

**THE EFFECT OF APPLYING PROJECT BASED LEARNING ON THE
STUDENTS' CREATIVE THINKING SKILL IN WRITING NARRATIVE
TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

NABILAH AULIA RANGKUTI

NPM. 1602050122

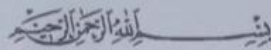


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Nama Lengkap : Nabilah Aulia Rangkuti
NPM : 1602050122
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Efec of Applying Project Based Learning on The Students' Creative Thinking Skill in Writing Narrative Text

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PANITIA PELAKSANA

Ketua,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Sekretaris

Dra. Hj. Svamsurnita, M.Pd.

ANGGOTA PENGUJI:

1. Mhd. Arifin, S.Pd, M.Pd
2. Fatimah Sari Siregar, S.Pd, M.Hum
3. Rini Ekayati, SS, MA



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No.3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nabilah Aulia Rangkuti
NPM : 1602050122
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text

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Medan, Oktober 2020

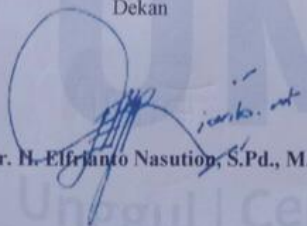
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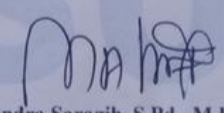
Rini Ekayati, SS, MA

Diketahui oleh:

Dekan

Ketua Program Studi


Dr. H. Elfrianto Nasution, S.Pd., M.Pd.


Mandra Saragih, S.Pd., M.Hum.

ABSTRACT

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The research was a quantitative research. The objective of this research was to find out the effect of applying project based learning on the students' creative thinking skill in writing narrative text. The research was conducted at SMPN 38 MEDAN by used google classroom and zoom application. The population of this research was ninth grade students of SMPN 38 Medan academic year 2020/2021. The sample of the research were 32 students. They are from IX-4 class. The instrument for collecting the data was written test. The result showed that the mean of pre test was 51 and the mean of post test was 78. The t-table with 5% significance of degree freedom was 2.04. The result of t-observed was 8.50. The t-observed was higher than t-table ($8.50 > 2.04$). So, it stated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

Keyword: Project Based Learning, Creative Thinking Skill, Writing, Narrative Text

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Nabilah Aulia Rangkuti
NPM : 1602050122

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language. In Indonesia, English considered as first foreign language and though formally from elementary school up to the university level. English is not easy for Indonesian students because English and Indonesia language are very different in term of sound, spelling, vocabulary, meaning, pronunciation and grammar. In learning English, there are four skills that should be learn, they are speaking, listening, writing and reading. Writing is part of important skills in English beside listening, reading, and speaking. Being able to write is vital skill for speakers of a foreign language as much as for every one using their own first language (Hamer, 2004:3).

Writing is the skill that students create from their mind in real life feeling. It is part of important skill for students to access, evaluation, and to develop their opinion to each other. According to the Education Unit Orientation Curriculum of Junior High School (Kurikulum Tingkat Satuan Pendidikan) for English Subject, Students are expected to be able to write a simple paragraph of description, recount, narrative, spoof, anecdote, procedure and etc. One of writing focuses which must be mastered by students in writing narrative text. Narrative text is one kinds of text that entertains, teaches history and comes to make sense of the phenomena in this world. The type of narrative text are fairy tales, folk stories, fable and so on. Junior High School students are familiar with narrative text

because when they were in kindergarden school they usually heard about many stories related to legend, fairy tale, folktale or fable.

In the reality, most of the students had lack and problem in writing especially writing narrative text. The learners must have a struggle in writing activity since there are many grammatical roles and inappropriate structures in the content (Quintero:2008). It was support by Bahloul (2007) that spelling error and grammatical rule also to the students' obstacle in writing skills since there is inconsistent of English spelling that make it difficult to be memorized.

Based on the observation at SMP Negeri 38 Medan on 3rd March, 2020 the researcher found that a lot of students had some difficulties in writing english text. Their writing skill was low. Most of the students still get difficulties to express their ideas, grammatical roles, and also the students felt less interested. Their teacher used teacher centered learning as conventional method that made students less interested so it made students had lack and problem in learing writing especially writing narrative text.

So based in the problem, the teacher need a method that be able to make students' motivation in learning writing. The students' motivation in learning writing can be built by giving an appropriate method, mutuually assignment/task and giving an interesting topic (Pineteh, 2013); (Quintero 2008). There are many techniques or method that can be used by the teacher in teaching writing such as project based learning. Project Based Learning (PBL) can be alternative that is possibly used to solve problem in writing (Andrea and Florica, 2013) and (Bell, 2010);

Project based learning has been applied in teaching and learning process in various countries such as Singapore, Malaysia and Australia. In the learning process, projects or activities are used media (Bell, 2010). It can help students in solving the problem that they often faced in writing. Project based learning is an activity that student centered and integrates real problems. The implementation of project based learning is able to facilitate students in developing certain skills such as writing, providing learning process that can be significantly beneficial for students, increasing creativite thinking, motivation, discipline and collaboration of students (Syahmadi, 2014).

The creative thinking skills of students are essential abilities in the global competition era of the 21st-Century because the level of complexity of problems in all aspects of modern life are very high. The creative and critical thinking belongs to the high level of a cognitive domain as a continuation of essential competencies in the learning process (Chang, Li, Chen, & Chiu, 2014; Huff, 2014; Lai, 2011; Liu, He, & Li, 2015; Piergiovanni, 2014).

In this study, a method will choose by the researcher which can help students in increasing the students' writing ability especially writing narrative text. Also the method can help students in improving their creative thinking in the classroom. So the researcher choose project based learning as the method to help students in solving the problem that the students often faced in writing. Project based learning can increase the creative thinking of students. Therefore, the writer is intend to conduct a classroom action research entitled **“The Effect of Applying**

Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text“.

1.2 The Identification of The Problem

Based on the background above, this study aims to answering the following questions:

1. The students were still low in writing especially in writing narrative text.
2. The students were lack of ideas, grammar and organization in writing.
3. The teacher still used the teacher centered learning in teaching writing.

1.3 Scope and Limitation

The scope of the research was focused in writing skill and the limited on the discussion writing narrative text by applying project based learning on students' creative thinking skill.

1.4 The Formulation of The Problem

The formulation of the problem of this research was focused on was there any significant effect of applying project based learning on the student's creative thinking skill in writing narrative text ?

1.5 The Objective of The Study

Based on the formulation above, the objectives of this research was focused on finding out the effect of applying project based learning on the students' creative thinking skills in writing narrative text

1.6 The Significance of The Study

The results of this study are expect to give the benefical contribution for teachers of english, students or learners and the next researchers. The usefulness of the findings is described as the following :

1. For teachers ; this study will give meaningful information to english teachers in helping them to use project based learning on students' creative thinking skill
2. For students or learners ; this study will helpful to improve their writing and creative thinking skill.
3. For the next researcher ; this study will useful for conducting research in school to develop writing skills and also to increase the students' creative thinking skill.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In research of this problem, theories are need to clarify and explain some terms or concepts used in the study concerned. The terms used in this study are need to be theoretically explained. This framework is absolutely useful in order to gave clear understand about all of things related in the study such as Writing, Narrative Text, Project Based Learning and Creative Thinking Skill.

2.1.1. Definition of Writing

Writing is one of four kinds of language skill in english. Writing is one of the important skills that student need to learn as itis an essential component either for their academic or professional life. Being able to write is vital skill for speakers of a foreign language as much as for every one using their own first language (Hamer, 2004:3). According to Byrne (1979: 5) that writing is the process of communication that introduces graphic symbols such as word, phrase, and sentence later formed become good paragraph that convey a message to the readers. In writing activity, the writers inform their idea and message in written from. The reader can understand event, experience, and histories idea easily. So the writer need a knowledge and experince about how to writing as well. Without knowledge and experince in writing, the writer will not be able to convey their ideas to the reader. Writing is an important skill in language because it helps

students to learn (Raimes, 1983). They learn in the process of being adventurous in the language and through the effort of expressing their idea using the correct grammar and vocabulary (Raimes, 1983).

2.1.2 The Purpose of Writing

According to McMahan, et al. (1996:8) that there are the purpose of writing such as :

a. To express the writer's feeling

The writer wants to express his feeling and thought the written form, as in diary or a love letter. It is what is so called as exoressive writing.

b. To entertain the readers

The writer intends to entertain the readers thought written form, and he usually uses authentic materials. It is called as literaly writing.

c. To inform the readers

It is used to give information or explain something to the readers. It is a kind informative writing.

d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

2.1.3 Problem of Writing

According to Alzubair (2016:15-19) states that there are five problems in teaching writing such as :

a. The topics in textbooks are not attractive

The topics in the textbooks for writing skills are not attractive and persuasive enough which make it quite discouraging to teach writing skills to the students.

b. Credit hours

More credit hours should be added to teaching writing skills so that the problem of writing skills in the classroom can be eradicated.

c. The higher students in the class

The higher students in each class are an obstacle for the teacher to get their teaching goals for teaching writing skills.

d. Teacher competence

Teacher competence in using devices or equipment for learning writing skills will assist the attainment of writing skills in the classrooms.

e. Intensive writing exercise

Intensive writing exercise and teachers's regular assessment of the material will identify the students' weakness in learning English language writing skills.

In teaching writing when its position as a foreign and second language, when when the learners begin to write in English, they will face some problems to write based on theory Alfaki (2005: 45-46), some problem as follows:

a. Grammatical problem

The learner has a number of problem in their attempts to write in the second language. Students have problems with subject-verb agreements, pronoun references, and connectors.

b. The problem of sentence structure

To improve the students writing skills, the students must understand the problems with sentence structure so they can not only recognize but write effective sentences.

c. The problem of word choice

A good writing or composition should be consist of an appropriate and varied range of vocabularies used along grammar and varied range of sentence structures.

d. Cognitive problem

a) Punctuation problem

Punctuation can cause a lot of problem in writing. punctuation is that it makes difficult for the reader to read what you have written.

b) Capitalization problem

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings. However, learners have a problem in using capitalization properly.

c) Spelling problem

Due to the influence of other languages, Varian pronunciations and other historical reason, the English spelling system which has become

inconsistent is complex for students.

d) Content problem

In writing, the students also face problem to exploring ideas and thought to communicate with others.

e) Organization problem

Learners have difficulty in composing of sentence became a paragraph, development topics become a paragraph, structuring the whole discourse and a theme in a discourse.

2.1.4 Teaching Writing

According to Harmer (2007:34) states that teaching writing is more than just dealing with the feature. It is about helping students to communicate real message in appropriate manner. It means that teacher as an important role in teaching writing and teacher should know to make students easily to writing well. Teachers play an important role in teaching writing as they need to create the correct condition for generating ideas and motivate students to write (Wening, 2016). So the teacher must began to develop what is now termed the process approach to writing instruction. Process approaches do most of the following (H. Douglas Brown, 1994:335-336) :

- a. Focus on the process writing that leads to the final written product.
- b. Help students writers to understand their own composing process.
- c. Help them to build reportaires of strategies for prewriting, drafting and rewriting.

- d. Give students time to write and rewrite.
- e. Place central importance on the process of revision.
- f. Lets students discover what they want to say as they write.
- g. Give students feedback throught out the composing process (not just on the final product) as they attemp to bring their expression closer and choser to intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include indiviual conferences between teacher and student during the process of composition.

2.1.5 Genres of Text

According Gerot and Wignell (1994:192) categorize types of genre into 13 types, namely spoof/recount, recount, report, analytical, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.

According to Mark and Kathy (1997:3) that there are two types in genre. There are literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Factual genre consists of recount, explanation, discussion, report, exposition, procedure, and response. Furthermore, there are the text type and the purpose of the text based on Macken (1990: 6) :

- a. Poetic : to express the feelings or experiences of the poet so as to describe, praise or criticize.

- b. Dramatic : to portray human experience through enactment sometimes in order to make social comment.
- c. Narrative : to construct a view of the world that entertains or informs the reader or listener.
- d. Response : to respond, to an artistic by providing a description of the work and judgement.
- e. Discussion : to present differing opinions on a subject to the reader or listener
- f. Explanation : to explain how or why something occurs.
- g. Exposition : to argue or persuade by presenting one side of an issue.
- h. Report : to classify, describe or to present information about a subject.
- i. Procedure : to instruct someone on how something can be done.

However, they are five genre of text in teaching junior high school. They are :

a. Descriptive Text

Descriptive text or description text is a text which is intended to describe a particular person, place or thing. The schematic structure of descriptive text is divided into two. They are identification and description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive are : use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes (Derewianka, 1990: Gerot & Wignell, 1994; Nafisah & Kurniawan, 2007; and also Emilia, 2010).

b. Procedure Text

Procedure Text is a text which the writer describes how something is accomplished through audio visual media of action or steps. According to Anderson (2003:50) that procedure text is piece of text that gives us instructions for doing something. The social function of procedure text is to tell how to do and to make something in a chronological order (Ruswinarsih, 2015:3). The following are the language features of procedure text has a statement of goal (title), material section include methods/procedures/steps, uses letters or numbers to indicate the order of the steps, explicit, clear description of materials, explicit information about the procedure (how, when), employs imperative verb (put,make), uses unit if measures (centimeters, inches), list of materials in orders of use, and includes temporal terms (then, after).

c. Report Text

According to Moss & Lapp (2010, p.310) that writing a report text requires students to explore factual information and create a format for sharing information. Using report text organizer students write a report text describing the topic. The purpose of report text is written to inform the audiences on a topic, as it is in general and to identify an object and describe the object or thing in its classification, class, group, species. Furthermore, a report text classifies and describes the ways things in the social and natural world (Hampton et al, 2009,). It gives details, often physical about such things as animals, plants, medicine, machine, weather, and countries.

According to Lehman (2011:76) states that the generic structure of report text consist two main points, they are; general classification and Description. General classification to state classification of general aspect of thing like animal, public place, plant,etc. While, description is to describe a thing that will be discussed in detail part of part, customs or deed is for living creature and usage for materials.

d. Recount Text

According to Nafisah and Kurniawan (2007) states that in a recount text, the students must retell the sequence of events or experiences which they already got in the past. While, Knapp & Watkins (2005) says that recount texts are the simplest type of texts, formally, recounts are sequential texts which focus more than sequence a series of events. In every story, no matter how simple, need an orientation. Indeed, it is impossible to tell a story unless that there are characters set up in a particular time and place, although many post modern narrative play with these conventions. A recount text has linguistic characteristics or in English terms is language features. According to Gerot and Wignel (1994) states that the language features of a recount text that should be fulfilled are specific participants, using material process, a circumstance of time and place, using past tense and temporal sentence.

e. Narrative Text

According to Pardyono (2007:94) states that narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers. There are five of the generic structure of narrative text such as

orientation, evaluation, complication, resolution, and re-orientation (Siahaan, 2008:73).

2.1.6 Definition of Narrative Text

Narrative text is one of many genre in English learning. According to Smalley and Ruetten (1986) states that narrative describes a sequence of the events or tell a story, in other word narrative describe an experience. Narrative text as a meaningful series and events written in words (Kane,2000). Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers (Pardyono 2007: 94). It can be imaginative story or real incident story. In narrative text, we can found the story of animals (fable), the story of fairy (fairy tales), and legend (Mulkarto, 2007). In other words, narrative text is aimed to make the reader understand about meaning of the story.

2.1.7 The Generic Structure of Narrative Text

According Siahaan (2008:73) states that there are five of the generic structure of narrative text such as :

- a. Orientation : sets the scene and introduces the participants
- b. Evaluation : a stepping back evaluate the plight
- c. Complication : a crisis arises
- d. Resolution : the crises is revolved, for better or for worse
- e. Re-orientation : optional

2.1.8 The Language Features of Narrative Text

According to Linda Gerrot and Peter (1994) that there are six the language features of narrative text, such as :

- a. Focus on specific usually individualized participant.

Example: Alladin and Kancil

- b. Use of relation process and mental process.

Example: Tiger was unhappy and everything was so weird

- c. Use of past tense.

Example : Lived, stayed and was

- d. Use of temporal conjunction and circumstances that describe time and place.

Example : Sometimes, once upon time, and a few years ago.

- e. Use of verbal process.

Example : Said, told and promised

- f. Use of material process. Material process are defined into process of doing or saying what happen and what someone do or what is done.

Example : The bomb exploded.

2.1.9 Kinds of Narrative Text

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

- a. Fable

Fabel is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings.

Examples : The Goose with the Golden Eggs, Mousedeer and Crocodile, The Smartest Parrot, etc.

b. Legend

Legend is a story which has a relation to a place, thing, or an object. Though the story is debatable in the truth of the content, it keeps the the richness of certain society culture. A legend could be a true story or something with uncertainty. Sometime, it is included miracles and myth. Complication becomes the main element of narrative story.

Examples : Lake Toba, Malin Kundang, Sangkuriang, etc.

c. Fairy Tales

Commonly people call it fantasy story. It is about magic things, miracles, and other amazing happenings. Fairy tale is narrative story that involving fantasy characters in a fantasy world.

Examples : Beauty and the Beast, Trools, Mermaids, etc.

2.1.10 The Basic Elements of Narrative Text

According to Chatman (1993) that there are four the basic elements of narrative text, such as :

a. Characters

Character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses. The author can also depict character into dialogue. It tells a reader what the character says or thinks.

b. Settings

The setting addresses the location (where) and the period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy. At times, the author gives details in any imagination to tell where and when the story takes place.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving. The excitement builds until the climax or tension; the high point in the story where the problem is solved.

d. Conclusion

At the end of a story, the writer ends up the story through figuring out all the important things happened in the story led to a "conclusion". This is the most exciting point in the whole story and tells how the events work out for the characters.

2.1.11 Definition of Project Based Learning

According to Goodman and Stivers (2010) state that Project Based Learning as a teaching approach built on learning activities and real tasks that provide challenges for students related to daily life to be solved in groups. Project Based Learning is a students centered learning model and provides meaningful learning experiences for students (Afriana, 2015). Students' learning experiences

and concepts are built on the products produced in the project based learning process. The implementation of project based learning is able to facilitate students in developing certain skills such as writing, providing learning process that can be significantly beneficial for students, increasing creative thinking, motivation, discipline and collaboration of students (Syahmadi, 2014). Project Based learning has been applied in various level of education such as junior high school, senior high school and collage. Also, project based learning has been applied in various county such as Malaysia, Singapore, Australia and America.

2.1.12 The Advantages of Project Based Learning

There are so many advantages of project based learning in teaching English learning. According to Fragoulis (2009) and Bell (2010) that project based learning has some advantages in teaching english such as :

- a. Project based learning produces products that benefit students in real contexts. Their product can be used in their lives in accordance with the field of study.
- b. Project based learning can help students to optimize English language skills comprehensively. So we can create optimal conditions for students to improve their English skills such as reading, speaking, listening and writing.
- c. Project based learning can facilitate the students to be actively involved in projects designed. Students are required to be active in completing projects and learning activities so that no students are expected to be passive and apathetic.

- d. Project based learning can interest and motivation in learning english that is fun projects are carried out based on the interests and agreement of students and lecturers so that students are expected to complete the project voluntarily.
- e. Project based learning can improving the ability to work together since the project is done together so that good cooperation is expected between students.

On the other hand, according to Railsback (2002: 9-10) said that there are some advantages of project based learning in teaching English learning as following :

- a. Project work is student centered

Students have a significant voice in selecting the content areas and nature of the project that they do. There are considerable focus on students understanding what it is they are doing, why it is important, and how they will be assessed.

- b. Preparing children for the workplace

Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management.

- c. Increasing motivation

Project work is potentially motivating, stimulating, empowering and challenging. Teachers often note improvement in attendance, more class participation, and greater willingness to do homework.

- d. Connecting learning at school with reality

The students retain more knowledge and skills when they are engaged in stimulating projects. With projects, the students use higher order thinking skills

rather than memorizing facts in an isolated context without a connection to how and where they are used in real world.

- e. Providing collaborative opportunities to construct knowledge Project work is cooperative rather than competitive. Collaborative learning allows students to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace.

- f. Increasing social and communication skills

Students will learn how to communicate with other people in their group when they are doing a certain project. It will automatically increase their social and communication skill because they have to interact with different people who have different ideas and point of view.

- g. Increasing problem solving skills

There could be some problems or misunderstanding among members of the group. They are demanded to solve their own problem.

- h. Enabling students to make and see connections between disciplines each students has his/ her responsibility in finishing a project. It means that they have to do what group has told them to do.

- i. Providing opportunities to contribute to their school or community

One kind of contributions can be the product they have made. Project work culminates in an end product that can shared with others and giving the project a real purpose.

- j. Increasing self-esteem

Students take pride in accomplishing something that has value outside

the classroom.

- k. Allowing students to use their individual learning strengths and diverse approaches to learning. Project work leads to the authentic integration of skills and processing of information from varied source, mirroring real life tasks.
- l. Providing a practical, real world way to learn to use technology
- m. Project work focuses on content learning rather than on specific language targets.

2.1.13 The Disadvantages of Project Based Learning

According to Grant (2002) said that the disadvantages of project based learning are as the following :

- a. Project based learning requires a lot of time that must be provided to solve complex problems.
- b. Many parents of students who feel aggrieved, because it adds to the costs of entering the new system.
- c. Applying project based learning in the classroom may be intimidating for some experienced teachers and will be even worse for beginners.
- d. When the topic given to each group is different, it is feared that students cannot understand the topic entirely

2.1.14 The Stages of Project Based Learning

According to Educational Technology Division (2006) and Essien (2018).

They states that there are three stages of projectbased learning, such as :

a. Planning

In planning stage, students are divided into groups then choose topics, conduct literature studies, look for sources of information needed, and arrange the resources needed.

b. Implementation

In implementation stage, students develop project ideas, collect data, share roles in groups, and carry out projects.

c. Present

In present stage, students in roup presents the results of their project, and then the feedback obtained is used as individual reflection.

On the other hand, accoding to Fragoulis (2009: 113) conducts four stages in doing project based learning. They are:

Stage 1: Speculation

This stage includes choice of project topic and sensitization about it, aiming at arousing interest and developing acclimate conducive to speculation and investigation that will lead smoothly to the research process. Topic is chosen after a dialogue among all members of the group, and the teacher. The initial stimulus may emerge from the curriculum, or after a discussion about a contemporary local or wider topic of interest or from reading a newspaper or magazine article.

Stage 2: Designing the project activities

This stage includes formation of groups and assigning of roles, decisions concerning methodology, sources of information, activities that will take place, and places outside the classroom that students will visit. The better organised and more analytical the structuring of the activities, the easier and faster the research will be conducted.

Stage 3: Conducting the project activities

At this stage the groups implement the activities designed in the previous stage. Students gather information, process and categorize it. If deemed necessary, there may be intervals of information and feedback, in which students discuss issues related with cooperation among group members, problems of personal relations, and possible changes in group composition. The next phase is synthesis and processing of information gathered. The final products are displayed in the school or the wider community, and become a stimulus for thought and action for other students, teachers and local community. The project moves away from school and becomes social intervention, connecting the school with the community and reallife.

Stage 4: Evaluation

Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products. Evaluation also entails assessment of the experience at individual and group level, identification

of errors and problems, but also appraisal of the rich cognitive and experiential material gathered. Evaluation includes evaluation from others, as well as self-evaluation.

2.1.15 Definition of Creative Thinking Skill

Creative thinking can be defined as the entire set of cognitive activities used by individuals according to a specific object, problem and condition, or a type of effort toward a particular event and the problem based on the capacity of the individuals. They try to use their imagination, intelligence, insight, and ideas when they face to such situations. In addition, they try to suggest an authentic and new design, generate different hypotheses, solve the problem with the help of discovering and finding new applications (Glass, 2004; Young & Balli, 2014).

2.1.16 The Characteristic of Creative Thinking Skill

According to Gilhooly, Ball & Macchi (2015) state that there are many characteristics of creative thinking skill, such as :

- a. Flexibility
- b. Authenticity
- c. Multiple thinking
- d. Wondering
- e. Thinking fast and independent
- f. To be open to criticism
- g. Rationalism

- h. Being suspicious
- i. To come up with different solutions
- j. To realize and define the problem
- k. To suggest possible solutions

2.2 Previews Relevant Studies

There is a research studies about Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative had been conducted before and relevant in this study. Eva Fitriani Syarifah and Raynesa Noor Emiliasari, 2019. "Project Based Learning to Develop Students' Ability and Creativity in Writing Narrative Text ". The study tries to investigate the use of project based learning to develop students' abilities and creativity in writing narrative text and the students' perception towards the implementation of project based learning in writing course. The study employed a qualitative approach by involving second semester students who take writing course. The result of the study indicated that project based learning can help the students to develop their ability and creativity in writing narrative text in several points including their understanding of the topic, their knowledge about narrative genre namely social function, structure of text and language feature. In addition, the students also showed their creativity through creating their story line and designing the illustration of the story. Futhermore, the students gave positive views towards the implementation of project based learning. They mentioned that they learned networking, collaborative learning,

and team work through project based learning. Thus, project based learning can be one of alternative ways to teach writing in higher education.

2.3 Conceptual Framework

Writing is part of important skills in English learning beside listening, reading, and speaking. Writing is the skill that students create from their mind in real life feeling. It is part of important skill for students to access, evaluation, and to develop their opinion to each other. In the reality, most of the students had lack and problem in writing especially writing narrative text. Students must have a struggle in writing activity since there are many grammatical roles and inappropriate structures in the content. In order to overcome these problems, teachers should provide their students an opportunity to develop their writing skill, and creative thinking skill generate techniques to make English teaching and learning process become an interesting activity in the classroom. The student' motivation in learning writing can be built by giving an appropriate method, mutually assignment/task and giving an interesting topic. Project Based Learning (PBL) can be alternative that is possibly used to solve problem in writing. Project based learning is an activity that student centered and integrates real problems. The implementation of project based learning is able to facilitate students in developing certain skills such as writing, providing learning process that can be significantly benefical for students, increasing creativity and motivation and increasing discipline and collaboration of students. In this method, student's are more active because teacher use project based learning in writing. So it is expect

that applying project based learning on student's creative thinking skill in teaching writing can effect students' writing achievement.

2.4 Hypothesis

The hypothesis of this research are drawn as follow :

Ha : There was a significance effect of applying project based learning on students' creative thinking skill in writing narrative text.

Ho : There was no a significance effect of applying project based learning on students's creative thinking skill in writing narrative text.

CHAPTER III

METHOD OF RESEARCH

3.1 Location

This research was conducted at SMP Negeri 38 Medan Jl. Marelan VII No.99, Terjun, Kec. Medan Marelan, Kota Medan, Sumatera Utara 20255 by used Google Classroom and Zoom application. The researcher used Google Classroom and Zoom application to research because we was on the corona virus pandemic which resulted the students was study by online learning. The reason for choosing this school because it was practical for collecting the data and a similar research had never been conducted in this school.

3.2 Population and Sample

3.2.1 Population

The population of research was taken from the ninth grade of SMP Negeri 38 Medan in the school year 2020/2021, which consisted of six classes. They were IX-1, IX-2, IX-3, IX-4, IX-5, IX-6. They consisted of 32 students in every class. The distribution of the students and classes was presented in the table 3.2.1 below :

Table 3.2.1
The Population

Classes	Population
IX-1	32
IX-2	32
IX-3	32
IX-4	32
IX-5	32

IX-6	32
Total	192

3.2.2 Sample

After deciding the population, the next step was took the sample. The researcher used Cluster Sampling. Cluster sampling is used in statistics when natural groups are present in a population (Lohr, 2019). Class IX-4 was taken as the sample of this research. The total of the sample was 32 students in class IX-4. The table of sample could be seen below in table 3.2.2

Table 3.2.2
The Sample

Classes	Population	Sample
IX-1	32	-
IX-2	32	-
IX-3	32	-
IX-4	32	32
IX-5	32	-
IX-6	32	-
Total	192	32

3.3 Research Design

This research was conducted by using an experimental quantitative research. There was IX-4 class in SMP Negeri 38 Medan. The researcher was gave two test for the class. There was pre test and post test. Pre test was given in order to know the student ability in writing narrative text before conducting the treatment. After conducting the treatment, the researcher was gave a post test for the class. The post test was given to identify the students' ability on students' creative thinking in writing narrative text after the treatment. The difference average score between the pre-test and posttest was compared in order to as certain whether the post test

as the variable X produce a greater change than the pre test as the variable Y. The explanation of research design could be seen in table 3.3 below :

Table 3.3
Design of Research

Pre Test	Treatment	Post Test
Y	Project Based Learning	X

3.4 The Instrument of Research

The data of this research was collected by giving written test in pre test and post test. Pre test and post test was given based on the procedure of the research. The researcher used theory of Educational Technology Division and Essien as the procedure of the research. The procedure of the research could be seen below in table 3.4

Table 3.4
Procedure of the Research

Researcher Activity	Students Activity
<p>The researcher would ask students to make a narrative text in individually by Google Classroom (pre test)</p> <p>Planning Stage Meeting 1 by Zoom Application;</p> <ol style="list-style-type: none"> 1. The researcher would make deal with students about the project in writing narrative text by Zoom application 2. The researcher would ask students to find and observe the example of narrative text. The researcher would ask some questions for students as following: <ul style="list-style-type: none"> - What is the topic of 	<p>The students make a narrative text in individually by Google Classroom (pre test)</p> <p>Planning Stage Meeting 1 by Zoom Application</p> <ol style="list-style-type: none"> 1. The students listen and give a respon or suggestion about the project in writing narrative text 2. The students would find and observe the example of narrative text. They also answer the questions.

<p>narrative text that will be your project ?</p> <ul style="list-style-type: none"> - What are you need to solve your project ? - How can do your project ? Individual or Group ? <p>3. The researcher would ask students whether they have understood about narrative text</p> <p>4. The researcher would ask the students to make group into 3 or 4 people in each group (if the students choose group in their project)</p> <p>Implementation Stage</p> <p>5. The researcher would tell the students that the project as their homework and the researcher remind the student to always use their mask, physical distancing and implement the health protocol</p> <p>6. The researcher would ask the student to do project. The project would write a narrative text and draw the story. The students would analysis the generic structure of narrative text. To complete their project, the student would make their schedule activity and presentation by video about their project</p>	<p>3.The students would give respon about narrative text</p> <p>4.The students would make group into 3 or 4 people in each group</p> <p>Implementation Stage</p> <p>5.The students listen and give a respon about how can do the project</p> <p>6.The students do the project and make their schedule activity and also their presentation by video about their project.</p>
<p>Present Stage Meeting 2 by Zoom Application</p> <p>1. The researcher and the students would evaluate the project in each group by Zoom application. The researcher and the students would observe the project group</p> <p>2. The researcher would ask some questions about the story</p>	<p>Present Stage</p> <p>1. The student listen and give respon about the observe of project</p> <p>2. The students would answer the questions</p>

The researcher would ask students to make a narrative text in individually by Google Classroom (post test)	The students make a narrative text in individually by Google Classroom (post test)
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3.5 The Technique for Collecting Data

The data collection is important parts in conducting study. In order to get the data and to know influence of this technique to the students. There are some technique for collecting data. There are test, interview, observation, rating scale, questionnaire, and documentation. To collect the data and get the result of research, the researcher used three instruments such as :

a. Observation

Observation is the way to collect data by the researcher in directly. Observation includes activities towards an object using all the sense such as the sense of hearing, touch, sight, smell, and taste (Arikunto, 2006) so the observation of the research used to observe teaching and learning activities in SMPN 38 MEDAN.

b. Test

Test is a set of questions or exercises to measure knowledge, intelligence, ability of groups or individuals. The researcher used written test. The researcher would conducted test consist of pre test and post test. Pre test would given before treatment and post test would given after treatment. The test used to measure the students' writing skill.

c. Documentation

Documentation is the way to collect information by picture, document, book, table, and anything which can support the research. The documentation of the research used includes lesson plans, table and picture.

3.6 The Technique for Analyzing Data

In this research, there were some steps that applied to analyze the data. The steps were :

- a. Listing the students' scores on variable X (post test) and variable Y (pre test) in table
- b. Calculate the students' total score on variable X and variable Y formulated by (Riduwan, 2008:89) as follow :

$$\frac{\text{Students' score} \times 100}{\text{Total test}}$$

- c. Testing the hypothesis formulated by Arikunto (2010:354) as follow :

$$t = \frac{|MX - MY|}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Note:

t = t test for the differences of pre test and post test

Mx = Mean of variable x

My = Mean of variable y

N = the amount of sample

X = Standard deviation

Y = Standard deviation

3.7 Hypothesis

Based on the literature and framework above, in this research the researcher formulated to alternatives of hypothesis as tentative answer to the problem in research as following :

Ha : there was any significant effect of applying project based learning on students' creative thinking skill in writing narrative text is accepted.

Ho : there was no any significant effect of applying project based learning on students' creative thinking skill in writing narrative text is rejected.

CHAPTER IV

DATA AND ANALYSIS

4.1 Data

This research was conducted at SMP Negeri 38 Medan Jl. Marelan VII No.99, Terjun, Kec. Medan Marelan, Kota Medan, Sumatera Utara 20255 by used Google Classroom and Zoom application. The researcher used Google Classroom and Zoom application to research because we was on the corona virus pandemic which resulted the students was study by online learning. The reason for choosing this school because it was practical for collecting the data and a similar research had never been conducted in this school. The population of research was taken from the ninth grade of SMP Negeri 38 Medan in the school year 2020/2021, which consisted of six classes. They were IX-1, IX-2, IX-3, IX-4, IX-5, IX-6. They consisted of 32 students in every class. Class IX-4 was taken as the sample of this research. The total of the sample was 32 students in class IX-4. There was 20 female and 12 male. The data was taken from students' written test score. The data of this research was taken by giving the tests that were divided into pre test at the beginning of the research and post test at the end of the research. Pre test was used to find out the students' writing score before being treated by using project based learning method in writing narrative text while post test was used to find out the students' writing score after being treated by project based learning method in writing narrative text.

The result of pre test showed that the lowest score for pre test was 33 and the highest score was 73 while the result of post test showed that the lowest score for post test was 66 and the highest score was 93 (Appendix 4). After getting the students score in pre test and post test, it could be know that there are difference before treatment and after treatment with project based learning. It showed an improvement and the students got better score after using treatment. It meant that there was a significance effect of applying project based learning on the students' creative thinking skill in writing narrative text.

4.2 Data Analysis

The effect of applying project based learning method was treated by using written test. Based on the data from the best score was analyzed in order to know differences between pre test and post test, it could be seen below :

Table 4.2
The Differences Score between Pre Test and Post Test

No	Pre Test	Post Test
1	n = 32	n = 32
2	$\sum Y = 1.629$	$\sum X = 2.527$
3	$Y^2 = 88.575$	$X^2 = 202.665$
4	dy = -3	dx = 3
5	$Dy^2 = 5.649$	$Dx^2 = 2.661$

So, the sample of the research was 32 students. The data was taken from students' written test. The data of this research was taken by giving the tests that were divided into pre test at the beginning of the research and post test at the end of the research. The total result of students' pre test score was 1.629 (Appendix 5), this happened before the students treated with project based learning in writing

narrative text. While after the students treated with project based learning in writing narrative text, the total result of students' post test score was 2.527 (Appendix 6).

- a. Based on the table 4.2 the mean score of pre test was calculated as follows:

$$My = \frac{\sum y}{N}$$

$$My = \frac{\sum 1629}{32}$$

$$My = 51$$

- b. Based on the table 4.2 the mean score of post test was calculated as follows:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{\sum 2527}{32}$$

$$Mx = 78$$

- c. Based on the table 4.2 the standard deviation of pre test was calculated as follow :

$$SD_Y = \sqrt{\frac{\sum Y^2}{n}}$$

$$SD_Y = \sqrt{\frac{88.575}{32}}$$

$$SD_Y = \sqrt{2.76}$$

$$SD_Y = 1.6$$

d. Based on the table 4.2 the standard deviation of post test was calculated as follow :

$$SD_X = \sqrt{\frac{\sum x^2}{n}}$$

$$SD_X = \sqrt{\frac{202.665}{32}}$$

$$SD_X = \sqrt{6.33}$$

$$SD_X = 2.5$$

Based on the calculation above, the mean of pre test was 51 while the mean of post test was 78. Pre test had standard deviation was 1.6 than in post test had standard deviation was 2.5. So to get the calculation of t-test, the following formula t-test was implementing to find out the t-observed value as the basis to test hypothesis of this research.

$$t = \frac{|MX - MY|}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

$$t = \frac{78 - 51}{\sqrt{\left(\frac{202.665 + 88.575}{32 + 32 - 2}\right) \left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t = \frac{27}{\sqrt{\left(\frac{291.240}{62}\right) (1.024)}}$$

$$t = \frac{27}{\sqrt{\frac{582.480}{63.488}}}$$

$$t = \frac{27}{\sqrt{9,30}}$$

$$t = \frac{27}{3,070}$$

$$t = 8.50$$

4.3 The Testing Hypothesis

The formula of t-observed and t-table were applied to test the hypothesis. Based on the calculation of t-test, it was found that t test was 8.50 and the degree of freedom (df) was calculated as follow :

$$df = n - 1$$

$$df = 32 - 1$$

$$df = 31$$

So, the t-table with 5% significance of degree of freedom(df) was 2.04. It meant that t-observed > t-table or 8.50 > 2.04.

4.4 Research Findings

After collecting the data, the lowest score for pre test was 33 and the highest score was 73 while the lowest score for post test was 66 and the highest score was 93 (Appendix 4). The data into t-test formula it was obtained that t-observed was value 8.50 the distribution of t-observed was used based of according t-critic. The mean score of pre test was 51 and post test was 78. Certain degree of freedom (df), in this research the df was 31. The t-observed compared to t-table values (8.50 > 2.04), so the hypothesis has been successfully accepted. As the result, the

students' achievement in written test by using project based learning method was higher than though by conventional method or teacher method, the hypothesis was accepted.

4.5 Discussion

This research was entitle “ The Effect of Applying Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text “. This research was conducted at SMP Negeri 38 Medan Jl. Marelan VII No.99, Terjun, Kec. Medan Marelan, Kota Medan, Sumatera Utara 20255 by used Google Classroom and Zoom application. The researcher used Google Classroom and Zoom application to research because we was on the corona virus pandemic which resulted the students was study by online learning. The reason for choosing this school because it was practical for collecting the data and a similar research had never been conducted in this school.

The population of research was taken from the ninth grade of SMP Negeri 38 Medan in the school year 2020/2021, which consisted of six classes. They were IX-1, IX-2, IX-3, IX-4, IX-5, IX-6. They consisted of 32 students in every class. Class IX-4 was taken as the sample of this research. The total of the sample was 32 students in class IX-4. There was 20 female and 12 male.

The data was taken from students' written test score. The data of this research was taken by giving the tests that were divided into pre test at the beginning of the research and post test at the end of the research. Pre test was used to find out the students' writing score before being treated by using project based learning

method in writing narrative text while post test was used to find out the students' writing score after being treated by project based learning method in writing narrative text.

Before the students treated with project based learning in writing narrative text. The researcher gave pre test for students by Google Classroom application. The researcher asked students to wrote a narrative text by using their own words. On the first meeting, the researcher started the treatment and meeting with students by Zoom application. The researcher did the planning stage. Firstly, the researcher made deal with students about the project in writing narrative text. The students gave their suggestion to make a narrative text a nd draw the story. The researcher dealt with it because draw the story would make students be creative and the students used their imajination to draw the story. After dealt the project with students, the researcher asked students to find and observe the example of narrative text. The researcher asked some questions for students as following :

- a. What is the topic of narrative text that will be your project ?
- b. What are you need to solve your project ?
- c. How can do your project ? Individual or Group ?

So based on some questions above, the students answered that the students wanted the topic of narrative text about fairy tales and legend, the students need browsing and some story book about fairy tales and legend, and last but not least they did the project in group. Next, the researcher asked the students to made group into 3 or 4 people each group. After they finished it, the researcher did the implementation stage. the researcher told the students that the project as their

homework. The students did the project in their home with the each group. But the researcher remind the students to always used their mask, physical distancing and implemented the health protocol. Because we was on the corona virus pandemic. In the end of meeting, the researcher asked students to write a narrative text and draw the story. The students should analysis the generic structure of narrative text. To complete their project, the students should to make their schedule activity and presentation by video about their project in their own group. The researcher told the students that the project would evaluate in each group.

On the second meeting, the researcher did the last stage. It was the present stage. the students and the researcher evaluate the project in each group by Zoom application. Next, the researcher asked some questions for students about the story. After finished the second meeting. The researcher gave post test by Google Classroom application. The result of research that the treatment made student be active, creative and also it can increase the students' score. It could be known by the student has been active and creative in their project (Appendix 8).

The result of pre test showed that the lowest score for pre test was 33 and the highest score was 73 while the result of post test showed that the lowest score for post test was 66 and the highest score was 93 (Appendix 4). So it could be known the students had a significant score after the students treated by project based learning method in writing narrative text.

Futhermore, before the student treated project based learning in writing narrative text, the mean score of student was 51 while after the student treated project based learning in writing narrative text, the mean score of student was 78.

From the result above, the researcher was found that there was any significant effect of applying project based learning on the students' creative thinking skill in writing narrative text was accepted because the student have increased in score after they used project based learning in treatment.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the observation and research findings, the researcher got conclude that Project Based Learning can effect the students' writing skill especially in writing narrative text. It proved by the score of pre-test and post test calculation. Pre test is a written test before the students' used Project Based Learning in writing narrative text and Post test is a written test after the students' used Project Based Learning in writing narrative text. The average of post test is higher than the pre test. The mean of pre test is 51 and the mean of post test is 78. So the students' got the better score after students' used Project Based Learning. The result of the t-calculation is the t-test is higher than the table. The t-table with 5% significance of degree freedom is 2.04. The result of t test was 8.50.

5.2 Suggestion

- 1) For English Teacher : The teacher should giving pay attention for the students' lack english learning especially in writing skill and also the teacher should use a variation method or technique in english learning so it make the students' be interested and active with the english learning.
- 2) For Student : Student should learn more harder to reduce any difficulty in english learning and also student must be active in english learning.

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APPENDIX 1

LESSON PLAN

School : SMPN 38 Medan

Subject : Bahasa Inggris

Skill : Writing

Class : IX

Material : Narrative Text

A. Core Competence

1. Experiencing and applying their religion values
2. Experiencing and applying honesty, discipline, responsibility, care (helping one another, cooperation, tolerance, peace), well mannered, responsive, and pro active, and to show attitude as a part of solution for problems to interact effectively in social and natural environment and take a position as a reflection of nation in the world's association.
3. Comprehending, applying, analyzing factual, conceptual, procedural knowledge and meta cognitive based on students' curiosity on science, technology, art, culture and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation with casual phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problem.

4. Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which in suitable with principles of science

B. Basic Competence

	The Basic Competences	The Indicators
	3.11. Comprehending the social function, structure of the text, and language features from the narrative text of folklore, based on the use of context itself.	3.11.1 Discovering the detail informations in narrative text. 3.11.2 Applying the structure of text from the narrative text properly 3.11.3 Discovering the language features of narrative text properly
	4.12. Apprehending the meaning of narrative text, oral and written in folklore, shortly and simply	4.12.1. Making in good paragraph of narrative text

C. Learning materials

The narrative text in folklore was formed shortly and simply, such as :

- Folk tale
- Fairy tale
- Legend
- Myth

Social function

Folklore usually has the function to entertain and cultivate recognition of great values that are upheld by people in their environment, namely : heroism, loyalty, obedience and respect with our parents, truth and others. In order for learning

process in the class could achieve the social function, reading the folklore should be followed by the the class' condition quietly and comfortable.

The text structure

Text structure of folklore complied prevantly which is used in narrative text, such as :

- 1.Introducing the character, place, time of the story occurred (orientation)
- 2.Giving the evaluation about situation and condition of the story took place.
- 3.Describing the crisis that happened with the main lead (complication)
4. Ending of the crisis, which is good or bad for the character also it's the end of story (resolution)
5. Provide the reasons or general comment (reorientation), optional

Language features

There are some of language features that really need to be learned in order to express events or activities which happened in the past without specific time also the respond.

1. Grammar: *Simple Past tense, Past Continuous Tense*
2. Direct and indirect speech
3. Vocabularies: things and actions that is related with the characters' stories
4. Adverb of time : *first, then, after that, before, at last, finally,* and etc.
5. Adverb and phrase of preposition: *a long time ago, one day, in the morning, the next day, immediately,* etc
6. The using of noun such as singular and plural appropriately, with or without *a, the, this, those, my, their,* and etc appropriately in noun phrase
7. Pronunciation , stress, intonation

8. Spelling and punctuation

D. Learning Method

Project Based Learning Method

E. Media

Drawing paper, coloring paint, pencil, pen and eraser

F. Learning Steps

Activities	Description	Time
Foreword	<ol style="list-style-type: none">1. The researcher starts the lesson by doing a greeting (salam) and pray.2. The researcher gives a motivation to students3. The researcher asks the students to make a narrative text in individually (Pre Test)	20 minutes
Core	<p>Meeting 1</p> <p>Collecting the information The researcher make deal with students about the project in writing narrative text.</p> <p>Observing</p> <ol style="list-style-type: none">1. The researcher asks students to observe and find the example of narrative text2. The researcher asks some questions about their project <p>Asking Teacher asks students whether they have understood about narrative text</p>	40 minutes

	<p>Exploration</p> <ol style="list-style-type: none"> 1. The researcher asks students to make group into 3-4 people in each group 2. The researcher tell some information about how to do the project 3. The researcher describe about the project in writing narrative text. The project will write a narrative text and draw the story. The students will analysis the generic structure of narrative text. To complete their project, the student will make their schedule activity and presentation by video about their project <p>Meeting 2</p> <p>Observing The researcher and the students observe the project</p> <p>Asking The researcher asks some question about the story</p> <p>Expolaration The researcher asks the students to make a narrative text in individually (Post Test)</p>	
Closing	Teacher ends the lesson by greetings (salam)	10 minutes

G. Evaluation

1. Assessment Technique : Writing Test
2. Form Instrument :
 - 1) Pre Test : Write a narrative text by using your own words
 - 2) Post Test : Write a narrative text by using your own words

Known by,

Medan, 15 Juli 2020

English Teacher

Researcher



Nuraini S, SS

Nabilah Aulia Rangkuti

NIP : 198111122010012016

NPM : 1602050122

APPENDIX 2

WRITING SCORING RUBRIC

RUBRIK PENILAIAN KEMAMPUAN BERPIKIR KREATIF SISWA DALAM MENULIS NARATIF

Diadaptasi dari Munandar 1999

No	Aspek yang Dinilai	Skor				
		1	2	3	4	5
1	Kelancaran (Fluency)					
2	Keluwesasan (Flexibility)					
3	Keaslian (Originality)					

Deskripsi Penilaian Kemampuan Berpikir Kreatif Siswa dalam Menulis Naratif

Aspek yang Dinilai	Skor	Deskripsi	Kualitas
Kelancaran (Fluency)	5	Hasil karangan naratif siswa menunjukkan kelancaran jika dalam waktu 80 menit jumlah kata yang digunakan dalam karangan lebih dari 200 kata	Sangat Lancar
	4	Hasil karangan naratif siswa menunjukkan kelancaran jika dalam waktu 80 menit jumlah kata yang digunakan dalam karangan antara 150-199 kata	Lancar
	3	Hasil karangan naratif siswa menunjukkan kelancaran jika dalam waktu 80 menit jumlah kata yang digunakan dalam karangan antara 100-149 kata.	Cukup Lancar
	2	Hasil karangan naratif siswa menunjukkan kelancaran jika dalam waktu 80 menit jumlah kata yang digunakan dalam karangan antara 50-99 kata.	Kurang Lancar

	1	Hasil karangan naratif siswa tidak menunjukkan kelancaran jika dalam waktu 80 menit jumlah kata yang digunakan dalam karangan kurang dari 50 kata.	Tidak Lancar
Keluwesan (Flexibility)	5	Hasil karangan naratif siswa menunjukkan keluwesan jika terdapat keberagaman dalam struktur kalimat yaitu dapat berupa kombinasi kalimat (1) sederhana, gabungan, dan kompleks, atau (2) kalimat deklaratif, inerogatif, dan imperatis, atau (3) panjang kalimat (kalimat singkat kurang dari lima kata, kalimat panjang lebih dari sepuluh kata). Jika terdapat keluwesan dalam konten atau gagasan yang meliputi (1) imajinasi yaitu apakah sampel menunjukkan imajinasi yang kaya atau tidak, atau (2) fantasi yaitu sejauh mana karangan hanya berisi fakta atau khayalan.	Sangat Luwes
	4	Hasil karangan naratif siswa menunjukkan keluwesan jika memenuhi 4 kriteria	Luwes
	3	Hasil karangan naratif siswa menunjukkan keluwesan jika memenuhi 3 kriteria	Cukup Luwes
	2	Hasil karangan naratif siswa menunjukkan keluwesan jika memenuhi 2 kriteria	Kurang Luwes
	1	Hasil karangan naratif siswa tidak menunjukkan Keluwesan	Tidak Luwes
Keaslian (Originality)	5	Hasil karangan naratif siswa menunjukkan keaslian meliputi (1) judul, (2) pemecahan akhir cerita, (3) humor, (4) penokohan, dan (5) gaya penulisan.	Sangat Asli
	4	Hasil karangan naratif siswa	Asli

		menunjukkan keaslian jika memenuhi 4 kriteria.	
	3	Hasil karangan naratif siswa menunjukkan keaslian jika memenuhi 3 kriteria.	Cukup Asli
	2	Hasil karangan naratif siswa menunjukkan keaslian jika memenuhi 2 kriteria.	Kurang Asli
	1	Hasil karangan naratif siswa tidak menunjukkan keaslian	Tidak Asli

APPENDIX 3

STUDENTS' PRE TEST SCORE

No	Code	Fluency					Flexibility					Originality					Score	Total (Y)
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1	S1			3					4					4			11	73
2	S2			3					3					2			8	53
3	S3			3					3					3			9	60
4	S4			1					2					2			5	33
5	S5			3					2					1			6	40
6	S6			4					4					2			10	66
7	S7			2					3					3			8	53
8	S8			2					2					3			7	46
9	S9			2					2					2			6	40
10	S10			4					3					2			9	60
11	S11			3					2					1			6	40
12	S12			2					3					2			7	46
13	S13			3					3					4			10	66
14	S14			1					3					3			7	46
15	S15			2					2					3			7	46
16	S16			1					2					2			5	33
17	S17			4					3					4			11	73
18	S18			4					3					3			10	66
19	S19			3					4					4			11	73
20	S20			2					2					2			6	40
21	S21			3					3					3			9	60
22	S22			2					2					4			8	53
23	S23			1					2					2			5	33
24	S24			1					2					2			5	33
25	S25			3					4					3			10	66
26	S26			2					2					2			6	40
27	S27			2					2					3			7	46
28	S28			3					2					1			6	40
29	S29			2					2					1			5	33
30	S30			4					4					2			10	66
31	S31			2					2					2			6	40
32	S32			4					3					3			10	66
N = 32																	Σ 246	Σ 1629

Total = $\frac{\text{Students' score}}{\text{Total test (15)}} \times 100$

Total test (15)

APPENDIX 4

STUDENTS' POST TEST SCORE

No	Code	Fluency					Flexibility					Originality					Total	Score (X)
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1	S1			4					4					5			13	86
2	S2			4					3					4			11	73
3	S3			4					4					5			13	86
4	S4			5					3					3			11	73
5	S5			2					4					4			10	66
6	S6			4					4					4			12	80
7	S7			4					4					4			12	80
8	S8			3					3					4			10	66
9	S9			5					4					4			13	86
10	S10			5					4					5			14	93
11	S11			4					3					4			11	73
12	S12			3					4					4			11	73
13	S13			5					3					4			12	80
14	S14			4					5					5			14	93
15	S15			3					3					4			10	66
16	S16			4					3					4			10	73
17	S17			4					5					5			14	93
18	S18			4					4					4			12	80
19	S19			5					4					4			13	86
20	S20			4					3					4			11	73
21	S21			2					4					4			10	66
22	S22			4					3					4			11	73
23	S23			5					4					5			14	93
24	S24			5					4					4			13	86
25	S25			4					4					4			12	80
26	S26			4					3					4			11	73
27	S27			5					4					4			13	86
28	S28			3					3					4			10	66
29	S29			4					4					4			12	80
30	S30			4					4					5			13	86
31	S31			4					4					2			10	66
32	S32			4					5					5			14	93
N = 32																	Σ370	Σ2.527

$$\text{Total} = \frac{\text{Students' score}}{\text{Total test (15)}} \times 100$$

APPENDIX 5

THE RESULT OF PRE TEST AND POST TEST

No	Code	Pre Test	Post Test
1	S1	73	86
2	S2	53	73
3	S3	60	86
4	S4	33	73
5	S5	40	66
6	S6	66	80
7	S7	53	80
8	S8	46	66
9	S9	40	86
10	S10	60	93
11	S11	40	73
12	S12	46	73
13	S13	66	80
14	S14	46	93
15	S15	46	66
16	S16	33	73
17	S17	73	93
18	S18	66	80
19	S19	73	86
20	S20	40	73
21	S21	60	66
22	S22	53	73
23	S23	33	93
24	S24	33	86
25	S25	66	80
26	S26	40	73
27	S27	46	86
28	S28	40	66
29	S29	33	80
30	S30	66	86
31	S31	40	66
32	S32	66	93
Total		Σ1629	Σ2.527

APPENDIX 6**TOTAL SCORE OF PRE TEST**

No	Code Name	Y	Y²	(dy) (Y-My)	Dy²
1	S1	73	5329	22	484
2	S2	53	2809	2	4
3	S3	60	3600	9	81
4	S4	33	1089	-18	324
5	S5	40	1600	-11	121
6	S6	66	4356	15	225
7	S7	53	2809	2	4
8	S8	46	2116	-5	25
9	S9	40	1600	-11	121
10	S10	60	3600	9	81
11	S11	40	1600	-11	121
12	S12	46	2116	-5	25
13	S13	66	4356	15	225
14	S14	46	2116	-5	25
15	S15	46	2116	-5	25
16	S16	33	1089	-18	324
17	S17	73	5329	22	484
18	S18	66	4356	15	225
19	S19	73	5329	22	484
20	S20	40	1600	-11	121
21	S21	60	3600	9	81
22	S22	53	2809	2	4
23	S23	33	1089	-18	324
24	S24	33	1089	-18	324
25	S25	66	4356	15	225
26	S26	40	1600	-11	121
27	S27	46	2116	-5	25
28	S28	40	1600	-11	121
29	S29	33	1089	-18	324
30	S30	66	4356	15	225
31	S31	40	1600	-11	121
32	S32	66	4356	15	225
Total		1.629	88.575	-3	5.649

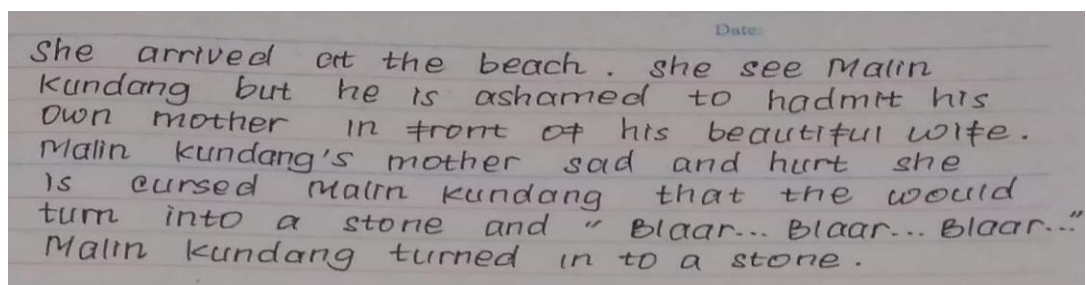
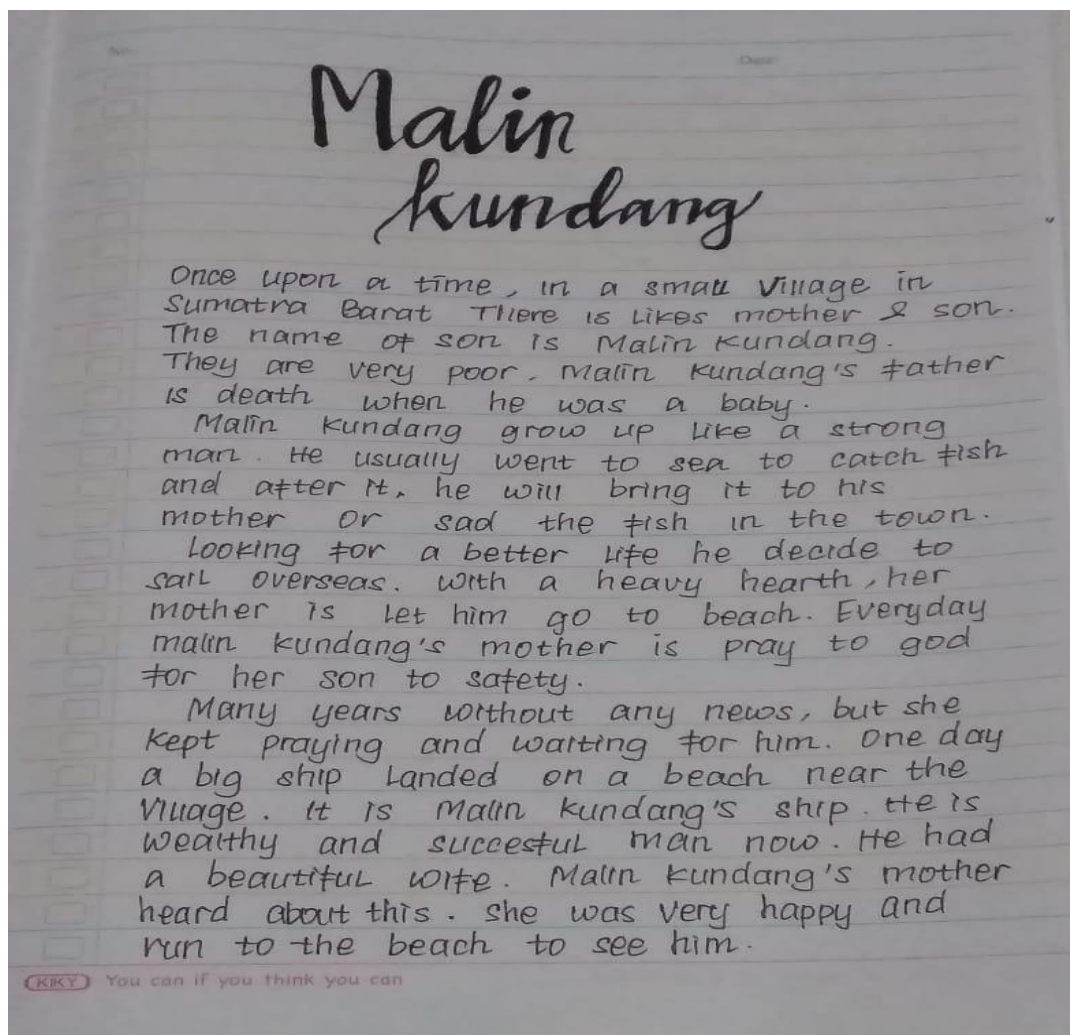
APPENDIX 7**TOTAL SCORE OF POST TEST**

No	Code Name	X	X²	(dx) (X-M_x)	Dx²
1	S1	86	7396	8	64
2	S2	73	5329	-5	25
3	S3	86	7396	8	64
4	S4	73	5329	-5	25
5	S5	66	4356	-12	144
6	S6	80	6480	2	4
7	S7	80	6480	2	4
8	S8	66	4356	-12	144
9	S9	86	7396	8	64
10	S10	93	8649	15	225
11	S11	73	5329	-5	25
12	S12	73	5329	-5	25
13	S13	80	6480	2	4
14	S14	93	8649	15	225
15	S15	66	4356	-12	144
16	S16	73	5329	-5	25
17	S17	93	8649	15	225
18	S18	80	6480	2	4
19	S19	86	7396	8	64
20	S20	73	5329	-5	25
21	S21	66	4356	-12	144
22	S22	73	5329	-5	25
23	S23	93	8649	15	225
24	S24	86	7396	8	64
25	S25	80	6480	2	4
26	S26	73	5329	-5	25
27	S27	86	7396	8	64
28	S28	66	4356	-12	144
29	S29	80	6480	2	4
30	S30	86	7396	8	64
31	S31	66	4356	-12	144
32	S32	93	8649	15	225
Total		2.527	202.665	3	2.661

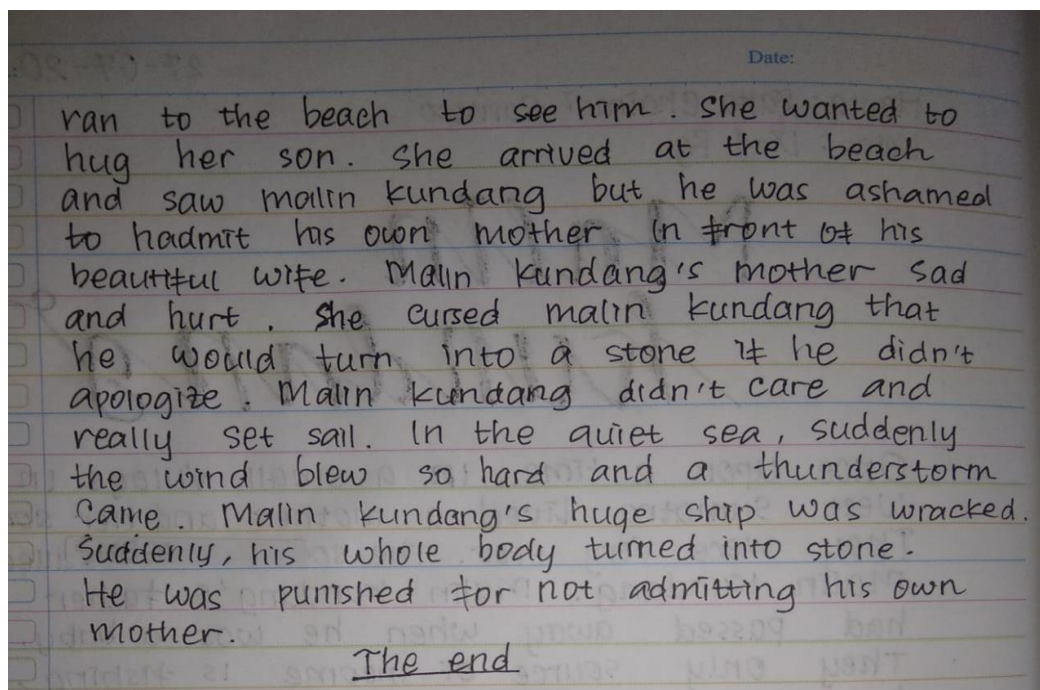
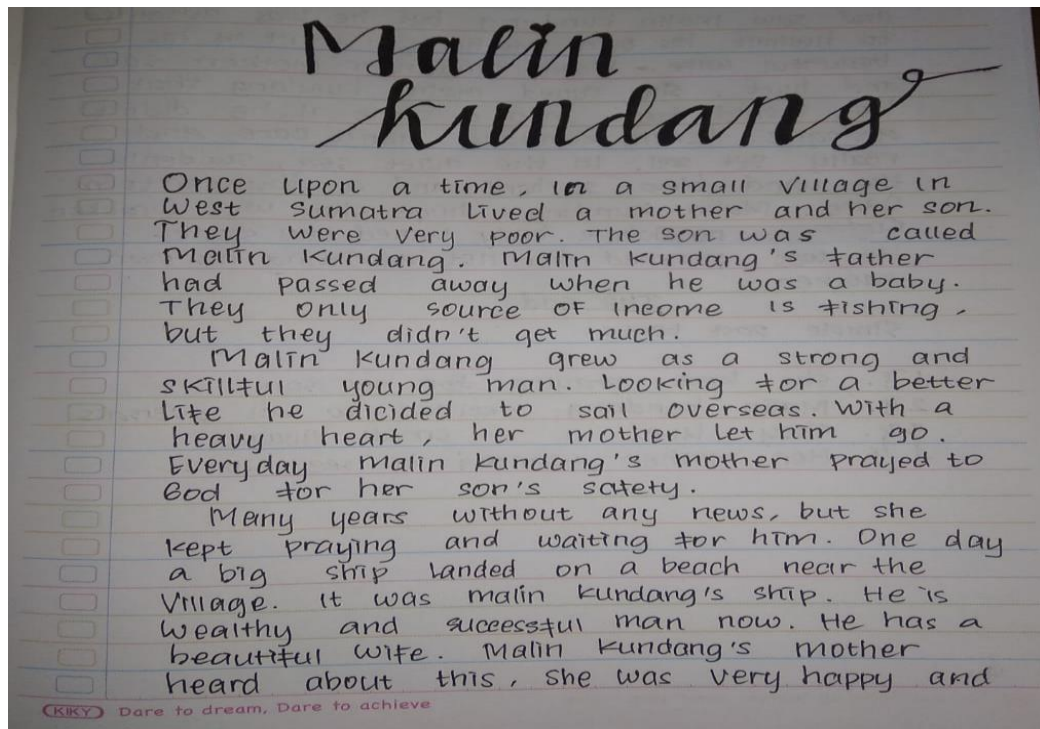
APPENDIX 8

STUDENTS' WORKSHEET

PRE TEST



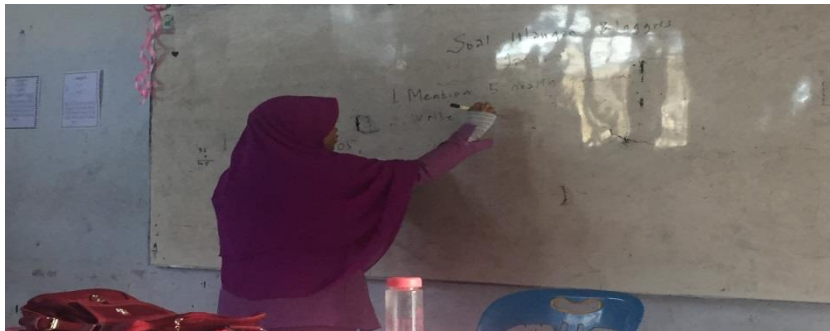
POST TEST



APPENDIX 9

DOCUMENTATION

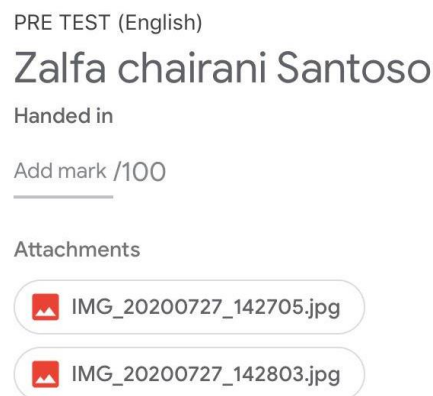
Documentation of Observation in SMPN 38 Medan



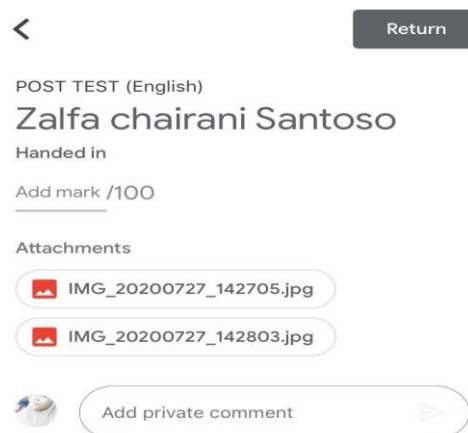
Documentation of Pre Test and Post Test assignment in Google Classroom application



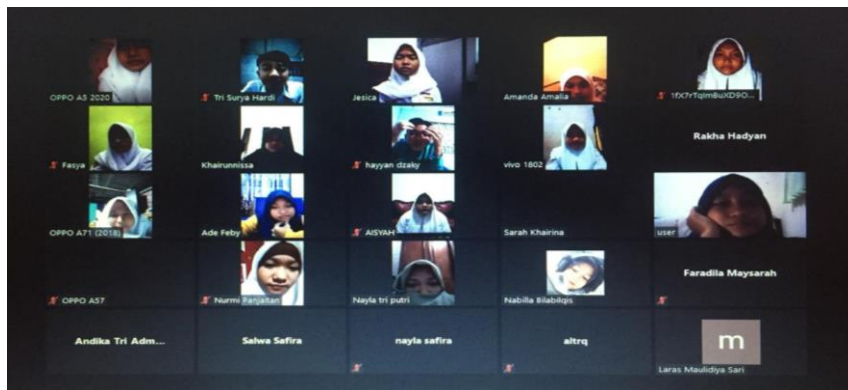
Documentation of students' pre test assignment in Google Classroom application



Documentation of students' post test assignment in Google Classroom application



Documentation of Meeting 1 treatment by Zoom application



Documentation of students' project

"GIRLS TALK SCHEDULE"

Day	Schedule
06 th / August - 2020	<ul style="list-style-type: none"> - Determine title of the story - Create part of Orientation story - Draw part of orientation - Create part of Compication story
07 th / August - 2020	<ul style="list-style-type: none"> - Continue create part of complication story - Draw part of complication - Create part of resolution story
08 th / August - 2020	<ul style="list-style-type: none"> - Draw part of resolution - Make video presentation of the story

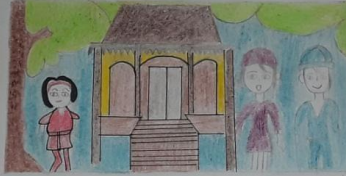
Anggota Kelompok :

- Hawadhinda
- Fawira
- Gracia Nabila Fathin
- Zalfa Chairani Santoso

little Finger

Girls Talk: orientation:

1. Zaita Chairani Santoso
2. Hawadhinda
3. Gracia Nabila Fathira
4. Fathira



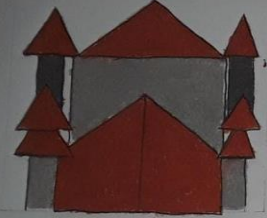

Once upon a time, there lived a husband and wife in a hamlet in Jambi state, but they did not have children. After praying to God, they were blessed with children. Even though the wife's stomach was not enlarged like in general. After giving birth, it turned out that their child was as big as little finger, so it was called the little finger.

Complication:



One day, their village was visited by Grandma Gergasi, a creature eater. The residents fled, except for little finger, because he wanted to expel him. He then asked permission to make a hiding hole. When Grandma Gergasi arrived, she did not find any living things. Only the voice of the little finger. Although searched, he did not find it. Little finger scares him by recommending eating it. Grandma Gergasi who was scared ran & fell from the cliff.

Resolution:


For his efforts, Little Finger was a pointed commander of the kingdom. One day he also wanted to marry the King's daughter. However, the King actually scolded him because he was considered not knowing himself. Even so, the princess seems to be willing to accept Little Finger's proposal. After getting married, they were given royal territory by the King, but Kelingking never wanted to accept it. One day a young man met a daughter, but she was not well received. One night, curious about her husband's activities, the princess followed Pinkiey away. Arriving at the riverbank, he saw the young man turning into a young man after praying & speaking. Knowing that, sing the happy princess song and they live happily ever after.

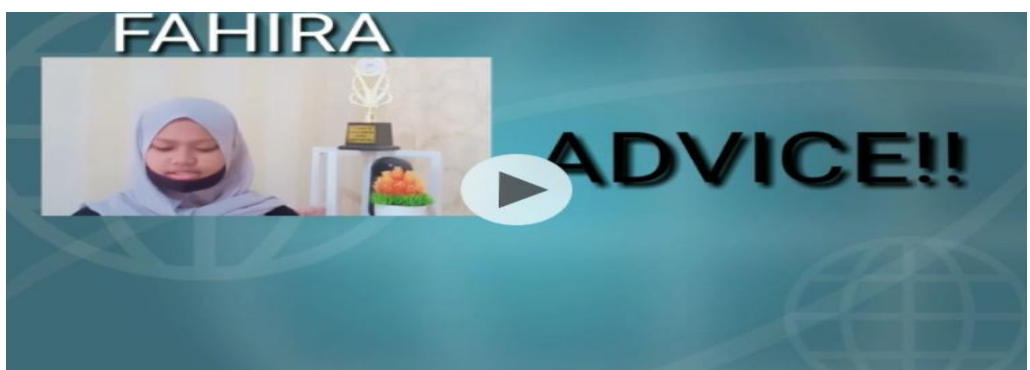
Documentation students' presentation of the project

HAWADHINDA orientation:



GRACIA COMPLICATION:





Documentation students' evaluation of the project by Zoom application





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Nabilah Aulia Rangkuti
NPM : 1602050122
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Project Based Learning on the Students' Creative and Critical Thinking Skills in Writing Narrative Text	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Kini Ekayati, SS, MA

Medan, April 2020
Hormat Pemohon,

Nabilah Aulia Rangkuti



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

FORM K 2

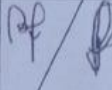
Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

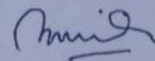
Nama : Nabilah Aulia Rangkuti
NPM : 1602050122
ProgramStudi : Pendidikan Bahasa Inggris

IPK = 3,42

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Effect of Applying Project Based Learning on the Students' Creative and Critical Thinking Skills in Writing Narrative Text	
	The Effect of STAD Technique to Improve Students' Reading Skill by Newspaper Online	
	The Effect of Blended Learning by Google Classroom in Students' English Achievement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020
Hormat Pemohon,



Nabilah Aulia Rangkuti

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

FORM K 2

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nabilah Aulia Rangkuti
NPM : 1602050122
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Applying Project Based Learning on the Students' Creative and Critical Thinking Skills in Writing Narrative Text

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Rini Ekayati, SS, MA *acc Rf*
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020
Hormat Pemohon,

Nabilah Aulia Rangkuti
Nabilah Aulia Rangkuti

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

FORM K 3

Nomor : 752/II.3/UMSU-02/F/2020
Lamp. : ---
Hal : **Pengesahan Proposal dan
Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Nabilah Aulia Rangkuti**
N P M : 1602050122
Progam Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Project Based Learning on the Students' Creative and Critical Thinking Skills in Writing Narrative Text

.Pembimbing : **Rini Ekayati, SS, MA**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggapan : **4 Mei 2021**

Medan, 11 Ramadhan 1441 H
04 Mei 2020 M

Wassalam
Dekan



Dr. H. Elfrianto, S.Pd., M.Pd.

Dibuat Rangkap 4 :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Dosen Pembimbing
 4. Mahasiswa yang bersangkutan
- (**WAJIB MENGIKUTI SEMINAR**)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

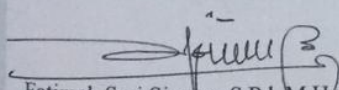
Pada hari ini Senin Tanggal 8 Bulan Juni Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Nabilah Aulia Rangkuti
N P M : 1602050122
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Prject Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text

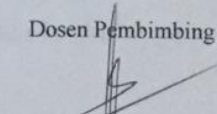
NO	MASUKAN / SARAN
JUDUL	
BAB I	Revise the objective of research
BAB II	
BAB III	Method of Research
LAINNYA	Project Based learning
KESIMPULAN	<input checked="" type="checkbox"/> Disetujui () Ditolak () Disetujui Dengan Adanya Perbaikan

Medan, 8 Juni 2020

Dosen Pembahas

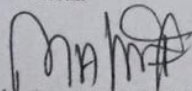

Fatimah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing



Rini Ekayati, SS, MA

PANITIA PELAKSANA

Ketua


Mandra Saragih, S.Pd, M.Hum

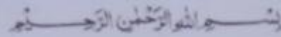
Sekretaris


Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkp@umsu.ac.id

SURAT KETERANGAN



Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Nabilah Aulia Rangkuti
NPM : 1602050122
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Senin
Tanggal : 8 Juni 2020

Dengan Judul Proposal

The Effect of Applying Project Based Learning on the Students' Creative and Critical Thinking Skills in Writing Narrative Text

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan

Pada Tanggal : 8 Juni 2020

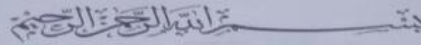
Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619096 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

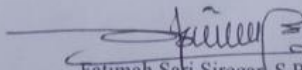
Nama : Nabilah Aulia Rangkuti
N P M : 1602050122
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text

Pada hari Senin Tanggal 8 Bulan Juni Tahun 2020 sudah layak menjadi proposal skripsi

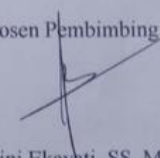
Medan, 8 Juni 2020

Disetujui oleh :

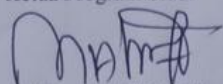
Dosen Pembahas


Fatimah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing


Rini Ekayati, SS, MA

Diketahui oleh
Ketua Program Studi


Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website <http://www.fkip.umstu.ac.id> E-mail fkip@umstu.ac.id

FORM K 1

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nabilah Aulia Rangkuti
NPM : 1602050122
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Judul Pertama

“ The Effect of Applying Project Based Learning on the Students' Creative and Critical Thinking Skills in Writing Narrative Text “

Menjadi

“ The Effect of Applying Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text “

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 13 Juni 2020

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Dosen Pembahas

Fatimah Sari Siregar, S.Pd, M.Hum

Hormat Pemohon

Nabilah Aulia Rangkuti

Dosen Pembimbing

Rini Ekayati, SS, MA



UMSU

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 8622400
Website: <http://kip.umsu.ac.id> E-mail: kip@yahoo.co.id

Nomor : 998/H.3/UMSU-02/F/2020
Lamp. : --
Hal : **Mohon Izin Riset**

Medan, 27 Syawal 1441 H
19 Juni 2020 M

Kepada Yth.
Bapak/Ibu **Kepala SMP NEGERI 38 MEDAN**
Di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa'ha'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Nabilah Aulia Rangku**
NPM : 1602050122
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effect of Applying Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text**

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahtera lah kita semuanya, Amin.
Wassalamu'alaikum Warahmatullahi Barakatuh


Dekan
Dr. H. Elfrianto S.Pd., M.Pd.
NIDN - 0118057302

Tembusan :
- Pertanggal



PEMERINTAH KOTA MEDAN

DINAS PENDIDIKAN

SEKOLAH MENENGAH PERTAMA

UPT SMP NEGERI 38 MEDAN

Akreditasi : A
NSS : 201076011415

NPSN : 10210988
Kode Pos : 20256

Jalan Marelan VII No. 99 Kelurahan Terjun Kecamatan Medan Marelan Telp. (061) 6855957

SURAT KETERANGAN

Nomor : 421/ 11/8/2020

Kepala SMP Negeri 38 Medan dengan ini menerangkan bahwa :

Nama : Nabila Aulia Rangkuti
NPM : 1602050122
Program Studi : Pendidikan Bahasa Inggris

Nama tersebut diatas telah melaksanakan Riset di SMP Negeri 38 Medan Riset dari tanggal 15 Juli 2020 s/d 15 Agustus 2020 untuk keperluan penyusunan Skripsi dengan Judul penelitian :

"The effect op Applying Project Based Learning on the Student"s Creative Thinking Skill in Writing Nararative Text"

Demikian surat keterangan ini diperbuat untuk dipergunakan seperlunya , terima kasih .

Medan, 19 Agustus 2020
Kepala UPT SMP Negeri 38 Medan



Hj. ROHANI M.S.Pd.MM
NIP. 19680616 198903 2 005



BERITA ACARA BIMBINGAN SKRIPSI

Nama : Nabilah Aulia Rangkuti
NPM : 1602050122
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
24/08/2020	Acknowledment chapter III - Method of Research chapter IV : Data	
31/08/2020	Data Analysis	
15/09/2020	Abstract : Review	
15-09-2020	Discussion : Review	
21-09-2020	- final check all item	
20-10-2020	ACE	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Medan, Oktober 2020
Dosen Pembimbing

Rini Ekayati, SS, MA



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Nabilah Aulia Rangkuti
NPM : 1602050122
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Project Based Learning on the Students' Creative Thinking Skill in Writing Narrative Text

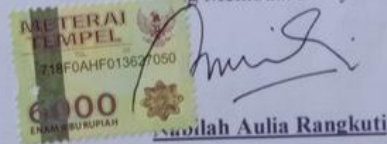
Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
 2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh oranglain dan juga tidak tergolong *Plagiat*.
 3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.
- Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

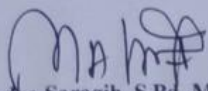
Medan, Oktober 2020

Hormat Saya

Yang Membuat Pernyataan


Nabilah Aulia Rangkuti

Diketahui Oleh
Ketua Prodi Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd., M.Hum.



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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : ww.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

Nama : Nabilah Aulia Rangkuti
NPM : 1602050122
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul **“The Effect of Applying Project Based Learning on The Students Creative Thinking Skill in Writing Narative Text”** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,

METERAI TEMPEL
0AEBCAHF187062219
6000
ENAM RIBURUPIAH
(NABILAH AULIA RANGKUTI)

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CURRICULUM VITAE

Name : Nabilah Aulia Rangkuti

Address : Komplek KPUM blok 21 no. 399, Medan Marelan

Telephone : 081370209810

Place Date of Brith : Medan, June, 18th 1999

Name of Parents : Zulkarnain Rangkuti, S.Pd., M.Si and Rostiana Harahap, S.Pd

Gender : Female

Nationally : Indonesia

Religion : Islam

Marital Status : Single

Email : nabilahauliar@gmail.com

Hobbies : Watching and Reading

Education

The year of 2010 : Elementary School of Nurfadillah

The year of 2013 : Junior High School of SMP Negeri 38 Medan

The year of 2016 : Senior High Scool of Brigjend Katamso II Medan

The year of 2020 : University of Muhammadiyah Sumatera Utara