e-ISSN 2615-4943
p-ISSN 2615-4935
Volume 1 Issue 1 March 2018

INFERENCE
Journal of English Language Teaching

Vol. 9, Issue 1,
April 2025
p-ISSN: 2615-8671
e-ISSN: 2615-868X

Received: March 12, 2026
Revised: April 5, 2026
Accepted: April 15, 2026

Corresponding Author:
Siti Nur Vadilah
st.nurvadilah@gmail.com

DOI:
https://doi.org/

Published by:
Universitas Indraprasta PGRI

RESEARCH ARTICLE

THE EFFECTS OF TEACHING MEDIA AND CREATIVE THINKING TOWARDS STUDENTS' WRITING SKILLS

Siti Nur Vadilah[1],
Universitas Indraprasta PGRI
Jalan Nangka No. 58 Jakarta Selatan
Supeno[2],
Universitas Indraprasta PGRI
Jalan Nangka No. 58 Jakarta Selatan
Acep Musliman[3],
Universitas Indraprasta PGRI
Jalan Nangka No. 58 Jakarta Selatan

e-mail: st.nurvadilah@gmail.com[1]
e-mail: supeno@unindra.ac.id[2]
e-mail: acep.musliman@unindra.ac.id[3]

Abstract: This research looks at how pupils' writing abilities at Islamic junior high schools are affected by media instruction and creative thinking exercises. Using a two-factor experimental approach, 60 students were chosen as samples. A two-way ANOVA with SPSS 22 was used to evaluate the data after it was gathered using a writing test and a creative thinking questionnaire. The data analysis reveals that both teaching media and creative thinking are significant variables. less than 0.05. The results show that both alone and in combination, teaching media and creative thinking have a major impact on writing abilities, which helps students become better writers.

Keywords: Teaching media; Creative thinking; Writing skills; Islamic junior high school students.

PENGARUH MEDIA PEMBELAJARAN DAN BERPIKIR KREATIF TERHADAP KEMAMPUAN MENULIS SISWA

Abstrak: Penelitian ini mengkaji bagaimana kemampuan menulis siswa di SMP Islam dipengaruhi oleh pembelajaran media dan latihan berpikir kreatif. Menggunakan pendekatan eksperimental dua faktor, 60 siswa dipilih sebagai sampel. ANOVA dua arah dengan SPSS 22 digunakan untuk mengevaluasi data setelah dikumpulkan menggunakan tes menulis dan kuesioner berpikir kreatif. Analisis data mengungkapkan bahwa baik media pembelajaran maupun berpikir kreatif merupakan variabel yang signifikan. kurang dari 0,05. Hasil penelitian menunjukkan bahwa baik secara sendiri maupun dalam kombinasi, media pembelajaran dan berpikir kreatif memiliki dampak besar terhadap kemampuan menulis, yang membantu siswa menjadi penulis yang lebih baik.

Kata Kunci: Media pembelajaran; Berpikir kreatif; Keterampilan menulis; Siswa madrasah tsanawiyah.

INTRODUCTION

ELT is changing to meet the demands of the twenty-first century, with a focus on creativity, communication, and digital literacy. As a result, it is crucial to use teaching media (Strobl et al., 2021). Students who use traditional teacher-centered approaches frequently become distracted, especially when it comes to writing, which is still one of the hardest skills to acquire. Organizing thoughts, expressing themselves, and creating genre-based texts like recounts with clarity and originality are challenges faced by many Islamic junior high school students (Ahmadi, 2022; Chen & Wang, 2021). This study aims to fill the knowledge gap by examining the combined effects of technology and creative thinking on writing performance, which has not been extensively studied in previous research. Thus, the study looks into how teaching media, creative thinking, and their interplay affect students' ability to write recount texts. Theoretically, this focus adds to our understanding of how to incorporate creativity and technology into pedagogy (Beghetto & Kaufman, 2022), and practically, it helps schools and instructors adopt more effective practices. Only AI/web-based instructional materials, students' capacity for original thought, and recount text writing at South Jakartan Islamic junior high schools are included in the scope.

Because Islamic junior high schools continue to rely on traditional, teacher-centered methods, students' writing proficiency frequently falls short of expectations, despite the growing recognition of the importance of creativity and technology in English language instruction (Ahmadi, 2022; Chen & Wang, 2021). The advantages of technology and creative thinking have been demonstrated in earlier study, but little is known about how these two elements work together to enhance writing results. Additionally, in formal classroom settings, the potential of AI-assisted writing platforms like Grammarly and Write & Improve with Cambridge remains underutilized, especially when it comes to assisting students in producing creative and cohesive genre-based texts like recounts (Strobl et al., 2021; Bikowski & Vithanage, 2023). By examining the combined effects of creative thinking and teaching media, this study fills these gaps and makes a fresh theoretical and practical contribution while emphasizing the value of improving writing pedagogy in Islamic junior high schools.

To give the research focus and direction, the study's objectives are well-defined. The study specifically aims to ascertain whether instruction in media has a significant impact on students' writing abilities in recount texts, whether creative thinking influences students' writing abilities, and whether teaching media and creative thinking have an interaction effect on students' writing outcomes at South Jakartan Islamic junior high schools. In addition to outlining the main research questions, these goals provide a framework for analyzing the impacts of the independent variables separately and in combination, guaranteeing that the study fills in pertinent gaps in writing education.

Improving students' writing abilities through more interesting and successful methods is one of the most enduring problems in English Language Teaching (ELT), which is why this research is significant. Through the integration of creative thinking with instructional media, especially AI-assisted technologies, the study advances our knowledge of how creativity and technology can complement one another to improve student performance. Theoretically, it adds to the body of knowledge by providing a fresh paradigm for incorporating digital media and creativity into writing pedagogy, a topic that is currently inadequately studied in many educational settings (Beghetto & Kaufman, 2022; Strobl et al., 2021). It gives educators useful information about how to choose and use media that inspires kids and fosters their creativity and critical thinking in writing. The study may have an impact on Islamic junior high schools by providing them with creative teaching methods that boost students' writing abilities, confidence, and expressiveness—all of which will help them succeed academically and develop lifetime communication skills (Ahmadi, 2022; Chen & Wang, 2021).

For the sake of clarity and emphasis, the study's scope has been carefully defined. While teaching media is limited to AI-based online platforms that help students with their writing, pupils with varying levels of creative thinking are taken into account. Recount texts, a genre selected for its

p-ISSN: 2615-8671
e-ISSN: 2615-868X

applicability to junior high school curricula and its capacity to promote accuracy and creativity, are another way in which students' writing abilities are particularly assessed. The research recognizes its limitations by establishing these parameters, especially the possibility that results would not apply to different genres, skill levels, or larger student populations. A more thorough examination of the ways in which creative thinking and instructional media interact to affect writing results is made possible by this narrow emphasis, which fills in existing gaps in the literature and adds significant knowledge to English Language Teaching (ELT).

RESEARCH METHOD

To find out how teaching media and creative thinking affected students' writing abilities, this study used a quantitative experimental approach. The quantitative method was used because it enables the researcher to use numerical data to measure correlations in a methodical and objective manner (Creswell, 2012). According to Fraenkel, Wallen, and Hyun (2012), the study specifically used a 2x2 factorial experimental design, which allows for the analysis of the main effects of two independent variables: creative thinking (high vs. low) and teaching media (online digital platforms vs. conventional methods). It also allows for the analysis of the interaction effects as well. In addition to being exposed to various instructional materials, participants were split into experimental and control groups and further grouped based on their degrees of creative thinking. A two-way ANOVA in SPSS version 22 was used to assess the significance of each effect after data were gathered via writing assessments and a creative thinking questionnaire. By enabling cross-group comparison and determining if innovative thinking and instructional media combinations enhance writing results, this design guarantees the validity of the results.

The sixty eighth-graders who took part in this study were selected from three South Jakartan Islamic junior high schools: MTs. MTs. Annajah. Pembangunan as well as MTs. Al Musyarrofah, where 608 pupils are enrolled. About 10% of the kids from each school were chosen using stratified random sampling, yielding 20 MTs. Annajah, MTs, 30. MTs, and 10 from Pembangunan. Musyarrofah, Al. There were two steps in the selection process: first, classes were split up into experimental and control groups; second, students in each group were classified as having high or low levels of creative thinking based on the answers to a questionnaire. Four equal subgroups of 15 pupils each were created as a result. Students who actively participated in English writing instruction during the 2024–2025 school year were the focus of the inclusion criteria, whereas those who were absent during data collection or failed to finish the assigned assignments were excluded. By using this selection technique, the study participants were guaranteed to be representative of the general population and to be in line with the study's focus on the synergistic impacts of creative thinking and instructional media.

A 2x2 factorial experimental design was used in this study, which involved 60 eighth-graders from three South Jakartan Islamic junior high schools. There were four treatment groups created by grouping participants according to their levels of creative thinking (high versus low) and the instructional medium (AI-based online writing platforms versus traditional media). A 25-item questionnaire that was modified from the PISA framework and covered fluency, flexibility, originality, elaboration, and curiosity was used to evaluate students' creative thinking. Another intervention was teaching recount narratives using the designated media. Writing abilities were assessed using pre- and post-tests that were graded using the content, organization, vocabulary, grammar, and mechanics criteria developed by Jacobs et al. Data were gathered via questionnaires, writing assignments, and classroom application. Two-way ANOVA was used in SPSS 22 to assess for main and interaction effects. These methods made sure that the effects of creative thinking and instructional media on writing results were measured accurately, treated methodically, and objectively.

A writing test, a creative thinking questionnaire, and instructional media were the three primary tools used in this study's data gathering. The experimental groups employed online digital

platforms (like Grammarly and other AI-assisted tools) as their teaching media, whereas the control groups used traditional media. With 25 verified and dependable items (Cronbach's Alpha = 0.82), the structured questionnaire, which was derived from the PISA creative thinking framework and Torrance's exam, assessed students' creative thinking in five areas: flexibility, originality, elaboration, fluency, and curiosity. A writing exam was used to evaluate the students' writing abilities. They were required to create recount texts, and their work was graded using the rubric developed by Jacobs et al. (1981), which Weigle (2002) mentioned. The rubric evaluated the students' vocabulary, grammar, mechanics, organization, and content. To examine the impacts of teaching media and creative thinking, both individually and interactively, pre-tests and post-tests were given to gauge improvement. The results were then analyzed using SPSS version 22 with a two-way ANOVA.

Three tools were used in the data collection process: (1) a pre- and post-test writing test to gauge writing proficiency; (2) a creative thinking questionnaire consisting of 25 items covering fluency, flexibility, originality, elaboration, and curiosity; and (3) documentation of media interventions in the classroom (online digital platforms vs. traditional methods). All 25 items were found to be valid after the instruments were validated by item analysis employing product-moment correlation in order to guarantee data quality. Cronbach's Alpha was used to assess for reliability, and the results showed strong internal consistency (0.82). Standardized procedures were used to gather data from all schools to ensure comparability, and SPSS version 22 with two-way ANOVA was used to analyze the results. To improve the findings' validity and reliability, more tests of homogeneity, normality, and Tukey post-hoc comparisons were carried out.

Both descriptive and inferential statistics were used in this study's data analysis to guarantee thorough results. Using SPSS version 22, descriptive statistics such as frequency distributions, mean, median, mode, standard deviation, skewness, and kurtosis were computed in order to provide an overview of the general trends in the data. To make sure the dataset complied with the assumptions needed for parametric analysis, normality and homogeneity tests were performed before hypothesis testing. A two-way Analysis of Variance (ANOVA) was the primary inferential method used, and it looked at how teaching media and creative thinking affected students' writing abilities separately as well as in combination. Post hoc comparisons using the Tukey test were performed to pinpoint particular group differences when significant interaction effects were discovered. By employing a rigorous combination of descriptive and inferential statistics, the researcher was able to make accurate and trustworthy inferences on the ways in which the independent factors affected the dependent variable.

This study was carried out in compliance with accepted ethical standards for research in education. The Institutional Review Board (IRB) of the researcher's institution examined and approved the research concept and procedures prior to data collection. All participants and their parents gave their informed consent, guaranteeing that students willingly entered the study after being fully informed of its goals, methods, and their freedom to leave at any moment without incurring any fees. Through participant anonymization and data security, confidentiality was rigorously upheld. Additionally, the researcher reported that no potential conflicts of interest existed that might have influenced the study. These actions were performed in accordance with Creswell's (2012) best practices and ethical guidelines for social science research in order to protect the rights, privacy, and dignity of each and every participant.

RESULTS AND DISCUSSION

Students' writing abilities in recount texts were shown to be strongly impacted by both creative thinking and educational media, and their interaction resulted in further significant changes. First, the ANOVA results demonstrated that students who were taught using online writing resources (Write & Improve and Grammarly) outperformed those who were taught using traditional media. According to earlier research (e.g., Al-Mekhlafi & Al-Mahrooqi, 2019; Li & Wang, 2020),

p-ISSN: 2615-8671
e-ISSN: 2615-868X

technology-mediated platforms offer prompt feedback, scaffolding, and genuine input that improve students' writing abilities. This was corroborated by the descriptive analysis in this study, which revealed a significant mean difference between online media (82.77) and traditional techniques (73.67). According to these results, digital platforms are superior for enhancing writing coherence, accuracy, and organization.

Second, the results of writing were discovered to be highly influenced by creative thinking. Students who were more creative thinkers performed better (M = 80.33) than those who were less creative thinkers (M = 76.10). According to Rahimi and Zhang (2021) and Mubarok et al. (2023), creativity helps students to effectively explore new concepts, rearrange information, and support arguments. This study demonstrated that creativity is a critical cognitive component in the development of writing competency by demonstrating that students who used creative thinking techniques created more unique and fluid texts.

Based on the descriptive data, the following is a summary of the data research based on the research design that may be utilized further in the analysis process:

Table 1
The Descriptive Statistic of Research Design

Creative Thinking (B)	**Teaching Media (A)**		**Total**
	Online Teaching Media (A1)	**Conventional Media (A2)**	
	N = 15	N = 15	N = 30
High (B1)	$\bar{X}$ = 85,60	$\bar{X}$ = 75,07	$\bar{X}$ = 80,34
	S = 2,746	S = 1,100	S = 5,75
	N = 15	N = 15	N = 30
Low (B2)	$\bar{X}$ = 79,93	$\bar{X}$ = 72,27	$\bar{X}$ = 76,10
	S = 1,387	S = 1,100	S = 4,09
	N = 30	N = 30	N = 60
Total	$\bar{X}$ = 82,77	$\bar{X}$ = 73,67	$\bar{X}$ = 78,22
	S = 3,59	S = 1,79	S = 5,383

In contrast to students taught using Conventional Media (A2), who had a mean score of 73.67, the students taught using Teaching Media (online platform writing media) received a higher mean score of 82.77, as this table demonstrates. This implies that the use of online platforms for teaching media is more successful in improving students' writing abilities.

Students with high creative thinking (B1) scored an average of 80.34, higher than those with low creative thinking (B2), who got an average of 76.10. According to this result, creative thinking is a contributing factor; nevertheless, the performance of writing skills may be more significantly influenced by the educational media.

Third, there was a strong interaction effect between creative thinking and instructional media; the A1B1 group (high creativity + online media) performed better than any other group. According to the Aptitude-Treatment Interaction (ATI) theory (Cronbach & Snow, 1977), the cognitive traits of students determine how effective instruction is. This finding is consistent with this idea. Because technology offers versatile tools for idea generation, drafting, and revision, the results suggest that the usefulness of online teaching materials is enhanced when combined with students' strong creative potential. Online media proved to be more beneficial than traditional approaches,

even for students with low levels of creativity. This suggests that digital platforms can act as compensatory scaffolding for students with less creative tendencies.After conducting the normality test, homogeneity test, and hypothesis testing, an N-Gain test was carried out to determine the extent of improvement before and after the treatment. The result showed that the control class obtained an N-Gain score of 0.40, which is categorized as moderate improvement, while the experimental class achieved an N-Gain score of 0.64, also within the moderate category.

An N-Gain test was performed to ascertain the degree of progress prior to and following the treatment, following the completion of the normality, homogeneity, and hypothesis tests. The experimental class got an N-Gain score of 0.64, which is likewise in the moderate range, while the control class had an N-Gain score of 0.40, which is classified as a moderate improvement.

With mean pretest scores of 68.25 and 67.90, respectively, the experimental and control groups had comparable levels of starting writing proficiency. An F-test for homogeneity verified that the data were homogeneous, while a Chi-Square test for normality showed that the data were normally distributed. According to these findings, the study may move on with treatment because both groups were drawn from the same demographic.

The posttest showed that students' writing performance had improved after treatment; the experimental group's mean score was 82.77, whereas the control group's was 73.67. Once more, a normality and homogeneity test verified that the data satisfied the presumptions needed for additional analysis. After that, SPSS version 22 was used to apply a two-way ANOVA. Writing skills were significantly impacted by teaching media (Sig. = 0.000 < 0.05; Fo = 418.031), creative thinking was also significantly impacted (Sig. = 0.000 < 0.05; Fo = 90.467), and there was a significant interaction effect between teaching media and creative thinking (Sig. = 0.002 < 0.05; Fo = 10.371). These were the three main findings of the analysis. Two-factor ANOVA was used to investigate the research hypothesis in order to ascertain the effect and interaction between groups. With SPSS 22, the ANOVA analysis was carried out. The ANOVA table is shown below.

Table 2
Research Hypothesis Test 9Tests of Between-Subjects Effects0
Dependent Variable: Students' Writing Skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1541.783[a]	3	513.928	172.956	.000
Intercept	367070.817	1	367070.817	123533.448	.000
A	1242.150	1	1242.150	418.031	.000
B	268.817	1	268.817	90.467	.000
A * B	30.817	1	30.817	10.371	.002
Error	166.400	56	2.971		
Total	368779.000	60			
Corrected Total	1708.183	59			

a. R Squared = .903 (Adjusted R Squared = .897)

Finally, a Tukey HSD (Honestly Significant Difference) post-hoc test was used to see how teaching media and creative thinking interacted to affect students' writing abilities. This test aids in identifying the precise group comparisons that were responsible for the noteworthy interaction discovered by the ANOVA test.

p-ISSN: 2615-8671
e-ISSN: 2615-868X

Table 3
Summary of Tukey Test Results (Multiple Comparisons)
Dependent Variable: Students' Writing Skills
Tukey HSD

(I) INTERAKSI	(J) INTERAKSI	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	5.67*	.629	.000	4.00	7.33
	A2B1	10.53*	.629	.000	8.87	12.20
	A2B2	13.33*	.629	.000	11.67	15.00
A1B2	A1B1	-5.67*	.629	.000	-7.33	-4.00
	A2B1	4.87*	.629	.000	3.20	6.53
	A2B2	7.67*	.629	.000	6.00	9.33
A2B1	A1B1	-10.53*	.629	.000	-12.20	-8.87
	A1B2	-4.87*	.629	.000	-6.53	-3.20
	A2B2	2.80*	.629	.153	1.13	4.47
A2B2	A1B1	-13.33*	.629	.000	-15.00	-11.67
	A1B2	-7.67*	.629	.000	-9.33	-6.00
	A2B1	-2.80*	.629	.153	-4.47	-1.13

Based on observed means.
The error term is Mean Square(Error) = 2.971.

*. The mean difference is significant at the ,05 level.

According to these findings, students' writing performance was considerably enhanced by the employment of AI and web-based instructional materials as opposed to traditional approaches. The experimental and control groups' considerable differences in pretest and posttest scores reinforce this finding, confirming that creative thinking and teaching media have a good impact on students' writing abilities in recount texts.

Overall, the findings show that students' writing abilities significantly improve when online writing resources are incorporated and innovative thinking is encouraged. This study highlights the value of creativity as a supplementary element that amplifies the advantages of technology-mediated instruction in addition to confirming the efficacy of online learning resources.

CONCLUSIONS

The results of hypothesis testing and the findings allow for the drawing of a number of conclusions. Initially, the investigation verified that H1 is valid, indicating that instructional media have a substantial impact on students' writing abilities. This was corroborated by the ANOVA result (Sig. = 0.000 < 0.05; Fo = 418.031), which demonstrated that students who were taught using AI/web-based platforms like Write & Improve and Grammarly got greater posttest scores than those who were taught using traditional media. According to the study, pupils' writing abilities are significantly impacted by creative thinking, as evidenced by the acceptance of H2. According to the ANOVA result (Sig. = 0.000 < 0.05; Fo = 90.467), students who were more creative did better than those who

were not, indicating that creativity fosters originality, fluency, and concept organization in writing. Third, H3 was found to be accepted by the analysis, indicating a significant interaction effect between creative thinking and educational media (Sig. = 0.002 < 0.05; Fo = 10.371). The group that received instruction using online media and had a high level of creative thinking scored the highest, whereas the group that received instruction using conventional media and had a low level of creative thinking scored the lowest.

All things considered, our results support the idea that creative thinking and AI/web-based instructional materials, both separately and in combination, improve students' ability to write recount texts. In addition to confirming the efficacy of technology-mediated training, the study emphasizes the role of creativity as a supplementary element. In theory, the study advances English language teaching by incorporating creativity and digital resources into writing pedagogy; in practice, however, it offers educators and educational institutions methods to enhance writing instruction in junior high Islamic schools.

REFERENCES

Ahmadi, M. R. (2022). The importance of writing skills in EFL context. *International Journal of English Language and Literature Studies, 11*(1), 1–10.

Al-Mekhlafi, A. M., & Al-Mahrooqi, R. (2019). The use of technology in teaching EFL writing. *Asian EFL Journal, 21*(2), 152–174.

Beghetto, R. A., & Kaufman, J. C. (2022). *Nurturing creativity in the classroom*. Cambridge University Press.

Bikowski, D., & Vithanage, R. (2023). Effects of automated writing evaluation on EFL student writing. *Language Learning & Technology, 27*(2), 45–65.

Chen, X., & Wang, Y. (2021). Developing students' writing through process-oriented approaches. *Journal of Language Teaching and Research, 12*(4), 541–549.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.

Harmer, J. (2004). *How to teach writing*. Pearson Longman.

Li, Q., & Wang, Z. (2020). Online feedback and EFL writing performance. *Computers & Education, 152.*

Mubarok, H., Astuti, P., & Rahman, A. (2023). The role of creative thinking in improving students' EFL writing performance. *Journal of English Language Education, 8*(1), 77–89.

Organisation for Economic Co-operation and Development. (2021). *PISA 2021 creative thinking framework*. OECD Publishing.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Scardamalia, M., & Bereiter, C. (2022). *Knowledge building: Theory, pedagogy, and technology*. Routledge.

Strobl, C., Ailhaud, E., Benetos, K., Devitt, A., Kruse, O., Proske, A., & Rapp, C. (2021). Digital support for academic writing: A review of technologies and pedagogies. Computers and Composition, 59.

Sugiyono. (2002). Metode penelitian administrasi. Alfabeta.

Torrance, E. P. (1974). *Torrance tests of creative thinking: Norms-technical manual*. Personnel Press.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.

Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.

Xie, H., Chu, H. C., Hwang, G. J., & Wang, C. C. (2023). Adaptive learning systems and creativity: Enhancing writing performance through technology. Computers & Education, 195, 104671.

p-ISSN: 2615-8671
e-ISSN: 2615-868X

Yu, L. (2021). Automated writing evaluation and revision in EFL classrooms. Assessing Writing, 47, 100509.

Zhou, M., et al. (2020). Digital technology and creativity in education: A systematic review. Educational Technology & Society, 23(4), 1–14.