

**THE EFFECTIVENESS OF USING DISCOVERY LEARNING
METHOD IN TEACHING WRITING SKILL VIEWED FROM
THE STUDENTS' CREATIVITY**

(An Experimental Study at the Tenth Grade Students of SMAN 1 Durenan
Treggalek in the Academic Year of 2014/2015)



Thesis

Written to Fulfill One of the Requirements
to Obtain the Graduate Degree in English Education

Written by:

Ringgi Candraning Prawerti

S 891302037

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA**

2014

APPROVAL
THE EFFECTIVENESS OF USING DISCOVERY LEARNING METHOD
IN TEACHING WRITING SKILL VIEWED FROM THE STUDENTS'
CREATIVITY

(An Experimental Study at the Tenth Grade Students of SMAN 1 Durenan
Trenggalek in the Academic Year of 2014/2015)

By

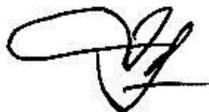
RINGGI CANDRANING PRAWERTI

S891302037

This Thesis has been approved by the consultants of English Education
Department Graduate School of Teachers' Training and Education Faculty of
Sebelas Maret University Surakarta

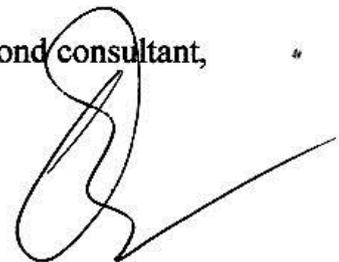
in 2014,

First consultant,



Dr. Ngadiso, M. Pd.
NIP. 19621231 198803 1 009

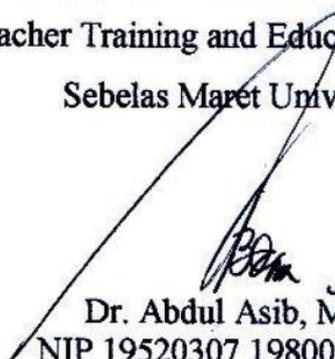
Second consultant,



Dra. Diah Kristina, M. A., Ph. D
NIP. 19590505 198601 2 001

Approved by:

The Head of English Education of Graduate Program
Teacher Training and Education Faculty
Sebelas Maret University



Dr. Abdul Asib, M.Pd
NIP 19520307 198003 1 005

LEGITIMATION FROM THE BOARD OF EXAMINERS

**THE EFFECTIVENESS OF USING DISCOVERY LEARNING METHOD
IN TEACHING WRITING SKILL VIEWED FROM THE STUDENTS'
CREATIVITY**

By

RINGGI CANDRANING PRAWERTI

S891302037

This Thesis has been examined by the Board of Thesis Examiners of English Education Department of Teachers Training and Education Faculty of Graduate School of Sebelas Maret University Surakarta on Januari, 2015

Board of Examiners

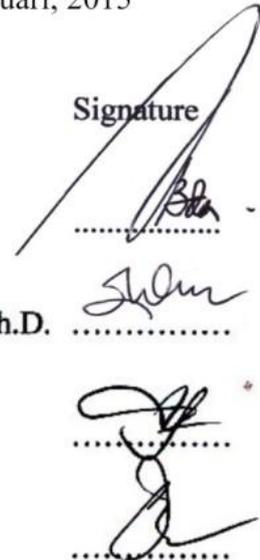
Chairperson : Dr. Abdul Asib, M. Pd.
NIP. 19520307 198003 1 005

Secretary : Dra. Dewi Rochsantiningih, M.Ed, Ph.D.
NIP. 19600918 198702 2 001

Examiner I : Dr. Ngadiso, M. Pd.
NIP. 19621231 198803 1 009

Examiner II : Dra. Diah Kristina, M. A, Ph. D.
NIP. 19590505 198601 2 001

Signature



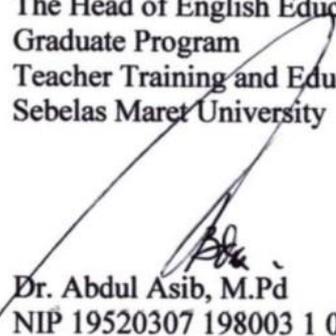
.....
.....
.....
.....

The Dean of Teacher Training and
Education Faculty of Sebelas Maret
University



Prof. Dr. M. Furqon Hidayatullah, M.Pd
NIP. 19600727 198702 1 001

The Head of English Education of
Graduate Program
Teacher Training and Education Faculty
Sebelas Maret University



Dr. Abdul Asib, M.Pd
NIP 19520307 198003 1 005

PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “**THE EFFECTIVENESS OF USING DISCOVERY LEARNING METHOD IN TEACHING WRITING SKILL VIEWED FROM THE STUDENTS’ CREATIVITY** (An Experimental Study at the Tenth Grade Students of SMAN 1 Durenan Trenggalek in the Academic Year of 2014/2015)”

It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the sources of which are listed on the list of reference or bibliography. If then, the pronouncement proves incorrect, I am ready to accept any academic punishment, including withdrawal or cancellation of my academic degree.

Surakarta, December 2014



Kinggi Candraning Prawerti
NIM. S 891302037

ABSTRACT

Ringgi Candraning Prawerti. S891302037. The Effectiveness of Using Discovery Learning Method in Teaching Writing Skill Viewed from the Students' Creativity (An Experimental Study at the Tenth Grade Students of SMAN 1 Durenan Trenggalek in the Academic Year of 2014/2015). First Consultant: Dr. Ngadiso, M. Pd. Second Consultant: Dra. Diah Kristina, M. A, Ph. D. Thesis. Surakarta. Teacher Training and Education Faculty. Sebelas Maret University. 2014

The aim of the research is to reveal whether: (1) Discovery Learning Method is more effective than Direct Method to teach writing to the tenth grade of SMAN 1 Durenan Trenggalek in the Academic Year of 2014/2015; (2) the students who have high creativity have better writing skill than those who have low creativity of the tenth grade of that school; and (3) there is an interaction between teaching method and creativity to teach writing to the tenth grade that school.

The researcher conducted an experimental study at SMAN 1 Durenan Trenggalek in the Academic Year of 2014/2015. The population in this research is the tenth grade students of that school. The total number of population was 305 students coming from eight classes. The samples are X MIA 3 as the experimental class taught by using Discovery Learning Method and X MIA 5 as the control class taught by using Direct Method where each class consists of 38 students. Each class was divided into two groups (the students who have high creativity and the students who have low creativity). The data was collected by using test. In analyzing the data, the researcher used Multifactor analysis of variance ANOVA 2x2 and Tukey test.

The result of analysis shows that: (1) Discovery Learning Method is more effective than Direct Method to teach writing; (2) the students who have high creativity have better writing skill than those who have low creativity; and (3) there is an interaction between teaching method and creativity in teaching writing.

Based on the result of the research, it can be concluded that Discovery Learning Method is an effective method to teach writing for the tenth grade students of SMAN 1 Durenan in the Academic Year of 2014/2015. Finally, it can be recommended that: (1) it will be better for the teachers to apply Discovery Learning Method in teaching and learning process since it is suitable with 2013 curriculum; (2) this research can be used as an additional reference for a similar research with different variables to conduct further study.

Keywords: Discovery Learning Method, writing, creativity, experimental study

MOTTO

“Success does not depend on your aptitude or your altitude. It depends on your attitude.”

(Anonym)

DEDICATION

This Thesis is dedicated to:

My beloved Mom and Dad

My lovely husband, **Yudista Patriat Budi, S. Pd**

My beloved grandmother

My younger sister

My big family

My friends of Parallel Class 2013

UNS Big Family

The big family of SMAN 1 Durenan, Trenggalek

The big family of English Education

ACKNOWLEDGEMENT

The writer is very thankful to the God "Allah SWT", by the grace of Him, the writer finally can finish writing this thesis. In the process of finishing this thesis, the writer received help, support, and contribution from many people. Hence, the writer would like to express her special gratitude and cordial thanks to:

1. The Dean of Teacher Training and Education Faculty, Sebelas Maret University for legalizing this thesis.
2. Dr. Abdul Asib, M. Pd and Dra. Dewi Rochsantiningsih, M. Ed, Ph. D as The Head of English Department and The Secretary of English Department, for giving the permission and opportunity to conduct this study
3. Dr. Ngadiso, M. Pd, the first advisor and Dra. Diah Kristina, M. A, Ph. D, the second advisor in this thesis for their valuable guidance as well as their constructive suggestion. Without their help and devotion of time, the completion of this thesis is supposed to be impossible.
4. Drs. Murdani, M. Pd, as a Headmaster of SMAN 1 Durenan Trenggalek who has given permission to the writer to conduct her research.
5. Students of X3 and X5 SMAN 1 Durenan, Trenggalek in the academic year of 2014-2015 for the cooperation as the subject of this research.

The writer hopes that for improving this research, all beneficial suggestions, criticism, and comments are welcomed. Hopefully, this thesis can be useful for others and for the writer's herself.

Surakarta, December 2014

Ringgi Candraning Prawerti
NIM. S 891302037

TABLE OF CONTENTS

COVER.....	i
TITLE.....	ii
ADVISORS' APPROVAL SHEET.....	iii
LEGITIMATION.....	iv
PRONOUNCEMENT.....	v
ABSTRACT.....	vi
MOTTO.....	vii
DEDICATION.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLE.....	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION	
A. Background of Study.....	1
B. Problem Identification.....	5
C. Problem Limitation.....	5
D. Problem Statement.....	6
E. Research Objectives.....	6
F. Research Significance.....	6
CHAPTER II LITERATURE REVIEW	
A. The Nature of Writing	
1. Definition of Writing.....	10
2. Process of Writing Skill.....	11
3. Micro and Macro Skill of Writing.....	12
4. Aspect of Writing.....	13
5. Teaching Writing.....	16
6. Testing and Scoring in Writing.....	19
B. Discovery Learning	
1. Definition of Discovery Learning.....	21
2. Attributes of Discovery Learning.....	23
3. The Principles of Discovery Learning.....	24
4. Models of Discovery Learning.....	26
5. Teaching Steps.....	27
6. The Advantages and Disadvantages of Discovery Learning.....	33

C.	Direct Instruction	
1.	Definition of Direct Instruction	39
2.	Principles of Direct Instructio.....	41
3.	Procedures of Direct Instruction.....	41
4.	Advantages and Disadvantages of Direct Instruction.....	44
D.	Creativity	
1.	Definition of Creativity.....	46
2.	Elements of Creativity.....	49
3.	The Importance of Creativity in Education.....	51
4.	Measuring Creativity.....	53
E.	Review of Related Study	57
F.	Rationale	62
G.	Hypothesis	67
CHAPTER III RESEARCH METHOD		
A.	Research Method.....	68
B.	Experimental Design.....	70
C.	Time and Place of Study.....	71
D.	Population, Sampling, Sampling.....	72
E.	Technique for Collecting Data.....	74
F.	Techniques of Analyzing Data.....	78
G.	Statistical Hypothesis	82
CHAPTER IV RESEARCH FINDING AND DISCUSSION		
A.	Implementation of the Research	84
B.	Data Description	85
C.	Data Analysis.....	97
D.	Hypothesis Testing	100
E.	Discussion of the findings	105
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS		
A.	Conclusions.....	112
B.	Implication and Suggestions	113
BIBLIOGRAPHY		118
APPENDICES		122

LIST OF TABLE

Table 2.1	Indicators of Writing	16
Table 2.2	Analytical scale for rating composition tasks	20
Table 3.1	Sample Factorial Design 2 X 2	71
Table 3.2	Time schedule of the research	72
Table 3.3	Questionnaire of Creativity Test Instruction	76
Table 3.4	Questionnaire of Writing Test Instruction	77
Table 3.5	The points of ANOVA	78
Table 4.1	Implementation of the Research	84
Table 4.2	Writing Score of Data A_1	86
Table 4.3	Frequency Distribution of Data A_1	87
Table 4.4	Writing Score of Data A_2	88
Table 4.5	Frequency Distribution of Data A_2	88
Table 4.6	Writing Score of Data B_1	89
Table 4.7	Frequency Distribution of Data B_1	89
Table 4.8	Writing Score of Data B_2	90
Table 4.9	Frequency Distribution of Data B_2	91
Table 4.10	Writing Score of Data A_1B_1	92
Table 4.11	Frequency Distribution of Data A_1B_1	92
Table 4.12	Writing Score of Data A_1B_2	93
Table 4.13	Frequency Distribution of Data A_1B_2	93
Table 4.14	Writing Score of Data A_2B_1	94
Table 4.15	Frequency Distribution of Data A_2B_1	95
Table 4.16	Writing Score of Data A_2B_2	96
Table 4.17	Frequency Distribution of Data A_2B_2	96
Table 4.18	The Result of Normality Test	98
Table 4.19	The Result of Homogeneity Test	99
Table 4.20	Multifactor Analysis of Variance	100
Table 4.21	The Summary of Mean Score	101
Table 4.22	The Result of Tukey test	103

LIST OF FIGURES

Figures 2.1	Procedures Involved in Producing Written Text.....	12
Figures 4.1	Histogram and Polygon of Data A_1	87
Figures 4.2	Histogram and Polygon of Data A_2	89
Figures 4.3	Histogram and Polygon of Data B_1	90
Figures 4.4	Histogram and Polygon of Data B_2	91
Figures 4.5	Histogram and Polygon of Data A_1B_1	92
Figures 4.6	Histogram and Polygon of Data A_1B_2	94
Figures 4.7	Histogram and Polygon of Data A_2B_1	95
Figures 4.8	Histogram and Polygon of Data A_2B_2	97

LIST OF APPENDICES

Appendix 1	: Syllabus.....	122
Appendix 2	: Lesson Plan for Experimental Class	124
Appendix 3	: Lesson Plan for Control Class	213
Appendix 4	: Writing Test	284
Appendix 5	: Readability of Writing Test	287
Appendix 6	: Creativity Test	288
Appendix 7	: Readability of Creativity Test	296
Appendix 8	: The Scores of Creativity Test	297
Appendix 9	: The Scores of Writing	299
Appendix 10	: Descriptive Statistics	301
Appendix 11	: Normality Test	334
Appendix 12	: Homogeneity test	343
Appendix 13	: ANOVA	345
Appendix 14	: Tukey Test	346

CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing becomes an important skill to be mastered because our life can not be separated from communication. As we know that communication can be in the form of oral and written. The importance of writing is also supported by Harmer (1998: 79) who states that there are four reasons for teaching writing. First, some students, instead of acquiring a language in oral way, benefit greatly from seeing the language that is written down. Writing reinforces the grammatical structures and vocabulary that students have learned. Second, writing process helps students to think and select words as well as sentences to construct good written text. The difference on students' learning styles is the third reason to teach writing. Not all people can deliver what they think orally and quickly. By writing, the students may have more time to think and produce a language in a slower way to reflect what they have learned. Finally, it is essential for students to know how to write letter, how to make report, how to write an essay, etc. To face the modern era, the students should be able to write using English, because after graduating from Senior High School or University they can use the writing skill to applying for a job. Nowadays, there are so many companies which use English application letter as an instrument to requirement becomes the employee.

Teaching writing is rather difficult. In conducting writing class, one of the important things which should be considered for the teachers is that they have to let their students to write. If the students have difficulties to write even to select

the appropriate sentence to write, it will become the big problem for the teachers. Writing English is not an easy task. It requires a lot of practice and training because students have to produce a well-accepted written form that is readable and understandable (Al-Mekhlafi, 2011: 17). Moreover, written form needs more explicit language as it is not delivered directly to the readers. Not only do writers express ideas into a paper, but also should pay attention to the convention used for writing. Hence, students in writing class are expected to produce written text by demonstrating command of standard written English such as using appropriate structure, accurate grammar, spelling, and punctuation, appropriate use of vocabulary and good organization of ideas manifested in coherent paragraph (Hinkel, 2004: 19)

To gain a successful teaching and learning of writing, a teacher should be aware of many factors that can influence the process and the product of students' language learning. The factors may come from outside or inside of the students. The external factors can be in the form of teaching methods used by the teacher, the learning materials, and classroom atmosphere. The internal factor deals much with psychological condition of the students, such as creativity, creativity, interest, self-confidence, self-concept, self-esteem, and self-efficacy. It is important for the teacher to examine the students' needs and characteristics dealing with the individual differences that must exist in every class. It will help the teacher fit the teaching objectives and the learning aids for the students.

Of all factors mentioned above, there are two factors that should be taken into account, namely teaching method used in the class and students' creativity.

Teaching method is the way a teacher makes his or her students learn. Every teacher should have determined the teaching method to be used before coming to the class. Choosing an appropriate teaching method is one of the fundamental keys to the success of the teaching.

The current teaching writing is still characterized by the adoption of the traditional teaching method, which is known as the Direct Method. Direct Method is a method in which the grammar taught inductively. By giving the oral example including: demonstration, objects, and picture, the students are asked to find the material directly and orally. In the classroom, the instruction is conducted exclusively in the target language. The new teaching points are taught orally. Although the Direct Method helps the students to get more experience in learning writing skill orally and inductively, that is to say, the Direct Method has its disadvantages which prevent the students from developing their communicative competence. As stated in his book, Brown (1994, 56) explains that the direct method wasn't successful in public schools because budget, classroom size, time and teacher background (native speakers or native like fluency) made such a method difficult to use. The other disadvantage is teaching and learning process will be even passive if the teacher can't motivate the students to participate the class discussion.

One method which is suitable for teaching writing skill especially to the 2013 curriculum is called Discovery Learning Method. According to Joolingen (1999: 385), discovery learning method is a type of method where the learners construct their own knowledge by experimenting with a domain, and inferring rules from

the result of these experiments. Discovery Learning Method is a method where students are given a chance to observe, think, ask, and discover the material by themselves. The role of teacher is a facilitator and informant.

Besides the method, one of the psychological aspects that really influence the students to improve the writing skill is creativity. In writing, creativity is also important to produce a good, acceptable, and understandable writings. Creativity itself is the ability of someone in creating new idea which can be seen from fluency, flexibility, and originality of thinking by applying previous knowledge or skills to a new situation.

Creativity plays an important role in providing the passion, spirit, and sense of fun in learning. Creative person will be able to produce or create something new; whether new solution in problem solving, new method to do something, new idea to create something, or new action to conduct something. In writing, the creative students are able to create a text with their new idea and apply it better, and solve their problem in learning with proper solution. They will be active in teaching and learning process and eager to find other sources which are relevant to their lesson. They also have bravery to express their new idea in their writing. By using the Discovery Learning Method which is applied in this kind of class, the students' writing skill will improve. In other word, the students who have high creativity appropriate to use the Discovery Learning Method in teaching learning process.

On the other hand, the students who have low creativity do not have any innovation in creating the writing material. They do not show their ability to

elaborate their ideas, thoughts, and feelings. In fact, students having low creativity tend to have less effort in learning and accomplishing such kind of task. In other word, they prefer to be passive in the teaching-learning process. Since the students tend to be passive plays the role in the class, the teacher's role becomes more complex. He or she is not only as a controller but also as a source of knowledge and motivator. The method which is suitable with this condition to improve the writing skill of the students is Direct Method.

Considering the phenomena above, the researcher would like to conduct a research entitle "The Effectiveness of Using Discovery Learning Method in Teaching Writing Viewed from the Students' Creativity of the Tenth Grade Students of SMAN 1 Durenan Trenggalek"

B. Problem Identification

In reference to the background of the study above, the problems can be identified as follows:

1. Why do the students find difficulties in writing text?
2. What factors cause the students to get difficulties in writing text?
3. Is the method used to teach writing influences students' writing skill?
4. Is Discovery Learning effective to teach writing?
5. Does the students' creativity influence students' writing skill?
6. Is there any interaction between teaching method and creativity to teach writing?

C. Problem Limitation

Dealing with the problems stated on the identification of the problems above, the researcher limits the problem of the research. The limitation of the study is the

significant effect of Discovery Learning Method viewed from students' creativity to teach writing skill.

D. Problem Statement

The research problems focus as follows:

1. Is Discovery Learning Method more effective than Direct Method to teach writing skill?
2. Do students having high creativity have better writing skill than those having low creativity?
3. Is there any interaction between teaching methods and creativity to teach writing?

E. Research Objectives

The objectives of the study are to find out:

1. Whether Discovery Learning Method is more effective than Direct Method to teach writing skill in the 10th grade students of SMAN 1 Durenan in the Academic year of 2013/2014.
2. Whether the students with high creativity have better writing skill than the students with low creativity.
3. Whether there is any interaction between teaching methods and the students' creativity in teaching writing.

F. Research Significance

The result of the research is expected to give contribution theoretically and practically as follows:

1. Theoretical Benefit

Theoretically, the result of this research is expected to give supported theory of teaching writing that can be applied to improve the students' writing skill. Discovery Learning Method is a method where students are given a chance to observe, think, ask, and discover the material by themselves. It is appropriate with the 2013 curriculum which is based on the scientific view. By using this method, the students will easily develop their writing skill. It is an interesting method which motivates students in the classroom. Moreover, it is a students centered method which will let students to be more active in the classroom. As a result, it is expected for the teacher to apply Discovery Learning Method to teach writing skill.

2. Practical Benefit

a. For the students

This study is expected to be useful for the students to improve the students' writing skill through Discovery Learning Method. It can help the students to be more active in the teaching and learning process. It also can give a new experience for the students in teaching writing skill since they can find the materials by themselves. It is an interesting method since the students can use the technology such as internet, digital book, and so on to help them in the teaching and learning process. In this research is found that there is an interaction between teaching method and creativity. The result shows that the students who have high creativity taught by using Discovery Learning Method have better writing skill from those who have low creativity.

Therefore, it is suggested for the students to improve their creativity in order to make their writing skill to be better.

a. For English teacher

The result of this study is expected to give an input for teachers to apply DLM in their teaching writing. Start from how to prepare the lesson plans and teaching materials. This research is done in two classes; experimental class and control class. The researcher made the lesson plans and prepared the materials for each meeting in each class. Next, knowing the implementation of the teaching steps for each method is useful for teachers in order to avoid some problems that may be occur in teaching writing. In this research, the researcher found some problems in conducting teaching method for example there was no internet access in the school, so that the students could not find some materials which should be found in internet. By considering that problems, the teacher can avoid it in order to make the teaching learning using DLM well performed. Finally, knowing the students level of creativity will absolutely helps the teacher in determining teaching method that will be used. In result of this study shows that the students having high creativity taught by using DLM have better writing skill better than those who have low creativity. On contrary, the students having low creativity taught by using DIM have better writing skill than those who have high creativity.

b. For the other researchers

Hopefully, it can give a clear description and additional knowledge about teaching writing using Discovery Learning Method including the implementation, strengths, weaknesses and others. Moreover, analyzing the findings of this study can be used as an additional source for conducting better research in the same field in order to improve the quality of teaching writing. Although the result of this study shows that DLM is better than DIM in teaching writing for students having high creativity, but it can not be generalized for all research. It will be different in result when it is applied in different situation. Furthermore, this study will help other researchers who may plan having similar research viewed from any different psychological aspect beside creativity which probably have correlation with students' writing like motivation, intelligence, self-esteem etc.

CHAPTER II

LITERATURE REVIEW

This chapter is presented to highlight some theories functioning as the basis of the research. It covers about The Nature of Writing, Discovery Learning, Direct Instruction, Creativity, Review of Related Study, Rationale, and Hypothesis.

A. The Nature of Writing

1. Definition of Writing

Bryne (1997: 1) stresses that writing is the use of graphic symbols which are arranged based on a certain conventions to form words and sentence. According to Hamp and Lysons in O'Malley and Pierce (1996: 136), writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics.

Sparatt, et al. (2005: 26) state that writing is an activity to communicate one's ideas by using letters, words, phrase, and clauses to form series of related sentences. Hyland (2003: 3) says that writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulation models provided by the teacher.

Regarding to Hyland theory, Brams states that writing is a productive skill and writing means to write, to try to produce or reproduce written message (Bram, 1995: 7). Writing is often seen as a means of practicing the grammar, vocabulary and discourse structures of the target language, particularly where the target language is the medium of instruction in the education system or more commonly

in higher education (Harris, 1993: 64). According to Hedge (1998: 19), writing is a process. In fact, it is complex process with a number of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing

Based on the definitions of writing above, it can be concluded that writing is an activity to record and communicate the writer's ideas, consisting of main idea and key details, by using letters, words, phrases, and clauses to form a series of related sentences with the purpose to make the readers think of something, or do something, or both.

2. Process of Writing Skill

Harmer (2001:257) states that writing is not only about the product but also the process, when the teachers just concentrate in the product, teachers are only interested in the aim of the task and in the end of product. In addition, Brown (2001: 335) wrote that there are nine processes in writing approach i.e. (1) focus on the process of writing that leads to the final written product, (2) help student writers to understand their own composing process, (3) help them to build strategies for pre writing, drafting and rewriting, (4) give students time to write and rewrite, (5) place central importance on the process of revision, (6) let the students discover what they want to say as they write, (7) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their work closer to the intention, (8) encourage from both the instructor

and peers, and (9) include individual conferences between teacher and student during the process of composition

Based on Harmer (2001: 113), the process of writing involves planning, drafting, reviewing and editing. In this approach, students are taught planning, drafting, revising, editing, and publishing strategies at each stage of the writing process to help them to write freely and arrive at a product of good quality. Based on Nunan (1999: 274) there are some steps in producing a written text as illustrated in Figure 2.1.

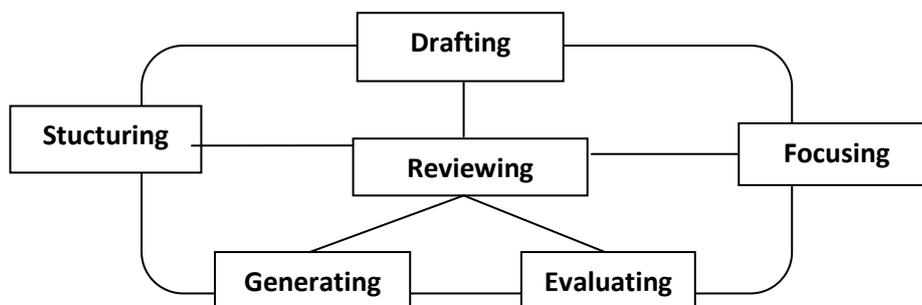


Figure 2.1: Procedures involved in producing a written text

3. *Micro and Macro Skill of Writing*

Brown (2004: 221) classifies linguistics aspects of writing into macro skills and macro skills. The descriptions of macro skills and micro skills are as follows:

a. Micro-skill:

- (1) Produce graphemes and orthographic patterns of English
- (2) Produce writing at an efficient rate of suit the purpose
- (3) Produce an acceptable core or words and uses appropriate word order
- (4) Use acceptable grammatical system, pattern and rules
- (5) Express a particular meaning in different grammatical form
- (6) Use cohesive devices in writing discourse

b. Macro-skill:

- (1) Use the rhetorical forms and conventions of written discourse.
- (2) Appropriately accomplish the communicative functions of written texts according to form and purpose
- (3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- (4) Distinguish between literal and implied meanings when writing
- (5) Correctly convey culturally specific references in the context of the written text
- (6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

4. *Aspect of Writing*

Nunan (1998: 373) mentions six characteristics of successful writing, those characteristics are: (1) mastering the mechanics of letter formation; (2) obeying conventions of spelling and punctuation; (3) using the grammatical system to convey one's intended meaning; (4) organizing content at the level of paragraph and the complete text to reflect given new information and topic/comment structures; (5) polishing and revising one's initial efforts; and (6) selecting an appropriate style for one's audiences.

Writing skills require five general components as stated by Heaton (1998: 135). They are as below:

- a. Language use: the ability to write correct and appropriate sentences
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation and spelling
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information
- d. Stylistic skills: the ability to manipulate sentences and paragraphs and use the language effectively
- e. Judgments skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information

Matthews, et al. (1985: 71) say that writing skills have several specific skills which are grouped under five headings; they are graphical or visual skills, grammatical skills, expressive or stylistic skills, rhetoric skills, and organizational skills.

Writing covers a number of knowledge and skills as explained by McKay (2006: 249). They are as follows: (a) ability to write to suit purpose and audience, (b) ability to organize paragraphs logically, (c) knowledge of a growing range of vocabulary, (d) knowledge of a growing range of grammatical structures, (e) ability to punctuate, (f) ability to employ connectives appropriately, (g) ability to follow through a drafting procedure, (h) explicit knowledge of text structures (genres), and (i) ability to write independently.

According to Peha (2002: 3), writing has all the things below:

- a. Ideas those are interesting and important. Ideas are the heart of what the writers are writing about and why the writers choose to write about it.
- b. Organization that is logical and effective. Organization refers to the order of the writers' ideas and the way the writers move from one idea to the next
- c. Voice that is individual and appropriate. Voice is how the writers' writing feels to someone when they read it. Voice is the expression of the writers' individual personalities through words
- d. Word choice that is specific and memorable. Good writing uses just the right words to say the right things
- e. Sentence Fluency that is smooth and expressive. Fluent sentences are easy to understand and fun to read with expression
- f. Conventions those are correct and communicative. Conventions are the ways to use punctuation, spelling, grammar and other things that make writing consistent and easy to read.

Ur (1996: 163) mentions that there are some aspects of writing. They are neat handwriting, correct spelling and punctuation, acceptable grammar, and careful selection of vocabulary.

In addition, Hughes (1996: 91) mentions five aspects of writing namely: (a) grammar; it is an element of writing which deals with a set of rules to help a writer construct sentences that make sense and acceptable in English; (b) vocabulary; it is a list of words and their meanings; (c) mechanics; it deals with

the convention in writing, which is related to punctuation, spelling, and capitalization; (d) fluency; it refers to the ease and the style of the composition; (e) form (organization); it is the logical sequence and cohesion to make unified contribution to the whole paragraph. It is usually called generic structure. The conclusion of indicators from some theories is illustrated in Table 2.1

Table 2.1. Indicators of Writing

<i>Nunan</i>	<i>Heaton</i>	<i>Matthews, et al</i>	<i>Mckay</i>	<i>Peha</i>	<i>Ur</i>	<i>Hughes</i>
Mechanics Spelling and punctuation	Mechanics	Spelling and Punctuation	Punctuation	Voice Sentence Fluency	Spelling and Punctuation	Punctuation, Spelling, and Capitalization
Grammar Initial Efforts	Language Use	Grammar	Grammar	Grammar	Grammar	Grammar
Content	Content					Content
Style	Style	Style	Word Choice (Vocabulary)	Word Choice	Vocabulary	Vocabulary
	Organization	Organization Rhetoric	Organization	Organization Ideas		Organization

From table 2.1, it can be concluded that there are five indicators of writing, including: (1) Language Mechanics, (2) Language Use, (3) Content, (4) Vocabulary, and (5) Organization. The language mechanics include spelling, capitalization, and punctuation. Grammar is included in Language Use. Vocabulary also includes word choice and style. In this study, all of indicators is used.

5. Teaching Writing

Teaching how to write effectively is one of the most important life-long skills teachers impact to their students. When teaching writing, teachers must be sure to select resources and support materials that not only aid them in teaching how to write, but also help them learn to write. English writing has always been a

challenging skill to teach. They have to master not only their competence in writing but also the capability of applying and adapting the relevant teaching approaches or methods appropriate for the particular context and the students concerned.

Teaching writing to the students is to get things done and to form and maintain the social relationship. In reality, the teacher can teach the students such as letter, memo, note, announcement, brochure, report, essay, and many others. Knowing and practicing such kind of writing text can be applied in their daily life on the next day. Teaching writing is a way of conveying message or just to keep a record of what is in our mind.

Brown (1994: 320-321) states that teaching writing should:

- a. Focus on the process of writing that lead to the final written products;
- b. Help students understand their own composing writing process;
- c. Help them to build repertoires of strategies for pre-writing, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let the students discover what they what to say as they write;
- g. Give students feedback throughout the composing process (just not on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback both from the instructor and peers;

- i. Include the individual conferences between teacher and student during the process of composition

Harmer (1998: 73) states there are four reasons for teaching writing to students:

- a. Reinforcement. Some students acquire language in purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it
- b. Language development. The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of ongoing learning experience
- c. Learning style. Writing is appropriate for learners who take little longer time at picking up activity instead of the rush and bother of interpersonal face to face communication
- d. Writing as skill. Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc. they also need to know some of writing's special conventions such as punctuation, paragraph construction etc.

To achieve the goal of teaching writing, of course, practices will make them perfect. The more the students practice writing with a systematic and graded way, the better the result will be in that students. They will sharpen their sensitivity in

choosing the diction, using the appropriate grammar as well as writing styles and genres. In this process, a students-centered activity will give the students more chance to improve their writing.

6. Testing and Scoring in Writing

A writer should pay attention to the precision of choosing and using words, appropriateness to the title, text cohesion, and paragraph unity to make a good writing. Meanwhile, Genesee and Upshur (1997: 206) mention there are two general types of scoring students' writing. They are holistic and analytic scoring. In holistic scoring, a single score is assigned to a student's overall test performance. It represents the teachers' overall impressions and judgments of students' writing. Genesee and Upshur then emphasize that this type of scoring provides no detail about specific aspects of performance so that it is not very useful in guiding the teaching and learning process of writing.

On the other hand, in analytical scoring, different components and features of students' writing are given separate scores. The components are content dealing with the appropriateness to the title, organization dealing with the text cohesion and paragraph unity, vocabulary dealing with the precision of choosing and using word and language style, language use dealing with grammar, and mechanics dealing with spelling, capitalization, and punctuation.

Brown and Bailey (1984: 39-41) in Brown (2004: 243 – 245) propose analytic scale for rating composition in the following table 2.2.

Table 2.2. Analytical scale for rating composition tasks

	5	4	3	2	1
1.Organization	Appropriate title; effective introduction paragraph; topic is stated; transitional expression used; arrangement of material shows plan; supporting evidence given for generalization; conclusion logical and complete	Adequate title; introduction and conclusion; body of essay is acceptable; but some evidence may be lacking; some ideas aren't fully developed; sequence in logical but transitional expression a may be absent or missed	Scant introduction or conclusion; problems with the order of ideas in body; the generalization may not fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introductions or conclusion; no apparent organization of body, severe lack of supporting evidence; writer has not made any effort to organize the composition
2.Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought	Essay addresses the issue but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay doesn't reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and doesn't reflect high school level work; no apparent effort to consider the topic carefully
3.Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing, no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them, no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentence or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
4.Punctuation, spelling, and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indeed, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses the general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
5.Vocabulary	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problem in vocabulary; lack of variety of structure	Inappropriate use of vocabulary; no concept of register of sentence variety

The analytical scoring of essay may be appropriately suited, since the curricular goal and the variety of the students' need. Level of proficiency can

make significant difference in emphasis. Since writing is a composing process, the composition test is essay form as the final test for the students. The table of specifications in testing writing skill is suitable with the indicators used in the lesson plans in teaching writing skill. There are three microskills (grammar, vocabulary, and mechanics) and two macroskills (content and organization). The scoring rubrics range analytically from 5 to 1 for excellent to good (5), good to adequate (4), adequate to fair (3), unacceptable (2), and not high school-level work (1) of the students' composition works based on every criteria stated above. As suggested by Jacobs, et al. (1981 in Brown, 2004: 246), in the analytical scoring profile, five slightly different categories are given the point values as follows:

Content	= 30
Organization	= 20
Vocabulary	= 20
Grammar	= 25
Mechanics	= 5
Total	= 100

B. Discovery Learning

1. Definition of Discovery Learning

Based on the 2013 curriculum, the definition of Discovery Learning is:

“Metode Discovery Learning adalah teori belajar yang didefinisikan sebagai proses pembelajaran yang terjadi bila pelajar tidak disajikan dengan pelajaran dalam bentuk akhirnya, tetapi diharapkan siswa mengorganisasi sendiri” (Mendikbud, 2013)

Bruner using the method called Discovery Learning, where students organize the material learned with a final form (Dalyono, 1996: 41 in Mendikbud, 2013). Discovery Learning is a method to understand the concepts, meanings, and relationships, through intuitive process to finally come to a conclusion (Budiningsih, 2005: 43 in Mendikbud, 2013) .

Discovery occurs when an individual is involved, especially in the use of mental processes to find some of the concepts and principles. Discovery is done through observation, classification, measurement, prediction, determination and inferring. The process is called cognitive while the discovery process itself is the mental process of assimilating concepts and principles in the mind (Sund in Malik, 2001: 219 in Mendikbud, 2013) .

According to Murphy, Malloy, and O'Brien (2010), Discovery learning is a learner centered mode of teaching most widely discussed by John Dewey and Jerome Bruner. In discovery learning students become active participants in learning by exploring concepts and answering their own questions through testing and experience.

Discovery Learning refers to various instructional design models that engage students in learning through discovery. According to Joolingen (1999: 285), Discovery Learning is a type of method where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of method is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge. Because of

these constructive activities, it is assumed they will understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning environment.

In line with Joolingen, Borthick & Jones explain that in discovery learning, participants learn to recognize a problem, characterizes what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy. In collaborative discovery learning, participants, immersed in a community of practice, solve problem together.

From the several definitions above, the writer draws the conclusion about the definition of Discovery Learning method. It is a kind of method where the students discover the materials by themselves without being taught by the teacher before. Discovery means from nothing to get something which they never know before. It emphasizes on the students' full participation through observation, classification, measurement, prediction, determination, and inferring until they discover their own concept.

2. *Attributes of Discovery Learning*

Bicknell-Holmes and Hoffman (2000) describe the three main attributes of discovery learning as 1) exploring and problem solving to create, integrate, and generalize knowledge, 2) student driven, interest-based activities in which the student determines the sequence and frequency, and 3) activities to encourage integration of new knowledge into the learner's existing knowledge base.

The first attribute of discovery learning is a very important one. Through exploring and problem solving, students take on an active role to create, integrate,

and generalize knowledge. Instead of engaging in passively accepting information through lecture or drill and practice, students establish broader applications for skills through activities that encourage risk-taking, problem solving, and an examination of unique experiences (Bicknell-Holmes & Hoffman, 2000). In this attribute, students rather than the teacher drive the learning. Expression of this attribute of discovery learning essentially changes the roles of students and teachers and is a radical change difficult for many teachers to accept (Hooks, 1994).

A second attribute of discovery learning is that it encourages students to learn at their own pace (Bicknell Holmes & Hoffman, 2000). Through discovery learning, some degree of flexibility in sequencing and frequency with learning activities can be achieved. Learning is not a static progression of lessons and activities. This attribute contributes greatly to student motivation and ownership of their learning.

A third major attribute of discovery learning is that it is based on the principle of using existing knowledge as a basis to build new knowledge (Bicknell-Holmes & Hoffman, 2000). Scenarios with which the students are familiar allow the students to build on their existing knowledge by extending what they already know to invent new ideas.

3. The Principles of Discovery Learning

- a. In discovery learning, students are active. Learning is not defined as simply absorbing what is being said or read, but actively seeking new knowledge. Students are engaged in hands-on activities that are real problems needing

solutions. The students have a purpose for finding answers and learning more (Mosca & Howard, 1997).

- b. The focus shifts from the end product, learning content, to the process, how the content is learned. The focus in discovery learning is learning how to analyze and interpret information to understand what is being learned rather than just giving the correct answer from rote memorization. Process-oriented learning can be applied to many different topics instead of producing one correct answer to match one question that is typically found in content-oriented learning. Discovery learning pushes students to a deeper level of understanding. The emphasis is placed on a mastery and application of overarching skills (Bonwell, 1998).
- c. Failure in discovery learning is seen as a positive circumstance. Discovery learning emphasizes the popular lesson learned from Thomas Edison. Thomas Edison is said to have tried 1,200 designs for light bulbs before finding one that worked. Discovery learning does not stress getting the right answer. Cognitive psychologists have shown that failure is central to learning. The focus is learning and just as much learning can be done through failure as success. In fact, if a student does not fail while learning, he or she probably has not learned something new.
- d. An essential part of discovery learning is the opportunity for feedback in the learning process. Student learning is enhanced, deepened, and made more permanent by discussion of the topic with other learners. Without the opportunity for feedback, learning is left incomplete. Instead of students

learning in isolation, as is typical in the traditional classroom where silence is expected, students are encouraged to discuss their ideas to deepen their understanding (Schank & Cleary, 1994).

- e. Incorporating all of these differences, discovery learning provides for deeper learning opportunities. Learners internalize concepts when they go through a natural progression to understand them (Papert, 2000). Discovery learning is a natural part of human beings. People are born with curiosities and needs that drive them to teach. Infants learn to talk by discovery. They listen to others around them talk, mimic sounds, and try putting together the pieces of language they have discovered (Percy, 1954).

4. Models of Discovery Learning

Some models of discovery learning which can be used by the teachers as proposed by Murphy, Malloy, and O'Brien (2010) are as follows:

- a. Collaborative discovery learning
- b. Discovery learning with micro worlds
- c. Experiential learning
- d. Guided Discovery learning
- e. Incidental learning
- f. Learning by exploring
- g. Simulation-based learning
- h. Case-based learning
- i. Problem-based learning
- j. Inquiry-based learning

5. *Teaching Steps*

According to Mendikbud (2013), there are several steps of Discovery Learning including:

- a. Setting learning goals
- b. Identifying the characteristics of students (prior knowledge, interests, style learning, and so on)
- c. Choosing the subject matter
- d. Determining the topics that students need to learn inductively (from examples of generalization)
- e. Developing learning materials in the form of examples, illustrations, task, and so on to be learned by the students .
- f. Setting the lesson topics from simple to complex, from concrete to the abstract, or from the stage enaktif, iconic to the symbolic.
- g. Conducting assessment process and student learning outcomes

Besides steps that are mentioned above, Mendikbud (2013) also proposes some Application Procedure of Discovery Learning Method. According to Shah (2004: 244) in applying the Discovery Learning method in the classroom, there some procedures that should be implemented in the teaching and learning activities in general as follows :

a. Stimulation (Stimulation / Giving Stimuli)

Stimulation at this stage serves to provide the conditions of learning interactions that can develop and assist students in exploring materials. In this case Bruner in Mendikbud (2013) provides stimulation by using questioning

technique. Asking questions to the students can expose students to the internal conditions which encourage their exploration. Thus, a teacher must master the techniques in providing stimulus to the students in order to enable students to explore the destination.

Related to the teaching writing skill especially in Recount text, the teacher asks the students a question for example “Have you ever go to Sarangan lake?” or “Do you have bad experience in Airport?”. Besides, the teacher can show the pictures of some tourism objects and public places to the students and ask them to imagine those places. By giving such kind of questions and pictures, it will stimulate the students mind to remember their experience.

b. Problem Statement (Statement/Identify the Problem)

The next step is giving an opportunity to the student to identify as many agendas as possible which are relevant to lesson material, then one of them is selected and formulated in the form of hypotheses (answers while the question of the problem) (Shah 2004: 244), while the problem chosen then will be formulated in the form of a question, or hypothesis, i.e. statement as a temporary answer to the questions proposed.

In teaching writing for this stage, the teacher gives the opportunity to the students select one the picture of tourism objects and public places that they may ever visited. Each student should have one place to be selected. Selecting the picture of tourism objects or public places is based on their real experience with them. Then, the teacher asks the students to remember and imagine their experience in that place. The teacher also asks the students to make reason why

they choose that picture. Finally the students write the problem statement, means their problem or experience with those places.

c. Data Collection

When the exploration is ongoing, the teachers also give the opportunity to the students to gather as much information as possible that is relevant to prove the hypothesis whether it is true or not (Shah, 2004: 244). At this stage, the answer of hypothesis questions will be looked for to prove the truth of the hypothesis itself.

In this stage, the teacher asks students to write a list what are their experiences, what are their activities in that place, or when it happened. By looking up to the picture, it will help the students to easily remember their experience. The teacher asks the students to free write everything about the students' experience with that place.

d. Data Processing

According to Shah (2004: 244) data processing is the activity of processing the data and information that has been obtained by the students either through interviews, observation, or others. All the information as a result of readings, interviews, observation, and so on then will be processed, randomized, classified, tabulated, even if it is calculated in a certain way and interpreted on a given confidence level (Djamarah, 2002: 22).

Related to teaching writing, in this step the teacher asks the students to process their free writing to become a draft. Process here means classifying which sentence is able to be developed and which one is unable.

e. Verification (Proof)

At this stage the students perform a careful examination to prove whether true or not the hypothesis determined by finding the alternatives and associated with the outcome of data processing (Shah, 2004: 244). Verification intended to make the process of learning will run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule or understanding through examples that they might be encountered in their life .

In this phase, the role of the teacher is giving the materials and example about recounts text to each of the student. Then, the teacher asks students to observe and study by themselves. By this step, the students have experience in discovering the concept, theory and rule by themselves. The teacher also lets the students to find out other information and other example about recount text from other sources. It can be from book or internet. By finding other information, it will help the students to strengthen their idea in developing their draft.

f. Generalization (Interesting Conclusions / Generalization)

The generalization / draw the conclusion stage is that the process of drawing a conclusion which can be used as a general principle and applies to all events or the same problem, with regard to the result of verification (Shah, 2004: 244). Based on the results of the verification, it is formulated the principles underlying the generalization. After draw conclusions, the students should pay attention to the process of generalization that stressed to the importance of mastering the lesson over the meaning and rules or principles underlying the extensive experience of a person.

In this stage, the students draw the conclusion about recount text and ready used their own finding to develop their draft into a text. The role of the teacher is by giving instruction to the students to write 3 paragraphs about their own experience with the place that they already chosen. They should pay attention for the grammatical, content, vocabulary, organization, and mechanic of the writing a recount text.

Besides the brief explanation of the steps of Discovery Learnig stated by Mendikbud (2013) above, Murphy, Malloy, and O'Brien (2010) propose five steps that might be effective to be applied in teaching writing. The brief explanation is as follows:

a. Orientation

In this stage learners develop their initial ideas about the subject. They may read introductory material, explore the area, and activate prior knowledge about the subject. In teaching writing, the teacher gives an example of recount text and asks the students to observe it. In this stage, the teacher also give a stimulation to the students by giving a question as like "Do you have a bad experience?". Through this kind of question, the teacher introduces the material and subject that will be studied.

b. Hypothesis Generation

In this stage learners formulate hypothesis about the problems and questions of the material. A hypothesis is usually a statement about the answer of the problem. In teaching writing, the teacher asks the students to free writing about

their past experience without discussing the material first. So the students make free writing based on their observation to the example given by the teacher.

c. Hypothesis testing

In this step the students test the hypothesis that they already made in the previous step. The students will find and collect the answer from any sources as like book, internet, etc. In teaching writing, the students will be asked to find the other material or theory to support their ideas in making a draft. They may open the book or browse in the internet.

d. Conclusion

The student reviews and make conclusion whether the findings are in line with the hypothesis or not. In teaching writing, the students are asked to make conclusion about their findings. They will infer the concept of the writing a recount text for example starts from deciding the topic, making a draft, and so on. They also can infer the tense which is used in making a recount text.

e. Regulative Processes

This step involves keeping track of the progress made in the preceding steps. This step also involves planning and setting goals and finally, evaluation. In teaching writing, the students are asked to develop their draft and make it into 3 paragraphs about their past experience. They should pay attention for the grammatical, content, vocabulary, organization, and mechanic of the writing a recount text.

The explanation of some experts above gives the researcher much attention to select the best steps to be applied to the research. Steps proposed by

Mendikbud (2013) is appropriate to be used in this research since it serves connecting and continuing activities that let the students take apart actively especially in teaching writing. These steps also seem interesting since it used another media as like pictures. The steps include: (1) Stimulation. In this step, the students are given the stimulation as like question and picture. It will help students in introducing the subject, (2) Problem Statement. In this step, the students are given the opportunity to decide their own topic based on their own past experience, (3) Data Collection. The students are asked to make a draft about their past experience. It will help them to develop their ability in organization, content, and vocabulary, (4) Data Processing. The concepts and theory that the students have already got from the previous step will be processed here. Processing means calculating, classifying, tabulating, the concepts and theory. to process their free writing becomes a draft. Process here means classified which sentence is able to be developed and which one is unable, (5) Verification. The teacher gives the materials and example about recounts text to each of the student. Then, the teacher asks students to observe and study by themselves. By this step, the students have experience in discovering the concept, theory and rule by themselves, and (5) Generalization. The students draw the conclusion about recount text and ready used their own finding to develop their draft into a text or paragraphs.

6. The Advantages and Disadvantages of Discovery Learning

a. The advantages of Discovery Learning

In general, Discovery Learning method may have several advantages asproposed by Mendikbud 2013. They are as follows:

- 1) Helping students to improve and enhance the writing skills and cognitive processes
- 2) The knowledge gained through these methods is very personal and powerful because can strengthen the understanding and retention
- 3) This method allows the students develop rapidly and in accordance with own pace.
- 4) Helping the students to direct their own learning activities involving their wits and their own motivation. It will improve their grammar and vocabulary in writing.
- 5) This method can help students reinforce the concept of writing skill itself, because they have a confidence in collaboration with others.
- 6) This method is centered on students and teachers alike participate actively state the ideas. Even the teachers can act as a student, and as a researcher in the discussion part.
- 7) Helping students to overcome skepticism because the discovery learning leads to final and certain truths.
- 8) Students will understand the basic concepts of writing and ideas well so that it will improve their organization and content in writing.
- 9) Encouraging students to think and formulate their own hypotheses
- 10) Providing decisions that are intrinsic.
- 11) Learning situation becomes more aroused.
- 12) Increasing the level of awards to the students so that it will improve the students' mechanic skill in writing.

- 13) Students learn to utilize various types of learning resources.
- 14) It can develop their individual talents and skills.

The other advantages are also stated by Murphy, Malloy, and O'Brien (2010) as follows:

- 1) Highly Motivating
 - a) Students are engaged actively in the learning process.
 - b) They are responsible for their own successes and failures.
 - c) They have something at stake.
- 2) Problem Solving
 - a) It fosters the growth of problem solving and creative skills.
 - b) It is similar to on-job learning that will occur as adults.
 - c) It instills lifelong learning skills
- 3) Personalization
 - a) The learning experience is tailored to each child.
 - b) It gives the students autonomy and independence.
- 4) Developing an Interest in Learning
 - a) Students discover their own ways of learning.
 - b) Students must utilize their own prior knowledge and understanding.
 - c) Develops curiosity.
- 5) Memory
 - a) Students may be more likely to retain the information if they learn it on their own terms.

- b) When they learn the information in context, they may be more likely to remember it than if they are taught from a textbook exclusively.

Related to the teaching writing, Discovery Learning method has some advantages as proposed by Hanafi and Suhana (2009, 79). They are as follows:

- 1) Student learn how to write through a process of discovery
- 2) Assisting learners to elaborate readiness, as well as mastery of writing skills in the cognitive process
- 3) Learners acquire knowledge related to write a text so that it can be understood individually and settles in his mind
- 4) Method of discovery excites students in learning the concepts of writing.
- 5) Discovery learning method allows learners to move forward according to its own abilities
- 6) Strengthen and increasing the self confidence since the learning process tends to the students centered with a very limited role of the teacher. The teacher is a facilitator of learning or friend.

b. The Disadvantages of Discovery Learning

According to Mendikbud 2013, some advantages of using Discovery Learning Method are:

- 1) This method raises the assumption that there is a readiness of mind to learn. The students who have low intelligent, will have difficulty in thinking or expressing abstract or relationships between concepts, written or oral, and finally will cause frustration.

- 2) This method is not efficient to teach many students, because it will take a long time to help them find a theory or solving other problems.
- 3) Teacher and students who usually applied the old method will be difficult to understand the new concept in the new method. Consequently, the teaching learning process does not run
- 4) Teaching discovery is more suitable for developing understanding, whereas to develop aspects of concepts, skills and overall emotional still have less attention.
- 5) In some disciplines , such as Science, it still lack of facilities for measuring ideas expressed by the students
- 6) Not provide opportunities to the students to find and discover the material of lesson they like because it has been pre-selected by the teacher.

Murphy, Malloy, and O'Brien (2010) in their article propose some disadvantages of applying the Discovery Learning method. They are:

- 1) Not easy to implement

Learners need to possess a number of cognitive skills and be intrinsically motivated to learn

- 2) Pure Model vs. Guided Model

Teachers have found that discovery learning is most successful when students have prerequisite knowledge and undergo some structured experiences. Most researchers would argue that pure discovery learning as a

general and global teaching strategy for beginning and intermediary learners doesn't work. The debate on how much guiding is needed is somewhat open.

- 3) (Sometimes huge) cognitive overload, potential to confuse the learner if no initial framework is available, etc.
- 4) Measurable performance (compared to hard-core instructional designs) is worse for most learning situations.
- 5) Creations of misconceptions ("knowing less after instruction")
- 6) In order to benefit from a discovery situation, students must have basic knowledge about the problem and must know how to apply problem-solving strategies. Without this knowledge and skill, they will flounder and grow frustrated. Instead of learning from the materials, they may simply play with them.
- 7) Critics believe that discovery learning is so inefficient and so difficult to organize successfully that other methods are preferable. This seems especially true for lower-ability students. Discovery methods may make too many demands on these students because they lack the background knowledge and problem-solving skills needed to benefit.

Related to the teaching writing, Hanafi and Suhana (2009, 79) proposed some disadvantages of using Discovery Learning method. They are as follows:

- 1) This method is based on the assumption that there is a readiness of mind to learn. It means the students should have the prior knowledge of genre text. The students who are less intelligent and have difficulty in

thinking or expressing the relationships between concepts and the written text will be frustrated.

- 2) Discovery Learning is more suitable for developing understanding, while developing aspects of concepts, skills and overall emotions received less attention. Therefore, in teaching writing, it really needs method which can develop the concepts and skill.
- 3) It does not provide opportunities for students to discover what they want, since the text or the material has already been chosen by the teacher. Overall process of discovery is based on the teacher guidance.
- 4) Teachers and students are already very familiar with the old style of teaching writing; therefore it will be disappointing method.

C. Direct Instruction

1. Definition of Direct Instruction

Killen (1998: 2) in Setiawan, et al. (2010: 9 – 12) states that Direct Instruction refers to several expository teaching techniques (knowledge is transferred by the teacher to the students directly, such as: lecturing, demonstration, and questioning) which involve the whole of class. It is a teacher-centered model where the teacher presents the material in structured form, directs the students' activities, and focuses the academics achievement.

Direct Instruction Method is method which emphasizes on teacher monologues, direct repetition, and formal questions and answer (Richard and Rodgers, 2001: 179). Direct Instruction Method consists of a series of

monologues by the teacher interspersed with exchange of question and answer between the instructor and the pupil.

According to Price & Nelson (2003: 84), Direct Instructional (DI) is an instructional method which is focused on systematic curriculum design and skillful implementation of a prescribed behavioral script. Direct Instruction is a general term for the explicit teaching of a skill-set using lectures or demonstrations of the material, rather than exploratory models such as inquiry-based learning. On the premise that all students can learn and all teachers can successfully teach if given effective training in specific techniques, teachers may be evaluated based on measurable student learning. Direct Instruction is explicit instruction.

Setiawan, et al. (2010: 22) state that Direct Instruction is a method which maximizes students' time on task and the student's rate of success which in turn are associated with student achievement. Thus the behaviors incorporated into Direct Instruction are designed to create a structural, academically oriented learning environment in which students are actively engaged during instruction and are experiencing a high rate of success (80 percent mastery or better) in the tasks they are given (Joyce & Weil, 1996: 344)

From the several definitions above, it can be concluded that Direct Instruction method is a method which focuses on instruction given directly to the students by the teacher. It is teacher-centered method which allows the teacher to present the material in structured form. All activities in the class are based on the direction of the teacher.

2. Principles of Direct Instruction

The following are principles of Direct Instruction as stated by Kalan, et al. (2012):

- a. Classroom instructions are conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.
- c. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- d. Grammar is taught inductively.
- e. New teaching points are introduced orally.
- f. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- g. Both speech and listening comprehensions are taught.
- h. Correct pronunciation and grammar are emphasized.
- i. Student should be speaking approximately 80% of the time during the lesson.
- j. Students are taught from inception to ask questions as well as answer them.

3. Procedures of Direct Instruction

There are several steps of Direct Instruction models proposed by several experts (Arends, 1997; Slavin, 2003; Bruce and Weil, 1996; etc). Direct

Instruction used in this research consists of five phases of activity: orientation, presentation, structured practice, guided practice, and independent practice

a. Orientation

As preliminary activities before presenting and explaining new material, this phase is aimed to help students more prepared for the new lesson. Some activities as like below:

- 1) The teacher provides an anticipatory set by assessing the students' prior knowledge and providing an advance organizer to cognitively prepare the learners for the new lesson.
- 2) The teacher informs the learning objectives for the lesson, gives orientation lessons to the students, explains why the lesson is important and stresses the expected students' performance.
- 3) The teacher explains the framework of the lesson to be used, the orientation of the materials to be mastered and the stages of activities to be conducted during the learning.

b. Presentation

In this phase, the teacher presents the subject matter either in the form of concepts and skills as follows:

- 1) The teacher reminds the students' prior knowledge and skills
- 2) The teacher explains the subject matter clearly or demonstrates the new skill correctly. In teaching writing, the teacher explains the genre of text, its social purposes, its generic structure, and its language features.

- 3) The teacher checks for the students' understanding and correct misconceptions

c. Structured Practice

In this stage, teachers give students the chance to practice the skill or the use of new information individually or in groups as follows:

- 1) The teacher provides opportunities for students to practice by themselves. They are asked to make a writing text. The instructions of a task are already structured and written in the textbook.

d. Guided Practice

After the teacher gives opportunity to the students to practice by themselves, during this phase the teacher's primary task is guide the students. The teacher guides the students in writing a text. The teacher also let the students to ask some question to see whether the students understand the work and gives corrective feedback or provides guidance if there are difficulties in making the writing text. The teacher also gives feedback (suggestion, correction, and/or reinforcement) to students' responses and provides additional teaching as needed

e. Independent Practice

The last phase begins when the students have achieved an accuracy level of 75-90% ability in writing a text or if the student has mastered the concepts of writing task. In this stage, the teacher can provide independent practice to write a text or set conditions extended assignments with attention by giving assignments more complex in the real life situations for students practice on their own without assistance and with delayed feedback. For example if in the previous task, the

students are asked to write 3 paragraphs of writing text, while in this phase the teacher asks them to make more than 3 paragraphs of writing text. The teacher's role is to make sure that independent practice work is reviewed soon after completion. (Setiawan, et al., 2010: 9 – 11)

4. Advantages and Disadvantages of Direct Instruction

a. Advantages of Direct Instruction

According to Kalan, et al. (2012) some advantages of Direct Instruction are as follows:

- 1) In the Direct Instruction, the teacher provides the knowledge in grammar inductively.
- 2) The students will learn the vocabulary through practice everyday
- 3) The students will be encouraged to participate in class because the teacher's role is of great importance. He/she asks questions to students constantly, and corrects their mistakes immediately.
- 4) The students are very active. Their oral and written communication skills are emphasized.

Setiawan, et al. (2010: 22) states that Direct Instruction method emphasizes conceptual learning process and motoric skill deductively. The learning environment seems structured and the role of the teacher is more dominant. If it is applied effectively, there will be some advantages as follows:

- 1) The teacher can inform students the instructional goal clearly and monitor them easily

- 2) The teacher can control the timing of the lesson and the sequences of learning activities
- 3) The teacher can stress the academics achievement and give feedback to the students' works accurately.

Direct instruction method is appropriate for teaching basic skills, facts, concepts, strategies, procedures, and knowledge which lends it to being presented in small sequential steps. The teacher must ensure that the contents of instruction are logically organized and the students need to own the prerequisite knowledge needed. Specific objectives in its learning instructional goals make it easier for assessment.

Theoretically, since Direct Instruction method is in line with the product approach in teaching writing, there are also some advantages in it. Tangpermpoon (2008: 3) states that the product approach in teaching writing is widely accepted among writing teachers because learners can learn how to write in English composition systematically and learn how to use vocabulary and sentence structures for each type of rhetorical pattern appropriately. It also helps instructors raise learners' L2 writing awareness, especially in grammatical structures.

b. Disadvantages of Direct Instruction

The disadvantages of Direct Instruction as stated by Hadinata (2006) are below:

- 1) Successful teacher of the Direct Instruction needed competence in his language / stamina/ energy/ imagination/ ability and time to create own materials and courses – beyond capacity of all but gifted few.

- 2) The Direct Instructionists failed to grade and structure their materials adequately – no selection, grading or controlled presentation of vocabulary and structures.

Since Direct Instruction method for teaching writing applies the technical procedures which are in line with the product approach, there are also some disadvantages of the product approach in it. Tangpermpoon (2008: 3) states since learners and instructors tend to overemphasize on the importance of grammar, syntax, and mechanics, learners will lack motivation in learning and have high pressure in creating their writing tasks, as their instructors mostly focus on the accuracy of the language structures. Moreover, Hasan & Akhand (2010: 83) found the disadvantages of the product approach in their research that the maximum number of students tried to recall their previous knowledge and some of them imitated model writing and some reproduce the original. The students failed to show their ability to write effectively.

D. Creativity

1. Definition of Creativity

Creativity is the magic word that can turn around an organization, company, division, or department as explained by Van Gundy (2005: 4). Furthermore, Cook and Heye in Baldacchino (2009) say that creativity is seen as going beyond new products, new services and improved processes.

Plucker et al. in Kaufman (2008: 1) says that creativity is the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a

social context. In addition, according to Newell and Shaw in Sefertzi (2000: 2), creativity is the generation of imaginative new ideas, involving a radical newness innovation or solution to a problem, and a radical reformulation of problems. Moreover, Higgins in Sefertzi (2000: 2), states that a creative solution can simply integrate existing knowledge in a different way.

Satiadarma in Munandar (1999a: 10) defines creativity as a process can be formulated as a form of thought in which an individual tries to find out new relationships, answers, methods, or new ways in facing a problem. Meanwhile, creativity as a pressure is a motivation and desire to create something new. Then, creativity as a product defined by Baron (in Munandar, 1999b: 21) is the ability to bring something new into existence. In short, everything a person creates is actually a result of one's unique personality in relation to his or her environment. Creativity is a general ability to create something new and to share new ideas implemented in problem solving. It can also be said an ability to understand new relationship among previous elements (Munandar, 1999a: 25)

Munandar (1998b: 68) adds that creativity or creative thinking operationally is a thinking process which can be seen from fluency, flexibility, and originality or thinking. Creativity has been attributed variously to divine intervention, cognitive process, the social environment, personality traits, and change. It has been associated with genius, mental illness, and humor. Some say that it is a trait we were born with, while others say it can be taught with the application of simple methods. Although it is popularly associated with literature, innovation, and

invention, creativity is also important in some sectors such business, economics, architecture, advertising, science, mathematics, engineering, and teaching.

Toward a comprehensive understanding, the term of creativity can be approached from the well-known formulation in the creativity theory of the four P's which stands for Person, Process, Product, and Press (Rhodes, 1961: 305). Person refers to the capability owned by creative people in pursuing a creative action to interact with environment. Press includes the relation a person and his/her environment. Based on the Press aspect, creativity can be realized with the internal factors (intrinsic) and external factors (extrinsic). The internal factors are factors that come from oneself. Meanwhile, the external factors come from social and psychological environment. Process is dealing with the effort in creative activity manifested in specific stages sequentially. Product includes the novel and appropriate result of the creativity process itself in the form of language or craft.

From the definition of creativity above, it can be concluded that creativity is the ability to innovate something new in term of ideas including the imagination, playfulness, originality, fluency, flexibility, and originality of thinking by applying previous knowledge or skills. Creative person will be able to produce or create something new; whether new solution in problem solving, new method to do something, new idea to create something, or new action to conduct something. Someone's creativity can be seen in his or her eagerness to take a part in an activity enthusiastically, to come up with new and fresh idea, to behave assertively, and share with others.

Whether creativity is expressed or suppressed depends on the socio-cultural context, personality differences, and specific personal experiences (such as knowledge and skills). It is an important element in relation to education and societal growth.

2. Elements of Creativity

Hurlock (1981: 236) states some characteristic elements of creativity based on perspective, such as: (1) creativity is a process, not a product; (2) the process is goal-directed, either for personal benefit or the social group; (3) it leads to the production of something new, different, and therefore, unique for the person whether it be verbal or non verbal, concrete or abstract; (4) creativity comes from divergent thinking, while conformity and everyday problem solving comes from convergent thinking; (5) it is a way of thinking, and it is not synonymous with intelligence, which includes mental abilities other than thinking; (6) the ability to create depends on the acquisition of accepted knowledge; and (7) creativity is a form of controlled imagination that leads to some kinds of achievement.

Starko (2010: 55 – 56) proposes a Structure of the Intellect (SOI) model by Guilford's (1959, 1986, 1988). This model seems to become the complex model of intelligence including, in its most recent form, 180 components. The components are formed through combinations of types of content, operations, and product.

Guilford's SOI model includes divergent thinking, or thinking of many possible responses to a given question, as one of the basic processes of intelligence. Guilford identified components of divergent production that have

formed the backbone of much research and assessment of creativity. They include fluency, flexibility, originality, elaboration, and redefinition as follows:

a. Divergent thinking operations

- 1) **Fluency**. Fluency is an ability to make number of interpretable, meaningful, and relevant ideas/answers generated in response to the same given information stimulus in a limited time and quantity of meaningful solutions
- 2) **Flexibility**. Flexibility is the ability to adapt, change and reform different configurations of classes, relations, and systems.
- 3) **Originality**. Originality is the ability to generate a variety of transformations or statistical rarity of the responses in the population to which the individual belongs

b. Evaluative thinking operations

Elaboration. Elaboration is the ability/ sensitivity of problems/ situations in the evaluative mode to bring about improvement through the amount of detail in the responses

c. Convergent thinking operations

Redefinition. Redefinition is creative effort to the convergent thinking mode in transforming of an idea/something known into something not previously known. The product may become very general or simple or in contrary very fantastic or enriched into details.

Starko (2010: 290) also states that many standardized creativity tests are based on the processes of divergent thinking identified by Guilford (1967). The

most widely researched and extensively used of these are the Torrance Tests of Creative Thinking (TTCT 1974) which were scored on four scales as follows:

- a. Fluency: the total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus
- b. Flexibility: the number of different categories of relevant responses
- c. Originality: the statistical rarity of the responses
- d. Elaboration: the amount of detail in the responses.

The four scales of creativity thinking above are also used by Munandar's TKV (*Tes Kreativitas Verbal* – Verbal Creativity Test created by Munandar). The test has been used especially in Indonesia since 1977.

Based on the references above, it can be concluded that there are several elements of creativity. They are fluency, flexibility, originality, and elaboration. The four elements of creativity are also used to test the creativity as proposed by Munandar in his TKV (*Tes Kreativitas Verbal* – Verbal Creativity Test).

3. *The Importance of Creativity in Education*

The purposes of creative teaching are to create a responsible environment through high teacher enthusiasm, appreciation of individual differences, and so on. Establishing a creative climate is important to stimulate creative thinking (Torrence in Frasko, 2001:319). Feldusen and Treffinger (in Frasko, 2001: 319-320) provides several recommendations for establishing a classroom environment conducive to creative thinking:

- a. Support and reinforce unusual ideas and responses of students

- b. Use failure as a positive to help students realize errors and meet acceptable standards in a supportive atmosphere.
- c. Adapt to students interests and ideas in the classroom whenever possible
- d. Allow time for students to think about and develop their creative ideas. not all creativity occurs immediately and spontaneously.
- e. Create a climate mutual respect and acceptance between students and between students and teachers, so that students can share, develop, and learn together and from one another as independently.
- f. Be aware of the many facets of creativity besides arts and crafts: verbal responses, written responses in both prose and poetic style, fiction and nonfiction form. Creativity enters all curricular areas and disciplines.
- g. Encourage divergent learning activities. Be a resource provider and director
- h. Listen and laugh with the student. A warm, supportive atmosphere provides freedom and security in exploratory thinking
- i. Allow students to have choices and be a part of the decision-making process
- j. Let them have a part in the control of their education and learning experiences
- k. Let everyone get involve, and demonstrate the value of involvement by supporting student's ideas and solution to problems and projects.

In addition, Torrance in Frasko (2001: 320) notes several signs that indicate when creative learning occurs, such as improved motivating, alertness, curiosity, concentration, and achievement. Thus, creative teaching can enhance learning.

4. Measuring Creativity

Torrance as quoted by Hensen and Eller (1999: 354) states that there are four criteria of creativity to be measured, they are:

- a. Fluency. It is the ability of an individual to generate alternatives for a given problem. The more ideas or alternatives a person can generate, the higher the probability one will be an appropriate solution
- b. Flexibility. It refers to the ability to produce various ideas
- c. Elaboration. It refers to the ability to elaborate or develop and define ideas to solve problems
- d. Originality. It means an individual's ability to generate original and inconspicuous solutions.

TKV (*Tes Kemampuan Verbal* - Test of verbal creativity created by Munandar 1977) which is especially constructed in Indonesia is verbal creativity test designed by Utami Munandar in 1977. This test is based on Guilfor's intellectual structure supported by divergent thinking dimension, content dimension, and verbal thinking dimension. Munandar (1988: 1) designs this test into six-test with four items in each of this verbal creativity test

- a. Word initials. For this test, a subject should think as many words starting with certain letters as possible in certain minutes. The purpose

for this sub test is to measure the fluency in words, the capability in finding words that have certain structural criteria

- b. Word creation. In this test, a subject is required to arrange as many words from a given word as possible in certain minutes. The objectives for this test is to measure fluency with word and the ability in perception reorganization
- c. Sentence formulation from Three Letters. Here, a subject has to arrange as many sentences as possible from three given letters in which the first letter has been determined in certain minutes. A subject may freely place each letter in a formed sentence. However, the subject is not allowed to write the word she/he writes before. The aim for this sub-test is to measure the fluency in expressing something in the form of grammatical sentence
- d. Similar characteristics. In this sub-test, a subject has to find out as many object from two similar uses as possible in certain minutes. The purpose is to measure the fluency in expressing ideas meeting certain given criterion.
- e. Extraordinary use of words. A subject has to think of as many devices that have unusual uses as possible in certain minutes. The purpose is to measure flexibility and originality of minds. The test is to measure common uses of a device. On the other hand, a subject needs to think beyond what a device is used in every day life. The originality is

measures statistically by considering the uniqueness or unusualness of a written answer.

- f. Consequence of effect. For this sub-test, a subject needs to think about as many consequences as possible from a given condition in certain minutes. A subject required to be imaginative and to be able to express his imagination into a written form. The rest is to measure the fluency in expressing ideas and the ability to elaborate an idea into specific matter considering various implications.

Based on some theories explained above, the researcher makes the construct and indicators of creativity, as follows:

a. Construct of Creativity

Creativity is the ability to innovate something new in term of ideas including the imagination, playfulness, originality, fluency, flexibility, and originality of thinking by applying previous knowledge or skills. Creative person will be able to produce or create something new; whether new solution in problem solving, new method to do something, new idea to create something, or new action to conduct something. Someone's creativity can be seen in his or her eagerness to take a part in an activity enthusiastically, to come up with new and fresh idea, to behave assertively, and share with others.

b. Indicators of Creativity

The indicators of creativity can be derived from the used of Munandar's TKV as the instruments to determine the students' creativity. The description of each element of creativity is as follows:

1) Fluency

The respondent is able to make of interpretable, meaningful, and relevant ideas/ answers generated in response to the same given information/ stimulus in a limited time and quantity of meaningful solution. The students' score is based on the number of different categories of relevant responses.

2) Flexibility

The students are able to adapt, change, and reform different configurations of classes, relations, and systems. The students' score is based on the total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus

3) Originality

It is the ability of the students to generate a variety of transformations or statistical rarity of the responses in the population to which the individual belongs. The students' score is based on the statistical rarity of the responses

4) Elaboration

The students are able/sensitive of problems/ situations in the evaluative mode to bring about improvement through the amount of detail in the responses. The students' score is based on the amount of detail in the responses.

To measure the students' creativity, there are several tests that can be used.

Munandar's TKV (*Tes Kemampuan Verbal* – Verbal Creativity Test created by

Munandar 1977) is used to know the students' creativity. The tests are especially used based on four aspects: fluency, flexibility, originality, and elaboration. There are six tests in TKV as follows:

- a) Word Initial (Tes Permulaan Kata)
- b) Word Creation (Tes Membentuk Kata)
- c) Sentence formulation from Three Letters (Tes Kalimat – Tiga Kata)
- d) Similar Characteristics (Tes Kesamaan Sifat)
- e) Extraordinary Use of Word (Tes Penggunaan Tak Lazim)
- f) Consequence of Effect (Tes Sebab – Akibat)

E. Review of Related Study

Before conducting the research, the researcher has found some research result of Writing Skill, Discovery Learning, Direct Instruction, and Creativity. Here is some research result as follows:

1. Direct instruction used as the control class treatment in the thesis written by Teguh Kiyatno (2013) entitled: "The Effectiveness of Quantum Method to Teach Writing Skill Viewed from Students' Creativity (An Experimental Research to the Eight Grade Students of SMP N 1 Bulukerto in the 2011/2012 Academic Year)". In his report, Direct Instruction methods are still effective to be used for the students having low linguistic intelligence. Since direct instruction needs the full role of the teacher, the students having low linguistic intelligent also still need to be guided by the teacher. The result of ANOVA shows that the students who have high intelligence taught by using Quantum Method have better writing skill than the students who have

low creativity taught by using the same method. Meanwhile, the result also shows that the students who have low creativity taught by using Direct Instruction have better writing skill than those who have high creativity taught by using the same method. In other word, there is an interaction between the teaching method used and the creativity in teaching writing skill toward that school

2. Marcella Caprario conducting a research entitled “Guided Discovery Grammar Instruction: A review of the Literature with Original Teaching Materials found that guided discovery instruction is ideally consciousness-raising activities in the midst of a larger and more communicative lesson”. Basically, the context is set with a meaning-based activity, the class examines the form and takes it apart from within the larger context, and then the instructor provides opportunities for the learners to encounter this form in communicative context, using both receptive and productive skills (reading, videos, tasks, writing, discussion, etc). The method also appropriate in any teaching situation where an instructor would like to take a grammatical form out of context for examination. She adds that Discovery Learning Method is a method where students are given a chance to observe, think, ask, and discover the material by themselves. They may look for some additional sources as like internet, digital book, and authentic materials in order to find the material. While the role of teacher is as a facilitator, informant and people who prepared the theme or topic of the materials.

3. Yuki Maehara conducting a research entitled “The effectiveness of learner-centered (discovery learning) grammar teaching”. The analysis of pre and post survey test in Yuki’s research revealed that the favoring rating for the inductive approach significantly increased. Furthermore, students’ comments indicated that they were able to be involved in the learning process more actively, which is one of the prominent aspects of learning autonomy. The finding of the research suggests the possibility of involving learners in the decision-making process. This is not only develops learners autonomy, but also improves teaching practice. There should be a particular emphasis on weak learners, as observations for the study showed the students to be especially interested in new kinds of lessons. The students were also likely to be the ones who have yet to discover their most effective learning strategy. The students also feel enjoyable and interesting in teaching learning process where it is a student centered method. It allows them to be active participant in the class.
4. The same result with research conducted by Yuli Triana entitled “Pengajaran Puisi dengan Metode Discovery-Inquiry”. Her finding of the research mentioned that Discovery-Inquiry is a teaching method that gives great chances for students to get involved and using their mental process to dig and make the discoveries for materials that they are studied. This method designs the situation that empowers students to activate their learning experience. Students may study outside of class for observation and getting inspiration, next time that experience can be written in a poem, so unconsciously they

have learned how to write and explore a poem. Helping students to improve and enhance the writing skills and cognitive processes. The following result are obtained from her research: (1) The knowledge gained by the students through these methods is very personal and powerful because can strengthen the understanding about the materials; (2) The students scores are improve rapidly; (3) The students direct their own learning activities involving their wits and their own motivation. It improves their grammar and vocabulary in writing; (4) This method help students reinforce the concept of writing skill itself, because they have a confidence in collaboration with others; (5) It is centered on students and teachers alike participate actively state the ideas. therefore the students really actively take a part in whole activities in the teaching learning process.

5. References on creativity written by Munandar (2002) entitled “Kreativitas dan Keberbakatan” (In Munandar, S.C.U. 2002. *Kreativitas dan Keberbakatan Strategi Mewujudkan Potensi Kreatif dan Bakat*. Jakarta: Gramedia Pustaka Utama). Creativity is explained more in his work. The result of his finding mentioned that creativity or creative thinking operationally is a thinking process which can be seen from fluency, flexibility, and originality or thinking. Creativity has been attributed variously to divine intervention, cognitive process, the social environment, personality traits, and change. It has been associated with genius, mental illness, and humor. Some say that it is a trait we were born with, while others say it can be taught with the application of simple methods. Although it is popularly associated with

literature, innovation, and invention, creativity is also important in some sectors such as business, economics, architecture, advertising, science, mathematics, engineering, and teaching. Munandar proposed four elements of creativity. They are fluency, flexibility, originality, and elaboration. The four elements of creativity are also used in his TKV (*Tes Kreativitas Verbal – Verbal Creativity Test*). The four scales of creativity thinking above are also used by Munandar's TKV (*Tes Kreativitas Verbal – Verbal Creativity Test* created by Munandar). The test has been used especially in Indonesia since 1977.

6. Ernesto Villalba (2008) made a report entitled "On Creativity (towards an Understanding of Creativity and its Measurements)". The paper reviews some perspectives on creativity. Despite being a complex entity, difficult to define, there is certain consensus on some of the creativity characteristics. There is also certain agreement that everybody can be creative to some extent. A second part of the paper presents some existing measures of creativity. They are divided into psychological measures related to divergent thinking and personality traits and a "sector" approach to creativity. The paper concludes raising some questions about the possibility of using existing large scale survey data, such as PISA, to construct a creativity index. It also indicates the necessary steps to implement a large scale assessment on young people's creativity. Support and reinforce unusual ideas and responses of students. The following are the result of his research: (1) The students realize their errors and meet acceptable standards in a supportive atmosphere; (2) The students

interests is raise up; (3) the students are allowed to have much time to think about and develop their creative ideas; (4) Climate mutual respect and acceptance is created between students and between students and teachers, so that students can share, develop, and learn together and from one another as independently.

F. Rationale

Based on all of the theories and constructs mentioned above, the researcher proposes the basic assumption to develop hypothesis as follows:

1. How and why Discovery Learning Method is more effective than Direct Instruction Method to teach writing to the tenth grade students of SMAN 1 Durenan Trenggalek in the 2013/2014 academic year?

Teaching method is one of the external factors in determining the success of learning. The selection of the appropriate teaching method implemented in the teaching learning process determines the better result on students' writing competence in the classroom. This research uses two methods. Direct Instruction Method is a conventional method that represents product approach. Otherwise, Discovery Learning Method as new method is conducted in the line with process approach.

Discovery Learning Method provides more chance for the students to be active learners and creative writers. It deals with the instruction activities where the students are encouraged to discover the new knowledge that they have never known before through the several steps of learning: observing, thinking, asking, and finally discovering the knowledge. In teaching writing,

discovery learning gives the students chance to explore their own ideas. Through these several steps in learning new method, it can increase the whole intelligences of students. The students are included in the whole process of teaching learning. It starts from observing the example text given by the teacher until they can make their own text. Therefore, they will have a good experience in discovering the material by themselves. Since the teacher guides them with the clear and written instructions, the students will be motivated and interested to be active to build their own experience.

Meanwhile, Direct Instruction Method is probably the most common method done by most English teachers. This method actually contributes significantly in improving student's writing skill, especially in finishing end-product efficiently. It emphasizes not only on reinforcing grammatical features accurately but also on applying generic structures of the text correctly. It is the most popular method to determine the instructional goal within the determined time. The teaching and learning process focuses on the teacher's explanations and guidance. The teacher is responsible of transmitting all, whereas the students absorb the teacher's information and do exactly based on the instruction given by the teacher. Although the instruction among the teacher and the students actually is not always in the form of one-way communication but the students are not empowered to be creative and innovative both in developing their own ideas. Consequently, the product which is resulted by the students seem too monotonous, unstructured, and ungainly. The students also

don't feel free to express their ideas because there are many obligation, procedure, and deadline to accomplish the text.

After seeing the differences, the researcher assumes that Discovery Learning Method is more effective in teaching writing than Direct Instruction

2. How and why the tenth grade students of SMAN 1 Durenan Trenggalek in 2013/2014 academic year having high creativity have better writing skill than those having low creativity?

Creativity is one of the factors influencing the success of teaching learning process. Creativity is one of the internal factors in determining the success of learning. Creativity is considered as the main factor to cause the students' performance. The students' creativity will affect the students' critical, creative, and innovative thinking.

Students having high level of creativity tend to do well in their accomplishments, enjoy every process of writing task, and try to be successful in any task given by the teacher. They create the new innovation and always have new ideas in improving their writing. Because of their creativity in writing, they look active and innovative in joining and accomplishing all activities or task in the classroom. As a result, it will affect the quality or achievements of student's learning.

In contrary, the students having low creativity have the ordinary result. They have no effort to improve their writing skill. They seem out of date and never try to find something innovative in any classroom activity. They also

tend to expect the worst, have less effort on their tasks. As a result, they have unsuccessful in achieving learning process.

From the statement, it can be assumed that students having high creativity will have better writing skill than students having low creativity.

3. How and why there is interaction between methods and students' creativity to teach writing to the Tenth Grade students of SMAN 1 Durenan Trenggalek in the academic year 2013/2014?

There is a general concept that success of teaching and learning process is determined by some factors, such as student's creativity and method. Both types of teaching methods and the level of students' creativity are predicted to interact each other. Discovery learning method is one of the method that can be used in teaching writing. It gives opportunity to the students to explore their ability in writing skill. It is because the students are involved to take a part in all activities where the students are encouraged to discover the new knowledge about kinds of genre text and its generic structure and its language features that they have never known before several steps of learning: observing, thinking, asking, and finally discovering the knowledge until finally they can create their own text. Its usage in the classroom will also attract students' creativity in writing. Students having high creativity tend to be curious with something new and fresh in the learning process. They will be active joining the teaching-learning process and always try to find something new and unique in accomplishing the task. Therefore, the Discovery Learning

is supposed to be more effective to teach writing for students having high creativity.

Another way that is commonly used in school to teach writing is by using Direct Instruction Method. This method is considered contribute significantly in improving student's writing skill, especially in finishing end-product efficiently. It emphasizes not only on reinforcing grammatical features accurately but also on applying generic structures of the text correctly. The teaching and learning process focuses on the teacher's explanations and guidance. The teacher is responsible of transmitting all, whereas the students absorb the teacher's information and do exactly based on the instruction given by the teacher.

Students having low creativity tend to be passive in learning. They prefer accepting the information from listening and imitating. They do the task exactly same with the teacher's instruction. They have no idea in exploring the instruction and in making their work better. They also lack of finding new ideas, and there is no passion. In addition, they tend to do their job with low enthusiasm. In teaching writing by using Direct Instruction, the product which is resulted by the students seem too monotonous, unstructured, and ungainly. The students also don't feel free to express their ideas because there are many obligation, procedure, and deadline to accomplish the text. Consequently, Direct Instruction Method is a method which is suitable to teach writing for the students who have low creativity.

Considering explanation above, it can be assumed that the implementation of two different methods for teaching writing gives the different result to the students having low and high creativity. Therefore, it is assumed that there is an interaction between method and the students' creativity for teaching writing.

G. Hypothesis

Based on review on related studies and the rationale above, the hypothesis can be formulated as follows:

1. Discovery Learning Method is more effective than Direct Instruction to teach writing to the tenth grade students of SMAN 1 Durenan Trenggalek in the academic year of 2013/2014.
2. Students with high creativity have better writing skill than those with low creativity of the tenth grade students of SMAN 1 Durenan Trenggalek in the academic year of 2013/2014.
3. There is an interaction between teaching methods and creativity for teaching writing to the tenth grade students of SMAN 1 Durenan Trenggalek in the academic year of 2013/2014.

CHAPTER III

RESEARCH METODOLOGY

This chapter presents seven topics dealing with the research method, those are Research Method, Experimental Design, Time and Place of the Study, Population, Sample and Sampling, Technique for Collecting Data, Technique for Analyzing Data, and Statistical Hypothesis.

A. Research Method

Research method that is used by the researcher in this study is experimental research method. As Smith in Cohen, Manion, and Morrison (2007: 272) claims the experimental approach, is the only method that directly concerns itself with causality; this, clearly is contestable. Ary, Jacobs, and Razavieh (2007: 337) state that experimental research is usually regarded as the most sophisticated research method to test the hypothesis. This method starts with a question about the relationship between two variables or more.

An experimental involves making a change in the value of one variable-called the independent variable-and observing the effect of the change on another variable-called the dependent variable (Cohen, Manion, and Morrison, 2007: 272). In this experimental study, researcher looks at the effect of at least one independent variable on one or more dependent variables. The independent variable in experimental study known as experimental variable or treatment variable and the dependent variable, also known as the criterion or outcome variable refers to the results or outcomes of the study. In this kind of study, researcher manipulates methods of instruction, types of assignment, learning

method. Meanwhile, dependent variables frequently studied include achievement and creativity in a subject.

Related to this study, the experimental research is chosen because the aim of this study is dealt with revealing the effect of teaching methods and creativity as independent variable toward writing skill of the students at the tenth grade students of SMAN 1 Durenan Trenggalek. This experimental study involves three kinds of variables. The first variable is independent variable. This independent variable is also recognized as experimental or treatment variable. The independent variable of this study is the teaching methods. The teaching methods are the factors of this study which are manipulated, or selected to determine their relationship with the observed phenomenon. The teaching methods used in this study are Discovery Learning Method and Direct Method. These two methods was treated differently for groups of students. The group that uses Discovery Learning Method, functions as experimental group, on the other hand, the group which uses as Direct Method is placed as control group. This comparison group is very important in this experimental research because it serves the purpose of determining whether the treatment has had an effect one treatment more effective than another. The function of Direct Method group as the comparison group is to determine whether Discovery Learning Method works better when it is applied to the tenth grade students related to their creativity. The second variable in this study is dependent variable. It is the factor which is observed and measured to determine the effect of the independent variable. The dependent variable of this study is writing skill of the tenth grade students. The third variable is a kind of

variable that was given different name based on the point of view. Creativity as the third variable can be moderator variable. Moderator variable is defined by Tuckman (1978: 63) as the factor which is measured, manipulated, or selected by the experimenter to discover whether it modifies the relationship of the independent variable to an observed phenomenon. This variable is also assumed as secondary independent variable that is selected to determine if it affects the relationship between the primary independent variable and dependent variable.

B. Experimental Design

Experimental study is chosen in conducting this research. According to Goddard and Melville (2007: 8) experimental research is primarily concerned with cause and effect. Researcher identifies the variables of creativity, and tries to determine if changes in one variable (called the independent variable, or cause) result in changes in another (called the dependent variable, or effect). The purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is by giving certain treatment to experimental class and control class as comparison.

The most appropriate experimental design of this research is a simple factorial design 2 x 2. This research design allows a researcher to study the interaction of an independent variable with one or more variables. The simple factorial design is illustrated in table 3.1

Table 3.1. Sample Factorial Design 2 X 2

Main Effect Simple Effect	Discovery Learning Method (Group A1)	Direct Method (Group A2)
	High Creativity (B1)	Students having high creativity taught using Discovery Learning Method (Group A1B1)
Low Creativity (B2)	Students having low creativity taught using Discovery Learning Method (Group A1B2)	Students having low creativity taught using Direct Method (Group A2B2)

Table 3.1 shows that there are some conclusions that can be drawn when doing simple factorial design of experimental study. The conclusions are determined by some comparing as follows:

- 1) By comparing the observations under treatment variable, DLM (A_1) and the observation under DIM (A_2), it is possible to contrast the effectiveness of those methods to teach writing skill for the tenth grade students viewed from their creativity to learn.
- 2) By comparing high creativity (B_1) and low creativity (B_2), it is possible to contrast the high creativity students and low creativity.
- 3) By comparing the individual cell effects, group A_1B_1 versus A_2B_1 , group A_1B_2 versus A_2B_2 , it is possible to identify the interaction of teaching methods and students' creativity to teach writing.

C. Time and Place of Study

The research was conducted at the second semester of Senior High School 1 Durenan Trenggalek East Java. This study was carried on X class and was conducted around June until December 2014 as illustrated in table 3.2.

Table 3.2 Time schedule of the research

Activities	June	July	August	Sept.	Oct.	Nov.	Dec.
Reviewing the proposal							
Doing Seminar							
Developing instrument							
Conducting the research							
Analyzing data							
Making Report							

D. Population, Sample and Sampling

1. Population of the Study

A population is a set of items or individuals each of which can be assigned values of one or more characteristics (Jobson, 1999: 12). The population is all data that concern us in a scope and time that we specify (Margono, 2005: 118). Dealing with those definitions of population, it can be said that the population of this study is the students of the tenth grade at SMAN 1 Durenan Trenggalek in the academic year of 2013/3014. The total numbers of the population are 255 students divided into 8 classes.

2. Sample of the study

The sample is a subset of the population and is chosen in such a way that the degree of uncertainty in the sample values are known (Jobson, 1999: 12). A sample is only a part of the whole population (Freedman, et al., 1980: 301 in Cohen, Manion, Morrison)

The number of sample, therefore, can be decided from the number of population involved in the study. The huge number of population requires a

specific number. On the other hand, when the population is not too large, population can be involved as sample. The sample of this study is the tenth grade students. There are two classes to be the sample of the study. Each class consists of 42 students who was divided into two groups. The groups are students having high creativity and students having low creativity. So the total number of the sample is 84 students.

3. Sampling of Study

Tuckman (1999: 260) states that an early step in sampling is to define the population to draw the sample. Meanwhile, Sugiono (2000: 118) states that sampling technique is the way to take sample out of a population. Sampling is a way to determine the number of samples in accordance with the size of the sample to be used as a source of actual data, taking into account the nature and distribution of population in order to obtain a representative sample (Margono, 2005: 125). In other word, sampling is a way to take sample from the population.

In addition, in his book “Introduction to Research in Education”, Ary (2007: 143) defines as follows:

The researcher would choose a number of schools randomly from a list of schools and then include all the students in those schools in the sample. This kind is possibility sampling is referred to as cluster sampling since the unit chosen is not an individual but a group of individuals who are naturally together. These individuals constitute a cluster insofar as they are alike with respects to characteristics relevant to the variables of the study.

Cluster random sampling was used in this experimental research. Cluster random sampling is the selection of groups or cluster, of objects rather than individuals. There are eight classes of tenth grade students SMAN Durenan Trenggalek to choose as one experimental group and control group, and try out

group. The important thing which should be considered in determining the cluster random sampling is that every class has the same chance of being selected from the frame or list. There are eight classes of tenth grades. Each class consists for about 42 students. By using cluster random sampling, two classes are chosen as the sample in the research. The class taught by using Discovery Learning Method was experimental class and the class taught by using Direct Instruction Method is called control class. The technique of taking the sample is by using lottery. The steps to take sample are as follows:

- a. Writing down the name of each class on small piece of paper.
- b. Rolling the paper and put it into a straw, then put into a can
- c. Shaking the can to mix the piece of paper.
- d. Dropping two pieces of paper.

The two classes chosen then was mixed again by using the same steps to find which class belonging to an experimental and a control class.

E. Technique for Collecting Data

Test is used to collect data of students' writing skill and students' creativity. Arikunto (2006: 150) states a test is a set of questions, exercises, or other instruments which are used to measure skill, knowledge, intelligence, and aptitude of an individual of an individual or groups. In order to know the level of students' creativity, the students will be given test. Furthermore, to know the students' writing skill, the students will be given writing skill test. The items of students' creativity and writing skill test was made and arranged based on the indicators at

the blue print which are formulated based on the construct. The explanation of attribute test and method test as follows:

1. Creativity Test

The researcher used the standardizes Munandar's TKV (Tes Kemampuan Verbal – Verbal Creativity Test) as the most popular creativity test implemented in Indonesia since 1977 to know the respondents' creativity. The tests are used to determine the students' creativity based on four aspects: flexibility, fluency, originality, and elaboration. The scoring rubric of the students' creativity work is based on four indicators above. Each aspect ranges form 1 – 5. The score of creativity test is then converted in the regular score.

In conducting verbal creativity test, it really needs to use readable test instruction. It means that the teacher must give a clear and an understandable instruction. It is important since there have been some cases in which the students failed to do the test due to their inability to understand the given instruction. Hughes (1996: 39-40) states that a good instruction have some requirements such as: (1) it must be clear and explicit; (2) it should avoid the supposition that all students know what is intended; and (3) it should not rely on the students' power of telepathy to elicit the desire behavior. The questionnaire of creativity test instruction is formulated in table 3.3.

Table 3.3 Questionnaire of Creativity Test Instruction

No	Pertanyaan	Yes	No
1	Apakah perintah soal tersebut cukup jelas dan tidak bermakna ambigu?		
2	Apakah perintah soal tersebut menyebutkan secara tersurat bagaimana cara mengerjakan soal tersebut?		
3	Apakah perintah soal tersebut menyebutkan secara tersurat berapa banyak kata/kalimat yang harus dibuat untuk masing-masing nomor?		
4	Apakah perintah soal tersebut menyebutkan secara tersurat tenggang waktu yang diberikan untuk setiap soal?		
5	Apakah terdapat contoh yang cukup jelas untuk masing-masing soal?		

2. Writing test

According to Margono (2000: 171), test is a set of stimulant given to respondents to get answer and to determine score. Moreover, Arikunto (2004: 139) defines that test is a set of questions or exercises or other means used to measure skill, knowledge, intelligence, ability, or talent of an individuals or group of people. Based on the definitions above, test is a profile of the results of study in the written form. In this research, the table of specifications in testing writing skill is suitable with the indicators used in the lesson plans in teaching writing skill. In this research, five sub skills are used as the indicators in teaching writing skills, namely: content, organization, grammar, vocabulary, and mechanics. The scoring rubric ranges analytical scoring of essay profile suggested by Jacobs, et al. (1981) in Brown (2004: 246) as follows: content (30), organization (20), vocabulary (20), grammar (25) and mechanic (5). Thus, to make 100 is not too difficult, just sum each indicator.

The researcher needs to be sure that the test is readable before it is implemented to the students in the experimental and control groups. In

administering a test, it is important to set and determine understandable instruction. It is important since there have been some cases in which the students failed to do the test due to their inability to understand the given instruction. Hughes (1996: 39-40) states that a good instruction have some requirements such as: (1) it must be clear and explicit; (2) it should avoid the supposition that all students know what is intended; and (3) it should not rely on the students' power of telepathy to elicit the desire behavior. To know the readability of the writing test, the researcher firstly spread out the questionnaire consisting of five questions related to the readability of the test instruction. The questionnaire of writing test instruction is formulated in table 3.4.

Table 3.4. Questionnaire of Writing Test Instruction

No	Pertanyaan	Yes	No
1	Apakah perintah soal tersebut cukup jelas dan tidak bermakna ambigu?		
2	Apakah perintah soal tersebut menyebutkan secara tersurat bagaimana cara mengerjakan soal tersebut?		
3	Apakah perintah soal tersebut menyebutkan secara tersurat berapa banyak kata yang harus dibuat dalam teks?		
4	Apakah perintah soal tersebut menyebutkan secara tersurat hal-hal apa yang akan dinilai dalam teks yang dihasilkan?		
5	Apakah perintah soal tersebut menyebutkan secara tersurat jenis teks yang harus dibuat?		

The tests (especially in essay forms, such as: the initial Creativity test and the final writing tests in the recent research) can be scored by two different scorers (inter rater) or one scorer scores the same writing test in different occasion (intra-rater) to avoid subjectivity. Thus, in this research, the researcher used inter rater in scoring the students' work. The test will be scored by two different scorers.

F. Technique of Analyzing Data

Technique of analyzing data used for the research is descriptive analysis and inferential analysis. Descriptive analysis is used to know mean, median, mode, and standard deviation of the writing test. Normality and homogeneity tests must be conducted previously before the ANOVA test. Normality test is conducted in order to know whether the sample distributes normally or not, while homogeneity test is aimed to know whether the data are homogeneous or not. Liliefors test is used to examine the normality test. Meanwhile, Barlet test is used to examine the homogeneity test.

The result of creativity test of experimental group and control one was ranked from the highest to the lowest. Then, based on the median, a group of students with high creativity and a group of students with low creativity are taken. Afterwards, inferential analysis used was multifactor analysis of variance 2x2 to find out whether the difference between them is significant or not. H_0 is rejected if F_0 is higher than F_1 . If H_0 is rejected, the analysis is continued to know the level of mean significant difference using Tukey's tests.

In counting 2x2 ANOVA, there are some steps. These steps have to be done orderly. The points of 2x2 ANOVA is illustrated in table 3.5.

Table 3.5: The points of ANOVA

Main effect Simple effect	Discovery Learning Method (A_1)	Direct Method (A_2)	
	High Creativity (B_1)	(A_1B_1)	(A_2B_1)
Low Creativity (B_2)	(A_1B_2)	(A_2B_2)	B_2
	A_1	A_2	

Note:

Independent variable : teaching methods (Discovery Learning Method
and Direct Method)

Dependent Variable : writing skill

Attribute variable : students' creativity

Experimental group : the class taught using Discovery
Learning Method

Control group : the class taught using Direct Method

Where:

A_1 : the scores of writing test of experimental class which is taught
by using Discovery Learning Method

A_2 : the scores of writing test of control class which is taught
by using Direct Method

B_1 : the scores of writing test of students having high creativity

B_2 : the scores of writing test of students having low creativity

A_1B_1 : the scores of writing test of students having high creativity
who are taught by using Discovery Learning Method

A_1B_2 : the scores of writing test of students having low creativity
who are taught by using Discovery Learning Method

A_2B_1 : the scores of writing test of students having high creativity
who are taught by using Direct Method

A_2B_2 : the scores of writing test of students having low creativity
who are taught by using Direct Method

The analyses are as follows:

- a. The total sum of squares

$$\sum x_t^2 = \sum X_t^2 - \frac{(\sum X_t)^2}{N}$$

- b. The sum of squares between groups:

$$\sum x_b^2 = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_i)^2}{n_i} - \frac{(\sum X_t)^2}{n_t}$$

- c. The sum of squares within groups:

$$\sum x_w^2 = \sum x_t^2 - \sum x_b^2$$

- d. The between columns sum of squares:

$$\sum x_{bc}^2 = \frac{(\sum X_{ci})^2}{n_{ci}} - \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X_t)^2}{N}$$

- e. The between –rows sum of squares:

$$\sum x_{br}^2 = \frac{(\sum X_{r1})^2}{n_{r1}} + \frac{(\sum X_{r2})^2}{n_{r2}} - \frac{(\sum X_t)^2}{N}$$

- f. The sum-of-squares interaction:

$$\sum x_{int}^2 = \sum x_b^2 - \left(\sum x_{bc}^2 + \sum x_{br}^2 \right)$$

- g. The number of degrees of freedom associated with each source of variation:

$$df \text{ for between-columns sum of squares} = C - 1$$

$$df \text{ for between-rows sum of squares} = R - 1$$

$$df \text{ for interaction} = (C - 1)(R - 1)$$

$$df \text{ for between-groups sum of squares} = G - 1$$

df for within-groups sum of squares = $\Sigma(n-1)$

df for total sum of squares = $N - 1$

where

C = the number of columns;

R = the number of rows;

G = the number of groups;

n = the number of subjects in one group, and

N = the number of subjects in all group.

To know whether the result of data analysis is significant, it is consulted to the F_{table} at the significance level $\alpha = 0.05$. If the $F_{computation}$ is higher than F_{table} , the null hypothesis is rejected and the result of the research is significant. If the result of the analysis is significant, then the degree of effective is analyzed.

If there is an interaction, the data are analyzed using Tuckey-test. Tuckey's test is done to look for q_0 which is found by comparing the difference between the means by the square root of ratio of the within grup variation and sample size. The general formula of Tukey-test is as follows:

1. The differences between Discovery Learning Method and Direct Method

$$q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{ErrorVariance / n}}$$

2. The differences between the students having high creativity and the students having low creativity

$$q = \frac{\bar{X}_{r_1} - \bar{X}_{r_2}}{\sqrt{ErrorVariance / n}}$$

3. The differences between Discovery Learning Method and Direct Method for the students having high creativity

$$q_{(HC)} = \frac{\bar{X}_{c_1r_1} - \bar{X}_{c_2r_1}}{\sqrt{ErrorVariance / n}}$$

4. The differences between Discovery Learning Method and Direct Method for the students having low creativity

$$q_{(LC)} = \frac{\bar{X}_{c_1r_2} - \bar{X}_{c_2r_2}}{\sqrt{ErrorVariance / n}} \quad \text{or} \quad q_{(LC)} = \frac{\bar{X}_{c_2r_2} - \bar{X}_{c_1r_2}}{\sqrt{ErrorVariance / n}}$$

q_o is compared with q_t , if $q_o > q_t$, the difference is significant. To know which one is better, the researcher should compare the means.

G. Statistical Hypothesis

In this study the researcher proposes three hypotheses. These hypotheses are based on the formulation of the problem as presented in the previous chapter and will be illustrated through null hypotheses.

1. The difference between Discovery Learning Method (A_1) and Direct Method (A_2) to teach writing skill to the tenth grade students of SMA Negeri 1 Durenan in the Academic year 2013/2014.

$$H_o: \quad \mu A_1 = \mu A_2$$

It means there is no significant difference in writing skill between the students who are taught using Discovery Learning Method and students who are taught using Direct Instruction Method.

$$H1: \quad \mu A_1 > \mu A_2$$

It means the students who are taught using Discovery Learning Method have better writing skill than students who are taught using Direct Instruction Method.

2. The difference between the students who have high creativity (B_1) and those who have low creativity (B_2) of the tenth grade students of SMA Negeri 1 Durenan in the Academic year 2013/2014.

$$H_0: \mu B_1 = \mu B_2$$

It means there is no significant difference in writing skill between the students who have high creativity and students who have low creativity.

$$H_1: \mu B_1 > \mu B_2$$

It means the students who have high creativity have better writing skill than the students who have low creativity.

3. The interaction between the teaching methods used and students' creativity to teach writing skill to the tenth grade students of SMA Negeri 1 Durenan in the Academic year 2013/2014.

$$H_0: A \times B = 0$$

It means that there is no interaction between teaching methods and students' creativity in writing. In other word, the effect teaching methods on writing skill does not depend on creativity level

$$H_1: A \times B > 0$$

It means that there is an interaction between teaching methods and students' creativity. In other word, the effect of teaching methods on writing depends on creativity level.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the result of the study. The result is divided into four discussions as follows: implementation of research, data description, data analysis, hypothesis testing, and discussion.

A. Implementation of Research

In this research, several stages of preparation were done. There are two stages of implementing this research. The two stages are initial stage and implementation stage. The implementation of research can be seen in table 4.1.

Table 4.1. Implementation of the Research

1. Initial stage
<ul style="list-style-type: none"> • Preparing the thesis proposal • Preparing instruments of the research (lesson plans, readability of creativity and writing test instruction) • Asking permission to the target school • Conducting try out of the questionnaire of readability test • Analyzing the result of the try out
2. Implementation stage
<ul style="list-style-type: none"> • Determining the experimental and the control class for the sample using lottery • Administering creativity test to both experimental and control class • Teaching and learning process of DLM for the experimental class and DIM for the control class • Administering writing test • Analyzing the result of creativity and writing test

1. Initial Stage

Before conducting the research, the researcher prepared and accomplished thesis proposal, constructing instruments of the research, gaining permission letter to conduct a research to the Headmaster of SMAN 1 Durenan, Trenggalek. After gaining the permission, the researcher conducted try out of readability of

creativity and writing test to the try out class; X-1. The experimental class was X-3 and the control class was X-5. Teaching method used in experimental class was discovery learning method while teaching method used in control class was direct instruction method.

2. Implementation Stage

At the first meeting in the class, the researcher distributed the readable creativity test in order to find out the students' level of creativity. Then, teaching and learning process were carried out. The experimental class was taught by using Discovery Learning Method while the control class was taught by using Direct Instruction Method. The materials taught to each class were chosen and adjusted with the syllabus. The writing test was conducted on the 9th meeting to collect the students writing score. Finally, the score obtained by the students were analyzed using descriptive and inferential statistics.

B. Data Description

As stated in Chapter III, this research employed data obtained from the students' writing scores taken from the experimental class taught by using DLM and control class by using DIM. After the writing scores were gained, they were sorted in accordance with students' creativity levels. The description of the data are based on the group analyzed which are divided into 8 groups: (1) The writing scores of the students taught by using Discovery Learning Method (A_1); (2) The writing scores of the students taught by using Direct Instruction Method (A_2); (3) The writing scores of the students having high creativity (B_1); (4) The writing

scores of the students having low creativity (B_2); (5) The writing scores of the students having high creativity taught by using Discovery Learning Method (A_1B_1); (6) The writing scores of the students having high creativity taught by using Direct Instruction Method (A_2B_1); (7) The writing scores of the students having low creativity taught by using Discovery Learning Method (A_1B_2); and (8) The writing scores of the students having low creativity taught by using Direct Instruction Method (A_2B_2).

The data of each group are described as follows:

1. *The description of the writing scores of the students taught by using Discovery Learning Method (A_1)*

The writing scores of the students taught by using Discovery Learning Method are presented in table 4.2. More detail computation is provided in Appendix 9

Table 4.2 The Writing Score of the Students who are Taught by Using Discovery Learning Method.

Learning Model	N	Mean	Mode	Median	s	Max	Min
Discovery Learning Method	36	80.33	78.28	85.32	9.35	93	63

The frequency distribution of writing scores of the students who are taught by using Discovery Learning Method on the whole can be seen in table 4.3 and histogram and polygon in figure 4.1.

Table 4.3. Frequency Distribution of Writing Scores of the Students who are Taught by using Discovery Learning Method (A_1)

Class Limit	Class Boundaries	F_i	X_i	$F_i X_i$	%
59 – 63	58.5 - 63.5	1	61	61	2.78
64 – 68	63.5 - 68.5	3	66	198	8.33
69 – 73	68.5 - 73.5	6	71	426	16.67
74 – 78	73.5 - 78.5	7	76	532	19.44
79 – 83	78.5 - 83.5	3	81	243	8.33
84 – 88	83.5 - 88.5	5	86	430	13.89
89 – 93	88.5 - 93.5	11	91	1001	30.56
Σ		36		2891	100
Mean	80.36				
Mode	78.28				
Median	85.32				
S	9.35				

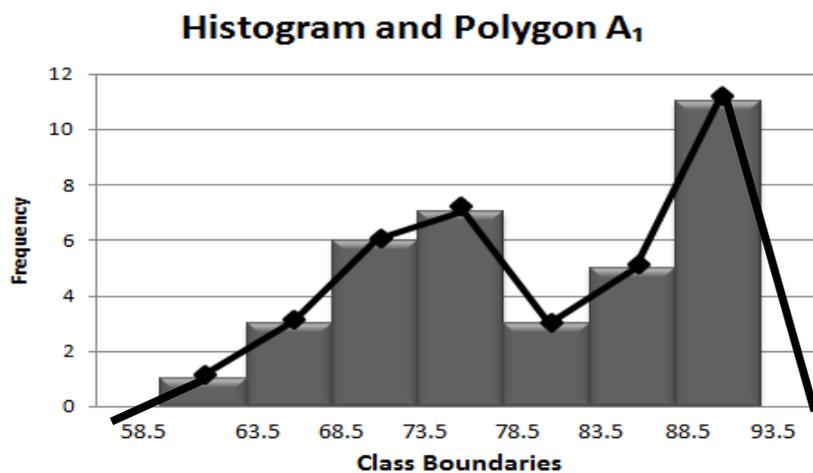


Figure 4.1. Histogram and Polygon of A_1

2. *The description of the writing scores of the students taught by using Direct Instruction Method (A_2).*

The writing scores of the students taught by using Direct Instruction Method are presented in table 4.4. More complete computation is provided in Appendix 9.

Table 4.4 The Writing Score of the Students who are Taught by using Direct Instruction Method.

Learning Model	N	Mean	Mode	Median	s	Max	Min
Discovery Learning Method	36	77.83	76.79	77.41	5.89	90	66

The frequency distribution of writing scores of the students who are taught by using Discovery Learning Method on the whole can be seen in table 4.5 and histogram and polygon in figure 4.2.

Table 4.5. Frequency distribution of Writing Scores of the Students who are Taught by using Direct Instruction Method (A₂)

Class Limit	Class Boundaries	F _i	X _i	F _i X _i	%
63 – 66	63.5 - 66.5	1	64.5	64.5	2.78
67 - 70	66.5 - 70.5	2	68.5	137	5.56
71 – 74	70.5 - 74.5	7	72.5	507.5	19.44
75 – 78	74.5 - 78.5	11	76.5	841.5	30.56
79 – 82	78.5 - 82.5	8	80.5	644	22.22
83 – 86	82.5 - 86.5	3	84.5	253.5	8.33
87 – 90	86.5 - 90.5	4	88.5	354	11.11
Σ		36	2802		100
Mean	77.83				
Mode	76.79				
Median	77.41				
S	5.89				

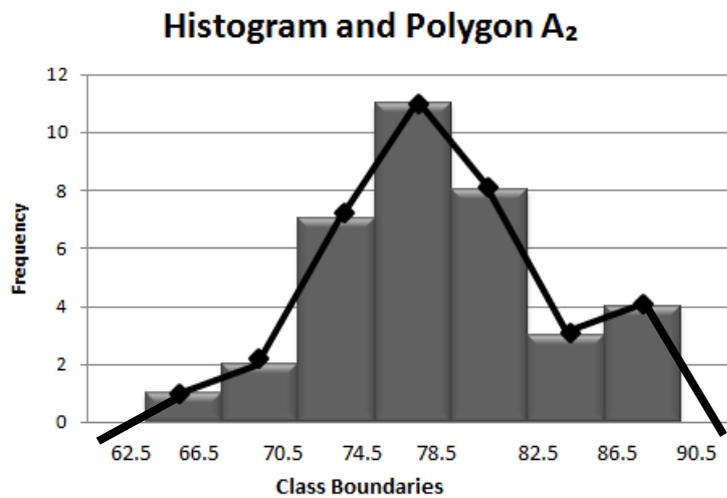


Figure 4.2. Histogram and Polygon of A₂

3. *The description of the writing scores of the students having high creativity (B₁).*

The writing scores of the students having high creativity are presented in table 4.6. More detail computation is presented in Appendix 9.

Table 4.6 The Writing Score of the Students who have High Creativity

Creativity	N	Mean	Mode	Median	s	Max	Min
High	36	84.2	89.57	86	6.52	93	72

The frequency distribution of writing scores of the students who have high creativity on the whole can be seen in table 4.7 and histogram and polygon in figure 4.3.

Table 4.7. Frequency Distribution of Writing Scores of the Students who have High Creativity (B₁)

Class Limit	Class Boundaries	F _i	X _i	F _i X _i	%
69 – 72	68.5 - 72.5	1	70.5	70.5	2.78
73 - 76	72.5 - 76.5	5	74.5	372.5	8.33
77 – 80	76.5 - 80.5	6	78.5	471	16.67

81 – 84	80.5 - 84.5	3	82.5	247.5	19.44
85 – 88	84.5 - 88.5	8	86.5	692	8.33
89 – 92	88.5 - 92.5	12	90.5	1086	13.89
93 – 96	92.5 - 96.5	1	94.5	94.5	30.56
Σ		36		3034	100
Mean	84.2				
Mode	89.57				
Median	86				
S	6.52				

Histogram and Polygon B₁

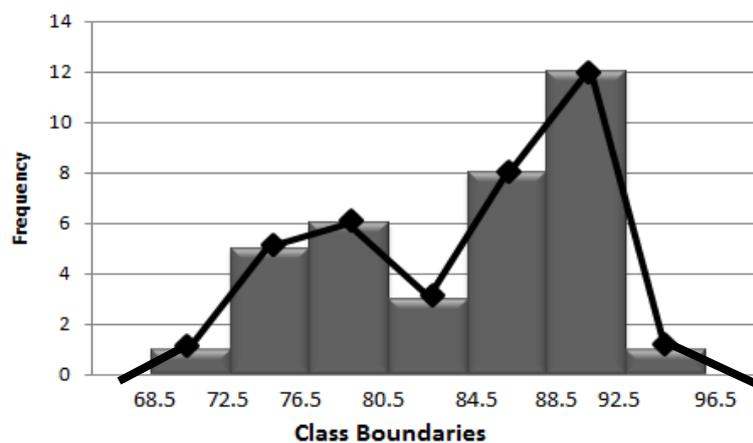


Figure 4.3. Histogram and Polygon of B₁

4. The description of the writing scores of the students having low creativity (B₂).

The writing scores of the students who have low creativity are presented in table 4.8. More complete computation is formulated in Appendix 9.

Table 4.8 The Writing Score of the Students who have Low Creativity

Creativity	N	Mean	Mode	Median	s	Max	Min
Low	36	73.97	77.3	74.5	5.30	83	63

The frequency distribution of writing scores of the students who have low creativity on the whole can be seen in table 4.9 and histogram and polygon in figure 4.4.

Table 4.9. Frequency Distribution of Writing Scores of the Students who have Low Creativity (B_2)

Class Limit	Class Boundaries	F_i	X_i	$F_i X_i$	%
60 – 63	60.5 - 63.5	1	62	62.0	2.78
64 – 66	63.5 - 66.5	3	65	195.0	8.33
67–69	66.5 - 69.5	3	68	204.0	8.33
70–72	69.5 - 72.5	7	71	497.0	19.44
73–75	72.5 - 75.5	6	74	444.0	16.67
76–78	75.5 - 78.5	9	77	693.0	25.00
79 – 83	78.5 - 83.5	7	81	567.0	19.44
Σ		36	498	2662.0	100
Mean	73.97				
Mode	77.3				
Median	74.5				
S	5.30				

Histogram and Polygon B_2

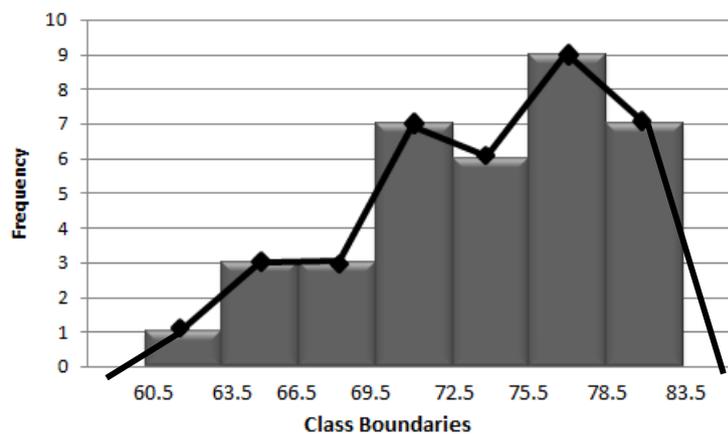


Figure 4.4. Histogram and Polygon of B_2

5. *The description of the writing scores of the students having high creativity who are taught by using Discovery Learning Method (A_1B_1).*

The writing scores of the students having high creativity who are taught by using Discovery Learning Method are presented in table 4.10. For complete computation is presented in Appendix 9.

Table 4.10 The Writing Score of the Students having high creativity who are taught by using Discovery Learning Method.

Creativity/ Learning method	N	Mean	Mode	Median	s	Max	Min
High/DLM	18	88.11	89.93	89.3	5.17	93	75

The frequency distribution of writing scores of the students having high creativity who are taught by using Discovery Learning Method on the whole can be seen in table 4.11 and histogram and polygon in figure 4.5

Table 4.11. Frequency Distribution of Writing Scores of the Students having High Creativity who are taught by using Discovery Learning Method (A_1B_1).

Class Limit	Class Boundaries	F_i	X_i	$F_i X_i$	%
72 – 75	71.5 - 75.5	1	73.5	73.5	2.78
76 – 79	75.5 - 79.5	1	77.5	77.5	8.33
80 – 83	79.5 - 83.5	0	80.5	0	16.67
84 – 88	83.5 - 88.5	5	85.5	427.5	19.44
89 – 92	88.5 - 92.5	10	90.5	905	8.33
93 – 96	92.5 - 96.5	1	94.5	94.5	13.89
Σ		36		1578	
Mean	88.11				
Mode	89.93				
Median	89.3				
S	5.17				

Histogram and Polygon A_1B_1

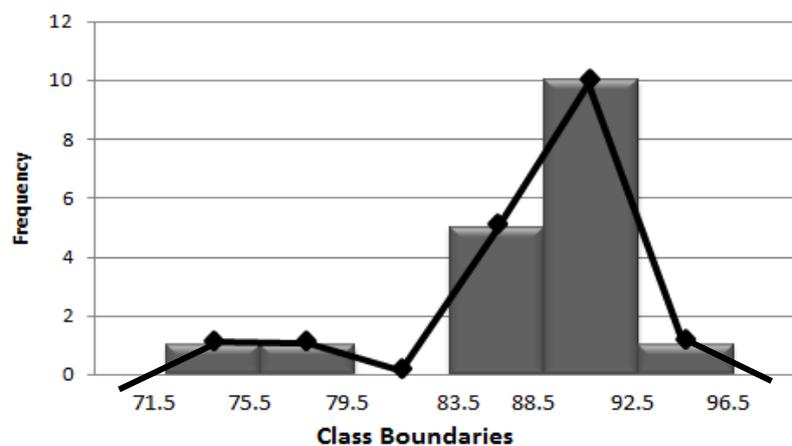


Figure 4.5. Histogram and Polygon of A_1B_1

6. *The description of the writing scores of the students having high creativity who are taught by using Direct Instruction Method (A_2B_1).*

The writing scores of the students having high creativity who are taught by using Direct Instruction Method are presented in table 4.12. More detail computation is presented in Appendix 9.

Table 4.12 The Writing Score of the Students having high creativity who are taught by using Direct Instruction Method.

Creativity/ Teaching method	N	Mean	Mode	Median	s	Max	Min
High/DM	18	80.33	77.83	79.7	5.78	90	72

The frequency distribution of writing scores of the students having high creativity who are taught by using Direct Instruction Method on the whole can be seen in table 4.13 and histogram and polygon in figure 4.6.

Table 4.13. Frequency Distribution of Writing Scores of the Students having High Creativity who are taught by using Direct Instruction Method (A_2B_1)

Class Limit	Class Boundaries	F_i	X_i	$F_i X_i$	%
69 – 72	68.5 - 72.5	1	70.5	70.5	2.78
73 – 76	72.5 - 76.5	4	74.5	298	8.33
77 – 80	77.5 - 80.5	5	79.5	397.5	16.67
81 – 84	80.5 - 84.5	3	82.5	247.5	19.44
85 – 88	84.5 - 88.5	3	86.5	259.5	8.33
89 – 92	88.5 - 92.5	2	90.5	181	13.89
Σ		36		1454	100
Mean	80.33				
Mode	77.83				
Median	79.7				
S	5.86				

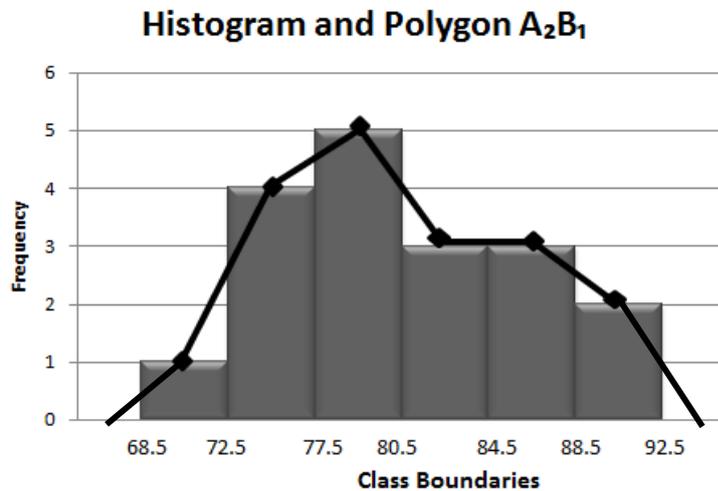


Figure 4.6. Histogram and Polygon of A_2B_1

7. The description of the writing scores of the students having low creativity who are taught by using Discovery Learning Method (A_1B_2).

The writing scores of the students having low creativity who are taught by using Discovery Learning Method are presented in table 4.14. More complete computation is provided in Appendix 9.

Table 4.14 The Writing Score of the Students having low creativity who are taught by using Discovery Learning Method.

Creativity/ Teaching Method	N	Mean	Mode	Median	s	Max	Min
Low/DLM	18	72.6	70.5	72.5	5.58	82	63

The frequency distribution of writing scores of the students having low creativity who are taught by using Discovery Learning Method on the whole can be seen in table 4.15 and histogram and polygon in figure 4.7.

Table 4.15. Frequency Distribution of Writing Scores of the Students having Low Creativity who are taught by using Discovery Learning Method (A_1B_2)

Class Limit	Class Boundaries	F_i	X_i	$F_i \cdot X_i$	%
60 – 63	59.5 - 63.5	1	61.5	61.5	2.78
64 – 67	63.5 - 67.5	2	65.5	131	8.33
68 – 71	67.5 - 71.5	5	69.5	347.5	16.67
72 – 75	71.5 - 75.5	4	73.5	294	19.44
76 – 79	75.5 - 79.5	4	77.5	310	8.33
80 – 83	79.5 - 83.5	2	81.5	163	13.89
Σ		18		1307	100
Mean	72.6				
Mode	70.5				
Median	72.5				
S	5.58				

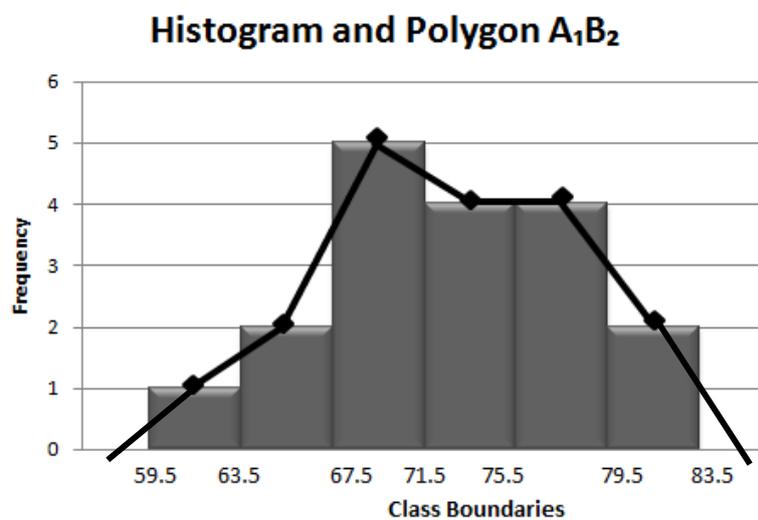


Figure 4.6. Histogram and Polygon of A_1B_2

8. *The description of the writing scores of the students having low creativity who are taught by using Direct Instruction Method (A_2B_2).*

The writing scores of the students having low creativity who are taught by using Direct Instruction Method are presented in table 4.16. More detail computation is presented in Appendix 9.

Table 4.16 The Writing Score of the Students having low creativity who are taught by using Direct Instruction Method.

Creativity/ Teaching method	N	Mean	Mode	Median	S	Max	Min
Low/ DM	18	75.3	77.5	76.10	4.74	83	66

The frequency distribution of writing scores of the students having low creativity who are taught by using Direct Instruction Method on the whole can be seen in table 4.17 and histogram and polygon in figure 4.8.

Table 4.17. Frequency Distribution of Writing Scores of the Students having Low Creativity who are taught by using Direct Instruction Method (A₂B₂)

Class Limit	Class Boundaries	F _i	X _i	F _i X _i	%
64 – 66	63.5 - 66.5	1	64.5	64.5	5.56
67 –70	66.5 - 70.5	2	68.5	137	11.11
71– 74	69.5 - 72.5	4	72.5	290	22.22
75– 78	72.5 - 75.5	6	76.5	459	33.33
79–82	75.5 - 78.5	4	80.5	322	22.22
83 – 82	78.5 - 81.5	1	84.5	84	5.56
Σ		18	447	1356	100
Mean	75.3				
Mode	76.5				
Median	75.83				
S	5.10				

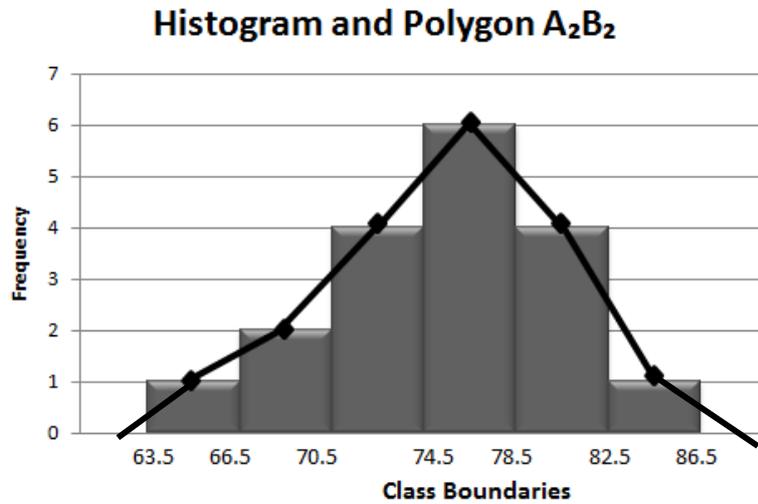


Figure 4.8. Histogram and Polygon of A_2B_2

C. Data Analysis

Before analyzing the data using the two-way variance (ANOVA) to test hypothesis, the distribution of the sample must be normal and homogeneous. The following are about the computation and the result of normality and homogeneity test applied to the gained data.

1. Normality Testing

Normality test is aimed to know whether a population is in a normal distribution or not. In this research, *Lilliefors* test is used to compute the normality of the data. If L_o (L obtained) is lower than L_t (L table) at the level of significance $\alpha = 0.05$ on *Lilliefors*, then it can be concluded that the data are in a normal distribution. The summary of Normality test using *Lilliefors* can be seen in table 4. 17. The complete computation is in Appendix 10. The

formula used in testing the normality is: $z_i = \frac{X - \bar{X}}{s}$ where $s = \sqrt{\frac{\sum(X - \bar{X})^2}{n-1}}$ or

$$\sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}} \text{ or } \sqrt{\frac{\sum X^2}{n-1}}$$

Table 4.18 The summary of Normality test using *Lilliefors*

No	Variables	Number of Data	L_o	L_t	α	Status
1	Writing Score of the Students Taught by Using Discovery Learning Method	36	0.134	0.148	0.05	Normal
2	Writing Score of the Students Taught by Using Direct Instruction Method	36	0.056	0.148	0.05	Normal
3	Writing Score of the Students having high creativity	36	0.146	0.148	0.05	Normal
4	Writing Score of the Students having low creativity	36	0.108	0.148	0.05	Normal
5	Writing Score of the Students having high creativity Taught by Using Discovery Learning Method	18	0.179	0.200	0.05	Normal
6	Writing Score of the Students having high creativity Taught by Using Direct Instruction Method	18	0.083	0.200	0.05	Normal
7	Writing Score of the Students having low creativity Taught by Using Discovery Learning Method	18	0.122	0.200	0.05	Normal
8	Writing Score of the Students having low creativity Taught by Using Direct Instruction Method	18	0.109	0.200	0.05	Normal

The summary of normality test using *Lilliefors* in table 4. 17 shows that all of the values of L_o are lower than L_t . Consequently, it can be concluded that all of the samples are in normal distribution.

2. Homogeneity Testing

The homogeneity test is done to check whether the data are homogeneous or not. This test is important as homogeneity of the data shows that the

population is well-formed. In this research, the homogeneity testing is conducted by using Bartlett formula.

The summary of homogeneity testing result is presented in the table 4.18 while for complete computation is provided in Appendix 11.

Table 4.19 The Summary of Homogeneity Test

Sample	Df	1/(df)	s ²	log s ²	(df)log s ²
1	17	0.059	19.87	1.30	22.07
2	17	0.059	30.25	1.48	25.17
3	17	0.059	32.24	1.51	25.64
4	17	0.059	22.47	1.35	22.98
Σ					95.86

$$s_1^2 = 19.87$$

$$s_2^2 = 30.25$$

$$s_3^2 = 32.24$$

$$s_4^2 = 22.47$$

$$s^2 = 26.21$$

$$\log s^2 = \log 26.21 = 1.42$$

$$B = (\log s^2) \Sigma(n_i - 1) = (1.42)(68) = 112.88$$

$$\chi_o^2 = (\ln 10) \{B - \Sigma(n_i - 1) \log s_i^2\} = (2.3026)(96.45 - 95.86) = 1.36$$

Considering the result of the homogeneity test, it shows that the score of $\chi_o^2(1.36)$. According to the table of Chi-Square distribution with the

significance level $\alpha = 0.05$, the value of $\chi_t^2_{.95(3)}$ (7.81). Because of χ_o^2 (1.36) is lower than $\chi_t^2_{.95(3)}$ (7.81) or $\chi_o^2 < \chi_t^2$ (1.36 < 7.81), it can be drawn the conclusion that the data are homogeneous.

D. Hypothesis Testing

As stated before that to test hypothesis in this research, the Multifactor Analysis of Variance (ANOVA) is used. The hypothesis testing is to know whether the null hypotheses (H_0) is rejected or accepted. Besides, the tests are also proposed to declare if there is an interaction among independent and moderator variable upon the dependent variable. Statistically, the H_0 (null hypothesis) is accepted if F_0 is lower than or the same as $F_t(F_0 \leq F_t)$ which means that there is no significance difference. On contrary, H_0 (null hypothesis) is rejected if F_0 is higher than $F_t(F_0 \geq F_t)$ which means that there is significance difference. Moreover, the analysis is continued to know the difference between the cells by using *Tukey* test. The data analysis by using ANOVA and the summary of mean scores can be summed up as in table 4.19 and table 4.20. The complete computation is in Appendix 12

Table 4.20 The Summary Result of 2X2 Multifactor Analysis of Variance

Source of Variance	SS	df	MS	F_0	$F_{t(0,05)}$
Between Columns	115.0138889	1	115.014	4.38872089	4
Between Rows	1891.125	1	1891.13	72.1618917	
Column by Row (Interaction)	496.125	1	496.125	18.93122798	
Between Group	2502.263889	3	834.088		
Within Group	1782.055556	68	26.2067		
Total	4284.319444	72			

Table 4. 21 The Summary of Mean Scores

Result	DLM (A ₁)	Result	DIM (A ₂)	
High Creativity (B ₁)	$\bar{X}_{A_1B_1} = 88.11$	>	$\bar{X}_{A_2B_1} = 80.33$	$\bar{X} = 84.22$
Low Creativity (B ₂)	$\bar{X}_{A_1B_2} = 72.61$	<	$\bar{X}_{A_2B_2} = 75.33$	$\bar{X} = 73.97$
Total	$\bar{X} = 80.36$		$\bar{X} = 77.83$	

The result of 2X2 multifactor analysis of Variance as presented in table 4. 19 shows that:

1. The impacts of employing teaching methods (Discovery Learning Method and Direct Instruction Method) toward the students' writing skill

It can be seen from the result of two-way ANOVA with the same columns, the score of F_o is compared to the F_{table} in which $df_{numerator}$ is 1 and $df_{denominator}$ is 68 at the level of significance $\alpha=0.05$. The score of F_o is 4.39, while the score of F_{table} is 4. It means that H_o is rejected. Thus, it can be concluded that Discovery Learning Method differs significantly from Direct Instruction Method in their effect on the students' writing skill. Based on the mean score, it is seen that the mean score of the students who are taught by using Discovery Learning Method (80.36) is higher than that of those taught by using Direct Instruction Method (77.83). It can be said that Discovery Learning Method is more effective than Direct Instruction Method to teach writing.

2. The effect of creativity level toward the students' writing skill

It can be seen from the result of two-way ANOVA with the same rows, the score of F_o is compared to the F_{table} in which $df_{numerator}$ is 1 and $df_{denominator}$ is 68 at the level of significance $\alpha=0.05$. Based on the table, the score of F_o is 72.16, while

the score of F_{table} is 4. It means that H_0 is rejected. Thus, it can be concluded that the difference between students' writing skill of those with high creativity and those with low creativity is significant. Based on the mean score, it is seen that the mean score of the students who have high creativity (88.11) is higher than that of those having low creativity (72.61). It can be said that the students who have high creativity have better writing skill than the students who have low creativity.

3. The interaction effect of teaching methods and creativity level toward the students' writing skill.

It can be seen from the result of two-way ANOVA with the same cells, the score of F_0 is compared to the F_{table} in which $df_{numerator}$ is 1 and $df_{denominator}$ is 68 at the level of significance $\alpha=0.05$. The score of F_0 is 26.21, while the score of F_{table} is 4. It means that H_0 is rejected. Thus, it can be said that there is an interaction effect between teaching methods and creativity toward students' writing skill. As a result, the effect of teaching methods on performance of writing depends on the degree of creativity.

The following table shows the summary of multiple comparative tests using *Tukey's* HSD test. It is conducted in order to find out whether the mean difference between the cells is significant or not. The result of analyzing data using *Tukey's* HSD test is summed up in table 4. 21 The complete computation can be seen in Appendix 13

Table 4. 21 The Result of Tukey's HSD Test

No	Data	q_0	q_t	A	Status
1	$A_1 - A_2$	2.96	2.89	0.05	Significant
2	$B_1 - B_2$	12.01	2.89	0.05	Significant
3	$A_1B_1 - A_2B_1$	9.12	3.00	0.05	Significant
4	$A_1B_2 - A_2B_2$	3.19	3.00	0.05	Significant

From the result above, it can be seen that:

1. The score of q_0 between columns is 2.96 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.89. Because q_0 (2.96) is higher than q_t (2.89), using Discovery Learning Method to the tenth grades students of SMAN 1 Durenan in Academic Year 2014/2015 is significantly different from Direct Instruction Method to teach writing. The mean score of students taught using Discovery Learning Method (80.36) is higher than the mean score of the students taught using Direct Instruction Method (77.83). Therefore, it can be said that Discovery Learning Method is more effective than Direct Instruction Method to teach writing.
2. The score of q_0 between rows is 12.01 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.89. Because q_0 (12.01) is higher than q_t (2.89), there is significant difference on the students' writing score between those who have high creativity and those who have low creativity. The mean score of students having high level creativity (84.22) is higher than the mean score of the students having low creativity (73.97). Therefore, it can be said

that students having high creativity have better writing skill than the students having low creativity.

3. The score of q_0 between cells A_1B_1 and A_2B_1 is 9.12 and the score of q_t of *Tukey's* table at the level of significance $\alpha = 0.05$ is 3.00. Because q_0 (9.12) is higher than q_t (3.00), using Discovery Learning Method to the tenth grades students of SMAN 1 Durenan in Academic Year 2014/2015 is significantly different from Direct Instruction Method to teach writing for the students who have high creativity. The mean score of A_1B_1 (88.11) is higher than the mean score of A_2B_1 (80.33). Therefore, it can be said that Discovery Learning Method is more effective than Direct Instruction Method to teach writing to the students who have high creativity.
4. The score of q_0 between A_1B_2 and A_2B_2 is 3.19 and the score of q_t of *Tukey's* table at the level of significance $\alpha = 0.05$ is 3.00. Because q_0 (3.19) is higher than q_t (3.00), using Discovery Learning Method to the tenth grades students of SMAN 1 Durenan in Academic Year 2014/2015 is significantly different from Direct Instruction Method to teach writing for the students who have low creativity. The mean score of students taught using Discovery Learning Method (72.61) is lower than the mean score of the students taught using Direct Instruction Method (75.33). Therefore, it can be said that Direct Instruction Method is more effective than Discovery Learning Method to teach writing for the students who have low creativity.

Based on the result of analysis number 3 and 4 above, it can be concluded that there is an interaction between teaching methods and students' creativity in teaching writing.

E. Discussion of the Findings

This research is an experimental research conducted to find out the effectiveness of using discovery learning method to teach writing viewed from the students' creativity. Based on the data analysis above, there are some conclusions that can be drawn:

1. Discovery Learning Method is more effective than Direct Instruction Method in teaching writing

Teaching method is one of the external factors in determining the success of learning. The selection of the appropriate teaching method implemented in the teaching learning process determines the better result on students' writing skill in the classroom.

Discovery Learning Method provides more chance for the students to be active learners and creative writers. It deals with the instruction activities where the students are encouraged to discover the new knowledge that they have never known before through the several steps of learning: observing, thinking, asking, and finally discovering the knowledge. In teaching writing, discovery learning gives the students chance to explore their own ideas. These steps can increase the whole intelligences of students. The students are included in the whole process of teaching learning. It starts from observing the example of text given by the teacher until they can make their own text. Therefore, they will have a good experience in

discovering the material by themselves. Since the teacher guides them with the clear and written instructions, the students will be motivated and interested to be active to build their own experience. Discovery is done through observation, classification, measurement, prediction, determination and inferring. The process is called cognitive while the discovery process itself is the mental process of assimilating concepts and principles in the mind (Sund in Malik, 2001: 219 in Mendikbud, 2013). According to Joolingen (1999: 285), Discovery Learning is a type of method where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments.

On contrary, Direct Instruction Method is probably the most common method used by most English teachers. The teaching and learning process focuses on the teacher's explanations and guidance. The teacher is responsible of transmitting all, whereas the students absorb the teacher's information and do exactly based on the instruction given by the teacher. Although the instruction among the teacher and the students actually is not always in the form of one-way communication, the students are not empowered to be creative and innovative both in developing their own ideas. Killen (1998: 2) in Setiawan, et al. (2010: 9 – 12) states that Direct Instruction refers to several expository teaching techniques (knowledge is transferred by the teacher to the students directly, such as: lecturing, demonstration, and questioning) which involve the whole of class. It is a teacher-centered model where the teacher presents the material in structured form, directs the students' activities, and focuses the academics achievement. Consequently, the product which is resulted by the students seems too monotonous, unstructured,

and ungainly. The students also don't feel free to express their ideas because there are many obligation, procedure, and deadline to accomplish the text. According to Price & Nelson (2003: 84), Direct Instructional (DI) is an instructional method which is focused on systematic curriculum design and skillful implementation of a prescribed behavioral script. Direct Instruction is a general term for the explicit teaching of a skill-set using lectures or demonstrations of the material, rather than exploratory models such as inquiry-based learning.

Considering the elaboration above, Discovery Learning Method is more effective than Direct Instruction Method to teach writing to the tenth grades students of SMAN 1 Durenan Trenggalek in the Academic Year of 2014/2015

2. The students who have high creativity have better writing skill than the students who have low creativity.

Creativity is one of the factors influencing the success of teaching learning process. Creativity is one of the internal factors in determining the success of learning. Creativity is considered as the main factor to cause the students' performance. The students' creativity will affect the students' critical, creative, and innovative thinking.

Students having high level of creativity tend to do well in their accomplishments, enjoy every process of writing task, and try to be successful in any task given by the teacher. They create the new innovation and always have new ideas in improving their writing. Their ideas are new, original, and fresh. Because of their creativity in writing, they look active and innovative in joining and accomplishing all activities or task in the classroom. As a result, it will affect

the quality or an achievement of students' learning. Boden (1994: 558) states that high creative students are people who are able to solve problems differently and create a novel idea that a person has not had before. In addition, March (1999: 287) states that high creative students tend to have unique ideas better than the low creativity students. The creative students are able to search, create, explore, and discover ideas and innovations. He also adds that creative students can refine, apply, and use knowledge, and form routines.

Meanwhile, the students having low creativity have the ordinary result. They have no effort to improve their writing skill. They seem out of date and never try to find something innovative in any classroom activity. They lack of ideas and frequently give up when they have to do something. They also tend to expect the worst, have less effort on their tasks. As a result, they have unsuccessful in achieving learning process. According to Lau, et al (2004: 185), the students who have low creativity are usually conventional, timid, lack of confidence, and conforming. They often do not learn seriously. Low level creativity students are not capable of completing hard effort to study more due to the fact that it is not easy for them to come up with their own fresh and original ideas during the learning process in the classroom.

Reviewing the explanation above, it can be concluded that students having high creativity have better writing skill than students having low creativity.

3. There is an interaction between teaching methods and students' creativity in teaching writing.

There is a general concept that success of teaching and learning process is determined by some factors, such as students' creativity and method. Both types of teaching methods and the level of students' creativity are predicted to interact each other. Discovery learning method is one of the methods that can be used in teaching writing. It gives opportunity to the students to explore their ability in writing skill. It is because the students are involved to take a part in all activities where the students are encouraged to discover the new knowledge about kinds of genre text and its generic structure and its language features that they have never known before. Discovery learning is a learner centered mode of teaching most widely discussed by John Dewey and Jerome Bruner (2010). In discovery learning students become active participants in learning by exploring concepts and answering their own questions through testing and experience. According to Joolingen (1999: 285), Discovery Learning is a type of method where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of method is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge. Because of these constructive activities, it is assumed they will understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning environment. Its usage in the classroom will also attract students' creativity in writing. Students having high creativity tend to be curious with something new and fresh in the learning process. They will be active joining the teaching-learning process and always try to find something new

and unique in accomplishing the task. They can show their creative and unique abilities to the other people. They like to try what comes in their mind spontaneously. According to Csikszentmihalyi (1996: 58-73), students with high creativity have a combination of playfulness, discipline, and also responsibility. They like to be given freedom to think and to express themselves in many ways. The students who have high creativity will easily express what in their mind in the form of writing. Therefore, the Discovery Learning is supposed to be more effective to teach writing for students having high creativity.

Another way that is commonly used in school to teach writing is by using Direct Instruction Method. The teaching and learning process focuses on the teacher's explanations and guidance. The teacher is responsible of transmitting all, whereas the students absorb the teacher's information and do exactly based on the instruction given by the teacher. In Direct Instruction Method, the students only develop their mechanical skill without being given chance to create their own ideas. The advantages of using Direct Instruction Method are: the students learn how to communicate in their target language, and the students are asked to use both oral and written skills (Freeman, 1983: 18). Students having low creativity tend to be passive in learning. They prefer accepting the information from listening and imitating. They do the task exactly the same as the teacher's instruction. They have no idea in exploring the instruction and in making their work better. They also lack of finding new ideas, and there is no passion. According to Csikszentmihalyi (1996: 58-73), the students with low creativity tend to be passive. They do any kinds of tasks only based on the instruction given

and do not really like if they are asked to think beyond what is given. In addition, they will be reluctant to do activities which require them to think creatively. They like something simple and like being guided. Furthermore, low creativity seemed to limit the skill or opportunity to experience certain concept. (Bhagat, 1971: 645). Consequently, Direct Instruction Method is a method which is suitable to teach writing for the students who have low creativity.

Reviewing the explanation above, it can be concluded that Discovery Learning Method is suitable to be applied for students who have high creativity than Direct Instruction Method. While Direct Instruction Method is suitable to be applied for students who have low creativity than Discovery Learning Method. It can be said that the implementation of two different methods for teaching writing gives the different result to the students having low and high creativity. Therefore, it is concluded that there is an interaction between teaching method and the students' creativity for teaching writing.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter states the conclusion, implication, and suggestion for teachers, students, and other researchers based on the findings of the research discussed on the previous chapter.

A. Conclusions

The findings of the data analysis can be stated as follows:

1. The students who are taught using Discovery Learning Method have better writing skill than those who are taught using Direct Instruction Method. In other words, the use of Discovery Learning Method (DLM) is more effective than Direct Instruction Method to teach writing to the tenth grade students of SMA 1 Durenan in academic year of 2014/2015.
2. The students having high level of creativity have better writing skill than those having low level of creativity to the tenth grade students of SMA 1 Durenan in academic year of 2014/2015.
3. There is an interaction between teaching methods and creativity in teaching writing to the tenth grade students of SMA 1 Durenan in academic year of 2014/2015. This can be seen from the finding of this research that the students who are taught by using Discovery Learning Method have better writing skill than those who are taught by using Direct Instruction Method for students with high creativity. Beside, the students who are taught by using

Direct Instruction Method have better writing skill than those who are taught by using Discovery Learning Method for students with low creativity.

Based on the research finding, the conclusion is that Discovery Learning Method (DLM) in an effective teaching method for teaching writing to the tenth grade students of SMA 1 Durenan. By using Discovery Learning Method (DLM), students are getting more active and more encouraged to study and improve their writing skills. As a result, the students' writing achievement improved optimally.

B. Implications and Suggestions

This following section discusses about the implication and suggestion written in complement with the conclusion of this research

1. DLM is an effective method to teach writing

Considering the first conclusion of this research, there are some implications and suggestions addressed to English teacher, school, and students.

a. English teacher

The findings of this research imply that using DLM can affect the students' writing skill. Since it is a students-centered method, it will improve the students' activeness and participation in the classroom. It gives chance to the students to get the experience by discovering new material. It means that Discovery Learning Method (DLM) can be applied effectively to improve students writing skill.

As DLM is an effective teaching method to teach writing. English teachers can implement this teaching method in their teaching. In order to be able to implement this teaching effectively, teachers should follow some preparations. Firstly, the teacher should understand the concept, implementations, strength, and weaknesses of the teaching method. It enables them to know the right procedure of this teaching method and to avoid some problems which may appear in the process of teaching and learning. Secondly, teacher also should analyze the syllabus in order to be able to design lesson plan and set up the materials and evaluations. By implementing this teaching method, it helps them to select appropriate standard competence, basic competence, and indicators. Consequently, in order to be able to follow all preparations before implementing the teaching method. The teacher should find and learn the other sources like books, journal, workshop etc.

b. School

Knowing that DLM is proved as an effective method, the school should give good facilitation by providing what the teacher and student need in order to make this method run well for example prepare LCD Projector or internet connection. The school also should support the English teacher on implement this method by providing them with many resources deal with the procedure of the method. It is also suggested for school to provide the teachers with many opportunities on doing discussion or seminar so that their

knowledge about this method will improve. In addition, after the process of the implementation of teaching method, school should give more concern on the effects of teaching method to the students writing skill in order to know whether the implementation of this teaching method is done properly or not. Later, if the implementation does not run well, the school should do some evaluation to find the reasons/problems in the process of implementing this teaching method.

c. Students

It is important for the students not to be dependent on their teachers in reaching their success. In 2013 curriculum, the activeness and participation of all students in the class are really needed. In Discovery Learning Method, the students are included in the whole process of teaching learning. It starts from observing the example text given by the teacher until they can make their own text. The students need to be actively involved in the learning activities in the classroom for: observing, thinking, asking, and finally discovering the knowledge.

Besides, the students also need to actively read books, or other sources to explore their writing. In 2013 Curriculum, the use of so many sources like books and internet are really needed, since, they will help the students to find the material.

2. Students having high creativity have better writing skill than those having low creativity

There are some implications and suggestions addressed to English teacher and students related to the second conclusion of this research.

- a. English teacher

The result of the method applied is also affected by the students' characteristics. The researcher proved that using DLM is more suitable for the students who have high level of creativity. Meanwhile, DIM is more suitable for the students having low level of creativity. Hence, it must be important for the teacher to examine the students' characteristic especially their level of creativity that it will be easier for the teacher to select the appropriate teaching method.

- b. Students

Knowing the level of creativity is very important for the students. By knowing their level of creativity, they should adjust themselves with the teaching method used by teacher in order to obtain the higher achievement of writing

3. There is an interaction between teaching methods and students level of creativity.

Considering the last conclusion, the researcher describes the implication and suggestions constructed for English teacher, school, and other researcher.

a. English teacher

The implementation of 2013 curriculum which is based on scientific view, forces the teachers to change their method from the older one. In 2013 curriculum, the teaching-learning process tends to be a students-centered. Realizing the fact that the students are the center of teaching and learning, the teachers have to select the most suitable method based on the students' condition to support their teaching-learning process in the classroom. Creativity becomes one of the important considerations in teaching writing because students are able to write if they have ideas to be delivered. Hence, teacher should aware in selecting teaching method, whether or not the selected teaching method can facilitate the students having high and low creativity to practice their writing skill.

b. School

As creativity is supposed to be the one of psychological aspect to have a good writing skill and any other subjects, school as the official institution for education should pay more attention for the students' creativity level. One of the good ways in order to know the students level of creativity is by conducting a test instrument. In this case, the school can ask some capable teachers or psychologists to conduct a test instrument. It can be conducted

before the teaching and learning writing done in the classroom. By this way, the school is actively taking a part to decide what kind of teaching method which is appropriate to teach writing in a certain classroom.

c. Other researchers

In this research, the result shows that there is an interaction between teaching method and creativity to teach writing skill. Hopefully, by those results, it can be used as an additional reference for a similar research with different variables to conduct further study concerning with the teaching methods used and the role of creativity to improve students' writing skill. Moreover, this research can be useful to describe the process and the procedure of conducting the same kinds of research start from beginning until the end. It also beneficial for other researchers who may plan to conduct the similar research viewed from any psychological point of view besides creativity which may have correlation with students' writing skill like motivation, intelligence, self-esteem etc. Finally, this study is not the end for the improvement of the teaching method used. Even though the result of the data analysis of this study shows that Discovery Learning Method is better to teach writing to senior high school students, it does not mean that Direct Instruction Method is a bad teaching method. It can't close the possibility that there is another method which is better in the near future

BIBLIOGRAPHY

- Al-Mekhafi, M. Abdu. 2011. The Relationship between Writing Self-efficacy Beliefs and Final Examination Scores in a Writing Course among a Group of Arab EFL Trainee-teachers. *International Journal for Research in Education (IJRE)*, Vol 29, 17-33. Retrieved from: http://www.fedu.uaeu.ac.ae/journal/docs/pdf/pdf29/2_E.pdf.
- Arends, Richard. 1997. *Classroom Instruction and Management*. New York: McGraw, Hill Companies.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT Rineka Cipta.
- Ary, D., Jacobs, L. C., & Sorensen, C. 2010. *Introduction to Research in Education* (8th Edition). California: Wadsworth, Cengage Learning.
- Barkley, F. E., et al. 2005. *Collaborative Learning Technique*. San Fransisco: John Willey & Sons, Inc.
- Brown, H. Douglas. 2001. *Teaching by principles*, Longman: San Francisco State University.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practice*. London: Pearson Longman.
- Butler, Christopher. 1985. *Statistic in Linguistic*. Oxford: Oxford University Press.
- Byrne, Donn. (1997). *Teaching Writing Skills*. New York: Longman, Inc.
- Cohen, N., & Reil, K. 1989. *Research Method in Education*. London: Route Iedgefalmer.
- Cole, et. Al. 1995. Supportive Classroom Environment for Creativity. *Journal of Creative Behavior*. Vol. 3 No. 2. Pp. 33-34.
- Donald, Ary. 1989. *Introduction to Research in Education*. New York: CBS College Publishing.
- Dubay, William H. 2007. *Smart Language: Readers, Readability, and the Grading of Text*. California: Impact Information. Retrieved from: <http://www.impact.information.com/impactinfo/newletter/smartlanguage.pdf>, accessed on March 2nd 2014.

- Gulford, J. P. 1994. *Creativity*. *American Psychologist*, 5, 444 – 454.
- Gulford, J. P. 1959. "Traits of Creativity" in H. H. Anderson (ed.), *Creativity and its Cultivation*, Hasper, 1959, pp 142-61, reprinted in P. E. Vernon (ed.), *Creativity*, Penguin Book, 1970, pp 167-88. Retrieved from: <http://www.is.wayne.edu/drbowen/CRTUYW99/Gulford.htm>. Accessed on February 26th 2014.
- Hadinata, Purwanto. 2006. *The Direct Method*. <http://purwarno-linguistics.blogspot.com/2006/01/direct-method.html>. Accessed on February 10th, 2014.
- Hasan, Md. K. & Akhand, Mohd, M. 2010. Challenges of TESL at the College Level in Bangladesh Context. *Journal of NELTA Vol. 1 4 No 1-2* December 2010. Retrieved from: www.nepjol.info/index.php/NELTA/article/download/4612/3823, accessed on March 3rd 2014.
- Harmer, Jeremy, *How to teach English; An Introduction to the practice*, London: Longman, 1998.
- Harris, John. 1993. *Introducing Writing*. England: Penguin England.
- Harris, K. R., Graham, S. 2006. Improving the Writing, Knowledge, and Motivation of Struggling Young Writers: Effects of Self-regulated Strategy Development With and Without Peer-Support. *American Educational Research Journal*, 43 (2). pp. 295 -340.
- Hartono. 2004. *Statistik Untuk Penelitian*: Pustaka Belajar Press.
- Heaton, JB. 1989. *Writing English Language Tests*. Hongkong: Longman.
- Hedge, Tricia. 1998. *Writing*. Oxford: Oxford University Press.
- Hughes, Glyn. S. (1993). *A handbook of Classroom English*. Oxford: Oxford University Press.
- Hurlock, Elisabeth B. 1981. *Child Development*. J & R services, Inc.
- Hyland, K. 2003. *Writing and Teaching Writing*, In J. C. Richard (Ed.), *Second Language Writing*. Cambridge: Cambridge University Press.
- Joice, Bruce., Marsha Weil. 1996. *Models of Teaching (Fifth Edition)*. Boston: Allyn and Bacon.

- Kalan, Soner, et al. 2012. *The Direct Method in Language Teaching*. <http://www.slideshare.net/SoNeRKaLaN/the-direct-method-in-language-teaching>. Accessed on February 5th, 2014.
- Killen, Roy. 1998. *Effective Teaching Strategy, Lesson from Research and Practice, 2nd Edition*. Australia: Social Science Press.
- Langley, Pat. 1995. *Stages in the Process of Scientific Discovery*. CA: Institute for Study of Learning and Expertise.
- Larsen-freeman, Diane. 1986. *Techniques and principles in language Teaching*, England: Oxford University Press.
- Mendikbud. 2013. Model Pembelajaran Penemuan (Discovery Learning). *Jurnal Badan Pengembangan Sumber Daya Manusia Pendidikan Dan Kebudayaan Dan Penjaminan Mutu Pendidikan*. Jakarta : Dokumen Kemendikbud.
- Munandar, U. 2004. *Pengembangan Kreativitas Anak Berbakat*. Jakarta: P.T. Rineka Cipta.
- Murphy, Theresa., Malloy, John., & O'Brien, Sean. 2010. *Discovery Learning*. Retrieved from: [http://smobrien.wikispaces.com/file/view/Discovery Learning.pptx](http://smobrien.wikispaces.com/file/view/Discovery+Learning.pptx), accessed on February 26th, 2013.
- Nunan, D. 1998. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D., 2003. *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publisher.
- O'Grady, William and Dobrovosky, 2000. *Contemporary Linguistic Analysis: An Introduction*: CoppClark LTD.
- O'Malley, J. M., & Pierce, L. V. 1996. *Authentic Assessment for English Language Learners*. Massachussettes: Addison Wesley Publishing, Inc.
- R. Frankel, Jack. 1996. *How to Design an Evaluate Research in Education*. New York: Acid Free Paper.
- Richard, Jack C. and Renandya. A. 2002. *Methodology in Language Teaching*. Cambridge : Cambridge Press.
- Richard, Jack C and Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

- Starko, Alane Jordan. 2010. *Creativity in the Classroom Schools of Curious Delight. Forth Edition*. New York: Routledge. Retrieved from: <http://www.actedu.in/pdf/creativity.pdf>, accessed on February 26th 2014.
- Setiawan, Wanwan. Indrawati & Poppy Kamalia Devi. 2010. *Model Pembelajaran: Bahan Ajar Mandiri Program BERMUTU (Better Education Through Reformed Management and Universal Teacher Upgrading)*. Jakarta: PPTK Bahasa.
- Sugiyono. 2007. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Syakur. 1987. *Language Testing and Evaluation*. Surakarta: Sebelas Maret University Press.
- Tangpermpoon, Thanatkun. 2008. Integrated Approached to Improve Students Writing Skills for English Major Students. *ABAC Journal Vol. 28, No. 2* (May-August 2008, pp 1-9). Retrieved from: <http://www.journal.au.edu>.
- Tuckman, Bruce W. 1978. *Conducting Educational Research*. Horcourt: Jovanorich Inc.
- Ur Penny. 1996. *A Course in Language Teaching Practice and Theory*. UK: Cambridge University Press.
- Utami Munandar, S. C. 1977. *Creativity ad Education. A study of a relationship between Measures of Creative Tinking and a Number f Educational Variables in Indonesian Primary and Junior Secondary Schools*. Jakarta: Dep P & K.
- Utami Munandar, S. C. 2009. *Pengembangan Kreativitas Anak Berbakat*. Jakarta: Rineka Cipta.
- VanGundy, Arthur, B. 2005. *101 Activities for Teaching Creativity and Problem Solving*. San Fransisco: Pfeiffer.
- Weir, Cryrill J. 1998. *Comminication Language Testing*. New York: Oxford University Press.