



Students' Perceptions on Wall Magazine Project toward their English Writing Performances and Creativity Skill

Nofenti Mardalena Halawa¹ and Dian Safitri²

¹²Universitas Negeri Padang

Correspondence Email: nofentimardalena@gmail.com

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Abstract

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

Keywords:

wall magazine project, writing performance, creativity skill

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INTRODUCTION

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

Furthermore, each EFL instructor uses various teaching strategies in terms of writing. In this case, instructors should consider the teaching methods they apply in the classroom because writing is a crucial subject (Majchrzak, 2018). This is supported and developed by Brown & Lee (2015) state that the nature of writing as a compositional process has led to the development of writing pedagogy. This pedagogy emphasizes guiding students through various stages of writing, including generating ideas, organizing them coherently, utilizing discourse markers and rhetorical conventions to ensure cohesive integration into written language, revising texts for clarity, editing texts for grammatical correctness, and ultimately producing the final written output. This is supported and developed by Hedge (2005), who states that the function of writing differs slightly from that of other curricular disciplines in that, The utilization of this tool enables students to actively monitor their academic progress and obtain valuable feedback from their instructors. Simultaneously, teachers are granted the opportunity to effectively monitor and diagnose any challenges or obstacles that students may encounter. She claims that writing is about leading students in creating whole pieces of communication, linking and developing facts, ideas, or arguments for a specific reader or group of readers. Effective writing necessitates a high level of organization in terms of developing and arranging ideas, material, and arguments. It also necessitates characteristics such as precision, grammatical devices, and an appropriate selection of language and sentence structures. All of these factors combine to make writing instruction a difficult task, as all of them must be considered for effective learning. One of the methods in learning in general is the conventional method. The conventional method (lecture) is a form of interaction through explanation and oral narrative by a instructor to students in the class (Mansyur, 1991). This method is classified as the conventional method because the preparation is the simplest and easiest, flexible without requiring special preparation. According to Sriyono (1992), the lecture method is the instructor's narrative and explanation orally. Where in practice the instructor can use teaching aids to clarify the descriptions conveyed to students. The teaching method implemented in this study is the conventional method (lecture).

But in its implementation, conventional methods do not always produce the expected results. There are several research results indicating that this method is still less effective. First, according to Redy Winatha & Ariningsih (2020), The current approach to the learning process remains traditional, primarily utilizing presenting media, boards, and lectures, with a singular focus on the comprehensiveness of the material, disregarding the intended learning objectives. This resulted in the learning atmosphere being less pleasant and tending to be monotonous. Next, according to Kalyani & Murugan (2021), the conventional approaches mostly rely on lecturing and rote learning, resulting in English language

acquisition being reduced to mere memorization. These methods offer limited benefits in terms of fostering language competency among students. These strategies render the process of learning monotonous and unstimulating. The learning process often relegates students to passive roles rather than engaging them as active participants.

Project-based learning is a pedagogical approach that can be employed to effectively attain educational goals, this is can be used as one method in teaching writing. The increasing popularity of this approach in higher education can be attributed to its promotion of innovative thinking, as substantiated by studies on higher order thinking skills (deep learning). Additionally, it enhances students' problem-solving adaptability through the utilization of active learning strategies (Barak & Yuan, 2021). One of the results of PjBL in writing class is wall magazine. Wall magazine is a simple and cost-effective form of written communication, typically displayed on the wall. It can contain news, editorials, opinions, essays, profiles, short stories, crossword puzzles, comics, caricatures, and reviews can be presented in various sizes (Nursisto, 1999). Wall magazines can be arranged creatively and serve as a platform for fostering imagination, literacy, intelligence, organization, and writing skills. Wall magazines can improve students' writing skills, creativity, zeal, and tolerance. In addition, they allow for the expression of ideas, the improvement of literacy, the promotion of environmental consciousness, and the cultivation of creativity (Muntaha, 2009). Therefore, this media can be used as one of the results of the project in the classroom.

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

Numerous academic inquiries have been conducted pertaining to the execution of project wall magazines within classrooms. First, (Sopha & Hum (2018), wall magazine project activity fosters increased student engagement and motivation in writing and reading, as their written work is showcased in visually appealing formats such as a colorful, decorated wall magazine. Moreover, students enjoy the skill to provide valuable written content for other students due to its inclusion of significant information. According to Fitria, (2019), the wall magazine project provided opportunities for students to share individual opinions and information with their group members in order to construct ideas and complete their projects.

The project fosters a positive environment that encourages students' English learning creativity. Third, Istiqomah (2021), the implementation of project-based learning method employing wall magazines as an educational tool had the potential to enhance the writing skills of the students. Fourth, Nuha et al., (2020), PJBL's wall magazine implementation fosters self-constructed knowledge, increasing persistence and motivation. It encourages teamwork and responsibility, encouraging students to actively solve problems and work together to complete projects, ultimately enhancing their learning experience. And last, Kurniawati et al., (2019), Project-Based Learning that produces wall magazines can improve students' collaboration skills. This project is very applicable because it can improve students' collaboration skills.

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

METHOD

This research used a descriptive quantitative research design. The population of this research was English literature students in English Department Students academic year 2022/2023. The class consisted of 5 classes that were 124 students totally. The sampling technique of this research was used purposive random sampling technique. The researcher took the sample of 25% from the population. So, the total samples were 31 students. The researcher took the data of students' perception by using a questionnaire and interview. There were 51 questions for the questionnaire. The instrument was validated by one of English lecturer in English Department of Universitas Negeri Padang. Reliability testing that was used was cronbach's alpha.

Both questionnaire and interview were used for data collection. First, A questionnaire was used as the instrument in this study to reveal students' perceptions on wall magazine project in paragraph writing class. To avoid misunderstandings, the questionnaire was presented in English and Indonesian. In this study, the

questionnaire structure was a closed-ended questionnaire. To assess the participants' agreement with each item in the questionnaire, the researcher used a 4-point Likert scale. Second, to gain a deeper understanding of the questionnaire's responses and to ask additional open-ended questions about the students' responses, a semi-structured interview was conducted. The objective was to identify the issue on which the interviewee was questioned about their perception on wall magazine project in paragraph writing class. In order to prevent information from being missed, the interviewer used recording software while conducting the interview.

Data Collection.

The first instrument was questionnaire. A questionnaire with fifty one statements was distributed to the students. To collect data, the researcher used few procedure. First, the researcher determined questionnaire indicators of students' perceptions on wall magazine project toward their writing performances and creativity skill. Second, the researcher arranged the rubric for the questionnaire based on the indicator. Before the questionnaire was compiled, it must first be compiled which determined the indicators of the questionnaire. Alternative answers are strongly agree, agree, disagree, and strongly disagree. Positiv statement with a value of 4, 3, 2, 1. Then, the data was distributed to students through Google form. Second instrument was interview. Interview was used to gain more detailed information about students' perceptions on wall magazine project toward their writing performances and creativity skill in order to enhance the data acquired via questionnaire. Five students that had already filled the questionnaire were gathered. Then, interview was conducted with 14 questions about students perceptions on wall magazine project toward their English writing performances and creativity skill. The answer was recorded.

Data Analysis

In this study, the researcher used a descriptive study to analyse the data. The goal of a descriptive study is to describe facts and characteristics of the object or situation under research in accordance with what is occurring in the field. The descriptive study aims to look at students' perceptions on wall magazine project toward their English writing performances and creativity skill. The completed questionnaire from the students was processed in few steps. First, the researcher was selected, focused, and grouped the data that appear in questionnaire. Then, data tabulation was made by calculating the frequency of each alternative answer given. The percentage of students' sample was analyzed by dividing total students' answer with total students' sample. After that, the average value of positive statement was calculated to determine the score of students' perception with interval score.

For the interview, data were analyzed by reviewing notes taken during data collection; the researcher then classified the data, which includes the data were organized into categories based on indicators of student perceptions. In this stage, the researcher groups the data according to predetermined criteria. This indicates that the researcher categorizes the data based on indicators of students' attitudes toward the wall magazine project.

RESULT AND DISCUSSION

The research findings in the form of research data are further discussed or critically interpreted with particular relevant theoretical approach. Data can also be supported with the presentation of tables, images, etc.

Research Finding

Content

Table 1. Students' perception of their content performances while learning paragraph writing use wall magazine project

no	Statements	N%				Mean	Category
		SD	D	A	SA		
1	During learning using the wall magazine project, I easily get ideas in writing.	0 (0%)	3 (9.68%)	19 (61.29%)	9 (29.03%)	3.19	Positive
2	During learning using the wall magazine project, I convey ideas in writing.	0 (0%)	1 (3.23%)	21 (67.74%)	9 (29.03%)	3.26	Positive
3	During learning using the wall magazine project, I find it easier to find topics in writing	0 (0%)	3 (9.68%)	18 (58.06%)	10 (32.26%)	3.23	Positive
4	During learning using the wall magazine project, I can develop the topic that I have.	0 (0%)	2 (6.45%)	20 (64.52%)	9 (29.03%)	3.23	Positive

5	During learning using the wall magazine project, I can develop supporting sentence from existing topics clearly and in detail.	0 (0%)	3 (9.68%)	25 (80.65%)	3 (9.68%)	3.00	Positive
	Mean Score					3.18	Positive

There were five statements concerned with the first indicator about the content performance in writing. The first statement was *during learning using the wall magazine project, I easily get ideas in writing*. From this statement, there were 31 students' responses in which 0 (0%) students chose strongly disagree, 3 (9.68%) chose to disagree while 19 (61.29%) chose to agree, and 9 (29.03%) students chose strongly agree. It can be concluded from the fourth statement that the students mostly choose to agree with the response with a mean score was 3.19 in the category positive.

The second statement was *during learning using the wall magazine project, I convey ideas in writing*. From this statement, there were 31 students' responses of which 0 (0%) students chose strongly disagree, and 1 (3.23%) chose to disagree. On the other hand, there were 21 (67.74%) students chose to agree, and 9 (29.03%) students chose strongly agree. It can be concluded from the third statement that the students mostly chose to agree with the response with a mean score was 3.26 in the category positive.

The third statement was *during learning using the wall magazine project, I find it easier to find topics in writing*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 3 (9.68%) chose to disagree. However, 18 (58.06%) agree with this statement, and followed by 10 (14.8%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.23 in the category positive.

The fourth statement was *during learning using the wall magazine project, I can develop the topic that I have*. From this statement, there were 31 students' responses, which 0 students' responses in which 0 (0 %) students chose strongly disagree with this statement, and 2 (6.45%) who chose to disagree. However, there were 20 (64.52%) students chose to agree, and 9 (29.03%) students chose strongly agree with this statement. It can be concluded from the first statement that the students most chose to agree with a mean score was 3.23 in the category positive.

The fifth statement was *during learning using the wall magazine project, I can develop supporting sentence from existing topics clearly and in detail*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, 3 (9.68%) chose to disagree but 25 (80.65%) students chose to agree, and 3 (9.68%) students chose strongly agree. It can be concluded from the second statement that the students chose to agree with a mean score was 3.00 in the category positive.

To sum it up, the table shows that students positively responded to the content performance while learning use wall magazine project with the final mean being 3.18. Most of the statements in this indicator had positive responses from the students.

Based on the interview, the writer found that students have shown their positive perception in content aspect through the wall magazine project; Based on the respondents' answer, it can be concluded that in this content aspect, the respondents showed a positive perception about the lesson, which indicates that they acquired knowledge about developing paragraphs through instruction from skilled lecturers. Although they faced challenges at first understanding paragraph structure, their understanding improved significantly after engaging in group work, enabling them to produce well-written paragraphs. Based on the feedback provided by the participants, it was observed that they demonstrated commendable proficiency in producing paragraph content aligned with the assigned topic. Utilizing the wall magazine project as a learning tool facilitated the improvement of their ability to describe each topic in one paragraph. Although not flawless, the participants experienced a significant improvement in their talent for topic development through implementing this wall magazine project. Despite facing some challenges, they were able to overcome them effectively with the help of their peers and course instructors.

Organization

Table 2. Students' perception of their organization performances while learning paragraph writing use wall magazine project

no	Statements	N%				Mean	Category
		SD	D	A	SA		
6	During learning using a wall magazine project, I learned to create coherent paragraphs.	0 (0%)	7 (22.58%)	19 (61.29%)	5 (16.13%)	2.94	Positive

7	During learning using the wall magazine project, I learned to make coherent sentences.	0.00 (0%)	5 (16.13%)	21 (67.74%)	5 (16.13%)	3.00	Positive
8	During learning using the wall magazine project, I learned to write paragraphs in an orderly manner, starting with a topic sentence, supporting sentences, and closing sentences.	0 (0%)	2 (6.45%)	20 (64.52%)	9 (29.03%)	3.23	Positive
9	During learning using a wall magazine project, I learned to make a good topic sentence.	0 (0%)	2 (6.45%)	21 (67.74%)	8 (25.81%)	3.19	Positive
10	During learning using the wall magazine project, I learned to make a good supporting sentence.	0 (0%)	2 (6.45%)	20 (64.52%)	9 (29.03%)	3.23	Positive
11	During learning using the wall magazine project, I learned to make supporting sentences that do not deviate from the topic sentence.	0 (0%)	1 (3.23%)	19 (61.29%)	11 (35.48%)	3.32	Very Positive
12	During learning using the wall magazine project, I learned to make concluding sentences according to the topic being discussed.	0 (0%)	1 (3.23%)	19 (61.29%)	11 (35.48%)	3.32	Very Positive
Mean Score						3.18	Positive

There were seven statements concerned with the second indicator about the organization performance in writing. The first statement was *During learning using a wall magazine project, I learned to create coherent paragraphs*. From this statement, there were 31 students' responses, which 0 students' responses in which 0 (0 %) students chose strongly disagree with this statement, followed by 7 (22.58%) who chose to disagree. However, there were 19 (61.29%) students chose to agree, and 5 (16.13%) students chose strongly agree with this statement. It can be concluded from the first statement that the students most chose to agree with a mean score was 2.94 in the category positive.

The second statement was *During learning using the wall magazine project, I learned to make coherent sentences*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, 5 (16.13%) chose to disagree, 21 (67.74%) students chose to agree, and 5 (16.13%) students chose strongly agree. It can be concluded from the second statement that the students chose to agree with a mean score was 3.00 in the category positive.

The third statement was *During learning using the wall magazine project, I learned to write paragraphs in an orderly manner, starting with a topic sentence, supporting sentences, and closing sentences*. From this statement, there were 31 students' responses of which 0 (0%) students chose strongly disagree, and 2 (6.45%) chose to disagree. On the other hand, there were 20 (64.52%) students chose to agree, and 9 (29.03%) students chose strongly agree. It can be concluded from the third statement that the students mostly chose to agree with the response with a mean score was 3.23 in the category positive.

The fourth statement was *During learning using a wall magazine project, I learned to make a good topic sentence. During learning using the wall magazine project, I easily get ideas in writing*. From this statement, there were 31 students' responses in which 0 (0%) students chose strongly disagree, 2 (6.45%) chose to disagree while 21 (67.74%) chose to agree, and 9 (25.81%) students chose strongly agree. It can be concluded from the fourth statement that the students mostly choose to agree with the response with a mean score was 3.19 in the category positive.

The fifth statement was *During learning using the wall magazine project, I learned to make a good supporting sentence*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 2 (6.45%) chose to disagree. However, 20 (64.52%) agree with this statement, and followed by 9 (29.03%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.23 in the category positive.

The sixth statement was *During learning using the wall magazine project, I learned to make supporting sentences that do not deviate from the topic sentence..* From this statement, there were 31 students' responses which 0 (0%) students chose

strongly disagree, and 1 (3.23%) chose to disagree. However, 19 (61.29%) agree with this statement, and followed by 11 (14.8%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.32 in the category positive.

The seventh statement was *During learning using the wall magazine project, I learned to make concluding sentences according to the topic being discussed.* From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 1 (3.23%) chose to disagree. However, 19 (61.29%) agree with this statement, and followed by 11 (35.48%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.32 in the category positive.

To sum it up, the table shows that students positively responded to the organization performance while learning use wall magazine project with the final mean being 3.18. Most of the statements in this indicator had positive responses from the students.

Based on the interview, the writer found that students have shown their positive perception in organization aspect through the wall magazine project. Based on the answers, in the aspect of organizing writing, using the wall magazine project facilitates students in effectively organizing their ideas into coherent paragraphs. Although the implementation may not be perfect, students experience a marked improvement in their ability to structure the course through the use of this wall magazine. This progress can be attributed, in part, to the comprehensive guidance provided by the instructor on writing strategies prior to starting the project. The students express satisfaction with their performance, seeing improvements in their project work compared to previous efforts. Despite encountering obstacles, they effectively overcome them with the help of their partners and instructors.

Mechanic

Table 3. Students' perception of their mechanic performances while learning paragraph writing use wall magazine project

no	Statements	N%				Mean	Category
		SD	D	A	SA		
13	During learning using the wall magazine project, I use spelling properly and correctly.	0 (0%)	3 (9.68%)	19 (61.29%)	9 (29.03%)	3.19	Positive

14	During learning using the wall magazine project, I used a capital letter at the beginning of every sentence.	0 (0%)	3 (9.68%)	14 (45.16%)	14 (45.16%)	3.35	Very Positive
15	During learning using the wall magazine project, I used proper punctuation, for example using a period (.) at the end of a sentence.	0 (0%)	2 (6.45%)	15 (48.39%)	14 (45.16%)	3.39	Very Positive
16	During learning using the wall magazine project, I use a comma (,) which is good and right.	0 (0%)	2 (6.45%)	19 (61.29%)	10 (32.26%)	3.26	Positive
17	During learning using the wall magazine project, I learned to use capital letters in every name, place, date, and day written.	0 (0%)	2 (6.45%)	17 (54.84%)	12 (38.71%)	3.32	Very Positive
18	During learning using the wall magazine project, i recheck spelling and punctuation when I wrote.	0 (0%)	0 (0%)	23 (74.19%)	8 (25.81%)	3.26	Positive
Mean Score						3.30	Very Positive

There were five statements concerned with the third indicator about the mechanic in writing. The first statement was *During learning using the wall magazine project, I use spelling properly and correctly*. From this statement, there were 31 students' responses, which 0 students' responses in which 0 (0 %) students chose strongly disagree with this statement, followed by 2 (6.45%) who chose to disagree. However, there were 20 (64.52%) students chose to agree, and 9 (29.03%) students chose strongly agree with this statement. It can be concluded from the first

statement that the students most chose to agree with a mean score was 3.23 in the category positive.

The second statement was *During learning using the wall magazine project, I used a capital letter at the beginning of every sentence.* From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, 3 (9.68%) chose to disagree but 25 (80.65%) students chose to agree, and 3 (9.68%) students chose strongly agree. It can be concluded from the second statement that the students chose to agree with a mean score was 3.00 in the category positive.

The third statement was *During learning using the wall magazine project, I used proper punctuation, for example using a period (.) at the end of a sentence.* From this statement, there were 31 students' responses of which 0 (0%) students chose strongly disagree, and 1 (3.23%) chose to disagree. On the other hand, there were 21 (67.74%) students chose to agree, and 9 (29.03%) students chose strongly agree. It can be concluded from the third statement that the students mostly chose to agree with the response with a mean score was 3.26 in the category positive.

The fourth statement was *During learning using the wall magazine project, I learned to use capital letters in every name, place, date, and day written.* From this statement, there were 31 students' responses in which 0 (0%) students chose strongly disagree, 3 (9.68%) chose to disagree while 19 (61.29%) chose to agree, and 9 (29.03%) students chose strongly agree. It can be concluded from the fourth statement that the students mostly choose to agree with the response with a mean score was 3.19 in the category positive.

The fifth statement was *During learning using the wall magazine project, I recheck spelling and punctuation when I wrote.* From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 3 (9.68%) chose to disagree. However, 18 (58.06%) agree with this statement, and followed by 10 (14.8%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.23 in the category positive.

To sum it up, the table shows that students positively responded to the writing mechanics performance while learning use wall magazine project with the final mean being 3.30 which means very positive. Most of the statements in this indicator had positive responses from the students.

Based on the interview, the writer found that students have shown their positive perception in mechanic aspect through the wall magazine project. According to the respond, it can be concluded that the individual has a strong sense of performance in writing, as they consider paragraph organization, spelling, and grammar to be crucial components of their writing endeavors. The students involved in these initiatives demonstrate a meticulous focus on every textual element. Despite the presence of some shortcomings in their performance in this aspect, students see

themselves as having made significant improvements in paragraph construction after acquiring relevant instructional materials. There is a growing comprehension among students about the appropriate use of punctuation inside sentences and paragraphs, with adherence to established conventions, despite the presence of occasional comma.

Vocabulary

Table 4. Students' perception of their vocabulary performances while learning paragraph writing use wall magazine project

No	Statements	N%				Mean	Category
		SD	D	A	SA		
19	During learning using the wall magazine project, I gained a lot of new vocabulary.	0 (0%)	1 (3.23%)	19 (61.29%)	11 (35.48%)	3.32	Very Positive
20	During learning using the wall magazine project, I learned to use the appropriate words based on the context of the sentences.	0 (0%)	0 (0%)	20 (64.52%)	11 (35.48%)	3.35	Very Positive
21	During learning using the wall magazine project, I can develop my ideas because my vocabulary increases.	0 (0%)	1 (3.23%)	19 (61.29%)	11 (35.48%)	3.32	Very Positive
22	During learning using the wall magazine project, I learned not to repeat the same word over and over again in a paragraph.	0 (0%)	0 (0%)	26 (83.87%)	5 (16.13%)	3.16	Positive
23	During learning using the wall magazine project, my vocabulary selection increased and varied.	0 (0%)	0 (0%)	24 (77.42%)	7 (22.58%)	3.23	Positive
Mean Score						3.28	Very Positive

There were five statements concerned with the fourth indicator about the vocabulary performance in writing. The first statement was *During learning using the wall magazine project, I gained a lot of new vocabulary*. From this statement, there were 31 students' responses in which 0 (0 %) students chose strongly disagree with this statement, followed by 1 (3.23%) who chose to disagree. However, there were 19 (61.29%) students chose to agree, and 11 (35.48%) students chose strongly agree with this statement. It can be concluded from the first statement that the students most chose to agree with a mean score was 3.32 in the category very positive.

The second statement was *During learning using the wall magazine project, I learned to use the appropriate words based on the context of the sentences*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, 0 (0%) chose to disagree but 20 (64.52%) students chose to agree, and 11 (35.48%) students chose strongly agree. It can be concluded from the second statement that the students chose to agree with a mean score was 3.35 in the category very positive.

The third statement was *During learning using the wall magazine project, I can develop my ideas because my vocabulary increases*. From this statement, there were 31 students' responses of which 0 (0%) students chose strongly disagree, and 1 (3.23%) chose to disagree. On the other hand, there were 19 (61.29%) students chose to agree, and 11 (35.48%) students chose strongly agree. It can be concluded from the third statement that the students mostly chose to agree with the response with a mean score was 3.32 in the category very positive.

The fourth statement was *During learning using the wall magazine project, I learned not to repeat the same word over and over again in a paragraph*. From this statement, there were 31 students' responses in which 0 (0%) students chose strongly disagree, 0 (0%) chose to disagree while 26 (83.87%) chose to agree, and 5 (16.13%) students chose strongly agree. It can be concluded from the fourth statement that the students mostly choose to agree with the response with a mean score was 3.16 in the category positive.

The fifth statement was *During learning using the wall magazine project, my vocabulary selection increased and varied*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 0 (0%) chose to disagree. However, 24 (77.42%) agree with this statement, and followed by 7 (22.58%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.23 in the category positive.

To sum it up, the table shows that students positively responded to the vocabulary performance while learning use wall magazine project with the final mean being

3.28. Most of the statements in this indicator had positive responses from the students.

Based on the interview, the students believe that their vocabulary has increased, which is obviously beneficial when composing paragraphs; therefore, they no longer need to consult a dictionary because the words are already in their heads. Their vocabulary expands as a result of participating in this endeavour as there are numerous new words that I must discover and acquire. And according to them, it is beneficial for writing in order to avoid repetition and the use of the same words. Because they can find the words we need again because they are also on this topic, they are able to tell us something based on their experience; therefore, they require the words/vocabulary they previously used in daily life. Writing exposes us to many new words, resulting in an expansion of our vocabulary. Thus, our writing becomes more diverse as we acquire new terms

Generating Ideas

Table 5. Students' perception of creativity characteristic (generating ideas) while learning through wall magazine project were implemented in paragraph writing class

No	Statements	N%				Mean	Category
		SD	D	A	SA		
1	I feel that I really focus on planning the projects that I make.	0 (0%)	2 (6.45%)	19 (61.29%)	10 (32.26%)	3.26	Very Positive
2	I can find the materials I need in the learning process using wall magazines.	0 (0%)	1 (3.23%)	21 (67.74%)	9 (29.03%)	3.26	Positive
3	I am trained to solve the problems that I found while working on project.	0 (0%)	0 (0%)	22 (70.97%)	9 (29.03%)	3.29	Very Positive
4	I imagine interesting things to decorate my project.	0 (0%)	3 (9.68%)	19 (61.29%)	9 (29.03%)	3.19	Positive
5	I like building ideas and putting them into project that I create.	0 (0%)	0 (0%)	23 (74.19%)	8 (25.81%)	3.26	Very Positive

6	I feel that in the process of completing the project, my idea is quite unique.	1 (3.23%)	4 (12.90%)	20 (64.52%)	6 (19.35%)	3.00	Positive
7	I prefer the process of working on a project rather than just the results of the project.	1 (3.23%)	2 (6.45%)	19 (61.29%)	9 (29.03%)	3.16	Positive
Mean Score						3.18	Positive

There were seven statements concerned with the first indicator about the generating ideas in wall magazine project. The first statement was *I feel that I really focus on planning the projects that I make*. From this statement, there were 31 students' responses in which 0 (0 %) students chose strongly disagree with this statement, followed by 2 (6.45%) who chose to disagree. However, there were 19 (61.29%) students chose to agree, and 10 (32.26%) students chose strongly agree with this statement. It can be concluded from the first statement that the students most chose to agree with a mean score was 3.26 in the category very positive.

The second statement was *I can find the materials I need in the learning process using wall magazines*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, 1 (3.23%) chose to disagree but 21 (67.74%) students chose to agree, and 9 (29.03%) students chose strongly agree. It can be concluded from the second statement that the students chose to agree with a mean score was 3.26 in the category very positive.

The third statement was *I am trained to solve the problems that I found while working on project*. From this statement, there were 31 students' responses of which 0 (0%) students chose strongly disagree, and 0 (0%) chose to disagree. On the other hand, there were 20 (70.97%) students chose to agree, and 9 (29.03%) students chose strongly agree. It can be concluded from the third statement that the students mostly chose to agree with the response with a mean score was 3.29 in the category very positive.

The fourth statement was *I imagine interesting things to decorate my project*. From this statement, there were 31 students' responses in which 0 (0%) students chose strongly disagree, 3 (9.68%) chose to disagree while 19 (61.29%) chose to agree, and 9 (29.03%) students chose strongly agree. It can be concluded from the fourth statement that the students mostly choose to agree with the response with a mean score was 3.19 in the category positive.

The fifth statement was *I like building ideas and putting them into project that I create*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 0 (0%) chose to disagree. However, 23 (74.19%) agree

with this statement, and followed by 8 (25.81%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.26 in the category very positive.

The sixth statement was *I feel that in the process of completing the project, my idea is quite unique*. From this statement, there were 31 students' responses which 1 (3.23%) students chose strongly disagree, and 4 (12.90%) chose to disagree. However, 20 (64.52%) agree with this statement, and followed by 6 (19.35%) students chose strongly agree. It can be concluded from the sixth statement that the students mostly chose to agree with the response with a mean score are 3.00 in the category positive.

The seventh statement was *I prefer the process of working on a project rather than just the results of the project*. From this statement, there were 31 students' responses which 1 (3.23%) students chose strongly disagree, and 2 (6.45%) chose to disagree. However, 19 (61.29%) agree with this statement, and followed by 9 (29.03%) students chose strongly agree. It can be concluded from the seventh statement that the students mostly chose to agree with the response with a mean score are 3.16 in the category positive.

To sum it up, th table shows that students positively responded in generating ideas while learning use wall magazine project with the final mean being 3.18. Most of the statements in this indicator had positive responses from the students.

Based on the interview, the writer found that students have shown their positive perception in generating ideas through the wall magazine project; In conclusion, they felt compelled to generate ideas and elaborate on them thoroughly. Not only did they elaborate on their own ideas, but also on ideas, suggestions, and contributions from their teammates. If they have an idea while working on a project, they must naturally share it with the group, and if it is appropriate and correct, they can implement it. In addition, based on their group discussions, there is a perception that not all ideas are fully developed. They only develop certain concepts that can be implemented in initiatives

Digging deeper into ideas

Table 6. Students' perception of creativity characteristic (digging deeper into ideas) while learning through wall magazine project were implemented in paragraph writing class

No	Statements	N%				Mean	Category
		SD	D	A	SA		

8	I am curious about things I did not know about my wall magazine project.	0 (0%)	2 (6.45%)	21 (67.74%)	8 (25.81%)	3.19	Positive
9	I find it easy to develop strategies to make my project interesting.	0 (0%)	6 (19.35%)	17 (54.84%)	8 (25.81%)	3.06	Positive
10	I have the energy and enthusiasm to review the ideas I put into my project.	0 (0%)	3 (9.68%)	18 (58.06%)	10 (32.26%)	3.23	Positive
11	I try to finish my project on time.	0 (0%)	0 (0%)	16 (51.61%)	15 (48.39%)	3.48	Very Positive
12	I am interested in the intent or purpose of what I do in my project.	0 (0%)	1 (3.23%)	21 (67.74%)	9 (29.03%)	3.26	Very Positive
13	I feel that the meaning of my project evolves over time.	1 (3.23%)	4 (12.90%)	15 (48.39%)	11 (35.48%)	3.16	Positive
14	I'm not denying failure that has occurred, but finding ways to make it work throughout the project.	0 (0%)	0 (0%)	19 (61.29%)	12 (38.71%)	3.39	Very Positive
Mean Score						3.30	Very Positive

There were seven statements concerned with the creativity character in digging deeper into ideas.

The first statement was *I am curious about things I did not know about my wall magazine project*. From this statement, there were 31 students' responses in which 0 (0 %) students chose strongly disagree with this statement, followed by 2 (6.45%) who chose to disagree. However, there were 21 (67.74%) students chose to agree, and 8 (25.81%) students chose strongly agree with this statement. It can be concluded from the first statement that the students most chose to agree with a mean score was 3.19 in the category positive.

The second statement was *I find it easy to develop strategies to make my project interesting*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, 6 (19.35%) chose to disagree but 17 (54.84%) students chose to agree, and 8 (25.81%) students chose strongly agree. It can be

concluded from the second statement that the students chose to agree with a mean score was 3.06 in the category positive.

The third statement was *I have the energy and enthusiasm to review the ideas I put into my project*. From this statement, there were 31 students' responses of which 0 (0%) students chose strongly disagree, and 3 (9.68%) chose to disagree. On the other hand, there were 18 (58.06%) students chose to agree, and 10 (32.26%) students chose strongly agree. It can be concluded from the third statement that the students mostly chose to agree with the response with a mean score was 3.23 in the category positive.

The fourth statement was *I try to finish my project on time*. From this statement, there were 31 students' responses in which 0 (0%) students chose strongly disagree, 0 (0%) chose to disagree while 16 (51.61%) chose to agree, and 15 (48.39%) students chose strongly agree. It can be concluded from the fourth statement that the students mostly choose to agree with the response with a mean score was 3.48 in the category very positive.

The fifth statement was *I am interested in the intent or purpose of what I do in my project*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 1 (3.23%) chose to disagree. However, 21 (67.74%) agree with this statement, and followed by 9 (29.03%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.26 in the category very positive.

The sixth statement was *I feel that the meaning of my project evolves over time*. From this statement, there were 31 students' responses which 1 (3.23%) students chose strongly disagree, and 4 (12.90%) chose to disagree. However, 15 (48.39%) agree with this statement, and followed by 11 (35.48%) students chose strongly agree. It can be concluded from the sixth statement that the students mostly chose to agree with the response with a mean score are 3.16 in the category positive.

The seventh statement was *I'm not denying failure that has occurred, but finding ways to make it work throughout the project*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 0 (0%) chose to disagree. However, 19 (61.29%) agree with this statement, and followed by 12 (38.71%) students chose strongly agree. It can be concluded from the seventh statement that the students mostly chose to agree with the response with a mean score are 3.39 in the category very positive.

To sum it up, the table shows that students positively responded in digging deeper into ideas while learning use wall magazine project with the final mean being 3.30. Most of the statements in this indicator had very positive responses from the students.

Based on the interview, the students dug up numerous sources, some from YouTube, in search of ornaments from acquaintances as well as external sources. They must gather references from multiple sources before developing their own originality. In addition, some only use a few sources, such as the internet, articles, etc., to find examples and ideas, and others limit their sources because, according to them, it will take longer to complete the project if they use too many sources

Openness and Courage to explore idea

Table 7. Students' perception of creativity characteristic (openness and courage to explore idea) while learning through wall magazine project were implemented in paragraph writing class

No	Statements	N%				Mean	Category
		SD	D	A	SA		
15	I like to explore new things that can be used for my project.	0 (0%)	1 (3.23%)	17 (54.84%)	13 (41.94%)	3.39	Very Positive
16	I feel confident with ideas I come up with for my project.	0 (0%)	4 (12.90%)	20 (64.52%)	7 (22.58%)	3.10	Positive
17	I am not worried if the ideas I come up with are different from my friends.	0 (0%)	3 (9.68%)	17 (54.84%)	11 (35.48%)	3.26	Very Positive
18	I can reflect on the results of my own project.	0 (0%)	1 (3.23%)	24 (77.42%)	6 (19.35%)	3.16	Positive
19	I dare to take risks from the ideas I have for my project.	0 (0%)	2 (6.45%)	19 (61.29%)	10 (32.26%)	3.26	Very Positive
20	I love giving input to friends who need input for their project.	0 (0%)	3 (9.68%)	18 (58.06%)	10 (32.26%)	3.23	Positive
21	I don't mind if I receive more than one input to my project.	0 (0%)	1 (3.23%)	15 (48.39%)	15 (48.39%)	3.45	Very Positive
Mean Score						3.27	Very Positive

There were seven statements concerned about the creativity character that openness and courage to explore idea. The first statement was *I like to explore new things that can be used for my project*. From this statement, there were 31 students' responses in which 0 (0 %) students chose strongly disagree with this statement,

followed by 1 (3.23%) who chose to disagree. However, there were 17 (54.84%) students chose to agree, and 13 (41.94%) students chose strongly agree with this statement. It can be concluded from the first statement that the students most chose to agree with a mean score was 3.39 in the category very positive.

The second statement was *I feel confident with ideas I come up with for my project*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, 4 (12.90%) chose to disagree but 20 (64.52%) students chose to agree, and 7 (22.58%) students chose strongly agree. It can be concluded from the second statement that the students chose to agree with a mean score was 3.10 in the category positive.

The third statement was *I am not worried if the ideas I come up with are different from my friends*. From this statement, there were 31 students' responses of which 0 (0%) students chose strongly disagree, and 3 (9.68%) chose to disagree. On the other hand, there were 17 (54.84%) students chose to agree, and 11 (35.48%) students chose strongly agree. It can be concluded from the third statement that the students mostly chose to agree with the response with a mean score was 3.26 in the category very positive.

The fourth statement was *I can reflect on the results of my own project*. From this statement, there were 31 students' responses in which 0 (0%) students chose strongly disagree, 0 (0%) chose to disagree while 26 (83.87%) chose to agree, and 5 (16.13%) students chose strongly agree. It can be concluded from the fourth statement that the students mostly choose to agree with the response with a mean score was 3.16 in the category positive.

The fifth statement was *I dare to take risks from the ideas I have for my project*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 2 (6.45%) chose to disagree. However, 19 (61.29%) agree with this statement, and followed by 10 (32.26%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 3.26 in the category very positive.

The sixth statement was *I love giving input to friends who need input for their project*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 3 (9.68%) chose to disagree. However, 18 (58.06%) agree with this statement, and followed by 10 (32.26%) students chose strongly agree. It can be concluded from the sixth statement that the students mostly chose to agree with the response with a mean score are 3.23 in the category positive.

The seventh statement was *I don't mind if I receive more than one input to my project*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 1 (3.23%) chose to disagree. However, 15 (48.39%) agree with this statement, and followed by 15 (48.39%) students chose strongly agree. It can be concluded from the seventh statement that the students

mostly chose to agree with the response with a mean score are 3.45 in the category very positive.

To sum it up, the table shows that students positively responded in openness and courage to explore ideas while learning use wall magazine project with the final mean being 3.27. Most of the statements in this indicator had very positive responses from the students.

Based on the interview, they are receptive because when they collaborate, they combine all ideas in a spirit of compromise. Obviously, they believe that they must be receptive to all sources besides their writing performance in order to complete their project. And because their project is in the form of a group, each member must present their ideas and the group must approve them in order for them to collaborate on their project. In addition to utilizing various resources, such as the Internet and others, they also solicited feedback from peers. In addition, this project was conducted in groups, and they were required to receive input from each member of the group, in addition to receiving all of their suggestions, criticisms, and ideas submitted for the betterment of the project

Listening to the inner's voice

Table 8. Students' perception of creativity characteristic (listening to their inner's voice) while learning through wall magazine project were implemented in paragraph writing class

No	Statements	N%				Mean	Category
		SD	D	A	SA		
22	During project work, I am open about my feelings and ideas.	0 (0%)	2 (6.45%)	17 (54.84%)	12 (38.71%)	3.32	Very Positive
23	Being alone makes it easier for me to come up with new ideas.	0 (0%)	6 (19.35%)	9 (29.03%)	16 (51.61%)	3.32	Very Positive
24	I am not hampered when working creatively.	0 (0%)	2 (6.45%)	17 (54.84%)	12 (38.71%)	3.32	Very Positive
25	I like ideas that people do not imagine.	0 (0%)	4 (12.90%)	16 (51.61%)	11 (35.48%)	3.23	Positive
26	I am ready to ignore the opinion of my friends, if it seems to me that my work is good.	9 (29.03%)	11 (35.48%)	5 (16.13%)	6 (19.35%)	2.26	Negative

27	I can give myself a span of time to think about finding solutions to my problems in working on project.	0 (0%)	1 (3.23%)	25 (80.65%)	5 (16.13%)	3.13	Positive
28	I have good taste and judgment about my work in project creation, so this gives me confidence.	2 (6.45%)	3 (9.68%)	19 (61.29%)	7 (22.58%)	3.00	Positive
Mean Score						2.99	Positive

There were seventh statements concerned with the fourth indicator about listening to the inner voice in creativity. The first statement was *During project work, I am open about my feelings and ideas*. From this statement, there were 31 students' responses in which 0 (0 %) students chose strongly disagree with this statement, followed by 2 (6.45%) who chose to disagree. However, there were 17 (54.84%) students chose to agree, and 12 (38.71%) students chose strongly agree with this statement. It can be concluded from the first statement that the students most chose to agree with a mean score was 3.32 in the category very positive.

The second statement was *Being alone makes it easier for me to come up with new ideas*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, 6 (19.35%) chose to disagree but 9 (29.03%) students chose to agree, and 16 (51.61%) students chose strongly agree. It can be concluded from the second statement that the students chose to agree with a mean score was 3.32 in the category very positive.

The third statement was *I am not hampered when working creatively*. From this statement, there were 31 students' responses of which 0 (0%) students chose strongly disagree, and 2 (6.45%) chose to disagree. On the other hand, there were 17 (54.84%) students chose to agree, and 12 (38.71%) students chose strongly agree. It can be concluded from the third statement that the students mostly chose to agree with the response with a mean score was 3.32 in the category very positive.

The fourth statement was *I like ideas that people do not imagine*. From this statement, there were 31 students' responses in which 0 (0%) students chose strongly disagree, 4 (12.90%) chose to disagree while 16 (51.61%) chose to agree, and 11 (35.48%) students chose strongly agree. It can be concluded from the fourth statement that the students mostly choose to agree with the response with a mean score was 3.23 in the category positive.

The fifth statement was *I am ready to ignore the opinion of my friends, if it seems to me that my work is good*. From this statement, there were 31 students' responses which 9 (29.03%) students chose strongly disagree, and 11 (35.48%) chose to disagree. However, 5 (16.13%) agree with this statement, and followed by 5 (16.13%) students chose strongly agree. It can be concluded from the fifth statement that the students mostly chose to agree with the response with a mean score are 2.26 in the category negative.

The sixth statement was *I can give myself a span of time to think about finding solutions to my problems in working on project*. From this statement, there were 31 students' responses which 0 (0%) students chose strongly disagree, and 1 (3.23%) chose to disagree. However, 25 (80.65%) agree with this statement, and followed by 5 (16.13%) students chose strongly agree. It can be concluded from the sixth statement that the students mostly chose to agree with the response with a mean score are 3.13 in the category positive.

The seventh statement was *I have good taste and judgment about my work in project creation, so this gives me confidence*. From this statement, there were 31 students' responses which 2 (6.45%) students chose strongly disagree, and 3 (9.68%) chose to disagree. However, 19 (61.29%) agree with this statement, and followed by 7 (22.58%) students chose strongly agree. It can be concluded from the seventh statement that the students mostly chose to agree with the response with a mean score are 3.00 in the category positive.

To sum it up, Table 12 shows that students positively responded in listening to the inner voice while learning use wall magazine project with the final mean being 2.99. Most of the statements in this indicator had positive responses from the students.

Based on the interview, in the listening to inner voice, There is no discomfort when giving suggestions or asking questions when working on a group project with peers, so every problem can be solved effectively. Moreover, if there is a problem with the undertaking, there is always assistance from their friends in group. Additionally, by collaborating in groups, problems can be solved collectively rather than individually. Moreover, the contributions of each group member motivate them to solve each problem effectively. In addition, this training teaches them how to manage information, communicate opinions, and work well with others, so working in groups and individually is extremely beneficial for problem solving

Discussion

Several point could be made on the data description and analysis provided above. It would be arranged based on the result of each research problem. The findings for the first research problem “how is students perception on wall magazine project toward their writing performance in paragraph writing class?” revealed that

students had positive perception on content (3.18), organization (3.18) performances, and very positive perception on mechanics (3.30), and vocabulary (3.28) performances.

According to additional information in the interview, students experience a sense of fulfillment when they engage in collaborative work with their peers, facilitating the exchange of ideas. In addition, they find solace and joy in the learning process facilitated by the wall magazine project, which encourages group participation and interaction. This allows for the opportunity to share personal insights and experiences with fellow colleagues. They have a strong tendency to engage in discussions and exchange points of view. This project offers participants the opportunity to enhance their skills in subject development and foster a greater sense of innovation and creativity in the design process, which ultimately results in the creation of a magazine. The learning experience in learning to write is quite enjoyable. They collaborate in the exchange of ideas and direct their creative energies towards increasing the attractiveness of their productions for public consumption. Throughout the duration of this project, Students have the capacity to express ideas and demonstrate creativity, including the ability to identify and analyze concepts, themes and experiences. Students gain the ability to improve their paragraph writing skills and perfect the expression of their personal experiences, among other aspects. In addition, their proficiency in grammar, paragraph organization, and writing skills and efficiency showed notable developments.

Furthermore, the participants express a perceived enhancement in their writing performance as a result of engaging in this project. This improvement may be attributed to the acquisition of various approaches pertaining to the effective use of vocabulary and structuring coherent paragraphs throughout the writing process. This is in line with the findings of Nuha et al., (2020), who found that students are more interested and motivated to write and read as a result of this activity because their writing is presented in an engaging medium, a colorfully decorated wall magazine. Furthermore, the students are able to produce writing that is beneficial to their peers because it contains essential environmental information. The outcome of this writing is advantageous for increasing knowledge, awareness, and study motivation. Furthermore, this finding is almost similar to research that has been done by Fitria (2019), and almost identical to the findings of Istiqomah (2021) study, incorporating wall magazine into the learning process provides students with additional benefits. The project demonstrated the students' participation in their competitive work in class and allows them to share their individual opinions and information with group members in order to organize their ideas and complete their projects. Project-based learning fosters a positive environment that encourages students' English learning creativity.

The second research problem is “how the students’ perception on wall magazine project toward their creativity skill”, the result shows students' perceptions of their creative abilities with several indicators of creative characteristics during paragraph writing class were positive in generating ideas (3.18) and listening to the inner voice (2.99), and very positive in digging deeper into ideas (3.30) and openness and courage to explore ideas (3.27). They appreciated the learning process associated with this project, but there were obstacles, such as the presence of group members who were difficult to collaborate with in order to produce something related to the project's outcomes. This project allows students to feel comfortable asking questions and voicing their opinions because they are in groups. They have time to become closer to classmates, and this endeavor also fosters creativity, cooperation, etc. This magazine project allows them to develop their creativity individually and collectively, as well as share their opinions to improve the project. Here, they also exchange ideas, collaborate, and discuss. This project teaches them how to combine our ideas and work together to solve problems, for instance by exchanging ideas with other groups or by creating their own writing for the project. Participating in learning through the wall magazine initiative brings them great pleasure and happiness. Because they can channel our creativity, such as in setting typefaces to create paragraphs and adding aesthetic elements, so that their magazines appear better and naturally pique the interest of their readers. I'm ecstatic because this endeavor assists me in channeling my creativity and receiving input from my group members.

Based on previous research, it has been determined that the effects of Project Based Learning on students' teamwork abilities by implementing a wall magazine project, which the findings of the study indicate that students successfully demonstrated proficiency in all aspects of collaborative skills (Kurniawati et al., 2019). Likewise the results of findings related to 4C's skills, namely creativity, the result of this research, the students believe that the learning method involving wall magazine assignments should be continued because it can boost students' creativity. In addition, similar learning can be continued in the future, and perhaps similar opportunities for group work will increase. They anticipate that the continuance of learning through this project magazine will assist their in expressing their creativity and receiving input from their group members. In addition, according to them, there is a writing class associated with this project that is quite excellent, the lecturers and peers are very supportive, and the collaboration with groups and lecturers is very suitable; thus, this wall magazine project is ideally suited for classroom implementation. There is no downside to implementing this project in writing class as students share their ideas and creativity on how to decorate the wall magazine so that it attracts the attention of the public and it is a very enjoyable activity.

CONCLUSION

The purpose of this study was to reveal students' perception on the wall magazine project toward their writing performance and to reveal students' perception on the wall magazine project toward their creativity skills. Based on the data analysis and discussion from the previous chapter, In writing aspects, students had a positive perception on content (3.18), organization (3.18) performances, and very positive perception on mechanics (3.30), and vocabulary (3.28) performances.

During learning using the wall magazine project, students felt confident in their ability to follow paragraph writing class teachings, particularly those involving the wall magazine project. This is also due to the educator's function; lecturers and other instructors who contribute to class discussion. The provision they receive before starting to work on the project facilitates their work on the project. This provision allows them to effectively apply the knowledge they acquire, as evidenced by the good perception of their performance in paragraph writing class with a wall magazine project.

In addition, students' perceptions of their creativity skill with several indicators of creative characteristics during paragraph writing class were positive in generating ideas (3.18) and listening to the inner voice (2.99), and very positive in digging deeper into ideas (3.30) and openness and courage to explore ideas (3.27).

Students who took part in the learning process for this wall magazine project felt that their concepts had been adequately explored and expanded upon. There are several conditions so that they are able to be creative when working on projects so that the finished product can be consumed by the general public. For this reason, in addition to producing quality writing, they also have to beautify their projects to attract readers' interest in the results of the project. Working on completed projects in groups allows students to follow the learning process effectively, which allows them to jointly tackle current problems and overcome the many challenges they face during the learning process. Students participating in these projects can successfully complete their projects by accessing various resources and receiving feedback from peers. As a result, their perception of this wall magazine project is good for their creativity.

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