

THE EFFECTIVENESS OF USING DISCOVERY LEARNING METHOD (COMPARED WITH DIRECT METHOD) IN TEACHING WRITING SKILL VIEWED FROM THE STUDENTS' CREATIVITY

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Abstract

The aims of the research are to find out whether: (1) Discovery Learning Method is more effective than Direct Method to teach writing to the tenth grade one of school in 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 one of school in 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. The 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 that school 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) Discovery Learning Method can be used as an alternative method to measure the students' creativity; (3) 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*

INTRODUCTION

Writing becomes an important skill to be mastered because our life can't 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.

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 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. 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 new 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 type of method where the learners construct their own knowledge by experimenting with a domain, and inferring rules from the result of these experiments. 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, an acceptable, and an 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. 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 are not demanded 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 being passive in the teaching-learning process. Because the students tend to be passive in the class, the teacher's role becomes more complete. 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.

Based on the background of the study, the problems are formulated 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?

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 finalnya, 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).

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.

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.

However, 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 doesn't 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.

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 : (1) The first step is stimulation. 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. Related to the teaching writing skill especially in Descriptive text, the teacher asks the students a question for example "Have you ever gone to some tourism objects?" or "How does this tourism object look like?". 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; (2) the second step is problem statement. It is giving an opportunity to the student to identify as many agenda 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). 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; (3) the third step is 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 finding in internet, going to the library, observing surrounding, or looking up to the picture, it will help the students to easily find the material; (4) the forth step is 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. 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; (5) the fifth step is verification. 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). 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; (6) The last step is 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). 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 2 paragraphs about

description of a place that they already chosen. They should pay attention for the grammatical, content, vocabulary, organization, and mechanic of the writing a descriptive text.

Moreover, 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). 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 the 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 every day; (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 actives. Their oral and written communication skills are emphasized.

On the other hand, 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.

There are several steps of Direct Instruction models proposed by several experts (Arends, 1997; Slavin, 2003; Bruce and Weil, 1996; etc). They are: (1) Orientation; (a) 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; (b) 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; (c) 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; (2) Presentation; (a) The teacher reminds the students' prior knowledge and skills; (b) 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; (c) The teacher checks for the students' understanding and correct misconceptions;

(3) Structure Practice. 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; (4) 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; (5) Independent Practice. 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)

The hypotheses of the research are: (1) Discovery Learning Method is more effective than Direct Instruction to teach writing to the tenth grade of one of school in 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 that school; (3) There is an interaction between teaching methods and creativity for teaching writing to the tenth grade of that school.

RESEARCH METHODOLOGY

Research method that is used by the researcher in this study is experimental research method. 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. Therefore, in this research Discovery Learning Method is Independent variable and Direct Instruction Method is Dependent variable.

This research was conducted in the tenth grade of one school in Trenggalek, East Java. It was conducted for seven months from June to December 2014. The population of this study is the students of the tenth grade at that school in the academic year of 2013/2014. The total numbers of the population are 255 students divided into 8 classes. Cluster random sampling was used to get the sample. The samples were X MIA 3 as the experimental group and X MIA 5 as the control group in which each consists of 36 students.

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 students' writing skill, the students will be given writing skill test. Furthermore, to know the level of students' creativity, the students will be given creativity test. The creativity test was conducted to know the level of students' creativity: high creativity students and low creativity students.

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 will be 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 is 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.

RESULT AND DISCUSSION

Before analyzing the data using the two-way variance (ANOVA) to test hypothesis, the distribution of the sample must be normal and homogeneous. The hypothesis testing is to know whether the null hypotheses (H_0) is rejected or accepted. 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. The ANOVA 2 x 2 and Tukey test are described as follows:

Table 1. Summary of a 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 2. The Summary of Mean Scores

Data	q_0	q_t	α	Status
$A_1 - A_2$	2.96	2.89	0.05	Significant
$B_1 - B_2$	12.01	2.89	0.05	Significant
$A_1B_1 - A_2B_1$	9.12	3.00	0.05	Significant
$A_1B_2 - A_2B_2$	3.19	3.00	0.05	Significant

The table above shows that: (1) The score of F_0 is 4.39, while the score of F_{table} is 4. It means that H_0 is rejected. 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 score of F_0 is 72.16, while the score of F_{table} is 4. It means that H_0 is rejected. 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 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.

Then the Tukey test is conducted. It is conducted in order to find out whether the mean difference between the cells is significant or not. The following table shows the summary of multiple comparative tests using *Tukey's* HSD test.

Table 3. The Result of *Tukey's* HSD test

Result	DLM (A_1)	Result	DIM (A_2)
HC (B_1)	88.11	>	80.33 84.22
LC (B_2)	72.61	<	75.33 73.97
Total	80.36		77.83

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.

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

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. 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).

On the other hand, 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. 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. 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.

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

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.

On the other hand, 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. 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.

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

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). Students having high creativity tend to be curious with something new and fresh in the learning process. According to Csikszentmihalyi (1996: 58-73), students with high creativity have a combination of playfulness, discipline, and also responsibility. 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. 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.

Based on 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.

CONCLUSION AND SUGGESTION

The findings of the data analysis can be stated as follows: (1) Discovery Learning Method (DLM) is more effective than Direct Instruction Method to teach writing to the tenth grade of one school in Trenggalek 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 that school; (3) There is an interaction between teaching methods and creativity in teaching writing to the tenth grade students of that school.

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 one school in Trenggalek. By using Discovery Learning Method (DLM), students are getting more active and more encourage to study and improve their writing skills. As a result, the student writing achievement improved optimally.

The result of the research proves that:

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) For 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) For 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) For 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) For 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) For 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) For 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) For 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) For 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

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