THE EFFECTIVENESS OF THE PROCESS APPROACH

IN TEACHING WRITING VIEWED FROM STUDENTS'

DEGREE OF CREATIVITY

(An Experimental Study on the Eighth Grade Students of SMP Terpadu Ponorogo in

the Academic Year of 2011/2012)

Thesis

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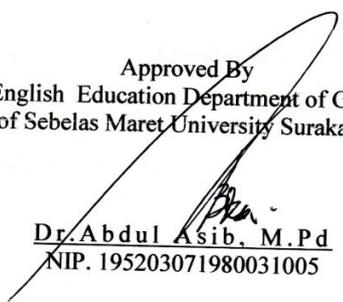
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ABSTRACT

Arina Rohmatika, S891008008. 2012. *THE EFFECTIVENESS OF PROCESS APPROACH IN TEACHING WRITING VIEWED FROM STUDENTS' DEGREE OF CREATIVITY (AN EXPERIMENTAL STUDY ON THE EIGHTH GRADE STUDENTS OF SMP TERPADU PONOROGO IN THE ACADEMIC YEAR OF 2011/ 2012).* First Consultant: Dr. Ngadiso. M.Pd; Second Consultant: Drs. Gunarso Susilohadi, M.Ed. TESOL. Thesis. Surakarta. English Education Department, Graduate School. Sebelas Maret University.

This research is aimed at finding out whether (1) process approach is more effective than product approach in teaching writing for the eighth grade students of SMP Terpadu Ponorogo; (2) the eighth grade students of SMP Terpadu Ponorogo having high creativity have better writing skill than those having low creativity; and (3) there is interaction between teaching approaches and students' creativity to teach writing.

The method applied in this research was experimental Study. The research was conducted at SMP Terpadu in the academic year of 2011/2012. The population of the research is the eighth grade students of SMP Terpadu Ponorogo. Two samples were taken by using cluster random sampling technique. The class Darwin was used as the experimental class and class Pascal as the control class. Each of classes consists of 28 students. In collecting the data, several steps were applied: (1) giving creativity test to know students' degree of creativity; (2) conducting teaching approaches to the students; (3) carrying out post test (4) analyzing the students' writing skills. The data were obtained from creativity test and writing test. Furthermore, to analyze the data, the researcher applied descriptive and inferential statistics using ANOVA and Tukey's test.

The result of the research findings leads to the conclusions that: (1) Process approach does not differ significantly from product approach to teach writing for the eighth grade students of SMP Terpadu Ponorogo; (2) The students having high creativity have better writing skills than of those who have low creativity; (3) There is an interaction between teaching approaches and students' creativity in teaching writing for the eighth grade students of SMP Terpadu .

Finally, the results of this research imply that the students having high creativity have better writing skills than those having low creativity. Furthermore, the students' psychological aspect, in this case is creativity, gave strong influences to the students' writing skills. Thus, it is recommended that in order to get maximum result and effect on students' writing skills, teachers are suggested to apply appropriate approaches by considering students' characteristics especially based on their degree of creativity. Moreover, teachers are suggested to be more creative and innovative in using or even blending the various kinds of teaching approaches. For other researchers, it is hoped that these research findings can be used as a reference for future researches. Moreover, other researchers may conduct researches viewed from other psychological aspects.

MOTTO

"To understand is hard. Once one understands, action is easy."

(Sun Yat Sen, 1866–1925)
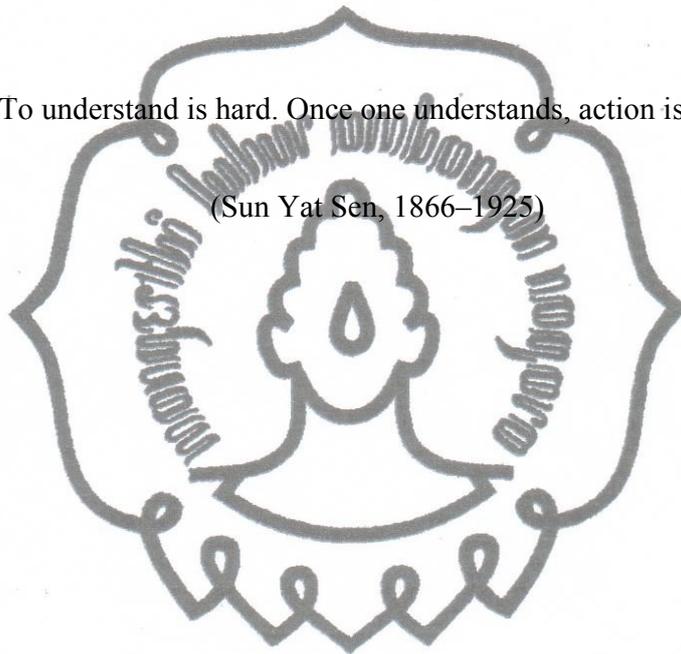
DEDICATION

With deep profound love, this research is devoted to:

❖ Her beloved parents and big family in Ponorogo.

Thanks for the support and prayers.

❖ Her beloved husband, Mochamad. Davin

Askarudin. Thanks for the never-ending prayers,

supports, and loves.

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Alhamdulillahirabbil'alamin. Praise be to ALLAH SWT who has given His blessing to the writer so that she can accomplish this thesis as a partial requirement for achieving the graduate degree of education in English Education Department, Graduate Program of Sebelas Maret University.

The writer is also fully aware that her thesis can never be accomplished without the help of others during the process of writing. Therefore, in she would like to express her deepest gratitude and appreciation to:

1. The Director of Graduate Program of Sebelas Maret University.

2. The Head of the English Education Department of Graduate Program.

3. Dr. Ngadiso,M. Pd., the first consultant, for all his valuable guidance, advice, encouragement, and patience during completion of this thesis.

4. Drs. Gunarso Susilohadi, M.Ed.TESOL, the second consultant, for all his valuable guidance, advice during the writing process of this thesis.

5. The Headmaster of SMP Terpadu Ponorogo,

6. All friends and everyone who helped the writer in accomplishing the thesis.

The researcher realizes that this thesis is still far from being perfect. She hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, January,   2012

¤ Arina ¤

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CHAPTER I

INTRODUCTION

A. Background of the Study

In daily life, language holds a very crucial role. Its function as a means of communication enables people to communicate feelings and idea so that they can share information and anything they know to anybody they want to share with. Larsen (2003: 2) states that language is a means of interaction between and among people. Further, in this multilingual era, a society's native language does not stand alone as the only language used. The need of using other languages in many fields and circumstance put people in such conditions where they have to get acquainted with new languages since very often they are caught in a situation where using English language, for example, is something inevitable.

English as an International language has been learned and used in many countries, either as first language or second language. Shahomy (2001: 74) states that English is being the worlds' current lingua franca. It is used for obtaining successful jobs, promotions, academic function, and business interactions. Similarly, Budiharso (2004: 4) states that English is the major language which is used by people in some sectors. This phenomenon in the end triggers many countries to include English in their Education Curriculum.

In Indonesia, although English is neither the first nor the second language, nowadays it has been widely used not only for business, tourism,

and many other fields but also for education. Therefore, English is taught as the first foreign language which has to be learned from elementary school until university level.

The general purpose of teaching English in Junior High School is to enable students to communicate in English, both in oral and written forms. It is stated in the 2004 Curriculum for the Junior high school that the students are supposed to be able to communicate both in oral and written forms (Puskur, 2004:3). The students a₁ expected not only to understand the language accurately but also to use it appropriately although the level difficulty of the language which must be used is relatively simple. It can be seen at the English standard competence at Junior School.

> *Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai secara lancar dan akurat dalam wacana interaksional dan atau monolog yang melibatkan wacana berbentuk deskriptif, naratif, recount, prosedur, report, anekdot dengan variasi ungkapan makna interpersonal, ideasional dan tekstual sederhana. (Puskur; 2003: 8)*

The purpose of teaching writing in Junior High School, as mentioned in the Standard Competence above, covers four skills which should be mastered; they are listening, speaking, reading and writing. Listening and reading belong to receptive skills, while speaking and writing belong to productive skills. Naturally, people will start from the receptive skills first then go to the productive skills. This is the reason why people in general find

that productive skills are more difficult to learn or to improve rather that the receptive one. According to Brown (2000: 339), in school, writing is a way of life. Without some ability to express yourself in writing, you do not pass the course. Across the age levels from elementary school through university graduate courses, we write in order to succeed in mastering the subject matter. Moreover, writing is an authoring skill, and so, as compared with speaking, for example needs much more planning and preparation and is not so easy to practice.

Lyons and Heasly in Nunan (2000: 91) state that writing is clearly a complex process and competence. Writing is frequently accepted as being the last skill acquired. Furthermore, Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. These two definitions show that the purpose of writing is to produce a good writing through a complex process. Graham and Perin (2007: 3) state that along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

Similarly, Graham and Perin (2007: 9) mention that in the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning

subject matter. In addition, Harmer (1998: 79) points out that the writing skill has finally been recognized as an important skill for language learning. He lays stress on the essentiality of the writing skill by saying that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Moreover, Onozawa (2010: 153) states that writing is indeed becoming necessary not only in L2 in school settings, but also in our daily life, particularly owing to the prevalence of information technology, such as writing e-mail, or business letters overseas.

Fegerson and Mickerson (1992: 7) state that writing is a skill that is acquired through study. Writing is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for learners. However, writing is a very important skill to improve. It is as a way to explore the students' idea, imagination, creativity inside their mind and what they see in their surroundings. Furthermore, Gebhard (1996: 221) states that the usual things associated with writing skill are word choice, the use of appropriate grammar, such as subject-verb agreement, tense, and article uses), syntax(word order), mechanics (e.g. punctuation, spelling, and handwriting) and organization of idea into coherence and cohesive form. Ideally, in order to compose a good writing, students have to be able to choose the correct words or what so called by diction. Besides, they also have to master syntax or grammatical patterns especially if they want to make it in a foreign language especially English. In short, those aspects above can be simplified

into some indicators as follow; (1) Ideas that are interesting and important; (2) Systematic organization that is logical, and effective; (3) Word choice that is specific and memorable (diction); (4) Sentence fluency that is smooth and expressive; and (5) Conventions that are correct and communicative (it covers punctuation, spelling, grammar, and other things that make writing consistent and easy to read).

In teaching writing, there are some factors which determine students' writing skills; among others are teaching approaches and creativity. Teaching approaches play a very important role in determining the success of the teaching writing itself since different approach will give different result and effects to the students. There are several ways to approach writing in the classroom. It should be said at the beginning that there is not necessarily any right or best way to teach writing skills. The best practice in any situation will depend on the type of student, the text type being studied, the school system and many other factors. Furthermore, among many common-used approaches to teach writing, there are two approaches which are commonly used by teachers; they are product approach and process approach.

Nunan (1998: 36) states that the product approach to writing is an approach which focuses on the end result of the writing activities. In addition, according to Soonpaa (2007: 3), the product approach is a traditional approach to teaching writing in which the students are given a model and then they are guided to imitate it in order to create a similar product. Based on this statement, it can be said that this approach tends to be more product-oriented

and teacher-centered since the focus of the writing product where teacher gives such a model to imitate.

Meanwhile, Soonpa (2007: 03) also states that process approach emphasizes on the process the students do in producing a piece of writing by using technique such as brainstorming, exploring ideas, peer editing, and rewriting. In addition, Onozawa (2010: 154) states that process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. Ghaith (2002) states that writing process approach requires that teachers give students greater rresponsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write. From this, it can be seen that process approach tends to be students-centered and focuses more on the process than the product. Current research done by Graham and Perin (2007: 4) shows that there eleven 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. They are;(1) Writing Strategies, (2) Summarization, (3) Collaborative Writing, (4). Specific Product Goals (product Approach), (5). Word Processing, (6). Sentence Combining, (7). Prewriting (8). Inquiry Activities, (9). Process Writing Approach, (10) Study of Models, 11) Writing for Content Learning. From this, it can be seen that Process and Product approach are still used nowadays.

Furthermore, student's creativity is another factor to successful writing. Writing itself is a process of thinking. Cowley (2004: 141) says that thinking creatively is all about expressing ourselves in a unique and imaginative way. The word "creativity" describes the process of bringing something new into being and that applying our creativity means being able to take unusual or innovative approaches to the common place or ordinary. According to Roy (2009) creativity is the process of generating novel ideas and is the basic force for all inventions. The process of creation involves seeing new relations between concepts and things and determining unique solutions to problems.

One of some aspects in creativity is verbal creativity. Torrance in Munandar (1999b: 67) defines verbal creativity as an ability to think creatively and to measure one's fluency, flexibility, and originality of a verbal form which deals with words and sentences. In addition, Thrustone, as quoted by Azwar (1996), states that verbal refers to any understanding towards relationship of words, vocabularies, and communication mastery.

Having examined the explanations above, the research is conducted under the title:

THE EFFECTIVENESS OF THE PROCESS APPROACH IN TEACHING WRITING VIEWED FROM STUDENTS' DEGREE OF CREATIVITY (An Experimental Study on the Eighth Grade Students of SMP TERPADU Ponorogo in the Academic Year of 2011/2012)

B. **Problem Identification**

Related to the background of the study above, the problems are be formulated as follows:

1. Why do the Eighth Grade Students of SMP Terpadu Ponorogo in the Academic Year of 2011/2012 get difficulties in writing?

2. What approaches should be applied in order to make a good writing for the Eighth Grade Students of SMP Terpadu Ponorogo in the Academic Year of 2011/2012?

3. Are the approaches effective to guide the Eighth Grade Students of SMP Terpadu Ponorogo in the Academic Year of 2011/2012 in making a good writing?

4. How is the students' achievement in writing skills after using the approaches at the Eighth Grade Students of SMP Terpadu Ponorogo in the Academic Year of 2011/2012 viewed from students' creativity?

C. Problem Limitation

Based on the background of the study and identification of the problems, this research is limited to   teaching recount text by process approach and product approach viewed from the students' creativity. Later, it is conducted for the Eighth Grade Students of SMP Terpadu Ponorogo in the Academic Year of 2011/2012.

D. Statement of the Problems

Based on the background of the study, the problems of the study can be formulated as follows:

1. Is process approach more effective than product approach in teaching writing for the Eighth Grade Students of SMP Terpadu Ponorogo in the Academic Year of 2011/2012?

2. Do the Eighth Grade Students of SMP Terpadu Ponorogo in the Academic Year of 2011/2012 who have higher creativity have better writing skill than those having lower creativity?

3. Is there any interaction between teaching approaches and students' creativity in teaching writing for the Eighth Grade Students of SMP Terpadu Ponorogo in the Academic Year of 2011/2012?

E. Purpose of the Study

Based on the problem statements above, the purposes of the study are as follows:

1. To know whether process approach is more effective than product approach in teaching writing for the Eighth Grade Students of SMP Terpadu Ponorogo;

2. To know whether the Eighth Grade Students of SMP Terpadu Ponorogo who have high creativity have better writing skill than those having low creativity;

3. To know whether there is an interaction between teaching approaches and students' creativity to teach writing for the Eighth Grade Students of SMP Terpadu Ponorogo.

F. Benefits of the Study

The result of the study is expected to bring some significance and contribution in teaching and learning English as follows:

1. For English Teacher

The result of this research is expected to be some of help for the teachers. In this matter, teachers can apply the approaches in teaching writing. Besides, teachers can be more creative by creating such simple and attractive writing activities. Moreover, they can learn more about the students' characteristics for then choose the suitable approach which is suitable for the characteristics. In this matter, teacher can choose product

approach if the students have low creativity while for high creativity he can choose process approach.

2. **For Researcher**

   It can give an experience in teaching writing by using process approach and product approach. It helps the researcher to learn more about the students' creativity. Besides, it gives a challenge for the researcher to explore her creativity more in teaching writing.

3. **For The Students**

   It can be appropriate media for the students to improve their ability and competence in writing skill. They will learn how to be a creative writer by using process approach where they not only focus on the product or the final result but also on the process. It is hoped that they can enjoy the process as well.

4. **For the other Researchers**

   It can give a view to the other researchers that this research has contribution in teaching writing. Moreover, they can develop or complete the application of the product and process approach for the sake of betterment.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter provides some theories which support the research. The theories are divided into some parts. Those are the nature of writing, the nature of teaching, and the nature of creativity. In addition, there are some parts which are still divided into sub-units.

A. **Theoretical Research**

1. **The Nature of Writing**

   a. **The Meaning of Writing**

      It is known that in language learning there are four skills which are acquired one by one. The first is listening, speaking, reading and the last is writing. Writing is a kind of productive skill, and not receptive skill. Traditionally, writing was viewed mainly as a tool for the practice and reinforcement of specific and grammatical and lexical patterns in which accuracy had priority over content and self-expression. Lyons and Heasly in Nunan (2000: 91) state that writing is clearly a complex process and competence. Writing is frequently accepted as being the last skill acquired. This statement clearly gives us a sense that in order to do writing, students have to, at least, acquire the three other skills. Before doing writing, they have to know and have in their mind the idea to write about. This matter is called input. Oshima (997: 2) states that

> Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished

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writing, you read over what you have written and make changes and corrections. Therefore writing is never one – stop action; it is a process that has several steps.

In line with this idea, Tarigan (1992: 3-4) states that

Menulis merupakan suatu ketrampilan berbahasa yang digunakan untuk berkomunikasi secara *tidak langsung, tidak secara tatap muka dengan orang* lain. *Ketrampilan menulis ini tidak datang secara otomatis,melainkan harus melalui latihan dan praktek yang banyak dan teratur.*

From these statements, it is clear that as a matter of fact writing is not difficult but just rather complex. It is a means of communication which is used indirectly. This ability does not appear automatically but rather through practice regularly. It needs thinking process to get and develop the ideas and conducting several steps to wrap the ideas in a systematic way in order to produce a good writing. Through listening, speaking and reading, they can collect the input which is further improved and developed in a systematic way through writing.

Similarly, Sale (1970: 20) states "writing is something that is taught as a learnable skill involving set and patterns". From this definition, it can be said that writing skill is not an innate skill but rather be a skill that has to be learned by the people and that is why it is called learnable. In addition, Brown (2000: 335) says that the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers, and rhetorical conventions to

put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product. Meanwhile, Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. This definition highlights the importance of "thinking process" during the writing process. Meanwhile, the process of writing itself is a valuable gift given to people. It gives a precious opportunity to revise and correct, whereas, while speaking, you may say things you do not mean or that are unclear to your listeners. Writing itself is the product of thinking, so it can be said both, writing and thinking, have a very close relationship which influence each other. In accordance with this, Cowley (2004) states

> Learning how to think is surely, what education is all about. As teachers, we have the crucial task of helping our children understand how to think effectively and showing them how they can best use their amazing brains. With quality approaches to the teaching of thinking skills, learning becomes a wonderful and thrilling experience for our students rather than being a boring prison that they cannot wait to escape. Teaching our children how to think also means showing them techniques involved in high-quality thinking, such as learning how to think in a structured way, or the little tricks.

According to Hogue (1996: 6), good writing is more than just using correct grammar; it is also thinking, planning, checking, and revising. So, the writing process needs thinking, planning, good idea,

and good grammar to make a good writing. Those definitions above give quite clear description that teachers have to make use such a good approach, method or technique which can trigger students to think effectively and make use of thier brain and create such a convenient situation so that students will enjoy the lesson.

Furthermore, Ghaith (2002), states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Needels and Knapp (1994), as quoted by Graham and Perin (2007: 23), state that writing plays two distinct roles in school. First, it is a skill that draws on subskills and processes such as handwriting and spelling; a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies (such as planning, evaluating, and revising text). All are necessary for the production of coherently organized essays containing well-developed and pertinent ideas, supporting examples, and appropriate details.

Moreover, there is also one important part in writing. That is how to assess the students' result or what so called by 'scoring'. A teacher must be able to score students' writing. Related to this matter, Glass (2005: 15) states that "scoring students' writing is inexact and

difficult to accurately assess because it is not objective like math where there is a right or wrong answer". Based on this statement, it can be said that in assessing writing, teacher needs not only numbers but more than that she or he needs an assessment media which can accommodate the important points in writing. Related to this scoring or assessment system, Glass (2005: 17) states that rubric can be a very good alternative to solve the problem mentioned above. Glass defines rubric as scoring guides used to assess student work. Teacher can use them to score writing and even students can also use them top guide and assess their own writing.   There are some elements in rubrics according to Glass. They are:

a.   Levels of performance factors

This performance factors can be general or written for a specific assignment.

b.   Levels of quality

This level of quality can be numerical, in word form or a combination of both.

Some rubrics have long descriptions and some can have short phrases. Teachers may translate the rubrics to grades.

Moreover, Brown (1994: 320-321) summarizes the features of writing process as follows: (1) Focus on the process of writing that leads to the final written products; (2) Help student writers understand their own composing process; (3) Help students build repertoires of

strategies for prewriting, drafting, and rewriting; (4) give students time to write and rewrite; (5) Place central importance on the process of revision; (6) Let students discover what they want to say as they write; (7) Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention; (8) Encourage feedback both from the instructor and peers; and (9) Include individual conferences between teacher and student during the process of composition.

Based on the definitions of writing above, it can be concluded that writing is a complex process of thinking effectively to invent or generate ideas, for then express those ideas into a good writing in a systematic way which is done through progressive activities which cover several elements such as: (1) Ideas. It covers details, content development, and focus; (2) Organization. It covers structure; (3) Voice. It covers tone, style, purpose and audience; (4) Word choice. It covers precise language, imagery and vocabulary; (5) Sentence fluency. It covers sentence variety, rythm, correctness; and (6) Conventions. It covers grammar and conventions. Consequently, in order to produce a good piece of writing, learners should consider the elements mentioned above.

b. The Purpose of Writing

When a person writes something, he or she has purposes for writing. In general, people write either because they are required to do so or because they choose to write for their own reasons. Required writing happens on the job and in school. Self-chosen writing happens in many circumstances. Both required and self-chosen writing can be of many kinds. In either case, reflection on different purposes for writing can help one produce the most effective piece of writing

Talking about the purpose of writing means talking about the aims or the reasons why people or students in specific do writing. Looking up the definitions of writing, it can be inferred that the main purpose of doing writing is to convey message, information or ideas to other people. Much writing is done to convey information for the people. Brookes & Grundy (1991: 3) state that the purposes of writing for each person are different. The answer may be to get information to someone. A second answer might be to solve the problem of volume, of having to store more than the human brain can remember. The third reason for writing might be to filter and shape our experience. Writing also fulfills a pedagogic purpose in second language teaching. It is used to fix the structures and vocabulary already learnt. College graduates should be able to analyze and define the purpose of their writing; specifically, they should be able to: (1) be aware of the multiple purposes and goals they are acting on when they write; (2) state their purpose(s) to their audiences; (3) use vocabulary appropriate to their subject and purpose; (4) arrange words within

sentences to fit the intended purpose(s) and audience(s); (5) use an appropriate tone of voice.

According to Jacobson, writing can be seen as having six general types of purpose, each type of purpose focusing on one of the parts of the communication model.

a. Writer: Expressive purposes. One may write simply to express one's feelings, attitudes, ideas, and so on. This type of writing doesn't take the reader into consideration; instead, it focuses on the writer's feelings, experience, and needs. Expressive writing may take the form of poetry, journals, letters, and, especially, free writing. Often, a person will do expressive writing and then be disappointed when readers don't respond to it.

b. Reader: Conative purposes. Conative writing seeks to affect the reader. Persuasive writing is conative; so is writing intended to entertain the reader. Writing intended to arouse the reader's feelings is conative. Conative writing may take about any form, so long as its intention to persuade the reader or affect the reader emotionally.

c. Context: Informative purposes. Informative writing refers to something external to the writing itself, with the purpose of informing the reader. For instance, this page is informative, as are the other components of this Map. In our times, informative writing is usually prose, although in earlier periods poetry was used for informative purposes.

d. Message: Poetic purposes. Poetic (or literary or stylistic) purposes focus on the message itself—on its language, on the way the elements of language are used, on structure and pattern both on the level of phrase and of the overall composition. Poetic writing can be in prose as well as in verse. Fiction has poetic purposes. Anytime one writes with an emphasis on the way the language is used, one has a poetic purpose.

e. Contact: Phatic purposes. Phatic language (and nonverbal communication) establishes and maintains contacts between speakers or between writer and reader. In speaking, for instance, we may greet someone by saying, "Howya doin?" or Hozit goin?" These questions are not requests for information. They are intended to establish and maintain friendly contact. Phatic purposes are not significant in most writing. The use of greetings and closings in letters is one example of phatic purpose in writing.

f. Code: Metalinguistic purposes. Comments on a piece of writing are metalinguistic. If a student attaches a note to an essay to explain why the essay is late, the note is metalinguistic in relation to the essay. An author's preface to a book is another example of metalinguistic purpose in writing.

From this statement, it can be summed up that the main and the most general reason of why people are writing is to deliver or convey what they have in mind for the reasons of sharing information, reducing their mind's burden,

avoiding loosing overloaded information in their mind and shaping their experience and ability.

c. Writing Skills

Writing skills in English are important to learn. ESL teachers need to encourage student participation by making the experience interesting and motivating. Writing is an 'authoring' skill, and so, as compared with speaking, for example, needs much more planning and preparation and is not so easy to practice. It needs a rather high degree of organization in the development of ideas and information, and a careful choice of vocabulary and grammatical patterns, which may cause problems even for a native speaker. Brown (2001: 335) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally. Writing needs thinking that focuses students on how to generate ideas. In written product, it involves thinking, drafting, and procedure. Skills are also important in writing activity.

Fegerson and Mickerson (1992: 7) state that writing is a skill that is acquired through study. Writing is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for learners. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. In fact, the students are not capable to make a good writing. The reason that they cannot make a good writing is caused by poor vocabulary, difficulty in generating their idea, poor grammar, and so on.

According to Gebhard (1996: 221) the usual things associated with writing skill are word choice, use of appropriate grammar, such as subject-verb agreement, tense, and article uses), syntax(word order), mechanics (e.g. punctuation, spelling, and handwriting) and organization of idea into coherence and cohesive form. From this statement it can be seen that writing has rather complex things to fulfill in order to produce high or at least good quality writing. In order to compose a good writing, students have to be able to choose the correct words or what so called diction. Besides that, they also have to master syntax or grammatical patterns especially if they want to make it in a foreign language especially English. In accordance with this, Glass (2005: 19) states that the aspects of writing, in general, can be generated as follows:

a. Ideas. It covers details, content development, annd focus;

b. Organization. It covers structure;

c. Voice. It covers tone, style, purpose and audience;

d. Word choice. It covers precise language, imagery and vocabulary;

e. Sentence fluency. It covers sentence variety, rythm, correctnes;s

f. Conventions. It covers grammar and conventions;

Each trait above has sub-elements which can be used to measure the writing skill. However, it is okay if teachers want to use only some traits in their rubrics or uses some elements of the traits. It depends on the needs and the teachers concern about the writing skill being focused.

In addition, Oshima (1997: xi) states that in writing process, there are four parts that must be considered. They are: organization, sentence structure,

grammar and mechanics, and writing process. In the organization part, it concerns with the paragraph. Oshima (1997: 6) defines paragraph as "a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea of the topic. The rest of the paragraphs support that point or idea". In addition, in an essay, a piece of writing that has more than one paragraph, there must be three parts. They are the beginning part or so-called introduction, the middle part or so –called body and the end part or what so called conclusion. The introduction and the conclusion usually are in one paragraph each. Next, in the sentence structure part, it must consider the subject and verb agreement, and a complete thought shown in the sentence. In the third part, grammar and mechanics, it considers the use of correct capitalization, punctuation and correct grammar. The last part, is writing process part. This part concerns with the way the rough drafts are develop into a good paragraphs. However, it depends on the teachers' creativity in order to create such an interesting and easy design relater to helping students with their writing skill.

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. Furthermore, Baruah (1991: 246) states that the main aim of developing the skill of writing is to train

the student in expressing himself effectively in good English. The learners who have a good writing skill can:

a. write the letters of the alphabet at a reasonable speed;

b. spell the words correctly;

c. recall appropriate words and put them in sentences;

d. use appropriate punctuation marks;

e. link sentences with appropriate sentence connectors and sequence signals (e.g.pronouns, definite article, etc.);

f. organize thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences;

g. evaluate the significance of a word or a sentence in the overall materials of the written passage;

h. use the form and register appropriate for the subject matter and the audience.

Meanwhile, Harris (1969: 68) states that writing has several components as follows;

a. Content: the substance of the writing; the ideas expressed

b. Form: the organization of the content

c. Grammar: the employment of grammatical forms and syntactic patterns

d. Style: the choice of the structures and lexical items to give a particular ton or flavor of writing.

e. Mechanics: the use of the graphic conventions of the language.

Moreover, Brown (2004: 221) classifies linguistics aspects into micro skills and communicative aspects into macro skills of writing.

a. Micro Skills of Writing

1) Produce graphemes and orthographic patterns of English;

2) Produce an acceptable core of words and use appropriate word order patterns;

3) Use acceptable grammatical system, such as tense, agreement, pluralization, pattern and rules;

4) Use cohesive devices in written discourse;

5) Express particular meaning in different grammatical forms.

b. Macro Skills of Writing

1) Use the rhetorical forms and conventions of written discourse;

2) Appropriately accomplish the communicative functions of written text according to form and purpose;

3) Convey links and connection 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) Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Further, he states that micro skills of writing are appropriately applied to imitative and intensive types of writing task, while macro skills of writing are essential for the successful mastery of responsive and extensive writing.

Based on the explanations above, it can be concluded that writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. Writing skills deal with several elements of writing such as: (1) Organization; (2) Logical development of ideas (content); (3) grammar; (4) Mechanism; and (5) style and quality of expression (vocabulary).

2. Approaches to Teaching Writing

Teaching is defined as an activity of transferring knowledge and skill from the teacher to the students. It means that teaching is a process which is done by the teacher to make the students understand the lesson. Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. this statement highlights the role of the teacher, the media and the students in teaching learning . In teaching, teacher functions as a facilitator who guides and gets the students understood the lesson and in doing so, a teacher needs media. However, the nature of the learning itself is indeed learning how to learn. Douglas (2000: 130) states that as teachers seek to make the language classroom an effective milieu for

learning; it has become increasingly apparent that 'teaching learners how to learn is crucial.

Freeman and Richards (1996: 242) say that teaching is a cognitive as well as a behavioral activity and teachers' theories which believe about teaching, teachers and learners' guide in practical classroom actions. This statement means that teaching is all activities are that done by teachers and learners in guiding practical classroom actions to reach out the teaching and learning purpose. The process of learning to write has to guide the student through the fields of achieving a considerable range of vocabulary, a solid competence in grammar, accurate spelling, meaningful punctuation, a good command of sentence structures and linking ideas and information across sentences to develop a topic.

Writing is a way of conveying messages or just to keep a record of what is in our mind. So, the general aim of doing writing is to convey messages in written form. Teaching writing means guiding and facilitataing the students to be capable of conveying their messages through written form. According to Yaffe (2010) teaching writing skills can be difficult for any teacher, since the approach will be different for almost every student. Some will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught. There is a general learning arc that most students will go through, regardless of their age. They are; (1) Learning basic sentence structure; (2) Increasing vocabulary and spelling; (3) Increased knowledge of grammatical rules; (4) Introduction of new forms of writing;

and (5) Perfecting the language used in each of these new forms. Later, in order to be sure that the writing tasks they set are relevant and motivating for students, ESL teachers should ask themselves the following questions:

a. Is the activity motivating, stimulating and interesting to do?

b. Is it of an appropriate level or too easy, difficult, childish or sophisticated?

c. Is it relevant to students' needs?

d. Would I like this activity myself?

e. Is preliminary teaching required for this activity?

The questions above will guide teachers to prepare and plan good teaching process especially in writing.

Moreover, Adamson (2006: 208) states that in a recent research study, teaching writing in ELT classroom is considered as a means to consolidate language. Students very often write from someone else's ideas. It is "writing as language learning". In this stage, students are given a topic for building up their writing. Moreover, in the ELT classroom, especially in traditional pedagogy, the teacher gives a topic or selection of topics, a set of requirements, and a time limit. The students finish the task within the time limit and hand in the product. The students' work is evaluated based on the accuracy of the final product. From this statement, it can be said that teaching writing skills means equipping students with a tool or a means with which they can make use to make their writing easier and better. later, since any

kind of skills does need practices to make it perfect, then a suitable approach, technique and regular activities are urgently needed in teaching writing skills.

 Quoting Raimes (1983), Ghaith (2002) states that there are several approaches to teaching writing which can be summarized as follows;

a.   The Controlled-to-Free Approach

In the 1950s and early 1960, the audio-lingual method dominated second-language learning. This method emphasized speech and writing served to achieve mastery of grammatical and syntactic forms. Hence teachers developed and used techniques to enable student to achieve this mastery. The controlled-to-free approach in is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy to for students write and yet avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stress on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

b.   The Free-Writing Approach

This approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this

approach is on content and fluency rather than on accuracy and form. Once ideas are down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teachers does not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for "audience" and "content" are seen as important in this approach.

c. The Paragraph-Pattern Approach

Instead of accuracy of grammar or fluency of content, the Paragraph-Pattern-Approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order. They identify general and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize communication with each other in different ways.

d. The Grammar-Syntax-Organization Approach

This approach stresses on simultaneous work on more than one composition feature. Teachers who follow this approach maintain that writing can not be seen as composed of separate skills which are learned sequentially. Therefore, student should be trained to pay

attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

e. The Communicative Approach

This approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life and ask themselves the crucial questions about purpose and audience such as; why am I writing this? And who will read it?. Traditionally, the teacher alone has been the audience for student writing. But some feel that writers do their best when writing is truly a communicative act, with a writer writing for a real reader. As such, the readership may be extended to classmate and pen pals.

f. The Process Approach

Recently, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing. Thus, writers ask themselves like; How do I write this? And how do I get started? In this approach, students are trained to generate ideas for writing, think of the purpose and audience, write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to tray ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Furthermore,

learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

During the writing process, students engage in pre-writing, planning, drafting, and post-writing activities. However, as the writing process is recursive in nature, they do not necessarily engage in these activities in that order.

a. Product Approach

1) The Meaning of Product Approach

Product approach is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analysed at an early stage. One of the most explicit descriptions of product approaches is provided approaches by Pincas (1982a: 22). She sees writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices. Further, in this approach, learning to write has four stages: familiarization; controlled writing; guided writing; and free writing. The familiarization stage aims to make learners aware of certain features of a particular text. In the controlled and guided writing

sections, the learners practise the skills with increasing freedom until they are ready for the free writing section.

At the controlled stage, they might produce some simple sentences about houses from a substitution table. The learners might then produce a piece of guided writing based on pictures given by the teachers then they write it down. In short, product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.

Harwood (2005) states that the product approach led students and teachers to believe that the planning stage began and indeed in the initial period of composition. Yet, in reality, not only did proficient writers rehearse what they wanted to say before any plan was produced, but also planned throughout the writing process rather than exclusively at the start. Moreover, Pincas (1962: 185-6), as quoted by Harwood, says that in product approach the learner is not allowed to 'create' in the target language at all. The use of language is the manipulation of fixed patterns. These patterns are learned by imitation.

In addition, Soonpa (2007: 3) claims that product approach is also called pattern approach. He says that it is a traditional approach in teaching writing in which students are given a model and they are guided to imitate it in order to create a similar product. In addition, it is

an approach which focuses on the end of the result of the writing activities (Nunan, 1998: 36). However, Product approach has been used for years in many countries including in Indonesia.

In conclusion, it can be said that product approach is an approach which focuses more on the product rather the process in which teacher control the writing activities through modeling he gives. Students seem to be imitator instead of developer. In addition, it focuses more on the accuracy.

2) **Procedures in Applying Product Approach**

There are several steps in applying Product approach. One of them is a model which is outlined by Ron White & Valerie Arndt (1991), as quoted by Piovesan (2007: 14). The steps are as follows:

a. Stage 1

Model texts are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If studying a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

b. Stage 2

This consists of controlled practice of the highlighted features, usually in isolation. If students are studying a formal letter, they may be asked to practise the language used to make formal requests, practising the 'I would be grateful if you would…' structure.

c. Stage 3

Organisation of ideas. This stage is very important. Those who favour this approach believe that the organisation of ideas is more important than the ideas itself and as important as the control of language.

d. Stage 4

The end result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills, structures, and vocabulary they have taught to produce the product; to show what they can do as fluent and competent users of the language.

3) **Strengths of Using Product Approach**

The strengths which can be taken from this approach is that this approach recognizes the need for learners to be given linguistic knowledge about texts, and they understand that imitation is one way in which people learn. Consequently, it can help the students to improve their linguistic competence well such as the grammar and vocabulary

because product approach tends to focus more on accuracy than fluency. Moreover, it is quite practical so that not time-consuming since students just have to follow certain models given by teachers. They do not have to think deeply on how to improve but rather how to create the writing which meets the given model. In short, imitating in product approach can save the time.

4) Weaknesses of Using Product Approach

Every single thing is two-sided, including approach. Product approach has several weaknesses as well. Badger and White (1999: 157) claim that the weaknesses of product approaches are that process skills, such as planning a text, are given a relatively small role, and that the knowledge and skills that learners bring to the classroom are undervalued. In this approach, the majority of the students are more prone to memorizing and imitation. In addition, Hasan and Akhan (2010: 77) state that they fail to integrate critical thinking into their creative writings. The form of examination and evaluation only encourages students towards model-centered learning, where the students are guided by a model even though the opposite should be the case.

From the explanations above, it can be said that in this approach teacher plays a big part during the process compared with the students' so that this approach tends to be more teacher-centered and model-

centered. Moreover, the fact above contradicts with the current trend in education which tries to promote student-centered learning. Consequently, students' creativity will simultaneously be bound since they do not have space to improve and develop their creative thinking.

b. Process Approach

    1) The Definition of Process Approach
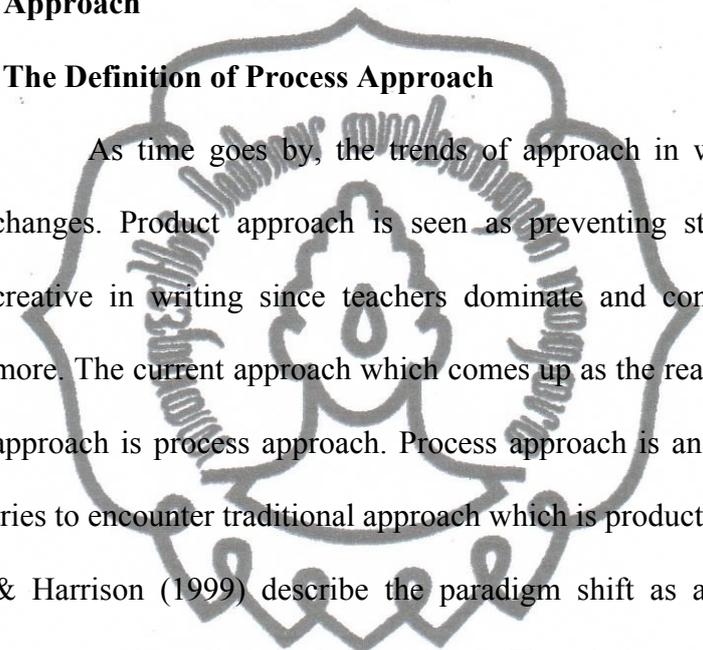
As time goes by, the trends of approach in writing gradually changes. Product approach is seen as preventing students of being creative in writing since teachers dominate and control the process more. The current approach which comes up as the reaction toward this approach is process approach. Process approach is an approach which tries to encounter traditional approach which is product approach. Babin & Harrison (1999) describe the paradigm shift as a reaction to the current-traditional or product approach. They define it as a writing-as-a-process movement in composition studies "…in which the focus of pedagogy theory, and research became, not the final roduct of a writing assignment, but the process of composing.

Onozawa (2010: 154) states that process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. Similarly, Soonpa (2007: 03) defines process approach as an approach which

emphasizes on the process the students do in producing a piece of writing by using technique such as brainstorming, exploring ideas, peer editing and rewriting. Further, Tribble (1996: 37) says that process approach is an approach which stresses on a cycle of writing activities which guide students from generating ideas and collecting data until finishing the text. Meanwhile, Brown (2001: 336) defines process approach as an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given unlimited number of revisions before its "release") to give students a chance to think as they write. Another way of putting it is that writing is indeed a thinking process.

According to Ghaith (2002) writing process approach requires that teachers give students greater rresponsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write. From the explanations, it can be seen that process approach tends to be students-centered and focus more on the process than the product.

Graham and Perin (2007:449) state that process approach to teaching writing involves extended opportunities for writing; writing for real audiences; engaging in cycles of planning, translating, and reviewing; personal responsibility and ownership of writing projects; high levels of student interactions and creation of a supportive writing environment; self-reflection and evaluation; personalized individual

assistance and instruction; and in some instances more systematic instruction.

Supporting the above ideas, Pedro (2002: 4-5) claims that one of the most original criticisms which process approach advocates disapprove of other teaching approaches to writing is the focus on models for imitation. The process approach, however, is associated with freedom, self-expression and creativity. In fact, process writing is not about a sequence of linear and distinct stages or activities through which writing is created, but rather it is a highly complex and a variable process whereby sub- processes are intertwined in brief episodes. Generating ideas, planning, drafting, re- reading and revising are "micro- activities" that take place at all phases of the composing process (Caudery, 1997: 6).

Besides, the process approach emphasizes the importance of writing being truly owned by the student writers, in that they should be able to select the topic they want to write about, not one about which the teacher demands that they should write. Even if the teacher does make certain demands with regard to the topic or mode of writing, "the student should still decide the precise nature of the text" (Caudery , 1997: 12). In this approach, the teacher primarily facilitates the learners' writing, and providing input or stimulus is considered to be less important. Like babies and young children who develop, rather than learn, their mother tongue, second language learners develop, rather

than consciously learn, writing skills. Teachers draw out the learners' potential (Badger and White, 1999: 154).

In short, it can be concluded that process approach is an approach where the learners focus more on the process which provides a way to think about writing in terms of what the writer does instead of in terms of what the final product looks like. Students become the center instead of the teacher. The concern of this approach is on how ideas are developed and formulated in writing. Meanwhile, the teacher's role in the process model is to facilitate the writing process rather than to provide direct instruction where teacher functions as the facilitator. Moreover, students are given considerable freedom within the task so that students become the center instead of the teacher.

2) **Procedures in Applying Process Approach**

Piovesan (2007: 11), quoting (Crandall & Peyton, 1993), states that the process writing usually begins with some form of pre-writing activity in which learners work together in groups to generate ideas about a particular topic. This could include sharing the free writing piece described above, brainstorming, making a list or timeline, or simply reflecting on an experience. Each group member then works alone to compose a first draft, concentrating on getting ideas down on paper, without worrying about spelling or grammar. They then read their drafts to each other in pairs or small groups. They encourage each other with constructive comments and questions as they seek better

understanding of what each other is trying to write. They might discuss the purpose of the writing, what the author learns or hopes others will learn, and what the reader likes best or has trouble with.

Steele (2004), quoted by Hasan and Akhand (2010: 79) mentions that the Process Approach Model comprises of eight stages. The stages are as follows:
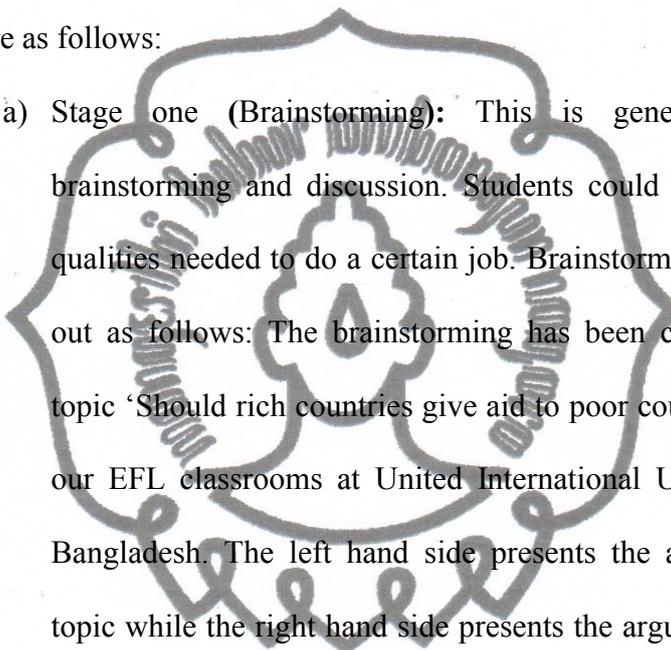
a) Stage one **(**Brainstorming**):** This is generating ideas by brainstorming and discussion. Students could be discussing the qualities needed to do a certain job. Brainstorming can be carried out as follows: The brainstorming has been carried out on the topic 'Should rich countries give aid to poor countries?' in one of our EFL classrooms at United International University, Dhaka, Bangladesh. The left hand side presents the arguments for the topic while the right hand side presents the arguments against the topic.

b) Stage two (Planning/Structuring): Students exchange ideas into note form and judge quality and usefulness of the ideas.

c) Stage three (Mind mapping): Students organize ideas into a mind map, spidergram, or linear form. This stage helps to make the hierarchical relationship of ideas which helps students with the structure of their texts.

d) Stage four (Writing the first draft): Students write the first draft. This is done in the class frequently in pairs or groups.

e) Stage five (Peer feedback): Drafts are exchanged, so that students become the readers of each other's work. By responding as readers students develop awareness of the fact that a writer is producing something to be read by someone else and thus they can improve their own drafts.

f) Stage six (Editing): Drafts are returned and improvements are made based upon peer feedback.

g) Stage seven (Final draft): A final draft is written.

h) Stage eight (Evaluation and teachers' feedback): Students' writings are evaluated and teachers provide a feedback on it.

Based on the explanations above, in general, the steps in applying the process approach are: (1) Prewriting; (2) planning; (3) drafting; (4) editing; (5) proof-reading;and (6) Final Product.

3) Strengths of Using Process Approach

There are several strengths owned by the process approach. Firstly, the process approach treats all writings as a creative act which requires time and positive feedback to be done well. This, in the end, will give students more opportunity to explore and develop their creativity. It also encourages learners to feel free to convey their own thoughts or feelings in written massages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step. Zamel (1983) in Harwood (2005: 5) states that writing process approach requires that teachers give students greater

responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write. It is advantageous to students in language learning because students are the creators of language.

Secondly, in the process approach, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. Meanwhile, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. In this matter, students get their own freedom to write instead of being controlled by the teacher.

Thirdly, this approach is beneficial to students because the approach focuses more on the various classroom activities. It gives more space for thinking process to happen.

4) **Weaknesses of Using Process Approach**

Badger and White (1999: 157) state that the disadvantages of process approaches are that they often regard all writing as being produced by the same set of processes; that they give insufficient importance to the kind of texts writers produce and why such texts are produced; and that they offer learners insufficient input, particularly in

terms of linguistic knowledge, to write successfully. In addition, it pays less attention to grammar and structure.

Other weaknesses of this approach are that teachers may not have enough time to schedule individual writing conferences in large classes because conducting several stages can be time-consuming. Besides, it also gives lots of grading for the teacher. Meanwhile, from the students' side, students who are unused to process writing will view revision as a sign of failure.

3. Creativity

a. Definitions of Creativity

Creativity is very important for people since it can help them to challenge the change of the times. The concept of creativity has gained importance in recent years. For example, a vast amount of management literature has been increasingly focusing on how to enhance creativity in the workplace, in order to cope with constant changing environments (Villalba, 2008: 6). Franken (1994: 396) states that creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. Further, he explains three reasons why people are motivated to be creative: (1) need for novel, varied, and complex stimulation; (2) need to communicate ideas and values; and (3) need to solve problems, the second point above in very important in the context of writing.

Meanwhile, Csikszentmihaly (1996: 28) defines creativity as any act, idea, or product that changes an existing domain or that transforms an existing domain into a new one. What counts is whether the novelty he or she produces is accepted for inclusion in the domain. According to Roy (2009) creativity is the process of generating novel ideas and is the basic force for all inventions. The process of creation involves seeing new relations between concepts and things and determining unique solutions to problems.

Ormrod (2011: 273) states that creativity is a form of transfer because it involves applying previously learned knowledge or skills to a new situation. In addition, Bishop (2005), says that creativity can be defined as problem identification and idea generation. Guilford (1959), as quoted by Good and Brophy (1990: 619) determines that creativity involves divergent thinking, as represented by the fluency, flexibility, and originality of thought processes. Thus highly creative individuals can generate ideas at a rapid pace (fluency), "break set" in order to attack problems from new perspective (flexibility) and generate new and genuinely different ideas (originality).

In accordance with the above definitions, Guilford (1967) feels that creativity is part of the divergent, convergent, and evaluative thinking operations. It is measured by the flexibility, fluency, and originality of responses to a given problem situation. It is also measured by the sensitivity of an individual to a problem and the ability to redefine

information. Moreover, Satiadarma (Munandar, 1999a: 10) defines creativity into four dimensions popularly known as P's of Creativity. They are person, process, pressure, and product. Person refers to personal creativity showing creative potential ability posed by a person. Process refers to a form of thought in which an individual tries to find out new relationships, answers, methods or new ways in facing a problem. Next, creativity as a pressure is a motivation and desire to create something new. Meanwhile, as a product, it is the ability to bring something new into existence.

Creative people will have creative personality. Csikszentmihaly (1996: 58-73) defines the characteristics of the creative personality as follows:

1) Creative individuals have a great deal of energy, but they are also often quiet and at rest.

2) Creative individuals tend to be smart, yet also naive at the same time.

3) Creative individuals have a combination of playfulness and discipline, or responsibility and irresponsibility.

4) Creative individuals alternate between imagination and fantasy ant one end, and rooted sense of reality at the other.

5) Creative people seem to harbor opposite tendencies on the continuum between extroversion and introversion.

6) Creative individuals are also remarkable humble and proud at the same time.

7) Creative individuals to a certain extent escape rigid gender role stereotyping and have a tendency toward androgyny.

8) Generally, creative people are thought to be rebellious and independent.

9) Most creative persons are very passionate about their work, yet they can be extremely objective about it as well.

10) The openness and sensitivity of creative individuals often exposes them to suffering pain yet also a great deal of enjoyment.

Moreover, Villalba (2008: 9) adds that in the UK, the National Advisory Committee on Creative and Cultural education (NACCCE) published in 1999 a report where they provided a more elaborated, but similar definition of creativity. They maintain that creativity processes have the following characteristics:

1) It is imaginatively, it always involves imagination, since it is the process of generating something original.

2) It is purposeful: it is imagination put into action towards an end.

3) It produces something original in relation to one's own previous work, to their peer group or to anyone's previous output in a particular field.

4) And finally, it has value in respect to the objective it was applied for. Creativity involves not only the generation of ideas, but also

the evaluation of them, and deciding which one is the most adequate one.

From those definitions above, it can be concluded that Creativity is an ability to identify and generate new ideas and to use the insight to finally go through the verification process of applying the idea and finally to bring something new into existence. It is measured by the flexibility, fluency, and originality of responses to a given problem situation. It is also measured by the sensitivity of an individual to a problem and the ability to redefine information. In short, it can be assumed that the aspects of creativity are: (1) flexibility; (2) fluency; (3) originality; (4) elaboration; and (5) redefinition.

4. **Verbal Creativity**

Torrance, in Munandar (1999b: 67), defines verbal creativity as an ability to think creatively and to measure one's fluency, flexibility, and originality of a verbal form which deals with words and sentences. This statement shows that verbal creativity has a great deal with creative thinking. Similarly, Mednick and Mednick in Sinolungan (2001: 90) state that verbal creativity is an ability to see a relationship of different ideas and to combine these ideas into new associations. In short, it can be said that bringing something new into existence and being able to link the existed ideas with new ideas are parts of verbal creativity.

According to Guilford (1967), verbal creativity is the ability to think divergently, this divergent thinking involves creative generation of

multiple answers to a set problem. In addition, Thrustone, as quoted by Azwar (1996: 4) states that verbal refers to any understanding towards relationship of words, vocabularies, and communication mastery. More specific, Munandar (1988a) gives some aspects which influence verbal creativity which can be seen as follows:

a. Fluency of thinking which describes the number of ideas comes out from one's mind.

b. Flexibility which is described as the ability to use various approaches in solving problems.

c. Originality. It is described as the one's ability to bring about original ideas.

d. Elaboration. It is the ability to develop ideas and break them down in detail.

Later, Munandar uses those four factors to create test for verbal creativity.

Based on those definitions above, it can be concluded that verbal creativity is an ability to generate and create new forms of ideas and to combine these ideas into new associations through divergent thinking which reflect one's fluency, flexibility, and originality of a verbal form which deals with words, vocabularies and sentences. In terms of the aspects it covers, verbal creativity has more or less the same aspects as creativity. They are: (1) flexibility; (2) fluency; (3) originality; (4) elaboration; and (5) redefinition.

5. **Measuring Creativity**

Houtz and Krug (1995), in (Villalba, 2008: 13),   provide a review of several tests developed for the assessment of creativity. Within the category of divergent thinking, they present the Torrance Test of Creative Thinking (TTCT) (Torrance 1966, 1974, 1984, 1990, 1998), The Wallach and Kogan Tests (Walach and Kogan, 1965), The Guilford Battery (Guilford 1962, 1971). Divergent thinking requires open-ended questions; as opposed to convergent thinking problems that always has one or very few correct or conventional answers. Further, villalba (2008: 14) explains that among the other tests, the most widely used test on creativity is the Torrance Test of Creative Thinking (TTCT).

Torrance Test of Creative Thinking is included as the one that has the most extended research on their reliability and validity. It is based on Guilford (1962) Structure of the Intellect (SOI) battery that included some measures of divergent thinking. Thus, it measures creativity through divergent thinking. The TTCT which was developed in 1966 has two forms; they are TTCT-Verbal and TTIC Figural with two parallel tests each (form A and B). Each test pertains to measure:

a. Fluency: (The number of ideas) Total n. of relevant responses

b. Originality: (The rarity of ideas) N. of statistically infrequent ideas. The score is 0 if the idea is common, and 1 all the other valid responses.

c. Elaboration: The number of added ideas

d. Flexibility: Number of categories of the relevant response

The Figural Test is appropriate at all levels, kindergarten through adult. It uses three picture-based exercises. Meanwhile, the Verbal test is appropriate for first graders through adults. This exercise is to assess the three mental characteristics: (1) Fluency; (2) Flexibility; and (3) Originality. These exercises present the examinee with a situation and give the examinee the opportunity to ask questions, to improve products, and to "just suppose". In this research, the researcher would like to use Verbal Creativity Test which has been adopted and modified by Utami Munandar in 1977. The reason why the researcher uses Verbal creativity is that thi kind of test is suitable for students at the age of ten and above while figural test is for five above. Munandar (1988: 1) designs this test into six sub-tests with four items in each of this verbal creativity test:

a. Word initials

In this test, a subject will be given some incomplete words (only initial words) for then she has to find out words as many as possible in two minutes. The purpose of this test is to measure her fluency of a verbal form which deals with words. This test is to know the fluency of a verbal form.

b. Word Creation

In this test, a subject will be given a word which then she has to create as many words from the word given in two minutes. This test focuses not only on the fluency with words but also the fluency to arrange

words into grammatically correct sentence pattern in English. This test is to know the fluency of a verbal form.

c. Sentence Formulation from Three Letters

In this test, a subject has to arrange in three minutes as many sentences as possible from three given letters in which the first letter has been determined. In arranging the sentence, the subject may place each letter in a formed sentence freely. This test is to know the students' creativity in generating/ creating new ideas.

d. Similar Characteristics

The purpose of this test is to find out as many things from two similar characteristics given as possible in two minutes. This kind of test is to measure the fluency in expressing ideas to meet certain given criterion. This test is to know students' ability in combining previous ideas into new associations (elaboration).

e. Extraordinary Uses of Words

The objective of this test is to think of as many devices that have unsual uses as possible in two minutes. This is to measure both the flexibility and originality of mind since a subject should not be influenced by the common uses of a device. A subject is required to think beyond what a device is used in everyday life. In this test, the originality is measured statistically by considering the uniqueness or unusualness of a written answer. This is to know the students' ability related to originality of a verbal form.

f.   Consequences of effects

In this test, a subject needs to think consequences as many as possible from a given conditions in four minutes. It requires the subject to be imaginative and to be able to express his imagination into a written form. This test measures the fluency in expressing ideas and the ability to elaborate an idea into specific matter yielding various implications. This test is to know students' flexibility of a verbal form.

B. **Review of Related Research**

There are several related researches which can be used to give more perspectives about the effectiveness of the application of Process approach.

First, Caudry's (1995) article *"What the Process Approach Means to Practicing Teachers of Second Language Writing Skills"* reports on a survey conducted on TESL-L aimed at discovering whether ESL teachers have similar concepts of the "process approach" to writing, or whether the concept has now evolved in different ways in different places. The survey results show that teachers actually have strongly differing ideas as to what process writing is. Such divergence may be typical of teaching approaches which have been in use for some time; but in this instance the changes may have been accentuated because the process approach was originally developed in and for the L1 classroom, and has been adapted for L2 teaching.

The second, Urzua(1987: 279) writes " *You stopped too soon*". This study exhibited positive results about the application of process approach. She indicated that the teaching of process writing with L2 writers had brought them some benefits. She did a research and observed the progress of two fourth grade and two sixth grade students. Based on her observation, she found that the students acquired significant composing skills.

The Third, Graham and Perin (2007: 445-476) writes "*Meta-Analysis of Writing Instruction for Adolescent Students*". They state that there is considerable concern that the majority of adolescents do not develop the competence in writing they need to be successful in school, the workplace, or their personal lives. A common explanation for why youngsters do not write well is that schools do not do a good job of teaching this complex skill. In an effort to identify effective instructional practices for teaching writing to adolescents, the conducted a meta-analysis of the writing intervention literature (Grades 4–12), focusing their efforts on experimental and quasi-experimental studies. They located 123 documents that yielded 154 effect sizes for quality of writing. The authors calculated an average weighted effect size (presented in parentheses) for the following 11 interventions: strategy instruction (0.82), summarization (0.82), peer assistance (0.75), setting product goals (0.70), word processing (0.55), sentence combining (0.50), inquiry (0.32), prewriting

activities (0.32), process writing approach (0.32), study of models (0.25), grammar instruction (– 0.32).

The fourth, Ho (2006) writes *"Perspectives: Working Papers in English and Communication, Effectiveness of using the process approach to teach writing in six Hong Kong primary classrooms.* She investigates how effective process writing is in helping about 200 students at the upper primary school level and the lower primary school level improve their writing skills and their attitudes towards writing. Six primary school teachers, three in the lower primary school level and three in the upper primary school level, each implemented an innovative two-month process writing programme in their schools. The effectiveness of the programme was investigated through post-interviews and the comparison of a pre- and post-questionnaire, a pre-test and a post-test, and pre- and post-observations. It is found that the programme brought about positive results across all classes and in both the upper and lower levels, though the results in each classroom differed slightly. The process approach seems to be an effective approach even at as low a level as P.3 in the primary school. Process writing seems to be a feasible solution to heightening the writing abilities and confidence of students, especially those who have higher English proficiency and those at the upper primary level.

The sixth, Suna and Feng (2009) who write "*Process Approach to Teaching Writing Applied in Different Teaching Models"* conducted an experimental study in China which focuses on a discussion about the two

classroom teaching models by using the process approach, namely teaching models with minimal control and maximal control to different English level students. Experimental study shows that the subjects were all making significant progress in their writing skill. This experimental study shows that the two groups of students who received two different models of teaching writing were all making significant progress in their writing skill, while the control groups who as a whole class received full open process model of teaching made less progress in their writing skill except for some good students who scored almost as high. It is concluded that the process approach to teaching writing can be and is ideally applied in different teaching models, and when we use the same process approach but different models of teaching writing to teach the different students, an optimal teaching effect can be realized.

The seventh, Onozawa's research (2010) on Japanese students demonstrates that the process approach is beneficial to both teachers and learners because not only are there various textbooks available and many teachers who have incorporated the approach for writing classes despite the fact that there are still many researchers and writing teachers who are not convinced of its effectiveness or believe that the process approach needs to be improved. Reid (1993) concludes from ESL writing research that the focus on the expectations of academic discourse communities and the writing process approach appear to be lasting additions to the ESL writing classroom. This means that the effectiveness of the process

approach has received some recognition in the ESL context and probably in the EFL context in Japan. In reality, however, it is not practical to implement the process approach in full and carry out only this approach in class. The eclectic writing class that uses other approaches such as cooperative learning, and other skills as suggested in this paper is one example that many writing teachers have found effective through trial and error.

The eighth, Goldstein and Carr (1996) who write "*Can students benefit from process writing*" examined the 1992 NAEP writing assessment administered to a representative national sample of approximately 7,000 4th grade students, 11,000 8th grade students and 11,500 12th grade students across the USA. Results indicate that process-related activities are strongly related to writing proficiency.

The ninth, Chung and Chan (19941994: 37-43), Hong Kong teachers who write "*Teaching Writing as a Process*", conducted an experiment in a p.4 class As with the previous studies, the teacher was convinced that teaching writing as a process was possible in primary schools. She found in her experiment that pre-writing activities could help her students with ideas and that a checklist for reviewing and editing could help her students detect most of their mistakes and correct them on their own.

C. Rationale

1. The difference between Process Approach and Product Approach to teach writing.

Having examined the nature of the process approach and the product approach, the researcher finds many differences between the two approaches. Related to the focus of teaching learning, in process approach, the main focus of the teaching learning process is on the process while in product approach, the main focus is on the product. Moreover, from the point of view of student and teacher's role, process approach tends to be student-centered in which teacher functions more as facilitator for the students to explore their ideas. On the other hand, product approach tends to be teacher-centered since during the writing activities, teacher dominates and control the activities and the content of the lessons.

In addition, in process approach, students have a greater responsibility and freedom to write, compared with product approach. From the very beginning, in process approach, students are given considerable freedom within the task. The teacher gives freedom for the students to choose the topic they want to write about. Usually it is conducted through brainstorming and mind-mapping during pre-writing process.

Meanwhile, in product approach, the teacher usually has prepared the topic and the model of the text which the students have to write

about. Consequently, in process approaches, students have greater responsibility for the writing since teacher does not give certain rules or models to duplicate. They may improve and develop their ideas as they wish. Furthermore, process approach facilitates collaborative writing since they may share or brainstorm the ideas during the writing activities. On the contrary, in product approach, students will tend to be individual. They have to work by themselves. All they have to do is just following the models given. The differences can be summed up as follows;

Table 2.1 The difference between Process and product Approach

Process writing	Product writing
• text as a resource for comparison • ideas as starting point • more than one draft • more global, focus on purpose, theme, text type, i.e., reader is emphasized • collaborative • emphasis on creative process	• imitate model text • organization of ideas more important than ideas themselves • one draft • features highlighted including controlled practice of those features • individual • emphasis on end product

In short, process approach is believed to be more effective than product approach to teach writing.

2. **The difference between students with high creativity and students with low creativity in writing.**

Creative individuals have a great deal of energy. This great deal of energy makes them energetic and always ready to do anything. They will see any kinds of things, including the difficult one, as challenges to conquer. Students with high creativity show that they work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. They like challenges and enjoy its every single activity. They like to explore their ideas and imagination and to think freely. Furthermore, students with high creativity have a combination of playfulness, discipline, and also responsibility. They like to alternate between imagination and fantasy ant one end, and rooted sense of reality at the other. Besides, they do not like to be bound. They like to be given freedom to think and to express themselves in many ways.

On the contrary, students with low creativity tend to be passive. They do any kind of tasks only based on the instruction given and do not really like if they are asked to think beyond what is given. They will find it difficult to explore their ideas and come up with new ideas. In addition, they will be reluctant to do activities which require them to think creatively. They like something simple and like being guided. Students

with low creativity usually see process and challenge as burdens. The more activities they have to do, the more burdens they will have.

In short, it can be said that students with high creativity like challenges and activities which enable them to explore their ideas and to bring about creative thinking. Meanwhile, students with low creativity do not really like those activities because they like simple, guided and straightforward activities.

3. **Interaction between teaching approaches and students' creativity**

Process approach focuses more on the process. It has several stages each of which gives students opportunity to explore their ideas. Students with high creativity will see this as a good opportunity to explore and develop their own fresh ideas, while students with low creativity will see this as burdens and tiring stages. Moreover, they will be more couraged in doing the writing since writing is considered as a challege to do. Further, process approach tends to be student-centered. In this teacher-less-dominant situation, students with high creativity will get freedom and good chance to express their selves and ideas. They surely do not like to be tightly controlled by the teacher. In this matter, it is clear that the process approach will be more suitable for students with high creativity. After all, this description of theories of process approach leads to an understanding that process approach is more effective for students having high creativity.

On the contrary, product approach, which tends to be more teacher-centered, will give opportunities for students with low creativity to finish

their work soon because they do not have to think hard since the teacher has prepared them with the models to follow. In general, they do not like challenges and prefer to be guided by the teacher. In this case, the product approach is supposed to be very suitable for students with low creativity. They will also see any kind of activities including in the stages which less challenging and less time-consuming. This description of theories of product approach leads to an understanding that product approach is more effective for students having low creativity.

Based on the statement, it can be assumed that process approach is suitable for the students who have high creativity and product approach is suitable for the students who have low creativity. Therefore, teaching approaches and creativity are supposed to have interaction effect toward students' writing skill.

D. Hypothesis of the Research

The researcher formulates the hypotheses as follows:

a. Process approach is more effective than product approach to teach writing for the eighth grade students of SMP Terpadu Ponorogo in the academic year of 201/2012.

b. The eighth grade students of SMP Terpadu Ponorogo in the academic year of 201/2012 who have high creativity have better writing skill than the students with low creativity

c. There is an interaction between teaching approaches and students' creativity to teach writing for the eighth grade students of SMP Terpadu Ponorogo in the academic year of 201/2012

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology. Research method is the way how the writer gets the result of the study. In this chapter, the researcher discusses the following points: (1) Place and Time of the Study; (2) Research Method; (3) Population, Sample, and Sampling; (4) Techniques of Collecting the Data; and (5) Technique of Analyzing the Data.

A. Place and Time of Research

a. Place of Research

The research will be carried out at SMP Terpadu Ponorogo. It is on Jalan Ukel no. 39. Ponorogo, East Java.

b. Time of Research

This research was carried in the first semester of the 2011/2012 Academic Year. There were three steps in this research: preparation, implementation, analyses of the data, and report writing. The details of each activity are as follows:

a. Preparation

1) June 2011 : Title Consultation

2) July 2011 : Proposal Draft Consultation

3) August 2011 : Proposal Draft Seminar

4) August 2011 : Instrument Consultation

to user

    b. Implementation

       1) October 2011 : Research Permission

       2) November-December 2011 : Data collection

    c. Analysis of Data

       1) December 2011

    d. Research Report

       1) December 2011

Table 3.1. The Research Schedule

No	Activities	June				July				August				Sept.				Oct.				Nov.				Dec.			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Title Consultation.	■	■	■	■																								
2	Proposal Draft Consultation					■	■	■	■																				
3	Proposal Draft Seminar										■																		
4	Instrument Consultation											■																	
5	Research Permission														■														
6	Data collection																					■	■	■	■				
7	Data Analysis																									■	■		
8	Research Report																												■

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B. Reseach Method

This reseach is categorized as experimental study with quantitative approach. quantitative approach is a kind of research that gives a pressure in systematic analysis, using statistic analysis toward the quantitative data that include correlation study and experiment. Ary (2007: 317) states that experimental research attempts to provide treatment to experimental group and maintain control over all factors that may affect the result of an experiment. In other word, the experimental research attempts to investigate the influence of one or more variables to other variables. Further, he states that experimental research has some characteristics as follows: (1) manipulation or treatment of an independent variables; (2) other extraneous variables are controlled; (3) effect is observed of the manipulation of the independent variable on the dependent variables. In this research, there must be at least two groups; namely control groups and experimental groups. In this research, the control group is taught by using product approach while the experimental group is taught by using process approach.

Experimental research is one of the most powerful research methodologies, because it is the best way to establish cause and effect relationship between variables. Ari, et al. (1975: 225) agree that experiment is the most complicated reseach for testing hypothesis. There are five designs in experimental study. They are (1) pre-experimental design; (2) True experimental designs; (3) Factorial designs; (4) Quasi-Experimental designs; and (5) Time-series designs. In this research, the researcher uses factorial

design to analyze the main effects for both experimental variables as well as an analysis of interaction between the treatments. Factorial design is a further development of experimental technique, which allows for two or more different characteristics, treatments, or evens to be independently varied within a single study. This is a logical approach to examining multiple-causality. This experimental research is aimed at observing whether there is an interaction between teaching approaches and students' creativity to teach writing. The approach used in the experimental class is process approach. Meanwhile, in control group, the approach used is process approach. Moreover, each group is classified into two different levels of creativity which are high creativity and low creativity.

Furthermore, the design of this research is factorial design 2x2 by approaches of multifactor analysis of variance (ANOVA). The design can be seen in table below:

Table 3.2 Table of ANOVA

Students' Creativity \ Teaching Approach	Process approach A_1	Product approach A_2
High (B_1)	A_1B_1	A_2B_1
Low (B_2)	A_1B_2	A_2B_2

Note:

A_1= Process Approach

A_2 = Product Approach

B_1 = Students who have high creativity

B_2= Student who have low creativity

A_1B_1= Students who have high creativity who are taught by process approach

A_1B_2 = Students who have low creativity who are taught by process approach

A_2B_1= Students who have high creativity who are taught by product approach

A_2B_2= Students who have low creativity who are taught by product approach

Based on these statements, it can be concluded that experimental research is the manipulative research to know the causal effect between the variables by controlling the variable in order to get the comparison. This research is important to develop the innovation which is useful to increase the quality of learners.

C. Population, Sample, and Sampling Technique

a. Population

Population is a number of individuals, which have at least one similar characteristic (Hadi, 1983: 70). Meanwhie, Arikunto (2004: 115) states that population is all subjects of a research. Sekaran (2000: 266) writes that population refers the entire group of people, events, or things of interest that the researcher wishes to investigate. Based on these theories, it can be concluded that population is all subjects or individuals with certain

characteristics that will be analyzed. The population of this research is the Eighth grade students of SMP Terpadu Ponorogo in the academic year of 2011/2012. The total number of the population in this research is 124 students who are grouped into 4 parallel classes; Pascal, Darwin, Newton, and Einstein Class.

b. Sample

Sample is part of all representatives of a population that are analyzed. Sekaran (2000: 267) writes that a sample is a subset of the population. It comprises some members selected from the population. In other words, some, but not all, elements of the population would form the sample. The sample of this research is class or cluster. In this matter, class is considered as a unit or group. In this research, there are two samples based on purposive technique. The samples are class Pascal and Darwin because these two classes are considered having similar number of students and similar writing competence seen from the average score of writing subject when they were in seventh grade. Pascal will be the experiment class and Darwin will be the control class.

c. Sampling Technique

In determining the sample, the researcher employs clusters random sampling technique to the total population. The sample is taken by clusters random sampling because the population is considered as clusters.

D. Technique of Collecting Data

a. Research Variables

There are one dependent variable and two independent variables in this research. The dependent variable is writing skill and the independent variables are teaching approaches and students' creativity.

a. Dependent variable

1) Writing Competence

(a) Operational definition

Writing skills can be defined as a complex process of thinking effectively to invent or generate ideas, for then express those ideas into a good writing in a systematic way which is done through progressive activities.

(b) Indicator

In this research, the indicators for the writing are: (1) Organization; (2) Logical development of ideas (content); (3) grammar; (4) Punctuation; and (5) style and quality of expression (vocabulary).

(c) Measurement Scale

The measurement scale in this research is in the form of rubrics of writing which is designed based on the above indicators in writing skills. The rubric can be seen in appendix 6.

b. Independent Variables

As mentioned before, in this research there are two independent variables namely teaching approaches and creativity.

1) Teaching Approaches

Teaching approaches refer to the kinds of approaches applied in the classrooms in order to reach the intended goals. In this matter, the product approach is used in Darwin Class while the process approach is used in Pascal class. Both classes are at eighth grade.

2) Verbal creativity

(a) Operational definition

Verbal creativity is an ability to generate and create new forms of ideas and to combine these ideas into new associations through divergent thinking which reflect one's fluency, flexibility, and originality of a verbal form which deals with words, vocabularies, and sentences.

(b) Indicators

The indicators of verbal creativity related to the aspects it covers. They are: (1) flexibility (2) fluency (3) originality (4) elaboration (5) redefinition.

(c) Measurement scale

The scale is in the form of nominal scale which covers high creativity and low creativity. The score gotten by a student is included as high creativity if his score meets the midpoint of the

students 'creativity test or higher (Score ≥ Me). On the contrary, it

will be included as low creativity if his score is under the midpoint

(Score <Me). In addition, the scoring rubric for creativity test is

designed by adopting Munandar's verbal creativity.

2. Research Instrument

In this research, there are instruments, namely writing test and verbal

creativity test.

a. Writing Test

To collect the data for writing skills, the instrument used in this

research is test. Arikunto (2002: 127) defines test as a set of questions,

experiences, or other means to measure skill, knowledge, intelligence,

achievement, or aptitude of an individual or group. According to Brown

(1994: 252) test is a method of measuring a person's ability or

knowledge. Burke (2000: 122) defines that a good test must be reliable

and valid. Validity refers to the appropriateness of the interpretations and

actions made by the researchers that is based on the scores they get from

a test, while reliability refers to the consistency of the scores obtained

from a test. However, in writing, readability is used instead of validity

and readability.

Readability is the ease in which text can be read and understood.

In writing, readability is closely related to writing instruction. However,

Instruction plays a very important role since it is used to determine how

clear and understandable an instruction is for students. Hughes (1989: 39-

40) states that a good instruction must have the quality of being clear and explicit. Next, it should avoid supposition that students all know what is intended. Moreover, the test writer should not rely on the students' power of telepathy to elicit the desired behavior.

b. Verbal Creativity Test

For the creativity, the test used is verbal creativity test which is proposed by Utami Munandar (1977). Moreover, the validity of the test later is analyzed by using Pearson Correlation Analysis, while for the reliability, it is determined through alpha formula.

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Meanwhile the alpha formula is as follows:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum sj^2}{sx^2}\right)$$

note:

r_{11} = index of instrument reliability

k = number of valid items

S_i = item variance

S_{t^2} = total variance

E. Technique of Analyzing the Data

In analyzing the data, there are several techniques of analyses to be done. They are: (1) Data description by using descriptive analysis. It is used to know distribution, in the form of table and histogram, mode, median, mean and standard deviation; (2) Pre-requisite tests which includes Normality test and Homogeneity test; and (3) Hypothesis tests which includes Analysis of Variance (ANOVA) and Tukey Test.

The design of this research uses factorial design 2x2 by technique of multifactor Analysis of variance (ANOVA). The formulas which are used to examine the hypothesis in ANOVA test are as the following:

1) The total sum of squares:

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

2) The sum of squares between groups:

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

3) The sum of squares within groups:

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

4) The between-columns sum of squares:

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

5) The between-rows sum squares:

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

6) The sum-of-squares interaction:

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

7) The number of degrees of freedom associated with each source of variation:

df for between-column sum of squares = C-1

df for between-rows sum of squares = R-1

df for interaction = (C-1) (R-1)

df for between-groups sum of squares = G-1

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

df for total sum of squares = N-1

Note:

C = the number of column

R = the number of rows

G = the number of groups

n = the number of subjects in one group

N = the number of subjects in all groups

Beside ANOVA test, Tukey's test is used to find out the level of mean difference. The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size. The formulas are as follows:

(a) Between columns q= $\dfrac{\overline{X}c_1 - \overline{X}c_2}{\sqrt{Error\,variance/n}}$

(b) Between rows q= $\dfrac{\overline{X}r_1 - \overline{X}r_2}{\sqrt{Error\,variance/n}}$

(c) Between columns (HC) q= $\dfrac{\overline{X}c_1r_1 - \overline{X}c_2r_2}{\sqrt{Error\,variance/n}}$

(d) Between columns (LC) q= $\dfrac{\overline{X}c_1r_2 - \overline{X}c_2r_2}{\sqrt{Error\,variance/n}}$ or $\dfrac{\overline{X}c_2r_2 - \overline{X}c_1r_2}{\sqrt{Error\,variance/n}}$

F. Statistical Hypotheses

In this research, the researcher proposed three hypotheses. These hypotheses were based on the formulation of the problems. They were:

1. The difference between Process Approach (   ) and Product Approach (   ) to teach writing for the eighth students at SMP TERPADU Ponorogo.

   : =

   : >

2. The difference between the students who have high creativity (   ) and than those who have low creativity (   ).

   : =

   : >

3. Interaction between teaching approaches (Process Approach and Product Approach) (A) and creativity (B) in teaching writing for the eighth grade students at SMP Terpadu Ponorogo.

   : = 0

   : > 0

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the analyzed data gained from the research are presented and discussed. The research findings are presented based on the following sub-chapters: (1) Data description; (2) Normality and Homogeneity Test; (3) Testing Hypothesis; (4) Discussion of the Findings. The detailed description of each sub-chapter is described as follows:

A. Data Description

The data used for the research were in the form of scores which were obtained from the result of the student's creativity test and writing test. Furthermore, the data were divided into 8 as follows: (1) the data of the students who were taught using process approach (A_1); (2) the data of the students who were taught using product approach (A_2); (3) the data of the students having high creativity (B_1); (4) the data of the students having low creativity (B_2); (5) the data of the students having high creativity who were taught using the process approach (A_1B_1); (6) the data of the students having low creativity who were taught using the process approach (A_1B_2); (7) the data of the students having high creativity who were taught using the product approach (A_2B_1); (8) the data of the students having low creativity who were taught using the product approach (A_2B_2). The score of the student's writing test in more detail can be described as follows:

1. The data of the students who were taught using process approach (A_1)

The score of the students who were taught using process approach were: 52, 57, 59, 59, 60, 61, 61, 62, 63, 65,66, 67, 67,68, 72, 74, 75, 75, 76, 76, 77, 77, 81, 84, 84, 85, 86, 87. Based on the result of the calculation of the students' scores who were taught using process approach, the highest score achieved by students is 87 and the lowest one was 52. The range is 35. The number of class used was 6, and the class width (interval) used was 6. The mean was 70.4, the mode was 61.8, the median was 63.5, and the standard deviation was 9.8. Then, the frequency distribution, histogram and polygon can be seen in the following table and figure.

Table 4.1. Frequency Distribution of Data A_1

Class Limit	Class Boundaries	Midpoint (X_i)	Tally	Frequency (f_i)	Percentage (%)
52 – 57	51.5-57.5	54.5	II	2	7.14
58 – 63	57.5-63.5	60.5	IIII II	7	25.00
64 -69	63.5-69.5	66.5	IIII	5	17.86
70 – 75	69.5-74.5	72.5	IIII	4	14.29
76 -81	75.5-80.5	78.5	IIII	5	17.86
82 -87	81.5-87.5	84.5	IIII	5	17.86
				28	100
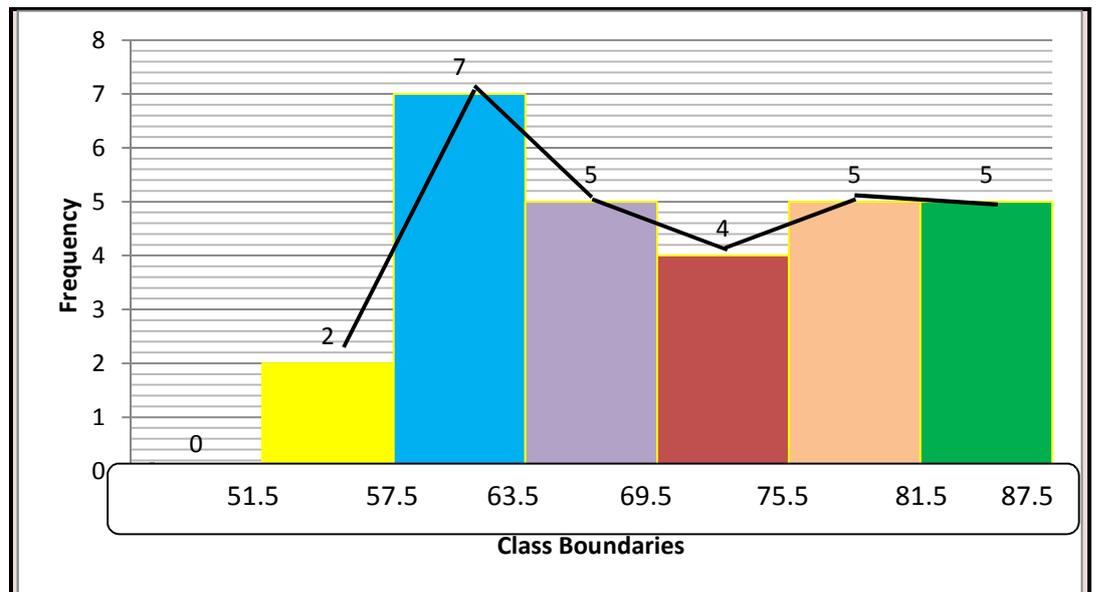
Figure 4. 1. Histogram and Polygon of Data A₁

2. The data of the students who were taught using product approach (A₂)

The score of the students who were taught using product approach were: 44, 46, 54, 50, 59, 60, 61, 62, 63, 63, 64, 64, 65, 66, 67, 67, 69, 70, 70, 71, 72, 75, 77, 80, 80, 81, 84, 89. Based on the result of the calculation of the students' scores who were taught using product approach, the highest score achieved by students was 89 and the lowest one was 44. The range was 45. The number of class used was 6, and the class width (interval) used was 8. The mean was 67, the mode was 62.4, the median was 66.3, and the standard deviation was 9.99. The frequency distribution, histogram, and polygon can be seen as follows:

Table 4.2. Frequency Distribution of Data A_2

Class Limit	Class Boundaries	Midpoint (X_i)	Tally	Frequency (f_i)	Percentage
42-49	41.5-49.5	45.5	II	2	7.1
50-57	49.5-57.5	53.5	I	1	3.6
58- 65	57.5-65.5	61.5	IIII IIII	10	35.7
66-73	65.5-73.5	69.5	IIII III	8	28.6
74-81	73.5-81.5	77.5	IIII	5	17.9
82-89	81.5-89.5	85.5	II	2	3.6
				28	100
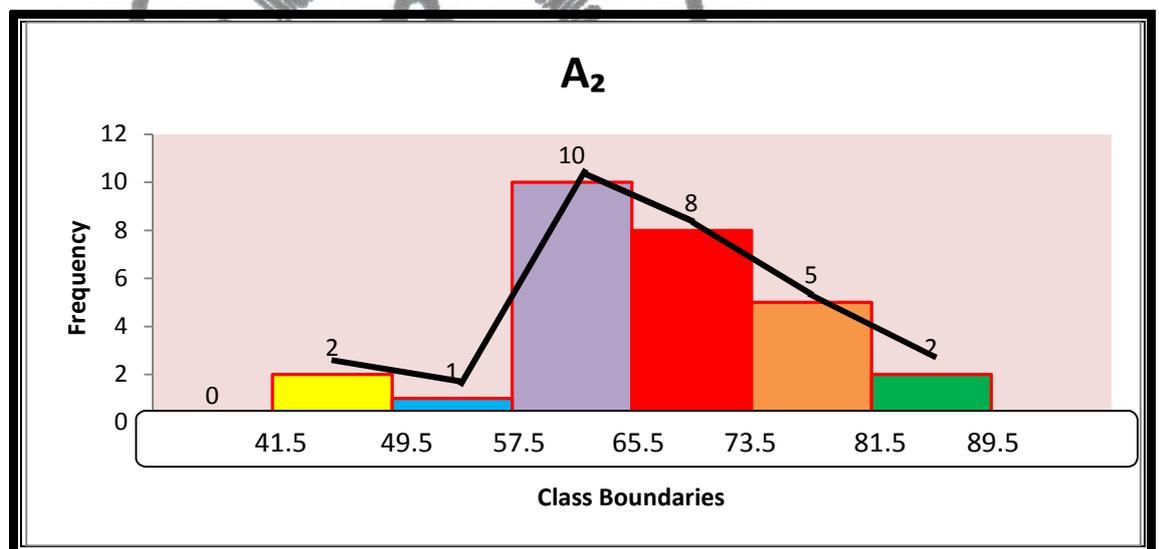
Figure 4.2. Histogram and Polygon of Data A_2

3. The data of the students having high creativity (B_1)

The score of the students who had high creativity were: 59, 60, 63, 64, 64, 65, 65, 66, 67, 69, 70, 71, 72, 75, 75, 76, 76, 77, 77, 80, 80, 81, 81, 84, 84, 85, 86, 87. Based on the result of the calculation of the students' scores who had creativity, the highest score achieved by students was 87 and the lowest one was 59. The range was 28. The number of class used was 6, and the class width (interval) used was 5. The mean is 74, the mode

was 76, the median is 74.3, and the standard deviation was 8.3. Then, the

frequency distribution, histogram, and polygon can be seen in the

following table and figure:

Table 4.3 Frequency Distribution of Data B_1

| Class Limit	Class Boundaries	Midpoint (X_i)	Tally	Frequency (f_i)	Percentage (%)
59-63	58.5-63.5	61.0	III	3	10.7
64-68	63.5-68.5	66.0	IIIII	6	21.4
69-73	68.5-73.5	71.0	IIII	4	14.3
74-78	73.5-78.5	76.0	IIIII	6	21.4
79-83	78.5-83.5	81.0	IIII	4	14.3
84-88	83.5-88.5	86.0	IIII	5	17.9
				28	100
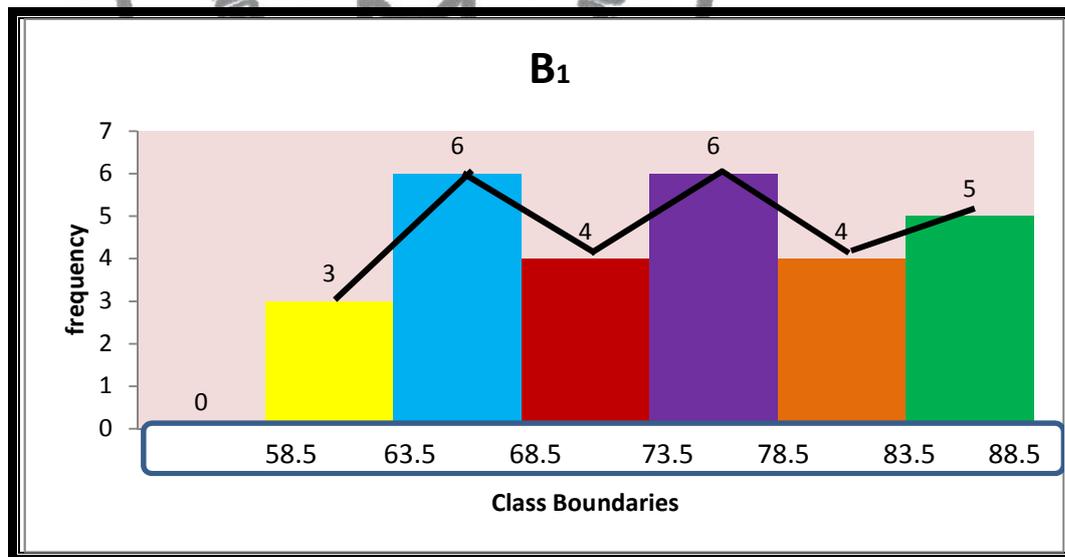
Figure 4.3. Histogram and Polygon of Data B_1

4. The data of the students having low creativity (B_2)

The score of the students having low creativity were: 44, 52, 54,

57, 59, 59, 60, 61, 61, 61, 62, 62, 63, 63, 66, 66, 67, 67, 67, 68, 70, 71, 72,

74, 75, 77, 84, 89. Based on the result of the calculation of the students'

scores having low creativity, the highest score achieved by students was 89 and the lowest one is 44. The range was 45. The number of class used was 6, and the class width (interval) used was 8. The mean was 66, the mode was 64.5, the median was 65.5, and the standard deviation was 9.3. Next, the frequency distribution, histogram, and polygon can be seen in the following table and figure:

Table 4.4. Frequency Distribution of Data B_2

| Class Limit	Class Boundaries	Midpoint (X_i)	Tally	Frequency (f_i)	Percentage (%)
42-49	41.5-49.5	45.5	I	1	3.6
50-57	49.5-57.5	53.5	III	3	10.7
58-65	57.5-65.5	61.5	IIII IIII	10	35.7
66-73	65.5-73.5	69.5	IIII IIII	9	32.1
74- 81	73.5-81.5	77.5	III	3	10.7
82-89	81.5-89.5	85.5	II	2	7.1
				28	100
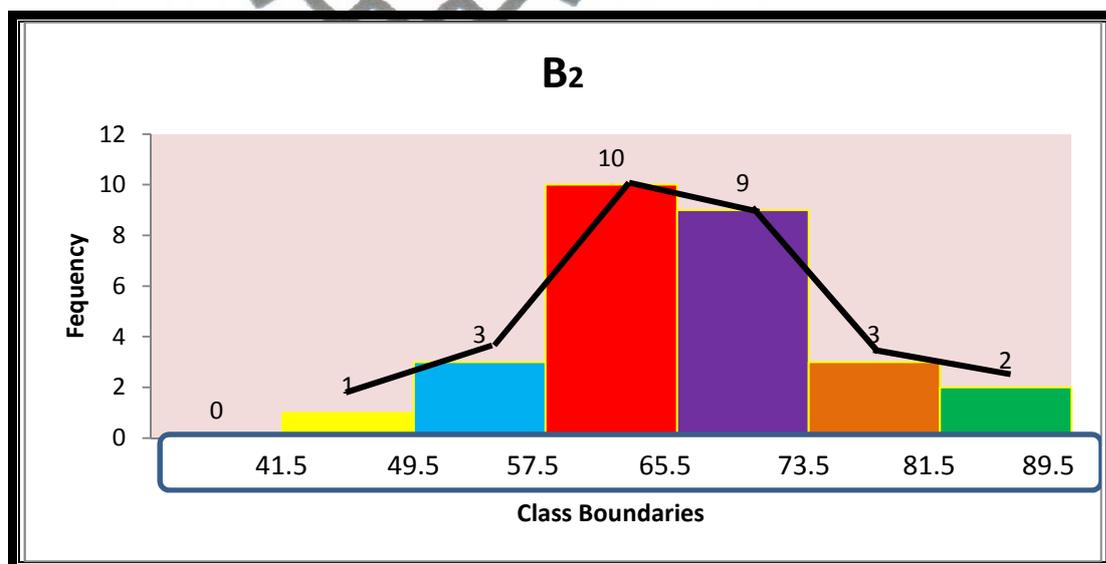
Figure 4.4 Histogram and Polygon of Data B_2

5. The data of the students having high creativity who were taught using process approach ($A_1 B_1$)

The score of the students having high creativity who were taught using process approach are: 60, 65, 75, 75, 76, 76, 77, 77, 81, 84, 84, 85, 86, 87. Based on the result of the calculation of the students' scores having high creativity who were taught using process approach, the highest score achieved by students was 87 and the lowest one was 60. The range was 27. The number of class used was 6, and the class width (interval) used was 5. The mean was 78, the mode was 77.8, the median was 78.7, and the standard deviation was 7.19. Then, the frequency distribution, histogram, and polygon can be seen in the following table and figure:

Table 4.5. Frequency Distribution of Data $A_1 B_1$

Class Limit	Class Boundaries	Midpoint (X_i)	Tally	Frequency (f_i)	Percentage (%)
60-64	59.5-64.5	62	II	1	7.1
65-69	64.5-69.5	67	I	1	7.1
70-74	69.5-74.5	72	HHT IHHT III	0	0.0
75-79	74.5-79.5	77	HHT I	6	42.9
80-84	79.5-84.5	82	HHT	3	21.4
85-89	84.5- 89.5	87	I	3	21.4
				14	100
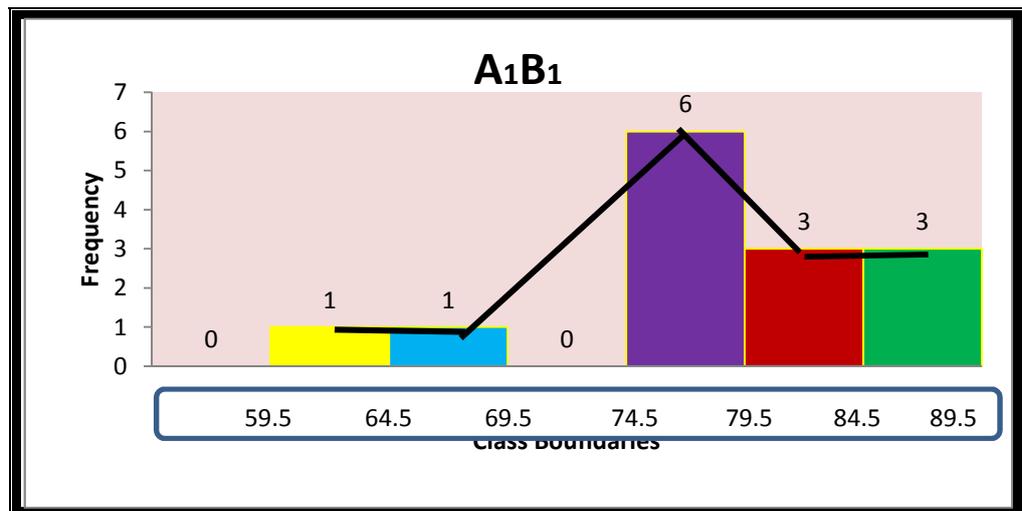
Figure 4.5. Histogram and Polygon of Data $A_1 B_1$

6. The data of the students having low creativity who were taught using process approach ($A_1 B_1$)

The score of the students having low creativity who were taught using process approach were: 52, 57, 59, 61, 61, 62, 63, 66, 67, 67, 68, 71, 72, 74. Based on the result of the calculation of the students' scores having low creativity who were taught using the process approach, the highest score achieved by students was 74 and the lowest one was 52. The range was 22. The number of class used was 6, and the class width (interval) used was 4. The mean was 64.5, the mode was 61.5, the median was 65, and the standard deviation was 6.28. Then, the frequency distribution, histogram, and polygon can be seen in the following table and figure:

Table 4.6 Frequency Distribution of Data A☐ B☐

| Class Limit	Class Boundaries	Midpoint (X☐)	Tally	Frequency (f☐)	Percentage (%)
51-54	50.5-54.5	52.5	I	1	7.1
55-58	54.5-58.5	56.5	I	1	7.1
59-62	58.5-62.5	60.5	IIII	4	28.6
63-66	62.5-66.5	64.5	II	2	14.3
67-70	66.5-70.5	68.5	III	3	21.4
71-74	70.5- 74.5	72.5	I	3	21.4
				28	100
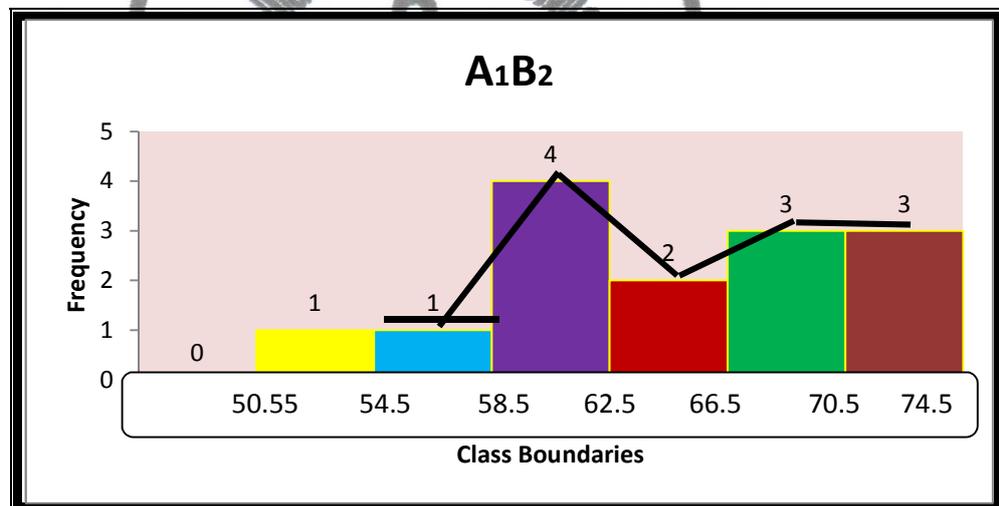
Figure 4.6. Histogram and Polygon of Data A☐ B☐

7. The data of the students having high creativity who were taught using product approach (A☐ B☐)

The score of the students having high creativity who were taught using product approach were: 59, 63, 64, 64, 65, 66, 67, 69, 70, 71, 72, 80, 80, 81 Based on the result of the calculation of the students' scores having high creativity who were taught using the product approach, the highest score achieved by students was 81and the lowest one was 59. The range

was 22. The number of class used was 6, and the class width (interval)

used was 4. The mean was 69.6, the mode was 65,2 the median was 65,

and the standard deviation was 6.74. Then, the frequency distribution,

histogram, and polygon can be seen in the following table and figure:

Table 4.7 Frequency Distribution of Data A☐ B☐

| Class Limit	Class Boundaries	Midpoint (X☐)	Tally	Frequency (f☐)	Percentage (%)
59-62	58.5-62.5	60.5	I	1	7.1
63-66	62.5-66.5	64.5	HII	5	35.7
67-70	66.5-70.5	68.5	III	3	21.4
71-74	70.5- 74.5	72.5	II	2	14.3
75-78	74.5 - 78.5	76.5	-	0	0
79-82	78.5 - 82.5	80.5	III	3	21.4
				28	100
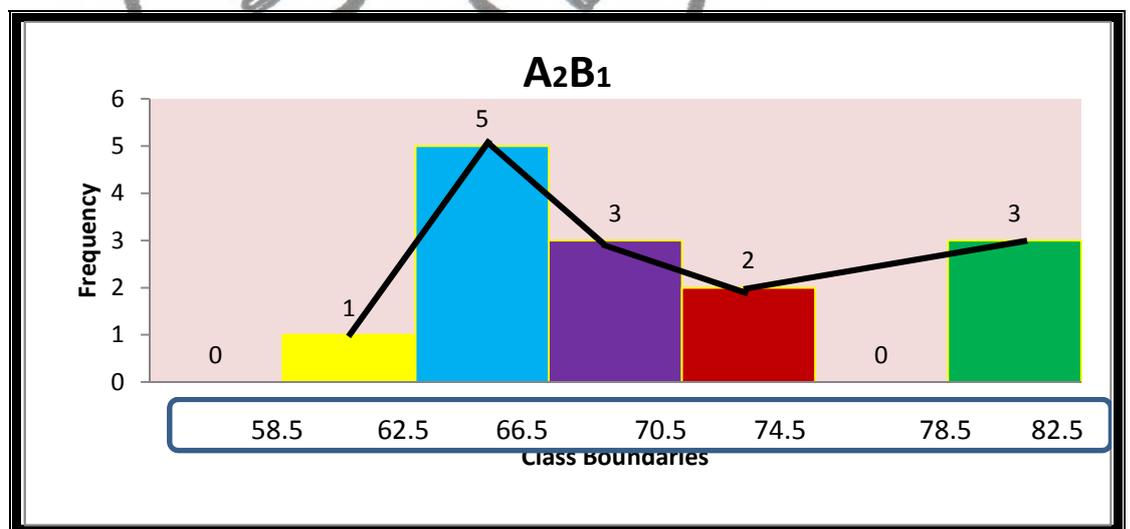
Figure 4.7 Histogram and Polygon of Data A☐ B☐

8. The data of the students having low creativity who were taught using

product approach (A☐ B☐)

The score of the students having low creativity who were taught

using product approach are: 44, 54, 59, 60, 61, 62, 63, 66, 67, 70, 75, 77,

84, 89. Based on the result of the calculation of the students' scores having low creativity who were taught using product approach, the highest score achieved by students was 89 and the lowest one was 44. The range was 45. The number of class used was 6, and the class width (interval) used was 8. The mean was 67, the mode was 61.5, the median was 64,8 and the standard deviation was 11.62. Then, the frequency distribution, histogram, and polygon can be seen in the table and figure:

Table 4.8 Frequency Distribution of Data A□ B□

| Class Limit	Class Boundaries	Midpoint (X□)	Tally	Frequency (f□)	Percentage (%)
44-51	43.5-51.5	47.5	I	1	7.1
52-59	51.5-59.5	55.5	II	2	14.3
60-67	59.5-67.5	63.5	IIII I	6	42.9
68-75	67.5-75.5	71.5	II	2	14.3
76-83	75.5-83.5	79.5	I	1	7.1
84-91	83.5-91.5	87.5	II	2	14.3
				14	100
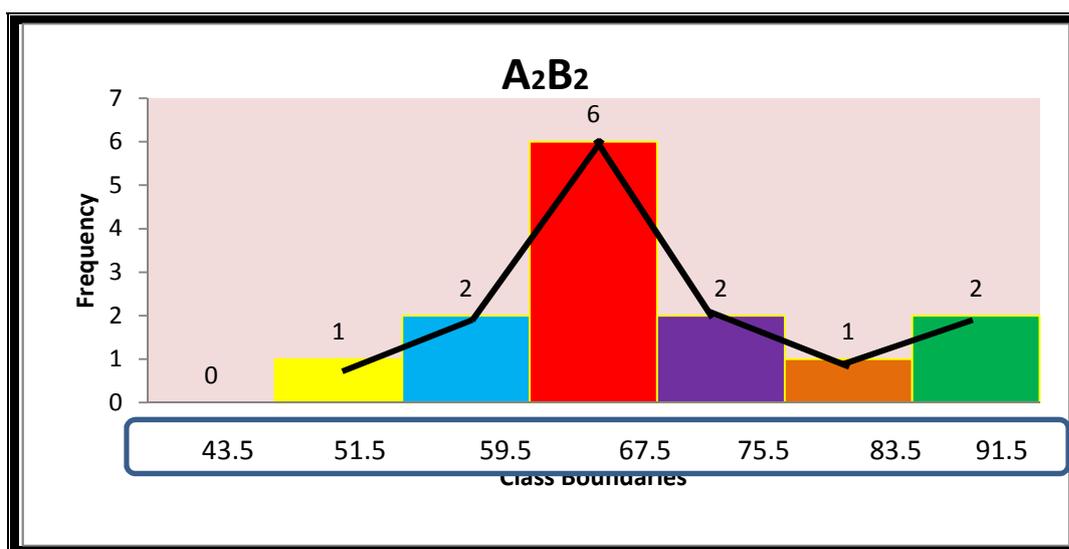
Figure 4.8 Histogram and Polygon of Data A□ B□

B. Normality and Homogeneity Test

1. Normality Test

    a. Normality test of scores of the students who were taught using process approach (A□)

    Based on the result of the calculation of the students' scores who were taught using the process approach, the highest value of L_o *(L obtained)* was 0.1234. From the table of critical value of *Liliefors* test with the student's number (n) = 28 at the significance level α = 0.05, the score of L_t was 0.161. Because L_o was lower than L_t or L_o (0.1234) < L_t (0.161), it can be concluded that the data were in normal distribution.

    b. Normality test of scores of the students who were taught using product approach (A□)

    Based on the result of the calculation of the students' scores who were taught using product approach, the highest value of L_o *(L obtained)* was 0.1311. From the table of critical value of *Liliefors* test with the student's number (n) = 28 at the significance level α = 0.05, the score of L_t was 0.161. Because L_o was lower than L_t or L_o (0.1311) < L_t (0.161), it can be concluded that the data were in normal distribution.

    c. Normality test of scores of the students having high creativity (B□)

    Based on the result of the calculation of the students' scores having high creativity, the highest value of L_o *(L obtained)* is 0.1503.

From the table of critical value of *Liliefors* test with the student's number (N) = 28 at the significance level $\alpha = 0.05$, the score of L_t was 0.161. Because L_o was lower than L_t or L_o (0.1503) < Lt (0.161), it can be concluded that the data were in normal distribution.

d. Normality test of scores of the students having low creativity (B□)

Based on the result of the calculation of the students' scores of the students having low creativity, the highest value of L_o *(*L obtained) was 0.1245. From the table of critical value of *Liliefors* test with the student's number (n) = 28 at the significance level $\alpha = 0.05$, the score of L_t was 0.161 because L_o is lower than L_t or L_o *(*0.1245) < L_t (0.161), it can be concluded that the data were in normal distribution.

e. Normality test of scores of the students having high creativity who were taught using process approach (A□B□)

Based on the result of the calculation of the students' scores having high creativity who were taught using process approach, the highest value of L_o *(*L obtained) was 0.1251. From the table of critical value of *Liliefors* test with the student's number (n) = 14 at the significance level $\alpha = 0.05$, the score of L_t was 0.227. Because L_o was lower than L_t or L_o (0.1251) < L_t (0.227), it can be concluded that the data were in normal distribution.

f. Normality test of scores of the students having low creativity who were taught using process approach (A□B□)

Based on the result of the calculation of the students' scores having low creativity who were taught using process approach, the highest value of L_o (L obtained) was 0.0636. From the table of critical value of *Liliefors* test with the student's number (n) = 14 at the significance level $\alpha = 0.05$, the score of L_t was 0.227. Because L_o was lower than L_t or L_o (0.0636) < L_t (0.227), it can be concluded that the data were in normal distribution.

g. Normality test of scores of the students having high creativity who were taught using product approach (A□B□)

Based on the result of the calculation of the students' scores having high creativity who were taught using product approach, the highest value of L_o (L obtained) was 0.1157. From the table of critical value of *Liliefors* test with the student's number (N) = 14 at the significance level $\alpha = 0.05$, the score of L_t was 0.227. Because L_o is lower than L_t or L_o (0.1157) < L_t (0.227), it can be concluded that the data were in normal distribution.

h. Normality test of scores of the students having low creativity who were taught using product approach (A□B□)

Based on the result of the calculation of the students' scores having low creativity who were taught using product approach, the highest value of L_o (L obtained) was 0.1429. From the table of critical value of *Liliefors* test with the student's number (N) = 14 at the significance level $\alpha = 0.05$, the score of L_t was 0.227. Because L_o was

lower than L_t or L_o (0.1429) < L_t (0.227), it can be concluded that the

data were in normal distribution.

Table 4.9 Summary of Normality Test

No.	Data	No of Sample	(L_o)	(L_t)	(α)	Status
1.	A_1	28	0.1234	0.161	0.05	Normal
2.	A_2	28	0.1311	0.161	0.05	Normal
3.	B_1	28	0.1503	0.161	0.05	Normal
4.	B2	28	0.1245	0.161	0.05	Normal
5.	$A_1 B_1$	14	0.1251	0.227	0.05	Normal
6.	$A_1 B_2$	14	0.0636	0.227	0.05	Normal
7.	$A_2 B_1$	14	0.1157	0.227	0.05	Normal
8.	$A_2 B_2$	14	0.1429	0.227	0.05	Normal

2. Homogeneity test

Homogeneity test is conducted to know whether data are

homogeneous or not. The data can be said as homogeneous if χ_o^2 is lower

than χ_t^2 (0.05). The result of the analysis is as follows:

Table 4.10 Summary of Homogeneity Test

Sample	df	1/(df)	s^2	log s^2	(df) log s^2
1	13	0.0769231	61.1428571	1.786345729	23.22249448
2	13	0.0769231	37.7582418	1.577011763	20.50115292
3	13	0.0769231	47.1703297	1.673668912	21.75769585
4	13	0.0769231	140.884615	2.148863571	27.93522642
$\sum$	52				93.41656966

B

$\log s^2 = \log (71.739)^2 = 1.855755$

$B = (\log s^2) \sum (n_i-1) = 1.8557(52) = 96.49928$

$$(ln10) \ \{B-\sum(n_i-1) \log s_i^2$$

$$\chi^2 \quad = \quad \} =$$

$$= (2.306) \ \{(96.49928) - (93.416)\} = 7.10873$$

Based on the result of homogeneity test above, it can be seen that the score of χ^2 was 7.098. From the table of Chi-Square distribution with the significance level $\alpha = 0.05$, the score of $\chi_t^2{}_{0.95(3)}$ (7.81). Because χ^2 (7.098) was lower than $\chi_t^2{}_{0.95(3)}$ (7.81) or $\chi^2 < \chi_t^2$ (7.098 < 7.81), it can be concluded that the data are homogeneous.

C. Hypothesis Testing

The calculation of data which is conducted by using Multifactor Analysis of Variance (ANOVA) 2 X 2 is done after the result of normality and homogeneity test are calculated and fulfilled. In ANOVA, H_o is rejected if F_o is higher than F_t ($F_o > F_t$) which also means that there is a significant difference. Furthermore, after using ANOVA, Tukey's HSD test is used. This test is conducted to know the difference between the two cells. To know which group is better, the mean scores of the groups are compared. The 2 X 2 ANOVA test can be seen as follows:

Table 4.11 Summary of a 2 X 2 Multifactor Analysis of Variance

Source of Variance	SS	df	MS	F_o	F_t (.05)
Between Columns (Approaches)	132.0714	1	132.0714	1.841	4.08
Between Rows (Creativity)	928.2857	1	928.2857	12.940	
Columns by rows (interaction)	391.1429	1	391.1429	5.45	
Between Groups	1451.5	3	483.8333		
Within Groups	3730.429	52	71.73901		
Total	5181.929	55			

Table 4.12 Mean of Scores

	A_1	A_2	
B_1	77.71	69.40	73.54
B_2	64.29	66.50	65.39
	71	67.93	

From the computation result of ANOVA test, it can be concluded that:

1. The score of F_o between columns (approaches) was 1.841, and the score of F_t at the level of significance $\alpha = 0.05$ was 4.08. Because $F_o < F_t$ or F_o (1.841) was lower than F_t (4.08), the difference between columns was not significant. In other words, there was no significant difference on the student's writing competence between those who were taught using process approach and those who were taught using product approach.

2. The score of F_o between rows (creativity) is 12.940, while the score of F_t at the level of significance $\alpha = 0.05$ is 4.08. Because $F_o > F_{t \ (0.05)}$ or F_o 12.940 is higher than F_t (4.08), the difference between rows was significant. Thus, it can be concluded that there is a significant difference on the student's writing competence between those who have high creativity and those who

have low creativity. Based on the calculation of the mean scores, the mean

score of the students who have high creativity (73.54) is higher than that

those who have low creativity (65.39). Thus, it can be concluded that the

students who have high creativity have better writing skills than that those

who have low creativity.

3. The score of F_o columns by rows (interaction) was 5.45, and the score of F_t

at the level of significance α = 0.05 was 4.08. Because $F_o > F_{t\ (0.05)}$ or F_o

(5.45) was higher than F_t (4.08), there is an interaction between the two

variables, teaching approaches student's creativity and. In the other words,

it can be said that the effect of teaching approaches on the student's

writing skills depends on the student's degree of creativity.

Furthermore, in order to find out whether the mean difference between

the cells is significant or not, Tukey's HSD test is used. The following is the

result of analysis of the data using Tukey's HSD test:

Table 4.13 The Result of Tukey's HSD Test

No	Data	Sample	q_o	q_t	α	Status
1.	A_1 and A_2	56	2.71366	2.83	0.05	not significant
2.	B_1 and B☐	56	7.1943	2.83	0.05	significant
3.	$A_1 B_1$ and A_2B☐	28	5.19431	2.89	0.05	significant
4.	A_1B☐ and A☐B☐	28	1.3833	2.89	0.05	not significant

Based on the table above, it can be seen that:

1. The score of q_o between columns was 2.713 and the score of q_t of Tukey's table at the level of significance α = 0.05 was 2.83. Because $q_o < q_t$ or q_o (2.71) was lower than $q_{t\ (0.05)}$ (2.83), it can be concluded that there is no significant difference on the student's writing competence between those who were taught using process approach and those who were taught using product approach.

   Based on this result ($q_o < q_t$) and the result of ANOVA ($F_{\square} < F_t$), H_o is accepted and therefore H_1 which states that the process approach is more effective than the product approach to teach writing for the eighth grade students of SMP Terpadu in the academic year of 2011/2012 is rejected.

2. The score of q_o between rows was 7.1943 and the score of q_t of Tukey's table at the level of significance α = 0.05 is 2.83. Because $q_o > q_t$ or q_o (7.1943) was higher than $q_{t\ (0.05)}$ (2.83), it can be concluded that there is a significant difference on the student's writing competence between those who have high creativity and those having low creativity. Based on the calculation of the mean scores, the mean score of the students who have high creativity (73.54) was higher than that of those who having low creativity (65.39). Thus, it can be concluded that the students having creativity have better writing competence than that of those who have low creativity.

Based on this result ($q_o > q_t$) and the result of ANOVA ($F_o > F_t$), H_o is rejected and therefore H_1 which states that the students who have high creativity have better writing skills than those who have low creativity is accepted.

3. The score of q_o between cells A_1B_1 and A_2B_1 was 5.19431 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.89. Because $q_o > q_t$ or q_o (7.1943) was higher than $q_{t\ (0.05)}$ (2.89), it can be concluded that using process approach differs significantly from product approach to teach writing to the students who have high creativity. Moreover, based on the calculation of the mean scores, the mean score of A_1B_1 (77.71) was higher than the mean scores of A_2B_1 (69.40) so that it can be concluded that process approach is more effective than product approach for teaching writing to the students having high creativity.

4. The score of q_o between cells A_1B_2 and A_2B_2 was 1.3833 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ was 2.89. Because $q_o < q_t$ or q_o 1.3833) was lower than $q_{t\ (0.05)}$ (2.89), it can be concluded that using process approach does not differ significantly to teach writing to the students who have low creativity.

Based on this result of ANOVA ($F_o > F_t$), H_o is rejected and therefore H_1 which states that there is an interaction between teaching approaches and creativity is accepted.

D.   Discussion of the Findings

Based on the calculation result of testing hypothesis, it can be explained as follows:

1.   The difference between process approach and product approach to teach writing

The result of the first hypothesis testing shows that there is no significant difference on the student's writing competence between those who are taught using process approach and those who are taught using product approach. It may happen because of several factors.

The first is that in the product approach, there is a step of studying a model. In this step, if the students who are taught using product approach can make use of this stage maximally, especially in the first stage where they learn and imitate the good model of the text given by the teacher, there is a great possibility that students who are taught using product approach can also reach good scores. Graham and Perin (2007: 20) state that the study of models provides adolescents with good models for each type of writing that is the focus of instruction. Students are encouraged to analyze these examples and to emulate the critical elements, patterns, and forms embodied in the models in their own writing. Moreover, the kind of writing evaluation in this case, writing rubrics which is applied in junior high school tends to give more advantage for the product approach.

In line with the above idea, Graham and Perin state in their research (2007: 11) that though each instructional element is treated as a

distinct entity, the different elements are often related, and the addition of one element can stimulate the inclusion of another. Further they state that the elements should not be seen as isolated but rather as interlinked. There is no single approach to writing instruction which will meet the needs of all students. Also, some extent techniques may be effective but have not yet been studied rigorously (Graham and Perin, 2007: 11). It can be concluded that if they are used as isolated, they will give almost the same effect toward students' writing competence.

The second factor is that the number of the total sample. Glenn, Meyer and Guarino (2008: 115) state that statistical power reflects the ability to find an effect when one exists. Researchers gain more power when their sample size is larger, when the population effect size is larger, and when their alpha level is less stringent. When speaking of power, the focus is on the mean differences observed. In short they state that sample size is an important factor in statistical power. The larger the sample size, the greater will be our statistical power. Moreover, they state that this is true at a basic level in that the closer the observer come to sampling the entire population, the more precise an estimate she will be able to make of the population mean for each group. At its extreme, if the observer sampled the entire population, and if she found a difference between the means of the two groups, she would not need a statistical test to determine if they were significantly different – by definition, the means would be

statistically different. Furthermore, they also give example to explain the above statement:

> More power corresponds to a greater ability to detect a true effect. An analogy can be made to the process of magnification. Imagine holding a magnifying glass (using a statistical test) to the fine detail of a painting (to examine the data). As you use more powerful magnifiers – going from 2× to 5× to 10×, for example – you can see successively greater detail, distinguishing differences that were not readily apparent to the naked eye or to what was seen under the lower power magnifiers. Increasing the power of a statistical test allows you to increasingly discern differences that were not apparent under a lower power test. Power is driven by three factors: alpha level, effect size in the population, and sample size (p: 115)

In fact, the population of this research is actually 116 and the sample taken is 56. It means that half of the population has been taken. Ary (2010: 157) states that a larger sample is more likely to be a good representative of the population than a smaller one. However, the most important characteristic of a sample is its representativeness, not its size. Moreover, he states that size alone will not guaranty accuracy. A sample maybe large and still contains a bias. Ary (2010: 154) says that the sampling error in a cluster sample is much greater than in true random sampling Because the sampling used in this research is cluster random sampling, the possibility of error sampling to happen is greater than in true random sampling where, further, there is a possibility that the use of cluster random sampling itself increases the possibility for the sample to be unrepresentative than if the true random sampling is used. Based on this

explanation, there is a possibility that the sample taken is actually not representative enough.

Furthermore, the third possible factor is effect size. An experimental research conducted by Graham and Perin in 2007 about the effect size in the population which provides a measure of effectiveness using the effect size in the population, shows that there are (11) elements of effective adolescent writing instruction. Based on the research, process approach has the effect size of 0. 32 while product approach, whose characteristic is similar to Study of Models has the effect size of 0.25. Both approaches are included as having mild effect. From the effect size above, it can be seen that actually process approach (0.32) has a higher effect size than Study of Model (product approach) (0.25) but the degree between the two does not differ significantly because both are included as having mild effect. Effect sizes report the average difference between a type of instruction and a comparison condition. They indicate the strength of the effect. 0.20 is considered as having small or mild effect, 0.50 as having medium or moderate effect (Graham and Perin, 2007: 13). The result of Graham and Perin's research, however, is in line with the result gotten from this research that both have more or less the same effect size.

2. The difference between students having high creativity and those having low creativity.

The result of the second hypothesis testing shows that there is a significant difference on the student's writing competence between those

who have high creativity and those who have low creativity. Based on the calculation of the mean scores, the mean score of the students who have high creativity (73.54) is higher than that of those who have low creativity (65.39). Thus, it can be concluded that the students who have high creativity have better writing competence than those who have low creativity.

Creative individuals have a great deal of energy. This great deal of energy makes them energetic and always ready to do anything. They will see any kinds of things, including the difficult one, as challenges to conquer. They like challenges and enjoy its every single activity. They like to explore their ideas and imagination and to think freely.

Furthermore, students with high creativity have a combination of playfulness, discipline, and also responsibility. They like to alternate between imagination and fantasy at one end, and rooted sense of reality at the other. Besides, they do not like to be bound. They like to be given freedom to think and to express themselves in many ways. This kind of characteristics, in the end, leads the students who have high creativity to get better score since they have better flexibility, fluency and originality of thinking which are important in producing a piece of writing.

Csikszentmihaly (1996: 58-73) defines the characteristics of the creative personality as follows:

a. Creative individuals have a great deal of energy, but they are also often quiet and at rest.

b. Creative individuals tend to be smart, yet also naive at the same time.

c. Creative individuals have a combination of playfulness and discipline, or responsibility and irresponsibility.

d. Creative individuals alternate between imagination and fantasy ant one end, and rooted sense of reality at the other.

e. Creative people seem to harbor opposite tendencies on the continuum between extroversion and introversion.

f. Creative individuals are also remarkable humble and proud at the same time.

g. Creative individuals to a certain extent escape rigid gender role stereotyping and have a tendency toward androgyny.

h. Generally, creative people are thought to be rebellious and independent.

i. Most creative persons are very passionate about their work, yet they can be extremely objective about it as well.

j. The openness and sensitivity of creative individuals often exposes them to suffering pain yet also a great deal of enjoyment.

On the contrary, students with low creativity tend to be passive. They do any kind 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. Students with low

creativity usually see process and challenge as burdens. The more activities they have to do, the more burdens they will have. They do not really like activities because they like simple, guided, and straightforward activities which in turns make the teacher should control them intensively. That is why, students who have high creativity have better writing ability than those who have low creativity.

3. Interaction between teaching approaches and students' degree of creativity in teaching writing.

    The result of the third hypothesis testing shows that there is an interaction between the variables, teaching approaches and student's creativity to teach writing. In the other words, it can be concluded that the effect of teaching approaches on the student's writing ability depends on the student's degree of creativity.

    Process approach focuses more on the process. The several stages it gives students with high creativity opportunity to explore their ideas more. Students with high creativity will see this as a good opportunity to explore and develop their own fresh ideas, while students with low creativity will see this as burdens and tiring stages. Quoting Raimes (1983), Ghaith (2002) states process approach gives students time to organize ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Moreover, they will be more couraged in doing the writing since writing is considered as a challege to do. Further, process approach tends to be student-centered. In this teacher-less-dominant situation, students with high creativity

will get freedom and good chance to express themselves and ideas. They surely do not like to be tightly controlled by the teacher. Brown (2001: 336) defines process approach as an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given unlimited number of revisions before its "release") to give students a chance to think as they write. Another way of putting it is that writing is indeed a thinking process. Having those supporting theories, it is clear that process approach is more effective to teach writing for students having high creativity.

In contrast, product approach gives opportunities for students with low creativity to get the sense of good writing through the model given by the teacher which in turn can be used as example in doing writing. Pincas (1962: 185-6), as quoted by Harwood, says that in product approach the learner is not allowed to 'create' in the target language at all. The use of language is the manipulation of fixed patterns. These patterns are learned by. In addition, Soonpa (2007: 3) claims that product approach is also called pattern approach. He says that it is a traditional approach in teaching writing in which students are given a model and they are guided to imitate it in order to create a similar product. In conclusion, it can be said that the product approach is supposed to be very suitable for students having low creativity.

CHAPTER V

COCNLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of the hypotheses testing, the research findings are as follows:

1. Process Approach does not differ significantly from Product Approach to teach writing for the eighth grade students of SMP Terpadu Ponorogo in the academic year of 2011/2012.

2. The students having high creativity have better writing skills than those having low creativity.

3. There is an interaction between teaching approaches and creativity in teaching writing for the eighth grade students of SMP Terpadu Ponorogo in the academic year of 2011/ 2012.

In short, it can be concluded that the process approach and product approach do not differ significantly from one another in their effect on the performance of the subjects of SMP Terpadu Ponorogo. Related to the degree of the students' creativity, it is proved that the students having high creativity have better writing achievement than those having low creativity.

B. Implication

The result of the research implies that students' creativity gave an effect on students' writing skills. Students having high creativity have better writing skills that those having low creativity. Therefore, it is recommended that students having high creativity are able to explore their ideas and imagination

and to think freely more than that of the students who have low creativity. Students having high creativity have a combination of playfulness, discipline, and also responsibility. Besides, they do not like to be bound and like to express themselves in many ways. Those characteristics mentioned, in the end, make students having high creativity can do better in writing.

Furthermore, there is also an interaction between teaching approaches and students' degree of creativity which means that the effect of teaching approaches on the students' ability depends on the students' degree of creativity. The research findings imply that the use of process approach can affect the students' writing skills especially for the students who have high creativity. Process approach enables students to explore their ideas and improve their flexibility in writing better.

C. Suggestion

Having examined the research findings, there are some suggestions which are addressed to the teachers, students, and other researchers which can be listed as follows:

1. For teachers

    In order to get maximum result and effect on students' writing skills, English teachers are suggested to apply appropriate approaches by considering students' characteristics especially based on their degree of creativity. For students with high creativity, teacher can apply process approach. Moreover, teachers are suggested to be more creative and innovative in using or even blending the various kinds of teaching

techniques or approaches so that he or she can find suitable approach for the students based on the students' characteristics. Moreover, combining both approaches can be a good alternative too in order to get better effect and result of teaching writing. The writer also really wishes that the result of these research findings can be used as a reference by teachers for then making use of it in their class and getting benefits from it.

2. For students

Students are also suggested to know their own characteristics so that they can adjust themselves with the approaches or methods used by the teacher. Moreover, they should practice more and more since writing skills cannot come out as it is without practice. The more they practice the more their skills improve.

3. For other researchers

For other researchers who are interested in conducting the research in more detail to know the effect of process approach to teach writing, the writer hopes that these research findings can be used as a starting point and also as a reference for the future researches. Moreover, other researchers may conduct other researches to know the effectiveness of process approach viewed from other psychological aspect such as: motivation, language intelligence, learning interest, etc. or at least by using different number of total sample with the hope that the further result of the research can support and complete this research.