

# Teaching Writing Skills Using Invitation Cards Through a Creative Learning Models for Junior High School Students

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## Abstract

Writing skills are very valuable in various contexts, one of which is the world of creativity. By having good and correct writing skills, people can more effectively convey their ideas through writing. This research also aims to determine students responses to the implementation of writing skills training activities using invitation cards, where the invitation cards are used as a tool in teaching writing skills to class VIII students at SMP PGRI 5 Cimahi within the framework of a creative learning model. In this research students can develop their ideas and creativity in this teaching learning. The method in this research used descriptive qualitative research using direct research in the field by researcher. This data collection source was taken directly when the researcher carried out of GISMA (Gerakan IKIP Siliwangi Mengajar). The data analysis in this study, the researcher stated that in this study students work was assessed in several aspects. Based on the results of the data can be concluded as successful and able to complete the research effectively, and the researcher explain how dramatically students' writing skills are improved when the invitation card writing exam, which is based on the creative learning paradigm is implemented.

**Keywords:** Writing Skills; Creative Learning; Invitation Cards

## INTRODUCTION

Learning English in the current era is a necessity for all groups, especially in the communication process. According to Dewi, (2020) English is widely used as a native language, second language, and foreign language for communication in all countries. English is a universal language, everyone must bbe able to speak it, even if only in one or two words. It is best to become fluent in a variety of vocabulary words. In line with Rababah, (2019) English is currently learned starting in primary school, and for some students, even earlier. Despite the fact that English is regarded as challenging, all students, regardless of proficiency level, must learn it. Since English serves as a language of unity among nations. Therefore, it is time for teachers to provide the best learning and knowledge for students in the future. Teachers would feel lost when acquiring different English language skills if they do not perform these actions. Based on learning language, writing skills are one of the things that are considered boring compared to listening, reading and speaking skills for intermediate students. In fact, before they say a word or sentence, what is more important is that they must first know how to write it. Even though writing is a skill that is considered difficult, because most of them don't know how to write the word or sentence that has been spoken. In line with Meyers, (2005) (cited in Kurniasih & Hartanti, 2020) "writing is an action that involves gathering and arranging thoughts, outing them on paper, and then editing, altering, and revising them". Therefore, writing skills should be acquired before children start school.

This study highlights the importance of teachers developing engaging and unique teaching strategies for writing skills, so that students don't become bored or find the process of learning routine. According to Rini and Cahyanto (2020), writing creatively requires not only a

command of subject matter but also the ability to use one imagination to produce unique and innovative work. So that, students can be actively involved during the learning process. It is recommended that the application of creative learning in writing skills be implemented in the process of teaching and learning activities. In line with Waslaluddin et al., (2019), while certain creative learning strategies have a greater impact than others, they all help students learning basic programming acquire 21<sup>st</sup> Century Skills. Teachers are advised to create creative learning models that suit the level of students' needs.

This learning process will required teachers to always have ideas and develop creativity in their students. Teachers should provide motivation and develop students' creativity in class using various methods. Apart from playing an important role for teachers, students are also required to express their confidence in developing their ideas, creativity and motivation in this learning process. According to Pramitha, (2019) states that by writing correctly and appropriately, children are going to be able to advance their learning process and advance their skills. Carrying out this research can also make students more active in asking their teacher. So, teachers should be more active and creative in providing teaching to their students.

In implementing this creative learning model, teachers are first required to develop a planned learning plan that supports the learning model method. In line with Ndiung et al., (2019), learning practice innovations, particularly those that foster creativity are still very uncommon. So, this research was carried out with the aims of finding out students' writing skills in learning English through creative learning methods, and also being able to increase students' creativity in learning English, especially in their writing skills for junior high school students. So, the researcher chose this research with the title *"Teaching Writing Skills Using Invitation Cards Through a Creative Learning Models for Junior High School"*.

## METHOD

The aim of this research is to determine the extent to which students influence the implementation of learning activities using creative learning models in the teaching process to practice students' writing skills in junior high school. This research method used qualitative descriptive. According to Kurniasih & Hartanti (2020), qualitative research is more concerned with the process of a phenomenon than its results. The purpose of this study was to support students' creative learning strategies when they write and create invitation cards. This qualitative study aims to collect descriptive data from students' work with a greater emphasis on the obtained findings.

The data collection source in this research was obtained based on the results of research carried out by researcher in the implementation of GISMA. This data collection was taken in writing from students who were used as research PPL objects, namely class VIII students at *SMP PGRI 5 Cimahi* with 30 students. The data sources obtained include primary data. This assignment process, is carried out in the classroom with a total time of 45 minutes. Researcher used the invitation cards writing test as an instruments in this research. Writing an invitation card is one of the items that might be assigned to pupils as part of their junior high school coursework, (Pramitha, 2019).

Based on data analysis, the researcher carried out an assessment based on the results of the work carried out by each group. In this study, there were several aspects assessed by the researcher, namely writing vocabulary, the language used, and the level of creativity in making invitation cards carried out by the seven groups. According to Ndiung et al., (2021) as creativity helps pupils recognize the need for a grounded understanding, it is a potent tool for solving a variety of problems.

## RESULTS AND DISCUSSION

### Results

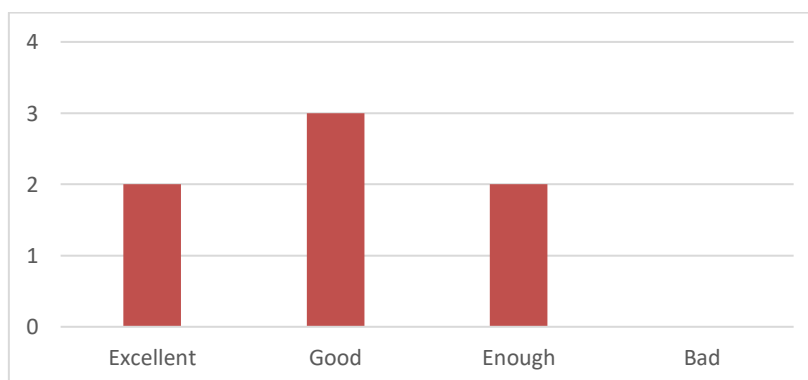
Based on the results of data analysis in this research, the data collection process was carried out directly in the field by researcher. In this research processed, students were asked to divided groups into seven groups, then each groups was instructed to make invitation cards according to the instructions explained by the researcher. So, the data obtained from this research was carried out by carrying out an assessment consisting of several aspects in the assessment of the invitation card writing test carried out by seven groups of class VIII students at *SMP PGRI 5 Cimahi*. Researcher obtained data on practical test results in the following table:

**Table 1.**  
**Students Scoring Rubric**

Aspect Score				
Student Groups	Writing Vocabulary	Language Used	Creativity	Categorized
Group 1	80	90	85	Good
Group 2	85	85	90	Good
Group 3	90	95	95	Excellent
Group 4	85	90	90	Good
Group 5	85	85	78	Enough
Group 6	90	90	88	Excellent
Group 7	78	80	80	Enough

Based on the results of the scoring table, the results obtained are that in the Excellent category there are in 2 groups, the Good category in 3 groups, and the Enough Category in 2 groups. In these three aspects, it can be concluded that the lowest aspects is in writing vocabulary. In this case, researcher must pay more attention to students in the writing process, because writing is the most important skill. According to Heaton (2006); Jacobs et al., (1981) cited in Kurniasih & Hartanti (2020), “To produce a good writing, some components of writing are involved, they are: organization, content, vocabulary, language use, and mechanics”. The researcher described the results of the assessment in the chart below:

**Chart 1.**  
**The Students Categorized from Aspect Score**



After the data in the chart shows that the scores in the Excellent category (2 groups), the Good category (3 groups), and the Enough category (2 groups). In that case, it is known that the maximum category level is the Good category, it can be interpreted that the level of difficulty for students in making invitation cards is at the medium level. In this research it can be interpreted that the researcher can be assessed that the students can learn and writing quite well in the research.

### **Discussion**

This research can be interpreted as successful and capable of completing research regularly and effectively, as well as producing appropriate data using qualitative descriptive methods. In this study, students' responses were positive, they felt more motivated in implementing this. But there are still some students who have difficulty writing the vocabulary they choose. The researcher needs to teach students the vocabulary that goes into creating invitation cards before beginning this research. So, that students will not have difficulty in the process of writing them. In the process of this research, researcher have also assessed directly that the learning activities carried out are more enjoyable for students in improving their writing skills and developing creativity-based learning. Kurniasih & Hartanti (2020) discuss that using a variety of teaching strategies and methods, such as group work, problem solving, projet-based learning, and so forth, teachers should be inspire and foster students' creativity during the learning process. Writing skills practice activities provide students with the opportunity to learn to think about how a word is written properly and correctly, and they can also be motivated to express their ideas and feelings in writing. Apart from improving writing skills, students also have opportunity to share their creative ideas in the form of writing. Students are free to express their ideas as creativity as possible in the activities they have carried out. In this case, students also have improvements in applying their writing skills, in using language and in writing vocabulary well and correctly. Therefore, it is time for teachers to motivate students more in their learning with various ideas and creativity, because this research will train students to be more enthusiastic in their learning. So, researcher using this method is a fun learning model for students and motivated students a lot in their writing skills.

### **CONCLUSION**

This research aims to develop the potential and increase the effectiveness of creative-based learning in training students writing skills using invitation cards. The methods involved in this aspect of the research are well suited to the conducted of this research. Class VIII students involved in this research practiced with full motivation, where they were able to design invitation cards with various themes and contexts, as well as by expressing their own ideas and creativity in this research. The results of this research show that this creative-based learning model is able to improve students' writing skills significantly. The creativity aspect in creating ideas allows students to be more involved and think critically in compiling in making these invitation cards. Apart from that, this learning also improves the students ability to design attractive messages and objectives for the invitation cards. The learning process of practicing skills and the qualitative description methods given provides students with practical writing skills and can also train students to be smarter in problem solving. According to Sumarna & Rizqiya (2023), some of the most enjoyable learning exercises is to write a descriptive text, especially for writing classes where students may acquire more experience and motivation to produce quality writing. In addition, students activity in this research acitivity can increased students motivation and their confidence in expressing these ideas in writing. Improved instruction may result from an understanding of the relationships between writing motivation

and linguistic characteristics (Ling et al., 2021). So, it can be concluded that creative-based learning using invitation cards can be used as an effective method for training and improving students writing skills in learning. Implementing creative elements in learning to write can be an interesting toll and have a positive impact on students literacy development in their learning.

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