
DESIGN THINKING APPROACH TO ENHANCE STUDENTS CREATIVITY IN SECOND LANGUAGE WRITING PERFORMANCE

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Abstract: This study aims to find out the effect of using design thinking approach on students creativity in write descriptive text. Design thinking approach creates collaboration, creativity and innovation. It arouses a mindset focus from problem to solution, exploring innovation and developing creativity significantly. This research was conducted by using experimental research design. The population was 2nd gr of Junior High Students. The samples of the research were divided into two classes which consisted of experimental and control group. It chosen by using random sampling method. The experimental group was taught by using collaborative learning method while the control group was taught by using conventional method. Data collected by test, test to write descriptive texts completely. After analysing the data, it was found that the value of t-observed was 5.61 with the degree of freedom 40 at the level of significance 1.764, it means that t-observed was higher that t-table ($5.61 > 1.764$). The result of this investigation showed that there are significant changes on students descriptive text, that finding explained that design thinking approach effective to enhance the students creativity in second language writing performance significantly.

INTRODUCTION

English is the language of our international communication in all aspects such as science, politics, media and art. Although English is not the most spoken language in the world, it is the official language in 53 countries and spoken as a first language by around 400 million people worldwide. Everybody knows that English is the most popular language in Indonesia, even in the world. English has a significant role as a media of communication in creating relationship, exchanging information and interacting with other people. In this globalization era, Indonesian must be able to master English both oral and written form. They must fluent and master four basic skills in English such as speaking, listening, reading and writing. That is why English is important to teach early. In relation with the curriculum unit level language education, language learning goals at school is students are able to use

language. Skills that include four such as speaking, reading, listening and writing. Language skills are taught to the students to be able to listen, speak, read and write well.

Indonesia is one of the countries using English as a foreign language. Now days the Education Department takes it in our national curriculum and also takes this language as one of compulsory subjects of the formal education that must be learned by all students in Indonesia. As a foreign language, learning English is not easy as learning Indonesian because it has different structure, pronunciation, meaning, etc. However, all languages have the same four major skills to master. These four major skills become the basic components in mastering language communication. Therefore, the primary aim of teaching and learning English is the students can communicate with other whether in spoken or written form using the language they have been learned. Writing is the act of forming letter on paper word or other suitable media to record the ideas which is characterized and words express or to communicate the ideas by visible sign. Supported by Katz, writing largely a matter of fixing things (Katz.2000). it means that writing is a means of communication ability which the write uses the language to express their feeling, thought and ideas in written form. Moreover, writing is the natural outlet for the students reflection on their speaking, listening, and reading experience unlike which other three language skill writing let the students have a control over linguistic components to country meaning from the theories above. It can be said that writing is process of sending message from the writer to the readers.

Writing performance is one of the skill has taught in school has a goal that students are able to write well and can write words, phrases, clauses, sentences, paragraphs, essays, and discourse better. Therefore, writing is referred to as a productive and expressive skill. Writing is one of language ability needed to improve the quality of learning. Students are expected to express their ideas, thoughts, and feelings that he had after undergoing the learning process in a variety of writing, both fiction and non fiction. Ability and interest in students writing is lacking, they have not been able to state ideas both oral and written perfectly (Tarin:1996). The objectives of writing such as to express oneself, to provide information, to persuade and to create a literary work. Writing performance need to write effectively and significantly. A good writer is someone who can communicate their point of view freely to their audience without using too much fluff and in a way that the other person can understand, this performance not just include the physical act of writing. Writing performance can also defined as the ability to initiate and evolve ideas or point of view then use it to certain revising and editing practices, develop them to completely and maturity in a given context.

Writing argumentative text corresponding to the unit level of education curriculum is one of the competency standards. The ability to express or explain person, place or thing using second language. Performance to connect it with reasonable coherence and accuracy is a major achievement. Many native speakers of English never truly master this performance and also writing as a communicative activity needs to be encouraged and nurtured during the language learners course of study (Murcia, 2011). It means that when we are going to write something, it should better concerning with coherence and accuracy. It is supported by Harmer (2004) states that "the most effective learning of writing ability is likely to take place when students are writing real messages for real audiences or at least when they are performing tasks which they are likely to have to do in their out of class life" so writing will

be easier if we can express our ideas, thoughts and experiences in speaking and writing form by concerning with language component skill. In order to express our desire in our heart freely. Writing is one of language skills to convey thoughts, ideas, opinions and feelings which performed through written form. Writing differs from other skills in English, it enables clear communication, interactive expression and effective information sharing across various contexts. In one very important way the text have to carry all the meaning because writer is not around to explain since in speaking, the communication is two ways round. In writing, there is only one way. Therefore, writing should contain relatively complete information and details. According to Byrne (2000) writing is one of the language skills which inform a writers idea on the written form. In order to deliver his/her ideas or opinions, a writer must produce a piece of writing which embodies correctness of form, appropriate of style and unity of theme.

People use writing from simple to complex performance such as writing letters, notes, shopping lists, stories everyday. It means that writing holds an important role in daily communication. Through writing people can express their experiences, events, stories and ideas freely. Effective writing in professional context ensures accurate and effective communication, improve brand messaging and support the purposes significantly. So we can know that writing is central to our personal experience and social identities which is focusing on the contents, ideas and written products (Hyland:2002). Therefore, writing involves our actively thinking about ideas or opinions, it fosters critical thinking and creativity, important traits in any profession. Managing thoughts and more nuanced perspective. Writing also plays an essential role in personal branding and professional networking. The ideas will be developed to be a good and interesting writing. Using correct language is important to applied in writing process so the readers can understand the writing easily. By the reason that, it shows that writing is an important skill that must be mastered by second language learners. Now days writing skill has become an indispensable skill in our global literate community. In fact, many students think that is difficult to write a good writing, through they spend time to practice it regularly. It has been known that writing is the most difficult skill in the learning process of English writing (Crimmon:2005). Sometimes many students build anticipatory models or blueprints that are confirmed or modified by themselves to make the easy in making writing without giving much attention whether writing is correct or not especially in narrative essay. The main purpose of a narrative essay is to make a point by telling your audience a story. Colourful details and interesting events that built up to a point of some kind make narrative essay enjoyable for readers and writers alike (Langan:2005).

Based on writer observation, in classroom activities, some students feel hard to write because they do not have enough vocabulary, they got difficulties to explain something or ideas clearly, most of the students are less motivated to compose writing, they usually got low score in writing performance so it is difficult to build their confidence in writing. The students got difficulties in writing text because they have limited vocabulary and grammar. Many students said that they were not interested to write because they think that writing is a bored activity. Teacher only asked them to read a text then translate and answer the question based on text given. It was also proven that many students did not pass KKM (minimum criterion) applied by school in English. Students usually face many writing difficulties such as pouring ideas into scientific writing, outlining and gathering information,

writing the first draft, revising and creating final corrections, choosing topic, reviewing context and structure, using appropriate vocabulary and relevant topics. Students tend to feel stress because they find difficulty getting started on writing assignments, easy distractibility during writing process, mental fatigue or tiredness while writing, inconsistent legibility in writing and many careless errors.

Design Thinking approach is a mindset in education that related to learning collaboration and problem solving. It is a structured framework for identifying challenges, gathering information, generating potential solutions, testing solutions and refining ideas completely. This approach designed to generate a large number of ideas for the solution of problem. Design thinking approach in writing helps students to understand writing as a process and to increase their sense of mastery of what is often a complex and difficult task. Facilitating features include affective factors, the main goal of collaborative writing is to produce the best work by including the ideas and skill sets of multiple writers. It encourages educators to understand their students on a deeper level by empathizing with their needs, challenges and perspectives. By gaining insight into students lives, educators or teachers can tailor their approach to address individual learning needs and styles. The writer used this approach to solve those problem because the writer realized that learning approach has a great role to improve students performance significantly. The writer focused to design thinking approach, it means that the use of brain to the active problem solving and encourages creative solution to problems. The writer choose this approach because it can creates the students creativity to generating new words, thinking useful ideas and promoting creative thinking. Design thinking is known as a compound mental activity to direct a strong desire to look for solutions or reach original solutions that were not known before. This approach requires students to apply their theoretical framework to improve an artefact or system to tackle a real life problem. First, students build empathy and understanding of a particular social challenge then brainstorm creative solutions, lead a change project and reflect on their actions, seek feedback and share their story of change freely. Based on the explanation above, the writer interested to investigate design thinking approach to enhance creativity on students writing performance.

METHOD

This investigation was conducted by experimental research, for the purposes to collect data, two groups were used. They are experimental and control groups. The experiment group was the group that was received treatment by using design thinking approach. In collecting the data, the researcher used tests consisting of pre-test and post-test. post-test was used to know whether the treatment was effective or not. Also, the researcher could see the students progress after they were given the treatment. The designed could be figured as the following data

Table 1. Research Design

1. Experimental Group Pre – Test	Giving Treatment Using Post Test Brainstorming technique
2. Control Group Pre Test	Applying Lecturing Post Test Technique

- a. Instrument for data collecting, a narrative writing test was used as the instrument. The test was administered to the students which the teacher asks students to write a narrative writing based on the picture given. This test was given twice to both experimental and control group.
- b. Data collection procedures, the data was the students writing scores, to obtain the data some procedures had been done
 - ✓ Pre – test was given to the experimental and control group before treatment. The function of the pre test was to know the mean of scores of the experimental and control group before receiving the treatment. The students were asked to write an argumentative text.
 - ✓ Treatment, the experimental and control group were taught by using the same materials but different instruments, in the experimental group the writer was apply design thinking approach on the students performance in argumentative writing and control group was taught by using conventional approach.
 - ✓ Post test, after teaching presentation both the experimental and control groups, the teacher gave a post test to each student in both experimental and control group after receiving treatment. The writer used post test t know the effect of design thinking approach on students creativity in writing performance.
- c. Data analysis procedures, in order to find out the different mean score of the two groups, experimental and control groups, the writer was used t – test formula, the result of the data was used to difference which is higher between the result of t-test and t-table in order to find out if design thinking approach creates positive or negative effect on students creativity in writing argumentative text. T-test formula:

$$t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{Na + nb - 2}}} \cdot \frac{1}{\sqrt{Na + nb}}$$

t (the effect)

Ma (_mean of experimental group)

Mb (mean of control group)

da (the standard deviation of experimental group)

Db (the standard deviation of control group)

Na (total sample of experimental group)

nb (total sample of control group)

- d. The hypothesis, based on the hypothesis , it is transform into statistical computation. This computation was tested as follow :
 - Ho : $\mu_1 = \mu_2$
 - Ha : $\mu_1 > \mu_2$
 - Ho = Null hypothesis
 - Ha = alternative hypothesis

U = the means of all students

X1 = the mean of the students taught by using brainstorming technique

X2 = the mean of the students taught by using lecturing technique

III. Data Finding & Discussion

The data from pre-test and post-test were analysed statistically. The researcher gave the pre- test and post – test to experimental and control classes. The aim of the test was to measure the students performance in writing argumentative text. The result of pre-test both classes can be seen below. After conducting treatment to the experimental class, the researcher conducted post – test to both classes. The researcher presented and analysed the post – test result of both groups.

The data were taken from pre – test and post – test administered in experimental and control group. The students score in writing was given based on the five components of writing. They were Content (C); Organization (O); Vocabulary (V); Language Use (LU); and Mechanism (M). in the experimental group, the highest score of pre-test was 82 and the lowest score was 62 while the highest score of post-test was 86 and the lowest score was 65. The mean of the pre-test in the experimental group was 67 and the mean of post test was 79.8 while the control group, the highest score of pre-test was 62 and the lowest score was 45, the highest score of post-test was 60 and the lowest was 35. The mean of pre- test in control group was 61.12 and the mean of post – test was 62.23

The result of calculation by using t – test formula

Ma	: 9.8	Mb	: 2.38
da2	: 28.8	db2	: 87.84
Na	: 21	Nb	: 21

Testing Reliability of The Test, in order to determine whether the test is reliable or not, the writer given the same test to other class. Thus obtain reliability, the writer used inter rates reliability that was computed by using Pearson's Product Moment Formula. The inter rates reliability was given by different raters to find out the consistency of the test. There were two scores for each student. From the calculation of the data, it showed that the coefficient of reliability of the test was 0.80. it could be stated that the test was reliable and the reliability was high to very high. Testing Hypothesis, the formula of t-test and distribution table of the t-critical values is applied in testing the hypothesis. The basis of testing hypothesis is the calculation of the scores by using t-test for the degree of freedom 40 (df = N-2) at the level significance 0.05 that t- observed is 5.51 and t – table is 1.684. the result of t-test calculation showed that t- observed (t-obs) is higher than t-table or it can be seen as follow : $t\text{-obs} > t\text{-table}$ ($\alpha = 0.05$) with df:40 ($5.51 > 1.684$ ($\alpha=0.05$) with df:40).

Based on the test result, it shown that after the researcher applied design thinking approach to the students by using brainstorming technique, it give significance effects to students performance in writing argumentative text. Design thinking approach is an approach which showed how to activated the students significantly. Design thinking means the use of brain to the active problem solving and the session aims to develop creative solutions to problems. This approach can create positive relationship among students and give students essential experiences. This approach was stated that the complete material

given to students and anyone may write in class without any restriction is actually happening in teaching learning process in which students focus on taking note that given by the teacher. A study conducted by Steinert (2001) provides evidence that interactive lecturing allow teachers receive feedback at a number of levels on student needs but in the reality, when others just shut up and listen.

Table 2. The percentage of pre-test and post – test.

	Pre-Test	Post-Test
	Experimental - Control	Experimental - Control
>70	9 (42.85%) - 4 (19.04%)	18 (85.71%) - 7 (33.333%)
<70	12 (57.14%) - 17 (80.95%)	2 (9.52%) - 14 (66.66%)

The score of pre-test from the experimental and control group was far from minimal criterion (70), the percentage of the score in pre-test was about 19.04% - 42.855 passed the minimal criterion. After pre-test, design thinking approach applied to experimental group and conventional to control group. After conducting the treatment, the researcher was given a post-test, it can be seen in the post-test of experimental group, the score was increased until 85.79 % of students passed the minimum criterion (70) while in the control group, the scores increase until only 32.30 % of students. From the explanation above, can be concluded that the differences in the use of design thinking was influenced to the lecturing approach to enhance students creativity in writing performance significantly.

Based on the result of this research, the use of design thinking approach influenced students creativity in writing performance. It is found that students performance taught by using design thinking approach is higher than those taught by using conventional. There are different means score between the groups, the mean score of experimental and control group in post – test. They are 76.8 % and 62.42 % it means that the mean of experimental group is higher than the mean of control group. Besides the calculation of t-test shown that t-observed is higher than t-table, it means that the null hypothesis is rejected and the alternative hypothesis accepted.

CONCLUSION

Based on the result of the investigation, it can be concluded that teaching argumentative text by using design thinking approach showed significant effect on the students creativity in writing performance. It can be seen that the mean of experimental group was 76.8 % and the mean of control group was 62.42 %. Thus, the students score in experimental group was higher than the students score in control group. It means that the alternative hypothesis (H_a) accepted.

This result showed that writing by using design thinking approach could enhance the students creativity in writing performance significantly. In relation, some points are suggested such as (1) teachers of English at Junior High School should be creative to choose classroom approach in order to enhance students performance. in addition, design thinking

approach can be used as an alternative approach used by teachers in writing classroom; (2) the students should always practice, more practice regularly to improve their writing performance.

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