b>ACKNOWLEDGMENTS.....</b>	<b>xii</b>
<b>LIST OF CONTENTS.....</b>	<b>xv</b>
<b>LIST OF TABLE.....</b>	<b>xvii</b>
<b>LIST OF FIGURE.....</b>	<b>xviii</b>
<b>CHAPTER 1.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
A. Background.....	1
A. Problem Statement.....	4
B. Objective of the Research.....	4
C. Significances of the Research.....	5
D. Scope of the Research.....	5
<b>CHAPTER II.....</b>	<b>6</b>
<b>REVIEW OF RELATED LITERATURE.....</b>	<b>6</b>
A. Previous of Related Study.....	6
B. Some Pertinent Ideas.....	7
6. Research Hypothesis.....	29
The hypothesis of this research are drawn as follow :.....	30
<b>CHAPTER III.....</b>	<b>31</b>

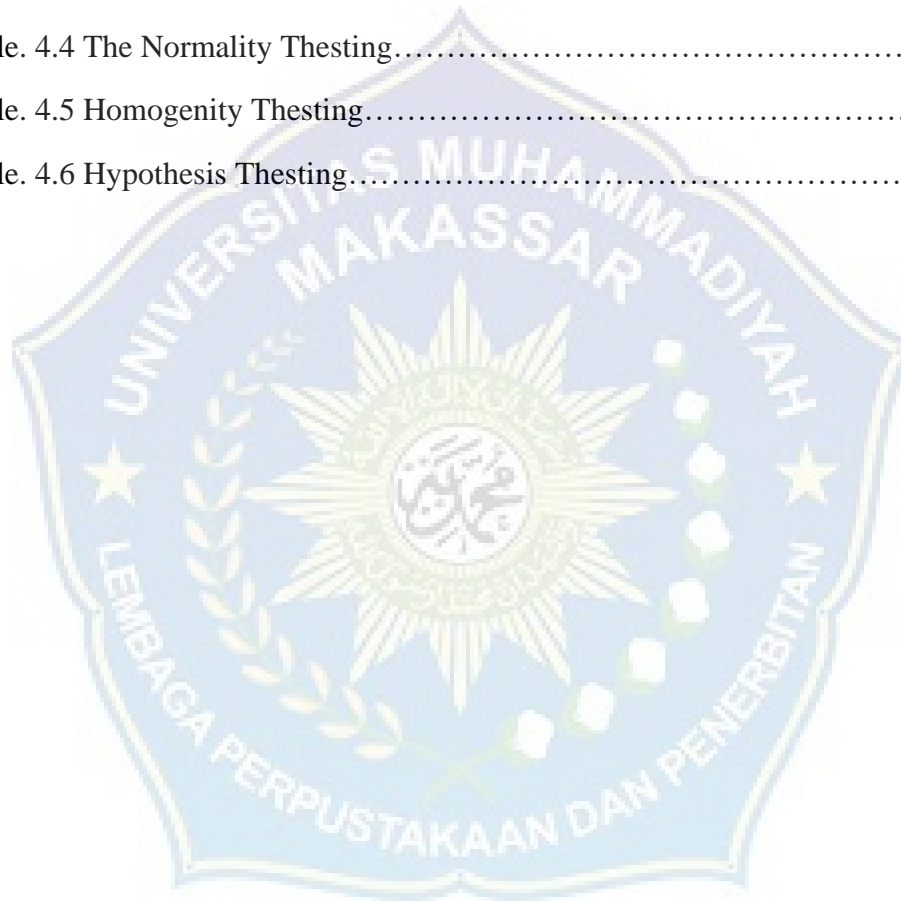
<b>METHODOLOGY.....</b>	<b>31</b>
A. Research Design.....	31
C. Population and Sample.....	32
E. Procedure of Collecting Data.....	34
F. Data Analysis.....	34
<b>CHAPTER IV.....</b>	<b>36</b>
<b>FINDING AND DISCUSSION.....</b>	<b>36</b>
A. Findings.....	36
B. Discussion.....	42
<b>CHAPTER V.....</b>	<b>47</b>
<b>CONCLUSION AND SUGGESTION.....</b>	<b>47</b>
A. Conclusion.....	47
B. Suggestion.....	47
<b>BIBLIOGRAPHY.....</b>	<b>49</b>
<b>APPENDICES.....</b>	<b>52</b>
<b>CURRICULUM VITAE.....</b>	<b>84</b>





## LIST OF TABLE

Table. 3.3 Assesment Instrument for Creative Thinking.....	34
Table. 4.1 Result Pre-test and Post-test.....	37
Table. 4.2 Pre-test Frequency Distribution.....	38
Table. 4.3 Post-test Frequency Distribution.....	39
Table. 4.4 The Normality Thesting.....	40
Table. 4.5 Homogeneity Thesting.....	41
Table. 4.6 Hypothesis Thesting.....	42



## LIST OF FIGURE

Figure 2.1 Conceptual Framework.....	30
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## CHAPTER 1

### INTRODUCTION

#### A. Background

According to Listyani (2021) mastery of the English language is important in the current era of globalization. The opportunity to gain wider knowledge is also wide open for people who understand and can speak English. Mastering English means expanding opportunities to interact and get information from other parts of the world. Language is a means of communication and a means of disseminating information. There are many references, technology, and scholarships that we can learn and get with English as one of the prerequisites.

English competence has been important in the development of careers since it became one of the international languages, so students must understand the use of English in both formal and informal situations that can boost students' self-confidence against global competition. Since English became one of the international languages, it became a significant subject for learning in the world in general and Indonesia in particular, which students must have competence in understanding English. Therefore, the Indonesian government made policies and established that English was one of the core subjects in the education curriculum from junior high school to college (Change et al., 2021).

There are four skills involved in learning English. In addition to reading speaking and writing, they are also listening. Receptive and productive skills are categories of the four skills described. While reading and listening are receptive skills, speaking and writing are productive skills. In addition to the four language skills listed above, reading is crucial for kids whose first language is not English because they rarely have the chance to hear or speak it. If pupils lack foundational information, it might be challenging for them to comprehend English, especially while reading texts (Jufri, 2018).

Applying a project-based learning paradigm, often known as project-based learning, is one method of teaching English that may help students learn the language more efficiently. In a project-based learning environment, the instructor primarily serves as a facilitator and motivator. This teaching strategy places a focus on activities that involve students and frequently incorporates real-world issues (Thom Markham, 2003).

According to Almulla (2020) learning with this approach to project based learning can significantly increase student involvement in the English learning process by allowing sharing knowledge and information to be obtain through discussions and learning processes that focus on external completion. Thus, this project-based learning approach is highly recommend for use in students' education and must be encourage in its application to higher education.



Project based learning is one of the learning models that can be applying to stimulate students' creative thinking ability. External stimulation is the most important part that can stimulate human creative thinking ability. This stimulation can be generate from the learning model applying to the student, thus developing his creative thinking ability (sudarma, 2013: 13). In this study, students are traine to do an analysis of the problems, exploration, gathering information, interpretation, and assessment of the project at work.

The ability to creative thinking is the ability to come up with new ideas or ways to produce a product. Creative thinking ability has characteristics that offer ideas, answers, questions, or problem solutions and offer broad ways or Suggestions for doing things.

Creative thinking is essential for students to master. Teachers need a learning model that can enhance student creative thinking combine with the learning materials students learn in class, one of them is reading to understand the student's creative thinking skills. Reading is one of the skills the students should master when learning English asa foreign language.

(Ardiana, 2015) Students' levels of reading comprehension vary, and this includes their ability to comprehend narrative texts. Some pupils may comprehend concepts clearly, but others may not. The teacher have taught and explain literature to the class using effective teaching methods. Also, the teacher cover how to understand the text. Nonetheless, it is still challenging

for students to comprehend reading material, particularly narrative texts. That occurs as a result of certain students' lack of a dictionary and vocabulary.

Based on the explanation above, the researcher is interested to find out the effect of project based learning in creative thinking skill in reading . This phenomena can be influence by several factors, so the researcher will conduct a research with title, "*The effect of applying project based learning on the students' creative thinking skill in simulate narrative text*".

#### **A. Problem Statement**

Based on the background of the research above, the researcher formulated research question as follow : What is the significant impact of applying project-based learning on students' creative thinking skills in simulating reading the narrative text?

#### **B. Objective of the Research**

Based on the background and problem research above, the researcher will arrange the research objective as follow :

To focus on finding out the effect of applying project based learning on the students' creative thinking skills in simulate reading narrative text at SMA Negeri 17 Gowa.

### **C. Significances of the Research**

In significances of this research, both students and teacher will be able to work together to anticipate and take action to overcome this speaking problem.

1. For students, with this study it is hoped that students will improve their creative thinking skill in reading narrative text.
2. For teacher, this study will give meaningful references to english teachers in helping them to use project based learning on students' creative thinking skill especially in reading narrative text.
3. For next researcher, This research is expect to be a reference for future researchers who their research is relate to this research, especially in creative thinking in reading narrative text.

### **D. Scope of the Research**

The scope of the research will focus in reading (comprehension) in narrative text (legend story) using project based learning (wall magezine) on the students' creative thinking (elaboration) skills at SMA Negeri 17 Gowa.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous of Related Study**

The researcher find some similar previous research that analyse students' creative thinking skill in reading narrative text. These are some related research, such as:

Ritmawati (2022), that the students' ability to read and comprehend narrative texts was generally good. There are 2 students with scores of 87,5 and 95,75 fall into the category of Excellent, as can be observ from the data's outcome. There were 16 students in the Good group following that. The highest score in this category is 75 and the lowest score is 62,5. There are 4 students who fall within the fair category. The highest score in this category is 56,25 and 43,75 is the lowest. The final category is Poor, which have 2 students scoring 37,25 and 25.

Nabilah (2020), using quantitative research to find out the effect of applying project based learning on the students' creative thinking skill in writing narrative text. The research using google classroom and zoom application. The sample of the research were 32 students. They are from IX-4 class. The instrument for collecting the data was written test. The result showed that the mean of pre test was 51 and the mean of post test was 78. The t-table with 5%

significance of degree freedom was 2.04. The result of t-observed was 8.50. The t- observed was higher than t-table ( $8.50 > 2.04$ ).

(Sari, 2021), using decriptive quantitative method to describe the students' reading comprehension ability on narrative text based on the four levels of comprehension skills and the most mastered level of comprehension skills in comprehending narrative text. The results showed that for each level of understanding skills, there is a distinct percentage of the students' "correct answers" at a literal rate of 32% correct answers, followed by 25% of the interpretation level, then a critical level of 23%, and the lowest level of creative 20% of the correct answers.

There are similarities and differences in this research and previous research is described above. The similarity in this study is reading narrative text. The difference is that this research will focus more on students' creative thingkin in reading narrative text such as: component of reading skills.

## **B. Some Pertinent Ideas**

### **1. Reading Skill**

#### **a. Definition of Reading**

Reading is a collaborative process that involves both the reader and the researcher of texts to understand the information provide in them. According to Klingner et al. (2007), reading comprehension is a multi- component, extremely complex procedure that includes several

interactions between readers and what they bring to the text in relation to the text. Moreillon in (Arissandi et al., 2019), reading is the process of giving written and visual information meaning. Nevertheless reading is not an easy task. Reading is an active process that calls for a lot of experience and expertise.

The writer can infer from the definition above that reading is a sensory-base process of meaning understanding. As a result, readers engage with the content they read and learn about messages and interpersonal communication strategies. The reader must be capable of mastering and comprehending the material he reads. because reading provides a person with a wealth of knowledge and information about the outside world.

#### **b. The Purpose of Reading**

There are some kinds of reading purpose. Barret (1969: 187) states categories of goals of the reading program:

- a. Perceptual goals are concerned with the flexibility, rate, and accuracy of word perception.
- b. Cognitive goals are concerned with the types and levels of thought generate during reading.
- c. Affective goals are concern with the feelings children have toward reading.

There are three purposes in reading comprehension, the third purpose of reading comprehension include of perceptual goals, cognitive goals and the last is affective goals. For the third of reading purpose the students need to be concern with the text reading.

### **c. Component of Reading Skills**

There are five components of reading skill:

#### **1. Phonemic awareness**

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words. Phonemic awareness includes blending sounds to make words, such as combining three separate sounds— /b/ /a/ and /t/ —to make the word bat. It includes segmenting a word into separate sounds. For example, the word bat has three sounds: /b/ /a/ and /t/. Teaching phonemic awareness helps children learn to read and spell.

#### **2. Phonics**

Phonics teaches students about the relationship between sounds and printed letters and explains how to use that knowledge to read and spell. Readers regularly come across unfamiliar words. Advanced phonics or word study skills help them to understand



what words mean. They are able to break words into smaller meaningful parts.

### 3. Fluency

Fluency is the ability to read words easily and automatically.

To do this, readers must recognize many words “by sight.”

Readers who read smoothly and accurately can focus on the meaning of what they read. Readers who struggle to decode, or identify, words are less likely to understand what they read.

### 4. Vocabulary

Vocabulary refers to the words we use for listening, speaking, reading and writing. Good readers recognize and know the meaning of many words. Learning new words is important for readers at all levels.

### 5. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. Young readers develop text comprehension through a variety of techniques, including answering questions and summarization (retelling the story).

#### **d. Components of Reading Comprehension**

There are many components of reading comprehension which have its own characteristic. King and Stanly (1998 : 177) in (Change et al., 2021) stated five components that may help to read carefully, they are:

##### **1. Finding factual information**

It requires that readers scan particular detail in order to find factual information for students and those that come with the word "WH-question," the factual information questions are provided.

##### **2. Finding main idea**

Main idea of a paragraph is what the researcher wants you to know about the topic. The main idea expresses a specific claim or draws attention to a distinctive feature of the subject. It usually contains a complete concept and identifies the writer's motivation for the piece as well as the message they hope to convey to the reader.

##### **3. Identifying the topic**

Paragraph is a collection of connected thoughts. The sentences are connected by the fact that they each discuss a typical person, location, object, or idea. The topic refers to this recurring theme or notion. The topic is the focus of the entire paragraph.

#### 4. Finding the meaning of vocabulary

In connecting the next new words near meaning to the one before it and the text's theme, readers can improve their vocabulary knowledge by guessing the meaning of unfamiliar words. When a word has the same or nearly the same meaning as another word, it has virtually similar meaning.

#### 5. Identifying reference

Words refer to things in reference, which is the relationship that exists between words and objects. The references provide here can aid readers in comprehending the text.

#### 6. Making inferences

Inferences are logical connections drawn base on the information that is now accessible between what you observe or know and what you do not know.

### e. Reading Techniques

This section will talk about kinds of reading comprehension by expert. Crallet (2015: 12-19) proposes the techniques of reading such as:

#### 1. Synthezing

This aim are design to help students build the coping mechanisms they need to deal with new words and phrases that

are complex or appear obscure. It ought to prevent them from stumbling at every hurdle or giving up right away.

## 2. Predicting

Previewing is a very specific reading technique which involves using table of contents, preface; the chapter and paragraph headings in order to find out where the required information is likely to be.

## 3. Skimming

Skimming is a more thorough action that necessitates a broad perspective of the text and assumes a certain level of reading proficiency. Skimming is the process of locating the information that is most important to our purpose.

The reader's reading activities undoubtedly make use of reading methods. Sensitizing is the first of numerous different reading approaches. Sensitizing occurs when readers come across fresh words they are not previously familiar. In sensitizing involves making inferences, figuring out how sentence relate to one another, and connecting sentences to ideas.

Besides sensitizing, reading tactics also include anticipating, skimming, and previewing. Predicting is a strategy for determining what will happen next. Skimming is a form of fast reading in which the reader only concentrates on what they are reading for. Details

reading is often know to as previewing. The content was attentively and in-depthly studie by the reader.

#### **f. Teaching Reading**

The process of teaching learning requires some guidelines that keep the process consistent with its purpose. As for the guidelines necessary for this process are curriculum, syllabus, and RPP. Curriculum includes the goals, content, materials and methods used to accomplish those goals while the syllabus pays attention to competence standards, basic competence, materials, activities, indicators, assessments, allocation of time, and learning resources (Inawati, n.d.).

School-Based Curriculum is the current standard of education. This semester, schools create their operational curriculum and put them into practice and than impelement it (BNSP, 2006 : 5). Each school creates the curriculum's target education, structure, and material according to its educational unit level, calendar, and syllabus. The schools must take the Content Standard and Graduation Competence Standard into account when creating those components. The Content Standard includes the standards of competences and basic competences (SCBC).

As a guide for structuring the teaching and learning process, the Standard of Competencies and the Basic Competencies (SCBC) are

produce. Base on SCBC, students' reading instruction aims to assist them become more proficient in functional communication so they can address difficulties on a daily basis (BNSP, 2006 : 124). As a result, brief functional texts and short basic essays in the forms of method, description, recount, story, and report are include in the instructional materials for reading. Nevertheless, students bases its reading instruction on a different set of basic skills and standards. The additional information in the areas of language function and text types makes a difference (Kementrian Pendidikan Nasional. 2011 : 6).

## **2. Narrative Text**

### **a. Definition of Narrative Text**

A narrative is a work of writing, speech, poetry, art, music, film, video games, theater, or dance that portrays a series of fictional or non-fictional events in a constructive manner. According to Pradiyono (2015: 14–15) claims that narrative texts are a type of text that recounts a past-tense story. The aim and social purpose of the narrative text is to amuse or entertain the audience with the story. In narrative text, we can found the story of animals (fable), the story of fairy (fairy tales), and legend (Mulkarto, 2007).

According to Anderson, the definition of Narrative text is “Narrative text type tells a story using spoken or written language. It can be communicated using radio, television, books, newspaper, or computer files, picture, facial expression, and camera angles can also be used to help communicate meaning. Narratives are usually told by story teller.

#### **b. Generic Structure of Narrative Text**

According to Blake (2002: 5), the generic structural elements of narrative text are orientation, complication, resolution, and re-orientation. Each structure's explanation is as follows:

- a. Orientation : The main characters and sometimes a few supporting characters are introduce to the readers. The location and timing of the action are typically indicate in some manner.
- b. Complication : The complication is a pattern of incidents that we typically anticipate will result in complications or problems are what are causing the complication to progress. Simple words, it wouldn't be nearly as intriguing if nothing unexpect happen. The main characters will be involve with this difficulty, which frequently prevents them from achieving their goal.



- c. Resolution : For better or worse, the implication may be resolve in this section, but it is rarely left unresolve entirely (although this is of course possible in certain toes of narrative which leaves us wondering ‘How did it end’?).
- d. Re-orientation : It is an optional event to end the day. It demonstrates that some narrative structures require careful consideration. They serve as the building blocks for narrative construction. A normal narration has an opening paragraph to establish the subject of the narration, following by discussing the issues of the story, and also having a final conclusion that signifies at the end of the story.

### c. Kinds of Narrative Text

According to Mulkarto (2007) states that in narrative text, we can found kinds of narrative text such as :

#### a. Fable

Fabel is a short allegorical story that traditionally uses animal characters that speak and behave like people to make a moral lesson for example : The Smartest Parrot, Mousedeer and Crocodile, etc.

#### b. Legend

A legend is a story that is relate to a location, thing, or an object. Even though the story's veracity in its state substance is

questionable, it preserves the diversity of a particular society's culture. A legend could be an unproven rumor or a factual story. It occasionally includes myth and miracles. The essential component of a narrative story is complexity, for example : Sangkuriang, Batu Menangis, etc.

c. Fairy tales

It's commonly referred to as a fantasy story. It is about magic, miracles, and other extraordinary events. A fairy tale is a fictional narrative with fantastical characters and a fantastical setting, for example : Aladdin, Mermaids, etc.

**a. The Basic Elements of Narrative Text**

According to Chatman (1993) in (World Health Organization; London School of Hygiene and Tropical Medicine, 2017) that there are four the basic elements of narrative text, such as :

a. Characters

The narrative text's most crucial component is its characters. It defines the character's physical attributes, including age, weight, height, and even character qualities like strengths and weaknesses. The author can include character descriptions in dialogue. It divulges what the actor says or thinks to the reader.

b. Settings

The setting describes the place (where) and time (when) of the story, indicating to the reader whether the story is realistic, historical fiction, or fantasy. The author occasionally includes details that allow anyone to picture the setting and time period of the novel.

c. Plot

The author creates a succession of scenes or events that make up the narrative in order to keep the reader's interest and heighten anticipation as the novel goes on. The plot contains an introductory event that directs the main character toward issue solutions. As the tension or climax, the high point inside the story where the issue is resolved, approaches, the excitement rises.

d. Conclusion

A story conclusion is reached by the author by determining how all the significant events that occur during the course of the narrative contribute to the "conclusion". The plot's most thrilling section describes how the characters are affected by the events as a whole.

### 3. Project Based Learning

#### a. The Concept of Project Based Learning

According to Goodman and Stivers in (El Bakkali, 2020) Project-based learning is a teaching strategy based on practical projects and learning activities that present problems for students to solve in groups on topics connect to daily life. Project Based Learning is a students centered learning model and provides meaningful learning experiences for students (Afriana & Indonesia, 2016). The outcomes of the project-based learning process serve as the foundation for the educational experience and concepts that students acquire. The use of project-based learning is able to help students develop certain abilities like reading, provide learning processes that can be very beneficial for students, and increase their creativity, motivation, discipline, and teamwork (Syarifah & Emiliasari, 2019).

There are many ways to defines project-based learning. Some researchers refer to project-based learning as "*model*," "*method*," "*approach*," or "*technique*." A pedagogical innovation referred to as project-based learning ties combine theory and practice through the application of problem-solving techniques to address challenges that develop in life issues.

In project-based learning, students will read across a wide area of reading material, to resources ranging from books, magazines, newspapers, articles to surfing the internet. In addition, the use of computers and technology in learning activities will be shown to have a positive correlation with higher reading ability. In relation to the teaching and learning of English especially in reading, it seems to be compatible with project-based learning. Project-based learning is simply defined as “an instructional approach that aligns learning with presenting students with a problem to solve or a product to develop”.

#### **b. Model of Project Based Learning**

According to Morgan (1983) described three general models of project work for educational purposes:

1. Project exercise: The purpose of this type project for students to be able to apply the knowledge and techniques that have been acquired for academic problems in the subject field that are already familiar to them. It is the most traditional thing in the project-based learning.
2. Project component: In this type of project work, the aims are broader and the scope is larger, the project is more interdisciplinary in nature and often related to "real world" issues, the objectives include developing problem-solving

abilities and a capacity for independent work. Often, traditionally taught courses are studied in parallel with the project course.

3. Project orientation: This term denotes the overall curriculum philosophy of a course of study, the project students complete can form the basis of their overall university education, whereas instructional teaching is provided only to complete the requirements of the project topic. The subject matter study is determined by the demands of the project topic.

Project exercises are typically a part of teacher-centred project pedagogy. The project exercise is the "capstone" event designed to integrate the subject material learnt during a specific course. On the other hand, project components and project orientation tend to leave more scope for student centeredness. However, project components and project orientation can also be work-based, which serves to introduce an extra element into the control in the learning process. Ideally, this results in a three-way partnership between the client, the student and the teacher.

Based on the discussion above, we can conclude that there are three learning project models based on educational objectives.

Each model has a goal, therefore each project-based learning model must be adapted to the level of the learner.

### **c. Component of Project Based Learning**

When the teacher wants to implement the Project Based Learning, he should know about the component of PBL. There are four components of PBL as follow:

#### **1. The role of teacher**

According to Jazberova et al (2011) states that a teacher's role is essential in the learning process. Today teachers are not only individuals who distribute information and knowledge but also teachers assist students in their learning activities. The teacher's role changes as a guide, a facilitator, a manager, a counselor, or an evaluator, depending on the teaching context and the PBL level.

#### **2. The role of student**

All students should participate in learning activities, both inside and outside of the classroom, for PBL to be successful. It is the responsibility of the teacher to plan the students' activities in a way that will allow them to do their best work. The students should know why they learn something or why they learn it. By knowing what to do, the students will become active part of the project.



### 3. The content of curriculum

The material should be related with the content of curriculum. On the other hand, PBL can be aimed only or mainly at training key competencies and concentrating on teaching factual knowledge may become subsidiary.

### 4. Symbolized by surrounding

The place in which PBL carried out. PBL can be done in the classroom but it is much more useful if the realization is outside the school. The aim of this is to connect the reality as a source for various authentic materials

## 4. Creative Thinking Skill

### a. Definition of Creative Thinking

The full range of cognitive processes that people use in response to a particular object, problem, or circumstance can be describe as creative thinking. Alternatively, it can be describe as a type of effort direct at a specific event and the problem based on the capabilities of the individuals, because the creative thinking is an important aspect, so that students can proceed to develop creativity in making products and create more new inovations.

Creative thinking skills are defined as skills that are needed on almost all subjects (Heilmann & Korte, 2010). When approach with such circumstances, individuals make an effort to employ

their creativity, intelligence, insight, and ideas. Also, they attempt to offer a genuine and novel design, produce various hypotheses, and resolve the issue by exploring and developing new applications (Glass, Young & Balli) in (Yazar Soyadı, 2015).

Meanwhile, according to Munandar (2012) creative thinking is a pattern of thinking that encourages creative products and involves rational and imaginative thinking in solving a problem. Cognitive characteristics of creative thinking are fluency, flexibility, originality, and elaboration. While the non-cognitive characteristics of creative thinking are motivation, attitudes, and creative personality.

According to Harriman (2017), creative thinking is thinking that tries to create new ideas. Creative thinking is a series of processes, including understanding the problem, making guesses and hypotheses about the problem, searching for answers, proposing evidence, and finally reporting the results.

Based on the definition above, the author concludes that creative thinking is the ability to analyze something based on data or information to produce new ideas in understanding something.

According to Munandar (1999), that the characteristics of creative thinking abilities related to cognition can be seen from fluent thinking skills, flexible thinking skills, original thinking skills,

elaboration skills, and assessment skills. An explanation of the characteristics related to these skills is described as follows.

1. Characteristics of fluent skills:

- 1) Spark lots of ideas in solving problems
- 2) Provide many answers in answering a question
- 3) Provide many ways or suggestions for doing various things
- 4) Work faster and do more than other kids.

2. Characteristics of flexible thinking skills:

- 1) Generate variations of ideas for solving a problem or answering a question
- 2) Can see a mistake from different points of view
- 3) Presenting a concept in different ways

3. Characteristics of original skill (authenticity):

- 1) Provide relatively new ideas in solving problems or answers that are different from the usual ones in answering a question.
- 2) Create unusual combinations of parts or elements.

4. Characteristics of elaboration skills:

- 1) Develop or enrich other people's ideas.
- 2) Adding, arranging or detailing an idea so as to improve the quality of the idea.

#### 5. Characteristics of Assessing (evaluating) skills:

- 1) Can find the truth of a question or the truth of a problem solving plan (justification).
- 2) Can generate ideas for solving a problem and can implement them correctly.
- 3) Have justifiable reasons for reaching a decision.

#### **b. Assisting Techniques to Get Creativity**

Creativity is very beneficial and useful in daily life. But it's not just some simple craft that can be resolved. Numerous people have been looking for ways to unleash their creativity. This section goal is to outline some methods that may help people increase their creativity.

According to Shively (2011) that in language arts creative thinking ability can be facilitated through a number of ways associated with the FFOE (Fluency, Flexibility, Originality, and Elaboration) model advocated by Guilford as follows:

1. Fluency or ability to generate many ideas that can stimulate creative thinking. This was facilitated by making a list of word choice option or alternative options.
2. Flexibility or ability for a question or a topic to be viewed from a different Angle. This was facilitated by retelling the story from the perspective of a different person, debating/interpreting

it from an opposing point of view, or gutting out the key words behind a series of pictures or terms.

3. Originality or ability to produce products that are unique or unusual and ideas that are unpredictable. This is facilitated by poetry's visualization on controversial or problematic subjects, such as racism, pollution, or animal cruelty.
4. Elaboration or ability that involves detail, filling the void, decorating, and finishing creative ideas. This is facilitated by creating a story or paragraph forwarded according to the given list of words, or illustrating a given portion.

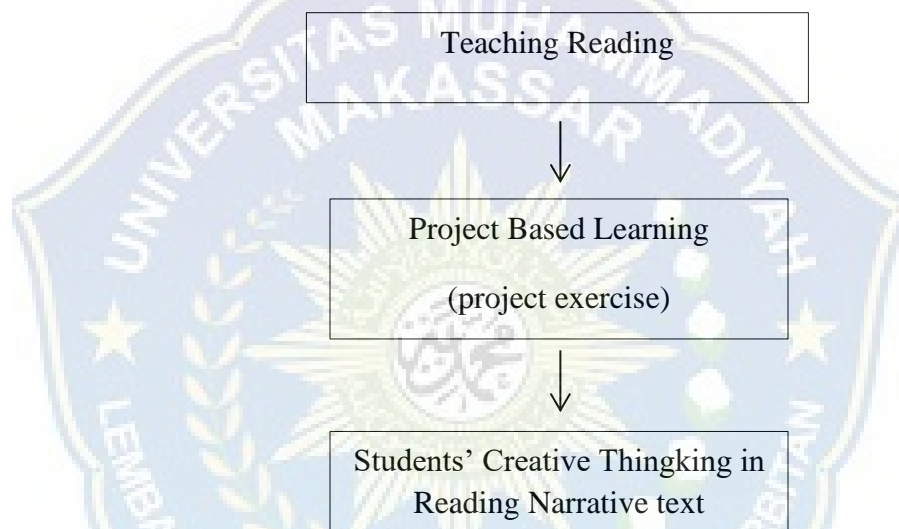
Moreover, according to Monahan (2002) advocates some aids or stimulus that are used to gain creativity summarized as follows:

- a. Observation: Through observing things or problems encountered, people can find out the solutions of the problems, and even when they have done a good thing, through observation they might think of a new way to get the better thing than the good thing obtained.
- b. Listening: It's an activity where people interact with the speaker. This activity can help them acquire ideas that they do not know or have before. In this case, once they listen and get an idea, it's worth writing down. Recording is

beneficial because it makes them observe and write down thoughts that come to their mind.

- c. Taking notes: This is the subsequent activity after observation and listening. It is the same as jotting in which every idea coming into mind is recorded.

## 5. Conceptual Framework



*Figure 2.1 Conceptual Framework*

Based on the conceptual framework above, this study will investigate the effect of implementing project-based learning on students' creative thinking skills in simulating narrative texts. Researchers will also find and identify students' creative thinking in reading narrative texts by giving exercise tasks in the form of essays and project wall magazines. Pre-test, treatment, and post-test will be used as research instruments to assist researchers in this study.

## 6. Research Hypothesis

The hypothesis of this research are drawn as follow :

1. Ha : There is a significance effect of applying project based learning on students' creative thinking skill in reading narrative text.
2. Ho : There is no a significance effect of applying project based learning on students's creative thinking skill in reading narrative text.





## CHAPTER III

### METHODOLOGY

#### A. Research Design

This research used pre-experimental quantitative research. The subjects of this study was students of class X(A) SMA Negeri 17 Gowa. The researcher gave two tests for the class. There was pre-test and post-test. The pre-test given to determine students' ability to read narrative text before treatment. After the treatment, the researcher gave a post test for the class. The post test was given to determine students' ability in creative thinking, namely in reading narrative text after giving treatment. The difference in average scores between the pre-test and posttest was compared to ascertain whether the post-test as variable Y produce a greater change than the pre-test as variable X. An explanation of the research design can be seen in the table below:

*Table 3.1 Design of Research*

Pre-Test	Treatment	Post-Test
X	Project Based Learning	Y

#### B. Research Variable

This research had two variables, they were independent and dependent variables. Reading narrative text was independent variable (X), and the

dependent variable (Y) was students' creative thinking in reading narrative text.

## **C. Population and Sample**

### **1. Population**

The population in this research was from the X grade students of SMA Negeri 17 Gowa academic year 2023/2024. The total of population in this study was one hundred twenty students that consist of four classes in which each class consists of 30 students. Researcher took one class, namely X(A) as a sample.

### **2. Sample**

In this research the cluster sampling used and class X(A) was taken as sample of this research. Cluster sampling used in statistics when natural groups are present in a population (Lohr, 2019). The total of the sample was 30 students.

## **D. Research Instrument**

Data from this study were collected by giving reading tests in the pre-test and post-test. Furthermore, the researcher gave project assignments (wall magezine) to students ababout narrative stories in order to measure students' creative thinking.

*Table. 3.3 Assessment Instrument for Creative Thinking Ability Test Answers*

<b>No.</b>	<b>Aspects</b>	<b>Indicators</b>	<b>Bloom's Conitive Level</b>
1.	Fluency	a. Answer questions with fact.	C5
		b. Able to see the mistakes of a objects or situation.	C5
		c. Fluent to generate ideas.	C6
		d. Do not provide the expected answer to solve problem.	C5
2.	Flexibility	a. Giving point of view about some situation.	C4
		b. Organizing situation into different category.	C4
		c. Think and find some problem solution.	C6
		d. Answering using an inappropriate approach.	C5
3.	Originality	a. The Frequency answer is less than the average.	C4
		b. Finishing new kind of problem.	C6
		c. Enrich the idea from previous discoveries.	C4
4.	Elaboration	a. Students are less to provide clear, detail and detail descriptions.	C6
		b. Seek deeper meaning from a solution of problem.	C6
		c. Create something different.	C6

Source: Researchgate.net

## **E. Procedure of Collecting Data**

In order to collecting the data, there was procedure of data collection that used in this research, includes:

### **1. Pre-test**

Using cluster sampling technique, the researcher deviding students as participant to determine the students' scores in learning reading narrative text before being given treatment.

### **2. Treatment**

The researcher were giving a narrative text to students, then they was reading the text. After that, the researcher giving order to students to conclude the important points of the story.

### **3. Post-test**

The researcher observed the creative thinking by project exercise of the students from the narrative text which the researcher gave and read out, as well as the important points of the story.

## **F. Data Analysis**

The data analysis technique used in this research was SPSS 20.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

As explained in Chapter I, the aim of this research is to investigate the effectiveness of using project based learning on students' creative thinking abilities in English subjects in class X(A) of SMA Negeri 17 Gowa. This school is one of the state high schools in Gowa Regency which is located at Sapaya, Bungaya District, Gowa Regency. This school is very strategic as a place for learning because its location is far from noise and industrial activities, so it can create an environment that is conducive to the smooth learning process. SMA Negeri 17 Gowa is led by Mr. Muh. Akbar, S. Sos., M. Pd.

The implementation of this research began by meeting with the school, then making observations and discussing with the English study teacher about the learning methods that would be used. The data collection process begins with visiting the Administration department to submit a letter of permission to collect data. The data collection process was carried out for 2 weeks.

To determine the effectiveness of using project based learning, experimental research procedures were carried out and research data analysis was carried out using descriptive statistical analysis techniques and inferential statistical analysis, the results of both analyzes are described as follows:

## 1. Statistic Descriptive Analysis

Descriptive statistical analysis is intended to describe the results of the Pre-test and Post-test research subjects using project based learning to increase students' creative thinking on narrative text material in English learning in class X(A) of SMA Negeri 17 Gowa.

### a. The improvement of students creative thinking skill

Before the teaching and learning process takes place, a pre-test is first held which aims to obtain information about students' knowledge regarding narrative text material, while after the teaching and learning process goes well then a post-test is held which aims to determine the learning outcomes of students taught using project based learning in Narrative text material for class X(A) SMA Negeri 17 Gowa.

#### 1) Result Pre-test and Post test

*Table 4.1 Result Pre-test and Post test*

		Pre-test	Post-tes
N	Valid	30	30
	Missing	0	0
Mean		64.77	83.70
Median		65.00	84.00
Std. Deviation		4.337	4.692
Range		15	19
Minimum		57	72
Maximum		72	91

The results of calculations using SPSS on data before treatment (pre-test) in the experimental class obtained a valid sample size of 30. Based on the table above, the score before applying the Project Based Learning (PjBL) learning method in the pre-test was 64.77% and after being given treatment, the student's score in the post test became 83.70%. Thus, it can be concluded that after the implementation of Project Based Learning (PjBL) learning method, students' creative thinking increased to 18.93%.

*Table. 4.2 Pre-test Frequency Distribution*

<b>No.</b>	<b>Interval Class</b>	<b>Frequency</b>	<b>Relatif Frequency</b>
1.	55-68	23	76.67%
2.	69-78	7	23.33%
3.	79-88	-	-
4.	89-100	-	-
<b>Total</b>		30	100%

Based on the range formula, a pre-test frequency distribution table was obtained, namely the value from the interval 55-68 (76.67%) 23 students was less able to generated ideas and provide points of view in solving problems, the value from the interval 69-78 (23.33%) 7 students was can provided a clear point of view and was able to generated new ideas but cannot solved new problems.

*Table. 4.3 Post-test Frequency Distributon*

No.	Inteval Class	Frequency	Relatif Frequency
1.	55-68	-	-
2.	69-78	4	2%
3.	79-88	22	96%
4.	89-100	4	2%
<b>Total</b>		30	100%

Based on the range formula, the post-test frequency distribution table is obtained, namely the value from the interval 69-78 (2%) 4 students was can provided a clear point of view and was able to generated new ideas but cannot solved new problems, the value from the interval 79-88 (96%) 22 students was can provided clear points of view and ideas and can search for good but incompleted meaning, the value for the interval 89-100 (2% ) 4 students was can provided a clear point of view, new ideas and were able to search for deeper meaning in problem solutions.

## 2. Statistic Inferential Analysis

### a. Normality Thesting

The normality test is needed to determine whether the data obtained from each lesson in this study is normally distributed or not. If the data is normally distributed then this data can be processed using t-test



statistics. The normality test used the Kolmogorov-Smirnov formula in calculations using the SPSS 20 program. To find out whether it is normal or not, if  $\text{sig} > 0.05$  then it is normal and if  $\text{sig} < 0.05$  it can be said to be abnormal. The calculation results obtained are as follows:

*Table. 4.4 The Normality Test*

No.	Category	Sig.	Distribution
1.	Pre-test	0.200	Normal
2.	Post-test	0.200	Normal

Based on the results of the normality test using SPSS 20, it can be seen that the significance value (Sig) for all data in both the Kolmogorov-Smirnov test and the Shapiro-Wilk test is  $> 0.05$ , so it can be concluded that the research data is normally distributed.

#### **b. Homogeneity Thesting**

After knowing the level of normality of the data, a homogeneity test is then carried out. The homogeneity test is used to determine the level of similarity of variances, to accept or reject the hypothesis by comparing the sig value in Levene's statistics with 0.05 ( $\text{sig} > 0.05$ ). The results of the homogeneity test can be seen in the following table:

Table. 4.5 Homogeneity Thesting

Category	$F_{hitung}$	Sig.	Distribution
<i>Pre-test</i>	0.053	0.818	Homogen
<i>Post-test</i>	1.623	0.209	Homogen

The results of the homogeneity test of the research variables showed that the pre-test calculated f value was pre-test 0.053 with a value 0.818 while the  $f_{hitung}$  post-test 1.623 with a significance value 0.209. From the results of calculating the significant value of pre-test or post-test data greater than 0.05 (sig > 0.05) it can be concluded that the data in this study has a homogeneous variance.

### c. Hypothesis Thesting

The hypothesis test was analyzed using the t-test to find out whether English language learning was effective using project-based learning (PjBL) for class X(A) students at SMA Negeri 17 Gowa. The research conclusion is declared significant if  $t_{hitung} > t_{table}$  at the significance level 5% and value  $p < 0.05$ .

Table. 4.6 Hypothesis Thesting

Category	Mean	$T_{hitung}$	$T_{table}$	N
Pre-test	64.77	9.225	2.064	30
Post-test	83.70			

Based on the table above, the average pre-test score was 64.77 and the average post-test score was 83.70, resulting in an increase of 18.94%. It was also found that  $t_{hitung} > t_{table}$  at a significance level of 5% ( $9.255 > 2.064$ ) and had a value  $p < 0.05$  which means it could be concluded that there was a significant increase in the learning outcomes scores of group project based learning students.

## B. Discussion

In this section, the results of research on the use of project based learning (PjBL) to improve the creative thinking abilities of class. To achieve the research objectives, researchers took several steps. Researchers use tests as research instruments to obtain data. The data collection steps were a pre-test, giving treatment in four meetings, and a post-test at the last meeting in class.

The pre-test was used in this research as an activity carried out before teaching activities were given. The benefit of holding a pre-test is to determine the participants' initial abilities regarding the learning presented. By

knowing the participants' initial abilities, the facilitator was able to determine how the lesson be delivered later.

The post-test in this research is the final evaluation when the material taught that day has been given where the facilitator gives a post-test with the aim of whether the participants have understood the material given that day when using the treatment given. The benefit of holding this post-test is to get an idea of the abilities achieved after the end of treatment.

The previous explanation shows that students' creative thinking abilities have increased, this is supported by the average student scores before and after treatment using the project based learning (PjBL) method. Based on the findings above, students' creative thinking abilities increased significantly after receiving treatment using the project based learning (PjBL) method.

In the form of student score data from pre-test and post-test. The researcher analyzed the data using a paired sample difference test (paired sample t-test). The results of paired sample statistics show that the average value of the pre-test and post-test. The output of paired sample statistics shows the mean pre-test score is 64.76 and the mean post-test score is 83.70. It could be concluded that students improved after using the project based learning method.

Reading comprehension is the ability of students to understand that when they read they should not only be able to read words fluently, but also that students actually tell stories accurately (Miller, 2003:16). Reading

comprehension means understanding, evaluating and utilizing information and ideas through interactions between writers and readers. Reading comprehension is a kind of dialogue between writer and reader where written language becomes the medium which causes dialogue to occur when two people communicate through print media. This means by understanding or understanding the material that has interacted with the author Smith and Robinson, 1980:5).

According to Bie (Ngalimun, 2013: 185), project based learning is a learning model that focuses on the main (central) concepts and principles of a discipline, involving students in problem solving activities and other meaningful tasks, providing opportunities for students to work collaboratively. autonomously construct their own learning, and the culmination produces valuable and realistic student work products. The project based learning learning model can foster a more disciplined student learning attitude and can make students more active and creative in learning. The project based learning model also has enormous potential to create a more interesting and meaningful learning experience.

Researcher chosed this method because if students learn through direct experience, the meaning of learning was be more visible and the level of students' creativity was emerged more. A learning process that is experienced directly was have an impact on a higher level of meaning and be more lasting compared to a learning process that is only done by seeing or hearing.

According to Nisaunnajah (2022:27) that by using direct experiments or experimental learning, students' curiosity was increased and make students become someone who is rich in knowledge and experience. The knowledge and experience gained was last a long time, because students gain it from direct experiments. If knowledge and experience can last a long time in students' memories, then students was be able to gain meaning from the learning material presented by the teacher. So, learning by conducting direct experiments or experimental learning can improved students' creative thinking skills.

Based on the research above, it has similarities with this research using the project based learning (PjBL) method. The difference with this learning is that it increases students' creative thinking abilities. The findings determined that there were significant differences in students before and after being given treatment in learning using project based learning (PjBL) in increasing students' creative thinking abilities.

The results of this research based on existing references show that learning using Project Based Learning can explore students' creativity and creative thinking abilities. The successful application of Project Based Learning to creative thinking skills has been studied by (Zakiah, 2023). On the othe hand, she also gave an example that Project Based Learning has the ability to further develop students' thinking abilities.

The data results show that the use of project based learning (PjBL) is effective in improving students' creative thinking abilities. Based on these findings, project based learning (PjBL) is applied as an alternative to improve students' creative thinking abilities in teaching English.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of data analysis, the researcher found that the application of project based learning method in English teaching can improve students' creative thinking skill because before and after being given treatment students have weaknesses in creative thinking and after treatment, students' creative thinking increases by using PjBL.

In addition, another finding in this study is that the average score of students on the pre-test is classified as poor and after the post-test is classified as good.

#### B. Suggestion

Based on the conclusion that have been written, the researcher would like to recommend the following suggestion:

1. For teachers
  - a. The teacher must know the students' difficulties in reading comprehension.
  - b. Teachers can use project based learning (PjBL) as a method that can help in the teaching and learning process to motivate students to increase creative thinking skill.



c. Teacher must be creative in creating new media and methods in the learning process.

2. For students

a. Students should pay more attention to the teacher when giving lessons.

b. Students should try harder to enrich their reading comprehension.

c. Students can practice reading more so that their creative thinking skill can improve well.

d. Students must dare to express their ideas and opinions.

3. For the next researchers

a. Researchers should be able to take advantage of this research such as using the final project as a reference to conduct research on improving student creative thinking and for further researchers who have done it in class need to provide motivation for students.

b. Researchers must be more creative in creating interesting media to teach and improve students' creative thinking skill.

c. Researchers must be able to develop the use of project based learning (PjBL) in the teaching and learning process.

d. The results of this study can also be used as an additional reference for further research.

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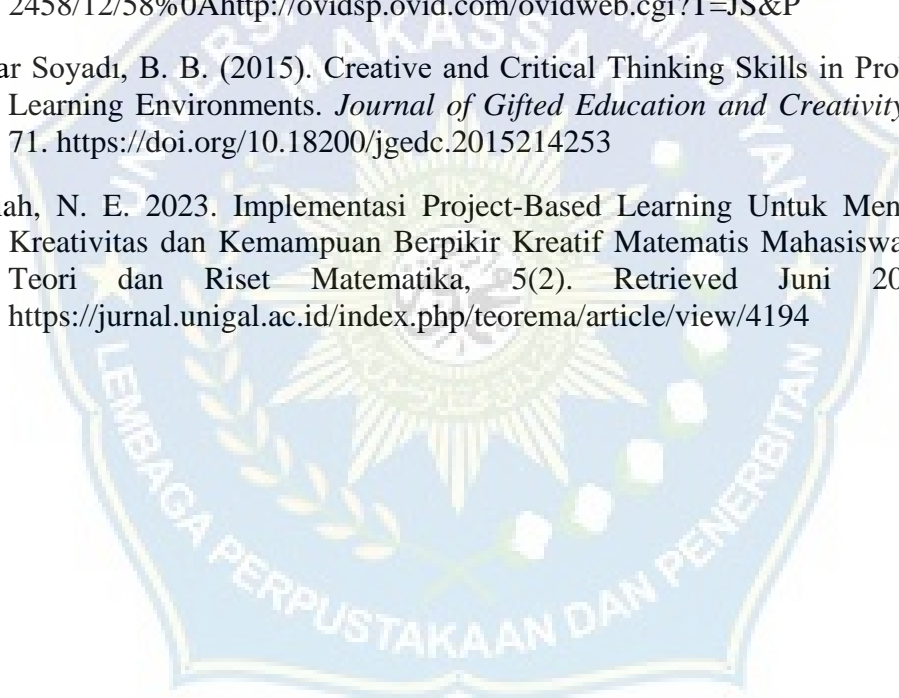
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## APPENDICES 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### KELAS EKSPERIMEN (Treatment 1,2,3,4)

Satuan Pendidikan : SMA Negeri 17 Gowa

Mata Pelajaran : Bahasa Inggris

Kelas/semester : X/Genap

Materi pokok : Teks Naratif (Narrative text)

Alokasi Waktu : 2 x 40 menit

#### I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk narrative dalam konteks kehidupan sehari-hari.

#### II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

#### III. Indikator

Siswa diharapkan mampu:

1. Mengidentifikasi makna gagasan utama dalam teks yang berbentuk narrative.
2. Mengidentifikasi Generic structure dalam sebuah teks berbentuk narrative.

#### IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Memahami makna gagasan utama dalam teks berbentuk narrative.
2. Memahami Generic structure dalam teks narrative
3. Mengetahui berbagai informasi dalam teks berbentuk narrative.

#### V. Materi Ajar (Narrative Text)]

##### a. Definition

A kind of text that has the function to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

##### b. Generic Structure

1. Orientation : Introduce the participants and setting of the narrative.
2. Complication: A crisis or problem arises.
3. Resolution: A crisis or problem is solved , for better or worse.
4. Re-orientation: This is closing remark to the story and it is optional

##### c. Example

#### **Rapunzel**

Once upon a time, in a kingdom far away, there lived a couple who longed for a child. After many years of trying, the wife finally became

pregnant. She gave birth to a beautiful baby girl, who they named Rapunzel. However, the wife fell ill and needed a special kind of herb to heal her. The husband decided to steal the herb from the garden of the wicked witch who lived next door.

The witch caught him in the act and made a deal with him. She would let him take the herb if he gave her the baby when it was born. The husband agreed, and when Rapunzel was born, the witch took her away and locked her in a tall tower with no doors, only a window at the top.

As Rapunzel grew up, the witch would visit her every day and call out, "Rapunzel, Rapunzel, let down your hair!" Rapunzel had long, beautiful hair, and the witch would climb up it to see her.

One day, a prince was riding through the forest and heard Rapunzel singing. He followed the sound and found the tower. He called out, "Rapunzel, Rapunzel, let down your hair!" Rapunzel did as she was told, and the prince climbed up to see her.

They fell in love, and the prince visited Rapunzel every day. One day, the witch found out and was furious. She cut off Rapunzel's hair and banished her to a far-off land.



The prince was heartbroken and wandered the forest for years, searching for Rapunzel. One day, he heard her singing again and followed the sound to where she was living with their twin children. They were reunited, and the witch was never seen again.

## **VI. Instrumen penelitian soal Pre-test dan Post-test**

### **1. Pre-test**

#### **Sangkuriang and Dayang Sumbi**

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi found out that it was not deer lever but Tumang's dog. So, She was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on

Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

1. Please choose one of the folk tales in Indonesia such as Sangkuring, Roro Jonggrang, Malin Kundang, etc.
2. Find the moral message from the story!
3. Please make a short paragraph by your own words from the story!
4. What would you do if you were Sangkuriang ?
5. Do you agree with Dayang Sumbi about she not being honest with Sangkuriang?

## 2. Post-test

The narrative text which will give :

- a. Bawang Merah Bawang Putih
- b. Sangkuriang and Dayang Sumbi
- c. Toba Lake

- d. Malin Kundang
- e. The Legend of Crying Stone

The questions :

1. Please choose one of the folk tales in Indonesia such as Sangkuring, Roro Jonggrang, Malin Kundang, etc.
2. Find the moral message from the story!
3. Please make a short paragraph by your own words from the story!

4. What would you do if you were the character?

Choose based on the story you take: Sangkuriang, Bawang Putih, Toba, Darmi, Malin Kundang

5. Do you agree with the story?

Choose based on the story you take:

- a. Bawang Merah and Bawang putih. Do you agree with Bawang Putih who still kindly even though she is being criticized?
- b. Sangkuriang and Dayang Sumbi. Do you agree with Dayang Sumbi about she not being honest with Sangkuriang?
- c. Toba Lake. Do you agree with Toba about he not keeping his promises?

- d. Malin Kundang. Do you agree with Malin Kundang who was disobedient to his mother?
- e. The Legend of Crying Stone. Do you agree with Darmi about she not respecting her mother?

## VII. Langkah-langkah Pembelajaran

<p><b>Pendahuluan</b></p>	<ul style="list-style-type: none"> <li>• Guru mengucapkan salam dan mengarahkan peserta didik berdoa untuk memulai pembelajaran serta memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Guru melakukan apersepsi dan motivasi.</li> <li>• Guru menyampaikan tujuan pembelajaran yang akan dicapai kepada peserta didik.</li> <li>• Guru menjelaskan kegiatan pembelajaran yang akan dilaksanakan pada hari ini</li> </ul>
<p><b>Kegiatan Inti</b></p>	<p><b>Meeting 1 :</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan dan memberikan contoh tentang Narrative Text dan siswa diminta untuk memperhatikannya.</li> <li>• Guru membagi siswa kedalam 6 kelompok yang terdiri dari 5 siswa perkelompok.</li> <li>• Guru menjelaskan tentang bagaimana</li> </ul>

	<p>melakukan project.</p> <ul style="list-style-type: none"> <li>• Guru membuat kesepakatan dengan siswa tentang jadwal pembuatan project.</li> </ul>
	<p><b>Meeting 2 :</b></p> <ul style="list-style-type: none"> <li>• Siswa melakukan project sesuai jadwal yang disepakati.</li> <li>• Guru mengamati siswa dalam membuat project.</li> <li>• Guru menilai hasil akhir dari project siswa</li> </ul>
<b>Penutupan</b>	<ul style="list-style-type: none"> <li>• Bersama sama dengan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>• Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram.</li> <li>• Memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> </ul>

**VIII. Alat-alat dan Sumber Belajar :** kertas hvs, spidol, spidol warna, papan tulis, penghapus, styrofoam, lem, kardus, kertas hvs warna, dan pensil

**IX. Penilaian**

Teknik : Tes tertulis

Bentuk : Project mading

Instrument : Terlampir

**X. Pedoman Penilaian**

a. Skor Maksimal :  $10 \times 10 = 100$

b. Nilai Maksimal : 100

c. Nilai Siswa

The students' score is classify into seven category based on the following

**classification of score**

<b>Skor Hasil Belajar</b>	<b>Kategori</b>
55-68	Rendah
69-78	Sedang
79-88	Tinggi
89-100	Sangat tinggi

Source: Nurkencana (Wayan, DKK, 2017)

### Rubrik Penilaian

No.	Nama Siswa	Fluency				Flexibility				Originality				Elaboration				Skor
		a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	
1.	S1																	
2.	S2																	
3.	S3																	
4.	S4																	
5.	S5																	
<b>Total</b>																		

Gowa,

2024

Mengetahui

Guru Pamong Mata Pelajaran

Guru Praktikan

Nuristifany Irsal



## APPENDICES 2

### Penilaian siswa

#### Pre-test

No.	Nama Siswa	Fluency				Flexibility				Originality				Elaboration				Skor
		A	b	c	d	A	b	c	d	a	b	c	d	a	b	c	d	
1.	S-1	-	18	-	-	-	-	15	-	-	-	10	-	-	-	15	-	58
2.	S-2	-	20	-	-	-	-	15	-	-	-	15	-	-	-	15	-	65
3.	S-3	-	17	-	-	-	-	15	-	-	-	15	-	-	-	15	-	62
4.	S-4	-	18	-	-	-	-	14	-	-	18	-	-	-	15	-	65	
5.	S-5	-	18	-	-	-	-	15	-	-	-	15	-	-	-	13	-	61
6.	S-6	-	20	-	-	-	18	-	-	-	16	-	-	-	16	-	70	
7.	S-7	-	19	-	-	-	16	-	-	-	-	15	-	-	16	-	66	
8.	S-8	-	16	-	-	-	-	15	-	-	-	13	-	-	-	15	-	59
9.	S-9	-	18	-	-	-	16	-	-	-	16	-	-	-	-	15	-	65
10.	S-10	-	18	-	-	-	16	-	-	-	16	-	-	-	-	15	-	65
11.	S-11	-	20	-	-	-	18	-	-	-	16	-	-	-	-	15	-	69
12.	S-12	-	17	-	-	-	16	-	-	-	-	15	-	-	16	-	64	
13.	S-13	-	19	-	-	-	-	15	-	-	-	15	-	-	-	15	-	64
14.	S-14	-	19	-	-	-	-	14	-	-	-	15	-	-	-	15	-	63
15.	S-15	-	20	-	-	-	-	15	-	-	16	-	-	-	16	-	67	
16.	S-16	-	18	-	-	-	16	-	-	-	-	15	-	-	-	14	-	63
17.	S-17	-	20	-	-	-	-	15	-	-	17	-	-	-	17	-	69	
18.	S-18	-	20	-	-	-	-	14	-	-	18	-	-	-	16	-	68	
19.	S-19	-	17	-	-	-	-	15	-	-	-	15	-	-	-	15	-	62
20.	S-20	-	18	-	-	-	17	-	-	-	-	15	-	-	-	15	-	65
21.	S-21	-	18	-	-	-	17	-	-	-	-	15	-	-	-	15	-	65
22.	S-22	-	20	-	-	-	16	-	-	-	16	-	-	-	18	-	70	
23.	S-23	-	17	-	-	-	-	15	-	-	-	15	-	-	-	15	-	62
24.	S-24	-	20	-	-	-	18	-	-	-	17	-	-	-	17	-	72	
25.	S-25	-	19	-	-	-	16	-	-	-	16	-	-	-	16	-	67	
26.	S-26	-	-	15	-	-	-	13	-	-	-	15	-	-	-	15	-	58
27.	S-27	-	16	-	-	-	-	14	-	-	-	14	-	-	-	14	-	58
28.	S-28	-	20	-	-	-	17	-	-	-	18	-	-	-	17	-	72	
29.	S-29	-	20	-	-	-	16	-	-	-	18	-	-	-	18	-	72	
30.	S-30	-	-	15	-	-	-	14	-	-	-	14	-	-	-	14	-	57



## Post-test

No.	Nama Siswa	Fluency				Flexibility				Originality				Elaboration				Skor
		a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	
1.	S-1	23	-	-	-	-	20	-	-	-	20	-	-	23	-	-	-	86
2.	S-2	23	-	-	-	-	20	-	-	4	18	-	-	22	-	-	-	83
3.	S-3	22	-	-	-	-	18	-	-	22	-	-	-	20	-	-	-	82
4.	S-4	24	-	-	-	-	20	-	-	21	-	-	-	21	-	-	-	86
5.	S-5	22	-	-	-	-	20	-	-	-	18	-	-	-	20	-	-	80
6.	S-6	24	-	-	-	-	18	-	-	22	-	-	-	20	-	-	-	84
7.	S-7	22	-	-	-	23	-	-	-	22	-	-	-	20	-	-	-	87
8.	S-8	22	-	-	-	22	-	-	-	24	-	-	-	22	-	-	-	90
9.	S-9	23	-	-	-	23	-	-	-	23	-	-	-	21	-	-	-	90
10.	S-10	23	-	-	-	23	-	-	-	22	-	-	-	22	-	-	-	90
11.	S-11	24	-	-	-	23	-	-	-	21	-	-	-	20	-	-	-	88
12.	S-12	22	-	-	-	-	20	-	-	-	20	-	-	21	-	-	-	83
13.	S-13	22	-	-	-	22	-	-	-	-	20	-	-	-	20	-	-	84
14.	S-14	24	-	-	-	23	-	-	-	21	-	-	-	20	-	-	-	88
15.	S-15	23	-	-	-	21	-	-	-	22	-	-	-	20	-	-	-	86
16.	S-16	21	-	-	-	-	20	-	-	-	20	-	-	-	17	-	-	78
17.	S-17	22	-	-	-	-	20	-	-	-	20	-	-	-	18	-	-	80
18.	S-18	21	-	-	-	-	18	-	-	-	18	-	-	-	16	-	-	73
19.	S-19	22	-	-	-	-	20	-	-	-	20	-	-	-	18	-	-	80
20.	S-20	22	-	-	-	21	-	-	-	22	-	-	-	20	-	-	-	85
21.	S-21	24	-	-	-	22	-	-	-	22	-	-	-	20	-	-	-	88
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25.	S-25	23	-	-	-	-	20	-	-	21	-	-	-	21	-	-	-	85
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27.	S-27	-	20	-	-	-	20	-	-	-	18	-	-	-	20	-	-	78
28.	S-28	22	-	-	-	-	18	-	-	-	20	-	-	-	20	-	-	80
29.	S-29	22	-	-	-	-	20	-	-	-	20	-	-	-	20	-	-	82
30.	S-30	23	-	-	-	22	-	-	-	-	20	-	-	-	20	-	-	85

**Name of students SMA Negeri 17 Gowa**

<b>No.</b>	<b>Students</b>	<b>Code</b>
1.	Adellia Hamid	S-1
2.	Amirullah	S-2
3.	Annisa	S-3
4.	Arini	S-4
5.	Asmaul Husna	S-5
6.	Awaluddin	S-6
7.	Desi	S-7
8.	Desi Juliana	S-8
9.	Fadil	S-9
10.	Fauziah Nur Fadillah	S-10
11.	Fira	S-11
12.	Feri	S-12
13.	Fitriana	S-13
14.	Muh. Aswar	S-14
15.	Muh. Jabir	S-15
16.	Muhammad Saldi	S-16
17.	Muthfa Inna	S-17
18.	Nini Aulia	S-18
19.	Nur Fika Syam	S-19

20.	Nur Hikma	S-20
21.	Nurfadillah	S-21
22.	Nurul Indira Agustin	S-22
23.	Rehan	S-23
24.	Resky Mapparessa	S-24
25.	Rifki Aditya	S-25
26.	Riskayanti	S-25
27.	Salmiyah	S-27
28.	Riska Ainun Humaira	S-28
29.	Risal	S-29
30.	Sheyla Natasha	S-30



## APPENDICES 3

## Students answer

Nama : Muh Jabir  
Kelas : X (A)

1.) Please choose one of the folk tales in Indonesia such as Sangkuniang, Roro Jonggrang, Timun Mas, etc.

once upon a time, in a small village in Indonesia, there lived two sisters named Bawang Merah and Bawang Putih. Bawang Merah was known for her wickedness and jealousy, while Bawang Putih was known for her kindness and beauty.

Their mother had passed away when they were young, and their father had remarried a cruel and wicked stepmother who favored Bawang Merah and treated Bawang Putih poorly.

One day, the stepmother asked Bawang Putih to go to the river and wash some clothes. Bawang Putih obediently did as she was told and went to the river. While she was washing the clothes, a magic fish appeared and asked her why she was crying. Bawang Putih told the fish about her troubles and how her stepmother treated her badly.

The magic fish gave her a magical flower and told her to keep it safe. Bawang Putih returned home and showed the flower to her sister, Bawang Merah. However, Bawang Merah became jealous and stole the flower, hoping to use it for her own benefit.

The next day, Bawang Merah went to the river to wash some clothes, and the magic fish appeared to hear her. But instead of asking why she was crying, the fish scolded her for her wickedness and told her that she would be punished for her actions.

The magic flower that Bawang Merah had stolen from her sister turned into a stone, and she was unable to remove it from her hand. She became known as "Bawang Merah Berbatu" or "onion with a stone," while Bawang Putih's kindness and beauty earned her the nickname "Bawang Putih Bersih" or "clean garlic."

In the end, Bawang Putih married a kind and wealthy prince, while Bawang Merah was left alone to suffer the consequences of her actions. The story teaches the importance of kindness, honesty, and compassion, and the consequences of greed and jealousy.

2.) Find the moral message from the story!

The moral message from the story of Bawang Putih and Bawang Merah is the importance of having good nature, patience and sincerity, as reflected in Bawang Putih's character. Even though she was treated unfairly, she remained loyal and never complained.

3.) Please make a paragraph from the story!

Bawang Putih is a kind and beautiful girl from the small village in Indonesia.

4.) What would you do if you were that character?

If I were Bawang Putih, I would still be kind to them, because if we keep doing good then we will get good rewards too.

5.) Do you agree with the story?

I agree with the story because no matter how bad people treat us, we still have to be kind because good deeds will come back to us.



NAMA : Rifki Aditya

KELAS : X (A)

1). Please choose one of the folk tales in Indonesia such as Sangkuriang, Peru Janggany, Timun Mas etc.

#### SANGKURIANG AND DAYANG SUMBI

Once upon a time, a happy family lived in a kingdom in Prianjan land. They were a father who was called Sangkuriang, a mother who was called Dayang Sumbi, and a child in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child in the form of a dog, his name was Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's neck and carried it home.

Soon, Dayang Sumbi found out that it was not deer liver but Tumang's dog. So, she was furious and hit Sangkuriang's head in that incident. Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake, with dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. He was outraged and then kicked the boat. It fell over and became the mountain of Tanakubari yeluh (Bandung).

2). Find the moral message from the story!

=> The moral message from the Sangkuriang story is to be honest because honesty will bring goodness and happiness in the future.

3). Please make a paragraf from the story!

=> Dayang Sumbi is a beautiful woman from West Java.

4). What would you do if you were that character?

=> If I were Sangkuriang I would not have left my mother at that time. I will ask for an explanation about the dog (Tumang).

5). Do you agree with the story?

=> I don't agree because Dayang Sumbi should be honest with Sangkuriang so that he doesn't leave his house, so that Sangkuriang will never intend to marry his mother (Dayang Sumbi).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Nama : Sheyla Natasya  
Kelas : X (A)

1). Main Kundang

Once upon a time, there was a poor fisherman named Main Kundang who lived in a small village on the coast of West Sumatra, Indonesia. Despite his humble origins, Main Kundang had dreams of wealth and success, and he left his village to seek his fortune in the big city.

Years passed, and Main Kundang became incredibly rich through his work and business acumen. He married a beautiful woman and had a son, but he never returned to his village or acknowledged his past.

One day, Main Kundang's ship was anchored near the coast of his hometown, and he saw an old woman waving at him from the shore. She was none other than his mother, who had been searching for him for many years. Main Kundang was ashamed of his humble origins and refused to acknowledge her, instead ordering his crew to set sail and leave the shore.

As the ship sailed away, a storm suddenly appeared, and the ship was battered by huge waves. Main Kundang tried to save himself, but he slipped and fell into the deck, where he was struck by lightning and turned into a stone statue.

(KIRY)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2). What the moral message of the story!

⇒ The legend of Main Kundang contains a moral message that can be used as a reminder for us to always be devoted to our parents who have cared for and raised us wholeheartedly. This story also reminds us not to be a disobedient child.

3). Please make a paragraph from the story!

⇒ Main Kundang is a child who is disobedient to his mother.

4). What would you do if you were that character?

⇒ If I were Main Kundang I would never forget my mother just because of wealth and position, and I would also not be ashamed to acknowledge my mother.

5). Do you agree with the story?

⇒ I don't agree with this story, because we shouldn't be disobedient to our parents, especially our mother. We must be filial to our parents and make them happy.





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0920/BG-FKIP/LOA/B/VIII/1446/2024

Dear NURISTIFANY IRSAL

It is our pleasure to inform you that, after reviewing your paper:

**THE EFFECT OF APPLYING PROJECT BASED LEARNING ON THE STUDENTS CREATIVE THINKING SKILL TO SIMULATE NARRATIVE TEXT**

The manuscript ID: 1589

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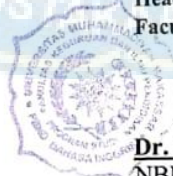
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [eltn@bg.unismuhmakassar.ac.id](mailto:eltn@bg.unismuhmakassar.ac.id)

Makassar, 24 August 2024 M  
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**Head of English Education Department  
Faculty of Teacher Training and Education**



**Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807



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Nama : Nuristifany irsal

Nim : 105351104218

Program Studi : Pendidikan Bahasa Inggris

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12 January 2024 M

Lamp : 1 (satu) Rangkap Proposal

30 Jumadil akhir 1445

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Nama : **NURISTIFANY IRSAL**

No. Stambuk : **10535 1104218**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE EFFECT OF APPLYING PROJECT BASED LEARNING ON THE STUDENTS CREATIVE THINKING SKILL TO SIMULATE NARRATIVE TEXT"**

Yang akan dilaksanakan dari tanggal 16 Januari 2024 s/d 16 Maret 2024.

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Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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**Muh. Arief Muhsin, M.Pd**

**NBM 1127761**



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*Assalamu Alaikum Warahmatullahi Wabarakatuh*

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Nama : Nuristifany Irsal  
 Stambuk : 105351104218  
 Program Studi : Pendidikan Bahasa Inggris  
 Tempat/ Tanggal Lahir : sapaya / 19-10-2000  
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Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu  
 Khaeran Katsiraan.*

*Wassalamu Alaikum  
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Makassar, 6 Jumadal Ula 1441 H  
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Dekan



Erwin Akib, M.Pd., Ph.D.  
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Tanggal Ujian Proposal

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Program Studi : S1 Pendidikan Bahasa Inggris  
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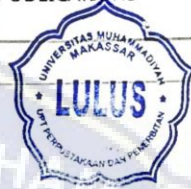
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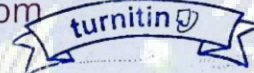
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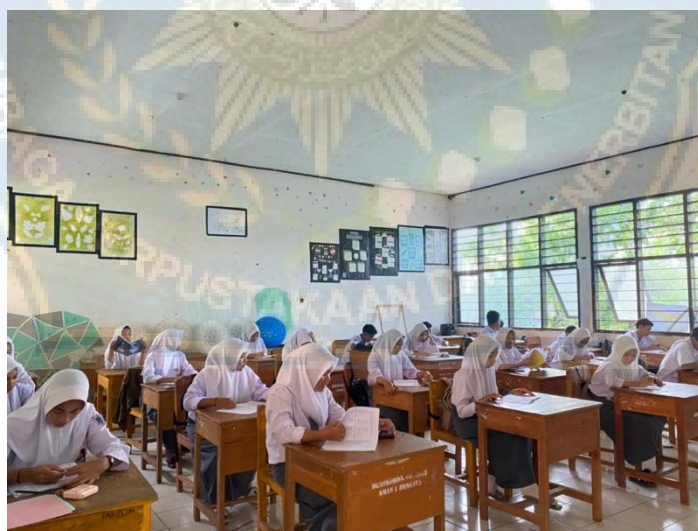
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## CURRICULUM VITAE



Nuristifany Irsal was born on October 10, 2000 in Sapaya, South Sulawesi. She is the first Child of the marriage of her parents, Iskandar and Salmiya. She started her education at SD Inpres Sapaya and graduated in 2012. She continued her education at Islamic Boarding School SMP Modern Pesantren

IMMIM Putri Pangkep and graduated in 2015 the continued her education at Islamic Boarding School SMA Modern IMMIM Putri Pangkep and graduated in 2018. In the same year, she continued her education as a student at Universitas Muhammadiyah Makassar majoring in English education, Faculty of Teacher Training and Education.

Because of Allah blessings and grace as well as prayers and support from her parents and beloved family, the researcher was able to complete her studies at Universitas Muhammadiyah Makassar by compiling a thesis with the title “The Effect of Applying Project Based Learning on The Students Creative Thinking Skill To Simulate Narrative Text.”