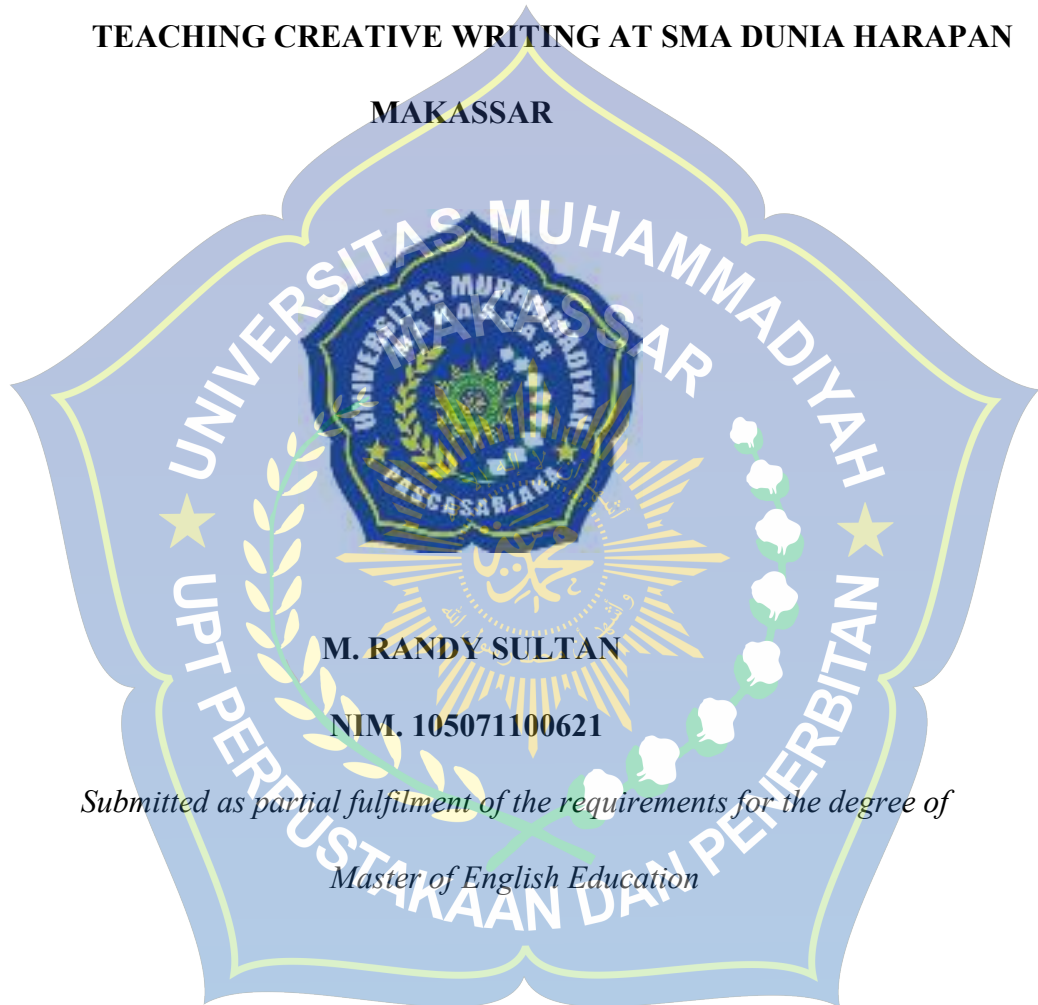**THESIS**

AN ANALYSIS OF PROJECT-BASED LEARNING MODEL IN

TEACHING CREATIVE WRITING AT SMA DUNIA HARAPAN

MAKASSAR

M. RANDY SULTAN

NIM. 105071100621

Submitted as partial fulfilment of the requirements for the degree of

Master of English Education

GRADUATE PROGRAM

MAGISTER OF ENGLISH LANGUAGE EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2023

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Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pemikiran orang lain. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, Agustus 2023

M. Randy Sultan

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The Researcher

ABSTRACT

M. Randy Sultan, 2023. *An Analysis of Project-based Learning Model in Teaching Creative Writing at SMA Dunia Harapan Makassar*. Guided by Nur Qalbi and Syamsiarna Nappu.

As one of the innovative learning models, Project-based Learning is important to be discussed and investigated. This research aims to explore the ways teachers implemented Project-based Learning in teaching creative writing, the challenges faced by the teachers and to analyse the students' creative writing result. This research employed a mixed-method design incorporating qualitative and quantitative research methodologies. The data were acquired using three distinct instruments, namely observation checklist, interview guide and students' creative writing document. The subjects of this research were two English teachers who taught the eleventh grade at SMA Dunia Harapan.

The findings of this research revealed that both teachers implemented all the syntax of Project-based Learning. The teachers also introduced the linguistic features of the short story before students were assigned to write their own short stories. Related to challenges, both teachers faced challenges in managing their time while implementing Project-based learning, enhancing the students' motivation to write and integrating Project-based Learning with Cambridge A level and CCP which encompasses the development of character, communication and problem solving. Additional finding revealed in this research after analysing the students' creative writing document using scoring rubric of five writing elements namely content, organization, vocabulary, grammar and mechanic, it was clear that the average score of four elements of writing was excellent such as organization element which received an average score of 19.25, vocabulary received an average score of 18.87, grammar received an average score of 22.37 and mechanic received an average score of 4.5. Furthermore, the content element of writing received 25.12 which can be classified as good. Hence, while encountering specific difficulties, both teachers effectively implemented the six syntaxes of the Project-based Learning Model in their writing instruction, enabling students to enhance their creative writing skills.

Keywords: *Project Based Learning Syntax, Implementation, Challenges and Creative Writing*

ABSTRAK

M. Randy Sultan, 2023. *Analisis Model Pembelajaran Berbasis Proyek dalam Pengajaran Menulis Kreatif di SMA Dunia Harapan Makassar*. Dibimbing oleh Nur Qalbi dan Syamsiarna Nappu.

Sebagai salah satu model pembelajaran yang inovatif, Pembelajaran Berbasis Proyek penting untuk dibahas dan diteliti. Penelitian ini bertujuan untuk mengeksplorasi cara guru menerapkan Pembelajaran Berbasis Proyek dalam pengajaran menulis kreatif, tantangan yang dihadapi guru dan menganalisis hasil menulis kreatif siswa. Penelitian ini menggunakan metode campuran (*mixed-method design*) yang menggunakan desain kualitatif dan kuantitatif. Data diperoleh dengan menggunakan tiga instrumen yaitu lembar observasi, pedoman wawancara dan dokumen hasil menulis kreatif siswa. Subyek penelitian ini adalah dua guru bahasa Inggris yang mengajar kelas 11 di SMA Dunia Harapan.

Temuan penelitian ini mengungkapkan bahwa kedua guru menerapkan seluruh sintaks Pembelajaran Berbasis Proyek. Guru juga memperkenalkan ciri kebahasaan cerpen sebelum siswa ditugaskan untuk menulis cerita pendek. Terkait tantangan, kedua guru menghadapi tantangan dalam mengatur waktu untuk melaksanakan pembelajaran berbasis Proyek, meningkatkan motivasi siswa dalam menulis dan mengintegrasikan Pembelajaran berbasis Proyek dengan level Cambridge A dan CCP yang merupakan singkatan dari *Character, Communication* dan *Problem-solving*. Temuan lain terungkap dalam penelitian ini setelah menganalisis dokumen menulis kreatif siswa menggunakan rubrik penilaian lima elemen menulis yaitu isi, organisasi, kosa kata, tata bahasa dan mekanik, terlihat jelas bahwa skor rata-rata dari empat elemen menulis sangat baik seperti organisasi (19,25), kosakata (18,87), tata bahasa (22,37) dan mekanik (4,5) sedangkan unsur isi tulisan diperoleh 25,12 yang tergolong baik. Oleh karena itu, meskipun menghadapi beberapa tantangan, kedua guru secara efektif menerapkan enam sintaksis Model Pembelajaran Berbasis Proyek dalam pengajaran menulis mereka, sehingga memungkinkan siswa untuk meningkatkan keterampilan menulis kreatif.

Kata Kunci*: Sintaks Project Based Learning, Implementasi, Tantangan dan Menulis Kreatif*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Indonesian government has created the 2013 curriculum in response to the rapid developments in learning brought on by the needs of 21st century capabilities. The 2013 Curriculum incorporates ideas from the scientific method, 21st century skills, and authentic evaluation. The idea of a scientific approach that incorporates a variety of learning models is one concept that has been adopted into the curriculum. The 2013 Curriculum suggests several learning models as effective teaching methods. It is believed that using these learning models will help students' talents, especially their critical-thinking, creative, and cognitive skills (Anazifa & Djukri, 2017).

Cognitive skills are no longer considered to be an absolute indicator of a student's success in the 21st century. According to Wongdaeng & Hajihama, (2018), students in this generation need to be aware of how the future is changing and prepare themselves with the abilities needed for a more difficult way of life in the future. To excel in this competitive era, students must exhibit critical thinking, proactively address problems and devise impactful solutions. Collaboration and robust communication skills are indispensable, given the pivotal role of networking in contemporary times. Furthermore, fostering creativity and adaptability is vital in keeping pace with swift advancements.

In order to keep us with these changes, an innovative learning model is required to be applied by the teachers to develop students' communication, creativity, collaboration and critical thinking. Recognizing the significance of the 4Cs (communication, creativity, collaboration and critical thinking) for student achievement, project-based learning model is assumed to be a suitable learning model to enhance those skills (Puspitasari, 2020). By applying the problems relating to a particular subject in a practical setting, project-based learning is believed to improve students' achievement and motivate them to work more.

According to Yusri et al. (2021) project-based learning (PjBL) is a learning model that uses a problem as the initial stage in collecting and integrating new knowledge based on experience in practical tasks. In order to use project-based learning effectively, teachers must adopt a comprehensive teaching strategy and create learning environments for their students that allow them to explore real-world problems, go deeper into their subject matter, and complete other important tasks. In addition, Wongdaeng & Hajihama (2018) stated that PjBL is interdisciplinary by nature since it enables students to use their knowledge and abilities from a variety of academic fields to finish a project.

In the implementation of curriculum 2013, project-based learning is recommended to be applied in the classroom. It must be integrated into the skills in English language learning and the activities to deliver the material based on the skills that the teacher wants to teach such us in writing skill.

Writing abilities have emerged as one of the English skills with the biggest influence nowadays. People use it for non-verbal as well as verbal language when interacting with one another. The implication is that writing is a necessary form of communication and that it may be used to link people who are in various places and at different times. Students who can write well are better able to express their ideas and thoughts (Praba et al., 2018). Besides, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter (Graham & Perrin, 2007). In addition, Nappu et al (2022) stated that students are accustomed to implementing and mastering the writing process, identifying the types of paragraphs, and comprehend how to make paragraph reasonably and appropriately.

Following current writing trends, integrating innovations into the classroom, creating writing environments where students may express themselves freely and imaginatively, and allowing students to develop lifelong writing abilities are all vital (Okur & Göçen, 2020). As a result, emphasis must be placed on teaching writing skills in schools in order to encourage pupils to write. Therefore, there is a term called creative writing. It is defined as possessing the ability to produce inventive, original literary works or compositions (Ramet, 2007).

Several studies investigated about the implementation of project-based learning and creative writing. First, a research by Hakim et al., (2016) investigated project-based learning using cartoon story maker through project-based learning. The result showed that there were significant

differences in creative writing achievement between those who were using cartoon story maker and those who were taught using comic life in project-based learning of creative writing.

Another study related to project-based learning in creative writing was done by Ismuwardani et al (2019) who investigated the implementation of project-based learning to increase students' creativity and self-reliance on poetry writing skill. They chose a type of creative writing which was poetry to be integrated with project-based learning. The research was a Pre-Experimental One Group (pre-test and post-test) design. These samples were 48 students without control class. The results showed a significant increase in the implementation of project-based learning to creativity and self-reliance on the skills of writing poetry.

Furthermore, a type of creative writing was investigated by Giawa (2022) using project based learning. She investigated the effect of implementing project-based learning in writing narrative texts. She even compared project-based learning and problem-based learning on the implementation. She used experimental research with total random sampling technique. texts. They recommended to use project-based learning in teaching and learning situations, especially English teachers, to implement project-based learning in the teaching and learning process of writing, so that students are more active and are able to be critical thinker among students and also to teachers.

Unfortunately, those studies mentioned previously mainly focused on the implementation of Project-based Learning on certain types of creative writing such as poetry, comic and narrative stories while short story was not investigated. In addition, the challenges of implementing Project-based Learning were not also investigated. Besides that, none of the previous studies analysed the results of students' creative writing using the five elements of writing. Considering the vacuity of research on the implementation of Project-based Learning in teaching creative writing and analysis of students' creative writing. Therefore, this present research aims to explore the ways how teachers implement Project-based Learning in teaching creative write, its challenges faced by the teachers and analyse the students' short story as creative writing result.

To get further information, a preliminary study was done by the researcher at SMA Dunia Harapan where he did an observation on the eleventh grade and found that the English teacher used project-based learning in teaching and learning process. Furthermore, the researcher also asked what kind of English skills that integrated with project-based learning and it was clearly stated by the teacher that project-based learning is implemented to all the skills especially in teaching writing.

Based on the preliminary study above, the researcher was interested to explore and investigate more information about the implementation of project-based learning carried out by the English teacher in teaching creative writing particularly at SMA Dunia Harapan. Therefore, the researcher

conducted a research entitled *An Analysis of Project-based Learning Model in Teaching Creative Writing at SMA Dunia Harapan Makassar.*

B. Research Questions

Based on the background, the research questions were formulated as follows:

1) How do teachers implement project-based learning in teaching creative writing?

2) What are the challenges faced by the teachers in implementing Project-based learning in teaching creative writing?

3) How is the students' creative writing after implementing Project-based Learning?

C. Objectives of the Research

Based on the research questions mentioned above, the objectives of the research are:

1) To explore how teachers implemented project-based learning in teaching creative writing.

2) To know the challenges faced by the teachers in implementing project-based learning in teaching creative writing.

3) To analyse the students' creative writing after Project-based Learning being implemented.

D. Significances of the Research

It was expected that this research would contribute to English teaching and learning. It has two significant significances, including theoretical and practical significances. Theoretically, the results of this research were expected to be helpful information for English teachers who had not implemented project-based learning, mainly for those at SMA Dunia Harapan Makassar. Meanwhile, as practical, this research is supposed to be one of the techniques that could be implemented in classroom activities to teach creative writing.

E. Scope of the Research

This research was conducted at SMA Dunia Harapan Makassar. Subjects of this research were two English teachers who teach English at the eleventh grade. The main selection criteria were teachers who implemented Project-based Learning in the learning process, particularly in teaching creative writing. The kind of creative writing are based on the curriculum framework used by the teachers which was a short story. The researcher investigated how English teachers implemented Project-based Learning in teaching creative writing and challenges towards the implementation according to the syntax of project-based learning. Related to the challenges of project-based learning, this research focused on the teachers, students' challenges and curriculum. The students' creative writing documents were also analysed to strengthen the result of the observation and interview.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Verses of Al-Qur'an and Hadith**

The process of learning is essential for human development. Without learning, humans can no longer be seen as cultured organisms because learning allows for both quantitative and qualitative self-change. While there are stages that learning must go through, it cannot be compared to the normal, innate maturation process. As a result, not all alterations or growths in a person may be categorized as processes. Humans are said to have been created in "groups" in the Qur'an, according to Allah's revelation in the letter Al-Maidah verse 52, which reads:

وَتَعَاوَنُوْا عَلَى الْبِرِّ وَالتَّقْوٰى وَلَا تَعَاوَنُوْا عَلَى الْاِثْمِ وَالْعُدْوَانِ

52. ....but help ye one another unto righteousness and pious duty. Help not one another unto sin and transgression, but keep your duty to Allah. Lo! Allah is severe in punishment.

Verse 2 of Surah Al-Maidah's main argument is that life is equal and nurtures kindness. The same holds true for project-based learning, which calls for collaboration among the students. One aspect of project-based learning is that students work together to access and manage information in order to solve challenges.

In addition, a hadith Qudsi recounted by Imam Abu Daud and Hakim from Abu Hurairah, the Prophet SAW stated, *qaal allah subhanah*

wataealaa: `` 'ana altaraf althaalith min shakhsayn yadkhulan fi shirakat talama 'ana al'atraf almaeniat la takhun baedaha albaedu. 'iidha kanat hunak khianat , fa'ana kharij alaitihad" which means "I am the third party of two individuals who engage in an association (partnership) as long as the persons concerned do not betray each other; if there is treachery, then I am out of the union," Allah SWT said in the original Arabic. This signifies that everyone who does business in accordance with Islamic law in a well-organized manner is valued by Allah SWT.

B. Previous Related Studies

Some researchers have conducted some studies related to the implementation of project-based learning in teaching and learning process, especially in teaching writing. The first was done by Ismuwardani et al (2019), they conducted a research about the implementation of project-based learning model to increase creativity and self-reliance of students on poetry writing skill. The researchers determined the influence of project-based learning to increase the creativity and self-reliance of students of poetry writing skill. The data were obtained using pre-experimental one group pre-test and post-test. The research took 48 samples of students without control class. The result showed that there was a significant increase in the implementation of project-based learning to creativity and self-reliance on the skills of writing poetry. The value indicators of creativity are divided into three points, those are fluency, flexibility, and originality. Besides that, the students' responses towards the

implementation of project-based learning were also very well and it can be a good recommendation as an innovative learning model in writing poetry.

The second was Salsabila (2018) who investigated how project-based learning might help in students' ability development when it comes to procedural text. A qualitative case study design was employed in the investigation. Students' writing, classroom observations, interviews, and qualitative data analysis were used to gather the information. According to the research, PjBL could help students enhance their writing skills by helping them understand the concept of procedural texts that involve social function, schematic organization, and linguistic features.

The third was Kusmiyati (2020) who investigated the impact of a project-based learning approach on students' ability to write observation report texts in high school. The data were obtained using classroom action research where a total of 22 students were belonging to experimental class taught using project-based learning and 22 students grouped as the control class and they were taught using direct instruction model. Based on the analysis, it can be concluded that Project-based learning had an impact on the 10th grade students' ability to write observation-report texts. Therefore, the result of observation indicated that using project-based learning contributed a higher score compared to the control class taught using the direct instruction model.

The fourth was Barus et al (2021) who conducted to demonstrate the effectiveness of project-based learning in enhancing students' ability to

write descriptive text and describing how students responded to the learning and teaching of writing descriptive text. Classroom action research (CAR) with two cycles was used in this study. Pre-test and post-test were not included in the three meetings that made up each cycle. The eleventh grade at SMA Swasta Santa Maria Kabanjahe consists of seven classes. As the research subjects, there are 36 students in the XI IPA 4. According to the study of quantitative data, students' abilities to write descriptive texts have improved, and it is also beneficial to adopt a project-based learning approach while writing descriptive texts.

The fifth was Giawa (2022) who compared the impact of project-based learning and problem-based learning on grade XI students at SMA Swasta AL-Hikmah Medan's ability to write narrative texts with 78 pupils from three different classes as a sample, the researcher conducted experimental research. 26 students were taught using the project-based learning approach, 26 students were taught using the problem-based learning method, and 26 students were taught as the control group. The researcher employed the total random selection procedure. It was found that PjBL, PBL and Control Group had different effect on students' writing achievement of narrative texts. PjBL was considered to be more effective than PBL so that the researcher recommended to adopt PjBL in teaching narrative texts because students will be active and think more creatively as well as critically.

Based on the previous related finding, it can be concluded that the similarity between this research and the previous one is the learning model used. This research and the previous ones use project-based learning. While the difference is this research focuses on the implementation of project-based learning in teaching creative writing and others only focused on writing and the combination of writing with several supporting applications.

C. **Pertinent Ideas**

1. Project-Based Learning

   a. Definition of Project-Based Learning

      According to Ariyana et al (2019), project-based learning model involves students being actively engaged in problem-solving activities that are carried out in groups or independently through scientific stages and within a set time frame. The finished result is then presented to others. This is in accordance with the understanding of Widhiastuti et al., (2023) who stated that project-based learning is a type of learning models that gives students practical experience in order to help them become more knowledgeable and imaginative in their work or projects.

      The aims of this learning model include assisting students in a group project that involves integrating a range of subjects (material) into the curriculum, letting students explore the information in ways that are personally important to them, and working together to

undertake experiments. Skills development, practical experience, enhanced discipline, improved relationships between students and teachers, and a pleasant learning environment are some advantages of utilizing PjBL (Afifah, I., & Sopiany, 2017).

b.   Characteristics of Project-Based Learning

According to Afifah, I., & Sopiany (2017), project-based learning has some characteristics. Those are:

1) Starting with the stages of planning, preparation, and product presentation, tasks are completed autonomously.

2) The final product will be entirely the responsibility of the students.

3) The task entails participation from classmates, teachers, parents, and even the community.

4) Develop creative thinking skills.

5) The classroom environment is particularly accepting of flaws and the development of ideas.

c.   The Syntax of Project-Based Learning

The syntax of project-based learning according to Hamidah et al., (2020) are as follows:

1) Choosing Project Topics

Teachers should select a topic before doing any additional work. Students are supposed to understand the learning topic and objective at this stage. The activities carried out in choosing the

topic are as follows: First, the themes in Basic Competence (KD) can be used by teachers. Second, teachers engage pupils by playing relevant images, videos, and stories. Teacher can ask students to choose the topic if the KD does not provide a clear explanation of the subject. Last, teachers are supposed to choose subjects that are connected to or associated with students' everyday lives, such as holidays, school safety, adolescence, technology, sports, and entertainment (music, movies, and concerts).

2) Pre-Communicative Activities

At the beginning of the learning activities, the teacher conducts pre-communicative activities, introducing new vocabulary and language components that the students will need to finish the project. The teacher can move on to the next stage without completing the pre-communicative duties because they are not necessary. Students can communicate in the target language and work toward project completion during the pre-communicative activity stages.

3) Asking Essential Questions

The main inquiries that the teacher asks and that students must finish and respond to through a project are called essential questions. Before the learning process begins, the teacher prepares a few crucial questions. The purpose of developing key

questions is to help students comprehend the project's emphasis, identify the sort of project, and guide the investigative process.

The activities that can be done to prepare essential questions, among others are students stimulated by the teacher at the beginning of the lesson, whether by watching an engaging film or being given issues in their immediate environment. Based on the video, the teacher asks the students a few questions.

4) Designing Project Plan

The choice of the project type based on the key questions and the choice of the activities included in the inquiry process are examples of project designing activities. The teacher serves as a facilitator in this process, ensuring that the project plan is reasonable, understandable, and achievable for the students. The project planning activities aim to help students develop their critical thinking abilities by helping them choose the type of project, solve problems, and be able to plan activities in the inquiry process.

5) Creating Project Timeline

Making a project timetable is intended to help students develop their time management, self-management, and collaborative abilities. There are a number of tasks to complete when setting up a project timeline, including: First, in groups, students create a timeline from project planning through

reporting. Second, the activities, due date, and responsible party must all be listed in the schedule. Third, teacher collects the project timeline sheets from each group when they have all finished setting up the schedule. Fourth, teacher can track the project's progress using the project timeline sheet.

6) Finishing the Project

The main objective of project implementation is to complete the project stage. Students design a project from the beginning of the inquiry phase until completion. The goal of this phase is to help students improve their ability to analyze facts and information, solve issues, and collaborate with others in their groups and the wider community on projects.

7) Assessing Project Result

Making an assessment of the goal of project results is to demonstrate that each group member is responsible for the project's results. The teacher can also evaluate project results and student performance as part of formative assessment.

8) Evaluating the Project

The teacher reflects on the activity by giving feedback on the project outputs, and the students reflect on the learning activities when they evaluate the project. This phase attempts to encourage students to discuss any challenges they encountered while working on the project and assess their proficiency.

d. The Roles of Teachers and Students in Project-Based Learning

1) Teachers' Roles

According to Kozinski (2018), teachers are not the main source of information. Teachers act as a facilitator that provides students a wide range of resources and counselling for their investigation. The teacher supervises the process, but his or her primary responsibility is not to provide the necessary knowledge. Therefore, the teachers' roles in Project-based learning are as follows:

a) To identify the group needs and set the objectives of the projects.

b) To set out good projects.

c) To provide learning plan for each group.

d) To offer a frequent feedback to each group.

e) To monitor the steps/process both individual and group progress.

In addition, the teacher is also responsible for the final product, learning and assessment. He/she employs the methodologies and instruments for genuine evaluation, but faces a significant obstacle because each student creates his/her own learning instead of studying the same material as all of his/her

classmates. In order to demonstrate how learning never stops, the teacher learns alongside the students.

2) Students' Roles

The students' roles in project-based learning are important. Their roles are stated by (Simpson, 2011) as follows:

a) Self-directed Learner

Students select a subject that is relevant to their interests and experiences. From the start of the project through its completion, they design their learning objective with stimulation and incentive. They complete the assignment collectively, start their project, gather materials, select objects, analyze, and revise it.

b) Team members or collaborators

In addition to being self-directed learners, students take on the role of peer assistants who assist other students in finishing work. Since they contributed to the overall class or group project, they are partially responsible for the outcome. Students must be team players eager to put in the time and effort necessary to set things right.

c) Knowledge managers/leaders

Students need to have a strong foundation in the study's subject matter to be effective knowledge managers or leaders. Students in project-based learning must conduct

in-depth and productive investigations before designing projects to present as the result of their work, compared to traditional classrooms where the teacher merely imparts knowledge to students who memorize and learn by repetition.

e. The Advantages of Project-Based Learning

Kozinski (2018) stated that because working on a project necessitates using language in a real and contextualized way, students' focus shifts from the form to the content. Work and interaction that are meaning-based promote the growth of communication competence. Cooperative learning is the foundation of PBL and the communicative approach. Languages are learned through meaningful interaction and making the most of the negotiation and interaction processes.

2. Creative Writing

a. The Definition of Creative Writing

Burroway & Stuckey-French (2007) state that creative writing is the art of using words to ignite the imagination, evoke emotions and express ideas. It involves crafting original works of fiction, poetry or non-fiction that are infused with personal style and a unique voice. Besides that, *King* (1947) states that creative writing refers to the act of taking an idea, experience, or emotion and transforming it into a piece of writing that is both original and meaningful. It is about using

language to create something new and engaging, whether it is short story, a poem or a novel.

Creative writing is the act of putting pen to paper, or fingers to keyboard, to create a piece of writing that is original, imaginative, and expressive. It is a means of giving voice to our innermost thoughts and ideas, and a way to share our unique perspectives with the world. These definitions highlight the essence of creative writing as a means of self-expression, storytelling, and engaging the reader's imagination and emotions through the skilful use of language.

In general, creative writing refers to the art of using language and imagination to produce original and expressive pieces of writing. It involves the crafting of fiction, poetry, drama, and other literary works that go beyond factual or informative writing. Creative writing is characterized by its emphasis on narrative techniques, literary devices, and the exploration of themes, emotions, and perspectives.

Creative writing encompasses a wide range of genres and forms, including short stories, novels, poems, plays, screenplays, and creative nonfiction. It allows writers to bring their unique voices and perspectives to the page, capturing the attention and imagination of readers through vivid descriptions, engaging characters, evocative language, and compelling storytelling.

b. Uses of Creative Writing

According to Harshini (2020), the uses of creative writing are as follows:

1) Creative writing helps the learning of grammar, vocabulary, phonetics, and discourse.

2) It encourages "Language Play" by encouraging students to experiment with language in unique ways.

3) Through language play, learners can be unmindful of the risks and just explore, experiment and manipulate language.

4) The right and left brain are stimulated by creative writing to think creatively, which might encourage balanced thinking.

5) By playing with texts of different genres and the creative styles employed in them, they can develop their imaginative skills and also learn automatically how to integrate them into their language usage.

6) The ability to make independent decisions and produce expressive pieces of free will can greatly enhance expository writing.

c. Types of Creative Writing

Given the fact that creative writing is often of an experimental and innovative nature, it is not surprising that it takes a number of different forms. Based on Durand et al (2020) there are several types of creative writing, First is "Poetry". Although poets are free to experiment with less formal forms like prose

poetry or free verse, many are also committed to more formal traditions that have strict requirements for rhyme, rhythm, and subject matter. It's important to keep in mind that there aren't really any rules when it comes to poetry.

The second is short story. Significantly short stories (categorized as flash fiction and micro fiction) emphasize the length of this narrative style even more by conveying stories in as few words as possible. Short stories should be under 7,000 words. The third is novel. Novel is an ever-popular form that relies on following a narrative using prose and it also happens to have the strongest commercial power. The novel focuses on following a narrative in prose, is a continuously popular form and also has the strongest commercial potential. Novellas and the even cuter-sounding novelettes are short and even shorter books that differ from short stories in terms of word count and length of the story.

The fourth is Scriptwriting. It is a form of creative writing that only uses dialogue and stage directions and heavily utilizes subtext. This kind of writing is meant to be used and interpreted by other storytellers (directors, actors, designers, etc.) in their own creative work rather than for readers.

The fifth is comic. It combines pictures or other visuals with text. These visual storytelling techniques rely largely on language to create believable characters, but unlike scripts, descriptive

narration is allowed in this context. The sixth is personal essays which examine a person's feelings and views on a particular topic. These essays frequently expand upon an artifact, book, or piece of recent news as a starting point for their narrative. It can also involve writing about food and travel, as well as opinion writings that heavily draw on one's own experiences.

The seventh is humour writing. Humour is also defined as its own type of creative writing. Much alike to online meme-making or old-school political cartoons in spirit, humour writing satirizes and lampoons to make the reader think differently about political structures, current events, and human behaviour, with its main goal for being laughter.

d. Creative Writing Techniques

According to Abdalla Elhussien Mohammed (2019), the creative techniques to be applied by English teachers in the class are: first, teachers are required to provide transparent writing processes' instructions, procedures, and mechanism. Second, students need to practice writing regularly. Third, teachers must provide models of essays/stories in all target subject areas. Fourth, Students are sometimes confused by the various requirements from topic to topic. Therefore, teachers should keep go through the writing process. The fifth technique is that at the latest stages the teacher has to direct the students to be responsible for assessing

their writings and proofreading to improve their accuracy, which is very important for future writing progress. The final technique, the teacher should provide appropriate written feedback on students' errors to support students' writing competence growth and to achieve their intended goals and improve their outcomes. Feedback has a significant role in correcting students' errors/mistakes.

e. The Elements of Writing

Writing has some elements that have to be considered by the writer in order to get a good writing product. There are five elements of writing adapted by Brown (2004), those are:

1) Content

Content refers to the complete and clear topic. It is also about the relationship of the topic and the details.

2) Organization

Organization deals with complete identification and description which are arranged in proper connectives.

3) Grammar

Grammar refers to grammatical and agreement inaccuracies or the ability to use correct and precise grammar with control.

4) Vocabulary

Vocabulary deals with the effective choice of words, word forms and the meaning is understandable.

5) Mechanics

Mechanics is related to the use of correct spelling, punctuation and capitalization.

3. Challenges

Implementing project-based learning model can bring about numerous benefits, such as promoting critical thinking, problem-solving skills, and collaboration among students. However, there are also several challenges that teachers may face when implementing it. Here are some common challenges according to Aldabbus (2018):

a. Challenges related to teachers

Teachers have trouble deciding which section or chapter of the textbook should be taught using PBL. The curriculum may not have been created with PjBL in mind, which presents a problem. So, the choice was left up to the teachers. Implementing PBL within the constraints of the school calendar presented another notable challenge for the participants, as they had to finish specific topics by the scheduled times.

b. Challenges related to students

Some students took charge of the project and prevented their group mates from participating actively, while other students, especially high achievers, attempted to steer the initiative in the

direction of their interests. People who were excluded from the opportunity to engage were upset as a result and were unlikely to cooperate with the same group moving forward. Before beginning the project, pupils may have received insufficient exposure to and instruction in the abilities of collaborative work, or the group working guidelines may have been ineffective.

c. Challenges related to curriculum

The curriculum is made up and not based on anything real. As a result, teachers can find it challenging to modify it so that it could be taught through relevant projects. Some of them neglected the PjBL components and treated it as a regular project or task-based learning. As was already established, PjBL was not intended to be used to teach the curriculum. Consequently, teachers should work to determine how the lesson's content might be altered and contextualized while still achieving the lesson's goals. However, this is a common problem and often happens especially when the emphasis is placed upon the end product rather than the process of conducting the project.

d. Challenges related to school

This could be because there are not enough funds allocated for such projects. If schools do not have enough funding, it will be difficult for teachers to implement PjBL because different projects require different tools and facilities. Another startling discovery

pertaining to schools was that some school administrations chose easier methods of instruction in order to reduce noise, spend less money, and adhere to the lesson plan that the school offered. To prevent teachers from using novel teaching techniques, they either did not welcome any shift or put barriers in their way. According to numerous experts, however, school-related issues—such as a lack of resources, rigid timetables, and outdated technology—were the main obstacles.

e. Challenges related to parents

The success of the educational process may be substantially aided by parents' cooperation. There was no connection, and communication between parents and instructors was not as effective as it should have been. As a result, it has been noted that some parents undervalued PjBL and were reluctant to provide the necessary materials for their children to complete the project. Instead of just assisting their children in finding the knowledge or giving them tools and resources they needed to complete the assignment, some parents chose to complete it for their kids.

D. Conceptual Framework
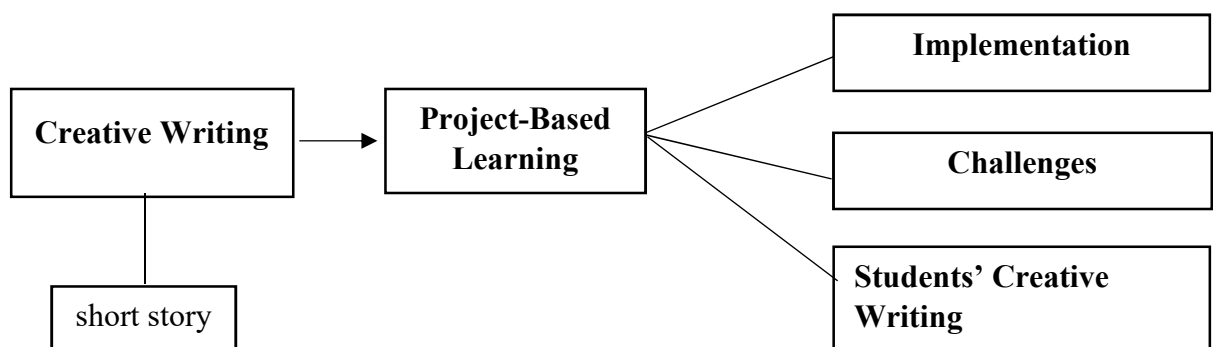
Figure 2.1 Conceptual Framework

Based on the conceptual framework above, project-based learning is a learning model that should be integrated into the skills in English language learning and the activities to deliver the material based on the skills the teacher wants to teach, such as writing particularly creative writing. The kind of creative writing is a short story. The kinds of creative writing are based on the curriculum taught by the teachers in the eleventh grade. By implementing project-based learning, the researcher investigated the implementation and challenges faced by the English teachers in implementing project-based learning in teaching creative writing.
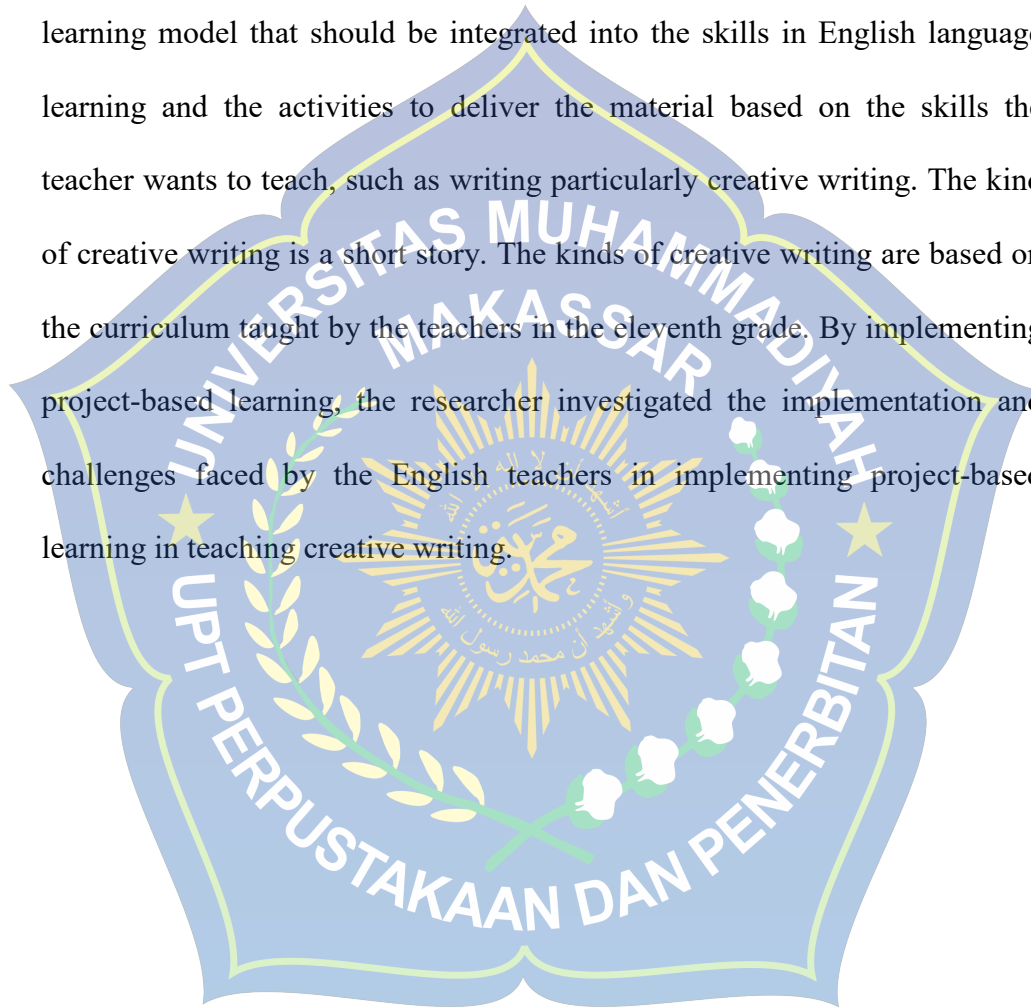
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A mixed-method design was applied in this research. The research design focused on collecting, analyzing and mixing both quantitative and qualitative data which will be taken at the eleventh grade students of SMA Dunia Harapan. Creswell (2018) stated that mixed methods research is a procedure for collecting, analysing and mixing both quantitative and qualitative data in a single study or a series of studies to understand a research problem. Among all the majors of mixed-method, exploratory sequential design is considered to be the most appropriate design for this research where it starts from qualitative data collection and analysis, followed by quantitative data collection and analysis. The qualitative phase provides a foundation for understanding the research problem, which then informs the development of quantitative instruments or measurements. The quantitative phase validates or expands upon the qualitative findings. In this research, the qualitative design was used to gather and analysed the information obtained from the result of observation and interview while the quantitative design was used to analyse the students' creative writing documents using the writing scoring rubric of five elements of writing.

B. The Subjects of the Research

The subjects of the research were chosen according to the need and purpose of the research. Purposive sampling technique was chosen in this research where the criteria of teachers were certified and most importantly

teachers who used Project-based Learning model in teaching. The two teachers were chosen since they were certificated with several teaching seminars related to innovative teaching and learning. Eight groups of students' creative writing documents were also chosen to be analyzed in this research to strengthen the results of the observation and interview.

C. Research Instrument

In this research, three kinds of instruments were used, those are observation checklist, interview guide and students' documents.

1) Observation Checklist

Observation was done to get in-depth data and to verify the teacher's implementation of the Project-Based Learning Model in teaching creative writing. To help him investigated the implementation of project-based learning, the observation was supported by observation checklist to investigates how the teachers implement the syntaxes of project-based learning.

2) Interview Guide

Interview was conducted with two English teachers who implement project-based learning in teaching creative writing. A semi-structured interview was used to get the data on the challenges of project-based learning implementation in teaching creative writing.

3) Students' Documents

In order to strengthen the data obtained from the observation and interview as well as to analyze the result of the students' creative

writing, creative writing documents from the students were collected and he calculated the score quantitatively or using specific scoring criteria in writing such as content, organization, vocabulary, language use and mechanism.

D. Data Collection

In collecting data, some procedures were used in this research such as:

1. Observation

   Observation was conducted using the following procedures:

   1) Preparing an observation checklist covering the procedures for Project-based Learning.

   2) Asking permission to attend the eleventh grade.

   3) Doing observations throughout the lesson.

   4) Keeping a record of noteworthy events for the research objectives.

2. Interview

   The researcher did an interview with two English teachers who implement project-based learning in teaching creative writing. The teachers asked about several questions related to the challenges faced by them in implementing project-based learning in teaching creative writing. It was believed that such an interview was appropriate to permit a greater depth of response which cannot be obtained through any other data gathering tools.

3. Students' Documents

Students' creative writing documents were analyzed in this research using the writing scoring rubric in order to analyze the students' writing result after Project-based learning being implemented and to strengthen the data obtained from the teachers' observation and interview.

E. Data Analysis

The data analysis was mainly oriented toward answering the research questions, the data was analyzed according to the instrument used. Below are the ways to analyze the data based on the instrument used in this research:

1. Observation

The observation checklist was analyzed according to the data from the observation done in the classroom to explore how teachers implemented Project-based Learning in teaching creative writing. First, the results of the observation were documented and analyzed through observation checklist to explore the implementation of Project-based Learning done by teachers. Then, the conclusions of the observation were made.

2. Interview

The data was collected using structured interview and it was analyzed based on the teachers answer. The result of the interview revealed what challenges faced by the teachers in implementing Project-based Learning in Teaching Creative Writing. According to Sugiono (2019) there are three steps in analyzing the data such as: (1) Data reduction which means the researcher presented the process of assessing data through some process such as observing, analyzing and collecting the data. (2) Data display means the researcher tries to

collect, organize and compress the information that has been taken from the teachers. (3) Conclusion drawing or verification where the researcher made conclusion verification as conclusion drawing.

3. Students' Documents

Students' creative writing documents were analyzed using writing scoring rubric adapted by Tribble (1996).

Table 3.1
Scoring Writing Rubric

Item Analysis	Score	Criterion of Scoring
Content	30 – 27 26 – 22 21 – 17 16 – 13	Excellent: informed, significant, etc. Good: appropriate subject knowledge range Fair: little substance and little knowledge of the subject Very poor: does not demonstrate subject understanding; non-substantive
Organization	20 – 18 17 – 14 13 – 10 9 – 10	Excellent : fluently expressed and well articulated concept Good : loosely arranged but the core principles are clear. Fair : Incoherent, with disjointed or jumbled thoughts Very poor : No organization
Vocabulary	20 – 18 17-14 13 -10 9 – 7	Excellent: advanced vocabulary and efficient word choice. Good: sufficient variety, some grammatical, stylistic, or usage faults, but message is not lost Fair: restricted scope-frequent grammatical, lexical, and usage problems. Very poor: primarily poor translation, little vocabulary and word knowledge in English.
Grammar/ Language use	25 – 22 21 – 18 17 – 11 10 – 5	Excellent: well-developed, sophisticated, minimal agreement errors, tense, etc. Good grammar that is basic but effective. Fair enough: the main grammar issue is simple vs. complex construction. Very poor: hardly any command of rules governing sentence formation.
Mechanic	5 4 3 2	Excellent: exhibits mastery of rules Good: sporadic spelling, punctuation, capitalization, etc. mistakes. Fair: a lot of spelling, punctuation, capitalization, and grammar mistakes Very poor: lacks competence and is riddled with capitalization, spelling, and punctuation mistakes

Total	100

Adapted from Tribble (1996)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this section, the data presented are the result of data analysis from an observation, an interview and documentation. The details of the findings are described as follows:

1. **The Ways of Implementing Project-based Learning in Teaching Creative Writing**

An observation was used to gather information about how teachers implement project-based learning in teaching creative writing. The subjects of the study were two English teachers at the eleventh grade. Teacher 1 teaches English in science program and Teacher 2 teaches English in social studies program. Both science and social studies programs integrate Curriculum 2013 and Cambridge A level. The ways of teachers implemented Project-based Learning in teaching creative writing were observed in this research. The observation was carried out using the observation checklist. The teachers were observed for two meetings so that the full implementation of observations during the study was carried out for two meetings.

The first and second observations of teacher 1 were done on 27th July 2023 and 31st July 2023. Before the observation started, the lesson plan was first reviewed in this research and the observation checklist was prepared first to know the teachers' implementation of Project-based Learning. The following are the findings from the observation:

During the observation, that teacher 1 and 2 completed all the syntaxes of Project-based Learning (See Table 4.1). The activities were choosing the project topic, pre-communication activity, asking essential questions, designing project plans, creating project timeline, finishing the project, assessing the project and evaluating the project.

During the stage of choosing the project topic, teacher 1 opened the class by doing a warming up by mentioning a type of countries and asked the students to mention anything they knew about the country. After that, T1 introduced the main topic of Unit 1 and mentioned the objectives of the lesson by informing the students the competence needed to be achieved. Teacher 1 decided to give a material about short story and he explained a little bit also about figurative languages as one of the lessons for the first unit. Teacher 1 then divided the students into five groups consisting of four to five students and asked them to discuss in their group. Similar things were implemented by teacher 2 at this stage, the difference was after T2 explained the topic based on the competence needed to be achieved by the students and they were expected to be able to create a short story as a part of their lesson in understanding kinds of fiction stories. Teacher 2 explained first about the difference between fiction and non-fiction, types of fiction and non-fiction and what to be understood in fiction or non-fiction.

At pre-communication activity and asking essential questions stage, teacher 1 shows some kinds of figurative languages that could be used in writing while the students were asked to read some kinds of short stories in their Cambridge A level book about *Bringing it all together*. Teacher 1 asked the

students to analyze the story by asking some questions related to the story like where story took place, who are the main characters, what conflicts appear and how they solved it to get deep understanding about the structures of a short story. While teacher 2 provided several terms in short stories like characters, settings, conflict, plot and theme. Students were also divided into groups and they were asked to discuss those things. Moreover, teacher 2 also asked the students to determine what kind of tense used in short stories. This asking essential questions is used to familiarise the students with short story as a part of fiction writing.

At designing project topic stage, both teacher 1 and instructed each group to design their writing plan or the short story each group agreed to make. Each group was given around 5 minutes to discuss the short story title and teacher assisted each group with ideas to develop the story better. Besides that, teacher 1 and also asked the students to make time deadline for their project, the leader of each group was given responsibility to divide equal jobs for each student in order to make sure that all members in each group work. In addition, T2 also gave responsibilities for the leader of each group to write the plan and the time needed to complete the project.

Leaders of each group presented their plan and time line, it was found that all group members agreed to collect the project the next meeting and what each member in the group would do for the project. As it was known that they were going to create a short story, the leader decided that some students would contribute on making the title, check the accuracy, developing ideas, making the structure of a short story and who will be responsible for the presentation. By

doing this, it was expected that each student would be able to contribute and collaborate well.

The second observation of teacher 1 and two were done was done on 31st July 2023. Teacher 1 opened the class by using a spin-wheel game and the student who was picked by the spin-wheel would be responsible explain their understanding about figurative language that had been discussed in the previous meeting. On the contrary, T2 opened the class by asking "How's your short story? Any difficulty?". Teacher 2 opened the class by asking the progress of the short story which was assigned to the students in the previous meeting. Some groups came in front of the class to explain the progress of their short story. Teacher 2 chose the student to explain the project progress randomly in order to know the students' involvement.

At finishing the project stage, T1 assigned the students to finish their short story before they collected the short story. Differently, T2 did not ask the students to finish the students to finish the project during the class because T2 had assigned the students that the project had to finish before the class. Moreover, T1 and T2 provided a consultation for the students who wanted to ask about the story made by them, whether there is a specific term the students did not understand or not. Besides that, as short story is a part of creative writing, teacher 1 and also gave some suggestion on how to write creatively and ensured that each story has a conflict and resolution in it.

The submission of the story was done through the teachers' email and some stories had been sent by each group before the meeting so that the teacher

could assess the students' writing earlier. After all short stories being submitted, teacher 1 and 2 ask each representative from the group to present the short story created by them. T1 picked the presenter by himself and T2 used spin-wheel to know the order of the presentation. After each group presented the short story, teacher 1 and 2asked other group to give questions or feedback related to the project. After that, the teacher showed the rubric of the scoring and teacher 1 directly mentioned the result of the assessment to motivate other groups to be better for the next presenter while T2 showed the score at the end of the meeting.

At evaluating the project result, teacher 1 and 2 gave some feedback about the project related to the things needed to be developed for the next writing activity after all groups presented the short-story. Furthermore, teacher 1 also motivated the students to write more short stories at their spare time because their creative writing results would be collected by the teacher to be exhibited on the upcoming school events. Besides that, as they learn Cambridge A level programme where one of the goals is to be able to write well in English, this short story project could a beginning for them to develop their ideas and writing and according to the school expectation, their creative writing project could be published one day by the school with the school platform "Stories from the stars".

Table 4.1 Observation Checklist

No	Learning Activities	Teacher 1		Teacher 2	
		Yes	No	Yes	No
A. Choosing the project topics					
1	Using the topic according to the basic competence.	✓		✓	
2	Stimulating students by showing pictures/videos/stories related to the topic for their creative writing activity.	✓		✓	
B. Pre-communication activity					
3	Providing vocabulary related to the creative writing topic and ask students to learn the linguistic features			✓	
C. Asking Essential Questions					
4	Showing an interesting video or presenting problems around them and teacher gives question related.	✓		✓	
D. Designing project plan.					
5	Decide the type of creative writing for their project.	✓		✓	
E. Creating Project Timeline					
6	Making project timeline	✓		✓	
7	Collecting the project timeline sheet from each group.		✓		✓
F. Finishing the project					
8	Asking the students to create the contents for their creative writing project.	✓			✓
9	Providing every group with consultation.	✓		✓	
G. Assessing Project Results					
10	Students present their creative writing projects and teacher conducts assessment	✓		✓	
11	Stimulating other group members to give questions.	✓		✓	
H. Evaluating the project					
12	Giving feedback and reflection	✓		✓	

Adapted from Hamidah et al., (2020)

2. The Challenges Faced by the Teachers in Implementing Project-based Learning in Teaching Creative Writing.

This research used a semi-structured interview with two English teachers to gather information on the challenges faced by the teachers in implementing Project-based Learning in teaching creative writing. The purpose of this instrument was to allow teachers to share their thoughts, feelings or beliefs about the challenges by them. The following are in-depth answers provided by each teacher in response to each query:

Table 4.1 Data Display of Item 1

Q1	*What kinds of creative writing do you teach by implementing project-based learning?*
T1	According to Cambridge A Level for grade 11, we as teachers are expected to teach poetry, novel and also short story.
T2	At the eleventh grade students, they are some kinds of short stories, novels and biography.

Analysis of Q1:

This question aims to find out the kinds of creative writing taught by implementing Project-based Learning at the eleventh grade. Based on the answers gathered from the two teachers, it was clear that both teachers taught some kinds of creative writing such as novel, poetry, biography and short stories.

Table 4.3 Data Display of Item 2

Q2	*How do you encourage students to be active participants in gathering information and connecting ideas when you teach creative writing?*
T1	It not an easy task. You have to make them aware first on how important writing is for them. By doing this, students' motivation will increase and they will be able to work together in their group.
T2	We as teachers have to motivate the students. Besides that, the arrangement of group must be set also according to students'

> motivation and knowledge on certain topic. Therefore, students who look dominant in each group will be able to motivate their members to be active the learning process. As a teacher, I have to make sure that every student engages in the group. Moreover, writing is not something easy and could be boring if we do not use an appropriate way, but by implementing Pjbl students will be able to collaborate, gather information and also connect their ideas one another.

Analysis of Q2:

This question aims to collect information from the teachers about the ways they encourage the students in gathering and connecting ideas when they teach creative writing. Teacher 1 encouraged the students to be active participants by making them aware on how important writing is. By understanding its importance, Teacher 1 believes that the students' motivation will increase and they will be able to work together in their group. While teacher 2 added that arrangement of the group must be according to students' motivation and knowledge because T2 believes that dominant students in each group will be able to motivate their members. At the beginning, equal jobs for each member of the group must be mentioned by the teachers to avoid students depended on one another in the process of creating the project. Therefore, gathering and connecting ideas in each group will work well.

Table 4.4 Data Display of Item 3

Q3	*What are the challenges of using project-based learning in teaching creative writing?*
T1	There are some challenges of using Project-based Learning in teaching creative writing. For the teachers, the schedule sometimes becomes a challenge because the project may take longer time as scheduled. Related to the students, some students seem to be passive because of having less initiative to take parts in the group collaboration. Besides that, how to increase the students' motivation in learning is also a challenge for teachers.
T2	The challenges of using Project-based Learning in teaching comes from the students. How we can motivate them in learning, not all students like to write. So, I as the teacher will provide some interesting topics especially for the students who have high interest in writing. Start the writing also by using something simple about their surroundings before going to something unreal. In addition, because of this is about writing, motivating students to read will also be a matter. Approximately, students who like to read will like to write. If they read more, they can start writing better than those have lack interest in reading. That's why, at the very beginning, I did not give a theme for creative writing, they may choose by themselves to let them free to express their ideas.

Analysis of Q3:

This question aims to collect information about the challenges in implementing Project-based Learning in teaching creative writing. Teacher 1 stated that schedule/time management is one of the challenges because the project sometimes finishes longer than expected. Related to the students, some students seem to be passive because of having less initiative to take parts in the group collaboration. In line with Teacher 2, motivating the students to write is also a challenge and it become their jobs on how to enhance students' motivation especially to read because reading more sources will guide the students to be good at writing. In addition, T2 stated that teacher has to start the creative writing by

using something simple related to their surrounding to increase the students'

motivation to write.

Table 4.5 Data Display of Item 4

Q4	*If you have problems/obstacles in implementation of project-based learning in teaching creative writing, who do you usually discuss the problem with?*
T1	Most of the time, when we have obstacles in implementing Project-based learning. All the English teachers' team must meet together to discuss about the problem before sharing it with the curriculum team. All English teachers who teach at certain level will discuss about the Project-based learning and the product of creative writing, if there is a problem, they will try to overcome the problem. If we need ideas, we also inform our subject coordinator to give us guidance about the appropriate way in implementing this learning model.
T2	First of all, I have to discuss it with the English teachers' team. Here we have a team for each subject. After we discuss it, then we try to discuss it with curriculum team and find out the solution for the problems.

Analysis of Q4:

This question aims to gather information if there is a problem/obstacle in

implementing Project-based Learning in teaching creative writing, who the

teachers usually discuss the problem with. Both T1 and T2 stated the same answer

where they discuss the problem/obstacle with the English teachers' team to be

able to solve the problem together. In addition, T1 added that after discussing it

with the English teachers' team, T1 also shared and discussed the problem with

the curriculum team. Besides that, T1 also informed the subject coordinator as the

person in charge for handling English lesson at SMA Dunia Harapan to get

guidance about the appropriate way in implementing Project-based Learning.

Table 4.6 Data Display of Item 5

Q5	*Regarding to the curriculum you adopt in the school, what challenges do you often face in implementing Project-Based learning?*
T1	Dunia Harapan school adopts Cambridge International Curriculum, CCP and National Curriculum. The challenges in implementing Pjbl is the time and classroom management. We sometimes struggle with the time management because there are so many contents that we have to teach while Project-based Learning takes time, so we have to be clever at making our time meaningful. The classroom management is also a challenge because teachers have to prepare the lesson plan well and make sure all students participate in the classroom.
T2	We adopt international and national curriculum in this school, besides that we also apply our internal curriculum named CCP (Character, Communication and Problem-solving). The curriculums are integrated into our teaching and learning process. The challenge we face as teachers, we have to integrate Project-based learning with some subjects and CCP Curriculum. The preparation is also a challenge because teachers have to prepare the materials and also the rubric. Moreover, teachers also have to deal with the time management prepared by the curriculum because as we know, Project-based learning will take time and it needs teachers' well-prepared of time management.

Analysis of Q5:

This question aims to gather information about the challenges in the curriculum when Project-based Learning is implemented. T1 and T2 both explained that Dunia Harapan School adopts Cambridge International Curriculum, National Curriculum and CCP (Character, Communication and Problem-solving) curriculum as its internal curriculum. Both T1 and T2 explained that time management is a challenge in implementing Project-based learning, both teachers have to prepare the lesson plan and materials for teaching and they need to integrate it with the internal curriculum of Dunia Harapan School. The integration here means that the lesson made by the teacher must fulfil the implementation of good character, communication and problem-solving. In addition, T2 explained

that preparation is also a challenge because T2 has to prepare a lot before teaching.

Table 4.7 Data Display of Item 6

Q6	*What can help you to overcome problem in implementing project-based learning to teach creative writing?*
T1	By sharing session throughout our school sharing flatform "Share Inspire and Transform" or circle time where all the subject teachers will sit down together and discuss about each other's problem in teaching and others will give suggestion in order to transform the way of teaching and to be a more innovative teacher.
T2	We often ask ideas from our seniors or coordinator, our grade 11 students have to be prepared for writing because their final project is about writing. Creative writing is a very good to prepare them to be a creative thinker and develop their ideas. So, all English teachers must work together to overcome if there is a problem happening in the process of implementing a learning model such as project-based learning.

Analysis of Q6:

This question aims to gather information about what can help the teachers to overcome a problem in implementing Project-based Learning to teach creative writing. T1 and T2 informed that if there is a problem, they will share it together throughout the school platform "Share Inspire and Transform" where all the problems faced by the teachers will be discussed there and they will overcome it together. The platform is prepared by the school curriculum division in order to let each teacher to share their problem in teaching especially in implementing a learning model. Teacher will present the problem and others will help to overcome the problem together. As known that writing is very crucial for the eleventh grade and creative writing is considered to be a very good thing to prepare the students to be a creative thinker and develop the students' ideas. In

addition, all English teachers will work together to overcome a problem in the implementation of Project-based learning.

3. Students' Creative Writing Documents

In order to strengthen the data obtained from the observation and interview as well as to analyze the result of the students' creative writing, In this research, students' creative writing documents were analyzed and calculated quantitatively or using specific scoring criteria in writing such as content, organization, vocabulary, language use and mechanism.

According to the score of the short story made by the students after Project-based Learning being implemented in teaching creative writing, there were 8 groups altogether namely Science 1, Science 2, Science 3, Science 4, Social 5, Social 6, Social 7 and Social 8 (Table 4.8). Science means eleventh grade science program and Social means eleventh grade social program. Based on the table above, it is clearly seen that in terms of content, students' average score is 25.12 and it is classified as good. In organization, students' average score is 19.25 and it is classified as excellent. In vocabulary itself, students' average score is 18.87 and it is also classified as excellent. In terms of grammar, students' average score is 22.37 or classified as excellent while in mechanic, students' average score is 4.5 or classified as excellent as well. Based on the result of the analysis, it could be concluded that from five elements of writing, there is only one element of writing where students did not achieve the excellent classification which is content element while other four elements of writing, the students'

average classification is excellent. The students' creative writing score is presented as follow:

Table 4.8

The Score of Students' Creative Writing (Short Story)

No	Group	Content	Organization	Vocabulary	Grammar	Mechanic	Score
1.	SCI 1	25	18	20	25	5	**93**
2.	SCI 2	25	20	18	23	4	**90**
3.	SCI 3	28	20	18	23	5	**93**
4.	SCI 4	25	20	18	20	4	**87**
5.	SOC 1	23	18	17	18	4	**80**
6.	SOC 2	25	20	20	25	5	**95**
7.	SOC 3	25	18	20	25	5	**93**
8.	SOC 4	25	20	20	20	4	**89**
Average		**25.12**	**19.25**	**18.87**	**22.37**	**4.5**	**90**

B. Discussion

This section discusses all the facts the researcher found, their relationship with several related literatures provided in chapter II, and the expert opinions and suggestions.

1. The Ways of Implementing Project-based Learning in Teaching Creative Writing.

Based on the result of the observation, teachers implemented eight syntaxes of Project-based Learning according to which are choosing the project topic, pre-communication activity, asking essential questions, designing project plan, creating project timeline, finishing the project, assessing the project results and evaluating the project. This is similar to the findings of Pentury et al., (2020) where they found the teachers implemented all syntaxes of Project-based Learning by using creative writing as a creative media. Besides that, another similarity from their research and this research, at the beginning of the implementation of Project-based Learning or choosing the project topic stage, teachers used media such as

short-story or video to familiarize the students with the project they were going to create.

This present research finding revealed that introducing linguistic features of the short story was important like what T1 and T2 did during the observation where they introduced figurative language and the tense used in a short story to ensure the students understood those things before starting to write. On the contrary, finding conducted by Ismuwardani et al., (2019) did not explain the linguistic features of the types of creative writing. They only did monitoring to each group and when the students had difficulty, they would give some feedback on it. This present study also observed teachers gave some feedback and consultation to the students, however the linguistic features were considered to be very crucial to be explained first before starting to write. Syarifah & Emiliasari (2019) also supported this finding related to introducing the linguistic features, they considered that the linguistic features of the type of fiction writing in their research was taught so that students could increase their understanding in the topic they wrote.

Another finding supported this present research regarding to the success of Project-based Learning depended on how students collaborated with their group members and teachers had to arrange the group well in order to make sure the that all members of the group involved in the process of creating the project. This is supported by Syarifah & Emiliasari, (2019) who stated that Project-based Learning allows students to be more collaborative and learn about networking and

teamwork so the students who did not have a good writing ability would not feel left behind.

2. **The Challenges Faced by The English Teacher in Implementing Project-based Learning in Teaching Creative Writing**

In the implementation of Project-based Learning, it can bring numerous benefits for the students, such as promoting creative thinking, problem-solving skills and collaboration among students. However, challenges could also be faced by the teachers in implementing Project-based learning (Aldabbus, 2018). In its implementation, challenges came from the teachers, students and curriculums.

In terms of challenges to teachers, the findings of this research indicated that teachers found challenges on managing their time well in implementing Project-based Learning. This finding is supported by Aldabbus (2018) who also revealed that using Project-based Learning often took time than other method of teaching and it might delay the processes of presenting and covering the lessons created by the curriculum.

In terms of student, the findings of this research indicated that teachers found it challenging to enhance the students' motivation to write because writing is considered to be uninteresting for some students if it is not integrated with the appropriate learning model. Another challenge related to the students was some students seemed to be willing to dominate more and other students were passive. This is supported by Aldabbus (2018) who revealed that some students dominated the work and did not allow to take active participation in the project.

This challenge appeared because of having less exposure or training about group collaboration and therefore in this research, teachers revealed that the arrangement of the group and leaders' responsibility were crucial. The groups must be set varied according to the students' achievement and leaders must be able to guide their member and divide equal jobs for each member to ensure that all members would feel involved in the project.

Furthermore, this research revealed that students also faced a challenge in adding or expanding their ideas to write. This is also similar to the findings of Utami et al (2022) who also revealed that students' challenge was when they got stuck in the middle of writing and did not have ideas to continue. Teacher who had been observed in this present study mentioned that before starting to write, students must be knowledgeable enough by reading as many resources as possible to obtain more ideas in writing their short story.

In terms of curriculum, the present findings also revealed that teachers faced a challenge in integrating Project-based Learning with Cambridge Curriculum and school internal curriculum. This is in line with Aldabbus (2018) who agreed that teachers can find it challenging to modify the curriculum so that it could be taught through relevant projects. Indeed, the curriculum challenge appeared because teachers had lack of planning time. This is supported by Yang et al., (2021) who also agreed that teachers had limited time to implement Project-based Learning. Therefore, an action needed to be taken and to solve this, when teachers faced problems related to the curriculum, they would report

it to the subject coordinator and they will share in a weekly meeting called SIT (share, inspire and transform) in order to overcome it together.

3. **Students' Creative Writing as the Result of Project-based Learning**

The results of students' short story were collected in this research to analyse the students' score according to five elements of writing such as content, organization, vocabulary, grammar and mechanic and it revealed that all groups achieved good and excellent classification on five elements of writing. This is supported by Barus et al., (2021) who also conducted an analysis of five elements of writing in their research to investigate the effectiveness of Project-based Learning in writing a kind of text. This is also in line with El-Bassuony (2021) who revealed that Project-based Learning significantly developed students' story writing.

The result of the research indicated that Project-based learning is an appropriate and successful to be applied in teaching creative writing. It could be clearly seen from the results of the students' short story using five elements of writing rubric that indicated that students' writing average was between good and excellent classification. As mentioned earlier that at the beginning stage or choosing the project-topic, both teachers explained the linguistic features of the students in order to familiarize the students with short story and this was successfully applied by the teachers as we could see the result of students' creative writing that students achieved 22.37 on grammar or use of English. Similar result was conducted by Praba et al (2018) who revealed that through Project-based Learning, students' language cognition increased in writing such

as grammar, vocabulary and sentence formation. This supported the finding of this research in which Project-based Learning gives opportunities for the students to practice more for their writing achievement.

In creative writing, one of its important elements is vocabulary. Based on the results of students' creative writing analysis, it could be seen that students obtained excellent result on vocabulary element where the average score 18.87. From this result, the implementation of Project-based Learning gave a positive impact on students' vocabulary mastery. This result was supported by both teachers on the stage of choosing project topic and pre-communicative activities, students were introduced with some vocabulary related to their topic in order to enrich the students' vocabulary mastery. This is supported by the previous study who had investigated about vocabulary mastery, Nappu et al (2018) revealed that by applying the appropriate method in teaching English, students' vocabulary mastery increased and the students were able to use English effectively on certain topic. This is in line with this research where Project-based Learning was used by both teachers and students got excellent score on vocabulary element in writing.

The excellent results are supported by the interest of students in fiction stories, therefore they felt motivated to write a short story as a part of fiction story and creative writing. This finding is line with Utami et al (2022) who revealed that most of the students were interested in and preferred fiction story. However, they also revealed that if writing fiction was compared to reading fiction story, then reading is preferred by the students than writing. Similarly,

Ibnian (2010) revealed that the development of writing in general and creative writing, including short stories, in particular, could take place in a supportive setting that encourages students to participate in the writing process.

CHAPTER V

CONCLUSION AND SUGGESTION

After analysing and discussing the findings in the previous chapter, this chapter comes up with the conclusion and suggestion.

A. Conclusion

Based on the findings and discussion, the summary of the conclusions is as follow:

1. Teachers implemented all syntax of Project-based learning starting from choosing the project topic until the stage of evaluating the project result. However, different activities were found in the implementation especially in choosing project stage where English teachers introduced the figurative language to the students and added some explanation of fiction story because the short story is a part of fiction story. Another concern revealed in the implementation was the setting of the group and leaders' responsibility to divide equal jobs for their member in order to involve all students in creating the project and to make sure that no students were left behind.

2. In terms to the challenges, teachers mainly faced challenges in terms of teachers themselves, students and curriculum. Related to the teachers, they faced a challenge in managing their time for the project. Student's challenge stated by the teachers is related to their lack of motivation to write and some students could be passive because of the dominant students in each group. For the curriculum itself, teachers found it

challenging to integrate Project-based Learning with Cambridge Curriculum and school internal curriculum (CCP) which stand for character, communication and problem-solving. Therefore, a platform SIT (share, inspire and Transform) was created by the school management to solve all problems or challenges teachers faced in the class especially in implementing a learning model.

3. Based on the analysis of five elements of writing, it is clearly seen that the average score of four elements of writing was excellent such as organization (19.25), vocabulary (18.87), grammar (22.37) and mechanic (4.5) while the content element of writing obtained 25.12 which is classified as good. From the result shown above, it could be concluded that the result of students' creative writing was excellent in average and Project-based Learning gave a good impact on students' creative writing.

B. Suggestion

Based on the conclusion above, the following are some suggestions to be considered:

1. For the English Teachers

    Teachers are suggested to provide interesting topic to integrated with Project-based Learning model. It means that in the stage of choosing project topic, teachers are expected to provide the students as much information as possible for the students. Regarding to the challenges faced by the teachers in managing their time in teaching Project-based Learning in creative writing, teachers were suggested to encourage the students to do the project after class so that the time used in finishing the project could be effective. Besides that, in implementing Project-based Learning, the teachers are suggested to arrange the groups well and make sure that leaders' responsibility works to make sure the students' involvement.

2. For other researchers

    This thesis is able to be used as an additional reference in investigating project-based learning. It is also suggested to investigate further research on comparing Project-based Learning and another kind of learning model in teaching another kind of creative writing such as poetry or novel.

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APPENDICES

Appendix 1

Obsevation Checklist

Teacher's name:

No	Learning Activities	Teacher 1		Teacher 2	
		Yes	No	Yes	No
A. Choosing the project topics					
1	Using the topic according to the basic competence.	✓		✓	
2	Stimulating students by showing pictures/videos/stories related to the topic for their creative writing activity.	✓		✓	
B. Pre-communication activity					
3	Providing vocabulary related to the creative writing topic and ask students to learn the linguistic features	✓		✓	
C. Asking Essential Questions					
4	Showing an interesting video or presenting problems around them and teacher gives question related.	✓		✓	
D. Designing project plan.					
5	Decide the type of creative writing for their project.	✓		✓	
E.Creating Project Timeline					
6	Making project timeline	✓		✓	
7	Collecting the project timeline sheet from each group.		✓		✓
F. Finishing the project					
8	Asking the students to create the contents for their creative writing project.	✓			✓
9	Providing every group with consultation.	✓		✓	
G.Assessing Project Results					
10	Students present their creative writing projects and teacher conducts assessment	✓		✓	
11	Stimulating other group members to give questions.	✓		✓	
H. Evaluating the project					
12	Giving feedback and reflection	✓		✓	

Adapted from Hamidah et al., (2020)

APPENDIX 2

INTERVIEW GUIDANCE

Teacher's Name :

Class :

1. What kinds of creative writing do you teach by implementing project-based learning?

2. How do you encourage students to be active participants in gathering information and connecting ideas when you teach creative writing?

3. What are the challenges of using project-based learning in teaching creative writing?

4. If you have problems/obstacles in implementation of project-based learning in teaching creative writing, whom do you usually address?

5. Regarding to the curriculum you adopt in the school, what challenges do you often face in implementing Project-Based learning?

6. What can help you to overcome problem in implementing project-based learning to teach creative writing?

Adapted from Aldabbus (2018)

APPENDIX 3

LESSON PLAN

Lesson planning

Teacher's Name: Amin Abu, S.Pd	School: Dunia Harapan School
Subject/age group: English/High School 11	Date: July 2023
Learning objectives from the Cambridge Language for Cambridge International A & A level: • Students are able to identify the types figurative languages. • Students are able to understand short story and identify its element. • Students are able to use figurative languages in writing. • Students are able to create a short story.	

Unit/Lesson: 1.1 Think about it: Exploring Language and Style	Unit/Lesson: Key elements of language Learning Model: Project-based Learning

1	Resources: • Cambridge Language for Cambridge International A & A level. • Dowloaded videos (link : https://www.youtube.com/watch?v=YlfzDvrhzuU and https://www.youtube.com/watch?v=pTy_xNJCkRk)	
2	Language support, including any key vocabulary: • Short story, noun, verb, adjectives, adverb, pronoun, plot, setting, orientation, resolution, simile, metaphor and personification.	
3	**Introducing the lesson:** • Teacher opens the meeting by asking one student to lead the pray. • Teacher mentions the kinds of fiction and non-fiction stories. • Teacher asks the students about what kind of story they like to read. • Teacher explains the objectives of the lesson and	Timing: **10 minutes**

	what students will do next.	
4	Main activities: **First Meeting:** • **Choosing the project topic**: Teacher arranges the student into groups, chooses the leader and they discuss about the topic. • **Pre-communication activity**: Teacher provides the students with some vocabulary related to short story as well as the figurative language. Teacher asks the students to read and watch an example of short story to familiarize them with the topic. • **Asking Essential Questions**: Teacher asks some questions related to the text and video shown. • **Designing project plan:** Teacher assigns students to collaborate and make a plan for their project. • **Creating project timeline:** Students make a timeline starting from the preparation of the short story until the completion. **Second Meeting:** • **Finishing the project:** Teacher asks the students to collaborate and create a short story. Teacher provides each group with consultation. • **Assessing the project result**: Teacher assesses the short story created by each group (writing) and the presentation of each group.	Timing: **50 minutes**
5	Closing and reflection: • Teacher concludes the lesson and gives some feedback on the project created by the students.	Timing: **10 minutes**
6	Homework (if required): • Completing the short story project before the next meeting.	
	Notes: -	

Writing Rubric:

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Presentation Rubric:

Oral Presentation Rubric

Name _____

Category				
Time/Limit				
Subject				
Preparedness				
Enthusiasm				
Speaks Clearly				
Vocabulary				

Comments: _____

Makassar, 13 July 2023

English Teacher   Dunia Harapan School Principal

Amin Abu, S.Pd   **Ignatius A. Mamudi, S.Kom**

LESSON PLAN

Lesson planning

Teacher's Name: Sutriyani Anwar, M.Pd	School: Dunia Harapan School
Subject/age group: English/High School 11	Date: July 2023

Learning objectives from the Cambridge Language for Cambridge International A & A level:		
- Students are able to identify the types figurative languages. - Students are able to understand short story and identify its element. - Students are able to use figurative languages in writing. - Students are able to create a short story.			
Unit/Lesson: 1.1 Think about it: Exploring Language and Style		Unit/Lesson: Key elements of language Learning Model: Project-based Learning
1	Resources: - Cambridge Language for Cambridge International A & A level. - Dowloaded videos (link : https://www.youtube.com/watch?v=YlfzDvrhzuU and https://www.youtube.com/watch?v=pTy_xNJCkRk)	
2	Language support, including any key vocabulary: Short story, noun, verb, adjectives, adverb, pronoun, plot, setting, orientation, resolution, simile, metaphor and personification.	
3	**Introducing the lesson:** - Teacher opens the meeting by asking one student to lead the pray. - Teacher mentions one country and ask each student to mention what they know what they understand about that country. - Teacher asks the students about what kind of story they like to read. - Teacher explains the objectives of the lesson and	Timing: **10 minutes**

	what students will do next.	
4	Main activities: **First Meeting:** • **Choosing the project topic**: Teacher arranges the student into groups, chooses the leader and they discuss about the topic. • **Pre-communication activity**: Teacher provides the students with some vocabulary related to short story as well as the figurative language. Teacher asks the students to read and watch an example of short story to familiarize them with the topic. • **Asking Essential Questions**: Teacher asks some questions related to the text and video shown. • **Designing project plan:** Teacher assigns students to collaborate and make a plan for their project. • **Creating project timeline:** Students make a timeline starting from the preparation of the short story until the completion. **Second Meeting:** • **Finishing the project:** Teacher asks the students to collaborate and create a short story. Teacher provides each group with consultation. • **Assessing the project result**: Teacher assesses the short story created by each group (writing) and the presentation of each group.	Timing: **50 minutes**
5	Closing and reflection: • Teacher concludes the lesson and gives some feedback on the project created by the students.	Timing: **10 minutes**
6	Homework (if required): • Completing the short story project before the next meeting.	
	Notes: -	

Writing Rubric:

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Presentation Rubric:

Makassar, 13 July 2023

English Teacher   **Dunia Harapan School Principal**

Sutriyani Anwar, M.Pd   **Ignatius A. Mamudi, S.Kom**

APPENDIX 4

STUDENTS' CREATIVE WRITING (SHORT STORIES)

A Magical Teddy bear

Once upon a time there was a girl name Kenzie, Kenzie lived near the forest and she loved to hunt at the forest. On the first day she find a toy car, the second day she find a water bottle then she stopped hunting at the forest.

A few days later she decided to hunt at the forest again and this time she find a teddy bear but she didn't know that the teddy bear is magical. So she took it home and wash the bear.

After she washed the teddy bear she bring it to her, bedroom and sleep with the teddy bear, when she sleep the teddy bear came alive.

Then teddy bear said, "Where am I?"

Kenzie woke up because she heard someone talking, she was shooked that the bear was talking.

Then Kenzie said, "Are you a magical bear?"

"Yes, I am a magical bear, my name is Jack," said the teddy bear.

Kenzie said, "Ok. Hi, my name is Kenzie, nice to meet you Jack,"

"Nice to meet you too Kenzie" Teddy bear replied.

Then Kenzie decided to sleep again, the next day Kenzie wake up, Kenzie's mom called Kenzie to eat breakfast, so Kenzie bring Jack (the teddy bear) down to eat breakfast. After she eat breakfast, she took a bath, then go to school.

A few hours later her mom picks her up from school, then she took a bath and takes a nap.

But she forgot about the teddy bear Jack, she didn't think about the punishment and the punishment was she will be trapped in cave if she doesn't take care of Jack for one day, so Kenzie decided to eat dinner after she ate dinner.

She went to sleep but then Jack said, "Why did she forget about me for one day? I should have tell her the punishment but I don't want to punish my bestfriend Kenzie," said Jack.

The next day Kenzie woke up in a cave she was very confused so she looked around then she fell into the trap then she scream, "HELP HELP!" said Kenzie, she looked at the back and saw Jack and she was shooked she couldn't believe her friend Jack betray her.

She said, "How dare you do this Jack? I trusted you as a friend. I'm sorry that I ignore but I didn't know there was a punishment and now I'm trapped," said Kenzie.

Then Jack said, "Kenzie I can set you free but you will never see me again, ok?"

Kenzie said, "Ok but remember I will always be you bestfriend".

Jack sets Kenzie free with his power, now Jack is trapped and now he has no power.

The End

The Thief

Science Group 3
Inspired By= The Case Of Anna Delvey / Investigating Anna

New York 2019, Julia Garner, A 22 year old woman who is very smart has entered the most expensive hotel in New York, Park Hyatt. She booked a presidential suite, which came to a cost of over $9,800 a night. She enters the hotel with full style. She enters and left a $100 bill everyday to the reservationist. They knew who they were dealing with, A rich young woman. They quickly brought her bag to her room. She is known for being the daughter of a famous businessman in England. Every day she went shopping and spend thousands of dollars.

A month has passed. Nothing suspicious is happening in the hotel. So, they thought it was just a normal rich spoilt woman, who relies on her dad's money. This in fact is a very wrong. The woman Julia Garner hasn't paid her bill. It was due 1 month. She didn't pay for her meals, services and the room itself. All of her cards has been declined. Apparently she defends herself by saying that she is here to meet the owner. Another reason is because the total bill is $354,650

Julia has one target in her life, and that is to be known or famous. So she decided to make an amazing building. She wants to make a resort in the middle of New York. A resort that provides sculpture, paintings from known painters, hotels that is specially created for wealthy families and so on. Luckily for her there is an old school in the centre of New York. She had managed to persuade some of the best Architect in the entirety of New York thanks to her connection with Afton's mom who is very well known across the city. The Architect have done some counting and has estimated that the price of the building, renovation and the interior is going to sum up to $50 million. Julia did not even hesitate to agree on purchasing the building, but she has managed to persuade the Architect to not let her pay now and wait 24 months for the payment to happen since her father will give her the money the next year.

Julia is back to working. She is trying her full to find investors to give her money towards her building. She finally managed to get one of the richest investors in the entire world. He is known as Alan White. Alan has also helped Julia by helping her find other investors and also from banks. Julia promised them that her father is a successful business man in England and have assets for more than $300 million. Making them more pushed into investing towards the building. Julia also managed to name her work naming it JGF which means Julia Garner Foundation. Which is focused on real estate.

They met Julia's parents. They were not answering the questions at first. But after being told that their daughter are being wanted by the police. They have no options but to tell them the complete story. Julia was an introvert when she started going to school. But then she became more and more obsessed with fashion. She reads every single fashion magazine there is from Forbes, Vogue, Vanity Fair and more. She is a very perfectionist person. She thinks that people will be more respected by their clothing. Because of this her parents decided to move to England for a better life. This is a very hard moment for them since when they moved there the population are harsh to immigrants. Making Julia and her family more pressed. She decided to move to America after reading a lot of positive reviews. All she wanted is to be admired and to own something that is hers and made only by her, no help from families. She also have the "American dream" that everyone wants in America. After talking they thank the parents and leave back to NYC.

Julia tried to kill herself. By drinking pills and drinking alcohol. When she wakes up she was already found that she was recued by the hospital. She was told to go to rehab to stop her obsession with pills. She then go to rehab. Turns out the reason she go to rehab and to drink pills is actually not to kill herself but to stop her visa. Since people who went to rehab and to the hospital in the USA their visa will not keep on going and the time will be extended. Jesse who is informed that Julia was in rehab in LA quickly take matters into her own hands. She called the police that Julia is on rehab and in LA. The LAPD tracks her location and got her arrested.

Julia is a very smart girl. Although she is only 24 years old, she is very smart. She managed to trick the LAPD into releasing her. She got informed that there are a total of $65 million raised from the investors and bank. She turns out to not want to use the money to buy the building but to run away to a small island with it. She goes back to NYC to prepare her escape. But when this is all happening. Karma strikes her and her friend Rachel managed to see her. She tried to run but she is quickly caught by Rachel since she is a fitness instructor. When she is caught Rachel reports her to the police or the NYPD. She then was brought to court and needs to find a lawyer.

Julia was thinking to take the plea deal. But with the help of her lawyer she decided to fight for her right and to take it to the court instead. Julia friends couldn't even believed that she actually decided to fight for her time in prison to prove that she is not guilty.

It is the day of the court Julia has entered with her lawyer. After a long argument against the prosecutor /accuser. The answer of the judge has been released. It is stated that from the 15 amount of case that Julia has been accused of only 2 of them is guilty. After all of Julia's theft. The prosecutor did not have enough

evidence to be able to arrest Julia for a long time. Julia is given 2 years only to be imprisoned.

It has been 2 years. Julia is now free from any charges. She have changed now and have decided that it is best for her to be known in a good way. She has paid back all of her friends money and have decided it is best for her. She has gone back to living with Afton and his mom. She has decided to use the money from the investor to rent the building and still continue the building. Alan who is one of her investor is proud and have decided to add another $10 million

The End Story Is Inspired By The Case Of Anna Delvey. Available To Be Watched On Netflix.

The Three Ace Buddies

(Sci 4)

I live in Paris, France, and have been here my whole entire life. This city is well known because it is known as "the city of love". Every time you walk down the street, you'll see romantic couples.

I prepared my books and lunch and placed them in my bag. I walked down the stairs and entered the bus. Today was a beautiful day with perfect weather and the birds were singing. Before heading to college, I purchased a nice delicious coffee from my favourite coffee shop with the same order every single day, a Frappucino.

Today is my first day, and I have a test coming up that, in my opinion, will be pretty easy because I've studied really hard. I opened my chemistry book and read every single word in it before the first period began.

"So, how are you doing, students? I hope you're all feeling upbeat because today is your first day here. As I told you a week ago, you will have a test on your first day. So, put your books back in your locker, and we'll begin the exam in five minutes," the teacher said.

Everyone else appears to be nervous, and I'm the only one who isn't. Then a girl approached me as I was putting my books in my locker.

"Hello, My name is Haelie. What is your name? Can we be friends? You appear to be very nice and friendly to me," she said.

"Oh, hey! I was very surprised that someone come and talk to me because I'm usually the one who starts a conversation. Anyway, my name is Kaia, and you are so welcome to be my friend!" I said.

"Wow! Kaia is such a lovely name. Have you prepared for this exam? I'm extremely nervous," she asked.

"Of course, I am! I'm confident that we'll both be able to complete this test, and I'm hoping we'll both pass with an outstanding grades," I replied.

When I finished speaking, the teacher asked all of us to sit down and she'd hand out our papers, which surprised me because the test is about two hours long, which I believe is more than enough. When the papers were distributed, I noticed Haelie's face was tense.

Is it really that difficult? But I ignored it and wrote down my name. After writing down my name, I flipped over the page, and it turned out to be a very

simple test. Even if it's simple, I'll take my time and do it thoroughly. After an hour, I've completed the seven-page exam.

The teacher was taken back because I was working so quickly while the others were still working on their tests. She decided to check my papers directly because she doesn't believe that I'm finished with the test. She grabbed my paper, and I began to feel nervous, with random thoughts racing through my mind.

"What if all of my answers were incorrect?"

"Will I get a good grade on my test?"

After an hour, all of my friends had finished and had collected their tests. My teacher then said something unexpected. "So, students, you've finished your first test of the semester, and I'd like to inform you of something. So, you're aware that one of your friends completed the test earlier than the rest of you, and I checked her papers and discovered that her score is perfect, which is an a plus! She has set a great example, and I encourage you all to study as hard as she does. That's all for this period; prepare for your next one." The teacher informed.

Then everyone stared at me in shockness. But I enjoy it so much that when my periods are finished, I go straight home. Not long ago, I found out that the owner from my favorite coffee shop is actually my senior, his name is Wyne. I often meet him at his coffee shop and we now are really good friends.

While we were there, people began to get out from the bus one by one, it was heavily raining and there was a small flood. when it's my turn to get down of the bus, I accidently slipped and I fell down the bus and my leg was hurt, the teacher and my friends were so panicked but I said that I'm find it's just a small scratch on my leg. Because I was fine, we began our team activity, which was similar to an adventure activity in which we had to complete an obstacle in order to earn team and individual points.

We take turns doing the obstacles; I got the third, Wyne got the second, and Haelie got the last. When it was my turn, I fell down while climbing the wall because I couldn't feel my leg. Because I was screaming in pain, the teacher who was present called 911. Not long after that, an ambulance arrived, and the doctors examined my leg, but the x-ray was slightly off. As a result, the doctors must return to the hospital to obtain a better and new one. One of the nurses accompany me in case my condition got worse.

After a few minutes, the ambulance arrived again, and the doctors examined my leg, finding nothing wrong with it. But there was something off about my leg after they double checked it. They tried some tests on my leg just to

be sure. And it turns out that I broke a bone in my left foot, which will require surgery. Because of this, the entire college trip has been canceled, and everyone has returned home.

Haelie and Wyne decided to accompany me to the hospital because they are worried about me. My leg isn't getting any better, in fact, it's getting worse. My teacher then called my parents to inform them that I'd broken a bone and was in the hospital. My parents arrived without delay to visit me. they both spoke with the doctors and agreed that I would undergo a small operation to repair my broken bone. However, the doctors unable to perform the operation today because the doctors had other patients to take care of.

My 19th birthday is coming, and I'm planning to make a beach-themed birthday celebration, However, due to my broken leg, I was unable to do it, so I decided to spend my birthday in bed with my closest friends and family at the hospital. I'm also really worried and scared about the operation because I've never had one before. However, Haelie comforts me and says, "There's nothing to worry about, I'm sure your leg will get better in no time. you have to believe yourself and be brave no matter what".

When I was at my lowest point in life, Haelie always helped me stay calm. she is a wonderful friend to have. But I was also disappointed that I wouldn't be able to throw my dream birthday party this year, but I remind myself that on my 20th birthday, which is next year, I will throw a beach-themed party instead of this year.

It was the next day, and my mother had gotten me up early the next morning to do the operation. I woke up, brushed my teeth, and washed my face before the nurse came in and carried me to the operating room in a wheelchair. I was extremely nervous and afraid, and as a result of my nervousness, I only got a few hours of sleep last night. The doctors then came in and gave me sleeping pills so that I could sleep during the operation.

When I awoke, I was in a strange room, and Wyne and Haelie came to me. "Hey, now that you've awoken, how are you feeling? The operation went well, and the doctors have you here because your room is being renovated." Wyne said.

"Yeah, I'm fine now, though my leg still hurts. In any case, why is my room being renovated? I mean, it's fine and there's nothing wrong with it." I asked.

"I know your room is fine, but the doctors want to renovate it so that a new room for the hospital can be built, so you'll be here until you're fine." Haelie replied. Then Haelie and Wyne talked with me about what's going on at college,

and they both said that the news of my broken leg has spread throughout the university.

I was surprised because I never imagined I'd be the talk of the college. Haelie also helped me by giving me her notes so that I could study and catch up on all of the subjects. I need to get enough rest because I just finished the operation, so my leg can heal quickly and I can return back to college and study.

It was my birthday in the morning, and I heard Haelie and Wyne rush into my room, putting me in a wheelchair. I was so surprised as to why they were rushing so early in the morning. I was still tired and wanted to sleep again. Haelie then took me to my old room, which surprised me.

"What are we doing here? I thought this room was on a renovation" I asked.

"you'll see." Wyne said. When we entered a room, it was pitch black, but then I saw my family and some of my friends, who were suprising me! This was all part of a birthday party celebration! Every decorations was beach themed, even the birthday cake!

I was overjoyed, because it always been my birthday party dream. Then we all gathered at the hospital to celebrate my 19th birthday.
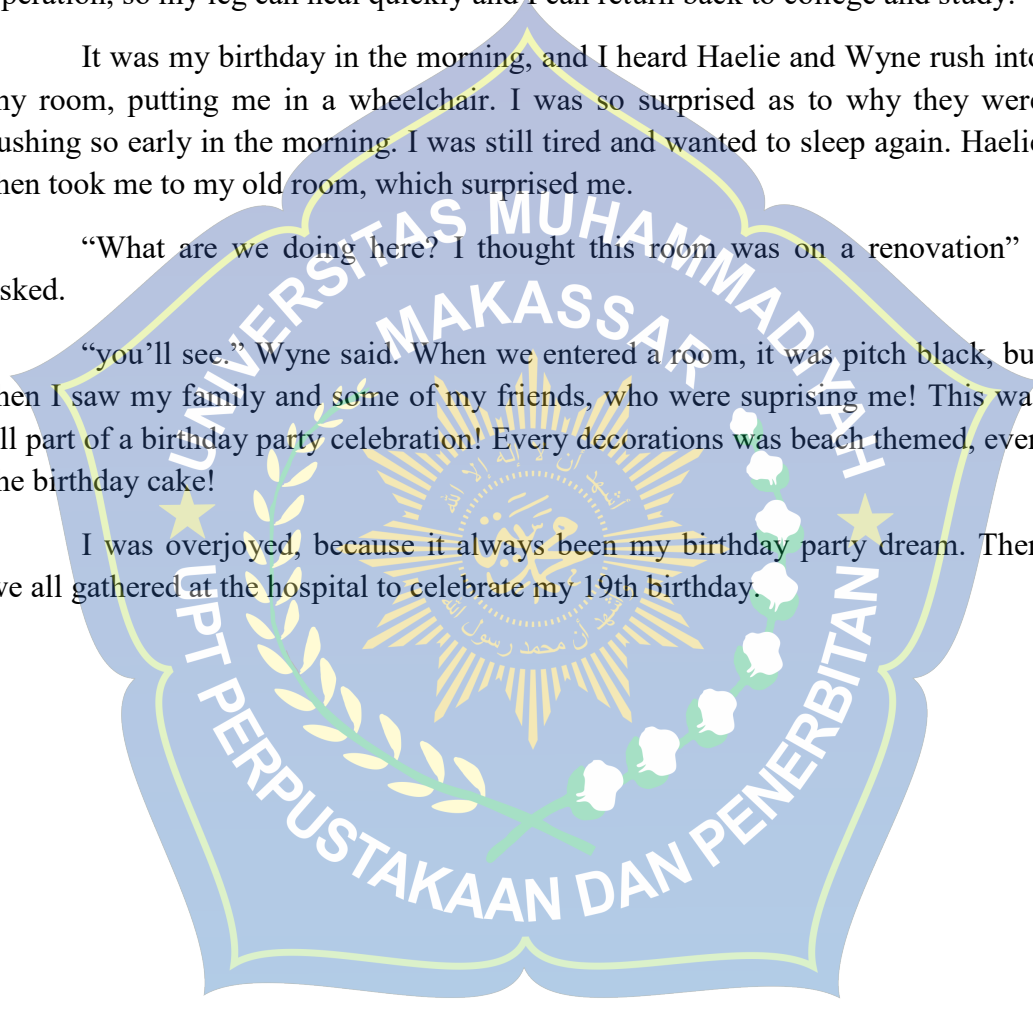
Who did it?

Soc 2

Finally, we know who did it. It felt like an eternity to get to this point, with many challenges on the way, many ups and downs, and we've finally solved the case… Together.

Alexander Webster, a detective no one knows about except for the police department.

"He's a genius!!" many people used to say to him when he was little.

He thought nothing of this extra intelligence of his, he even thought it was normal. Until many of his classmates and teachers avoided him, thinking he might be some psychotic child who has evil intentions. Even though it was quite the contrary, he was a kind and obedient little boy who wants nothing but to do kindness for the world he's living in.

That lead him to want to help people. Help them somehow using his intelligence, but he didn't know how. Until one day, little Alexander read 'Sherlock Holmes'. A book about a detective solving cases using his intelligence.

"Using his intelligence, huh!" Alexander thought.

He finally knew what he can do to help people using his intelligence. Being a detective.

***

Present time, Alexander is now on the train going to Switzerland to solve a drug case there. But on the train…

"SOMEONE WAS MURDERED ON THE TRAIN!! ANYONE IN THE POLICE DPARTMENT HERE?!?!?!" he suddenly heard a crew on the train yell.

Alexander then started to walk towards the murder scene, but someone else was already there. Someone he's seen before. He was on the news.. he's Louis Wednesday.

"And who might you be?" Louis asked with one eye brow raised up.

"Well let me introduce myself, the name's Alexander Webster."

"Oh, you're the 'secret detective' everyone talks about, right? Yeah I can tell why. Based off of your clothes I can determine that you are that type of person

to not want to be noticed by anyone, am I right?" he asked with a smirk on his face.

"Well based off of your interrogation of me, I can tell that you're the type that analyzes everyone and everything before even talking or using them. Am I right?" Alexander asked back with an innocent sarcastic smile on his face.

"Well nice meet you Mr. Wednesday." Alexander said while extending his hand in front of him.

"Nice to mee you too Mr. Webster." Louis replied.

"Now, can we inspect the victim?" Alexander asked the crew working there.

"Of course! Right over here."

The two detectives then followed the crew member to the murder scene. The blood of the victim was still squirting out of his neck. It looks like they murdered him using a knife, but there's something else catching Alexander's attention.

"An opened suitcase with jewellery in it?"

"Seem like the person who murdered him wanted to rob him as well."

"Seems like it."

They interrogated the body even more. They found out many things during this interrogation.

One, it was an accidental murder. As it seems as if the murderer was panicking when he stabbed the victim since you can see the murderer's hand print on the victim's neck, as if they were trying to stop the blood but it was too late.

Two, the murderer did in fact try and rob the victim.

Three, the two of them found a shattered champagne glass near the victims seat. It was as if the murderer also tried to make the victim unconscious before robbing him.

Four, the murderer is a crew member. All crew members were required to wear gloves for uniform reason, and there weren't any finger prints on the body meaning it was a crew member who murdered the victim. Now you're probably wondering, "What if the murderer wiped their finger prints off?"

Based off of the information collected, this was an accidental murder and the murderer seemed to have panicked when they did it. So in that panicked situation, the murderer wouldn't even think about their finger prints.

"I guess we found some suspects."

"We sure did Mr. Wednesday."

After some time, the two detectives started collecting crew members they suspect the most to narrow down their investigation. The murder happened in the middle area of the train and so they mostly interrogated cabin crews working in the middle area of the train. There were five crew members in total.

"You, what were you doing?" asked Louis, pointing to the crew in the center.

"I was serving some champagne to the passengers earlier." Given there was a broken champagne glass near the crime scene they both got suspicious.

"Show me your gloves."

"Why?"

"Show me," Alexander insisted.

The crew member showed him his gloves and they were completely clean, spotless even. Louis was about to continue to the next crew member but Alexander cut him off.

"I found out who did it," Alexander said with a grin plastered on his face, pointing at the center crew member.

"What?! My gloves are completely clean, and there wouldn't be enough time for me to even change my gloves before this?!" the crew member said trying to defend himself.

"Mr. Webster, his gloves are clea- Ohhh.. I see.." Louis realized something. There weren't any traces of blood on his gloves but..

"Glad you see it Mr. Wednesday. There might not have been any blood on your gloves, but you're missing one little spot."

Alexander then moved closer to the crew member and pointed.

"Right over there." There was still a small splatter of blood on his red hat. It was barely noticeable, not even noticeable to the crew member.

"I- I didn't even notice it was there.. how.."

"Let's just say that me and mr. Wednesday have a skill for these types of things." Alexander said innocently.

"I guess we do." Louis replied.

The train finally arrived at its destination and Alexander and Louis parted their ways.

"See you soon, Louis."

"Meet you again, Alex"

-Chapter 1, Murder of the train-

Alexander can finally focus on his main mission, finding out about a drug called '78X'. It is believed that 78X is a mind controlling drug that causes terrifying symptoms such as nausea, seizures, foaming in the mouth, hallucinations, and even death. People who've consumed this drug kept repeating the words '78X' and 'save me' before dying. Alexander's mission is to find out more about this drug, what it's made of, who made it, and finally terminate it from existence. It's no easy task to find out about this drug, there're so little things known about this drug that he basically has to study this drug from scratch.

Task #1: What it's made of

This drug causes nausea and hallucinations meaning it must be some poisonous organism it's made out of. But what is it exactly? That's what we don't know, and we'll have to find out.

Alexander is now searching for plants that cause the said symptoms. He found it. The main ingredient of 78X are Peyotes, a hallucinogen plant that causes nausea. Now that he knows what it's made of, he can move on to his next task.

Task #2: Who made it

First off, he needs to narrow down the suspects. Just a side note, whoever this suspect is, they must know a lot about chemicals. Meaning, most likely they're a doctor, nurse, scientist, or inventor. We also don't know how many people we're looking for here. There might be more that one culprit, as one person

can't make something so powerful and in such large doses at once. So far, there are 3 main suspects.

- Suspect #1: John Calenreese, a scientist that specializes in chemicals.
- Suspect #2: Steven Hart, a university student learning medicine but is suspiciously good at it even though he just started learning it.
- Suspect #3: Elizabeth Black, John Calenreese's assistant.

All suspects have their own alibi, let's hear them out shall we..

- Suspect #1: "I didn't make that thing, I wanna do good for the world. Why would I make such a drug?" he said keeping eye contact with Alexander, but his posture is somewhat stiff.
- Suspect #2: " You really think I can make that stuff? I just learnt about this in university!! I could never think of making this." He defended, he was sweating a lot and he kept fidgeting with his fingers. Not maintaining eye contact with Alexander.
- Suspect #3: "I'm just an assistant. You really think I'd betray my boss like this? I'd never even think of doing something like that." She said with a shaky voice, but still maintaining eye contact.

NALA THE GOOD LION

After ten years. Finally the twins, Hannah and Hayley met. Ten years ago, their Mum got a new job at London. Hannah stayed with their Dad while Hayley went with their Mum.

"I feel like I'm seeing a mirror." Hayley said

"Same, I feel like I've met the other me." Hannah spoke.

"I've missed you mom, I feel like I haven't seen you for ever!!" Hannah spoke, excitedly.

They went out for lunch together and went to the cinema to watch a movie…they had lots of fun together.

"Tt was so fun today, I can't wait for tomorrow," Hayley said

"Yes Hayley, but now you need to sleep," Dad spoke.

The next day, Hannah and Hayley went to school. Hayley is new so she needs Hannah to help her with everything there. About a month after, the school went camping.

"Class, next week, we will go camping," Their teacher Ms. Amber said.

"I am so excited. In London, we never went camping," Hayley said excitedly.

"We need Mom and Dad to sign this paper so we can go camping," Hannah spoke.

They arrived home and had lunch together

"Dad, Mom… We are going camping next week, can you help us by signing the paper?" Hannah said

"Camping??" Mom asked, confused.

"Yes,their school have it every year," dad answerd.

"Off course I will sign it," dad answered.

"Thank you, Dad!" The twins said.excitedly.

The day before, they packed their clothes, food and water. "I am so excited for tomorrow, I just can't wait!! " Hayley said

"Same, we will have lots of fun there!!"

The next day, the parents drove the twins to the camping place, they met their friends there. Then Hannah and Hayley explored the camping place.

"This is so fun, imagine going here every year," Hayley said.

"Well, we can go camping every year," Hannah answered.

As they explore the camping place, they went very far from their friends and teacher. And just then. They met a lion, they ran very fast.

"Oh my, there is a lion!" Hayley said.scared.

They both panicked but then…

"Hey, it's ok… I'm not an evil lion," Nala the lion said.

"Lion can speak?" the twins asked.confused.

"Off couse, I can," Nala said.

"Do you want me to show you around here?" Nala asked.

"Off course," Hayley said.

"How about you, Hannah?" Hayley asked.

"I'm totally down for that, lets go!" Hannah answered.

"Nice, lets go !" Nala said

Nala showed them around until 5:53 then Hannah and Hayley came back with their friends and miss amber

"Where were you guys?" Ms. Amber asked.

"We were just exploring this place," the twins answered.

"Oh. Well you guys must be tired and hungry right?" Ms. Amber said.

"Yes, I'm really hungry now," Hannah said.

"Well, lets now eat!" Ms. Amber told them and all the students.

Then they ate and played with their friends. The next day, Nala went to the twins camping site. But just then, they heard Ms. Amber screaming

"AHH, A LION!" Ms. Amber screamed.

"Tt's okay Miss, Nala is a good lion," Hannah calmed Ms. Amber down.

"Yes, I came here to inform you guys that an evil lion is coming."

"What are we gonna do??" Hannah asked.

"We need to change his attitude…" Nala answered.

"How are we going to do that?" Ms. Amber asked.

"We will tell him the rights of being good and hopefully he will change," Nala answered.

About fifteen minutes later,the evil lion, Scarr came.

"I am going to destroy all the tents here," Scarr said.

"You can't do that, that is so cruel Scarr," Nala said.

"Why? Are you scared? " Scarr said.

"No, but being evil isn't good, Scarr. If you are nice to others you get many friends and everyone will be kind to you." Nala told Scarr.

"Oh, so I am wrong this whole time..i thought when I am being mean to others, others will think I am cool and they would be my friends," Scarr said.

"It's alright Scarr, will you be a good lion from now on?" Nala asked.

"Off course, I will." Scarr promised.

Scarr is now a good lion. And now Scarr and Nala are good friends. At 10 a.m the parents arrived at the camping site to pick up the childrens. The twins's parents pick them up and drove home.

When they arrive home, they had lunch together and after that they played together, after playing games together, Hannah and Hayley told the parents about everything that happened during camping

"It wa so fun there. We met a lion too," Hayley said.

"A LION???" their mom panicked

"YOU GUYS MET A LION?" their dad asked.worried.

"it's a good lion dad,mom" Hannah answered

"We even turned a mean lion to a good one," Hannah told their parents.

"Yeah..it was so fun," Hayley said.

"I bet it was," their mom said.

"We are glad you guys had fun there," their Dad said.

THE END

ROBOT INVASION

There was a boy named Hendry. He is an advanced engineer who invent a lot of invention such as a car that uses recycled materials to drive, a flying bike and more. Was laying on the sofa and thinked about inventing a robot.

He spends all night to make a robot. In the morning he finished the big project, "Yay, I made a robot," said Hendry. The robot can do whatever he said. Then his invention went viral and he sold a lot of copies and made a lot of money.

Then he used the money to improve his inventions. Now the robot can fly with the newly added wings. The robot was doing great but one day an evil guy named Dr. Alfred, hacks the system of all robot. He programs the robot to work for him.

The main mission of dr. Alfred is to kidnap Hendry and make him for dr. Alfred. The robot started hurting innocent people and asked them for directions. Then the robot finds Hendry's home. The robot arives at Hendry's house but the robot can't find him.

"Phew…. Sure thing i made a bungker under the ground," said Hendry.

"I have to do something about this," he said.

Then he tries to use the gps to tract the robot but dr. Alfred disabled the gps so Hendry can't use it. Hendry then thinks to make a signal tower to activate the gps but he needs more resources.

So, he asked his robot fly across the country to get the materials. Three days later the robot had enough resources to build the signal tower. He took a day to finish it, but when he want to add the last piece one of dr. Alfred's robot steals the last part.

"Destroy," said the robot.

"How could you!" said Hendry, then he shots the robot using a modified grenade launcher. "Sure thing the last part is immune to explosive." said Hendry.

He finally finished the last part and now can know all robots location using the gps. Then he build a flying jet car to get around quicly. He can disabled all robot in an area , but hendry's robot will also be disabled. He just take the risk. He find the robot on the gps and he disabled them all. He eventualy finds dr. Alfreds lair and they met.

"Well well well, just the person i am looking for" said dr. Alfred "work for me, or else" he said. "no way" said hendry. "you little brat, come here" dr. Alfred uses his gravity gun to pull hendry, but hendry thow a smoke bomb at him and he got out from the gravity gun he then uses a grappling hook to go near him and tied him up.

"I am so sorry for being mean" said dr. Alfred. "it's ok, and i have something to tell you" hendry said "what is it" said dr. Alfred "will you be my parthener" hendry said "yes, of course"

They made a lot of inventions together and they live happily ever after. The end.

APPENDIX 5

DOCUMENTATION

Interview with English Teacher

Interview with English Teacher

Choosing the project topic

Collaboration to make the project

Teacher assessed the result

Presenting the result

Interview Transcript

(Appendix 6)

Day/date : **Wednesday, 3ʳᵈ August 2023**

Teacher 1 : **Amin Abu, S.Pd.**

Researcher : Good morning and nice to meet you today Sir, how are you today?

Teacher 1 : I'm fine, thank you Sir Randy.

Researcher : Sir, like what I have observed in the classroom, now let me ask you some questions related to teaching creative writing using Project-based Learning.

Teacher 1 : Sure, I will be so glad to do that.

Researcher : What kinds of creative writing do you teach by implementing project-based learning?

Teacher 1 : According to Cambridge A Level for grade 11, we as teachers are expected to teach poetry, novel and also short story.

Researcher : Well, so the common creative writing that you teach are poetry, novels and short story.

Teacher 1: Yes, those are the types of writing/literary works according Cambridge curriculum for grade 11.

Researcher : How do you encourage students to be active participants in gathering information and connecting ideas when you teach creative writing?

Teacher 1 : Actually, it not an easy task. You have to make them aware first on how important writing is for them. By doing this, students' motivation will increase and they will be able to work together in their group.

Researcher : Students' motivation matters, doesn't it?

Teacher 1 : Sure, without being highly motivated. Students will not be easy to achieve the target of the lessons.

Researcher : What are the challenges of using project-based learning in teaching creative writing?

Teacher 1 : There are some challenges of using Project-based Learning in teaching creative writing. For the teachers, the schedule sometimes becomes a

challenge because the project may take longer time as scheduled. Related to the students, some students seem to be passive because of having less initiative to take parts in the group collaboration. Besides that, how to increase the students' motivation in learning is also a challenge for teachers.

Researcher : If you have problems/obstacles in implementation of project-based learning in teaching creative writing, who do you usually discuss the problem with?

Teacher 1 : Most of the time, when we have obstacles in implementing Project-based learning. All the English teachers' team must meet together to discuss about the problem before sharing it with the curriculum team. All English teachers who teach at certain level will discuss about the Project-based learning and the product of creative writing, if there is a problem, they will try to overcome the problem. If we need ideas, we also inform our subject coordinator to give us guidance about the appropriate way in implementing this learning model.

Researcher : *Regarding to the curriculum you adopt in the school, what challenges do you often face in implementing Project-Based learning?*

Teacher 1 : Dunia Harapan school adopts Cambridge International Curriculum, CCP and National Curriculum. The challenges in implementing Pjbl is the time and classroom management. We sometimes struggle with the time management because there are so many contents that we have to teach while Project-based Learning takes time, so we have to be clever at making our time meaningful. The classroom management is also a challenge because teachers have to prepare the lesson plan well and make sure all students participate in the classroom.

Researcher : *What can help you to overcome problem in implementing project-based learning to teach creative writing?*

Teacher 1 : By sharing session throughout our school sharing flatform "Share Inspire and Transform" or circle time where all the subject teachers will sit down together and discuss about each other's problem in teaching and others will give suggestion in order to transform the way of teaching and to be a more innovative teacher.

Researcher : How often does the school hold the SIT?

Teacher 1 : It could be weekly, monthly or per two months depending on the teachers' needs.

Researcher : What feedback do you get from the teachers?

Teacher 1   : We mostly discussed problems in teaching or the students' progress. We share each other's problems in order to be able to solve the problems.

Researcher   : Well, I see. Thank you very much Sir for being able to have this interview session today. Thank you very much for your time sir.

Teacher 1   : No problem, just let me know if you need further information.

Interview Transcript

Day/date : **Wednesday, 3rd August 2023**

Teacher 2 : **Sutriyani Anwar, M.Pd.**

Researcher : Hello Miss Uty, nice to meet you. May I have your time for a while today?

Teacher 2 : Hello Randy, nice to meet you too. What can I do?

Researcher : I am here to have a short interview with you related to Project-based Learning that you apply in the class.

Teacher 2 : That's interesting.

Researcher : Yes Miss, may I know how long have you applied project based learning in teaching creative writing?

Teacher 2 : If not mistaken, I have used this model since 2021 especially when we had to do the learning via zoom. I love to divide the students into some groups and they would either analyse or make stories.

Researcher : What kinds of creative writing do you teach by implementing project-based learning?

Teacher 2 : At the eleventh grade students, they are some kinds of short stories, novels and biography.

Researcher : How do you encourage students to be active participants in gathering information and connecting ideas when you teach creative writing?

Teacher 2 : We as teachers have to motivate the students. Besides that, the arrangement of group must be set also according to students' motivation and knowledge on certain topic. Therefore, students who look dominant in each group will be able to motivate their members to be active the learning process. As a teacher, I have to make sure that every student engages in the group. Moreover, writing is not something easy and could be boring if we do not use an appropriate way, but by implementing Pjbl students will be able to collaborate, gather information and also connect their ideas one another.

Researcher : About the challenges, what are the challenges of using project-based learning in teaching creative writing?

Teacher 2   : The challenges of using Project-based Learning in teaching comes from the students. How we can motivate them in learning, not all students like to write. So, I as the teacher will provide some interesting topics especially for the students who have high interest in writing. Start the writing also by using something simple about their surroundings before going to something unreal. In addition, because of this is about writing, motivating students to read will also be a matter. Approximately, students who like to read will like to write. If they read more, they can start writing better than those have lack interest in reading. That's why, at the very beginning, I did not give a theme for creative writing, they may choose by themselves to let them free to express their ideas.

Researcher   : If you have problems/obstacles in implementation of project-based learning in teaching creative writing, who do you usually discuss the problem with?

Teacher 2   : First of all, I have to discuss it with the English teachers' team. Here we have a team for each subject. After we discuss it, then we try to discuss it with curriculum team and find out the solution for the problems.

Researcher   : That's nice to know that this school has a very solid team.

Teacher 2   : Yes, collaboration among teachers is also needed.

Researcher   : Regarding to the curriculum you adopt in the school, what challenges do you often face in implementing Project-Based learning?

Teacher 2   : We adopt international and national curriculum in this school, besides that we also apply our internal curriculum named CCP (Character, Communication and Problem-solving). The curriculums are integrated into our teaching and learning process. The challenge we face as teachers, we have to integrate Project-based learning with some subjects and CCP Curriculum. The preparation is also a challenge because teachers have to prepare the materials and also the rubric. Moreover, teachers also have to deal with the time management prepared by the curriculum because as we know, Project-based learning will take time and it needs teachers' well-prepared of time management.

Researcher   : What can help you to overcome problem in implementing project-based learning to teach creative writing?

Teacher 2   : We often ask ideas from our seniors or coordinator, our grade 11 students have to be prepared for writing because their final project is about writing. Creative writing is a very good to prepare them to be a creative thinker and develop their ideas. So, all English teachers must work together to overcome if there is a problem happening in the process of implementing a learning model such as project-based learning.

Researcher : From your explanation, then I can conclude that this school applies innovative learning model and also solid teacher team to discuss problems faced by them in teaching. Once again, thank you Miss Uty. This is the end of the interview. Thank you for having me here Miss.

Teacher 2 : You're most welcome. Please let me know if you find any difficulties later.

Researcher : Sure, thank you Miss.

APPENDIX 7

SURAT IZIN PENELITIAN

UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM PASCASARJANA

بسم الله الرحمن الرحيم

Nomor : 1229/D.1-II/VIII/1445/2023   17 Muharram 1445 H.
Lamp. : -   04 Agustus 2023 M.
H a l : Permohonan Izin Penelitian

Kepada Yth.

Kepala Sekolah SMA Dunia Harapan Makassar

di -

     Makassar

Assalamu Alaikum Wr. Wb.

Dalam rangka penyusunan tesis mahasiswa Program Pascasarjana Universitas Muhammadiyah Makassar

Nama   : M. Randy Sultan
NIM   : 10507 11 00621
Program Studi   : Magister Pendidikan Bahasa Inggris
Judul Tesis   : An Analysis Of Project-Based Learning Implementation In Teaching Creative Writing At SMA Dunia Harapan Makassar

Maka kami mohon Bapak kiranya mahasiswa tersebut dapat diberikan izin untuk melakukan penelitian dan diberi data yang diperlukan pada sekolah yang Bapak/Ibu sedang pimpin.

Demikian permohonan kami, atas perhatian dan bantuannya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

An. Direktur,
Asisten Direktur 1

Dr. Syamsia, S.P., M.Si.
NBM : 1132 7309 1063486

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SURAT KETERANGAN PENELITIAN
No. 421.3/002/SMA.DHM/VIII/2023

Yang bertanda tangan dibawah ini Kepala SMA Dunia Harapan Makassar, menerangkan bahwa:

Nama	:	M. Randy Sultan
Nomor Pokok	:	105071100621
Program Studi	:	Pascasarjana/Pendidikan Bahasa Inggris
Universitas/Lembaga	:	Universitas Muhammadiyah Makassar

Benar yang bersangkutan telah melakukan penelitian di SMA Dunia Harapan Makassar yang dilaksanakan pada 4 Agustus sampai dengan 8 Agustus 2023 dengan judul penelitian:

"An Analysis of Project-based Learning Implementation in Teaching Creative Writing at SMA Dunia Harapan"

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 10 Agustus 2023

Kepala Sekolah,

Ignatius A. Mamudi S.Kom., M.Pd

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : M. Randy Sultan

Nim : 105071100621

Program Studi : Magister Pendidikan Bahasa Inggris

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Makassar, 26 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum., M.P -
NBM. 984 691

CURRICULUM VITAE

M. Randy Sultan, he was born on 14th December 1994. He is the third son of Sultan Parate and Nurlina. He has two brothers and one sister. He began his study in Elementary School at SDN 1 Jeneponto in 2000 until 2006. After that, he continued to junior high school at SMPN 2 Binamu in 2006 and finished in 2009. He continued to senior high school at SMAN 1 Binamu in 2009 and finished in 2012. After that, he continued his study in English Department, Business English Study Program in the State University of Makassar (UNM) from 2012 until 2015 and got his diploma A.Md (Ahli Madya) degree. In 2016, he continued his study in English Department of STKIP YPUP Makassar and finished in 2019. In 2021, he continued his study in Magister of English Education of Makassar Muhammadiyah University and finished in 2023.